

# PURCHASE COLLEGE PHASE I-V REPORTS

FACILITIES MASTER PLAN 2013-2023 DECEMBER 2011



# ACKNOWLEDGEMENTS

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# PHASE



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SUNY Purchase was founded in 1967 by Governor Nelson Rockefeller as an institution to embody the principle that artists and scholars are indispensable to each other and to an enlightened society.

# A. HISTORY

# **ACADEMIC HISTORY**

SUNY Purchase was founded in 1967 by Governor Nelson Rockefeller as an institution to embody the principle that artists and scholars are indispensable to each other and to an enlightened society.<sup>1</sup> The newly formed institution adopted a curriculum that combined conservatory training with academic programs in the liberal arts and sciences in order to train aspiring artists through the broad study of science, humanities, and liberal arts.<sup>2</sup> "The goal," Dr. Frank W. Wadsworth, a literary scholar who was the first vice president for academic affairs, observed, "was a first-rate college experience on a public campus, so people who couldn't go to the Harvards and Wellesleys could get a personalized and independent education. It was an innovative program with an emphasis on independent study in the broadest, most philosophical sense, so that students would take more responsibility for their education than in the usual undergraduate school." <sup>3</sup> Today, the College is considered the "cultural gem" of the 13-college SUNY system for its unique focus on arts education.<sup>4</sup>

The first students were admitted to the College in 1968 in the Continuing Education program, and the first matriculated students were admitted in 1971 (170 juniors). 1973 marked the year of the first commencement and the admittance of the first freshmen students.<sup>5</sup>

- 4. SUNY Purchase Space Utilization Study, March 2008 (Draft).
- 5. State University of New York College at Purchase: 2010 Campus Statement

## PHYSICAL HISTORY

#### **CAMPUS CREATION**

The campus was sited on the 500-acre Strathglass working farm, originally settled in 1734 and owned by Revolutionary War hero Thomas Thomas. <sup>6</sup> Today, several buildings and a cemetery remain from these earlier eras, and much of the 500-acre site remains undeveloped, with expanses of woodlands, meadows, and wetlands. <sup>7</sup>

As the campus was proposed, neighbors in Purchase, NY were skeptical of the idea of building a college. "Those living in the area were at first wary at the prospect of any wild-eyed rebels in their leafy neighborhood, given the roiling passions of antiwar demonstrators and student activists nationwide . . . people were unhappy with the concept that we'd bring these 'crazy' students into the community." Today, the college is a vibrant cultural hub.

Edward Larrabee Barnes was the master architect for the campus. The guiding concept was to develop "A City Within the Country," with sleek, modern buildings quietly framing a central open space. The plan left the surrounding fields and meadows undisturbed, juxtaposing the deliberate geometric designs of the Modern buildings against the natural landscape. Barnes was a disciple of the pure International Modern philosophy of Walter Gropius and Marcel Breuer at Harvard Graduate School of Design, and his approach aspired to be monumental, self-referential, geometric, rational, and spare in concept.

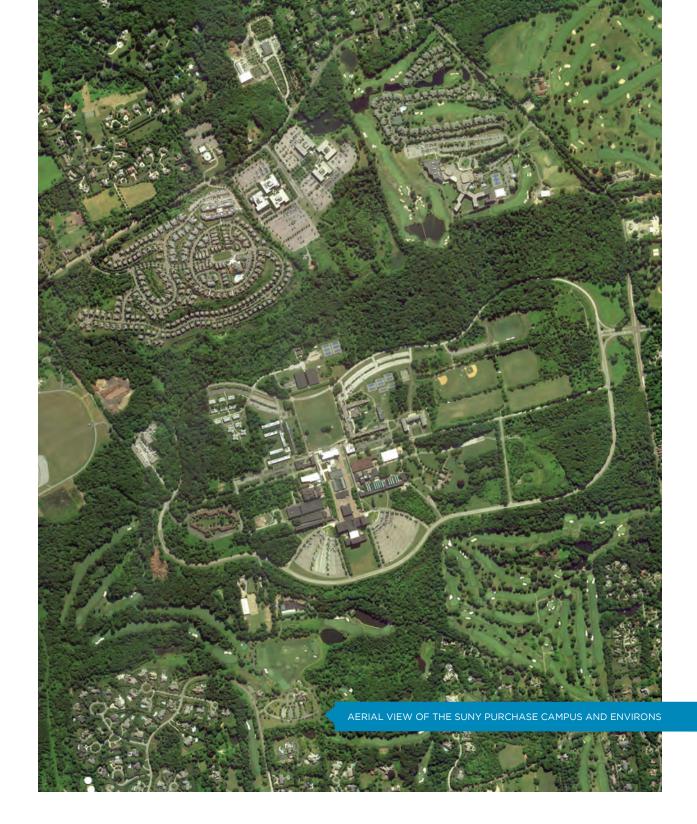
<sup>1.</sup> State University of New York College at Purchase: 2010 Campus Statement

<sup>2.</sup> Hershenson, Roberta. "Purchase College, the 25-Year-Old Experiment." The New York Times; September 22, 1996.

<sup>3.</sup> Hershenson, Roberta. "Purchase College, the 25-Year-Old Experiment." The New York Times; September 22, 1996.

<sup>6.</sup> https://www.purchase.edu/AboutPurchase/History. aspx; SUNY Purchase Space Utilization Study, March 2008 (Draft).

<sup>7.</sup> SUNY Purchase Space Utilization Study, March 2008 (Draft)

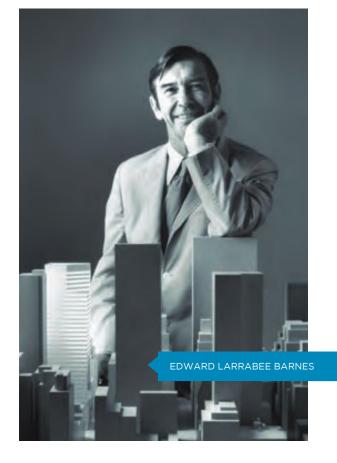


The physical campus is a distinctive exemplar of Modern architecture. In accordance with Rockefeller's vision, the campus design reflected the "imaginative and innovative" ideas and approaches of the design leaders of the time.<sup>8</sup> The original Master plan was a product of regional political and professional relationships, including a powerful cadre of New York City architects, led by Wallace Harrison. <sup>9</sup> The individual campus buildings were designed by some of the brightest luminaries of their day, including Philip Johnson, Paul Rudolph, and Robert Venturi, among a roster of other major architects. <sup>10</sup> This approach reflected the SUNY Construction Fund's goal to "tap the talents of outstanding architects" for SUNY campuses and buildings, wrote Rockefeller, and "to [demonstrate] that public building programs need not result in stereotypes, mediocrity, and dullness and that architecture excellence need not mean exorbitant cost." <sup>11</sup>

The "less is more" Modernist aesthetic inspired extensive cultural debate, however, and critics disparaged the Modernist approach as too aloof, too forbidding, even antiseptic in nature. "A preponderance of hardscape, the relentless use of brown brick, and the lack of fenestration along large expanses of monolithic blank walls reinforces a perception of oppressiveness," complained one critic; another lamented, "While a great deal of creative energy is obviously to be found inside the buildings of Purchase College, the campus is a remarkably inhospitable-looking brown brick monolith. Years of visiting the Neuberger [Museum of Art] have not shaken this dismal impression."<sup>12</sup> Others acknowledged moments of great design, but criticized the collage of architecture: "While there may be instances of inspired Modernism here and there, it is hard to shake the supposition that the campus was assembled from a kit." <sup>13</sup> Years later, Barnes continued to receive comments about the aesthetics of Purchase. He responded to one letter, tongue-in-cheek, that despite his pride in the plan's minimalist simplicity, its use of "quiet volumetric forms, unbroken surfaces, and continuous unifying materials" to define an "intellectual environment" for "plain living and high thinking", clearly the thing to do was to cover the walls with ivy. Aesthetic preferences aside, others question whether isolating disciplines in separate academic buildings causes a "silo effect" that discourages collaboration.<sup>14</sup>

Today, decades after the debates about modernism have cooled, the SUNY Purchase campus remains a celebrated example of Modern architecture and urban planning. The clarity and conceptual strength of the master plan and the individual architectural talents on display have matured gracefully and continue to be an exemplar of design. The form and aesthetics of the physical campus are a unique asset that defines Purchase.

- 12. Zimmer, William. "3 Shows Focus on College's Past." The New York Times; October 13, 1996.
- 13. Zimmer, William. "3 Shows Focus on College's Past." The New York Times; October 13, 1996.
- 14. SUNY Purchase Space Utilization Study, March 2008 (Draft).



<sup>8.</sup> Architecture for the Arts: The State University of New York College at Purchase. The Museum of Modern Art, New York. 1971

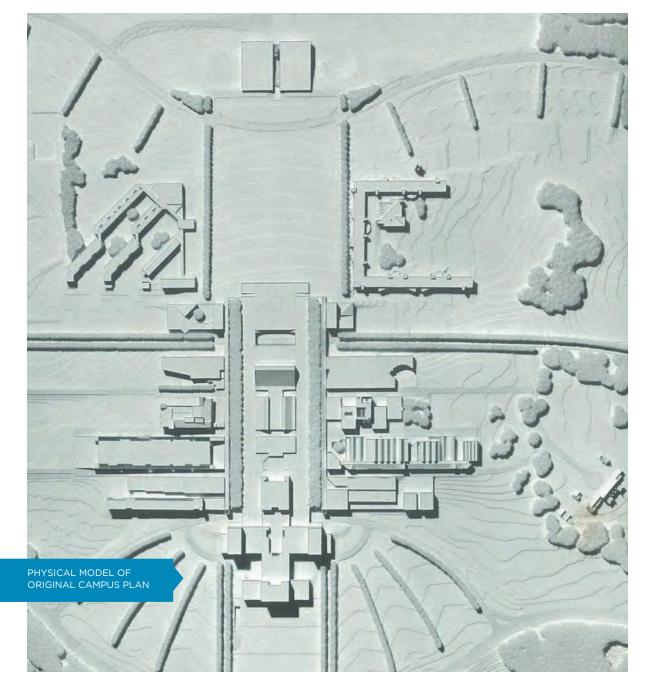
<sup>9.</sup> SUNY Purchase Space Utilization Study, March 2008 (Draft). State University of New York College at Purchase: 2010 Campus Statement

<sup>10.</sup> https://www.purchase.edu/AboutPurchase/History.aspx; State University of New York College at Purchase: 2010 Campus Statement

<sup>11.</sup> Architecture for the Arts: The State University of New York College at Purchase. The Museum of Modern Art, New York. 1971

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ID LARRANCE B 7 March 198 Sharon Hagerty S.U.M.Y. P. O. Box 522 Purchase, H.Y. 10577 . Hagerty: you wrote about Purchase ittributed to extent the opulation very tight bare understood s, and contin propriate for plain ellectual environment. living and high objecting to it. re letters praising unbroken elected Purchase material: president money to plant plant ivy Idea the organization for your letter. the Sincerely,



#### GROWTH THROUGH TIME, EXPANSIONS, AND LAND ACQUISITIONS

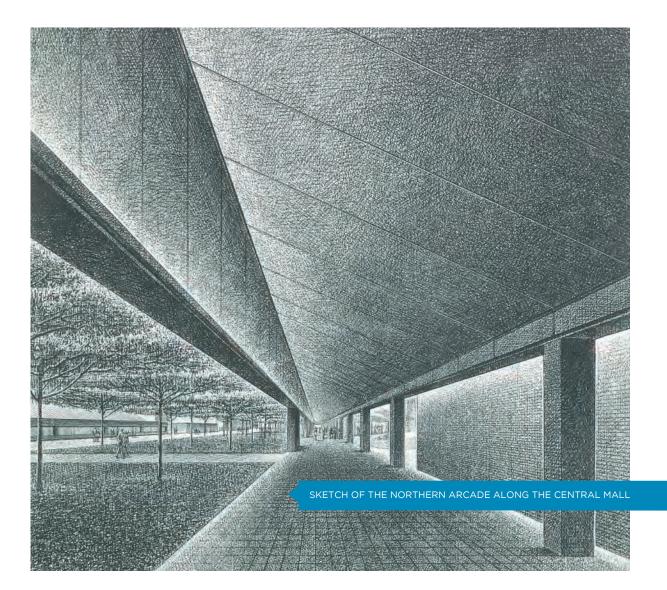
Construction of Purchase began in 1967. The first building to be completed was the Neuberger Museum of Art (1971), designed by Philip Johnson and John Burgee. By 1978, construction of the campus complex was complete, and the Performing Arts Center formally opened to the public. <sup>15</sup>

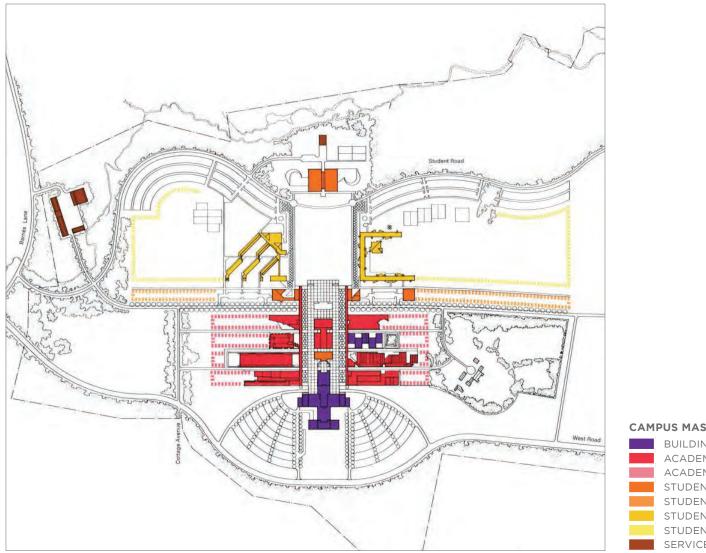
The central concept for the campus plan prioritizes shared public spaces. The campus buildings are organized in a linear configuration around a central paved mall, enclosed on two sides by covered arcades. Arthur Drexler, Director of the Department of Architecture and Design at the Museum of Modern Art, writes that "the arcades are an indispensable part of the composition...the arcades are like the thread which makes it possible to string beads into a necklace."<sup>16</sup>

<sup>15.</sup> https://www.purchase.edu/AboutPurchase/History. aspx

<sup>16.</sup> Architecture for the Arts: The State University of New York College at Purchase. The Museum of Modern Art, New York. 1971

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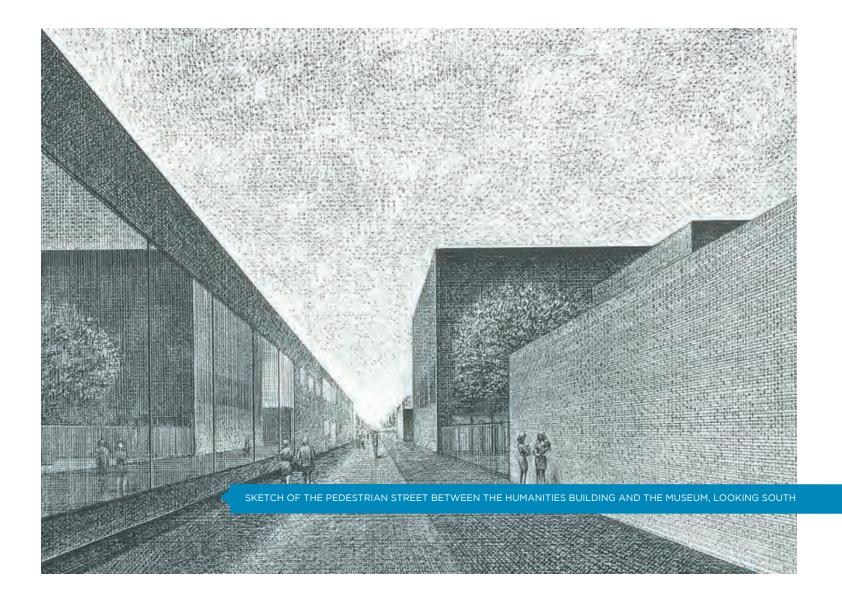


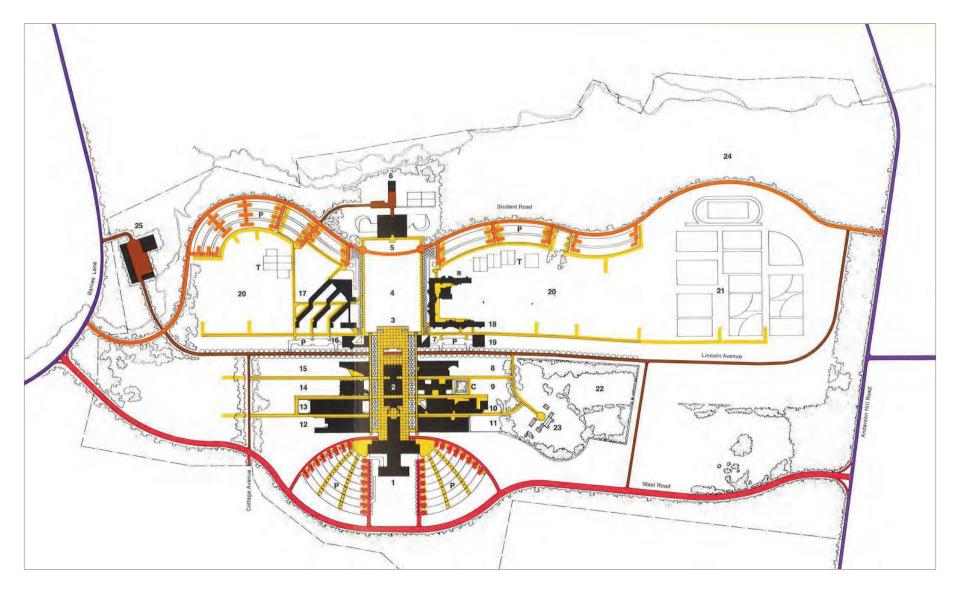


The original master plan marks several areas for expansion that reinforce the initial concept of linear buildings strengthening the central mall.

#### CAMPUS MASTER PLAN-ZONING

BUILDINGS OPEN TO PUBLIC
 ACADEMIC BUILDINGS
 ACADEMIC EXPANSION ZONES
 STUDENT ACTIVITIES BUILDINGS
 STUDENT ACTIVITIES EXPANSION ZONES
 STUDENT HOUSING
 STUDENT HOUSING EXPANSION ZONES
 SERVICE COMPLEX





#### CAMPUS MASTER PLAN-CIRCULATION:



12 | History

# FACILITY IDENTIFICATION ARCHITECT

1. PERFORMING ARTS CENTER Edward Larrabee Barnes

2. LIBRARY, POST OFFICE, BOOKSTORE Edward Larrabee Barnes

3. GREAT COURT Edward Larrabee Barnes

4. MEADOW

5. HEALTH AND PHYSICAL EDUCATION Edward Larrabee Barnes

6. COOLING TOWERS

7. STUDENT ACTIVITIES A Edward Larrabee Barnes

8. HUMANITIES BUILDING Venturi and Rauch

9. ROY R. NEUBERGER MUSEUL OF ART Philip Johnson and John Burgee

10. VISUAL ARTS INSTRUCTIONAL FACILITY The Architects Co Laborative

11. THEATER ARTS INSTRUCTIONAL FACILITY Edward Larrabee Barnes

12. MUSIC INSTRUCTIONAL FACILITY Edward Larrabee Barnes

13. DANCE INSTRUCTIONAL FACILITY Gunnar Birkerts & Associates

14. NATURAL SCIENCE BUILDING Paul Rudolph

15. SOCIAL SCIENCE BUILDING Venturi and Rauch

16. STUDENT ACTIVITIES B Edward Larrabee Barnes

17. RESIDENTIAL COMPLEX B STAGE XV Giovanni Pasanella 18. RESIDENTIAL COMPLEX B STAGE XV Gwathmey, Henderson & Siegel

19. INFIRMARY

20. RESIDENTIAL COMPLEX

21. ATHLETIC FIELDS Peter G. Rolland & Associates

22. GARDENS Peter G. Rolland & Associates

23. PRESENT ADMINISTRATION BUILDINGS Richard Moger

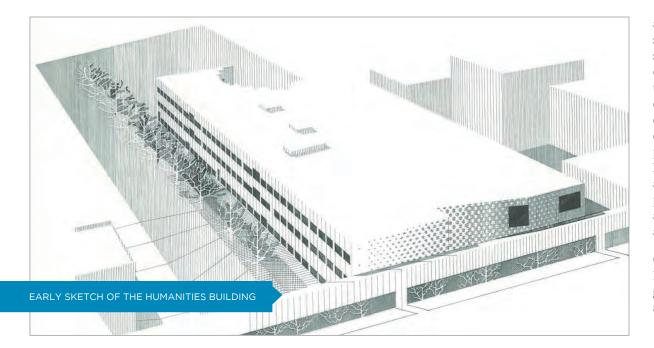
24. MARRIED STUDENTS' HOUSING ZONE Copelin & Lee

25. SERVICE BUILDINGS Gwathmey, Henderson & Siegel

C. Cemetery

P. Parking

T. Tennis Courts



# NOTABLE PERIODS, STYLES AND STRUCTURES OF HISTORICAL IMPORTANCE

The building facades use a limited palette of colors and materials: gray-brown brick, gray glass, and gray metal trim. Designed by a variety of iconic Modern architects, all of the campus buildings are arguably of historical importance; today, the Humanities Building, designed by Venturi and Rauch, is a candidate for the historic registry. Moreover, the integrity of Barnes' master plan itself, with its precise use of architectural form to define the central public realm against the natural beauty of the greater landscape, is an important historic demonstration of the Modernist ideal community.

In addition to the facilities built in the 1970s, other notable buildings include the Heritage Site and Beachwood, both of which were deemed eligible for historic designation by the NYS Office of Parks Recreation, and Historic Preservation survey in the late 1990s.

#### ADJACENT OR NEARBY EXTERNAL INFLUENCES

The Modern and International Styles of architecture and urban planning strongly influenced the formation of the Purchase master plan. Moreover, many iconic and celebrated projects were built in the same period as Purchase, including such New York landmarks as Lincoln Center (1966), former World Trade Center (1970), and the Empire State Plaza (1973). These projects share several key characteristics with Purchase: a singular and almost exclusive focus on an isolated central plaza to the neglect of the surrounding fabric; uniform exterior cladding and paving material; rigid, orthogonal layout; repetitive rhythm of architectural elements, including colonnades and glazing elements; large, monotonous walls, and uniform program uses at the ground level.<sup>17</sup> The principles of Modern architecture exhibited a strong influence on architecture and planning at the time Purchase was planned and designed, marking a significant era in architectural theory and practice that remains relevant and influential today.

Other nearby influences include the Pepsico World Headquarters (including scpture gardens and grounds), Westchester County Airport, Westchester, and New York City..

17. SUNY Purchase Space Utilization Study, March 2008 (Draft).





Finally, SUNY Purchase has developed the 2010-2015 Strategic Plan. Details of this plan are summarized in the following section.

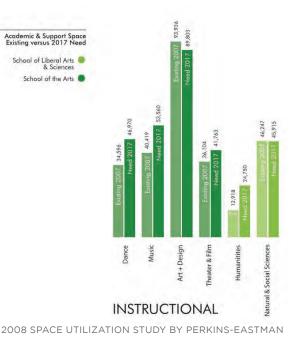
This FMP represents a new and unprecedented effort to align space and facilities needs with academic mission and program priorities.

#### PAST FACILITIES PLANNING EFFORTS AND MAJOR PROJECTS

While the original Master Plan served the College well for decades, enrollment increases and changing approaches to the teaching of the arts and academic programs, together with the aging of the original facilities, fueled the need for new planning. In 1999, SUCF and Purchase College collaborated on a Capital Plan, which resulted in the construction of the Student Services Building, the Library addition, and new housing projects.

In 2008, SUNY Purchase and Perkins Eastman completed a Space Utilization Study, which analyzed the academic, support, and cultural spaces for the College's 28 buildings, of which all but one are now 30-35 years old. The study concluded that the campus has an overall deficit of academic space and a surplus of support space through 2017. Collectively, the campus was found to have an overall surplus of approximately 45,000 nasf through 2017.

In addition, the College recently completed a landscape re-design for the central plaza, which is now in construction. The re-design not only improves the aesthetic quality of the campus, but also solves many functional issues related to drainage and deteriorating materials. Additional studies include the renovation of the Humanities Building by Kliment Halsband Architects and the Center for Integrated Technology Learning by FXFowle. An "Arts Tax Force" was also recently initiated, as well as an "Academic Staffing Plan."



Purchase College offers a unique education that combines programs in the liberal arts with conservatory programs in the arts in a way that emphasizes inquiry, mastery of skills, and creativity. Our graduates contribute to the arts, humanities, sciences and society.

# **B. MISSION**

### ACADEMIC MISSION AND STRATEGIC PLAN

Purchase College offers a unique education that combines programs in the liberal arts with conservatory programs in the arts in a way that emphasizes inquiry, mastery of skills, and creativity. Graduates contribute to the arts, humanities, sciences and society.

The curriculum at SUNY Purchase combines a liberal arts education with the intense arts focus of a conservatory. Although founded with the principle that artists and scholars are indispensable to each other and to an enlightened society, the conservatory students and liberal arts students have historically functioned independently of one another. <sup>18</sup>

The College has two major categories of academic programs: the School of the Arts, which provides professional training to developing visual and performing artists and arts managers; and the Liberal Arts and Sciences, which offers a rich, disciplinary, and interdisciplinary curriculum. Continuing Education rounds out the academic offerings. The School of the Arts runs internationally acclaimed conservatories in dance, music, and theatre arts. The liberal arts and sciences programs have not yet reached this same level of excellence.<sup>19</sup>

One of the College's goals is to better integrate the conservatory and liberal arts curriculums to more fully realize the educational opportunities that capitalize on these synergies. A new Center for Integrated Teaching, Learning, and Technology is being planned that would allow for faculty and students to share ideas between schools and departments, fostering a more interdisciplinary and collaborative environment. The College recently published a Strategic Plan which describes the institution as a "college at the crossroads—of liberal arts and conservatory education; of affluent and aspiring communities; and of our dreams and the reality of declining state support for public education."<sup>20</sup> The tone of the plan is that of transformation, intersection, and renewal.

The SUNY Purchase 2010-2015 Strategic Plan provides four directions in which the College wants to move:

1. "Toward the Learning-Centered Community: develop the practice of a learning-centered institution with high-impact pedagogies, including systematic assessment and purposeful use of the results of those assessments;

2. Toward Institutional Effectiveness: become a more effective and efficient organization, operating in a culture of transparency, collaboration, civility, and collegiality;

3. Toward a Sustainable Community: ensure fiscal, academic, and environmental sustainability;

4. Toward a Greater Purchase: enhance our connections within our community and beyond."<sup>21</sup>

These four directions correspond with and amplify the Power of SUNY Strategic Plan, including integration with the following six big ideas, identified in that document:

- SUNY and the Entrepreneurial Century
- SUNY and the Seamless Education Pipeline
- SUNY and a Healthier New York
- SUNY and an Energy Smart New York
- SUNY and the Vibrant Community
- SUNY and the World

20. Purchase 2010-2015 Strategic Plan, p.2.

<sup>18.</sup> State University of New York College at Purchase: 2010 Campus Statement.

<sup>19.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006.

<sup>21.</sup> Purchase College: Our Strategic Plan 2010-2015, p.3.



In addition to strategic planning efforts at Purchase, the College has also undertaken other recent planning initiatives. The SUNY Purchase Space Utilization Study by Perkins Eastman, draft issued July 2008, projects space needs for the next 10 years for all academic programs and support programs. The major findings of this report include:

- There is an overall deficit of academic space on campus and a surplus of support space.
- The surplus of space in central and building services, the library, and the School of Art+Design should be reallocated for the expansion of Theater Arts and Film, Music, Humanities, and Dance.
- The lower level of the Central Plaza should be adaptively reused as a Center for Film and Theater.
- The building systems in all buildings on campus received a fair to poor rating when assessed due to little or no maintenance since their construction over 35 years ago. Significant resources need to be allocated to the upgrade and replacement of these systems.

Kliment Halsband Architects produced a Program Study for the Humanities Building Renovation in September, 2009. The purpose of the program study is to verify findings in the July 2008 Space Utilization Study by Perkins Eastman and collect additional information to develop a final program for the Humanities Building. The study concluded that the building will house the School of Humanities, Classrooms, Common Spaces, External Affairs, and the Counseling Center. The Finance and Administration Offices will not be relocated to the Humanities Building. Gisolfi is currently completing a program and renovation study for the Visual Arts Building.

### CURRENT AND FUTURE CONDITIONS

#### **INSTITUTIONAL REPUTATION**

SUNY Purchase has earned several notable distinctions in recent years, including the following:

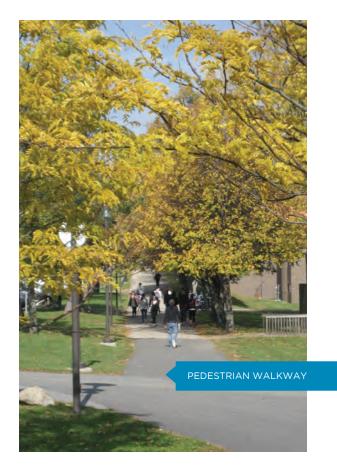
- Ranks No. 187 2011 U.S. News and World Report Best Colleges in National Liberal Arts Colleges.
- Best Colleges: Top 100 Colleges- Lowest Acceptance Rate (27%) U.S. News and World Report, Fall 2009
- Dance Teaching Magazine ranked the Conservatory of Dance as "one of the top three in the country." <sup>22</sup>

• Princeton Review named Purchase College as one of the "Best 361 Colleges." The College is also included inAmerica's Best 100 College Buys, the Unofficial Biased Guide to the 328 Most Interesting Colleges, and it is one of the 151 colleges in the Princeton Review's Best Northeastern Regional Colleges. <sup>23</sup>

• U.S. News & World Report has noticed our achievements, ranking Purchase in the top tier of all institutions and number 8 in the category of public liberal arts colleges. <sup>24</sup>

#### **OVERALL INSTITUTIONAL GROWTH**

Purchase College has made significant gains toward its enrollment goals in recent years, notably the acceptance yield and increased retention rate. There has been a high yield of acceptances among admitted students, and the College's retention rate has steadily increased to 81.9 percent. Generally, the expected enrollment scenario for all students will be mild growth, although there may be minor increases in graduate students and also fluctuations within the individual undergraduate departments. Enrollment within the conservatory programs is expected to remain relatively constant, due to the limitation in the size and quantity of specialized arts-related facilities. The College also intends to lower the student:faculty ratio by hiring additional faculty over the course of this planning horizon. Phase 3 of this report will consider the specific areas that may experience growth in the future.



23. http://www.purchase.edu/aboutpurchase/

<sup>22.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 12.

<sup>24.</sup> Opening Remarks from Provost Fernandez. Fall 2010 Faculty Retreat.

#### **ENROLLMENT**

SUNY Purchase currently offers 45 undergraduate majors, and confers degrees for Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, Master of Art History, Master of Fine Arts, and Master of Music. An M.A./M.F.A. three-year program in art history and visual arts is also available. The School of Performing and Visual Arts also offers Artist Diplomas and Performers Certificates in Music for the following topics: Brass, Percussion, Strings(includes harp), Woodwinds, Classical Guitar, Piano (includes organ and harpsichord), Jazz Studies, and Opera Studies.<sup>25</sup>

According to the Fall 2009 data, the current total enrollment at SUNY Purchase is 4,204, which represents a decrease of 1 percent from the Fall 2008 fall semester. The total matriculated undergraduate enrollment is 3,830 —a 2% increase from the previous fall semester. Enrollment in the School of Liberal Arts and Sciences grew by 4% and enrollment in the School of the Arts decreased by 5%. Total graduate enrollment fell to 127 students which is a 12% decrease from Fall 2008. <sup>26</sup>

Over the past 5 years, overall enrollment (HC) has grown by approximately 370 students. The greatest change in undergraduate enrollment occurred between 2006 and 2007 when undergraduate enrollment surpassed 4,000 students, where it remains today. New student enrollment, which includes freshman, transfer students, and transfer graduate students, jumped significantly between 2004 and 2005 (+178 students). Graduate enrollment numbers have remained relatively flat at approximately 130 students. These numbers are consistent with the goals outlined in the MRII MOU which projected an increase in overall FTE by 300 students by Fall 2010. <sup>27</sup>

Enrollment data is described in detail in Section E. Statistical Data.

#### **ENROLLMENT MANAGEMENT**

With diversity as a priority goal, Purchase College's commitments related to enrollment mix are to:

- Enroll a larger percentage of residential students;
- · Enhance its efforts to recruit and maintain students from underserved populations; and
- Increase geographic diversity.<sup>28</sup>

Enrollment management planning is focused on "recruitment and retention of students who are well-matched to the College. Purchase would like to intensify community college and transfer recruitment, and initiate the

planning and implementation process for a Master's program in Liberal Studies and a Master of Arts in Teaching (MAT) degree program."<sup>29</sup>

#### **PROGRAM GROWTH**

The majority of energy around program growth focuses on the development of a new Center for Integrative Studies. The Center is meant to provide a central, visible location for the integrative study tracks that are currently peripheral to the disciplinary programs. <sup>30</sup> The building will allow arts and liberal arts to coexist with studios, labs, and classrooms all together. <sup>31</sup> FXFowle Architects is in the process of programming new space for the Center. The plans and location of the building will be finalized in April 2011.

According to the MRII MOU describing undergraduate studies, the College plans to "continue to ensure economies in the curriculum, resist program duplication, and focus on developing distinctiveness, excellence, and curricular coherence, using program review and outcomes assessment as strategies." <sup>32</sup>

31. Interview with Damian Fernandez, Provost, October 6, 2010.

32. Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 12.

<sup>25.</sup> Purchase College SUNY Factbook-Fall 2008, p. 6,7.

<sup>26.</sup> Purchase College SUNY Factbook - Fall 2008, p. 8,11.

<sup>27.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 4.

<sup>28.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 6.

<sup>29.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 6

<sup>30.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 12.



#### **PROGRAM DISTINCTIONS AND ACCREDITATIONS**

Purchase's programs are well known throughout the state and, in some cases, on the national stage. While there are many strong programs, the most celebrated programs include the following:

- The Conservatory of Dance was named among the top 3 programs in the country by Dance Teacher Magazine.
- The Conservatory of Music accreditation review noted that the facilities are "outstanding ...second to none in the Northeast."
- The Acting program has been highlighted as one of the top conservatory programs in the country.
- Film has been noted as being among the five or six most productive programs in the country<sup>33</sup>

#### FULL-TIME VS. PART-TIME PLANNING ISSUES

The majority of undergraduate students at Purchase College are full-time students (94% of matriculated undergraduates in Fall 2009). The planning issues related to part-time students are relatively limited, and center on parking issues and assimilation into the Purchase community. Those students who commute (some of whom are part-time) do feel a distinction in terms of the facilities available to them (e.g., commuter lounge) and their ability to interact with full-time residential students. Much of this issue relates to the amount of time spent on campus, but Purchase should acknowledge these perceptions and try to accommodate the needs of all its students.

<sup>33.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 12.

#### **STUDENT OUTCOMES**

The first-year retention rate at Purchase has improved considerably over the last several years (from 71 percent in 2002 to 81 percent in 2010). However, this rate is still below many of its peers. The College has acknowledged that it would like to raise this rate from the current 81 percent to 86 or 87 percent. The increase in retention rates affects residence hall capacities. Purchase has implemented a policy limiting the number of semesters one can live in on-campus housing to free up space for incoming classes.

According to the Provost, the graduation rate increased by 5 percent in the last year (2009).<sup>34</sup> In addition to an increase in the graduation rate, the Education Trust released a report in August 2010 listing Purchase College as one of 11 higher education institutions as having no disparity in graduation rates between minority and white students.<sup>35</sup> The College has implemented a series of initiatives to further improve both retention and graduation rates. These initiatives include: a freshman seminar program; additional learning communities; Freshmen Interest Groups; a Retention Alert system; and a college-wide awareness of student retention as a priority.<sup>36</sup>

#### **TRANSFERS**

Transfer students make up approximately 39% of incoming students. The majority of transfer students come from the surrounding community colleges including Westchester Community College, Rockland Community College, Orange County Community College, Suffolk Community College, Hudson Valley Community College, and Nassau Community College. The average age of transfer students is 23. <sup>37</sup>

As discussed in the MRII MOU, Purchase has established a Baccalaureate and Beyond Center which is an umbrella organization for the implementation of three different grant programs that focus on underrepresented minority students. A summary of the Center's grant programs are below:

#### The Bridges to Baccalaureate Program

The program's mission is to increase the number of underrepresented minority students who attain careers in the sciences.

#### • The Research Science Visions Preparation (RSVP)

RSVP seeks to increase the number of students who attain careers in the fields of science, technology, engineering and mathematics (STEM). The grant also includes funding to foster innovative faculty pedagogy workshops in the introductory STEM courses.

• The Baccalaureate and Beyond Program This program's mission is to increase the number of underrepresented minorities, low-income students, or individuals who have completed an AA or AS degree, who continue on to a four-year college to study in the area of humanities and social sciences.

Although limited, the College's conservatory programs do accept transfer students with the required auditions and portfolio reviews associated with specific conservatory programs. The College of Art + Design has established articulation agreements with Westchester and Hudson Valley community colleges, among others. The Conservatory of Music is in the process of establishing an agreement with Orange County Community College. It is important to note that Acting, Film, Stage and Set Design Technology, and Dramatic Writing programs are all full 4-year programs, regardless of prior study.

From student interviews, transfer students feel welcome and quickly accepted in the Purchase College community. Many commented on the value of the diversity of the Purchase community and marveled at the creativity that is evident in the student body.

<sup>34.</sup> Opening Remarks from Provost Fernandez. Fall 2010 Faculty Retreat.

<sup>35.</sup> Press Release. "Education Trust Says Purchase Leads in Minority Graduation Rate." August 18, 2010.

<sup>36.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 17.

<sup>37.</sup> http://www.purchase.edu/Departments/Admissions/transfers/transferinformation.aspx, December 22, 2010.

#### **INTERNATIONAL PROGRAMS**

Purchase College has several summer programs that focus on language and academics in Italy, France, China, and Spain. The College also has seven exchange partnerships with arts institutions in Australia, Italy, the United Kingdom, the Netherlands, and Taiwan. Additional exchange programs have been established with the Ibero American University in Mexico City and the School of Art+Design. In addition to Purchase-specific programs, Purchase students participate in international study programs based at other SUNY campuses. <sup>38</sup>

The College is contemplating future international programs to broaden their presence across the world and to provide global experiences for their students. Purchase hopes to offer additional programs in countries such as China, Nambia, South Africa, Vietnam, and Romania.<sup>39</sup>

#### **CAMPUS LIFE**

According to the Campus Life website, "Life is Different Here." With 65% of students living on campus in a suburban location, the students become the driving force behind the activities and entertainment at the College. There is no "college town" to provide restaurants, retail, and entertainment or walk-to-retail opportunities, with one exception being the Pepsico Farmer's Market. New York City is only a train ride away, but many students remain on campus for the majority of the time, participating in the many different social events that are offered. On the whole, the campus population is a very active one.

Popular campus venues to hold social events are The Quad, The Stood (Student Center), the Great Lawn (between the central plaza and Physical Education Building), and the Red Room (in the Student Services Building). Movie screenings, musical performances, and poetry readings occur regularly on campus. Although the College has many specialized spaces for performance and practice, not all students have access to these facilities. Open art rooms, dance spaces, and other places to express creativity would allow all to participate. Many outsiders to the campus are struck by the starkness and severity of the architecture. Despite the blankness of the exterior, the buildings are teeming with life inside.

Each April, the campus hosts the Culture Shock festival, which hosts a vast array of musical artists from many different genres, as well as carnival rides and food vendors in a county fair-type setting. The festival plays an important role in the life of students, and in introducing both young and legendary artists to students.

Food at Purchase is provided by Chartwells Dining Services. There are six different places to eat on campus: Main Dining Hall, the Hub Food Court in Campus Center North, Starbucks in Fort Awesome, TerraVe Café in Campus Center South, and the Neuberger Café in the Neuberger Museum, and the café in the Performing Art Center (only open during high volume performances). The Main Dining Hall is currently underutilized (8% utilization). <sup>40</sup>

The facility's design and the method for delivering food are blamed for lack of use. Most students eat in the Hub and TerraVe. Starbucks is incredibly popular and one of the highest grossing Starbucks franchises in the country. The Neuberger Café is highly subsidized, and like the Main Dining Hall, is significantly underutilized.

Several meal plans are offered and multiple tenders are accepted at each dining location. Overall, the College is quite satisfied with their relationship with Chartwells and the quality of the food. Residential students in apartment facilities have access to their own kitchens and many choose to prepare their own meals.

#### ATHLETIC PROGRAMS

Purchase College competes in NCAA Division III in the Skyline Conference. Varsity sports include 15 teams: Soccer (M,W), Basketball (M,W), Cross Country (M,W),Volleyball (M,W), Baseball (M), Softball (W), Tennis (M,W), Swimming (M,W) and Golf (M). In addition to the Varsity teams, the College runs seven Club teams, including Men's and Women's Lacrosse. There are approximately 350 studentathletes that participate on a competitive level. The College has an active intramural program with many sports, dance, and wellness options.

Health and wellness is a major concern on campus and the Athletic facilities play a major role in meeting the goals of this public health initiative. Liberal Arts and Sciences students are required to complete 2 credits of physical education as part of their general education curriculum. Athletics offers over 29 courses including circus arts, stress management, and outdoor sports.

Given limited funding for Athletics programs at the State level, the College has been innovative in bringing in additional revenue streams through rental fees.

<sup>38.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 17.

<sup>39.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 17.

<sup>40.</sup> Conversation with Bill Guerrero, Executive Director of the Purchase College Association, December 8, 2010.

The demand for facilities in Westchester County is incredible and has allowed the College to build a synthetic field with payback on its initial investment within a short timeframe. Through a partnership with a local camp, the competition tennis courts have been resurfaced and lit. The College has plans for a second synthetic lit multipurpose field for soccer, baseball, and softball. If funding (private or otherwise) can be secured, the College would like to build a field house complete with an indoor track, 4 tennis courst, 4 basketball courts, smart classrooms, and 2,000 permanent seats. This facility would add significant rental revenue to the funding stream and would allow the College to host large concert events which they currently cannot accommodate in the Performing Arts Center.

The Athletics Department recently renovated the fitness center with additional plans to make the center more transparent and inviting. On the whole, the current Recreation and Athletics Center is outdated and in significant need of renovation and redesign. The spaces originally planned in the building have been fit up to meet the demands of today's student-athletes and fitness participants, however they are at their limit. The building exterior is slated for renovation. Despite the antiquated Recreation Center, many student-athletes interested in the conservatory curriculum choose Purchase over other colleges because of the ability to compete in college level athletics. Historically, athletic events have not been well attended, but attendance and participation is on the rise.

#### FACULTY PLANNING ISSUES

The faculty profile as described in December 2006 in MRII MOU, includes 346 faculty members, 40% of whom are full-time. Of this 40%, almost 77% are tenured. Terminal degrees are held by 83% of the faculty members across the campus (93% in liberal Arts and Sciences and 74% in the Arts). <sup>41</sup> It is noted that many of the faculty are working professionals, many of whom account for the 60% of non-full-time faculty.

Large class sizes and a high percentage of part-time faculty are two planning concerns at Purchase. According to the Provost, there is a plan to hire 18 new faculty lines to help deal with retirement issues and also to bring down the student:faculty ratios (average class size in the arts is 15:1; average class size in liberal arts is 30:1, which is not competitive).<sup>42</sup> The part-time to full-time faculty ratio in the School of the Arts is larger than desired (56% to 44%). It is inherent in the School's pedagogy to hire adjunct professors who are practicing professionals; however the current ratio needs to be addressed.<sup>43</sup> As outline in MRII MOU, the College has been committed to:

- Appoint only faculty with terminal degrees or in the process of earning a terminal degree (in Liberal Arts and Sciences)
- Increase the percentage of ethnic minority and female faculty
- Strengthen and secure the quality of programs by having 85% full-time faculty in Liberal Arts and Sciences

- Add full-time faculty and reduce the studentfaculty ratio, as budgets allow
- Increase the choice of upper division courses in many majors, particularly Journalism, Creative Writing, and Cinema Studies
- Reduce class size
- Explore creating full-time, three-year postdoctoral teaching positions in the College Writing program. <sup>44</sup>

#### STRUCTURAL AND BUDGET-ARY ISSUES AND CONCERNS

Financial pressures from the cumulative declines in state support of public colleges creates a need to rethink how the College fulfills and revitalizes Purchase's unique commitment to the arts and liberal arts education and whether specialized campus structures and practices to support these endeavors will be adequate in the future.

The growing infrastructure costs of arts-related teaching, research, and scholarship (e.g., performance venues, studios) require an institutional response that sets priorities and ensures support is cost-effective over time. Institutional, universitywide strategies and tactics will help Purchase meet such challenges effectively over the next several years and take advantage of opportunities for academic enhancements.

<sup>41.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p.8-9.

<sup>42.</sup> Interview with Provost Damian Fernandez, October 6, 2010.

<sup>43.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 8.

<sup>44.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 8.

#### **COMMUNITY RELATIONS AND OUTREACH**

Purchase offers several continuing education programs for adults and senior citizens including: certificate, credentialing, professional development, and Great Potential programs. For children, Purchase offers a Summer Youth Arts Programs and Institutes.<sup>45</sup>

Purchase College's Neuberger Museum is one of the nation's leading modern and contemporary art museums with 16 to 18 changing exhibitions each year and annual attendance of 62,000 people. The museum maintains a partnership with 27 area schools, providing special programs and tours for 10,000 local school children annually. <sup>46</sup>

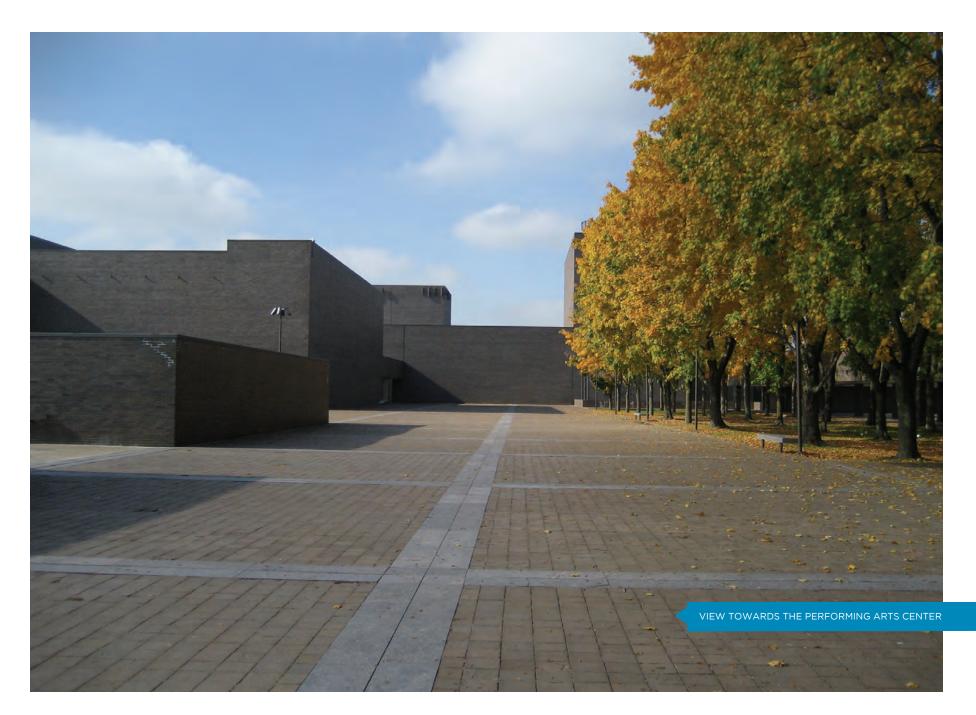
The College's Performing Arts Center provides music, theater, and dance venues and hosts more than 600 events that annually attract 200,000 people.<sup>47</sup> In recent years, attendance has somewhat subsided from levels achieved during the 1980s. The College hopes to recapture some of this audience in the future.

The Children's Center is a childcare center which provides full-time care for children from 15 months to 5 years old. The Center is highly regarded and serves not only families from the College, but also those from the community at large.

<sup>45.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 29.

<sup>46.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 28.

<sup>47.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 28.



Purchase uniquely serves as the SUNY comprehensive college that combines professional training in the performing and visual arts with distinguished programs in the liberal arts and sciences.

# C. SUNY SYSTEM CONNECTIVITY

## **PURCHASE'S PLACE WITHIN SUNY**

Purchase uniquely serves as the SUNY comprehensive college that combines professional training in the performing and visual arts with distinguished programs in the liberal arts and sciences.<sup>48</sup> Recent efforts by the College have focused on enhanced integration between the schools of Humanities, Natural and Social Sciences, the Arts, and Liberal Studies, as well as the incorporation of the Performing Arts Center and the Neuberger Museum of Art into the academic mission. The College's Task Force on Educational Initiatives has recently called for the creation of a new Center for Integrative Studies, which will establish appropriate new majors that capitalize on the academic integration of liberal arts and the arts. While Purchase's reputation is typically most associated with the arts, fully 70 percent of students are enrolled in liberal arts and sciences programs. Raising the level of excellence of the liberal arts and sciences is among the major initiatives afoot on the campus.

### SUNY PURCHASE IN THE REGION

SUNY Purchase is located 35 miles from New York City, in the Westchester County hamlet of Purchase. Aside from the College, Purchase is also home to the corporate headquarters of PepsiCo and MasterCard, as well as the Westchester County Airport. Several other SUNY University Colleges, Community Colleges, and private institutions are proximate to Purchase. The closest SUNY Colleges, in increasing order of distance, are Old Westbury, Stony Brook, and New Paltz. SUNY New Paltz, located approximately 75 miles away, is also Purchase's closest academic competitor within the liberal arts.

### PROGRAM OVERLAP AND COLLABORATION

The SUNY system is structured as a number of connected but relatively independent colleges. There is necessarily considerable overlap among programs due to general education requirements and standard majors, particularly those within the liberal arts and sciences.

Purchase collaborates with other higher education institutions, including several articulation agreements with local SUNY community college programs. Specific agreements include:

- Art + Design with Hudson Valley Community College and Westchester Community College
- Music with Orange County Community College
- NIH-funded Bridges to the Baccalaureate degree programs in collaboration with Westchester, Dutchess, Sullivan County, Orange County, Nassau, and Rockland Community Colleges, the American Health Foundation/Westchester Medical Center, and the Albert Einstein College of Medicine.
- Extension of the Bridges concept to all students in the sciences via a program called the Research and Science Visions Preparation (RSVP) program
- Establishment of a Baccalaureate and Beyond program which extends the Bridges concepts to all liberal arts students at the six community colleges.

<sup>48.</sup> Memorandum of Understanding II, p. 1

At the graduate level, Purchase College has articulation agreements with the following:

- M.A.T. in Adolescence Education, English 7-12 with SUNY Cortland
- M.B.A. and M.S. Ed with the Long Island University/Westchester Graduate Campus Program

In the future, Purchase has committed to expanding its RSVP program to the six community colleges currently participating in the Bridges to the Baccalaureate program and to implement its Baccalaureate and Beyond program for all liberal arts students at those same six community colleges.<sup>49</sup>

### **UNIQUE AND NICHE PROGRAMS**

Purchase College has well-regarded programs in both the arts and the liberal arts and sciences. The Conservatory of Dance, in particular, is consistently ranked among the top three in the country by **Dance Teaching Magazine**. <sup>50</sup> Both the Acting and Film programs are also highly regarded, nationally-recognized programs.

Unique and niche academic programs at SUNY Purchase include Arts Management, New Media, Design Technology, Art of the Book, and Creative Writing.

#### **ARTS MANAGEMENT**

The Arts Management B.A. Program is designed for students interested in employment in such career fields as professional art managers and managerial staff. The unique curriculum combines a broad-based education in the liberal arts and sciences, management and financial courses, theory and practice in the visual or performing arts, and two kinds of experiential learning: internships in arts organizations and the capstone independent project experience.

#### **NEW MEDIA**

The New Media program is part of the School of Film and Media Studies. While students within the School share core coursework, the New Media program teaches students to analyze media and use media technologies as research tools.

#### THE DESIGN/TECHNOLOGY B.F.A. PROGRAM

The program in Theatre Design and Stage Technology trains students in every aspect of entertainment design and production. The training requires students to engage in a conservatory program experience that is balanced with liberal arts courses. The following concentrations are offered as part of the curriculum: scenic design, costume design, lighting design, costume technology, stage management, stage management/production management, and technical direction/production management.

#### THE PRINTMAKING AND ART OF THE BOOK PROGRAM

Purchase is endowed with a fine and comprehensive printmaking facility and includes equipment for work in all of the major media, including lithography, silkscreen, intaglio, woodcut, papermaking, and fiber casting. The academic program trains students in traditional printmaking, but also offers a wide array of technologies in both print and electronic media.

#### THE CREATIVE WRITING B.A. PROGRAM

The Lilly Lieb Port Creative Writing Program is a liberal arts major that shares features with the College's arts programs. Students in this program engage in all aspects of creative writing, and have the opportunity to routinely share their work during public readings and events with professionals in the publishing world.

In addition to these unique programs, Purchase has also recently developed new academic programs. These include a BS in visual arts, which is an alternative to the traditional BFA conservatory program, biochemistry, visual and performing arts minors, and a Digital Media Zone featuring video, graphics, and music labs.

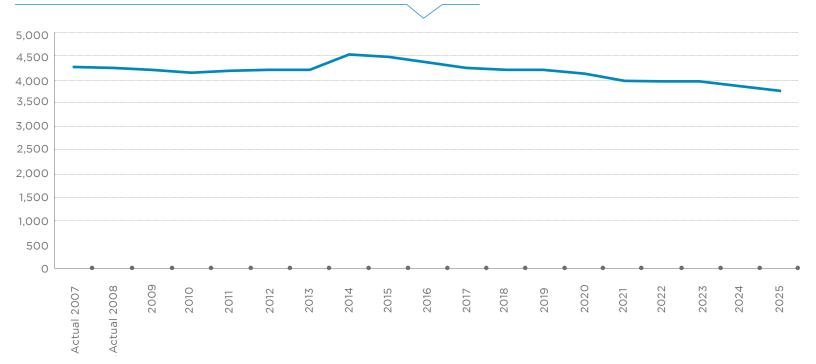
<sup>49.</sup> Memorandum of Understanding II, pp. 14-15

<sup>50.</sup> Memorandum of Understanding II, p. 12

### FTE PROJECTIONS AND COMPARISONS (SUNY SYSTEM VS SUNY PURCHASE PROJECTIONS)

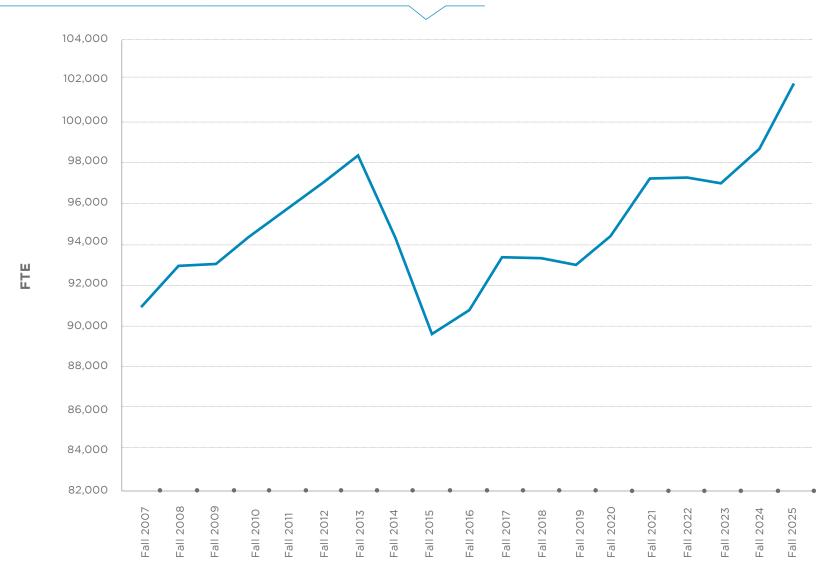
SUNY System projections for Purchase indicate a stable enrollment of around 4,200 FTE students until 2014, when enrollment is expected to jump to 4,500 FTE before dropping to approximately 3,700 FTE by 2025.

#### ENROLLMENT PROJECTIONS: ALL PURCHASE COLLEGE STUDENTS



By contrast, enrollment among all SUNY comprehensive colleges, of which Purchase is a part, is expected to grow by approximately 1,000 FTE students per year, and then decline by 6,000 between 2013 and 2015. After 2015, SUNY Purchase's enrollment begins to decline whereas the comprehensive college enrollment steadily increases.

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ENROLLMENT PROJECTIONS, ALL SUNY COMPREHENSIVE COLLEGES

Year

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### SUNY PURCHASE ENROLLMENT PROJECTIONS

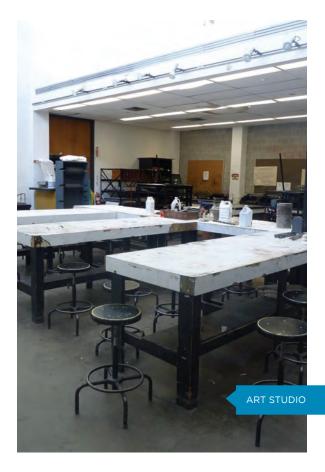
Purchase College projects an increase of around 400 FTE to achieve appropriate program size and critical mass, so long as there is state funding to support it.<sup>51</sup> Enrollment across the schools is expected to remain constant, maintaining the 70% to 30% ratio of liberal arts and sciences to arts students. Minimal growth is expected in select Arts and Science and in graduate programs.

One of the consultant's tasks in Phase III of this Facilities Master Plan is to examine the space utilization implications of the College's future enrollment. Recognizing the discrepancy between SUNY's enrollment projections and Purchase's enrollment preferences, the data ultimately used to assess future space use on the Campus should reflect the missions of both SUNY Purchase and the State University systems, and be reasonably attainable based on enrollment factors such as demographics and funding opportunities.

#### **DEMOGRAPHIC PROJECTIONS**

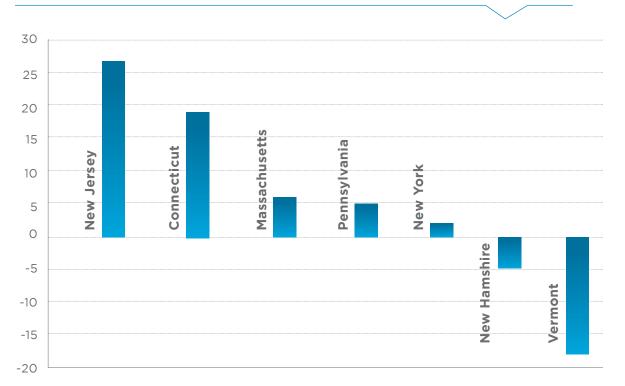
SUNY Purchase has specialized and selective programs and, as such, has choice in composing its student body, particularly for students enrolled in an arts program. According to the Projected High School Graduation Change Rate data,<sup>52</sup> the number of high school graduates in New York State will grow by 2 percent. This represents a slower growth rate than many of its surrounding states such as New Jersey (26 percent), Connecticut (19 percent), Massachusetts (6.1 percent), and Pennsylvania (4.9 percent). It is noted, however, that the Westchester County and general downstate/long island counties have stronger demographics than upstate counties.

Outside of New York State, the highest proportion of out-of-state students comes from New Jersey and Connecticut. Over the long term, Purchase anticipates that its arts program enrollment, which draws from a national pool, will remain steady; however the liberal arts and sciences enrollment may be impacted in the long term by New York State downward demographic trends.



52. SUNY Institutional Research

<sup>51.</sup> Memorandum of Understanding II, p. 4



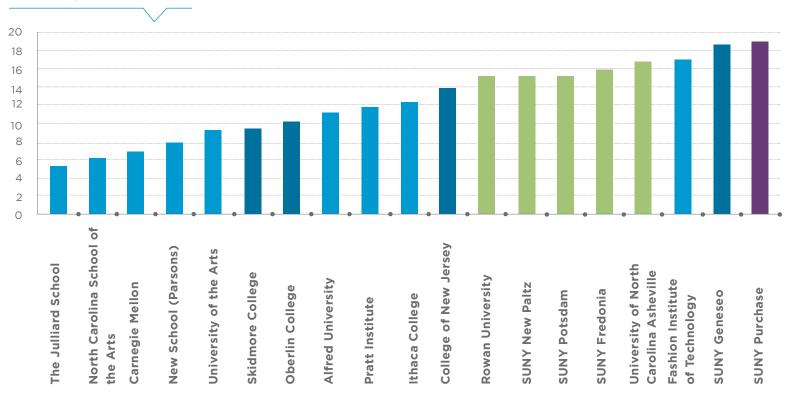
#### **PROJECTED HIGH SCHOOL GRADUATION CHANGE RATE, NEIGHBORING STATES**

Purchase College projects an increase of around 300 FTE to achieve appropriate program size and critical mass, so long as there is state funding to support it. Enrollment across the schools is expected to remain constant, maintaining the 70% to 30% ratio of liberal arts and sciences to arts students. Minimal growth is expected in select Arts and Science and in graduate programs.

#### **PEER CAMPUSES**

Purchase lists three categories of Peer Institutions in the 2007 Memorandum of Understanding. The first category includes arts and conservatory peers, which includes The Juilliard School, the Pratt Institute, Alfred University, the Fashion Institute of Technology, Parsons School of Design, Ithaca College, North Carolina School of the Arts, Carnegie Mellon University, and the University of the Arts. In addition, Purchase identified peer institutions based on liberal arts programs, which include Rowan University, the University of North Carolina at Asheville, and the SUNY comprehensive colleges at Fredonia, New Paltz, and Potsdam. The final set includes aspirational peers: Skidmore College, Oberlin College, The College of New Jersey, and SUNY Geneseo.

#### **STUDENT/FACULTY RATIO**

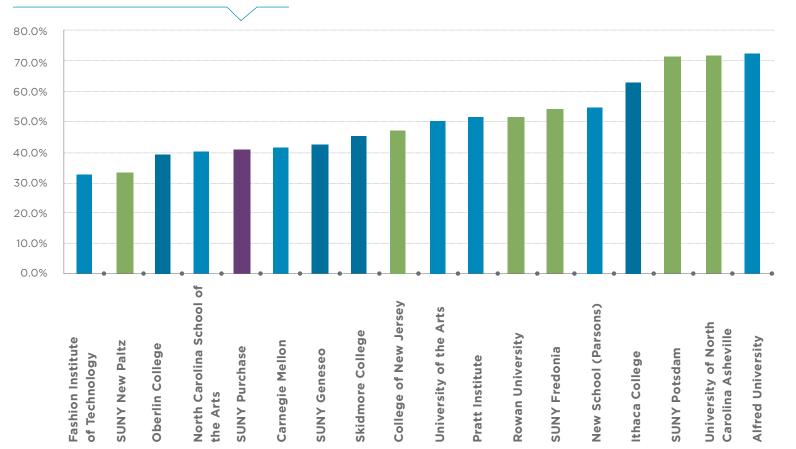


Among all of its peers, SUNY Purchase has the highest student-to-faculty ratio, which may be an impediment to competing for liberal arts and sciences students.



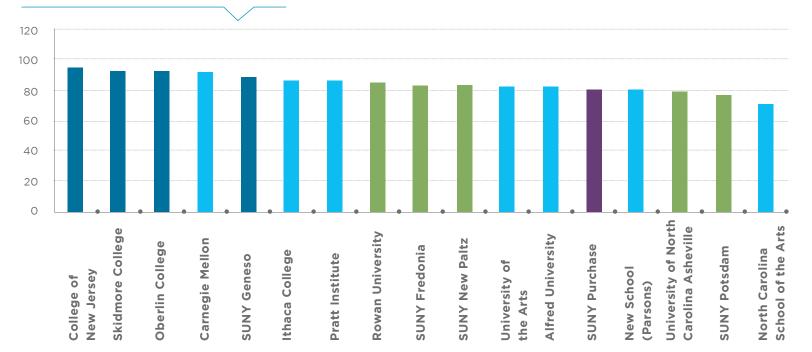
GEOGRAPHIC DISTIBUTION OF SUNY CAMPUSES



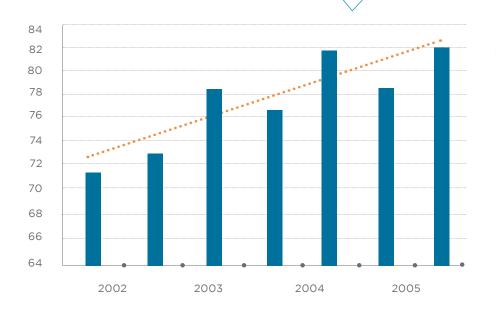


Compared to its peers, Purchase's relatively low freshman acceptance rate speaks to the competitive nature of, in particular, the College's conservatory programs.





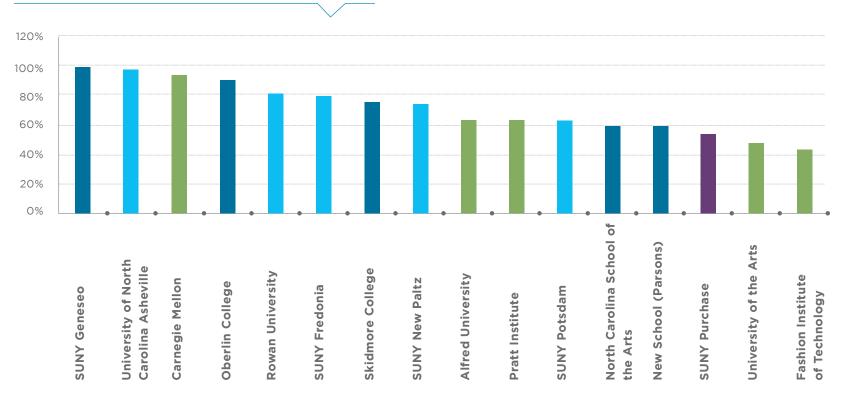
#### PURCHASE COLLEGE HISTORICAL RETENTION RATE



While the first-year retention rate has improved considerably over the last several years, it is still below many of its peers. Purchase has acknowledged that they would like to raise this rate from the current 81 percent to 86 or 87 percent.

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2006 2007 2008



#### FRESHMEN WITH A HIGH SCHOOL GPA > 3.0, PEERS

In terms of recruiting high school students with a GPA above 3.0, Purchase ranks near the bottom when compared to its peer institutions.



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SUNY Purchase's core curriculum is focused on providing students with essential learning fundamentals while also satisfying the SUNY General Education requirements. Core courses for first year students include Science in the Modern World, College Writing, and American History, Society, and the Arts, all of which equip students with reading, writing, and critical thinking skills.

# **D. CHARACTERISTICS**

### **CORE CURRICULUM THEMES**

SUNY Purchase's core curriculum is focused on providing students with essential learning fundamentals while also satisfying the SUNY General Education requirements. Core courses for first year students include Science in the Modern World, College Writing, and American History, Society, and the Arts, all of which equip students with reading, writing, and critical thinking skills. Students must also take courses in the social sciences, foreign language, and mathematics; although the foreign language and mathematics requirements are waived for students enrolled in Arts programs.

While there is widespread acceptance that the General Education requirements are important foundational elements for students, there is concern that the curriculum does not address the unique demands of the conservatory and professional arts programs.<sup>53</sup> The College has therefore discussed re-evaluating the General Education curriculum to better respond to the special needs of the arts programs.

53. Memorandum of Understanding II, p. 13

### ACADEMIC PROGRAM THRUSTS

SUNY Purchase is committed to becoming the premier institution for professional arts and liberal arts and sciences programs, offering over 40 majors and minors. Recent efforts on campus have led to the creation of new programs to link the arts and humanities, such as the BA in Theater and the BS in Dance and in Music, which require less conservatorybased credits and more room for students to take electives in the humanities and sciences.

The College's Task Force on Educational Initiatives has outlined the following undergraduate commitments :<sup>54</sup>

- Enhance quality in the School of Humanities;
- Strengthen core disciplines and interdisciplinary connections in the School of Natural and Social Sciences;
- Maintain the strength and international profile of the School of the Arts;
- Refocus attention on the undergraduate Business concentration in Economics;
- Explore online and hybrid courses for the adult completion degree in the School of Liberal Studies and Continuing Education;
- Further incorporate the Performing Arts Center and the Neuberger Museum of Art into the curricula;
- Re-dedicate the College to a distinctive capstone experience for academic programs.

<sup>54.</sup> Memorandum of Understanding II, p. 12

### ADMINISTRATIVE AND ACADEMIC ORGANIZATION

The Purchase College President serves as the Chief Administrative Officer, with responsibility for all administrative, academic, and financial aspects of the College. Consistent with all state-operated campuses in the SUNY system, Purchase has a College Council that consists of ten members, nine of whom are appointed by the Governor and one that is elected by the student body. The powers of the College Council include, among other items, making regulations governing the care and management of the campus lands, buildings, and equipment; reviewing all major operation plans; reviewing proposed budget requests; and naming buildings and grounds.<sup>55</sup>

The remainder of the Purchase College Administration includes: the Provost and Executive Vice President for Academic Affairs; the Vice President for Admissions and Associate Provost for Enrollment; the Vice President for Student Affairs and Associate Provost for Integrative Learning; the Chief Financial Officer and Vice President of Operations; and the Vice President for Institutional Advancement.

The College recently moved from a structure of seven deans down to two. Of the two deans, one represents the School of the Arts, and the other Liberal Arts and Sciences. Below each of the deans are a set of Directors. The four Directors within the School of the Arts represent each of the conservatories: Dance, Music, Theater Arts, and Art and Design. Within the Liberal Arts and Sciences, directors represent the following three fields: Humanities, Social Sciences, Natural Sciences, and Film & Media Studies.

<sup>55.</sup> http://www.purchase.edu/coursecatalog/2008-10/FacultyAndAdministration/Administration/default.aspx

### **STUDENT LIFE ACTIVITIES**

The Office of Student Life has established a series of goals to guide student engagement and development. The goals include the following:<sup>56</sup>

- Engage in outreach and provide guidance to all student populations to foster their inclusion and participation in the campus community.
- Provide supportive services to student clubs and organizations that assist them with organizational development, leadership training and various phases of program planning.
- Provide opportunities for student involvement in the planning and implementation of programs and services offered by our office.
- Coordinate programs and services that are designed to educate the community about:
- » cultural diversity and understanding;
- » civic engagement and participation; and
- » leadership development.
- Collaborate with various offices and departments on campus wide programming traditions that focus on community development and recognition.
- Collaborate with faculty to provide significant and sustainable integrative learning models.
- Collaborate with external community partners to provide reciprocal benefits to both student leaders and community development.

To meet its goal of community partnership and student involvement, SUNY Purchase has developed a commitment to community service, including an initiative called Project Focus, which encourages volunteerism participation by students, faculty, and staff. The campus also sponsors monthly service days, allowing campus constituents the opportunity to volunteer with a range of community organizations.

<sup>56.</sup> http://www.purchase.edu/CampusLifeAndAthletics/studentlife/studentlifevalues.aspx





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SUNY Purchase offers over 40 undergraduate degrees within the School of the Arts and the School of Liberal Arts and Sciences, as well as several graduate degree programs.

# E. STATISTICAL DATA

### **ACADEMIC PROGRAMS**

SUNY Purchase offers over 40 undergraduate degrees within the School of the Arts and the School of Liberal Arts and Sciences, as well as several graduate degree programs. Specific offerings include:

#### LIBERAL ARTS AND SCIENCES

#### **Undergraduate Majors and Minors:**

- Anthropology, B.A.; minor
- Art History, B.A.; minor
- Asian Studies, minor
- Biochemistry, B.A.
- Biology, B.A., B.S.; minor
- Chemistry, B.A.; minor
- Cinema Studies, B.A.
- Creative Writing, B.A.
- Drama Studies, B.A.
- Economics, B.A.; minor
- Environmental Studies, B.A.; minor
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- Global Black Studies, minor
- History, B.A.; minor
- Jewish Studies, minor
- Journalism, B.A.; minor
- Language and Culture, B.A.; minors: Chinese, French, Italian, Spanish
- Latin American Studies, minor
- Lesbian and Gay Studies, minor
- Liberal Arts, B.A. (individualized study)
- Literature, B.A.; minor: English and Comparative Literature
- Mathematics/Computer Science, B.A.; minor
- Media, Society, and the Arts, B.A.; minor
- New Media, B.A.
- Philosophy, B.A.; minors: Philosophy, Philosophy and the Arts, Philosophy of Science
- Political Science, B.A.; minor
- Psychology, B.A.; minor
- Sociology, B.A.; minor
- Women's Studies, B.A.; minor

#### **Graduate Majors:**

• Art History, M.A.

#### **PERFORMING AND VISUAL ARTS**

#### **Undergraduate Majors and Minors:**

- Acting, B.F.A.
- Arts Management, B.A.
- Dance, B.F.A.
- (Theatre) Design/Technology, B.F.A.
- Dramatic Writing, B.F.A.
- Film, B.F.A.
- Music Performance: Instrumental, Mus.B.
- Music Performance: Vocal, Mus.B.
- Music Performance: Jazz Studies, Mus.B.
- Music Composition, Mus.B.
- Music: Studio Composition, Mus.B.
- Music: Studio Production, Mus.B.
- Music, minor
- Visual Arts: Graphic Design, B.F.A.
- Visual Arts: Painting/Drawing, B.F.A.
- Visual Arts: Photography, B.F.A.
- Visual Arts: Printmaking/Art of the Book, B.F.A.
- Visual Arts: Sculpture/3-D Media, B.F.A.
- Visual Arts: Interdisciplinary, B.F.A.
- Visual Arts, minor

#### Graduate Majors:

- Dance, M.F.A.
- Music, M.M.
- (Theatre) Design/Technology, M.F.A.
- Visual Arts, M.F.A. 1

#### **Artist Diplomas & Performers Certificates (Music):**

- Brass
- Percussion
- Strings (includes harp)
- Woodwinds
- Classical Guitar
- Piano (includes organ and harpsichord)
- Jazz Studies
- Opera Studies

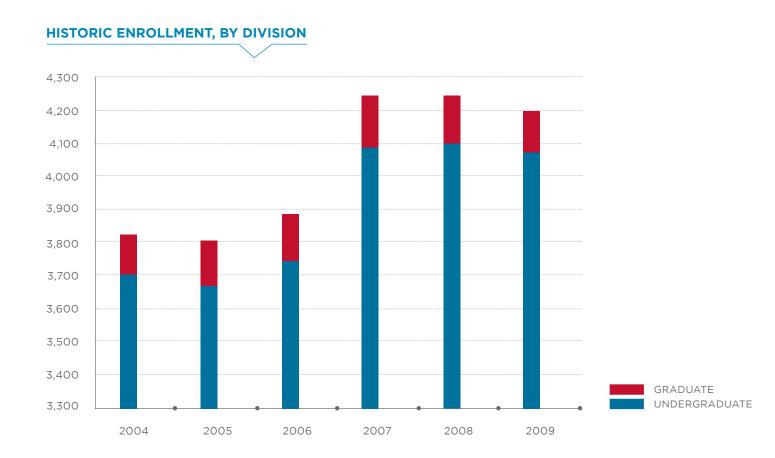
#### M.A./M.F.A. Option:

A three-year program leading to both the M.A. in art history (School of Humanities) and M.F.A. in visual arts (School of Art+Design) is also available.

#### **B.A. DEGREE COMPLETION PROGRAM**

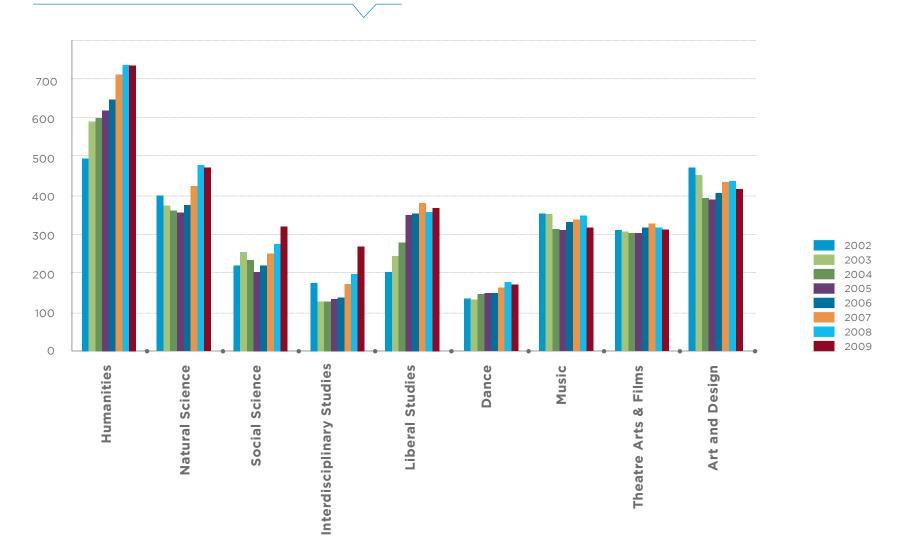
#### **Undergraduate Majors:**

- Liberal Studies, B.A.
- Liberal Studies: Arts, B.A.
- Liberal Studies: Communications/Media Studies, B.A.
- Liberal Studies: Legal Studies, B.A.

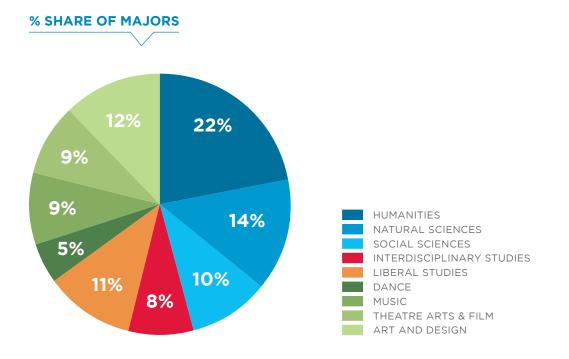


In 2007, Purchase experienced an overall increase in students from a historic level between 3,800 and 3,900 to over 4,200 total students. That figure has held relatively steady since this increase. Undergraduate students comprise the vast majority of Purchase's enrollment since 2003. Even during periods of growth, graduate students consistently include only a small percentage of total enrollment.

#### HISTORIC ENROLLMENT BY MAJOR ACADEMIC AREA

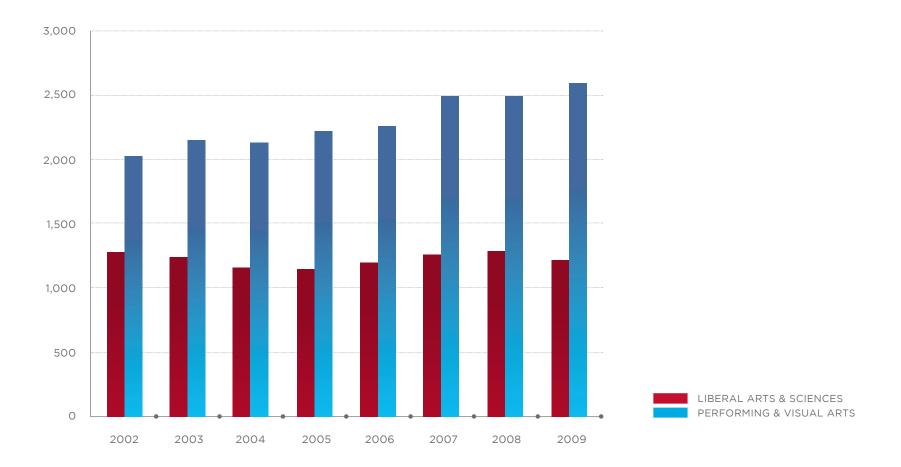


The Humanities and Liberal Studies have each grown by more than 100 students since 2002 while Natural Sciences, Social Sciences, Interdisciplinary Studies, Dance, and Art and Design have experienced more subtle growth. Only two programs have declined since 2002: Music, and Theatre Arts & Film.



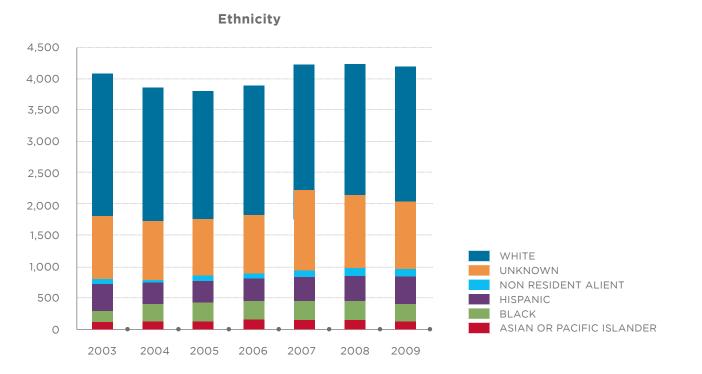
The Humanities are the most popular major at Purchase with 22% of students enrolled. All other disciplines hold an enrollment share between 9% and 14% with the exception of the Dance program which enrolls 5% of total students at Purchase. The conservatory programs (Dance, Music, Theatre Arts & Film, and Art and Design) have specific enrollment limitations due to the limited availability of specialized facilities.



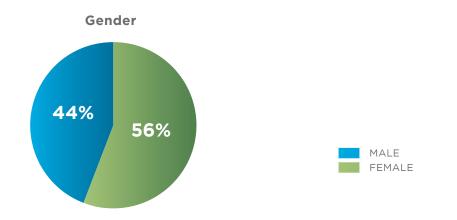


The enrollment by school has become more divided over the past several years. The School of the Arts enrollment has remained relatively constant since 2002, while the School of Liberal Arts and Science has added approximately 500 students.

Statistical Data | 47

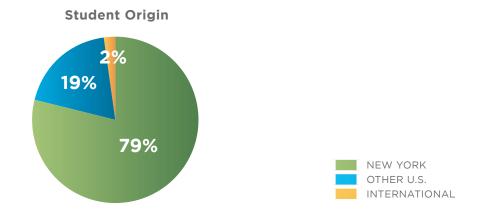


There have been only minor fluctuations in total and demographic enrollment at Purchase since 2003. The enrollment trend in both categories demonstrates notable consistency.

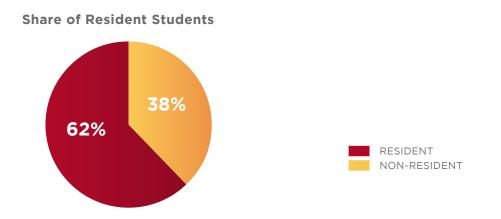


According to FTE headcounts, females consist of 56% of the total enrollment at Purchase. The percent share of female students has increased over the last several years.

48 | Statistical Data

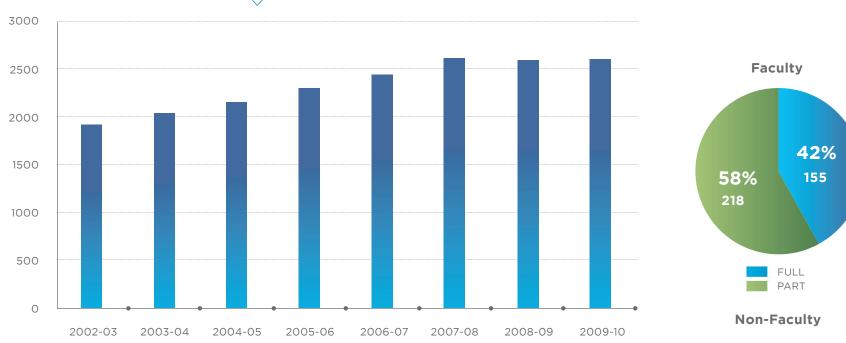


The majority of students at Purchase are from New York State with less than 25% from out-of-state or abroad. Still, the share of non-New York State students is higher than many of Purchase's SUNY peers. Many of the out-of-state students are enrolled in the highly competitive conservatory programs.



The vast majority of Purchase students live on campus, not only to take advantage of the close-knit student community but also because of the high cost of living in and around Westchester County, New York.

#### HISTORIC RESIDENCE HALL OCCUPANCY

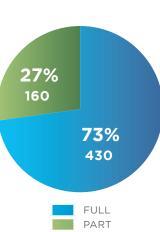


The addition of new residence halls since 2002 has expanded the housing capacity on campus from approximately 1,900 students to over 2,600 students. While the quantity of housing has expanded, qualitative issues in the older residence halls will become an important issue ahead.

### **FACULTY/STAFF DATA**

The majority of faculty (58 percent) are part-time, representing Purchase's reliance on adjunct teachers. Meanwhile, the vast majority of staff (73 percent) are considered full-time employees. <sup>57</sup>

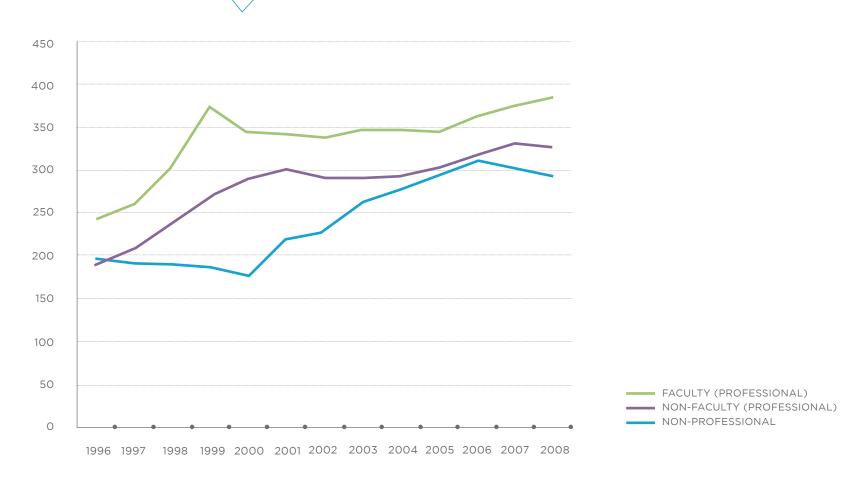
Between 1996 and 2008, all faculty/staff cohorts have grown, but not at consistent levels across the cohort types. Generally, faculty and non-faculty, those classified as "professional", have followed the same general trends, although the peaks and valleys differ. While the non-professional staff cohort has grown over this same time period, their growth does not mirror the trends of the professional groups.



50 | Statistical Data

<sup>57. 5-</sup>yr\_HC&FTE\_bymajor.xls (provided by SUCF)





Statistical Data | 51

Founded on the principle that artists and scholars are indispensable to each other and to an enlightened society, Purchase College combines professional conservatory programs in the visual and performing arts and distinguished programs in the liberal arts. Purchase celebrates creativity and diversity in a climate of intellectual and artistic freedom.

# F. ACADEMIC GOALS AND DIRECTIONS



### SUMMARY OF PREVIOUS STATEMENTS

SUNY Purchase's Mission Statement begins as follows:

"Founded on the principle that artists and scholars are indispensable to each other and to an enlightened society, Purchase College combines professional conservatory programs in the visual and performing arts and distinguished programs in the liberal arts. Purchase celebrates creativity and diversity in a climate of intellectual and artistic freedom."

The Mission Statement further suggests that the College:

- Supports students of exceptional talent for apprenticeship in a variety of fields.
- Instills personal and intellectual confidence among its students
- Encourages responsible engagement in a complex and dynamic society
- Promotes lifelong learning for students of all ages, backgrounds, and incomes
- Engages the community in the life of the institution

The College's vision, as articulated in the 2010-2015 Strategic Plan is as follows:

52 | Academic Goals and Directions



"Purchase College will be recognized nationally and internationally as the leading public institution to pair conservatory programs in the arts with liberal arts programs. We will continue to create opportunities for transformative learning and training in a community where disciplines connect, intersect, and enhance one another."



DANCE BUILDING EXTERIOR

The Strategic Plan also communicates the **College's values** as follows:

### "Purchase College celebrates individuality, diversity, and creativity in a community of educational excellence."

The Strategic Plan identifies four inter-related directions and a series of commitments to realize these overarching goals. These commitments are summarized below:

### Direction 1: Toward the Learning-Centered Institution: Engagement, Connections, and Student Success

1. Implement a faculty hiring plan to enhance the quality of our programs, reduce the student-to-faculty ratio, increase the diversity of our faculty body, and deepen the connection of faculty to their students, to curricula and professional work, and to the College.

2. Implement an approach to the arts that provides a rich, liberal education for arts students, supports the establishment of Bachelor of Arts degrees in the arts, facilitates access to arts and interdisciplinary courses for all our students, and takes advantage of the valuable educational resources of the Neuberger Museum of Art

and Performing Arts Center while maintaining excellence in all our programs. We will refer to this approach as "Conservatory Plus."

3. Support student learning and success by strengthening the connections between Student Affairs and Academic Affairs in order to provide high-impact learning activities, a culture of wellness, and innovative initiatives inside the classroom and beyond.

4. Assess student learning and use those results to improve students' experiences inside and outside the classroom and to enhance student engagement and success, resulting in improved four-year graduation rates.

5. Provide opportunities for faculty to engage in scholarly, professional, and artistic development and for administrators and staff to participate in training and development experiences to ensure high quality, consistency, and effectiveness in all that we do.

### Direction 2: Toward Institutional Effectiveness: Focusing on Practices, Processes, and Governance

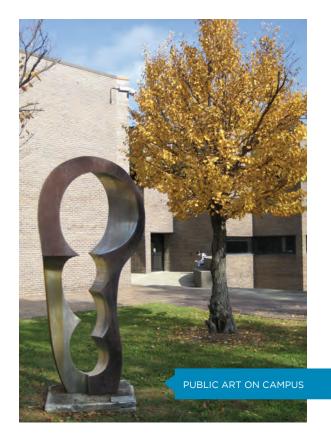
1. Foster an environment of civility, collaboration, and efficiency through a culture of communication and by streamlining and clarifying administrative policies.

2. Review our administrative and governance structures to promote effective campus operations and collegial decision-making.

3. Implement an assessment plan whose results are used in successful and on-going strategic planning and sustainable resource allocation.

4. Establish an integrated marketing plan that tells the compelling Purchase story to potential students, their parents, and donors, as well as our community of faculty, staff, students, alumni, and friends.

5. Incorporate facilities and technology needs into every strategic decision to ensure that we create and maintan the physical environments that support our central mission of learning.



### Direction 3: Toward the Sustainable Community: Fiscal, Academic, and Environmental Sustainability

1. Enhance procedures for planning that allocate resources to priority areas as effectively as possible in an uncertain financial landscape.

2. Support the implementation of entrepreneurial and innovative ideas for generating new revenue streams, and leverage all existing resources to maximize our return on investment and generate cost savings.

3. Develop and deploy a sustainable mix of academic programs.

4. Continue to focus on growing our endowments.

5. Expand our commitment to sustainable environmental practices while incorporating the concepts into our educational endeavors.

#### Direction 4: Toward the Greater Purchase: Connections from the Local to the Global

1. Teach students to appreciate the interconnectedness of contemporary global society and to assume ethical responsibility for their roles in it.

2. Internationalize our curricula by incorporating enhanced study-abroad opportunities and multicultural experiences.

3. Raise our reputation and increase our visibility by developing strategic partnerships and lifelong connections with alumni and external advocates.

4. Contribute to the region's cultural and intellectual life by providing service-learning opportunities for our students and artistic and cultural access for our neighbors.

5. Make our campus, with its Neuberger Museum of Art and Performing Arts Center, our neighboring communities, including New York City, and the world part of the "Greater Purchase": a location for learning across borders.

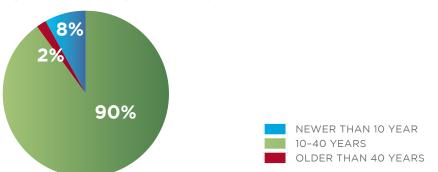


Academic Goals and Directions | 57

Founded on the principle that artists and scholars are indispensable to each other and to an enlightened society, Purchase College combines professional conservatory programs in the visual and performing arts and distinguished programs in the liberal arts. Purchase celebrates creativity and diversity in a climate of intellectual and artistic freedom.

## G. PHYSICAL ENVIRONMENT

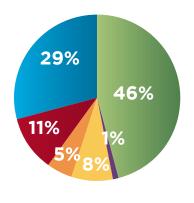
SUNY Purchase encompasses over two million gross square feet distributed among 34 buildings on a 512-acre campus. <sup>58</sup> The vast majority (90 percent) of the campus was built during one period, beginning in the early 1970s and concluding in 1978. Only the Student Services Building and some residential facilities, constituting 8 percent of all buildings, were built subsequent to that time period, in the last ten years. Approximately 2 percent of the campus building stock is older than 40 years. These buildings are collectively known as the Heritage Buildings, which now house some of the College's administrative functions. <sup>59</sup>



**Gross Square Feet by Age of Facility** 

In terms of building use, the majority of campus buildings (46 percent) are for instructional purposes. These buildings are primarily located in the pedestrian-oriented central mall area. Residential uses, which are controlled by the Dormitory Authority of the State of New York (DASNY) and are not part of this study, constitute nearly 30 percent of the total assignable square feet on campus. Central Services, Administration, and Student Activities each have a share equal to or less than 11 percent. Research uses only account for about 1 percent of total space on campus.<sup>60</sup>

#### Non Assignable Space Distribution by Major Functional Area





58. Facilities Master Plan RFP - Purchase College, 2009 (based on the "Facility Profile as of Fall 2007")59. Facilities Master Plan RFP - Purchase College, 2009 (based on the "Facility Profile as of Fall 2007")

60. Facilities Master Plan RFP - Purchase College, 2009 (based on the "Facility Profile as of Fall 2007")

58 | Physical Environment



Physical Environment | 59

### **SUSTAINABILITY**

Purchase College is a signatory of the American College and University Presidents Climate Commitment (ACUPCC), exemplifying the institution's dedication to environmental issues and sustainability. In August 2009, the College established the Office of Sustainability which is charged with meeting the goals of the ACUPCC and also to increase understanding and encourage sustainable behaviors among all members of the campus community.<sup>61</sup> As part of this effort, the Office commissioned a report entitled "Sustainability Energy Plan" whose aim was to identify energy savins strategies.

Recent sustainability initiatives at Purchase College touch all aspects of campus, including some of the following:<sup>62</sup>

- Campus garden (student-run)
- Carbon offsets
- » \$15,000 in renewable energy credits from Windstreet Energy
- Composting
- » Compostable waste from dining facilities is used in the campus garden.
- Curriculum
- Various campus lectures and special presentations to the student body.
- Art projects that use reclaimed materials from the plaza construction.
- Dining and food services
- » Fair trade coffee and refillable mug program.
- » Biodegradable paper products at dining locations.
- » All-vegan "Terre Ve" café.
- » Energy efficient refrigerator/coolers at the Hub.



<sup>62.</sup> https://www.purchase.edu/sharedmedia/departments/envsustainability/big%20list%20web%20content1.pdf



60 | Physical Environment

- Energy
- » Electric metering devices installed across campus.
- » Lower wattage light bulbs have been installed across campus.
- » "Vending Misers," which power down vending machines when not in use.
- » Motion-activated hand dryers in campus restrooms.
- » A new electric chiller system that produces ice during off-peak hours for use as air conditioning in the spring and summer.
- Green building
- » "Green" roof on the Visual Arts Building.
- Recycling
- » Redemption center (in the "More Store" convenience store) that offers three recycling machines (glass, plastic, cans).
- » Mechanized fluorescent bulb crusher.
- » Existing granite and stone paving tiles from central Plaza are being reused and repurposed at various sites across campus.
- » Major campus printing projects now use 30% post-consumer-waste (PCW) paper.
- » Planned increase in the number of recycling bins.
- Services
- » New energy efficient washers and dryers across campus.
- $\,\,{\rm \! *}\,\,$  Caps and gowns made from 100% post-consumer recycled plastic bottles.
- Student involvement/programs
- » Formalized presentations at freshman seminars.
- » Sustainability Week program, sponsored by the Purchase Environmental Activists (PEA).
- » Paid and unpaid student internships in the Office of Sustainability.

- Transportation/vehicles
- » The first SUNY on-campus Zipcar location.
- » Purpool—an online carpool program, started by faculty in the Natural Sciences department.
- » Increased bike racks across campus.
- » Bus shelters that promote sustainability awareness.
- » Vehicles powered by electricity, batteries, and propane are in use by various campus departments.

# **PHOTO CREDITS**

#### **FRONT COVER**

Cover Image by Joanna Pan

#### PAGE 5

"Barnes in New York City, 1984," Courtesy Marcel Breuer Papers, Archives Of American Art

#### **PAGES 8-14**

Architecture for the Arts: The State University of New York College at Purchase, [Unknown Binding], Museum of Modern Art, New York, 1971

#### **PAGE 15**

Rehabilitate Plaza Deck and Drainage Plan, San Fanandre Justin and Mathews Nielsen, October 2007

Space Utilization Study: SUNY Purchase, Perkins-Eastman, July 2008

#### **PAGE 33**

http://www.suny.edu/student/campuses\_map.cfm

#### PAGE 41

http://www.purchase.edu

### CONSULTANTS

Sasaki Associates

The Plumb-Excel Group, Engineering P.C.

Larsen Engineers

**VJ** Associates



# PHASE





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The identity of Purchase College is influenced by its status as the cultural gem of the State University of New York (SUNY) system. An essential guiding vision for Purchase, which has endured since the founding of the College in 1967 by Governor Nelson Rockefeller, has been not only cultivating arts education at the highest level but also training and nurturing artists by exposing them to broad cross-disciplinary studies in the humanities and sciences.

-Purchase College Facilities Master Plan RFP

The SUNY Purchase campus is located on approximately 505 acres in the hamlet of Purchase within the Town of Harrison, Westchester County, New York.

Several land use types surround the campus, including commercial, recreational, and residential.

# A. LAND USE

## NEIGHBORING/COMMUNITY LAND USES

The SUNY Purchase campus is located on approximately 505 acres (excluding Beechwood property) in the hamlet of Purchase within the Town of Harrison, Westchester County, New York.

Several land use types surround the campus, including commercial, recreational, and residential. To the south lies the PepsiCo world headquarters, as well as low and moderate density single-family residential uses. Predominant land use to the east and west is recreational in nature. To the east lies the Doral Arrowwood conference center and resort. North of the Doral Arrowwood resort is the higher density Bellefair community. To the west of campus are the Old Oaks Country Club and the Golf Club of Purchase. The Westchester County Airport lies directly north of the SUNY Purchase campus.



INSTITUTIONAL/PUBLIC ASSEMBLY OFFICE AND RESEARCH COMMERCIAL AND RETAIL MIXED USE LOW DENSITY RESIDENTIAL MEDIUM DENSITY RESIDENTIAL TRANSPORTATION/COMMUNICATION PRIVATE RECREATION AGRICULTURAL

Land Use | 7

## ZONING

The Purchase campus is located in the R-2 One-Family Residence District. There are four other residential zones within this area in both the Town of Harrison and the Village of Rye Brook, which range from very low residential density to moderate residential density and include R-1, R-2, R-20, and R-50. South of the campus is a SB-100 (Special Business) District in which business offices, such as PepsiCo's world headquarters, are a principal permitted use. There is also a PUD district to the northeast of the site, located within the Village of Rye Brook, as well as an OB-1 Campus/Office Building district located in the Town of Harrison north of the site on the Purchase campus in the Town of Harrison.

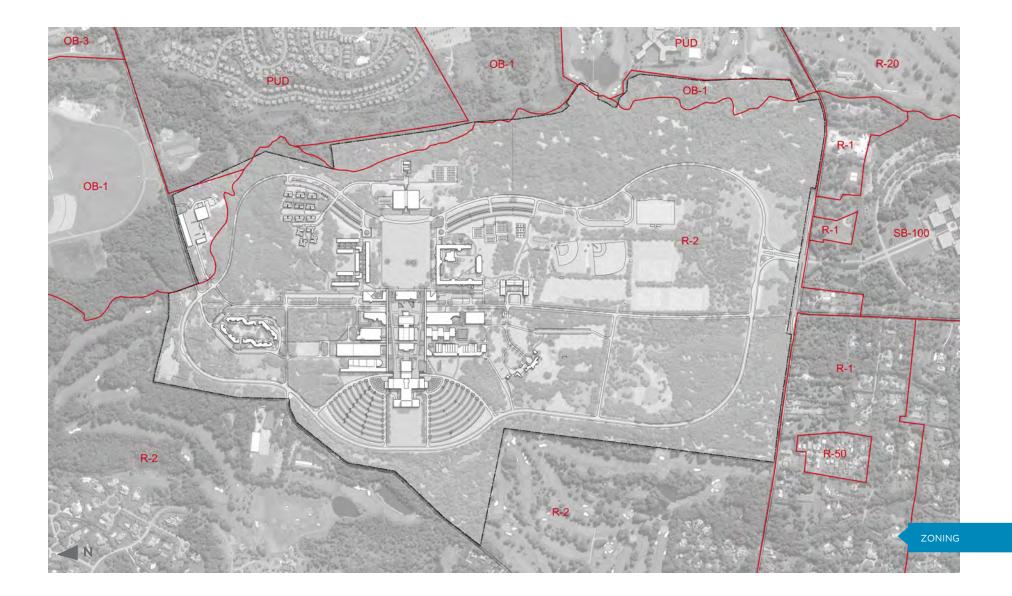
Uses permitted by right in the R-2 Zoning District, in which Purchase is located, include: one-family detached dwellings, parks, playgrounds or recreation areas operated by the Town of Harrison or a school district, public libraries, police stations, town hall or municipal service buildings, farms (excluding retail sales), and animal husbandry. Uses allowed by special exception include: churches, synagogues or similar places of worship, parish houses, rectories, seminaries or convents, private recreation areas (non-profit), public and private nonprofit schools, chartered by the New York State Educational Department and other special exception uses presented in their entirety in the Town of Harrison Zoning Code.

#### AREAS OF PROBLEMS AND OPPORTUNITIES WITHIN AND SURROUNDING CAMPUS

The Purchase campus is relatively self-contained on a 500-acre parcel. Campus facilities occupy only a portion of this land area, so long-term expansion, if necessary, can likely be accommodated on existing landholdings.

With regard to adjacent uses, The Westchester County Airport is of special concern to Purchase College and the residents of the Town of Harrison, due to aircraft generated noise impacts. Because of this sensitivity, a noise monitoring protocol was established and is being implemented by the airport to ensure that aircraft generated noise levels do not increase above present levels.

PepsiCo, located on the parcel immediately south of the Purchase campus, has just completed a Master Plan. Among projects targeted for early implementation are a Welcome Center along Anderson Hill Road. Additional structures are planned for long-term implementation, which may facilitate population growth at the PepsiCo campus. This may, in turn, have a direct impact on traffic volumes along Anderson Hill Road, particularly during peak travel times.



## **CAMPUS CURRENT LAND USE**

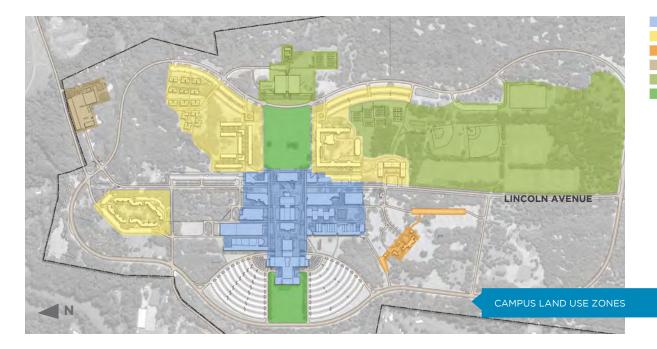
The Purchase campus is organized around a paved mall, 300 feet wide by 900 feet long, its long dimension oriented east to west. Covered arcades enclose the two long sides of the mall, with individual buildings to the north and south. Buildings fronting the arcade are predominantly academic in nature, including the following buildings: Visual Arts, Theatre and Performing Arts, Natural Science, Social Science, Humanities, and Dance. In addition to academic uses, student activities and student services are located in Campus Center North and Campus Center South, both at the eastern end of the mall, and in the Student Services Building, which anchors the mall's eastern edge. Publicly-oriented buildings include the Performing Arts Center (PAC), which anchors the western end of the mall, and the Neuberger Museum, which is positioned mid-way along the mall's southern arcade. The Library and Bookstore occupy the central portion of the mall.

Residential uses are primarily located east of the mall, and flank both the north and south sides of the Great Lawn, which slopes down toward the Physical Education Building. The Commons apartment units are located north of the mall, along the campus's loop road known as Brigid Flanigan Drive.

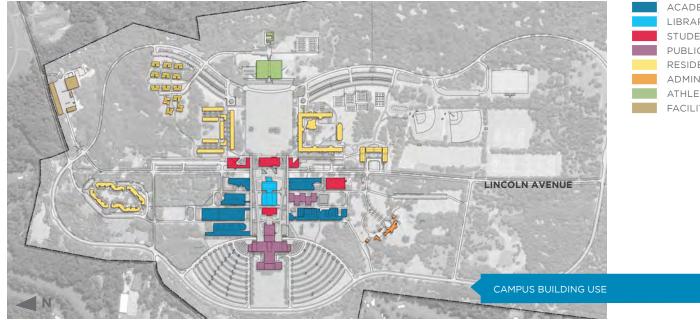
Outdoor athletic facilities, including athletic fields and tennis courts, are primarily located in the southern portion of campus, east of Lincoln Avenue and south of Brigid Flanigan Drive.

Administrative uses are clustered within the Heritage complex of buildings, located in the southwestern portion of campus. These include Human Resources, Administration, Capital Facilities Planning, and the Administration Annex.

Facilities Management offices are located off Lincoln Avenue in the northeastern-most quadrant of campus, near the back entrance to Purchase College.



ACADEMIC CORE RESIDENTIAL ADMINISTRATIVE FACILITIES/ SERVICE GROUP ATHLETICS/RECREATION GENERAL OPEN SPACE





The SUNY Purchase campus is somewhat unique in that its design and layout was fully planned prior to its construction, as opposed to many campuses that grew building by building over the years. The campus is laid out in a north-south direction overall, with buildings centered around the Plaza area, which runs east-west.

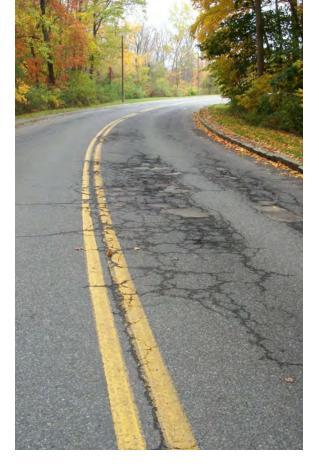
# **B. CIRCULATION** ROAD NETWORK

The SUNY Purchase campus is somewhat unique in that its design and layout was fully planned prior to its construction, as opposed to many campuses that grew building by building over the years. The campus is laid out in a north-south direction overall, with buildings centered around the Plaza area, which runs east-west.

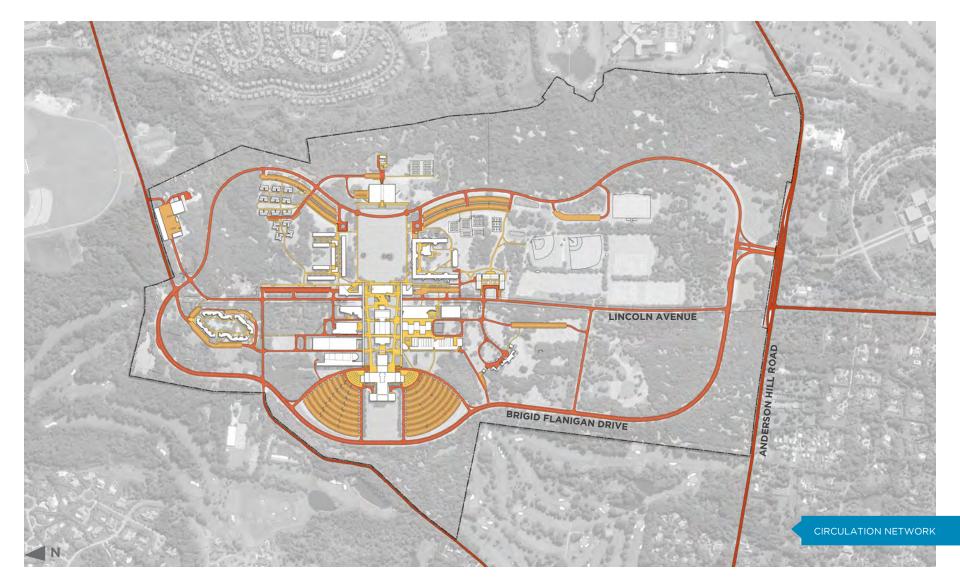
There are a limited number of entries to the campus via roadways. The main entrance to the campus is from Anderson Hill Road at the south end of the complex. A secondary access is at the north end, from King Street via Lincoln Avenue. Cottage Avenue provides an additional access from Purchase Street to the campus.

Brigid Flanigan Drive is the main loop road around the campus, providing access to the main parking areas W1 and W2 west of the Performing Arts Center, the Commons, Facilities Management Complex, Alumni Village, the Olde (Apartments 1), the Physical Education Center, the Big Haus and associated Residence Halls, tennis courts and football/soccer field. The campus is bisected by Lincoln Avenue, which cuts through the middle of campus and provides access to Fort Awesome, the admission and administration buildings, and the east end of the Plaza complex. There are several secondary roadways to provide additional connectivity to various parts of the campus.

While the road network in general is adequate, the condition of the roadways is generally poor. Many pavement areas exhibit poor drainage, alligatoring of pavement, potholes and other signs of advanced distress. Curbing in many areas consists of short sections of granite stone that have settled and been displaced or are missing. Sections of the roadways have been patched or paved over; however, those efforts have provided only a temporary fix—consideration should be given to a detailed study of the roadway conditions and planning commenced for upgrading the system.



12 | Circulation



PRIMARY VEHICULAR ROUTE
 SECONDARY VEHICULAR ROUTE
 PEDESTRIAN ROUTE
 PARKING

## **PEDESTRIAN SYSTEM**

The major pedestrian movements on campus occur from Parking Lots W1 and W2 to the Plaza; from the residence hall complexes to the Plaza area; between the Plaza area and Physical Education Center; and within the Plaza itself. Significant pedestrian conflicts with vehicular traffic occur in several areas around campus:

- At Lincoln Avenue near the Plaza, especially for students crossing from the residence halls to the Humanities Building and Butler Building.
- Along Lincoln Avenue north of the Plaza with pedestrians traveling to or from the Commons residential area.
- At the service road that passes under the Plaza at the Performing Arts Center
- On Brigid Flanigan Drive in front of the Physical Education Building
- Along Brigid Flanigan Drive for most of its length, with walkers and joggers, as there is no consistent pedestrian travel way paralleling the loop road.

Pedestrian walkways adjacent to the Plaza area are in disrepair and should be repaired or reconstructed. Many of the pavers have settled unevenly, creating tripping hazards and depressions where runoff collects and ponds. Other walkways around the campus, especially in the older dormitory areas, are constructed of asphalt concrete and are unraveling and showing other signs of deterioration, and should be rebuilt. Several areas were identified as having access issues due to grade differentials or other causes:

- W2 Lot to Music
- Front entrance to Natural Sciences
- Campus Center North lot to the Plaza
- Performing Arts Center to Plaza
- Approach to Physical Education Building

Current projects under design will address these issues to some extent, including a rehabilitation project for the pedestrian streets between the buildings leading to the plaza. Pending the conclusions drawn from that work, it is recommended that a campus-wide accessibility study be undertaken to identify areas of concern and propose solutions.

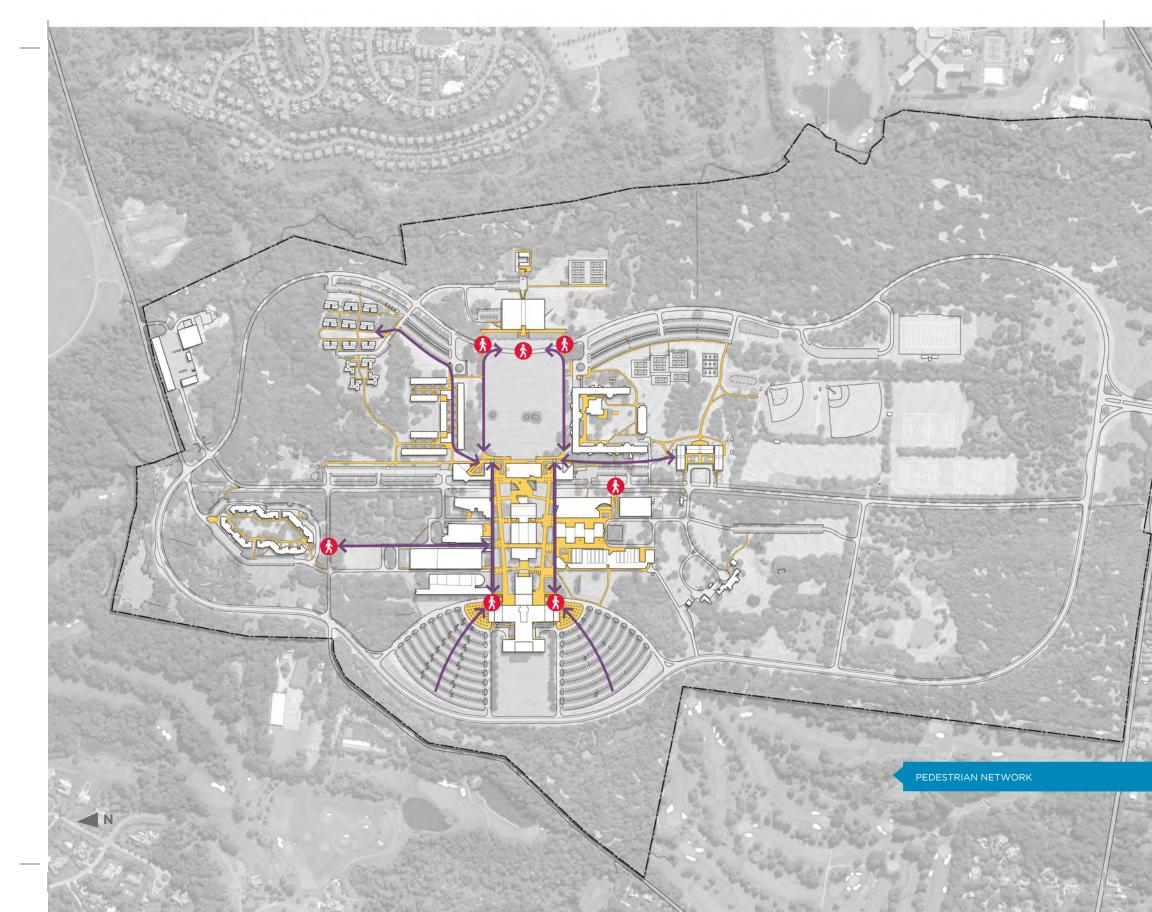


## **BICYCLE USE**

Bicycle use on campus has been encouraged, and there are locations across campus with bike storage racks. The college has implemented a bicycle registration program to aid in returning recovered bicycles to the rightful owner. The main access roadways around campus, however, do not accommodate bicycle traffic very well, with no dedicated bike lanes and in many cases no shoulder or separate pathway to ride on. New plaza deck construction that is currently under way will allow for bicycle travel over the new surface.



PEDESTRIAN WALKWAYS MAJOR PEDESTRIAN ROUTE PEDESTRIAN CONFLICT



## PARKING

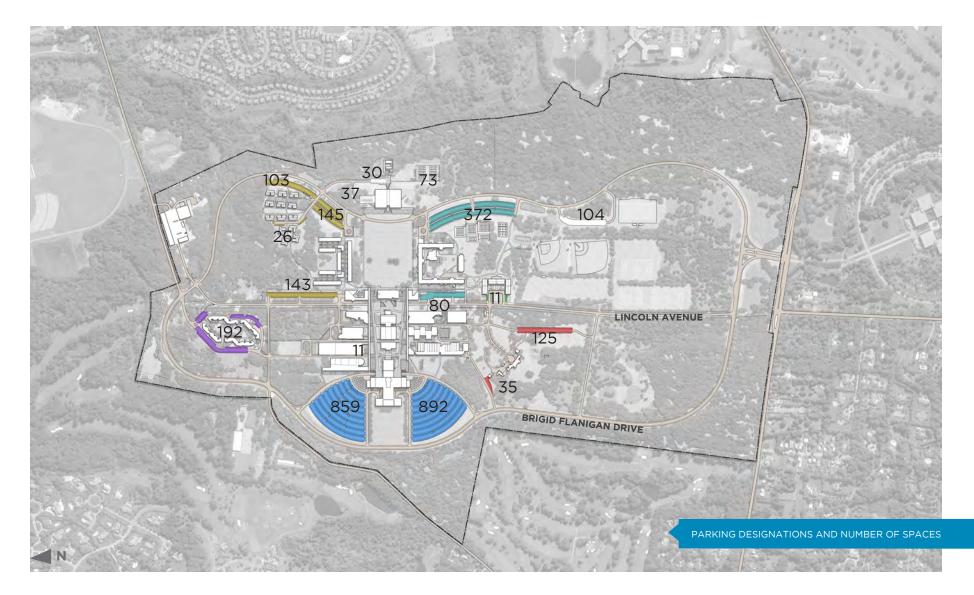
There are a total of 3,230 parking spaces contained in the various lots across campus, distributed as follows:

LOCATION	NUMBER OF SPACES
PARKING LOT W1	892
PARKING LOT W2	859
THE COMMONS LOTS	195
LINCOLN AVE LOT NORTH OF CCN	143
ALUMNI VILLAGE LOTS	129
THE OLDE LOTS	145
PHYSICAL EDUCATION BUILDING LOTS (PARTIALLY UNPAVED)	140
PARKING LOTS EAST OF RESIDENCE HALLS (BY TENNIS COURTS)	372
LINCOLN AVE LOT SOUTH OF CCS	80
ADMINISTRATION AREA LOTS	160
FORT AWESOME	11
FOOTBALL/SOCCER FIELD LOT (UNPAVED)	104
TOTAL	3,230



While there appear to be sufficient parking spaces for the students, faculty and staff, the location of the spaces often leads to long walks to the final destination. In addition, as mentioned above, there are also grade differentials that add to the difficulty of negotiating the pathway from parking areas to the Plaza and academic areas. In some cases, walkways from the parking areas to the Plaza are in disrepair and in need of replacement and upgrading to meet ADA requirements.

The condition of the parking lot areas are less than satisfactory, exhibiting characteristics similar to the roadways. Asphalt surfaces display signs of distress, and differential settlement results in local ponding of storm water runoff. Where parking areas are curbed, the curbing has been displaced or tipped over, pieces missing, and in disrepair. Similar to the suggestion for roadway areas, a detailed study is needed to determine the appropriate corrective methods to be undertaken for repairs to these areas.



FRESHMEN RESIDENTS, COMMUTERS & VISITORS

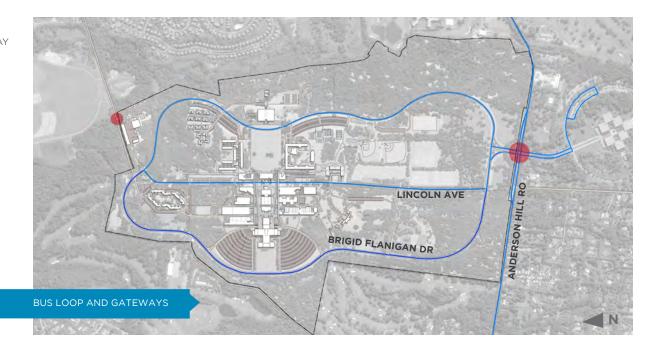
FACULTY/STAFF

RESIDENTS OF THE NEW/COMMONS/THE APTS

RESIDENTS OF CROSSROADS, FARSIDE, BIGHAUS (AND DESIGNATED STAFF)

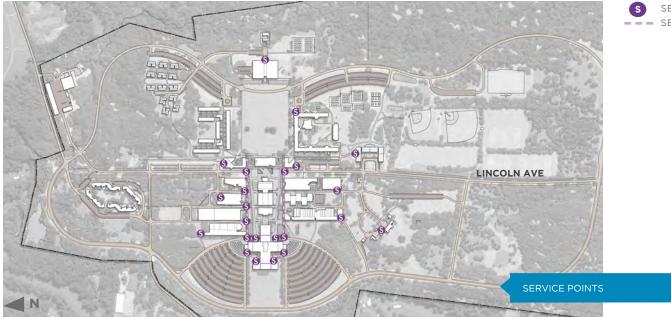
RESIDENTS OF THE OLD & ALUMNI VILLAGE/ STUDENT SIDE OF CAMPUS CENTER NORTH (AND DESIGNATED STAFF)

PRIMARY GATEWAY SECONDARY GATEWAY BUS ROUTE



## **PUBLIC TRANSPORTATION**

Public transportation to and from the campus is provided through a number of services, including the Purchase Shuttle, Westchester County Bee Line Bus System, and Metro North Railroad. The Shuttle currently provides as many as three (3) buses running between the campus, White Plains and Port Chester. The Bee Line operates several bus routes that can be utilized by students, faculty and staff from the New York Metropolitan area, as well as nearby White Plains and other local communities. The campus also provides ZipCar service, with two units currently stationed on campus. A new program, ZimRide, a social network for ridesharing, has recently been implemented on campus as well.





#### **SERVICE ACCESS**

Service access points are depicted on the accompanying exhibit, and are generally located at the lower levels of the buildings around the Plaza complex. Emergency vehicle access to the Plaza buildings is in some locations very limited, due to narrow corridors and differences in elevation. Access to the courtyard between the residence halls and the Outback Building is difficult as there is no paved drive to that site.

Trash collection is a dilemma for the College. Residential students are required to take out their own trash and therefore the dumpsters and collection bins are located relatively close to the dorms. This creates a conflict between the collection vehicle and the pad.

The SUNY Purchase campus still represents the original "City in the Country" notion originally envisioned by Edward Larrabee Barnes in the 1970s. The monumental architecture, campus landscape spaces, and linear tree plantings are carved out of the woodlands of this 500acre former farm.

## **C. LANDSCAPE**

The SUNY Purchase campus still represents the original "City in the Country" notion originally envisioned by Edward Larrabee Barnes in the 1970s. The monumental architecture, campus landscape spaces, and linear tree plantings are carved out of the woodlands of this 500-acre former farm. Unlike some campuses where buildings are located with little thought given to the spaces created in between, Barnes was purposeful in creating the public realm and giving priority and preeminence to those shared spaces.

# TREE CANOPY AND VEGETATION TYPES

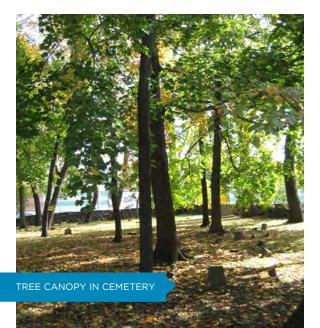
Most of the landholding remains wooded (approximately 50%) and undeveloped for academic purposes. The woods are primarily Appalachian Oak Forest which features several oak species as well as maples, pines, dogwoods, and white pines. The trees on the main campus mirror these woodland species, but also include more ornamental and flowering trees such as honey locusts, sweet gums, crab apples, and Bradford pears. Several linear pine stands throughout the developed campus are reminiscent of agricultural tree rows. No tree inventory or health condition assessment has been made available for the property.





STORMWATER OUTFALL

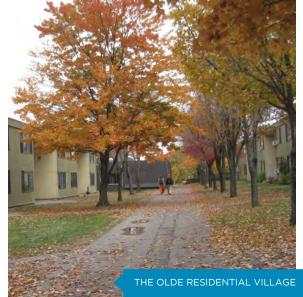












CENTRAL PLAZA, AS ORIGINALLY DESIGNED



#### **GREEN SPACE**

A large tree-lined mall stretching from the Performing Arts Center to the Student Services Building serves as the main campus landscape space. The academic buildings that line the space are connected with long arcades similar to an outdoor hallway. Although a powerful unifying feature, it limits views of the building facades and prevents individual building expression. However, this was true to the original design intent. Recent renovations to the mall have begun to replace the aging red maples and repair waterproofing of the buildings below. The new design seeks to soften the expanse of the space by mounding the earth and planting sweeping patterns of perennials, grasses, and small shrubs. Trees line the edges of the space to provide shade and definition. Lawn panels provide intimately scaled seating areas, while benches placed along the walkways allow more structured seating. Although only in the first stages of installation, the landscape has been well received. Some have expressed remorse for the lost trees, but the hammocks that once hung from them will be returning to continue the "Purchase vibe." Overall, the campus community is pleased to see progress.

Large open lawns frame views of the neighboring hillsides, some of which have been compromised with recent suburban developments that now dominate the landscape. As part of the overall campus composition, the lawns work to feature the buildings and frame views. However, their expanse and limited plantings do little to engage people, and are therefore vacant except for occasional intramural and community recreational activities. Maintaining such large expanses of lawn is a significant resource draw through the use of fertilizers, pesticides, and water to keep them green, and the labor it takes to keep them mown. A new design strategy should respect the intent of these spaces, while humanizing them to encourage use and enhance the overall campus.

Residence halls form smaller courtyard spaces with walkways and some trees. These spaces are relatively unprogrammed and primarily used for informal play and respite, particularly during the warmer weather months. Other small sunken courtyards and gathering spaces exist around building entrances. Many of the seat walls and walkways are in disrepair discouraging use and limiting access.

22 | Landscape Assessment





Landscape Assessment | 23

## OUTDOOR ASSEMBLY SPACES AND PERFORMANCE SPACES

Events occur outdoors either on the Great Lawn between the Student Services Building and the Physical Education Building, or on the lawn by Admissions. Both spaces have limited access to electricity so programming is constrained. Students congregate on the central mall in good weather. It will be interesting to see how the new landscape affects the use patterns on the plaza.

Outside of both Campus Center North and Campus Center South, there are small terraces where tables and chairs are brought out in the warmer weather for outdoor dining and congregating. These spaces attract a lot of people given the popularity of the eating establishments in the Campus Center.

A few areas have been designed for outdoor classrooms, including the southwest corner of Humanities, the sloping lawn located on the north side of Dance, and the area between the bookstore and theater 'D'; however, these areas are relatively unused as instructional space due to the nearby air traffic noise.

## HARDSCAPE

Roads, parking lots, walkways, and the central mall are the primary hardscape types across campus. Roads, parking lots and many of the walkways are asphalt and in varying conditions, some in dire need of repair. The campus plan keeps parking at the edges of campus allowing a pedestrian friendly central core. The most recent residence halls have some measure of parking associated with the buildings, but generally have resisted the impulse to surround the buildings with parking. Linear walkways lead directly from the more remote residence halls to the central plaza.

The central mall was originally paved with brown bricks and granite pavers, but is being replaced with concrete pavers in a variety of colors (beige, gray, and red tones) as part of the central plaza redesign effort. The walkways and steps leading to and from the central mall continue to be brown brick and granite pavers. Although some areas have been patched and repaired, many tripping hazards currently exist. Also, water tends to collect on these walkways which can be hazardous. The ramps and stairs are part of a future capital project.

Two cobblestone circles on Brigid Flanagan Drive mark the pedestrian crossing points from the Great Lawn to the Physical Education Building. These circles may have been installed as traffic calming devices or simply to draw attention to pedestrians. They are uncomfortable to walk on and present challenges for bicyclists circling the loop road.

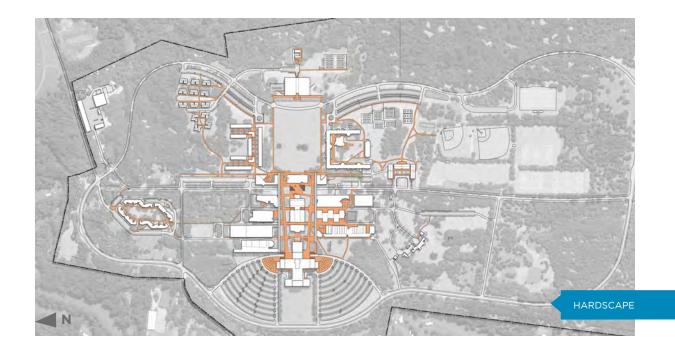
Hardscape is also referred to as an impervious surface from which water runs off when it rains. The percentage of impervious surface in a watershed is an indicator of overall surface water health. Together with the building roofs (also impervious surfaces), the total quantity of impervious surface is 80.9 acres, which is 16% of the total campus land area. The plaza rehab project has reduced the overall impervious surface here by as much as one-third. Given the acres of woodlands surrounding the campus, the impervious surfaces at SUNY Purchase are most likely not contributing to poor surface water conditions.







24 | Landscape Assessment

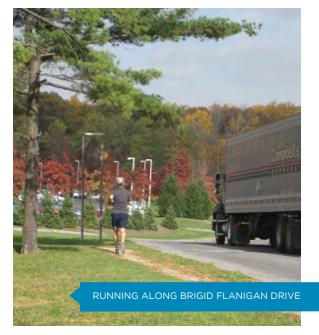


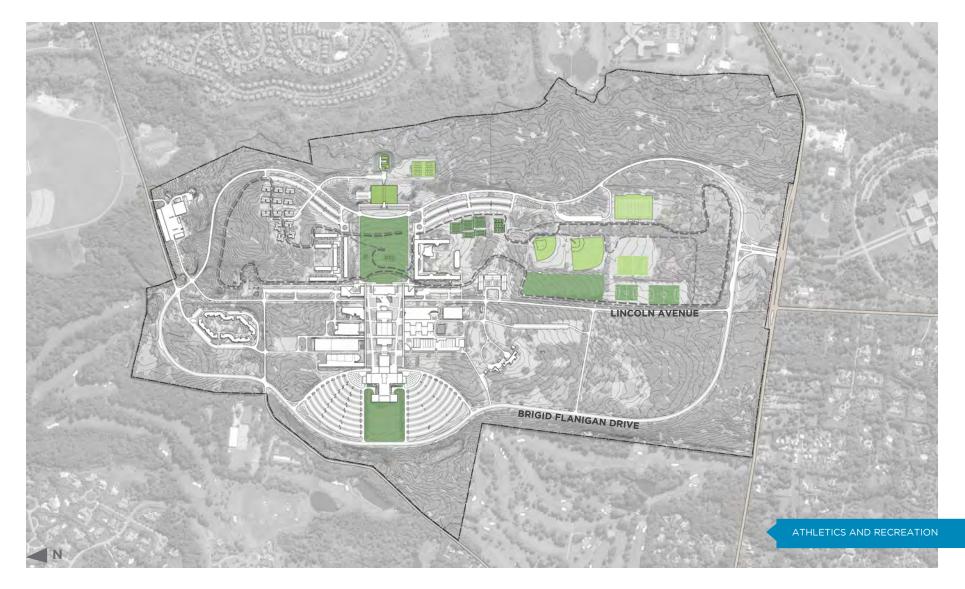
Landscape Assessment | 25



## **ATHLETICS AND RECREATION**

SUNY Purchase has several athletic venues and recreation spaces for NCAA Division III play, intramural and club sports, and community use. The outdoor athletic venues include baseball and softball fields; a synthetic turf field for soccer, lacrosse, and football; lit tennis courts; and cross-country running courses for both men and women. Several intramural fields are available along Lincoln Avenue, while recreational tennis and basketball courts can be found downhill from Fort Awesome. In addition to the designated recreation areas, many from the SUNY Purchase community as well as neighboring communities use the 3-mile loop road (Brigid Flanagan Drive) as a running trail and biking track. The Athletics Department has generated significant revenue from renting the facilities to community groups when not needed for intercollegiate competition. This revenue is then re-invested in the facilities for the benefit of SUNY Purchase and greater Westchester County.





- --- WOMEN'S CROSS COUNTRY COURSE
- --- MEN'S CROSS COUNTRY COURSE
- ATHLETICS
- RECREATION

## **SCULPTURE AND PUBLIC ART**

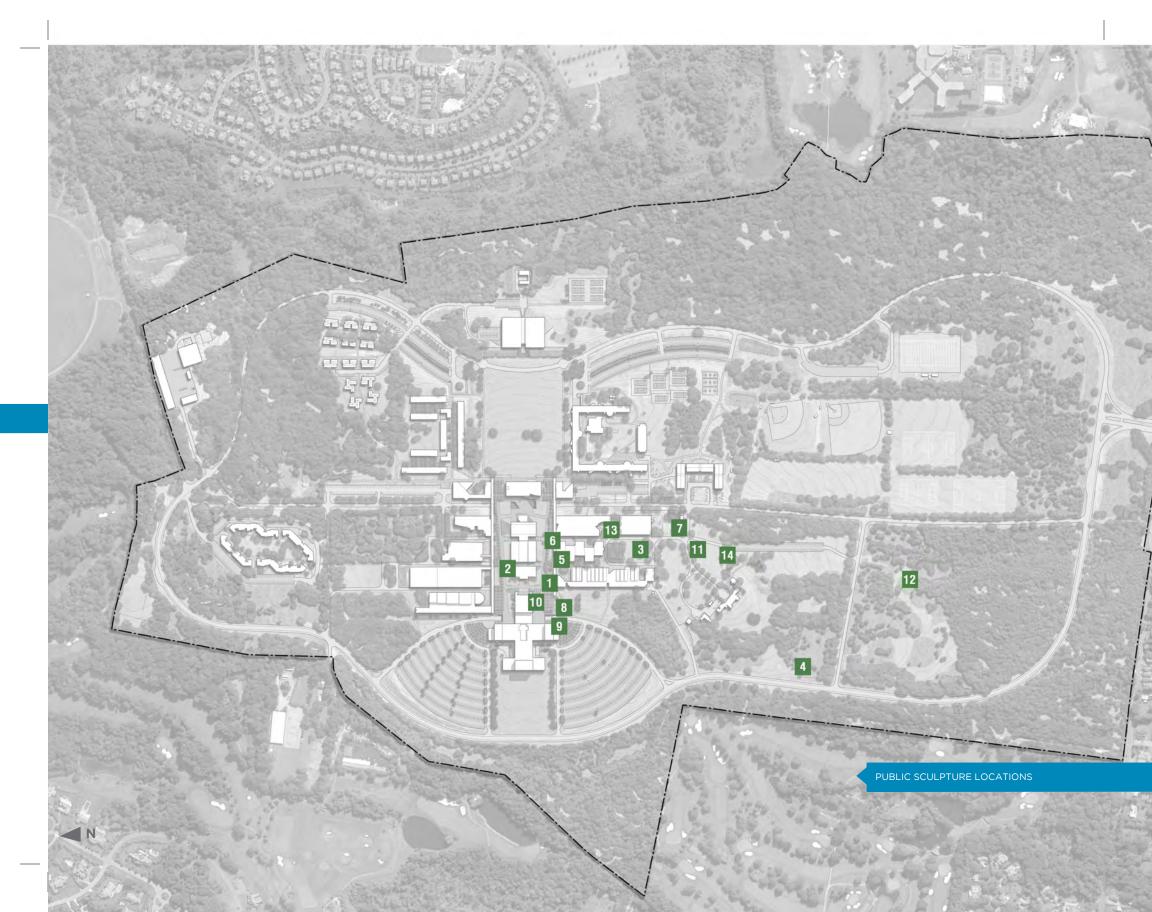
The Neuberger Museum has a collection of outdoor sculpture that is arrayed across the SUNY Purchase campus. The collection includes works by many renowned artists. The map below indicates locations of these pieces and the corresponding list identifies the artist and year built. In addition to the Neuberger Museum collection, there are other works of art on campus, such as Henry Moore's Large Two Forms, Jonathan Borofsky's Running Man, and Andy Goldworthy's The Cone.

Neon Lintel, 1997, Stephen Antonakos
 Frazzel I, 1981, Sidney Buchanan
 A 120 Stacked Pyramid, 1973, Jackie Ferrara
 Koronos, 1978, Charles Ginnever
 Floor Kite #1, 1976, Jasha Green
 The Fate of the Earth, 1993-94, Peter Gourfain
 0° - 90°, 1970-71, Casper Henselmann
 ART, 1972, Robert Indiana
 Untitled, ca. 1987, Win Knowlton
 Alert, ca. 1966, Alexander Liberman
 Odyssey, 1973, Alexander Liberman
 Large Two Forms, 1966-69, Henry Moore
 Penumbrae, 1986, Ahmad Osni Peii
 Ark Series #5, 1976, William Umbreit

## **OPPORTUNITIES**

The structure of the original campus plan used buildings to form landscape spaces that are grand in scale. These spaces were successful in reinforcing the original vision of monumentality and form, but were less successful as comfortable spaces for people to move and congregate. The new landscape design for the central mall addresses these issues through the creation of smaller more intimately scaled spaces within the larger mall. As planning continues, there may be opportunities to rethink the Great Lawn and the lawn behind the Performing Arts Center as more useable, human-scaled spaces.





The SUNY Purchase campus is located in the Hamlet of Purchase and Town of Harrison, all lying within Westchester County in southern New York State, just north of the New York City Metropolitan Area and west of the Connecticut State line. The average annual rainfall in this area is 44" to 48" per year. Prevailing winds are from the west-southwest.

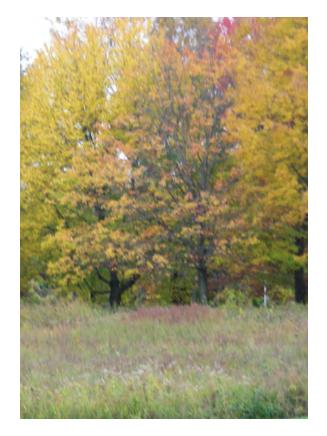
# **D. GEOGRAPHY**

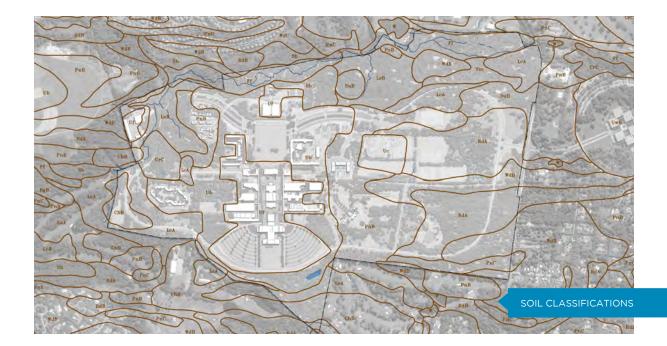
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The campus, containing over 500 acres of land, is situated on a site of meadowland and forest just north of Anderson Hill Road. This is the site of what was an active farm owned by Revolutionary War General Thomas Thomas, whose family burial ground is located on the campus property.

## **SOIL TYPES**

Geologically, the area is one of glacial action, exhibiting features such as drumlins, drumlinoid ridges, till plains, and the like. Soils in the area include Paxton, Ridgebury and Woodbridge loams, with a significant acreage of soils of the udorthents group. These are all glacial-derived soils, mostly in the B or C hydrologic group, indicating generally fair to poorly draining soils. In many cases lithic bedrock lies 4 to 6 feet below the surface of these soil groups. The accompanying table and map indicate the soil groups and their locations, as well as wetlands and floodplain areas that impact the campus.





SYMBOL	HYDRO GROUP	DESCRIPTION
СНВ	В	CHARLTON LOAM, 2-8% SLOPES
CRC	В	CHARLTON-CHATFIELD COMPLEX, ROLLING, VERY ROCKY
LCA	С	LEICESTER LOAM, 0-3% SLOPES, STONY
PNB	С	PAXTON FINE SANDY LOAM, 2-8% SLOPES
PNC	С	PAXTON FINE SANDY LOAM, 8-15% SLOPES
RDA	С	RIDGEBURY LOAM, 0-3% SLOPES
SUB	В	SUTTON LOAM, 3-8% SLOPES
U	N/A	URBAN LAND
WDA	С	WOODBRIDGE LOAM, 0-3% SLOPES
WDB	С	WOODBRIDGE LOAM, 3-8% SLOPES



## LANDSCAPE BUFFERS

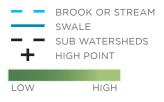
Treed landscape buffers exist all around the outside edges of the campus, between Brigid Flanigan Drive and the campus property lines. Additional treed areas are located throughout the highly landscaped interior area of the campus. Athletic fields have been established following the layout of some of the original farm fields, and fieldstone walls from the original farm are still in existence adjacent to Lincoln Avenue and other local streets.



FLOODWAY 100-YEAR FLOODPLAIN 500-YEAR FLOODPLAIN WETLAND

## **FLOODPLAINS AND WETLANDS**

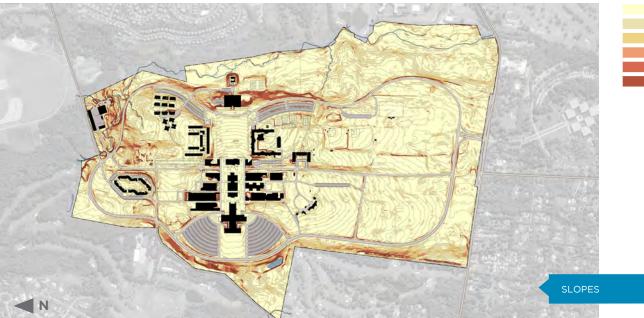
Along the east side of the campus flows Blind Brook, a stream with headwaters in the Rye Lake area that drains portions of the Westchester County Airport property. The Brook also provides irrigation water to several golf courses in the area. Several wetland areas have been identified adjacent to Blind Brook. Within campus property, mostly outside of the loop road, and do not affect any currently developed sites. Smaller wetlands, generally following drainage swales, have been identified just west of Lincoln Avenue near the south end of campus, and a few areas along the western edge of the campus. In all, there are approximately 80 acres of mapped wetlands within the campus context.





#### DRAINAGE

The campus has five main drainage divides, as shown on the map figure herein. The arrows denote the flow pattern of stormwater. Storm drainage facilities consist mainly of storm sewers that convey stormwater from the campus. The northwest portion of the campus, including the Commons, the western portion of the Plaza, and the main parking lots W1 and W2, drain to the south and west, into offsite ponds and the Old Oaks Country Club. The northeast section of the campus, including the Facilities Maintenance area, the Olde, Alumni Village and the eastern portion of the plaza, drain either overland or through storm sewers to Blind Brook. The Southeast section of the campus, including the Big Haus and associated residence halls, Fort Awesome, and tennis court areas also drain to Blind Brook, as does the Physical Education Building and surrounding area. Another drainage area straddling Lincoln Avenue drains south towards Anderson Hill Road. The southwest portion of the campus drains mostly through overland flow or in swales to the south or west, towards Anderson Hill Road and the Old Oaks Country Club.



0-5% SLOPE 5-10% SLOPE 10-15% SLOPE 15-20% SLOPE 20-25% SLOPE 25% SLOPE OR GREATER

## **SLOPES**

Moderate to steep slopes exist along the western edge of the campus, and adjacent to and east of the eastern section of the loop road, by the Physical Education Building. Other steep slope areas are located on the northern part of the campus, where Blind Brook cuts through the campus property by the Facilities Management area. In the campus proper area, steep slopes are noted between Lincoln Avenue and The Commons Residence Area, and in areas adjacent to the Plaza, due to the style of construction used in building the facilities. In general, the steep slope areas on campus provide an incentive to keep development of the campus site to a minimum and maintain its privacy.

Security on the SUNY Purchase Campus is coordinated through the University Police Department (UPD), currently located in the Humanities Building Lower Level. The Department will be relocating to a new facility being constructed under a current capital project.

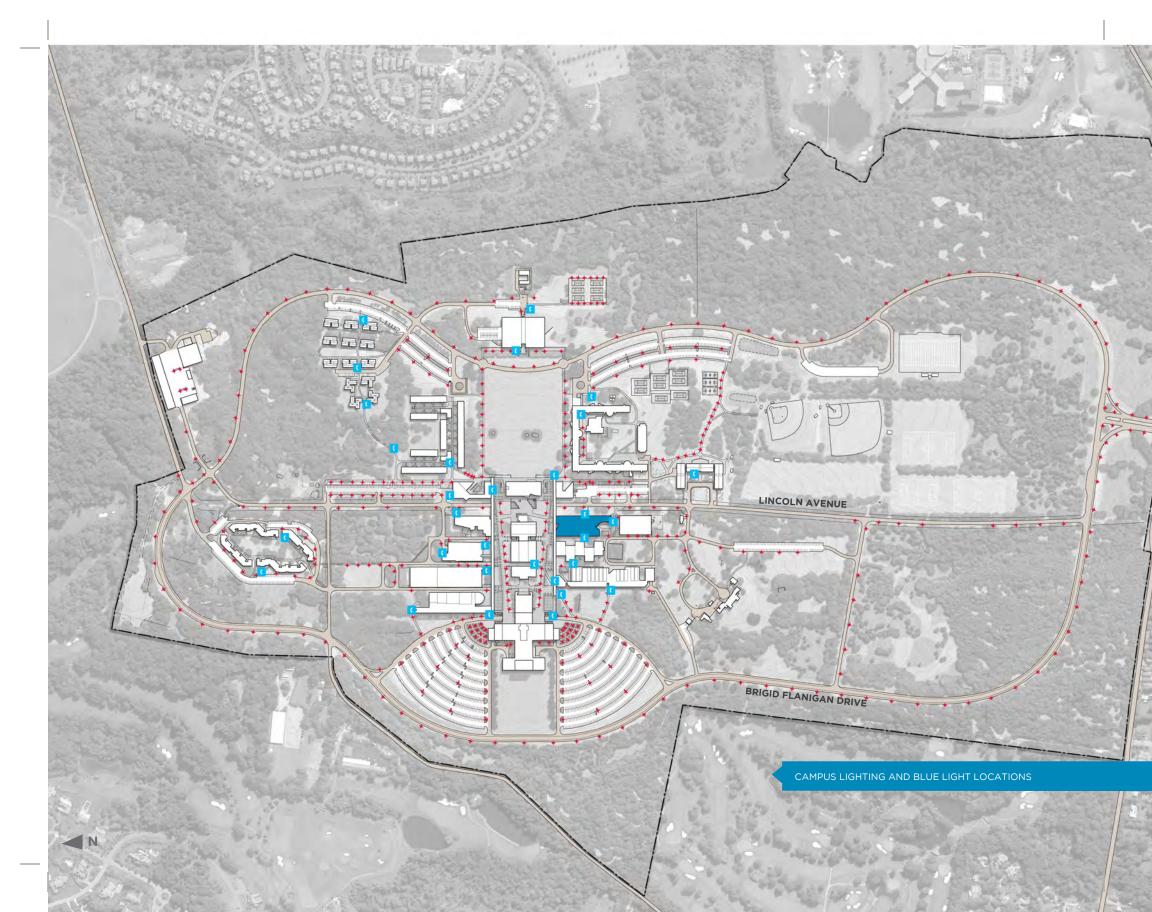
# **E. SECURITY**

Security on the SUNY Purchase Campus is coordinated through the University Police Department (UPD), currently located in the Humanities Building Lower Level. The Department will be relocating to a new facility being constructed under a current capital project.

The University Police Department staff includes police officers, dispatchers, investigators and office manager, directed by the Chief of Police and Assistant Chief. Current staffing totals around 30 personnel. Officers are authorized to uphold and enforce all campus policies as well as NYS Laws. UPD recently activated a LiveScan Electronic Fingerprint Transmittal system to assist in identifying arrested individuals.

The campus maintains a camera system as a deterrent to criminal activity only and an emergency (Blue-Light) phone system on campus. Call boxes are placed in strategic locations across the campus. Current locations are listed below and shown on the accompanying campus map:





## EMERGENCY PHONES (CALL BOX) LOCATIONS:

- Administration (front door)
- Alumni Village (parking lot)
- Alumni Village (main entrance between buildings 1 & 2)
- Alumni Village (between buildings 7& 8)
- Alumni Village (near building 12)
- Alumni Village (walkway to phase 1 apts.)
- Apartments I Old (vicinity of laundry rooms)
- Apartments II New (vicinity of laundry rooms)
- Athletic Fields by Lincoln Avenue
- Campus Center North (front/arcade)
- Campus Center North (rear door/parking lot)
- Campus Center South (front/arcade)
- Children's Center (front entrance)
- Dance (underpass between Streets B & C at entrance door)
- Dining Hall (front door)
- Dormitory/East parking lot (below stairs and turn around)
- Fort Awesome (Building X front & rear)
- Fort Awesome (Building X east and west side)
- Fort Awesome (Building WYX foot path)
- Fort Awesome (Building W parking lot & Building Y Parking lot)
- Gymnasium (front and back)





- Hiking Trail by Facilities Management
- Hiking Trail by front entrance & Alumni Village
- Humanities (middle door/Lincoln Ave.)
- Humanities (rear door/Street D)
- Library/Bookstore (Bookstore entrance door south)
- Music (front/between arcade and entrance doors)
- Music (rear/northwest corner/walkway to parking lot)
- Natural Science (front/near entrance door)
- Natural Science (rear door/Street A)
- Parking Lot on Lincoln Avenue
- Performing Arts Center (drop off road/service tunnel doors)
- Social Science (rear door/Lincoln Avenue)
- Tennis Courts
- Visual Arts (breezeway)
- Visual Arts (front/arcade)

These phones are monitored 24 hours/day through the UPD Office. The college periodically reviews the system to determine locations for additional units.

In 2009, the campus activated a campus-wide Security Camera System, consisting of 240 closed-circuit cameras located strategically throughout the campus. The system is monitored through the UPD, and cameras are added as additional locations are identified. The college maintains this system as a deterrent to criminal activity only, and has established strict policies for locating cameras and the use of surveillance camera information.

Residence hall entry doors are locked 24 hours/day. Residents are provided with keys for access, and there are intercom phones in each entryway for use by visitors. There is no remote monitoring of this system, other than from the CCTV system.

Academic buildings are normally open and accessible during the normal operating hours of the campus, and are not accessible during evenings or when the college is officially closed. Certain administrative and faculty personnel are allowed access at these times through the UPD.

Facility Management staff work constantly with the UPD to maintain grounds in a safe and secure manner, trimming bushes and limbs, clearing sidewalks, removing debris, etc.

Site lighting has been described as "inadequate throughout campus" by Facilities Management personnel. Street lighting along the main loop road, Brigid Flanigan Drive, is a 277V underground circuit that is in poor condition. Existing light poles are vulnerable to being hit by vehicles, and are not of the breakaway-style bases. There is a mix of light poles of various heights and styles, ranging from 20 foot tall with 175 watt luminaires to 30 foot tall poles with 250 watt luminaires. Lighting levels around the loop road vary and are not uniform.

Lighting in the Plaza area is also considered poor, especially at the fringes and along the corridors between buildings, but that is being addressed by the current capital plan to revamp the Plaza deck and walkway areas. Site lighting between the Plaza and residence Hall areas varies, but in general is insufficient. Remote pathways from the apartment complexes to the main campus area have received complaints of being "too dark" and "not safe" by students.

For the most part, lighting is connected to nearby building circuits, and are controlled by the Siemens Building Management System, with campus operations setting the on-off schedules. There are no photocell controllers on the lighting system.

A detailed Site Lighting Study should be initiated by the college to verify lighting levels and determine an overall lighting strategy for the campus, as well as incorporating those considerations in renovations of buildings like the Performing Arts Center. Lighting fixtures and intensities should blend with the lighting strategies currently being enacted in the Plaza Reconstruction Project. The utility infrastructure for the SUNY Purchase campus includes potable water, sanitary sewer, electrical, storm sewers natural gas and high-temperature hot water. The College provides general maintenance for the utilities on the campus. The utilities generally follow main roads, service drives or pass through the multi-purpose tunnels that lie under the main plaza, with services extended to each building at one or more locations.

# F. PHYSICAL CONDITIONS

## INFRASTRUCTURE

The utility infrastructure for the SUNY Purchase campus includes potable water, sanitary sewer, electrical, storm sewers natural gas and high-temperature hot water. The College provides general maintenance for the utilities on the campus. The utilities generally follow main roads, service drives or pass through the multi-purpose tunnels that lie under the main plaza, with services extended to each building at one or more locations. Information on utility locations was gleaned from topographic maps of the campus prepared by O'Grady, site observations and discussions with campus Facilities Planning and Service staff.

### **POTABLE WATER**

Potable water is supplied to the campus by the Westchester Joint Water Works system. The source of water for this section of the system is Rye Lake, which lies northeast of the campus. Connection to the public system is near the Anderson Hill Road entrance to the campus, where all water entering the campus system passes through a backflow preventer and a master meter. From that point, a 16" diameter ductile iron pipe extends north along Lincoln Avenue all the way to the north intersection with Brigid Flanigan Drive. A 10" ductile iron main extends from there along Salter Drive to serve the Facilities Services complex. The distribution system is looped to

provide for dual feeds and allow for shut down of portions of the system while maintaining flow in the remainder of the system. The "outer loop" encircles the main campus complex, and is also 16" diameter pipe. An "inner loop" of 10" and 12" diameter ductile iron pipe then feed to the individual buildings within the plaza area. Additional distribution main extends service to the administration buildings, Physical Education Building and Cooling Tower, and to the residential complexes. Backflow preventers exist within several of the individual buildings as well, for protection of the on-site campus system.

The connection to the Westchester Joint Water Works System at Anderson Hill Road is to the "lower" pressure zone of the public system in this area. A second connection, near the north end of campus, was originally planned, but has never been completed. This connection would be to the higher pressure zone of the public system, and would require the installation of pressure regulators to maintain the pressure differential.

Annual water consumption at the college is on the order of 80 MG (million gallons) per year, including use for the irrigation system of the main plaza area. Use of water-conservation measures over the past few years have reduced that volume slightly.

The potable water system supplies drinking water and fire protection systems within some of the buildings. Where buildings are sprinklered, there is sufficient volume and pressure, in some cases through the use of fire pumps. It was noted that low pressure has occasionally been an issue during the summer when demand is higher. Facilities personnel indicate that while there is sufficient valving within the system, the valves do not always function properly. Valves on the 16" main are butterfly valves, whereas all others are gate-type valves.



- ELECTRIC
- NATURAL GAS
- TELECOM
- WATER
- STORM DRAIN
- SANITARY SEWER

#### **SANITARY**

Sanitary sewer service is provided to the entire campus at Purchase, with connections in four (4) locations to the Blind Brook Interceptor Sewer that follows the Blind Brook stream valley along the east side of the campus. The entire wastewater collection system is gravity, except for sewage ejector pumps located in the Performing Arts Center. The system was designed with anticipation of future growth of the campus to a student population of 5,000. Most of the sewers are either reinforced concrete pipes or asbestos-cement pipes, with some cast iron piping used in the Service Group area. Manholes are constructed of precast concrete or radial concrete block.

The system was installed in the 1960's with construction of the campus, and has not undergone any major renovations since that time. Problems with wastewater backups have been noted in the Performing Arts Center (PAC) and the Campus Center South (CCS) buildings. Renovation of bathrooms in the PAC in the late 1990's increased the number of fixtures but did not address the capacity of the ejector pumps.

The college is charged for treatment of their wastewater flows based on water consumption. Estimated wastewater flows from 2007 were 150,000 GPD (gallons per day).

Based on the age of the system, and materials of construction, the system is likely in need of a detailed inspection and infiltration/inflow analysis.

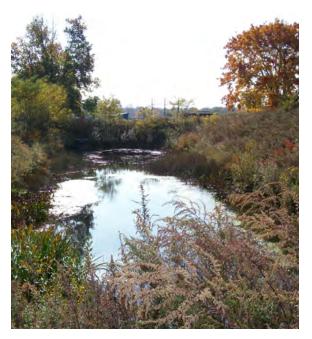
### **STORM SEWERS**

The storm sewer system for the campus consists of piping ranging in size from 4 inch to 48 inch in diameter. There are several distinct systems serving different portions of the campus, each with their own points of discharge to offsite drainageways. The northwest portion of the campus, including the Commons, the western portion of the Plaza, and the main parking lots W1 and W2, drain to the south and west, into offsite ponds and the Old Oaks Country Club. The northeast section of the plaza, drain either overland or through storm sewers to Blind Brook. The Southeast section of the campus, including the Big Haus and associated residence halls, Fort Awesome, and tennis court areas also drain to Blind Brook, as does the Physical Education Building and surrounding area. Another drainage area straddling Lincoln Avenue drains south towards Anderson Hill Road. The southwest portion of the campus drains mostly through overland flow or in swales to the south or west, towards Anderson Hill Road and the Old Oaks Country Club.

The system picks up runoff from existing ground surfaces, parking and sidewalk areas, and the rooftops of most of the buildings. For the most part, no treatment of stormwater is provided before being discharged off-site. The exception to this is the above-described southeast section of the campus, which directs storm sewers into two (2) ponds located between the baseball fields and the tennis courts. Discharge from here is into twin culverts under Brigid Flanigan Drive and eventually into Blind Brook.

The college has experienced drainage problems in several surface parking lots, and historically in most of the plaza building lower levels. The latter problems have been created by a host of issues, including surface water intrusion, lack of building foundation waterproofing, etc. Recent projects at the campus have or will resolve most





of the Plaza drainage issues. Overall, the storm sewer system seems to have adequate capacity to handle runoff from the current campus facilities.

## **NATURAL GAS**

Natural gas service is used as the primary source for heating of the College's buildings, and is delivered to the campus from Con Ed's gas distribution system on Anderson Hill Road After passing through a gas regulator at the entrance to the campus, a 16" gas main extends all the way north to the main heating plant off Salter Drive. The on-campus gas piping is maintained by the college. The gas supply is an interruptible source, so the campus maintains a back-up fuel source of #2 Fuel Oil. Discussions with Facilities personnel indicate that the system is adequate to serve the campus' needs. The gas main supplies gas to the following list of buildings that are all metered separately: Heating Plant, Fort Awesome, Outback, Alumni Village, and Mechanical Services.

### **HEATING**

The campus owns and maintains a high temperature hot water (HTHW) system that provides hot water to all main academic buildings on campus, except for Butler Building, which has its own electric heat, and Heritage Site Buildings, which have their own #2 fuel oil fired boilers. The HTHW system also provides hot water to the Apartment I and Apartment II complexes. Alumni Village , Outback and Fort Awesome each have their own gas-fired boilers.

From the Heating Plant, the HTHW pipelines are laid in a tunnel that parallels Lincoln Avenue to the Mechanical Services area. Lines "Tee" off this main to serve the apartment complexes in direct burial lines. Recent failures of HTHW lines in the tunnels have created concerns about their integrity. The campus has indicated they have had no problems with the direct burial piping to date. Ground water often comes in contact with HTHW lines, causing steam to vent into the atmosphere. The primary location for this is on Lincoln Avenue, opposite the Phase II Apartments. Waterproofing of the HTHW conduit system needs to be addressed. There are no current plans to upgrade or replace the existing system. Continuing problems with pipe failures in the HTHW System would indicate that a detailed investigation into the system's conditions be implemented.

## **ELECTRICAL**

There are two 13.2 KV underground feeder lines extending from Anderson Hill Road to the primary distribution switchgear located in Mechanical Services at the Plaza. Power is provided by the NY Power Authority and delivered through Con Ed's distribution system. From Mechanical Services, the power is distributed to each building. Either feeder can provide sufficient power to run the campus on its own, but they are normally run both load-balanced.

Electrical distribution switchgear is currently in the process of being replaced as part of a project with NYPA. 90 percent of feeder cables are original and it is recommended they be replaced.



## **ADMINISTRATION BUILDING**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	ADMINISTRATION BUILDING		
BUILDING #	01		
BUILDING ABBREVIATION	ADMBLG		
MAJOR USE	GENL ADMIN		
YEAR CONSTRUCTED	1937		
TOTAL GSF	25,126		
ASSIGNABLE NSF	19,694		
CONSTRUCTION TYPE	WOOD FRAME	NO. OF ELEVATORS	0
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	1
HVAC: % CENT. PLANT	0%	HVAC: % STAND ALONE	100%
A/C: % CENT PLANT	0%	A/C: % STAND ALONE	70%



The Administration Building is a three-story wood frame structure and is part of the Heritage complex of buildings. The building is predominantly administrative in nature, with a mix of offices and conference rooms.

### **BUILDING EXTERIOR**

The exterior facade is wood framed with clapboard siding. The roofs have been completely replaced over the last few years.

## **BUILDING INTERIOR**

The interior of the building is generally in good condition. Most elements are original but have recently been repainted or replaced as needed.

BUILDI		IOR/SUPE	RSTRUCTURE								
2007 B	CAS					2010 F	МР				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
	100%				FOUNDATIONS		100%				
	100%				EXTERIOR WALLS			100%			
	100%				BUILDING FRAMING		100%				
	100%				WINDOWS/LOUVERS			50%	50%		
		100%			DOORS/FRAMES/HARDWARE			100%			
		100%			ROOF				100%		

BUILDI	ING INTI	ERIOR									
2007 E	BCAS					2010 F	МР				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
	100%				FLOORS		50%	50%			
	100%				WALLS		75%	25%			
	100%				CEILINGS		25%	75%			
	100%				DOORS/FRAMES/HARDWARE		100%				
	100%				BUILT-IN FURNISHINGS		100%				
	100%				STAIRS		100%				
				Х	ELEVATORS/ESCALATORS					Х	
				Х	SPECIALTY SYSTEMS					Х	

BUILDIN	IG HEATI	NG AND (	COOLING											
2007 BC	CAS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
	100%				HVAC DIST. & CONTROLS		100%							
					AHU/CONTROLS									
					CHILLER/CONTROLS									
			100%		BOILER/HEAT EXT./CONTROLS			100%						
	100%				PUMPS/MOTORS/COMPRESSORS		100%							
					FIRE SPRINKLER/STANDPIPE									
	50%	50%			PLUMBING SYS./FIXTURES	25%	75%							
					SPECIALTY SYSTEMS									

BUILDI	NG ELEC	TRICAL											
2007 E	CAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
		100%			FIRE ALARM SYSTEM			100%					
	50%	50%			EMERG. POWER/LIGHTING SYS.		50%	50%					
	100%				LIGHT SYS. (INC. BRANCH WIRING)		75%	25%					
	100%				ELEC. DISTRIBUTION (WIRING SYS.)	75%		25%					
	75%		25%		POWER WIRING		75%		25%				
	50%	50%			TEL/DATA SYS. (CABLE ONLY)		50%	50%					
	100%				SPECIALTY SYSTEMS		100%						

#### **Mechanical:**

Cooling is provided to select spaces in this building via packaged through-wall mounted AC units. The northwest end of the building has been recently remodeled and is outfitted with newer electric baseboard heaters. Heating to the main southeast portion of the building is served by a single, 80% efficient Weil model 780 oil-fired hot water boiler which serves floor mounted hot water convector coils and radiators with the occupied spaces. The boiler appears to be in fair condition showing some rusting of its casing. The heating water piping throughout the building has been altered multiple times during the building's life and is in poor condition. Operable windows appear to provide required ventilation requirements.

#### **Electrical:**

This building consists of a few newer GE Spectra Panelboards in what appears to be a new electrical room and quite a lot of existing obsolete, rusted panelboards (some active and abandoned). Some existing obsolete panelboards have been utilized as splice boxes. The existing switchgear, conduits and fittings are rusty. A mixture of 2 and 3 prong receptacles exist. Basement switches are beyond their useful life. A mixture of incandescent track lights, T8 and T12 fixtures exist. Some LED and fluorescent exit lights exist.

#### **Plumbing:**

The main plumbing systems in the building are original to the building. Sanitary waste, vent piping are a combination of cast iron and galvanized type piping. Domestic water piping is a combination of original galvanized and newer copper piping. Piping repairs are evident on visible piping at the basement level. A lot of the older gate valves are in poor condition and warrant replacement in the near future. A new 80 gallon electric water heater was recently installed. The majority of the plumbing fixtures have been replaced over the years and are in good condition. Below is an example of an original lavatory that has some historical value from the standpoint this type of fixture would be difficult to replace.

#### **Fire Protection:**

The building fire protection is a standpipe system with hose valves in place for Fire Department use. The system appears to be original the building and is in good condition and operating as designed. No sprinkler system is currently installed in the building.





## **BCAS DISCREPANCIES**

- Boiler/Heat Exchanger/Controls: The BCAS rating of "100% excellent" was likely accurate when the initial assessment was performed in 2007. The boiler has probably just been installed. However, the boiler case now shows signs of rust, indicating the boiler may be 75% of the way through its useful life.
- Electrical Distribution (wiring): Some of the panelboards look very new.
- Lighting System: Newer light fixtures appear to have been installed in the rear main office within recent years.
- Plumbing Piping and Domestic Water Valves: The original waste piping and gate valves are in need of replacement in the near future. The downgrade to 25% poor rating would be more accurate, which the chance failures may be occurring on a more frequent basis.



## **BEECHWOOD**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	BEECHWOOD		
BUILDING #	36		
BUILDING ABBREVIATION	BECHWD		
MAJOR USE	RESIDENCE		
YEAR CONSTRUCTED	1918		
TOTAL GSF	14,103		
ASSIGNABLE NSF			
CONSTRUCTION TYPE	WOOD FRAME	NO. OF ELEVATORS	0
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	1
HVAC: % CENT. PLANT	0%	HVAC: % STAND ALONE	100%
A/C: % CENT PLANT	0%	A/C: % STAND ALONE	0%

Beechwood House is adjacent to the Purchase College campus on Purchase Street. It is a large Colonial Revival residence, and is eligible for inclusion in the State and National Registers of Historic Places. A project to partially rehabilitate the building exterior is currently in design.

## **BUILDING EXTERIOR**

The existing brick building is partially renovated and is showing significant signs of wear and deterioration, particularly at the roofs and gutters. There is a serious possibility of water damage due to incomplete work, missing gutters and trim. The renovation project was to include a new slate roof, repairs to the existing windows (including new storm windows), repair and re-pointing of the existing exterior masonry walls, but the renovation has been stopped mid-project.

#### **BUILDING INTERIOR**

In general, all finishes are original and some have been replaced and/or refinished, but the stoppage of work has left the two upper floors in mid-renovation. The first floor has had most of its work completed and the kitchen has had new cabinets installed. The ultimate goal of the renovation project is to install a new energy efficient heating system, upgraded electrical wiring, and better insulation to meet the current energy codes, but this has not been completed.

BUILDIN	G EXTER	IOR/SUPE	RSTRUCTURE								
2007 BC	AS					2010 F	MP				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
	100%				FOUNDATIONS		100%				
	100%				EXTERIOR WALLS		100%				
	100%				BUILDING FRAMING		100%				
25%	75%				WINDOWS/LOUVERS	50%	50%				
	100%				DOORS/FRAMES/HARDWARE		100%				
	50%	50%			ROOF	50%	50%				

BUILDI	NG INTI	ERIOR									
2007 E	CAS					2010 F	МР				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
25%	50%	25%			FLOORS	50%	50%				
25%	50%	25%			WALLS	50%	50%				
25%	50%	25%			CEILINGS	50%	25%	25%			
	100%				DOORS/FRAMES/HARDWARE	25%	75%				
	100%				BUILT-IN FURNISHINGS			50%	50%		
		100%			STAIRS		25%	75%			
				N/A	ELEVATORS/ESCALATORS					N/A	
				N/A	SPECIALTY SYSTEMS					N/A	

BUILDING		NG AND	COOLING											
2007 BC	AS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
50%	50%				HVAC DIST. & CONTROLS					N/A				
				N/A	AHU/CONTROLS					N/A				
				N/A	CHILLER/CONTROLS					N/A				
		100%			BOILER/HEAT EXT./CONTROLS					N/A				
	100%				PUMPS/MOTORS/COMPRESSORS					N/A				
				N/A	FIRE SPRINKLER/STANDPIPE					N/A				
50%	50%				PLUMBING SYS./FIXTURES					N/A				
				N/A	SPECIALTY SYSTEMS					N/A				

BUILD	BUILDING ELECTRICAL												
2007 E	BCAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
				N/A	FIRE ALARM SYSTEM					N/A			
				N/A	EMERG. POWER/LIGHTING SYS.					N/A			
	100%				LIGHT SYS. (INC. BRANCH WIRING)					N/A			
	100%				ELEC. DISTRIBUTION (WIRING SYS.)					N/A			
	100%				POWER WIRING					N/A			
	100%				TEL/DATA SYS. (CABLE ONLY)					N/A			
	100%				SPECIALTY SYSTEMS					N/A			

Note: Building was not available for MEP walk-through

The building has its own stand-alone MEP/FP systems, which are basically in fair condition. The building utilizes the existing steam plant. The building is in need of major upgrades based primarily on age.

## **SERVICE GROUP**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	SERVICE GROUP		
BUILDING #	38		
BUILDING ABBREVIATION	SERBLG		
MAJOR USE	CAMPUS SERVICE		
YEAR CONSTRUCTED	1972		
TOTAL GSF	18,408		
ASSIGNABLE NSF	16,777		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	0
FLOORS ABOVE GRADE	1	FLOORS BELOW GRADE	0
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	0%	A/C: % STAND ALONE	11%

The Service Group is a one-story complex of steel construction. The building is a mix of offices and other spaces to serve the Facilities group.

### **BUILDING EXTERIOR**

Existing buildings are generally in fair shape. New roofs are being installed in 2010 and 2011. The overhead doors need to be replaced as their skins are damaged with holes and missing sections. The temporary overhang needs to be replaced or removed.

#### **BUILDING INTERIOR**

Roughly half of the finishes are original and need to be replaced and/or refinished. Bathrooms need a total renovation. Ceiling tiles have signs of significant staining and need to be replaced.

BUILDIN	BUILDING EXTERIOR/SUPERSTRUCTURE												
2007 BC	AS					2010 FI	MP						
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
50%	50%				FOUNDATIONS	50%	50%						
50%	50%				EXTERIOR WALLS	50%	50%						
		100%			BUILDING FRAMING			100%					
	100%				WINDOWS/LOUVERS		100%						
50%	50%				DOORS/FRAMES/HARDWARE	50%	50%						
100%					ROOF	25%			75%				

BUILDI	BUILDING INTERIOR													
2007 BCAS							2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
	100%				FLOORS		50%	50%						
		100%			WALLS			100%						
	50%	50%			CEILINGS	50%		50%						
		100%			DOORS/FRAMES/HARDWARE		25%	75%						
				Х	BUILT-IN FURNISHINGS					Х				
	50%	50%			STAIRS		50%	50%						
				Х	ELEVATORS/ESCALATORS					Х				
50%	50%				SPECIALTY SYSTEMS	50%	50%							

BUILDIN	G HEATI	NG AND (	COOLING											
2007 BC	AS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
		100%			HVAC DIST. & CONTROLS			100%						
		100%			AHU/CONTROLS			100%						
					CHILLER/CONTROLS									
		50%	50%		BOILER/HEAT EXT./CONTROLS			50%	50%					
		100%			PUMPS/MOTORS/COMPRESSORS			100%						
		100%			FIRE SPRINKLER/STANDPIPE			100%						
25%	75%				PLUMBING SYS./FIXTURES	25%	75%							
		100%			SPECIALTY SYSTEMS			100%						

BUILD	BUILDING ELECTRICAL														
2007 E	2007 BCAS							2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES				
		100%			FIRE ALARM SYSTEM			100%							
	100%				EMERG. POWER/LIGHTING SYS.		100%								
		100%			LIGHT SYS. (INC. BRANCH WIRING)			100%							
	100%				ELEC. DISTRIBUTION (WIRING SYS.)		100%								
	100%				POWER WIRING		100%								
	100%				TEL/DATA SYS. (CABLE ONLY)		100%								
	75%		25%		SPECIALTY SYSTEMS		75%		25%						

#### Mechanical

The front offices are served by hot water air handlers ducted to ceiling diffusers, along with a mix of electric baseboard radiators and electric wall heaters. Warehouse heat is provided by a mix of horizontal hot water unit heaters controlled by mechanical wall thermostats, and a single hot water unit ventilator in one garage bay.

#### **Electrical**

Older Westinghouse Switchgear exists. New IT wiring has been installed. Emergency lighting in warehouse is believed to be achieved via center rows of T8 linear fluorescent fixtures being served from generator. 2x2 troffers with u-tube lamps exist in corridors. Restroom lights have been retrofitted with fluorescent lamps.

#### Plumbing

The building plumbing systems are for the most part original to the building. Waste, water, vent piping are in good condition with no evidence or reported issues. Plumbing fixtures are original to the building with limited ADA access. Existing water service currently does not have a backflow prevention device installed.

#### **Fire Protection**

The building is currently covered by a complete wet pipe sprinkler system. Some minor issues with sprinkler head coverages were noted, but not critical with the current installation. The existing fire service main and alarm check valve are 4" in size, and in good condition.







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## **HEATING PLANT**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	HEATING PLANT		
BUILDING #	39		
BUILDING ABBREVIATION	HTGPLT		
MAJOR USE	HEATING PLANT		
YEAR CONSTRUCTED	1972		
TOTAL GSF	21,357		
ASSIGNABLE NSF	18,547		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	0
FLOORS ABOVE GRADE	1	FLOORS BELOW GRADE	1
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	0%	A/C: % STAND ALONE	1%

The Heating Plant is a one-story building with a lower level. It is steel construction and is part of the Service Complex of buildings

### **BUILDING EXTERIOR**

Existing windows are showing significant signs of wear and deterioration and need to be replaced. New roof and a new overhead door were installed in 2010.

#### **BUILDING INTERIOR**

In general, all finishes are original and in the personnel spaces these need to be replaced and/or refinished. Locker rooms and bathrooms need a total renovation.

BUILDIN	BUILDING EXTERIOR/SUPERSTRUCTURE												
2007 BC	AS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
50%	50%				FOUNDATIONS	50%	50%						
50%	50%				EXTERIOR WALLS		50%	50%					
		100%			BUILDING FRAMING			100%					
	100%				WINDOWS/LOUVERS	50%	50%						
25%	25%	50%			DOORS/FRAMES/HARDWARE			50%	50%				
100%					ROOF				100%				

BUILDI	BUILDING INTERIOR													
2007 E	CAS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
	100%				FLOORS	25%		75%						
		100%			WALLS	25%		75%						
	50%	50%			CEILINGS	25%		75%						
		100%			DOORS/FRAMES/HARDWARE		50%	50%						
				N/A	BUILT-IN FURNISHINGS	100%					LOCKERS NEED REPLACEMENT			
	100%				STAIRS		100%							
	N/				ELEVATORS/ESCALATORS					N/A				
				N/A	SPECIALTY SYSTEMS					N/A				

BUILDIN	BUILDING HEATING AND COOLING															
2007 BC	2007 BCAS							2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES					
		100%			HVAC DIST. & CONTROLS			100%								
		100%			AHU/CONTROLS			100%								
					CHILLER/CONTROLS											
		50%	50%		BOILER/HEAT EXT./CONTROLS			50%	50%							
		100%			PUMPS/MOTORS/COMPRESSORS			100%								
		100%			FIRE SPRINKLER/STANDPIPE			100%								
	100%				PLUMBING SYS./FIXTURES	10%	40%	50%								
					SPECIALTY SYSTEMS											

BUILD	BUILDING ELECTRICAL														
2007 8	2007 BCAS							2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES				
		100%			FIRE ALARM SYSTEM			100%							
	100%				EMERG. POWER/LIGHTING SYS.			100%							
	100%				LIGHT SYS. (INC. BRANCH WIRING)		100%								
	100%				ELEC. DISTRIBUTION (WIRING SYS.)		100%								
	100%				POWER WIRING		100%								
	100%				TEL/DATA SYS. (CABLE ONLY)			100%							
	75%		25%		SPECIALTY SYSTEMS			100%							

#### Mechanical

Three dual-fuel oil and gas central boilers (two 50 million btuh; one 30 million btuh) that serve the main campus were all replaced approximately 4 years ago along with all primary and secondary HTHW pump motors. Hot water plant support systems and associated equipment are in good, well-maintained condition, including boiler feed water system; plant compressed air system; pump seal coolant system; fuel oil systems; and combustion air preheat systems.

#### Electrical

A 1200A 480V 3-phase electrical service exists through an older Westinghouse Unit Substation which lacks proper working clearances required by NEC Article 110.26 due to a newer transfer switch recently being installed. The majority of the switchgear appears to be original. The motor control center is manufactured by Cutler Hammer which is also obsolete. An abandoned generator and transfer switch exist within the building. A new 350kW generator exists outside with a new transfer switch inside (the transfer switch is across from the Unit Substation). T8 and HID fixtures exist. Closed circuit television exists with no access control. Access control is not needed per the staff in this building as building is manned 24 hours a day.

#### Plumbing

The existing water service is a combined 3" domestic and fire protection service that enters the building. This existing service currently does not a have a backflow prevention device installed. Albeit not required or a code violation, this building type will require a device if any renovations or upgrades are necessitated. The plumbing fixtures are in good condition and are functioning normally. The building houses the main campus central boiler system. A high pressure 14" gas service enters the building and is dedicated to serving the boilers. This service, equipment and piping are in good condition. The domestic hot water is generated by Aerco water heater utilizing a HEX as the heating medium. This system is supplemented by a electric type water heater as a back-up system. This system was installed in 1970 and is nearing its life expectancy. No reported problems or issues with the overall plumbing system at the building.

#### **Fire Protection**

As indicated above, a 3" fire service supplies limited sprinkler coverage in the building. The sprinklers cover the occupied spaces and the gas service room. The system is good condition and is functioning as designed.







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## **MUSEUM OF VISUAL ARTS**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	MUSEUM OF VISUAL AR	rs	
BUILDING #	40		
BUILDING ABBREVIATION			
MAJOR USE	ORGANIZED ACTIVITY		
YEAR CONSTRUCTED	1972		
TOTAL GSF	89,035		
ASSIGNABLE NSF	75,399		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	1
FLOORS ABOVE GRADE	4	FLOORS BELOW GRADE	1
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

The Museum of Visual Arts is a four-story steel frame structure sited along the Central Plaza. The building serves as one of the primary public venues on campus and hosts a variety of works from well-known artists.

#### **BUILDING EXTERIOR**

Existing curtainwalls are showing significant signs of wear and deterioration. Doors, frames, and hardware are all in poor shape, as are the building foundations. Windows are mostly in fair condition, although some are starting to show signs of significant deterioration.

#### **BUILDING INTERIOR**

All finishes are original and most need to be replaced and/or refinished. Bathrooms need a total renovation. None of the railings in the stairwells meet current code requirements. The elevator was replaced last year. As part of the elevator refurbishment, student designs were used for the new cab interiors with exceptional final results.

BUILDING EXTERIOR/SUPERSTRUCTURE													
2007 BCAS 2010 FMP													
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
100%					FOUNDATIONS	100%							
50%	50%				EXTERIOR WALLS	50%	50%						
		100%			BUILDING FRAMING			100%					
	100%				WINDOWS/LOUVERS	25%	75%						
100%					DOORS/FRAMES/HARDWARE	100%							
	50%	50%			ROOF		50%	50%					

BUILDI	BUILDING INTERIOR												
2007 E	SCAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
	25%	75%			FLOORS		25%	75%					
25%		75%			WALLS	25%		75%					
25%	75%				CEILINGS	25%	75%						
25%	75%				DOORS/FRAMES/HARDWARE	25%	75%						
	100%				BUILT-IN FURNISHINGS		100%						
		100%			STAIRS		50%	50%					
	50%	50%			ELEVATORS/ESCALATORS				100%				
50%		50%			SPECIALTY SYSTEMS	50%		50%					

BUILDING	BUILDING HEATING AND COOLING												
2007 BC/	۹S					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
	100%				HVAC DIST. & CONTROLS		100%						
50%	50%				AHU/CONTROLS	50%	50%						
					CHILLER/CONTROLS								
25%	75%				BOILER/HEAT EXT./CONTROLS	25%	75%						
25%	75%				PUMPS/MOTORS/COMPRESSORS	25%	75%						
		100%			FIRE SPRINKLER/STANDPIPE						NO LONGER EXISTS		
	100%				PLUMBING SYS./FIXTURES		100%						
	50%	50%			SPECIALTY SYSTEMS		50%	50%					

BUILDI	BUILDING ELECTRICAL											
2007 E	BCAS					2010 FMP						
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES	
		100%			FIRE ALARM SYSTEM			100%				
	75%	25%			EMERG. POWER/LIGHTING SYS.		50%	50%				
	50%	50%			LIGHT SYS. (INC. BRANCH WIRING)		100%					
	50%	50%			ELEC. DISTRIBUTION (WIRING SYS.)		100%					
	100%				POWER WIRING		100%					
			100%		TEL/DATA SYS. (CABLE ONLY)				100%			
25%	50%	25%			SPECIALTY SYSTEMS		100%					

#### Mechanical

Existing equipment and systems appear to be original to the building and are at or nearing the end of their useful life. Heating water system pumps, HTHW exchanger, and chilled water piping all exhibit signs of corrosion, have some missing insulation, and have some non-functioning gauges and controls. The main air handling unit casing and coil piping are in poor condition. A HVAC project is currently underway with NYPA.

#### Electrical

Existing switchgear is comprised of primarily obsolete Westinghouse switchgear which appears to be original to building. A newer ASCO and older ASCO transfer switch exist. A mixture of fluorescent and incandescent light fixtures exist. Exposed CCTV wiring was observed. Audio/Visual is desired per former meeting minutes.

#### Plumbing

The plumbing systems are for the most part original to the building. Piping is showing its age, but no reports or evidence of problems. Plumbing fixtures are in good condition.

#### **Fire Protection**

The building currently is not sprinklered.

## **BCAS DISCREPANCIES**

- Electrical Distribution (wiring): Switchgear appears to be original.
- Emergency Power/Lighting System: With the exception of the newer ASCO 7000 transfer switch serving the elevator, emergency power appears to be original.
- Lighting System: Lighting appears to be original with very minimal upgrades made.
- Security System: Appears to be in fair condition throughout this building.
- Fire Protection: No sprinkler system in the building.







## **HUMANITIES BUILDING**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	HUMANITIES BUILDING		
BUILDING #	41		
BUILDING ABBREVIATION	HUBLG		
MAJOR USE	INSTRUCTION		
YEAR CONSTRUCTED	1973		
TOTAL GSF	92,530		
ASSIGNABLE NSF	81,820		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	1
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	0
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%



The Humanities Building is a three-story steel structure with exterior patterned brick walls. The building is a mix of offices and classrooms. Most of the interior partitions are plaster, and the doors are mainly wood. The building, which pre-dates changes in environmental health and safety regulations, energy conservation and ADA requirements, has not had a significant renovation since it was built. Its spaces also have not been adapted to pedagogical developments that have taken place since 1973, although a renovation is planned.

## **BUILDING EXTERIOR**

A planned renovation project will replace the existing windows, which are currently noted as being in fair condition. The roof shows signs of significant deterioration and should be replaced.

## **BUILDING INTERIOR**

All finishes are original and need to be replaced and/ or refinished. Bathrooms need a total renovation. None of the railings in the stairwells meet current code requirements. Elevator is scheduled for replacement soon.

A planned renovation project will address the building's interior. The renovation will abate hazardous materials and bring the building into compliance with construction and accessibility codes.

BUILDIN	BUILDING EXTERIOR/SUPERSTRUCTURE										
2007 BC	007 BCAS										
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
50%		50%			FOUNDATIONS	50%		50%			
25%	75%				EXTERIOR WALLS	25%	75%				
		100%			BUILDING FRAMING			100%			
	100%				WINDOWS/LOUVERS		100%				
50%	50%				DOORS/FRAMES/HARDWARE	50%	50%				
100%					ROOF	100%					

BUILDI	BUILDING INTERIOR												
2007 E	CAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
	100%				FLOORS		100%						
25%	50%	25%			WALLS	25%	50%	25%					
25%	50%	25%			CEILINGS	25%	50%	25%					
	100%				DOORS/FRAMES/HARDWARE		100%						
50%	50%				BUILT-IN FURNISHINGS	50%	50%						
	100%				STAIRS		100%						
		100%			ELEVATORS/ESCALATORS			100%					
		100%			SPECIALTY SYSTEMS			100%					

BUILDING HEATING AND COOLING											
2007 BCA	\S					2010 FM	P				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
75%	25%				HVAC DIST. & CONTROLS	75%	25%				
75%	25%				AHU/CONTROLS	75%	25%				
					CHILLER/CONTROLS						
75%	25%				BOILER/HEAT EXT./CONTROLS	50%	50%				
75%	25%				PUMPS/MOTORS/COMPRESSORS	50%	50%				
	100%				FIRE SPRINKLER/STANDPIPE		100%				
25%	75%				PLUMBING SYS./FIXTURES		100%				
					SPECIALTY SYSTEMS						

BUILDING ELECTRICAL												
2007 B	CAS					2010 FMP						
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES	
		100%			FIRE ALARM SYSTEM			100%				
	100%				EMERG. POWER/LIGHTING SYS.		100%					
	100%				LIGHT SYS. (INC. BRANCH WIRING)		100%					
	100%				ELEC. DISTRIBUTION (WIRING SYS.)		75%	25%				
	100%				POWER WIRING		100%					
			100%		TEL/DATA SYS. (CABLE ONLY)			100%				
	100%				SPECIALTY SYSTEMS		100%					

#### **Mechanical**

The majority of the equipment and systems are original to the building. The chilled water pumps are in poor condition. The four heating water pumps appear to have been replaced and are in fair condition. The high temperature hot water exchanger valve station and associated controls have been recently replaced. The building air handlers are nearing the end of their useful life. The planned renovation will replace the entire HVAC system.

#### Electrical

Existing switchgear is comprised of original Square D / ASCO and some newer Cutler Hammer switchgear. Smart board provisions are desired per former meeting minutes. Some newer T8 fixtures existed (ie: mechanical rooms).

#### Plumbing

The existing plumbing systems are in good condition. The majority of the systems are original to the building. The 4" water service currently does not utilize a backflow prevention device. Systems are functioning normally with no major problems reported.

#### **Fire Protection**

The building is currently not sprinklered.

## **BCAS DISCREPANCIES**

- Boiler/Heat Exchanger/Controls: The high temperature hot water exchanger control valve station has been recently replaced. It is likely that this was done after the 2007 BCAS was performed.
- Pumps/Motors/Compressors: Replacement of the four heating water pumps may have been done after the BCAS was performed.
- Electrical Distribution (wiring): The cutler hammer panels are newer panels.
- Lighting System: Newer light fixtures appear to have been installed in the rear main office within recent years.
- Plumbing: Albeit plumbing systems are original to the building, no evidence of poor conditions or signs of immediate replacement were observed.









## **PHYSICAL EDUCATION BUILDING**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	PHYSICAL EDUCATION B	UILDING	
BUILDING #	42		
BUILDING ABBREVIATION	PHYSED		
MAJOR USE	HPE		
YEAR CONSTRUCTED	1973		
TOTAL GSF	116,745		
ASSIGNABLE NSF	108,580		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	1
FLOORS ABOVE GRADE	2	FLOORS BELOW GRADE	2
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	0%	A/C: % STAND ALONE	10%

The Physical Education is a four-story (two stories above grade and two below) steel structure with exterior brick walls. The roof is a flat membrane roof. The building is a mix of athletics and recreation spaces, including gymnasiums, a natatorium, and a fitness center.

### **BUILDING EXTERIOR**

The existing curtainwalls and skylights are original and are showing significant signs of wear and deterioration. All of the original windows need to be replaced with operable windows, original doors need replacement, skylights should be energy efficient and the leaking exterior masonry needs to be repaired to create a water tight, healthy and safe learning environment. At this time the roof is also in need of a replacement. The current roof was replaced in 1995 but has numerous leaks.

## **BUILDING INTERIOR**

Roughly half of the finishes are original and should be replaced and/or refinished. Bathrooms need a total renovation. The pool surround needs to be replaced and the drains there back up during storms. The gymnasium floor was replaced recently. None of the railings in the stairwells meet current code requirements and there is limited HC access. The elevator was replaced in 2008.

BUILDIN	BUILDING EXTERIOR/SUPERSTRUCTURE											
2007 BC	AS					2010 FMP						
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES	
25%	75%				FOUNDATIONS	25%	75%					
100%					EXTERIOR WALLS	100%						
		100%			BUILDING FRAMING			100%				
	100%				WINDOWS/LOUVERS	75%	25%					
100%					DOORS/FRAMES/HARDWARE	50%	50%					
25%	75%				ROOF		50%	50%				

BUILDI	BUILDING INTERIOR											
2007 B	CAS					2010 FMP						
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES	
25%	75%				FLOORS	25%	50%		25%			
	100%				WALLS		100%					
25%	75%				CEILINGS	25%	75%					
	100%				DOORS/FRAMES/HARDWARE		100%					
	25%	75%			BUILT-IN FURNISHINGS		25%	50%	25%			
	100%				STAIRS		100%					
		100%			ELEVATORS/ESCALATORS				100%			
25%	50%	25%			SPECIALTY SYSTEMS	25%	50%	25%				

BUILDING	BUILDING HEATING AND COOLING											
2007 BC	AS					2010 FM	P					
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES	
25%	75%				HVAC DIST. & CONTROLS	25%	75%					
25%	75%				AHU/CONTROLS	25%	75%					
				N/A	CHILLER/CONTROLS					N/A		
25%	75%				BOILER/HEAT EXT./CONTROLS	25%	75%					
25%	75%				PUMPS/MOTORS/COMPRESSORS	25%	75%					
				N/A	FIRE SPRINKLER/STANDPIPE					N/A		
	75%	25%			PLUMBING SYS./FIXTURES		100%					
	25%	75%			SPECIALTY SYSTEMS		100%					

BUILDI	BUILDING ELECTRICAL												
2007 E	BCAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
	25%	75%			FIRE ALARM SYSTEM		25%	75%					
	100%				EMERG. POWER/LIGHTING SYS.		100%						
	100%				LIGHT SYS. (INC. BRANCH WIRING)		100%						
	100%				ELEC. DISTRIBUTION (WIRING SYS.)		100%						
	100%				POWER WIRING		100%						
		50%	50%		TEL/DATA SYS. (CABLE ONLY)			50%	50%				
		100%			SPECIALTY SYSTEMS			100%					



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#### Mechanical

The majority of the building mechanical equipment is original to the building construction. The high temperature heating water exchanger serving the building is in poor condition, and the two low temp hot water pumps are in fair condition with one newer motor. The Pool air handlers and exhaust systems are in poor condition. Substantial condensation, rust, and interior moss at the pool windows appear to be a result of a poor supply air distribution pattern at the exterior glazing. The multi-purpose room and squash/handball room air handlers and packaged AC unit serving the Gymnasium are all in fair condition.

#### Electrical

A very old Westinghouse Unit Substation supplies power to this building (1200A? 277/480V). Ductwork is installed directly over the unit substation which is a violation of NEC Article 110.26(A). Panelboards include Westinghouse, Federal Pacific and Cutler Hammer. The transfer switches are older ASCO switches. Proper working clearances do not exist in front of pole mechanical room panelboards. The fiber optic cable enters main electrical room though a pullbox containing no cover. Security system is comprised of keypads, motion detectors and closed circuit television (no CCTV exists in pool area). A combination of older style fluorescent lights and newer style LED exit lights. Basement corridors are very dark with retrofitted downlights containing fluorescent lamps.

#### Plumbing

Plumbing waste and water piping is original to the building. Overall the systems are in fair condition. Of significance to note is the main 6" steel water line has heavy corrosion on the exterior of the piping. No evidence of leaks were observed, and a theoretic assumption is that this may be caused by the high humidity environment due to the swimming pool mechanicals are in the same room. No backflow device on water service.

The domestic hot water is generated from a 2000 gallon storage tank utilizing heating hot water for generation. The steel jacket is showing advanced rusting, again believed to be due to the humid atmosphere in the mechanical room. The hot water circulator pump has recently been replaced. (red pump at bottom of tank).

The plumbing fixtures are in good condition. College maintenance work shows replaced flush valves with lower flow flush valves. Waterless urinals were recently installed. The pool locker rooms utilize a common design practice, for the era of construction, installing column type showers with multiple heads and one common drain at the base. These showers are still in good operating condition.

ADA type fixtures are not currently provided in the public bathrooms.



#### **Fire Protection** The building is currently not sprinklered.

#### Specialty Systems / Swimming Pool Equipment

The pool filter equipment and components are original to the building. Overall the pool equipment is in poor to fair condition. The main piping for the filter and pump system is PVC. Evidence of selective pipe replacement was observed. The 8" main drain from the pool is very corroded and may warrant replacement in the near future.

Of significance to note is the fact the 3" and 1-1/2" pool makeup water lines currently do not have a backflow device installed. The fills are indirect and terminate over the pool equipment surge tank, but should be fitted with backflow prevention.

## **BCAS DISCREPANCIES**

- Plumbing evaluation was changed due to the fact some minor repair work has upgraded the original plumbing systems.
- Specialty / Pool systems evaluated with this observation.

## **CAMPUS CENTER SOUTH**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	CAMPUS CENTER SOUTH		
BUILDING #	43		
BUILDING ABBREVIATION	CCS		
MAJOR USE	STUDENT ACTIVITY		
YEAR CONSTRUCTED	1972		
TOTAL GSF	31,721		
ASSIGNABLE NSF	25,104		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	2
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	1
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

Campus Center South is a three-story steel bearing structure with exterior brick walls. The building is a mix of offices, classrooms, a library, and assembly spaces. The building includes a mix of uses such as student health and wellness services, dining, and student activities space.

## **BUILDING EXTERIOR**

The basement area is newly renovated into the Health Services Center. The other floors have had no significant work done on them. The roof was replaced in 2008 and is now noted to be in excellent condition. The cafe and its outdoor plaza have been renovated and rebuilt over the last year.

### **BUILDING INTERIOR**

With the exception of the Health Services area in the basement, all finishes are original and need to be replaced and/or refinished. Bathrooms need a total renovation. None of the railings in the stairwells meet current code requirements. Both elevators were replaced last year.

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BUILDIN	BUILDING EXTERIOR/SUPERSTRUCTURE										
2007 BCAS					2010 FMP						
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
100%					FOUNDATIONS	100%					
25%	75%				EXTERIOR WALLS	25%	50%		25%		
	50%	50%			BUILDING FRAMING		50%	50%			
	100%				WINDOWS/LOUVERS		75%		25%		
50%	50%				DOORS/FRAMES/HARDWARE	50%	50%				
100%					ROOF				100%		

BUILDI	BUILDING INTERIOR										
2007 BCAS					2010 FMP						
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
	75%	25%			FLOORS		50%	25%	25%		
	100%				WALLS		75%		25%		
25%	75%				CEILINGS	25%	50%		25%		
		100%			DOORS/FRAMES/HARDWARE			75%	25%		
100%					BUILT-IN FURNISHINGS	75%			25%		
	100%				STAIRS		100%				
100%					ELEVATORS/ESCALATORS				100%		
		100%			SPECIALTY SYSTEMS			75%	25%		

BUILDING		BUILDING HEATING AND COOLING												
2007 BCA	AS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
25%	75%				HVAC DIST. & CONTROLS	25%	50%		25%					
25%	75%				AHU/CONTROLS	25%	75%							
					CHILLER/CONTROLS					N/A				
	100%				BOILER/HEAT EXT./CONTROLS		100%							
25%	75%				PUMPS/MOTORS/COMPRESSORS	25%	75%							
	100%				FIRE SPRINKLER/STANDPIPE						NO LONGER EXISTS			
	100%				PLUMBING SYS./FIXTURES		100%							
					SPECIALTY SYSTEMS									

BUILDING ELECTRICAL															
2007 B	2007 BCAS							2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES				
		100%			FIRE ALARM SYSTEM			100%							
	100%				EMERG. POWER/LIGHTING SYS.		75%	25%							
	100%				LIGHT SYS. (INC. BRANCH WIRING)		75%	25%							
	100%				ELEC. DISTRIBUTION (WIRING SYS.)		100%								
	100%				POWER WIRING		75%	25%							
			100%		TEL/DATA SYS. (CABLE ONLY)				100%						
		100%			SPECIALTY SYSTEMS			100%							

### Mechanical

The existing building mechanical equipment including air handlers, fans, and pumps is original to the building and primarily in fair condition. A portion of the Basement was remodeled in 2009, and outfitted with new VAV reheat boxes, distribution ductwork ceiling diffusers, and digital thermostats.

## Electrical

Existing switchgear is comprised of primarily obsolete Empire Electric / ASCO switchgear which appear to be original to building. The unit substation appears to lack proper working clearances required by NEC (110.14). Basement may have recently been renovated as it contained newer style "basket" fixtures and LED exit lights. Lighting on other floors was in less than desirable condition.

## Plumbing

The drainage and vent system is original to the building. Selective removal and replacement of piping is evident throughout the building. Below is an example of a newer cast iron drain tie-in. This shows the existing sanitary stack which is typical hub and spigot type cast iron drain installation for the era of this buildings construction. The building's domestic water service is an extension of the water service from Campus Center North building. The piping is showing its age but no evidence of failures or problems were observed.

The basement was renovated in April 2010. Upgrades to systems were limited to the area of construction.

## **Fire Protection**

The building currently does not have a sprinkler or standpipe system.

# **BCAS DISCREPANCIES**

- HVAC Distribution & Controls: Following the 2007 BCAS, the Basement underwent a remodel which included upgrades to the Basement HVAC systems.
- Fire Protection: Standpipe and sprinkler system non existent. No evaluation.









# **CAMPUS CENTER NORTH**

# CONDITION ASSESSMENT

#### **Building Data**

NAME	CAMPUS CENTER NORTH	ł.	
BUILDING #	48		
BUILDING ABBREVIATION	CCS		
MAJOR USE	STUDENT ACTIVITY		
YEAR CONSTRUCTED	1972		
TOTAL GSF	47,484		
ASSIGNABLE NSF	37,292		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	2
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	1
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

Campus Center North is a three-story steel bearing structure with exterior brick walls. The building is a mix of offices, classrooms, a library, and assembly spaces. The building includes a mix of uses such as student organizing spaces and a dining facility.

## **BUILDING EXTERIOR**

Most of the building exterior is noted as being in fair to good condition. The courtyard area should be renovated to be more useful and integrated into the dining seating area. This space can also function as an additional meeting/gathering space.

## **BUILDING INTERIOR**

All finishes are original and need to be replaced and/or refinished. Bathrooms need a total renovation. None of the railings in the stairwells meet current code requirements. Both elevators were replaced last year.

BUILDING EXTERIOR/SUPERSTRUCTURE												
2007 B	CAS					2010 FMP						
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES	
	25%	75%			FOUNDATIONS		25%	75%				
	100%				EXTERIOR WALLS		100%					
		100%			BUILDING FRAMING			100%				
	100%				WINDOWS/LOUVERS		100%					
	100%				DOORS/FRAMES/HARDWARE		100%					
		100%			ROOF			100%				

BUILDI	BUILDING INTERIOR												
2007 E	CAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
	50%	50%			FLOORS		50%	50%					
	100%				WALLS		100%						
	100%				CEILINGS		100%						
	100%				DOORS/FRAMES/HARDWARE		100%						
	100%				BUILT-IN FURNISHINGS		100%						
	100%				STAIRS		100%						
100%					ELEVATORS/ESCALATORS				100%				
		100%			SPECIALTY SYSTEMS			100%					

BUILDIN	G HEATI	NG AND	COOLING											
2007 BC	AS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
	100%				HVAC DIST. & CONTROLS		100%							
	100%				AHU/CONTROLS		100%							
					CHILLER/CONTROLS					N/A				
	100%				BOILER/HEAT EXT./CONTROLS		100%							
	100%				PUMPS/MOTORS/COMPRESSORS		100%							
				N/A	FIRE SPRINKLER/STANDPIPE					N/A				
	100%				PLUMBING SYS./FIXTURES		100%							
25%	75%				SPECIALTY SYSTEMS	25%	75%							

BUILDI	BUILDING ELECTRICAL												
2007 E	CAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
		100%			FIRE ALARM SYSTEM			100%					
	100%				EMERG. POWER/LIGHTING SYS.		100%						
50%	50%				LIGHT SYS. (INC. BRANCH WIRING)	50%	50%						
					ELEC. DISTRIBUTION (WIRING SYS.)		100%	100%					
	100%				POWER WIRING		100%						
		100%			TEL/DATA SYS. (CABLE ONLY)			100%					
25%	75%				SPECIALTY SYSTEMS	25%	75%						







### **Mechanical**

The majority of the building mechanical equipment including air handlers, fans, and pumps is original to the building and is generally in fair condition. The main supply air handler in the basement appears to have had a recent chilled water coil replacement. The new coil piping is uninsulated. A new control air compressor has been recently installed in the basement mechanical room.

## Electrical

Existing switchgear is comprised of an original GE unit substation / ASCO transfer switch. The unit substation has ductwork installed directly over it and lacks proper working clearances (both of which are required by NEC Article 110.14). The bolted pressure switch in the main electrical room may have been replaced after the building's original construction as it is Square D. Fire alarm and IT wiring have recently been upgraded.

## Plumbing

Plumbing systems are similar to South Campus Center. 4" water service originates from this building and feeds South Campus Center.

## **Fire Protection**

No sprinkler or standpipe system in this building.

# **BCAS DISCREPANCIES**

• Sprinkler and standpipe systems non existent in this building.







# LIBRARY BUILDING

# **CONDITION ASSESSMENT**

#### **Building Data**

NAME	LIBRARY BUILDING		
BUILDING #	49		
BUILDING ABBREVIATION	LIBRY		
MAJOR USE	LIBRARY		
YEAR CONSTRUCTED	1973		
TOTAL GSF	253,783		
ASSIGNABLE NSF	228,616		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	2
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	1
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

The Library is a three-story masonry bearing structure with exterior brick walls. The building is a mix of stack space, study, storage, and office spaces.

## **BUILDING EXTERIOR**

The roof was partially replaced in 2009. The east facade curtainwall was replaced, and a new main entrance created, in 2009.

## **BUILDING INTERIOR**

The building underwent a major renovation from 2006 to 2008, so most interior finishes are in good shape. The elevator was replaced last year. A new elevator was installed as part of the renovations and the staff elevator was renovated in 2010.

BUILDING EXTERIOR/SUPERSTRUCTURE														
2007 BC	2007 BCAS 2010 FMP													
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
100%					FOUNDATIONS	100%								
50%	50%				EXTERIOR WALLS	25%	50%	25%						
		100%			BUILDING FRAMING			100%						
50%	50%				WINDOWS/LOUVERS		50%		50%					
25%	25%		50%		DOORS/FRAMES/HARDWARE	25%			75%					
25%	25%	50%			ROOF	25%	25%	25%	25%					

BUILDI	BUILDING INTERIOR												
2007 E	SCAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
25%	25%		50%		FLOORS			25%	75%				
50%			50%		WALLS			50%	50%				
75%			25%		CEILINGS			25%	75%				
	25%	75%			DOORS/FRAMES/HARDWARE			25%	75%				
	25%		75%		BUILT-IN FURNISHINGS			25%	75%				
	25%	50%	25%		STAIRS			50%	50%				
50%			50%		ELEVATORS/ESCALATORS				100%				
				N/A	SPECIALTY SYSTEMS					N/A			

BUILDING	BUILDING HEATING AND COOLING												
2007 BCA	٨S					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
75%			25%		HVAC DIST. & CONTROLS	75%			25%				
75%			25%		AHU/CONTROLS	75%			25%				
				N/A	CHILLER/CONTROLS					N/A			
100%					BOILER/HEAT EXT./CONTROLS	100%							
25%	75%				PUMPS/MOTORS/COMPRESSORS	25%	75%						
				N/A	FIRE SPRINKLER/STANDPIPE			100%			only basement is sprinklered		
	100%				PLUMBING SYS./FIXTURES		100%						
				N/A	SPECIALTY SYSTEMS				100%				

BUILD	BUILDING ELECTRICAL												
2007 E	BCAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
	25%	50%	25%		FIRE ALARM SYSTEM		25%	50%	25%				
		100%			EMERG. POWER/LIGHTING SYS.			100%					
	75%		25%		LIGHT SYS. (INC. BRANCH WIRING)		75%		25%				
	50%		50%		ELEC. DISTRIBUTION (WIRING SYS.)		50%		50%				
	50%		50%		POWER WIRING		50%		50%				
	25%		75%		TEL/DATA SYS. (CABLE ONLY)		25%		75%				
25%	75%				SPECIALTY SYSTEMS	25%	75%						

#### Mechanical

The majority of the existing Library mechanical systems are original to the building and are in poor condition. The high temperature heating water valve station and heat exchanger located in the northeast mechanical room show signs of leakage, substantial corrosion, and missing insulation. The chilled water pumps in the northwest mechanical room show signs of chronic leakage. One pump motor has been recently replaced. Four new air handlers along with associated duct distribution system, VAV boxes, and controls were installed as part of the recent Library renovation to serve the new addition and several miscellaneous spaces. These systems are in excellent condition.

## Electrical

The main switchgears as well as the switchgear in the recent addition appear to be newer Square D gear. Some original, existing Square D branch panelboards do exist. Some newer T8 fixtures exist.

### Plumbing

The majority of the plumbing systems and fixtures are original to the building and are in fair condition. No major issues or problems were reported or observed. Piping systems are approaching 40 years of age.

## **Fire Protection**

The existing basement is partially sprinklered with a wet pipe sprinkler system. Sprinkler coverage is limited to the occupied spaces. Mechanical room and tunnels currently are not protected by the sprinkler system. First floor does not have any sprinkler system installed.









# **PERFORMING ARTS CENTER**

# **CONDITION ASSESSMENT**

#### **Building Data**

NAME	PERFORMING ARTS CEN	TER	
BUILDING #	50		
BUILDING ABBREVIATION	PAC		
MAJOR USE	ORGANIZED ACTIVITY		
YEAR CONSTRUCTED	1977		
TOTAL GSF	322,817		
ASSIGNABLE NSF	255,404		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	4
FLOORS ABOVE GRADE	5	FLOORS BELOW GRADE	2
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

The Performing Arts Center is a five-story steel bearing structure with exterior brick walls. The building is a mix of assembly spaces, studios, and offices.

# **BUILDING EXTERIOR**

Various sections of roof at the Performing Arts Center are failing, which has allowed water to seep through the damaged membrane and dampen the insulation. All roofs will be replaced in a project currently underway.

## **BUILDING INTERIOR**

All finishes are original and need to be replaced and/or refinished. The bathrooms appear to be newly refinished and are in good shape. None of the railings in the stairwells meet current code requirements. The four elevators are in the process of being replaced.

BUILDIN	G EXTER	IOR/SUPE	RSTRUCTURE								
2007 BC	AS					2010 F	MP				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
25%		75%			FOUNDATIONS	25%		75%			
	100%				EXTERIOR WALLS		100%				
	25%	75%			BUILDING FRAMING		25%	75%			
100%					WINDOWS/LOUVERS	100%					
25%	75%				DOORS/FRAMES/HARDWARE	25%	75%				
50%	50%				ROOF	50%	50%				

BUILDI	NG INT	ERIOR									
2007 B	CAS					2010 F	МР				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
25%		75%			FLOORS	25%		75%			
	25%	75%			WALLS		25%	75%			
100%					CEILINGS	100%					
	50%	50%			DOORS/FRAMES/HARDWARE		50%	50%			
75%	25%				BUILT-IN FURNISHINGS	75%	25%				
	50%	50%			STAIRS		50%	50%			
75%	25%				ELEVATORS/ESCALATORS				100%		
		100%			SPECIALTY SYSTEMS			100%			

BUILDING		NG AND	COOLING								
2007 BC	AS					2010 FM	P				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
50%	50%				HVAC DIST. & CONTROLS	50%	50%				
25%	25%	50%			AHU/CONTROLS		50%	50%			
				N/A	CHILLER/CONTROLS					N/A	
	100%				BOILER/HEAT EXT./CONTROLS		100%				
100%					PUMPS/MOTORS/COMPRESSORS	100%					
		100%			FIRE SPRINKLER/STANDPIPE			100%			
	25%	25%	50%		PLUMBING SYS./FIXTURES		25%	25%	50%		
					SPECIALTY SYSTEMS						

BUILDI		CTRICAL											
2007 B	CAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
		100%			FIRE ALARM SYSTEM			100%					
		100%			EMERG. POWER/LIGHTING SYS.		50%	50%					
		100%			LIGHT SYS. (INC. BRANCH WIRING)			100%					
		100%			ELEC. DISTRIBUTION (WIRING SYS.)		100%						
		100%			POWER WIRING		50%	50%					
			100%		TEL/DATA SYS. (CABLE ONLY)		25%		75%				
100%					SPECIALTY SYSTEMS	100%							

### Mechanical

Most mechanical equipment serving this building is part of the original construction. The high temperature heating water exchanger is nearing the end of useful life. Hot and chilled water pumps are in poor condition showing signs of leakage. Air handlers appear to be in need of coil piping and control valve repairs.

## Electrical

According to staff, it takes over 1 hour to lock the building down. Functionally, the security system isn't tailored to this building's use. Also, all IT may not have been completed in this building (we need to speak with Justin Herminghouse for clarification on this matter.). Old GE panelboards, Cutler Hammer Motor Control Center and an obsolete 3000A Westinghouse unit substation exist. An older ASCO transfer switch is associated with the fire pump. T8 wall strips exist in the mechanical room. Incandescent fixtures exist in lobby. LED exit lights were present.

## Plumbing

The plumbing systems/piping for the most part are original to the building. The main floor bathrooms have been upgraded recently and are in very good condition. No reported problems with plumbing piping or the drainage piping.

## **Fire Protection**

The building utilizes a 75 hp, 500 gpm electric fire pump for sprinkler and standpipe systems within the building. The pump is in good condition and testing is reported to be performed per NFPA 20 requirements. The building sprinkler system is limited. All spaces currently are not sprinklered.

- AHU/Controls: While the air handlers in the basement mechanical room have been recently painted and appear to be in generally good condition, the majority of the units are in need of hot & chilled water coil repairs. Most coil valve trains are leaking, missing insulation, and show signs of corrosion at the coil headers. The high cost of these repairs warrants a small adjustment to the original BCAS rating.
- Electrical Distribution: Existing switchgear appears to be primarily original to building and/or beyond its useful life.
- Emergency Power/Lighting Systems: Transfer switch is beyond its useful life.
- Lighting System: Incandescent light fixtures should be replaced.
- Power Wiring: Existing branch circuit wiring should be updated.
- Tele/Data System: We believe some areas of this building have not received updated IT wiring.









# NATURAL SCIENCES BUILDING

# **CONDITION ASSESSMENT**

#### **Building Data**

NAME	NATURAL SCIENCES BUILDING	G	
BUILDING #	52		
BUILDING ABBREVIATION	NSBLG		
MAJOR USE	INSTRUCTION		
YEAR CONSTRUCTED	1976		
TOTAL GSF	107,675		
ASSIGNABLE NSF	94,700		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	2
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	1
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

The Natural Sciences Building is a three-story steel bearing structure with exterior brick walls. The building is a mix of offices, classrooms, and laboratories.

## **BUILDING EXTERIOR**

The roof was replaced in 2000. Storm water seeps up and out from drains in a heavy storm. There are approximately 62 fume hoods here with inadequate make-up air to run propoerly.

## **BUILDING INTERIOR**

All finishes are original and need to be replaced and/or refinished. Bathrooms need a total renovation. None of the railings in the stairwells meet current code requirements. Both elevators were replaced last year.

BUILDIN	G EXTER	IOR/SUPE	RSTRUCTURE								
2007 BC	AS					2010 F	MP				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
100%					FOUNDATIONS	100%					
50%	50%				EXTERIOR WALLS	50%	50%				
	25%	75%			BUILDING FRAMING		25%	75%			
	100%				WINDOWS/LOUVERS	100%					
	100%				DOORS/FRAMES/HARDWARE		100%				
		100%			ROOF			100%			

BUILDI	NG INTI	ERIOR									
2007 E	SCAS					2010 F	МР				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
	100%				FLOORS		100%				
100%					WALLS	100%					
	50%	50%			CEILINGS		50%	50%			
25%	50%	25%			DOORS/FRAMES/HARDWARE	25%	50%	25%			
50%	50%				BUILT-IN FURNISHINGS	50%	50%				
		100%			STAIRS			100%			
100%					ELEVATORS/ESCALATORS				100%		
50%	25%	25%			SPECIALTY SYSTEMS	50%	25%	25%			

BUILDING	G HEATI	NG AND	COOLING								
2007 BC	AS					2010 FM	P				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
100%					HVAC DIST. & CONTROLS	100%					
50%	50%				AHU/CONTROLS	50%	50%				
				N/A	CHILLER/CONTROLS					N/A	
50%	50%				BOILER/HEAT EXT./CONTROLS	50%	50%				
50%	50%				PUMPS/MOTORS/COMPRESSORS	50%	50%				
		100%			FIRE SPRINKLER/STANDPIPE			100%			
	100%				PLUMBING SYS./FIXTURES	25%	75%				
100%					SPECIALTY SYSTEMS	100%					

BUILDI	NG ELEC	TRICAL											
2007 E	BCAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
		100%			FIRE ALARM SYSTEM			100%					
		100%			EMERG. POWER/LIGHTING SYS.		100%						
		100%			LIGHT SYS. (INC. BRANCH WIRING)		50%	50%					
25%		75%			ELEC. DISTRIBUTION (WIRING SYS.)	25%	75%						
25%		75%			POWER WIRING		100%						
		100%			TEL/DATA SYS. (CABLE ONLY)			100%					
	25%	75%			SPECIALTY SYSTEMS		25%	75%					

#### Mechanical

The majority of the HVAC systems are original to the building construction and are at the end of their useful life. The building HVAC piping is being operated as a 2-pipe seasonal changeover system. It appears that the original mechanical system installation was a 4-pipe chilled and hot water arrangement which has been altered to its current 2-pipe configuration. The apparent reason for this is unknown, but may be contributing to the temperature control problems reported by the building staff. The use of a single system for both heating and cooling will result in comfort problems unless the water coils and control valves have been designed for this. To address the temperature control problems, the building staff has been manually adjusting air handler water coil control valves. Staff reports that the older building fume hoods have poor capture efficiency. The hoods also have insufficient make-up air capacity which may be contributing to the problem. Operation of the hoods may be hazardous, and the problem should be corrected ASAP. Building air distribution systems are in poor condition.

### **Electrical**

Existing switchgear is primarily comprised of a 1600A GE unit substation, GE panelboards and Cutler Hammer motor control center. We were told a few of the panelboards have low voltage readings. The unit substation appears to lack proper working clearances required by NEC (110.14). Exit lights could use an upgrade to LED and incandescent fixtures could be replaced with fluorescent/LED type fixtures. T8 lighting existed in corridors as well as other areas of this building.

#### Plumbing

Being a science facility, the building employs multiple plumbing systems. The era of construction, mid 1970's, dictated the standards at the time for typical laboratory plumbing installations. The majority of the main utility systems are original to the building. Glass drainage piping is still being utilized for carrying corrosive wastes from laboratory sinks. The piping is functioning well. Replacement cost of glass drainage pipe is very high at this point in time. New technology warrants cost effective PVC piping as replacement for acid and corrosive waste removal systems. Overall plumbing piping systems appear to be well maintained and are in fair condition because of the age and use. New waterless urinals have been installed in some of the public toilet rooms as well as low flow flush valves on the water closets. This would strictly be a water conservation measure, but it is an upgrade to the plumbing fixtures. The building has a 6" water service that is original to the building. No backflow prevention device is currently installed on the system.

Observations of the main domestic water piping found very few isolation valves for branch and riser piping.

Specific systems that need to be addressed relate to typical laboratory utilities. These systems and evaluation are as follows:

• Vacuum Plant and vacuum piping. The vacuum plant has been upgraded recently with new pump and valves. The buildings' vacuum piping system is in poor condition. Staff has reported multiple repairs recently. Evidence of leaking joints is prevalent throughout the system.





- Compressed Air and associated piping: Compressor is in fair condition. The system does not use a dryer in the system, which can be a contributor to some of the compressed air piping.
- Gas Piping: The labs also utilize gas as a heating medium for typical science and laboratory work. The systems are in good condition.

## **Fire Protection**

The buildings' sprinkler and standpipe systems employ a 100 hp, 1000 gpm electric fire pump to serve all the wet pipe systems. The pump is in operation and is good condition. The photo below shows the pump with evidence of the age based upon the surface rust shown. One minor note was that, it was reported that some sprinkler piping, at the lower level in unheated spaces, has a history of freezing. This would require some further investigation as to how to resolve the freezing problem.

# **BUILDING ISSUES AND OPPORTUNITIES**

## **Building Configuration**

The original design of the Natural Science building was designed with classrooms at the building corners, research labs and offices along the exterior wall, and student labs in the central space. This arrangement works well for interaction among faculty, students and graduate researchers; however, there is a general lack of informal and collaborative study space throughout the building. The main collaborative space is along the southern facade of the building, just off of the plaza. While this space was recently refreshed and seems to work well, more of these spaces should be distributed throughout the building.

The original plans for the building included a planetarium. That space is now used as a computer lab but, due to the poor acoustics caused by the room configuration, ceiling height, and air handling system, it is not a desireable space for teaching.

The building's main lecture hall has fixed, tiered seating. The space is too large to accommodate most class sizes, and too small to accommodate larger sections. Site lines and acoustics within the room are difficult.

## **Building Condition**

The building is in poor condition. Many of the labs are outdated and have original equipment. Because of uneven conditions and equipment, the building is not as efficient as it could be. The cold rooms in the ground level are obsolete and cannot be used. Many of the animal holding rooms are also obsolete, since animal research is limited. These spaces should be repurposed to accommodate storage needs.

## Infrastructure

As mentioned in the previous section, the HVAC system is beyond its useful life. Although the building has access to gas lines, for an unknown reason, the natural gas has no odor and is therefore unsafe to use. Therefore, disciplines requiring natural gas must rely on portable supply.

## **Furniture and Fit-out**

Much of the furniture is original to the building. Because lab benches are fixed, the laboratories are inflexible. Access to outlets is also problematic due to their placement and limited number.



COMPUTER LAB IN SPACE DESIGNED FOR PLANETARIUM

## **Future Opportunities**

While the general size of the laboratories is adequate to suit class size, the facilities are woefully out-of-date and in need of renovation. Moreover, due to the increase in undergraduate research, as well as the desire to offer more post-baccalaureate science courses, additional lab spaces are desired.

Collaborative study and break-out space should be provided wherever possible to make the whole building feel like part of the learning environment.





OBSOLETE COLD ROOM

TYPICAL LABORATORY FACILITY WITH FIXED BENCHES

# SOCIAL SCIENCES BUILDING

# **CONDITION ASSESSMENT**

#### **Building Data**

NAME	SOCIAL SCIENCES BUILI	DING	
BUILDING #	55		
BUILDING ABBREVIATION	SSBLG		
MAJOR USE	INSTRUCTION		
YEAR CONSTRUCTED	1978		
TOTAL GSF	62,553		
ASSIGNABLE NSF	50,548		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	1
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	0
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

The Social Sciences Building is a three-story steel bearing structure with exterior brick walls. The building is a mix of offices and classrooms.

## **BUILDING EXTERIOR**

The roof was replaced in 2009 and is therefore in excellent condition. The foundations and building framing are in good condition. Doors, frames, and hardware are in poor condition, as are the majority of the building's windows.

## **BUILDING INTERIOR**

All finishes are original and need to be replaced and/or refinished. Bathrooms need a total renovation. None of the railings in the stairwells meet current code requirements. The elevator is currently being replaced.



BUILDIN	G EXTER	IOR/SUPE	RSTRUCTURE								
2007 BC	AS					2010 FI	MP				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
		100%			FOUNDATIONS			100%			
	100%				EXTERIOR WALLS		100%				
		100%			BUILDING FRAMING			100%			
50%	50%				WINDOWS/LOUVERS	50%	50%				
100%					DOORS/FRAMES/HARDWARE	100%					
100%					ROOF				100%		

BUILDI	NG INTI	ERIOR											
2007 B	CAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
	100%				FLOORS		100%						
	100%				WALLS		100%						
75%	25%				CEILINGS	75%	25%						
	25%	75%			DOORS/FRAMES/HARDWARE		50%	50%					
		50%	50%		BUILT-IN FURNISHINGS			50%	50%				
		100%			STAIRS			100%					
100%					ELEVATORS/ESCALATORS				100%				
				N/A	SPECIALTY SYSTEMS					N/A			

BUILDING	BUILDING HEATING AND COOLING													
2007 BCA	<b>AS</b>					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
100%					HVAC DIST. & CONTROLS	100%								
75%	25%				AHU/CONTROLS	75%	25%							
				N/A	CHILLER/CONTROLS					N/A				
75%	25%				BOILER/HEAT EXT./CONTROLS	75%	25%							
50%	50%				PUMPS/MOTORS/COMPRESSORS	50%	50%							
		100%			FIRE SPRINKLER/STANDPIPE			100%						
	100%				PLUMBING SYS./FIXTURES		100%							
		100%			SPECIALTY SYSTEMS			100%						

BUILDING ELECTRICAL													
2007 E	BCAS					2010 FM	Р						
POOR	FAIR	GOOD	EXCELLENT	EXCELLENT	N/A	NOTES							
		100%			FIRE ALARM SYSTEM			100%					
	100% EMERG. POWER/LIGHTING SYS. 100%												
		100%			LIGHT SYS. (INC. BRANCH WIRING)		50%	50%					
	100%				ELEC. DISTRIBUTION (WIRING SYS.)		75%	25%					
	100%				POWER WIRING		100%						
100%         TEL/DATA SYS. (CABLE ONLY)         25%         75%													
	100%         SPECIALTY SYSTEMS         100%         100%												

### Mechanical

The majority of the HVAC equipment is original to the building construction and is near the end of its life. Building chilled water pumps have newer motors but the pumps themselves are in poor condition. Some air handler coil valve assemblies and associated controls have been recently replaced. Some hot water piping is missing insulation and shows signs of leakage and significant corrosion.

### Electrical

An existing obsolete 1200A Westinghouse switchboard, a Cutler Hammer motor control center, some Siemens and newer Cutler Hammer panelboards exist. Lobby contains incandescent fixtures. Some LED exit lights were noted. Tele/data cabling has been run exposed on 2nd floor (some IT wiring was installed in a plumbing pipe). A Kohler generator and transfer switch existed. A computer lab was requested in past meeting minutes.

### Plumbing

The plumbing piping and fixtures are original to the building. Some selective replacement of plumbing piping and fixtures were observed. Overall the plumbing is in good condition.

## **Fire Protection**

The building is fully sprinklered and the system is operating as designed with no reported problems or issues with the system.

- Electrical Distribution: Some of the panelboards were newer style panels.
- Lighting System: Existing incandescent fixtures should be replaced with energy efficient lights. Non-LED style exit lights should be replaced with LED fixtures.
- Tele/Data System: Exposed IT wiring is recommended to be installed in wiremold. Conduit sleeves should be installed through wall penetrations.







# **BUILDING ISSUES AND OPPORTUNITIES**

In general, the Social Science Building functionally works but requires cosmetic improvements.

## **General Cosmetic Needs**

The building has original floors which have been well-maintained but are beginning to show their age. Many of the windows are original and are showing signs of rust and broken seals. Many ceilings are in poor shape.

### Furniture

The furniture is fairly traditional chairs with attached tablet arms and does not support modern pedagogical needs for group learning. Larger tables and chairs would be a more appropriate furniture choice.

#### Roof

The roof was recently replaced but there are continued problems with the flashing, which has resulted in leaks in the Design Tech room.

### HVAC

The HVAC system is in need of upgrading/replacement. Many users complain of the building being either too hot or too cold.

#### **Future Opportunities**

A portion of the Social Science Building is leased to the NYU Stern School of Business. This portion of the building has undergone successful renovations to improve the fit and function. Classrooms received new carpet, paint, furniture, and technology and new collaborative space is provided outside of the teaching spaces. This renovation provides a precedent for how the remainder of the facility could be renovated to support modern pedagogical needs.



TYPICAL CLASSROOM SPACE





BUILDING EXTERIOR

RENOVATED CLASSROOM SPACE IN THE NYU STERN SCHOOL OF BUSINESS WING



# **DANCE INSTRUCTION FACILITY**

# **CONDITION ASSESSMENT**

#### **Building Data**

NAME	DANCE INSTRUCTION FA	CILITY	
BUILDING #	56		
BUILDING ABBREVIATION	DABLG		
MAJOR USE	INSTRUCTION		
YEAR CONSTRUCTED	1976		
TOTAL GSF	124,040		
ASSIGNABLE NSF	100,449		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	1
FLOORS ABOVE GRADE	2	FLOORS BELOW GRADE	0
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

The Dance Instruction Facility is a two-story steel bearing structure with exterior brick walls, with the exception of the front facade, which has glazing. The building is a mix of dance studios and offices.

## **BUILDING EXTERIOR**

The roof was replaced in 1999 and is mostly in good condition. New skylights and the southern curtainwall were installed in 2007.

# **BUILDING INTERIOR**

All finishes are original and need to be replaced and/or refinished. Bathrooms need a total renovation. None of the railings in the stairwells meet current code requirements. The elevator is scheduled for replacement soon.

BUILDI	BUILDING EXTERIOR/SUPERSTRUCTURE													
2007 B	CAS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
		100%			FOUNDATIONS			100%						
	100%				EXTERIOR WALLS		100%							
		100%			BUILDING FRAMING			100%						
		25%	75%		WINDOWS/LOUVERS			25%	75%					
	25%		75%		DOORS/FRAMES/HARDWARE		25%		75%					
	25%	75%			ROOF		25%	75%						

BUILDI	BUILDING INTERIOR												
2007 E	CAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
75%			25%		FLOORS	75%		25%					
	50%	50%			WALLS		50%	50%					
75%	25%				CEILINGS	75%	25%						
	100%				DOORS/FRAMES/HARDWARE		100%						
50%			50%		BUILT-IN FURNISHINGS	50%			50%				
50%		50%			STAIRS	50%		50%					
	100%				ELEVATORS/ESCALATORS		100%						
				N/A	SPECIALTY SYSTEMS					N/A			

BUILDING HEATING AND COOLING														
2007 BCA	AS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
100%					HVAC DIST. & CONTROLS	100%								
75%	25%				AHU/CONTROLS	75%	25%							
				N/A	CHILLER/CONTROLS					N/A				
	100%				BOILER/HEAT EXT./CONTROLS		75%		25%					
	75%	25%			PUMPS/MOTORS/COMPRESSORS	25%	50%	25%						
		100%			FIRE SPRINKLER/STANDPIPE			100%						
		100%			PLUMBING SYS./FIXTURES		50%	50%						
				N/A	SPECIALTY SYSTEMS					N/A				

BUILDI	BUILDING ELECTRICAL													
2007 E	BCAS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
		100%			FIRE ALARM SYSTEM			100%						
	100%				EMERG. POWER/LIGHTING SYS.		100%							
	100%				LIGHT SYS. (INC. BRANCH WIRING)		100%							
	100%				ELEC. DISTRIBUTION (WIRING SYS.)		100%							
	100%				POWER WIRING		100%							
			100%		TEL/DATA SYS. (CABLE ONLY)				100%					
50%	50%				SPECIALTY SYSTEMS	50%	50%							

#### Mechanical

The two main building air handlers in the basement are both in poor condition, with severely corroded, leaking coil piping. The return air fans in the air handler RA plenum are missing belt guards and some inlet guards making entry of the plenum hazardous. The building high temperature hot water exchanger was replaced in 2009. The HTHW control valve and actuator was also recently replaced, and the building hot water pumps are in good condition. One of the building chilled water pumps has been disabled and appears to have been used for spare parts to repair the second chilled water pump which is in poor condition.

#### **Electrical**

An original 2000A GE switchboard exists without proper working clearance; most panelboards are original GE panelboards. There was a new A/C unit and panelboard in basement area. The exterior step lights aren't operational. Incandescent lights exist in main lobby. The lenses on the corridor wall fixtures were yellowed. Smart boards, smart classrooms, DVD recording equipment and computers were requested in past meeting minutes.

### Plumbing

The plumbing systems are for the most part original to the building. Drainage and domestic water piping are in fair condition. The photo below is an example of the typical galvanized, threaded joint type drainage piping. This specific configuration shows the discharge from a duplex sump pump system. Plumbing fixtures are several years old and are in good condition. No reported major problems other than typical repairs due to the age of the systems.

## **Fire Protection**

This building currently is not 100% covered with a sprinkler system. The observed sprinkler heads are located at the first floor. The heads provide a water curtain for the floor opening at the main stair. The building utilizes standpipe system for fire department use. The systems are in good condition.

- Boiler/Heat Exchanger/Controls: The HTHW exchanger was replaced in 2009, following the 2007 BCAS. Although the exchanger is in excellent condition, the original piping, isolation valves and some controls are in fair condition.
- Pumps/Motors/Compressors: One of the two chilled water pumps is disabled and does not appear to be repairable. The pump may have been disabled following the 2007 BCAS.
- Plumbing Systems: The revised evaluation to 50% fair and 50% was mainly due to the observed old galvanized drainage piping. Experience lends us to assume galvanized piping, 30+ years of age has significant deposits built up on the interior walls of the pipe.







# **BUILDING ISSUES AND OPPORTUNITIES**

### **Roof/Skylights**

The newer roof and replacement skylights have helped considerably with leaks, which were once a problem in this facility. These new features have also helped to keep temperatures more stable than in the past.

### Moisture

Despite fewer leaks in the building, moisture continues to be a major problem for the Dance Building. Mold is evident, particularly in the ground floor level of the building and many ceiling tiles are wet or show signs of water damage. Trails of condensation are evident throughout. Many of the rooms themselves feel damp, particularly the ground floor-level studios. This is due to the condensation.

An HVAC study is being conducted to study air handling in the building. The goal is to improve air circulation to reduce condensation.

## Lighting

The replacement of skylights and windows with clear glass (versus tinted glass, which existed previously) has considerably improved the amount of daylight on the building's upper level. The ground floor, however, is quite dark due to a general lack of natural light and poor electrical lighting. The majority of ground floor offices do not have windows and are therefore unpopular for use. Some of the spaces formerly used for offices on this level are now instead used for storage.

#### Floors

The floor material used throughout most of the common space is known as plynol. While many of the building users like the material, it is difficult to maintain and repair.

Most of the studios have their original wood floors but have been covered with a layer of linoleum.

## **Program Spaces**

The physical therapy rooms have not been well-maintained and have equipment in disrepair, particularly the whirlpools.



ATRIUM



PEELING CEILING PAINT

## **Summary of Major Issues**

- Air Quality
- Odors
- Mold/ moisture
- Poor lighting on ground level

## **Potential Opportunities**

Attempts should be made to improve access to natural light on the ground floor. While the upper level of the facility feels vibrant and full of activity, the ground floor feels dark and damp and is generally an unwelcoming environment. The upper level has many successful student gathering nodes; opportunities for collaboration space on the ground floor should be identified.



GROUND-LEVEL OFFICE



GROUND-LEVEL STORAGE SPACE (FORMERLY GRAD STUDENT OFFICES



# **MUSIC INSTRUCTION FACILITY**

# **CONDITION ASSESSMENT**

#### **Building Data**

NAME	MUSIC INSTRUCTION FA	CILITY	
BUILDING #	57		
BUILDING ABBREVIATION	MUBLG		
MAJOR USE	INSTRUCTION		
YEAR CONSTRUCTED	1978		
TOTAL GSF	136,434		
ASSIGNABLE NSF	104,667		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	2
FLOORS ABOVE GRADE	5	FLOORS BELOW GRADE	0
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

The Music Instruction Facility is a five-story steel bearing structure with exterior brick walls The building is a mix of offices, classrooms, studios, and practice rooms.

## **BUILDING EXTERIOR**

The roof and skylights were replaced in 1999 and 2004, respectively. However, there are still some leaks that need to be addressed. The exterior walls are in poor condition.

## **BUILDING INTERIOR**

All finishes are original and need to be replaced and/or refinished. Bathrooms need a total renovation. None of the railings in the stairwells meet current code requirements. The elevator is scheduled for replacement soon.

BUILDIN	BUILDING EXTERIOR/SUPERSTRUCTURE													
2007 BCAS 2010 FMP														
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
	100%				FOUNDATIONS		100%							
100%					EXTERIOR WALLS	100%								
		100%			BUILDING FRAMING			100%						
75%		25%			WINDOWS/LOUVERS	75%		25%						
100%					DOORS/FRAMES/HARDWARE	100%								
		100%			ROOF	5%		95%						

BUILDI	BUILDING INTERIOR													
2007 B	SCAS					2010 F	2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
	100%				FLOORS	50%	50%							
100%					WALLS	100%								
50%		50%			CEILINGS	50%	50%							
	50%	50%			DOORS/FRAMES/HARDWARE		50%	50%						
50%		50%			BUILT-IN FURNISHINGS	50%	50%							
		100%			STAIRS		100%							
	25%	75%			ELEVATORS/ESCALATORS		50%	50%						
100%					SPECIALTY SYSTEMS	100%								

BUILDING	BUILDING HEATING AND COOLING													
2007 BCA	AS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
100%					HVAC DIST. & CONTROLS	100%								
75%	25%				AHU/CONTROLS	75%	25%							
				N/A	CHILLER/CONTROLS					N/A				
	25%	75%			BOILER/HEAT EXT./CONTROLS		25%	75%						
50%	50%				PUMPS/MOTORS/COMPRESSORS	50%	50%							
		100%			FIRE SPRINKLER/STANDPIPE		100%							
100%					PLUMBING SYS./FIXTURES		100%							
		100%			SPECIALTY SYSTEMS			100%						

BUILDING ELECTRICAL											
2007 BCAS						2010 FMP					
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
		100%			FIRE ALARM SYSTEM			100%			
		100%			EMERG. POWER/LIGHTING SYS.			100%			
		100%			LIGHT SYS. (INC. BRANCH WIRING)		100%				
25%	75%				ELEC. DISTRIBUTION (WIRING SYS.)	25%	75%				
	100%				POWER WIRING		100%				
			100%		TEL/DATA SYS. (CABLE ONLY)				100%		
50%	50%				SPECIALTY SYSTEMS	50%	50%				

Mechanical: The four main air handlers and associated ductwork and piping are original to the building construction, and are in poor condition. The chilled water and hot water pump assemblies (two of each) have all had a number of parts replaced during their years of service including motors, casings, and isolation valves. Although they appear to have been well maintained, they are nearing the end of their service life. The high temperature hot water heat exchanger was replaced in 1997 or 1998 and is in good condition. The piping to the high temperature side of the exchanger is original to the building, and is in fair condition.

Electrical: The elevator machine room is located in the basement mechanical room with fencing used as partitions. A 2000A? Westinghouse main switchboard and Allis Chalmers motor control center exist. Westinghouse is the primary switchgear used in this building. Numerous incandescent fixtures existed. Smart classrooms were requested in past meeting minutes.

Plumbing: The plumbing systems are for the most part original to the building. Drainage and domestic water piping are in fair condition. Plumbing fixtures are several years old and are in good condition. No reported major problems other than typical repairs due to the age of the systems.

Fire Protection: This building currently is not 100% covered with a sprinkler system. The observed sprinkler heads are located at the first floor. The heads provide a water curtain for the floor opening at the main stair atrium. The existing deluge type heads use an old spiral water diffuser. The above reported water curtain system is feed from a dedicated deluge alarm check valve located in the basement. The building also utilizes standpipe system for fire department use. The systems are in good condition.

- Lighting System: Existing incandescent fixtures should be replaced with energy efficient lights. Non-LED style exit lights should be replaced with LED fixtures. Broken/yellow lensed fixtures should be replaced or repaired.
- Plumbing Systems: Evaluation warranted an upgrade to 100% fair form the original BCAS report. Albeit systems are mostly original to the building, they are functioning with no major problems reported via interviews with college staff.







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## **BUILDING ISSUES AND OPPORTUNITIES**

#### **Building Acoustics**

The Music Building accommodates various instructional, office, and practice rooms. As such, throughout the day, the building can be quite cacophonous, which is an issue that has gotten worse with the facility's age. The building's skylights were once isolated between practice rooms/offices. When they were replaced, the individual skylights now cross between the individual spaces, so the seams no longer form a sound barrier. Acoustic caulking has been applied but it has done generally very little to solve the problem.

#### **Building Security**

Security is generally handled on a room-by-room key-based access basis. Security is important due to the presence of expensive musical equipment. This requires the building manager to manually open each door every morning. A building-wide security system would allow the building manager to provide access from a central control point.

#### Lighting

Lighting throughout the building is dim. Within the main recital hall, light replacement is difficult due to the height of the space. In fact, maintenance crews are required to crawl through the ceiling and replace the lights from above, which is dangerous and time-consuming. The stage lights do not reach the floor of the main recital hall.

#### Moisture

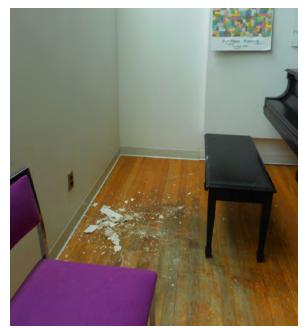
Despite the roof replacement in 1999 and skylight replacement in 2004, there continue to be leaks. Many ceiling tiles bubble and fall off in the rain. This has led to major condensation issues. There is an ongoing dehumidification project to rebalance the system.

#### Bathrooms

All bathrooms are in need of major renovation to replace fixtures (particularly sinks and toilets) as well as stall dividers.



NEWLY PAINTED PERCUSSION STUDIO



FLOOR DAMAGE FROM LEAKING CEILING





COLLABORATION SPACE

Opportunities

Several of the individual spaces within the building work well, such as the recording studios and recital halls. Attention should be paid to the common areas, particularly bathrooms, lighting, HVAC, and general maintenance. Recent attempts to add collaboration space to the building have been successful and should be replicated where possible.

RECITAL ROOM



# **VISUAL ARTS FACILITY**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	VISUAL ARTS FACILITY		
BUILDING #	58		
BUILDING ABBREVIATION	VABLG		
MAJOR USE	INSTRUCTION		
YEAR CONSTRUCTED	1977		
TOTAL GSF	152,987		
ASSIGNABLE NSF	148,116		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	2
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	1
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%

The Visual Arts Facility is a three-story steel bearing structure with exterior brick walls. The building is a mix of studios, classrooms, and offices. The building is in need of upgrades to the academic spaces as well as major mechanical systems. A program study is underway to help guide renovations to meet current learning space needs and future program growth, and the rehabilitation project is scheduled to begin next year. An exterior envelope study is also underway.

### **BUILDING EXTERIOR**

There is serious leaking from the plaza into a building space below. A meeting room has been closed to use due to the leaks. A building envelope re-hab is scheduled to start next year. This project will address the ongoing leaks and exterior envelope issues of the building and increase the building's energy efficiency. The scope of work includes replacement of all the existing exterior windows and doors, flat membrane roofs, and repairs to the sloped copper roofs. Green roofs are planned for a large portion of the building.

### **BUILDING INTERIOR**

All finishes are original and need to be replaced and/or refinished. Bathrooms need a total renovation. Both elevators have been replaced.

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BUILDIN	BUILDING EXTERIOR/SUPERSTRUCTURE											
2007 BC	AS					2010 FI	МР					
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES	
100%					FOUNDATIONS	100%						
100%					EXTERIOR WALLS	100%						
50%	50%				BUILDING FRAMING	50%	50%					
100%					WINDOWS/LOUVERS	100%						
	100%				DOORS/FRAMES/HARDWARE		100%					
100%					ROOF	100%						

BUILDI	NG INTI	ERIOR									
2007 B	SCAS					2010 F	МР				
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES
25%	25%	50%			FLOORS	25%	25%	50%			
100%					WALLS	100%					
75%	25%				CEILINGS	75%	25%				
50%	50%				DOORS/FRAMES/HARDWARE	50%	50%				
100%					BUILT-IN FURNISHINGS	100%					
		100%			STAIRS			100%			
100%					ELEVATORS/ESCALATORS				100%		
50%	25%	25%			SPECIALTY SYSTEMS	50%	25%	25%			

BUILDING	G HEATI	NG AND	COOLING											
2007 BC	AS					2010 FMP								
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES			
100%					HVAC DIST. & CONTROLS	100%								
100%					AHU/CONTROLS	100%								
				N/A	CHILLER/CONTROLS					N/A				
100%					BOILER/HEAT EXT./CONTROLS	100%								
75%	25%				PUMPS/MOTORS/COMPRESSORS	100%								
		100%			FIRE SPRINKLER/STANDPIPE			100%						
25%	75%				PLUMBING SYS./FIXTURES	25%	75%							
	100%				SPECIALTY SYSTEMS		100%							

BUILD	BUILDING ELECTRICAL												
2007 8	BCAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
		100%			FIRE ALARM SYSTEM			100%					
		100%			EMERG. POWER/LIGHTING SYS.			100%					
	100%				LIGHT SYS. (INC. BRANCH WIRING)		100%						
	100%				ELEC. DISTRIBUTION (WIRING SYS.)		100%						
	100%				POWER WIRING		100%						
			100%		TEL/DATA SYS. (CABLE ONLY)				100%				
	100%				SPECIALTY SYSTEMS		100%						

## **BUILDING MEP SYSTEMS**

#### Mechanical

The air handlers and HVAC distribution systems are in poor condition. The building high temperature hot water exchangers appear to be original to the building. High temperature piping to the exchangers is uninsulated and shows signs of leakage at flanges and valves. The building chilled water and hot water pumps appear to be original to the building and are all in poor condition at the end of their service life. Their casings, valve assemblies, isolation bases and motors are all severely rusted, indicating a chronic damp environment. The building has a variety of art studio exhaust hood systems. These are a mix of newer, circa 1990 systems in good condition (exhaust fans on upper roof in photo below), and older, circa 1977 hoods that are in poor condition (brown exhaust fans toward left end of middle roof below). A new plate and frame heat exchanger has been installed in the basement glycol system. This is in good condition.

#### **Electrical**

A Westinghouse unit substations, motor control center and panelboards existing. A Square D panel was noted on the 1st floor. An ASCO transfer switch serves emergency lights. LED exit lights exist. Track fixtures with PAR lamps and linear slot fixtures illuminated corridors.

#### Plumbing

The plumbing piping, sanitary, storm, and domestic water are original to the building. Observances of minor repairs and selective pipe replacements were evident through the mechanical spaces. Overall The plumbing piping is still functioning normally, but the systems are nearing their life expectancy. Plumbing fixtures are in fair condition at this point. Again, evidence of selective replacement was seen throughout the building. Domestic hot water is generated via the central plant.

#### **Fire Protection**

The building is partially sprinklered currently. A 4" fire service enters the building to supply water to the system. No reported problems with the current system.

## **BCAS DISCREPANCIES**

• Pumps/Motors/Compressors: All of the secondary chilled and hot water service pumps in the building have a substantial amount of rust and corrosion. The structural integrity of the pump bases is questionable. These pumps appear to be at the end of their service life.





## **BUTLER BUILDING**

## **CONDITION ASSESSMENT**

#### **Building Data**

NAME	BUTLER BUILDING		
BUILDING #	60		
BUILDING ABBREVIATION	BUTBLG		
MAJOR USE	INSTRUCTION		
YEAR CONSTRUCTED	1974		
TOTAL GSF	24,000		
ASSIGNABLE NSF	22,648		
CONSTRUCTION TYPE	QUONSETS AND TEMP. STEEL BLDGS	NO. OF ELEVATORS	0
FLOORS ABOVE GRADE	1	FLOORS BELOW GRADE	0
HVAC: % CENT. PLANT	0%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	0%	A/C: % STAND ALONE	22%

The Butler Building is a one-story steel framed building which contains classrooms to support a child care center.

### **BUILDING EXTERIOR**

The exterior curtainwalls and roof have been replaced/repaired in the last two years and most of the exterior is in excellent condition.

### **BUILDING INTERIOR**

All finishes are original and need to be replaced and/or refinished, particularly the ceiling. This is a large, open student space and could use some design input to maximize usage.

BUILDI	BUILDING EXTERIOR/SUPERSTRUCTURE												
2007 B	CAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
	100%				FOUNDATIONS		100%						
			100%		EXTERIOR WALLS				100%				
		100%			BUILDING FRAMING			100%					
			100%		WINDOWS/LOUVERS				100%				
			100%		DOORS/FRAMES/HARDWARE				100%				
			100%		ROOF				100%				

BUILDI	NG INTI	ERIOR											
2007 E	SCAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
	100%				FLOORS	50%	50%						
	50%	50%			WALLS		50%	50%					
	100%				CEILINGS	50%	50%						
	100%				DOORS/FRAMES/HARDWARE		100%						
		100%			BUILT-IN FURNISHINGS		100%						
				N/A	STAIRS					N/A			
				N/A	ELEVATORS/ESCALATORS					N/A			
				N/A	SPECIALTY SYSTEMS					N/A			

BUILDING		NG AND	COOLING										
2007 BC/	AS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
50%	50%				HVAC DIST. & CONTROLS	50%	50%						
50%	50%				AHU/CONTROLS	50%	50%						
				N/A	CHILLER/CONTROLS					N/A			
				N/A	BOILER/HEAT EXT./CONTROLS					N/A			
				N/A	PUMPS/MOTORS/COMPRESSORS					N/A			
				N/A	FIRE SPRINKLER/STANDPIPE					N/A			
		50%	50%		PLUMBING SYS./FIXTURES	100%							
	100%				SPECIALTY SYSTEMS		100%						

BUILD	BUILDING ELECTRICAL												
2007 E	BCAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
		100%			FIRE ALARM SYSTEM			100%					
					EMERG. POWER/LIGHTING SYS.		100%						
	75%		25%		LIGHT SYS. (INC. BRANCH WIRING)		100%						
	100%				ELEC. DISTRIBUTION (WIRING SYS.)		100%						
	100%				POWER WIRING		100%						
		100%			TEL/DATA SYS. (CABLE ONLY)			100%					
		100%			SPECIALTY SYSTEMS		100%						

## **BUILDING MEP SYSTEMS**

#### Mechanical

Building heat & ventilation is provided by a single ducted electric heat air handler, along with approximately five electric unit heaters. No cooling systems were observed. The air handler appears to be part of the original building construction. The unit heaters are newer, circa 2000 and provide supplemental spot heat in various locations within the main building space. The office spaces off the main room are equipped with electric baseboard heaters.

#### Electrical

The main open area appears to contain linear strip fixtures with T8 lamps with numerous broken lenses. Other areas contained incandescent downlights and fluorescent T12 fixtures. Emergency and exit lights were present (some exit lights were not illuminated). A combination of fluorescent and LED exit lights existed. While we could not gain access to main electrical room, we did see some GE loadcenters. Panelboards currently are accessible by students (ie: in bathroom). Security cameras were not present within building.

#### Plumbing

The plumbing systems are original to the building. Constructed in 1974, this building had minimal plumbing and the systems are in line with the typical construction practices of that era. Plumbing fixtures, again, are original to the building. The following photo is an example of the fixture and condition. Men's room urinals are shown.

#### **Fire Protection**

The building currently does not have any water based fire protection systems installed.

## **BCAS INTERIOR DISCREPANCIES**

• Emergency Power/Lighting Systems: Numerous battery backed emergency lighting units/LED exit lights were present within the building.

- · Lighting System: A large quantity of fixtures were damaged.
- · Specialty Systems: Additional security measures are recommended in this building.
- Plumbing: The existing BCAS report showed 50% good and 50% excellent. Based upon the observed conditions, and non ADA compliance the evaluation was downgrade to 100% poor.







# **STUDENT SERVICES BUILDING**

## **CONDITION ASSESSMENT**

#### **Building Data**

Ballally Bata			
NAME	STUDENT SERVICES BUILDING		
BUILDING #	83		
BUILDING ABBREVIATION	SSBBLG		
MAJOR USE	INSTRUCTION		
YEAR CONSTRUCTED	2006		
TOTAL GSF	48,461		
ASSIGNABLE NSF	40,405		
CONSTRUCTION TYPE	STEEL	NO. OF ELEVATORS	1
FLOORS ABOVE GRADE	3	FLOORS BELOW GRADE	0
HVAC: % CENT. PLANT	100%	HVAC: % STAND ALONE	0%
A/C: % CENT PLANT	100%	A/C: % STAND ALONE	0%



The Student Services Building is a three-story steel bearing structure. The building is a mix of offices and meeting spaces.

### **BUILDING EXTERIOR**

The building was constructed in 2006 and thus is in very good condition. The roof was recently repaired following storm damage in March 2010.-

### **BUILDING INTERIOR**

The building was constructed in 2006 and thus is in very good condition.

BUILDI	BUILDING EXTERIOR/SUPERSTRUCTURE												
2007 B	CAS					2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
			100%		FOUNDATIONS				100%				
			100%		EXTERIOR WALLS				100%				
			100%		BUILDING FRAMING				100%				
			100%		WINDOWS/LOUVERS				100%				
			100%		DOORS/FRAMES/HARDWARE				100%				
			100%		ROOF				100%				

BUILDING INTERIOR												
2007 BCAS						2010 FMP						
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES	
			100%		FLOORS				100%			
			100%		WALLS				100%			
			100%		CEILINGS				100%			
			100%		DOORS/FRAMES/HARDWARE				100%			
			100%		BUILT-IN FURNISHINGS				100%			
			100%		STAIRS				100%			
			100%		ELEVATORS/ESCALATORS				100%			
				N/A	SPECIALTY SYSTEMS					N/A		

BUILDING HEATING AND COOLING													
2007 BCAS						2010 FMP							
POOR	FAIR	GOOD	EXCELLENT	N/A	COMPONENT	POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES		
			100%		HVAC DIST. & CONTROLS				100%				
			100%		AHU/CONTROLS				100%				
			100%		CHILLER/CONTROLS				100%				
			100%		BOILER/HEAT EXT./CONTROLS				100%				
			100%		PUMPS/MOTORS/COMPRESSORS				100%				
			100%		FIRE SPRINKLER/STANDPIPE				100%				
			100%		PLUMBING SYS./FIXTURES				100%				
			100%		SPECIALTY SYSTEMS				100%				

BUILDING ELECTRICAL												
2007 BCAS						2010 FMP						
POOR	R FAIR GOOD EXCELLENT N/A COMPONENT					POOR	FAIR	GOOD	EXCELLENT	N/A	NOTES	
			100%		FIRE ALARM SYSTEM				100%			
			100%		EMERG. POWER/LIGHTING SYS.				100%			
			100%		LIGHT SYS. (INC. BRANCH WIRING)				100%			
			100%		ELEC. DISTRIBUTION (WIRING SYS.)				100%			
			100%		POWER WIRING				100%			
			100%		TEL/DATA SYS. (CABLE ONLY)				100%			
			100%		SPECIALTY SYSTEMS				100%			

## **BUILDING MEP SYSTEMS**

#### Mechanical

Building is served by four variable volume 4-pipe air handling units (one per floor). Air handler heating and cooling is provided by central plant hot and chilled water services via a heat exchanger and secondary building pumps, located in the basement. All equipment is in excellent condition.

#### Electrical

GE switchgear existed. Building's electrical system appears to be in great shape.

#### Plumbing

Being constructed in 2006, the building plumbing systems are in excellent condition and meet all of code requirements for the construction period.

#### **Fire Protection**

The building is fully sprinklered and is compliance with NFPA 13 requirements. The building does not utilize a standpipe system.







Physical Conditions | 123

Life safety is closely tied to security on campus, and you will notice some overlap between these two sections of the report. The safety and well-being of students, faculty, staff and visitors is of prime concern to the college. On their own and through the State University System, Purchase College has established rules and guidelines to follow in pursuit of a "safe" campus.

# **G. LIFE SAFETY**

Life safety is closely tied to security on campus, and you will notice some overlap between these two sections of the report. The safety and well-being of students, faculty, staff and visitors is of prime concern to the college. On their own and through the State University System, Purchase College has established rules and guidelines to follow in pursuit of a "safe" campus. Most of the programs related to life safety are coordinated through the University Police Department (UPD).

A closed circuit security camera system was activated in 2009, with over 240 cameras located at strategic points throughout the campus. These cameras are utilized to deter crime on the campus, and a very strict set of guidelines has been established for locating cameras and use of the recorded information.

Combined with the security camera system to monitor the campus is the Blue Light Emergency Phone system. Phone boxes are located at various locations on the campus, as indicated in the accompanying drawing and as listed below:

- Administration (front door)
- Alumni Village (parking lot)
- Alumni Village (main entrance between buildings 1 & 2)
- Alumni Village (between buildings 7& 8)
- Alumni Village (near building 12)

- Alumni Village (walkway to phase 1 apts.)
- Apartments I Old (vicinity of laundry rooms)
- Apartments II New (vicinity of laundry rooms)
- Athletic Fields by Lincoln Avenue
- Campus Center North (front/arcade)
- Campus Center North (rear door/parking lot)
- Campus Center South (front/arcade)
- Children's Center (front entrance)
- Dance (underpass between Streets B & C at entrance door)
- Dining Hall (front door)
- Dormitory/East parking lot (below stairs and turn around)
- Fort Awesome (Building X front & rear)
- Fort Awesome (Building X east and west side)
- Fort Awesome (Building WYX foot path)
- Fort Awesome (Building W parking lot & Building Y Parking lot)
- Gymnasium (front and back)
- · Hiking Trail by Facilities Management
- Hiking Trail by front entrance & Alumni Village
- Humanities (middle door/Lincoln Ave.)
- Humanities (rear door/Street D)
- Library/Bookstore (Bookstore entrance door-south)

- Music (front/between arcade and entrance doors)
- Music (rear/northwest corner/walkway to parking lot)
- Natural Science (front/near entrance door)
- Natural Science (rear door/Street A)
- Parking Lot on Lincoln Avenue
- Performing Arts Center (drop off road/service tunnel doors)
- Social Science (rear door/Lincoln Avenue)
- Tennis Courts
- Visual Arts (breezeway)
- Visual Arts (front/arcade)

This emergency phone system is constantly monitored by the University Police Department (UPD), currently housed in the Humanities Building, lower level. The Security camera system is not tied in directly to these 36 blue light phone locations.

The UPD coordinates with area police, fire and EMS agencies and groups to provide training and develop Emergency Response Plans. This includes the Westchester County Police Department, Rye Brook Police Department, Purchase Fire Department, Town of Harrison Police Department, among others. In addition, the college has established a Personal Safety Committee that includes representation from campus groups, including Residence Life, to discuss and resolve issues pertaining to student and campus safety.

Through the Student Escort-Student Safety Program (SSP) students can request an SSP escort to accompany them to a class, to their car, from building to building, etc. The program normally operates during higher risk hours, including evenings and nighttime. When Student Escorts are not available, escort service can be provided by contacting UPD.

The campus operates a Health Services Office for students. This office provide limited medical services, but can direct students to appropriate off-site locations for needed treatment, including the Westchester Medical Group Urgent Care Center nearby. Many of the campus buildings are equipped with defibrillator machines as well.

The campus has an Edwards AEST3 fire alert system, which is monitored by the UPD. The UPD, in turn, is able to contact the nearby Purchase Fire Department on Anderson Hill Road for quick response.



Current projects under design will address these issues to some extent. Pending the conclusions drawn from that work, it is recommended that a campus-wide accessibility study be undertaken to identify areas of concern and propose solutions.

# H. ACCESSIBILITY

Handicap accessibility on the campus at Purchase is considered to be "fair". Ramps are provided, for example, from parking areas to the Plaza area, but often require long and circuitous travel routes. Other routes require entrance into other buildings in order to take advantage of their facilities to access plaza level. Accessibility is made difficult by the elevation differential from the parking and service areas that are located on the lower level, to the Plaza elevation, which provides access to the surrounding buildings at their second floor levels. For example, a common pathway of travel is from parking lot W1 to Parking Lot W2 to the Performing Arts Center elevator to get to the Plaza level.

Handicap accessibility from parking areas to the Plaza level is provided from Lot W2 and the lots on Lincoln Avenue north and south of the Plaza itself. Handicap parking and access is also provided at the Physical Education Building. Pedestrian walkways adjacent to the Plaza area are in disrepair and should be repaired or reconstructed. Many of the pavers have settled unevenly, creating hazards for accessibility. Other walkways around the campus, especially in the older dormitory areas, incorporate concrete stairways that make those pathways inaccessible to handicapped individuals. In some cases, ramps are provided adjacent to the stairs, but do not meet current ADA standards. Several areas were identified as having access issues due to grade differentials or other causes:

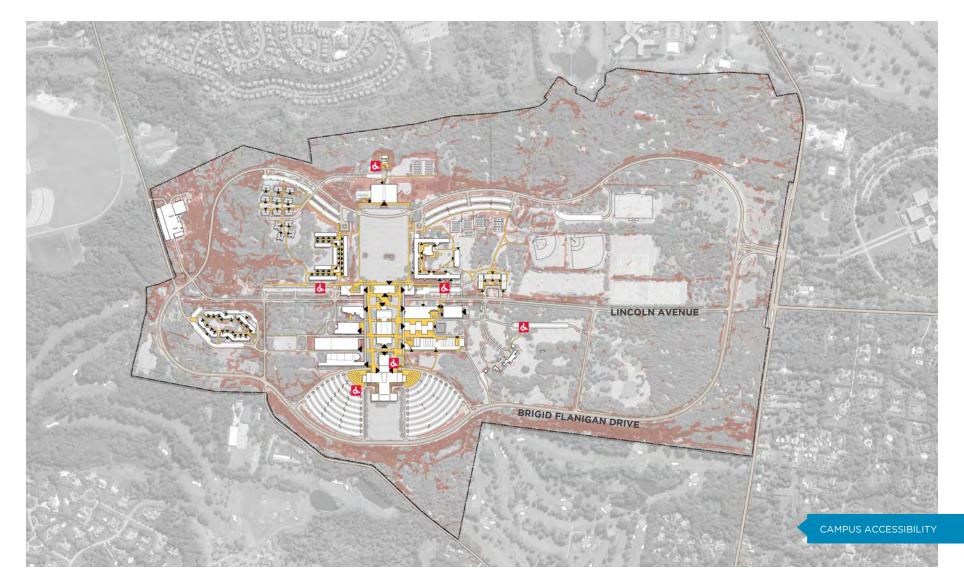
#### W2 Lot to Music

- Front entrance to Natural Sciences
- Campus Center North lot to the Plaza
- Performing Arts Center to Plaza
- · Approach to Physical Education Building

Current projects under design will address these issues to some extent. Pending the conclusions drawn from that work, it is recommended that a campuswide accessibility study be undertaken to identify areas of concern and propose solutions.

While there appear to be sufficient parking spaces for the students, faculty and staff, the location of the spaces often leads to long walks to the final destination. In addition, as mentioned above, there are also grade differentials that add to the difficulty of negotiating the pathway from parking areas to the Plaza and academic areas. In some cases, walkways from the parking areas to the Plaza are in disrepair and in need of replacement and upgrading to meet ADA requirements.

The Department of Parking and Transportation at the College operates a paratransit van service for individuals with disabilities, and public bus service to the campus can also accommodate students with disabilities. Stop locations provide only moderate accommodation for handicapped individuals.





The Facilities Department takes accessibility very seriously and believes that all of our buildings should be fully accessible to our students, faculty, staff and guests.

The school's early construction was in the 1970's. Providing "barrier-free" accessible routes to and through buildings became a factor only in the late 1980s. Federal regulations were only established under the Americans with Disabilities Act of 1990, which provided design and construction guidelines on how to achieve accessibility.

It is the policy of the New York State Construction Fund and Purchase's Capital Planning group to include ADA and accessibility requirements in all new renovation projects. Many of the recent construction projects that have been completed or that are currently underway meet or exceed these guidelines. Efforts have also been made to proactively identify accessibility issues as part of a project that might not have otherwise occurred.

Many of these construction projects have and will require the temporary closure of building entrances and may disrupt accessible routes in order to complete the renovations. In these cases, emergency egress from the building is always maintained and when required, an alternate accessible route is identified and labeled, or where this is not feasible, temporary ADA compliant ramps or routes are created.

We are committed to making all of our buildings entrances accessible as well as having accessible routes throughout our buildings. We have been and will continue to seek ways to achieve the goal of a single point of entry to a building for all people. We will continue to implement this program in ways that have the least impact and disruption to the students and the community and will continue to notify and keep the Campus community updated on our progress.

Below is a listing of recently completed projects that have addressed accessibility her on Campus:

- The Student Services Building is a fully accessible building, providing entrances, toilet facilities, and interior routes that are "barrier-free".
- As part of a skylight replacement project in the Dance building, new code compliant exterior doors were installed.
- The Library renovations included a new accessible entrance and elevator to all floors.
- The main entrance doors and associated vestibule doors at both the Student Services building and the Library include automatic door assist devices, which is not a code requirement for accessibility.
- The new classrooms at Fort Awesome, Natural Science and the Library are fully accessible.
- Past projects in the Stood and Dining Hall have renovated the existing bathrooms to be ADA compliant, although technically it was outside of the original project's scope. In the case of the Stood a completely new gender neutral bathroom was created in conformance with ADA guidelines and for the Dining Hall all new fixtures and counter heights were adjusted to meet ADA requirements.
- As part of the work on the Plaza renovations, temporary ramps were created for accessibility at CCN, the Library, and now CCS

Current projects that are under construction that are addressing accessibility issues:

- In December 2010, including automatic doors at our entrances was expanded to an additional (17) doors; since then five have been completed, two are in process and the remainder are being scheduled.
- The walkway from W-1 to Visual Arts has been recently paved to make for an even surface in part because it will now serve temporarily during Phase 3 as the main entrance to campus for visitors, staff and students. This was not part of the original contract but in response to a request by Capital Facilities Planning.
- We are currently installing an automatic door for the Music building on the door facing the W2 lot & at the entrance from the plaza so that that elevator may be used to gain access to and from the mall. This is because the existing mall elevator entrance will be closed during the next phase of the Plaza renovations.
- This spring there are plans to begin the installation of accessible railings in the Performing Arts Center concert hall and theater corridors in an effort to make the upper seating areas safer and the corridor stairs ADA compliant.
- · Upcoming repairs to the Visual Arts building will include new automatic entrance doors.
- New ADA compliant room signage with both readable fonts and Braille and new lever door handles to replace the original door knobs are being included on many new room renovations.
- The Humanities Building will be renovated and will now have an accessible entrance on the east side across from the Campus Center South parking area. The project will also include accessible route throughout the building and upgrades to the restrooms.
- The pathways between our academic buildings will be redone (similar to the current plaza project) to create even and better access to our buildings and the plaza.

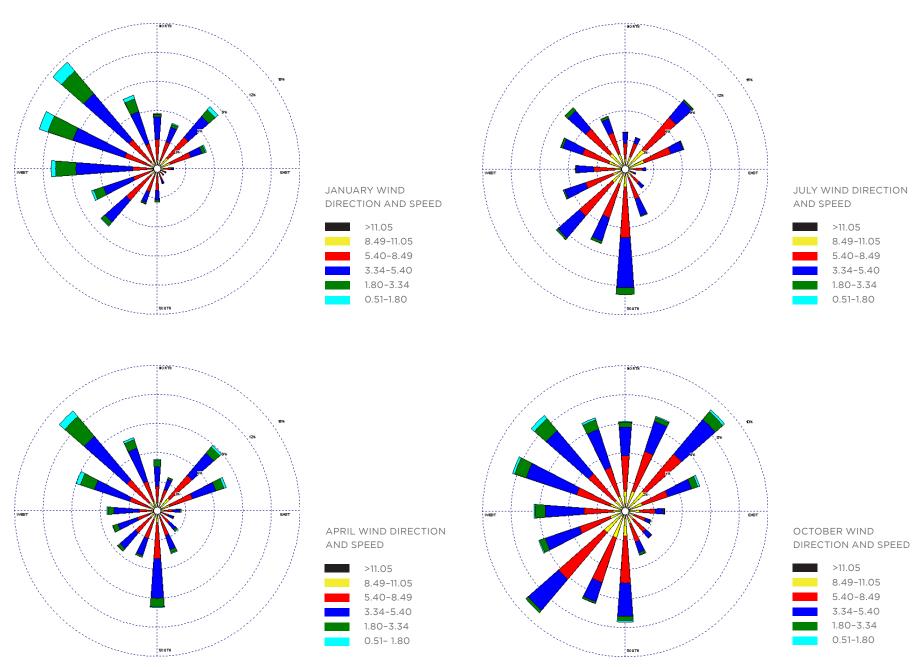
The prevailing winds are generally from the west, although a southwest component is evident in winds during the warmer months while a northwest component is characteristic in the colder months of the year.

# I. ENVIRONMENTAL ISSUES

## WIND

The prevailing winds are generally from the west, although a southwest component is evident in winds during the warmer months while a northwest component is characteristic in the colder months of the year. Throughout the year, wind speeds average 4 to 6 m/s. Occasionally, well-developed storm systems moving across the continent or along the Atlantic coast are accompanied by very strong winds. In the winter months, winds associated with coastal northeaster storms can result in heavy snow.

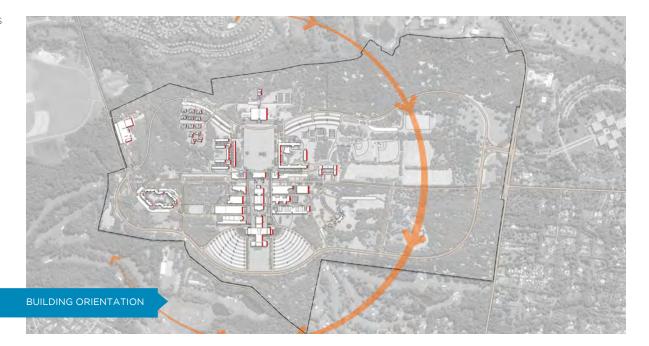
Both architectural and landscape wind screens should be considered for the Purchase campus. Architecturally, building forms should be modulated to protect from cold northwesterly winds in the winter and to avoid the creation of wind tunnels. The existing arcades that run east-west along the mall not only provide shade in the summer but also block the winter winds. In terms of landscape, vegetated buffers, particularly in pedestrian zones, can shield the effects of winter winds.



SOURCE: USDA NATURAL RESOURCES CONSERVATION SERVICE

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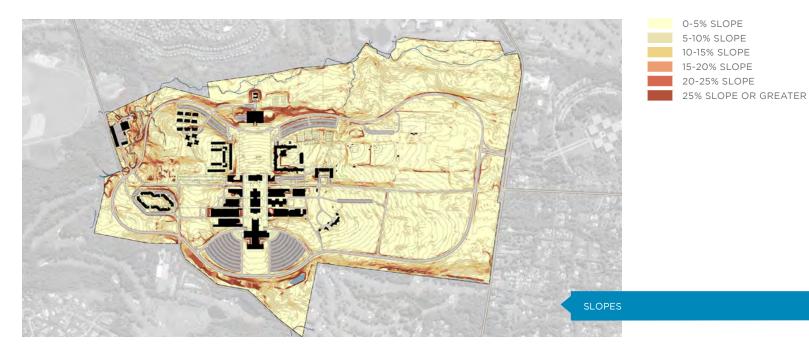
## ORIENTATION

Many buildings on the Purchase campus, particularly those along the central mall, assume a north-south orientation, and therefore do not take advantage of solar south. Ideally, buildings should assume an east-west orientation to minimize energy load on buildings and to create opportunities to employ passive solar collection and storage strategies.

In instances where buildings are oriented north-south, to achieve placemaking or other objectives, east-west facades should be designed to minimize excessive solar heat gain through shading devices.

## LIGHTING ANGLES

Winter days in southern New York are short with low sun angles, whereas the summer is characterized by long days and high sun angles. Because the academic calendar falls mostly in the winter months, low sun angles should be a particular consideration when planning attractive, comfortable, and hospitable open spaces.



## **SLOPE**

The Purchase campus is relatively flat. The steepest slopes exist at the far western edge of campus, and the far eastern edge of campus, in the area around the Physical Education Building. In this instance, the building is designed to respond to the slope, relying on internal building circulation to negotiate the grade change. The northeastern portion of the site also has some steeper slopes. Steep slopes pose a challenge in terms of landscape maintenance but generally do not impact the pedestrian environment.

## **VIEWS AND VISTAS**

The campus organization, as originally designed, was oriented to capture views to the rolling hills located east of the Purchase campus. Over time, residential development has consumed this area, thereby obstructing the once naturalistic vistas from the campus core. Still, the setting of the campus itself, with dense vegetated cover and public art, give the impression of a small city within nature.

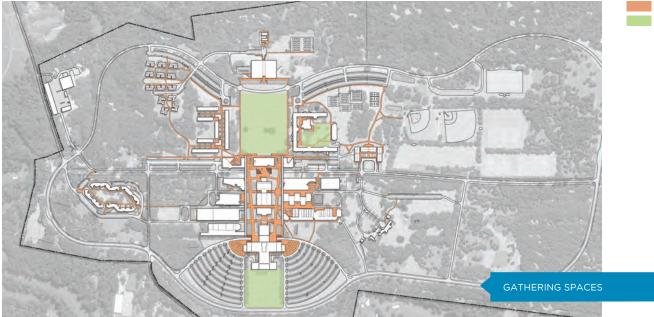


# LIGHT/SHADE/SHADOW

The majority of buildings on the Purchase campus are limited in height, with a maximum of three stories, and therefore shadows are minimal. The exception is the Performing Arts Center, whose flies extend several vertical stories.

The east-west arcade along the mall offers significant shade; however, it also restricts light from reaching building entrances. An allee of trees on either side of the mall also provides shade but this palette is being replaced as part of the plaza redesign, with lower scale vegetation. The result will be more light filtering onto the plaza but also less protection from the sun until such time that the landscape reaches maturation.

Beyond the core, the campus perimeter has patches of relatively dense tree canopy, as well as open lawns in the area around the Heritage Site, providing adequate access to sunlight.



**PUBLIC GATHERING SPACE** 

The Central Plaza serves as the public gathering space for the campus. The current re-design effort is focused on creating flexible communal spaces to enliven the mall, to foster human and environmental interaction, and to support art as a fundamental and primary premise. Because automobile use is restricted to the periphery of the campus, the plaza is particularly successful at fostering a sense of community among students, faculty, and staff.

The quad located within the residence hall community of The Far Side, Crossroads, and The Big Haus also serves as a popular gathering space, particularly for the community's resident students. The quad is used for various student life programming during the warmer months. The residential interior areas also serve as common space; in particular, the streets within the Olde apartments tend to be natural gathering spaces. The open area of the commons is used often for frisbee, picnics, and pick-up soccer games.

The Great Lawn has the potential to serve as a gathering space, but its large scale and sloping topography make it unusable for many functions. Because of the lack of vegetation, it is often wind-swept and inhospitable.

PLAZAS OPEN SPACE

## AREAS OF ACTIVITY OR CONTEMPLATION

The campus also includes a number of localized areas for both activity and contemplation. In terms of activity, the athletic fields and tennis courts, located in the southeastern portion of campus, serve both competition and intramural activity. A series of trails traverse the entire campus to serve cross country competition. Brigid Flanigan Drive itself also serves as an area of activity, providing a relatively safe pedestrian walking environment for both campus and community constituents.

In terms of contemplative space, they exist throughout the 500-acre campus. They are often represented by a bench or hammock in the campus core, or in one of the numerous areas of public art throughout campus.

# AREAS OF ISSUES AND OPPORTUNITIES

The plaza redesign takes advantage of a need to solve a functional issue and using it as an opportunity to improve aesthetic and community enhancing campus space. The functional issue was to resolve waterproofing and drainage issues. The new design accomplishes this, while also creating new gathering nodes, increasing campus landscape, and establishing a distinctive visual identity and cohesion.

The Great Lawn offers an area of opportunity for the future. This large expanse of lawn is out of scale with its environment. The lack of vegetation makes it an inhospitable place in all seasons and its eastward sloping terrain makes it challenging for organized recreation. Given the Great Lawn's location between the academic and athletic/recreation/residential zone, it can play an important role in connecting the living and learning environments.

Another opportunity is to make Lincoln Avenue a north-south pedestrian spine, which will enhance connectivity throughout the campus, particularly connecting Fort Awesome to the residential uses in the north, and provide a counter point to the east-west orientation of the plaza. To accomplish this, surface parking along Lincoln Road can be removed. It is noted that Lincoln Avenue was the subject of an earlier study by EKK.

The campus loop road is an area of safety concern, particularly the pedestrian-vehicular conflict. Traffic calming strategies should be explored as part of a future study.

# **SUSTAINABILITY**

Purchase College is a signatory of the American College and University Presidents Climate Commitment (ACUPCC), which exemplifies the institution's dedication to environmental issues and sustainability. In August 2009, the College established the Office of Sustainability which is charged with meeting the goals of the ACUPCC and also to increase understanding and encourage sustainable behaviors among all members of the campus community. <sup>1</sup>

Recent sustainability initiatives at Purchase College touch all aspects of campus, including some of the following :<sup>2</sup>

- Campus garden (student-run)
- Carbon offsets
- » \$15,000 in renewable energy credits from Windstreet Energy
- Composting
- » Compostable waste from dining facilities is used in the campus garden.
- Curriculum
- » Various campus lectures and special presentations to the student body.
- » Art projects that use reclaimed materials from the plaza construction.
- Dining and food services
- » Fair trade coffee and refillable mug program.
- » Biodegradable paper products at dining locations.

<sup>1.</sup> http://www.purchase.edu/Departments/ EnvironmentalSustainability/default.aspx

<sup>2.</sup> https://www.purchase.edu/sharedmedia/departments/ envsustainability/big%20list%20web%20content1.pdf

- » All-vegan "Terre Ve" café.
- » Energy efficient refrigerator/coolers at the Hub.
- Energy
- » Electric metering devices installed across campus.
- » Lower wattage light bulbs have been installed across campus.
- » "Vending Misers," which power down vending machines when not in use.
- » Motion-activated hand dryers in campus restrooms.
- » A new electric chiller system that produces ice during off-peak hours for use as air conditioning.
- Green building
- » "Green" roof on the Visual Arts Building.
- » Solar units are being researched for potential future roof construction projects.
- Recycling
- » Redemption center (in the "More Store" convenience store) that offers three recycling machines (glass, plastic, cans).
- » Mechanized fluorescent bulb crusher.
- » Existing granite and stone paving tiles from central Plaza are being reused and repurposed at various sites across campus.
- » Major campus printing projects now use 30% post-consumer-waste (PCW) paper.
- » Planned increase in the number of recycling bins.
- Services
- » New energy efficient washers and dryers across campus.
- » Caps and gowns made from 100% post-consumer recycled plastic bottles.
- Student involvement/programs
- » Formalized presentations at freshman seminars.
- » Sustainability Week program, sponsored by the Purchase Environmental Activists (PEA).
- » Paid and unpaid student internships in the Office of Sustainability.

- Transportation/vehicles
  - » The first SUNY on-campus Zipcar location.
  - » Purpool—an online carpool program, started by faculty in the Natural Sciences department.
  - » Increased bike racks across campus.
  - » Bus shelters that promote sustainability awareness.
  - » Vehicles powered by electricity, batteries, and propane are in use by various campus departments.

As the digital revolution has proliferated and become ubiquitous, it has fundamentally affected the way young artists are creating work. This requires a reexamination of our pedagogical frameworks in order to incorporate technology appropriately into our training of artists and to remain relevant and current.

# J. TECHNOLOGY CONTEXT

As the digital revolution has proliferated and become ubiquitous, it has fundamentally affected the way young artists are creating work. This requires a re-examination of our pedagogical frameworks in order to incorporate technology appropriately into our training of artists and to remain relevant and current. Overall, and at its simplest, given the way artists work currently, we see no alternative but to set as a goal the complete integration of technology into our classrooms and teaching curricula.

## **CLASSROOM GOALS:**

• All studios should have full access and shared visibility for all members of the class to material experienced on a wifi connected personal computer;

- Each studio should have printing capabilities that would be easy to access and use;
- Computers should be integrated into the studio, with cognizance of the inevitability of wear and tear of an "unclean" environment;
- Easy and accessible ability to watch/project data-intensive material, whether sourced locally or from the internet, such as videos, with no or minimal setup;
- Dependable wireless access to the network and the internet; and
- Sufficient network based storage and backup that is accessible in real-time by all

## EFFECT ON FACULTY

We should expect that the artists/painters we would like to hire in the future will have integrated digital technology into their practice. Therefore, collaborating with the computer to learn its way of thinking and imaging is the currency that they will deal in and we must be prepared to service that need. To help conceptualize, we imagine working through how we would teach a 4-D drawing class (think William Kentridge), considering how to integrate the messiness of 2-D studio practice with the capacity of computers. Given that it is likely (inevitable) that students will continually be "ahead" of the faculty in use of new technology, we need to undertake a regular training program that will include regular updates to new developments and technologies as they become available and are put into practice.

I hope this is helpful. Of course, it is not too specific, but I think it captures quite a lot of what we would want to further explore as we get into actual design development. Let me know if you have any comments or questions. I'll be curious to hear our discussion of all of this when we get to it.

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NATURAL SCIENCES BUILDING



# **K. SUITABILITY**

With the exception of the Student Services Building, built in 2006, the majority of the original campus buildings were constructed in 1970-77 following the completion of Edward Larrabee Barnes' master plan. Since the time of construction, there has been little to no structural maintenance of the base building elements. Many building systems have reached the end of their useful life, while many academic spaces have not been adapted to reflect pedagogical changes.

The steel framing of the academic buildings makes them quite flexible in form; however, due to the preponderance of interior and exterior masonry, changes may be costly and difficult. Renovation options will need to balance adaptability potential with cost considerations.

Academic expansion zones were originally envisioned in the 1971 Master Plan, namely by adding on or adjacent to the buildings ringing the central plaza. Phase III of this report will determine the extent of future space needs. Certainly, repurposing existing under-utilized space will be a priority before new construction is considered.

## **MUSIC BUILDING**

The Music Building houses the Conservatory of Music, Conservatory of Theater Arts & Film, and Continuing Education. The main floor of the building was designed primarily to accommodate practice rooms and offices and therefore is not well-suited for classrooms. The lower level provides large performance and recital halls. Given the configuration of practice rooms and recital venues on the main and lower floors, it would be difficult to renovate them to meet other needs. Investment in higher quality finishes may allow for the potential for public performances in some of the building's interior spaces. While adjacencies within the Conservatory of Music are important to maintain due to the demand of specialized facilities within the building, it is not clear that an adjacency with the Conservatory of Theater Arts & Film or Continuing Education is critical for the future.



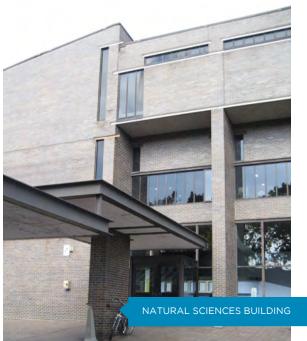


## **DANCE BUILDING**

The Dance Building houses the Conservatory of Dance, Conservatory of Theater Arts & Film, as well as leased space for Long Island University. The plaza-level floor accommodates many of the conservatory's dance studios, with large span spaces that are inherently flexible. Natural light flows into the corridors through a series of skylights and clerestory windows. The lower level has a more traditional educational building typology, with space for classrooms and labs. While adjacencies within the Conservatory of Dance are important to maintain due to the demand of specialized facilities within the building, it is not clear that an adjacency with the Conservatory of Theater Arts & Film or Long Island University is critical for the future.

# NATURAL SCIENCES BUILDING

The Natural Sciences Building contains educational and research facilities primarily for the School of Natural & Social Sciences. Classroom and office spaces occupy the perimeter of the building, with research spaces at the building's core. The building's layout does not support current pedagogy and trends in the sciences; an inflexible layout has prohibited the School from adapting its learning styles to the facility.



# SOCIAL SCIENCES BUILDING

The Social Sciences Building is a highly flexible building that accommodates general classrooms, administrative offices, the Design Tech program, Technology Services, and leased space to NYU's Stern School of Business. The 2008 Perkins-Eastman study found that because of this flexible floor plate, and lack of program-specific spaces, the Social Sciences Building is an excellent candidate for general campus classroom use and office swing space. The existing adjacencies in this building do not need to be maintained in the future.

## **CAMPUS CENTER NORTH**

Campus Center North primarily serves student life and activities, with a range of spaces for student organizations, dining, and student support services. Offices and conference facilities could flexibly accommodate various users by nature, however, the building appears to be well-utilized. Improvements could be made to the amount of natural light available to lower-level office spaces, access to the dining area, and integration of the exterior courtyard to provide more useful outdoor space.

# **CAMPUS CENTER SOUTH**

Along with Campus Center North, Campus Center South accommodates many student amenities and services, including student health and wellness services, dining, and student event space. Moves are afoot to relocate counseling to upper floors and maintain the plaza level for general student use.



## **HUMANITIES BUILDING**

The Humanities Building accommodates all programs associated with the Humanities, as well as External Affairs, UPD, and counseling. The building's current layout is flexible and non-program specific, but can often be confusing. Like many of the buildings on campus, it has poor interior finishes. In 2008, as a result of the study done by Perkins-Eastman, the firm of Kliment Halsband Architects was selected to design a renovation scheme to improve both the mechanical/electrical/plumbing systems, and also building interiors. Future expansion of the Humanities Building will be limited by its proximity to the Butler Building. Adjacencies among the various units located within the Building are not critical.

## **VISUAL ARTS BUILDING**

The Visual Arts Building houses the School of Art & Design, including studio, lab, gallery, and office spaces. The several multi-story spaces allow light into the building, and are still suitable for many of the traditional arts programs. However, the building does not provide adequate space to accommodate advances in the digital arts and design. Some of the more underutilized spaces, such as the book bindery and the photography and sculpture studios, could be repurposed to accommodate the growth in digital programs.



# LIBRARY BUILDING

The Library is located in the middle of the plaza. The above ground portion contains the library, offices, and general classrooms. A new entry along the facility's eastern edge relates to the adjacent Student Services Building and provides a more active façade to the library. The majority of the library is located below the central plaza, accessed through a network of tunnels and support spaces. Much of this area provides space for video production, general classrooms, mechanical space and storage. This subterranean area offers a lot of opportunity for program expansion and has been targeted in the study for the Center for Integrated Teaching and Learning. Much of the space traditionally allocated to a physical collection can be repurposed to accommodate more collaborative digital learning trends.

# **PERFORMING ARTS CENTER**

The Performing Arts Center anchors the western end of the plaza and serves both as an instructional and public facility, with four different theaters. The complex also includes material and scene shops, classrooms, and offices. The four fly lofts create a massive brown brick façade that is both foreboding and opaque. While the building finishes are of higher quality than many of the campus buildings, the building lacks natural light. Because of the nature of the specialized facilities, the building is not very flexible and the existing spaces are highly utilized. The Perkins-Eastman study suggests revising the entry sequence from the lower level to the plaza level.

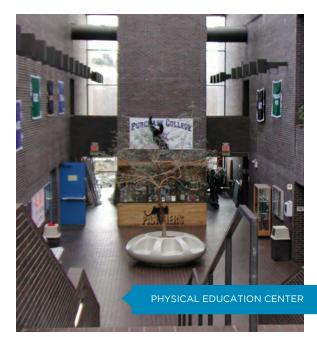
## **BUTLER BUILDING**

The Building provides daycare facilities for the campus and community. The remaining two-thirds of the building accommodates "The Stood," a student-run activity building that includes a library, entertainment area, studios, and a performance stage. The building has been recently renovated, but its exterior finishes are not contextual with the rest of the campus. Landscape interventions could improve the visual integration of this facility with the rest of the campus.

## **PHYSICAL EDUCATION BUILDING**

The Physical Education Building lies across the playing fields from the Student Services Building, and is not directly adjacent to any other campus facility. It houses a gymnasium, three basketball courts, an exercise and fitness studio, four indoor racquetball courts, two squash courts, a six-lane pool, and a diving well with 4 diving boards. Additional facilities include locker rooms equipped with saunas and showers. Because of its relative isolation outside of the campus loop road and across the large Great Lawn, the building attracts a limited population. Recent efforts have been made to improve and expand fitness facilities.







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# PHASE





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STUDENT COLLABORATION IN THE MUSIC BUILDING

# INTRODUCTION

The following report provides an analysis of current and future space requirements at the State University of New York (SUNY) at Purchase College, assessing the quantity and utilization of existing facilities against normative standards. This analysis was performed within the context of a facilities master plan for the SUNY Purchase campus.

Maintaining quality facilities that foster a high educational standard has become more complicated in the past generation. Environmental concerns and over-built campuses have put a new emphasis on responsible stewardship of existing space. Practical issues such as multiple scheduling demands and the need for flexible space to support a variety of teaching techniques make maximizing space on the modern college campus even more difficult.

The Power of SUNY, the State University of New York's strategic plan for 2010 and beyond, outlines six strategic ideas. Two of the six themes can be directly implemented through proper space management techniques:

1) SUNY and the Energy-Smart New York: Saving and utilizing space saves energy, money and capital costs.

2) SUNY and the Vibrant Community: Well-utilized classrooms, offices and buildings contribute to vibrant places.

The results of the space analysis will help guide decisions concerning facility use on the campus, including strategies for the renovation, reassignment and reuse of existing space. This plan should strategically aid SUNY Purchase and the SUNY system as a whole to "be a key engine of revitalization for New York State's economy and enhance the quality of life for the state's citizens."



# A. ENROLLMENT PROJECTIONS

STUDENTS OUTSIDE THE LIBRARY

LIBRAR

#### **ENROLLMENT PROJECTION PROCESS**

Enrollment projections deliver a baseline for the master plan space needs at various phases throughout plan development. The SUNY Purchase Master Plan assesses the current space need and projected space needs at five-year intervals—2013, 2018 and 2023, respectively. The consultants reviewed enrollment projections developed by both the SUNY System and the College, and analyzed the demographic trends from counties where Purchase recruits its students.

#### FACTORS THAT AFFECT ENROLLMENT

A number of factors may affect enrollment, including distinctive and attractive programs, demographic projections for the areas from which the college draws students, state policies regarding education and growth, and the physical and organizational policies of the campus. For Purchase, the exceptional Dance program and other arts-related offerings, attract students from a large geographic area. While there is no state policy regarding SUNY growth, Purchase has the capacity to grow programs not requiring specialized facilities – a finding that is confirmed in the subsequent calculation of space needs. However, the College's commitment to maintaining student selectivity, improving retention and lowering student/faculty ratios have led the College to support a policy of only selective growth in key areas, with a net add of 422 additional students by 2023.

#### SUNY SYSTEM ENROLLMENT PROJECTIONS

The SUNY system established specific enrollment projections across the system for each one of its institutions in 2007. These projections assume a mathematical and consistent growth across time. Therefore, these projections cannot predict economic downturns or other major outside influences. System projections for SUNY Purchase specify a gradual increase in undergraduate enrollment during each of the five-year periods. The projected full-time equivalent (FTE) enrollment levels at the identified milestones are as follows:

- 2013 Projection 4,291 FTE
- 2018 Projection 4,449 FTE
- 2023 Projection 4,636 FTE

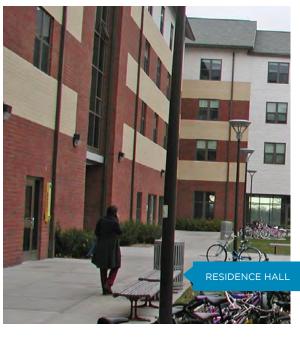
## **COLLEGE PROJECTIONS**

The College provided specific parameters for enrollment projections in the future. Purchase would like to lower its student-to-faculty ratio from an average of 19:1 today to 15.5:1, beginning in 2018. In order to reduce the student-to-faculty ratio, Purchase plans to maintain its student enrollment close to current levels. Undergraduate enrollments are to grow by approximately 409 students over the next 12 years while the number of graduate students should remain stable, with an anticipated increase of only 13 students . The projected enrollment levels at the identified milestones are as follows:

PURCHASE ENROLLMENT PROJECTIONS	2009 FTE	2013 FTE	2018 FTE	2023 FTE
UNDERGRADUATE	4,098	4,172	4,325	4,507
GRADUATE	116	119	124	129
TOTAL	4,214	4,291	4,449	4,636

These projections suggest an overall FTE increase of approximately 409 FTE, or 9 percent, between 2009 and 2023.





## **DEMOGRAPHICS**

At the time of the writing of this report, graduate levels were projected to hold steady. The College may decide to strategically increase graduate enrollment in selective

The Office of Institutional Research at SUNY Purchase provided the geographic origin, by county, of its in-state student population in 2009. Approximately 83 percent of Purchase students are from counties within New York State while the remaining 17 percent are from 40 states and 25 countries. This represents the highest share of non-New York State students for any SUNY institution. This is due, in part, to its location in the tri-state area of New York, Connecticut, and New Jersey, but also due to the highly regarded reputation of particular academic programs, such as Dance.

#### **CONSENSUS**

The 2008 SUNY system enrollment projections suggest that Purchase enrollment grow to 4,500 by 2013 before declining to 3,700 in 2023. These projections do not align with those provided by Purchase and referenced above, notably because the SUNY system projections rely on New York State demographics and do not consider the broader demographic market or demand for specialized programs. The consultant team therefore applies Purchase College projections to serve as the guiding numbers for space usage in the future. Undergraduate enrollment should increase by approximately 409 by 2023 and graduate enrollment should remain relatively flat.

#### TABULAR SUMMARY OF ENROLLMENT PROJECTIONS

SUNY Purchase and the consultant team agreed that projections for this study would be made in increments of five years beginning with the academic year 2009, thus yielding projections for the years 2013, 2018, and 2023. Purchase provided student FTE figures. FTE enrollment figures do not represent the number of majors within each department, but rather, they are based upon actual credit hours and represent the tangible demand for each department. This method illustrates departmental demand not accounted for within the number of majors, and captures the demand generated by students who have not declared a major. Using the number of majors in each department as the basis for FTE figures underestimates the actual FTE demand for courses.

## **STUDENTS**

The following tables enumerate undergraduate and graduate growth over the chosen five year increments from 2009-2023. For 2009, Purchase has approximately 4,098 FTE undergraduate students.

There are two assumptions underlying these enrollment projections. The first assumes Purchase hires enough faculty members to reduce the studentto-faculty ratio from 19:1 to 15:5. The projection also preserves existing variations in student-to-faculty ratios across departments.

Two programs are slated for program reassignment by 2023. Dramatic Writing and Jewish Studies currently account for 47 FTE undergraduate students. At the same time, other programs will grow significantly, including Media, Arts & Society, Visual Arts, Environmental Studies, Arts Management and Creative Writing which are projected to gain approximately 200 students by 2023. The small size of the Dramatic Writing program and significant growth of Drama Studies suggests a merger of the two departments. Overall the program shift suggests Purchase's arts-based specialization will continue to grow.

Graduate enrollment for 2009 is a modest 115 FTE. Graduate enrollment is slated to grow modestly to 129 FTE by 2023 with the largest gain coming in the Visual Arts department; Visual Arts is projected to double its size to approximately 14 FTE.

#### UNDERGRADUATE AND GRADUATE FTE ENROLLMENT PROJECTIONS

UNDERGRADUATE ENROLLMENT BY DEPARTMENT	2009 FTE	2013 FTE	2018 FTE	2023 FTE
CREATIVE WRITING	35.2	.0 40.00	55.00	70.00
COLLEGE WRITING	168.5	170.00	180.00	190.00
NEW MEDIA	85.3	33 85.00	85.00	85.00
MEDIA, SOCIETY & ART	42.9	50.00	65.00	80.00
DANCE	212.0	211.63	211.63	211.63
DRAMA STUDIES	79.7	73 92.00	98.00	104.00
DRAMATIC WRITING	36.	0.00	0.00	0.00
MUSIC	372.8	379.24	391.61	403.98
THEATRE-DEAN'S OFFICE	27.8	27.73	27.73	27.73
ACTING	84.8	83 85.00	85.00	85.00
DESIGN TECH	96.3	96.00	96.00	96.00
FILM	68.9	72.00	72.00	72.00
VISUAL ARTS	35.0	46.18	58.77	71.36
JOURNALISM	105.5	106.00	106.00	107.00
DEAN'S OFFICE - HUMANITIES	0.0	0.00	0.00	0.00
ENGLISH & AMERICAN LITERATURE	136.1	13 136.00	136.00	137.00
ART HISTORY	132.3	132.30	132.30	133.23
HISTORY	198.4	.6 198.00	198.00	200.00
MODERN LANGUAGE	125.0	125.00	125.00	126.00
PHILOSOPHY	109.5		120.00	125.00
BIOLOGY	137.2	137.00	138.00	140.00
CHEMISTRY	62.3	62.00	62.00	62.00
MATHEMATICS	70.1	13 70.00	70.00	70.00
PHYSICS	13.2	0 13.20	13.20	13.20
PSYCHOLOGY	234.3	6 234.00	236.00	238.00
ENVIRONMENTAL STUDIES	45.5	50.00	65.00	80.00
DEAN'S OFFICE-SOCIAL SCIENCE	0.0	0.00	0.00	0.00
ANTHROPOLOGY	64.2	.0 64.00	65.00	66.00
ECONOMICS	87.1	90.00	95.00	100.00
FRESHMEN SEMINAR	27.6	6 28.00	28.00	28.00
POLITICAL SCIENCE	115.8	0 120.00	125.00	135.00
SOCIOLOGY	93.4	0 100.00	115.00	130.00
EVENING DIVISION (LIBERAL STUDIES)	367.	17 375.00	385.00	400.00
INSTRUCTION-INTER.DIVISION	51.3	51.00	51.00	51.00
ARTS MANAGEMENT	97.0	130.00	150.00	175.00
GRAPHIC DESIGN	74.5	52 75.00	75.00	76.00
DRAWING & PAINTING	73.7	72 74.00	74.00	75.00
PRINTMAKING	41.2	0 41.20	42.00	42.00
PHOTOGRAPHY	41.9	9 42.00	42.00	43.00
SCULPTURE	51.1	19 51.00	52.00	52.00
JEWISH STUDIES	11.3	52 7.00	3.00	0.00
WOMEN'S STUDIES	62.4	.6 63.00	63.00	63.00
CINEMA STUDIES	65.0	70.00	75.00	85.00
PHYSICAL EDUCATION	57.8	0 57.80	57.80	57.80
TOTAL	4,098.8			4,507

Enrollment Projections Summary Analysis | 7

GRADUATE STUDENTS	2009 FTE	2013 FTE	2018 FTE	2023 FTE
DANCE	14.4	14.4	14.4	14.4
MUSIC	79.4	80.8	83.4	86.0
THEATRE	5.3	5.3	5.3	5.3
VISUAL ARTS	6.7	8.8	11.2	13.6
ART HISTORY	9.7	9.7	9.7	9.8
TOTAL	115.5	119.0	124.0	129.1

SOURCE: PROVIDED BY THE COLLEGE AND SUCF

### FACULTY

The following table enumerates faculty FTE growth over the chosen five-year increments from 2009-2023. For 2009, Purchase has approximately 218 faculty FTE. The projection preserves existing variations in student-to-faculty ratios across departments. The significant increase in faculty beginning in 2018 reflects Purchase's commitment to reduce the student-to-faculty ratio from 19:1 to 15.5:1.



FACULTY	2009 FTE	2013 FTE	2018 FTE	2023 FTE
CREATIVE WRITING	2.70	3.09	5.30	6.74
COLLEGE WRITING	2.33	2.37	3.13	3.30
NEW MEDIA	6.00	6.02	7.51	7.51
MEDIA, SOCIETY & ART	3.30	3.87	6.28	7.72
DANCE	10.70	10.75	13.42	13.41
DRAMA STUDIES	4.70	5.46	7.26	7.70
DRAMATIC WRITING	3.30	0.00	0.00	0.00
MUSIC	33.70	34.51	44.48	45.85
THEATRE-DEAN'S OFFICE		0.00	0.00	0.00
ACTING	7.30	7.37	9.19	9.19
DESIGN TECH	8.70	8.73	10.90	10.89
FILM	5.70	6.00	7.48	7.48
VISUAL ARTS	0.70	0.93	1.47	1.79
JOURNALISM	5.30	5.36	6.69	6.75
DEAN'S OFFICE - HUMANITIES		0.00	0.00	0.00
ENGLISH & AMERICAN LITERATURE	6.70	6.74	8.41	8.47
ART HISTORY	5.00	5.03	6.28	6.32
HISTORY	7.30	7.33	9.15	9.24
MODERN LANGUAGE	6.00	6.04	7.54	7.59
PHILOSOPHY	6.30	6.66	8.67	9.02
BIOLOGY	6.30	6.33	7.96	8.07
CHEMISTRY	3.30	3.30	4.12	4.12
MATHEMATICS	3.00	3.02	3.76	3.76
PHYSICS	0.33	0.34	0.42	0.42
PSYCHOLOGY	9.30	9.35	11.77	11.86
ENVIRONMENTAL STUDIES	3.30	3.64	5.91	7.27
DEAN'S OFFICE-SOCIAL SCIENCE		0.00	0.00	0.00
ANTHROPOLOGY	4.00	4.02	5.09	5.16
ECONOMICS	3.70	3.85	5.07	5.33
FRESHMEN SEMINAR		0.00	0.00	0.00
POLITICAL SCIENCE	6.70	6.99	9.09	9.81
SOCIOLOGY	3.30	3.56	5.11	5.77
EVENING DIVISION (LIBERAL STUDIES)	11.67	12.00	15.37	15.96
INSTRUCTION-INTER.DIVISION		0.00	0.00	0.00
ARTS MANAGEMENT	4.00	5.39	7.77	9.06
GRAPHIC DESIGN	7.00	7.09	8.85	8.97
DRAWING & PAINTING	8.30	8.39	10.47	10.60
PRINTMAKING	3.30	3.31	4.23	4.22
PHOTOGRAPHY	4.00	4.03	5.03	5.14
SCULPTURE	5.00	5.02	6.38	6.38
JEWISH STUDIES		0.00	0.00	0.00
WOMEN'S STUDIES	1.30	1.32	1.65	1.65
CINEMA STUDIES	4.00	4.33	5.80	6.56
PHYSICAL EDUCATION				
TOTAL	217.53	271.53	287.03	299.10

SOURCE: PROVIDED BY THE COLLEGE AND SUCF

Enrollment Projections Summary Analysis | 9



## DEPARTMENT TRENDS WITHIN PROJECTIONS

Departmental fluctuations in higher education are inevitable. The table below documents the fluctuations and percentage change from 2009-2023 among each discrete department at Purchase. The most significant fluctuations occur in departments that are slotted for reassignment: Dramatic Writing and Jewish Studies. The most significant gain is Visual Arts with a 104 percent positive change from 2009-2023. Overall most departments reflect little to no change in enrollment.

Growth percentages mean very little regarding graduate enrollments which are too small for percentage change to be statistically relevant.





UNDERGRADUATE DEPARTMENTS	% CHANGE FROM 2009 TO 2023
CREATIVE WRITING	99%
COLLEGE WRITING	13%
NEW MEDIA	0%
MEDIA, SOCIETY & ART	86%
DANCE	0%
DRAMA STUDIES	30%
DRAMATIC WRITING	-100%
MUSIC	8%
THEATRE-DEAN'S OFFICE	0%
ACTING	0%
DESIGN TECH	0%
FILM	4%
VISUAL ARTS	104%
JOURNALISM	1%
DEAN'S OFFICE - HUMANITIES	0%
ENGLISH & AMERICAN LITERATURE	1%
ART HISTORY	19
HISTORY	1%
MODERN LANGUAGE	19
PHILOSOPHY	14%
BIOLOGY	2%
CHEMISTRY	-1%
MATHEMATICS	0%
PHYSICS	0%
PSYCHOLOGY	2%
ENVIRONMENTAL STUDIES	75%
DEAN'S OFFICE-SOCIAL SCIENCE	0%
ANTHROPOLOGY	3%
ECONOMICS	15%
FRESHMEN SEMINAR	1%
POLITICAL SCIENCE	17%
SOCIOLOGY	39%
EVENING DIVISION (LIBERAL STUDIES)	9%
INSTRUCTION-INTER.DIVISION	-1%
ARTS MANAGEMENT	80%
GRAPHIC DESIGN	2%
DRAWING & PAINTING	2%
PRINTMAKING	2%
PHOTOGRAPHY	2%
SCULPTURE	2%
JEWISH STUDIES	-100%
WOMEN'S STUDIES	19
CINEMA STUDIES	31%
PHYSICAL EDUCATION	0%

GRADUATE STUDENTS	% CHANGE FROM 2009 TO 2023
DANCE	0%
MUSIC	8%
THEATRE	0.00%
VISUAL ARTS	49%
ART HISTORY	1%

SOURCE: PROVIDED BY THE COLLEGE AND SUCF

#### FTE INCREASES OR DECREASES WITHIN PROJECTIONS

Purchase's total enrollment growth by 2023 is approximately nine percent, from 4,214 to 4,622. Graduate enrollments hold relatively steady into the future. Faculty grow from a current total of 218 to 298, an increase of 73%. This reduces the student-to-faculty ratio from 19.1:1 to 15.5:1.

SOURCE: PROVIDED BY THE COLLEGE AND SUCF

SOCIAL SCIENCE CLASSROOM SPACE

# **B. SPACE GUIDELINES**

In general, the space guidelines provided by SUNY were developed more than fifty years ago, before the advent of modern technology in higher education, and before changes in pedagogy. The salient feature of these guidelines was that they were derived from a literal interpretation of the significance of the Carnegie credit unit, which suggested that seat-time in labs or classrooms could be used as a primary yardstick for learning. Other underlying drivers of the guidelines are the assumptions that buildings (e.g. libraries or student centers) have discrete rather than overlapping functions, that scholarly work undertaken by either faculty or students is a solitary activity; and that guidelines are intended to justify expansion rather to provide incentives for efficiency. Today's emphasis on sustainability and fiscal constraint suggests a different approach may be required.

Specific observations are as follows:

- Overall, the use of 15 distinct space categories is probably too many to be useful. By way of comparison, HEGIS codes (which are also in need of revision) are limited to nine categories. The SUNY guidelines include categories where the standard is, essentially, whatever the institution has. These categories should probably be eliminated. Guidelines for inclusion in a particular category are also insufficient, leading to apparent random assignment in the PSI in some cases.
- Documentation of the guidelines is limited and frequently confusing. Information on the guidelines and their relationship to the Physical Space Inventory (PSI) is not available in a single coherent document.
- There should be a better connection between the space codes in the PSI and the 15 required space categories. At the very least, the PSI should identify the 15 space categories as a field.

- Utilization rates for classrooms/lecture halls and class laboratories are unrealistic, and far exceed typical standards in other states. They also do not appear to have been enforced. The utilization requirements for classrooms, with the Budget Office requirements of an 18 percent increase over the 75 percent standard, would essentially require that all classrooms are in use all the time throughout the day, after class change time is accounted for.
- Seat fill requirements (i.e. expectation for the number of seats that will be used in any given room) for classrooms are also very high. The ability to achieve these seat fill requirements would require a very close match between the distribution of class section enrollments and the distribution of classroom seating capacities. In general, the classroom standards do not reflect the realities of teaching and scheduling. (This is not to say that colleges cannot achieve far greater efficiency in the use of instructional space, for example by making better use of early mornings and Fridays.)
- The SUNY requirement that classroom space needs should be projected at the departmental level does not reflect the fact that efficiency of classroom use is best achieved by central scheduling from the Registrar's office. It would be more useful to project classroom needs in the aggregate.
- The current standards use different methodologies to calculate office space requirements for faculty and administration. While the calculation for faculty office space is driven by faculty full-time-equivalent (FTE) employees, administrative work space is calculated as a function of student enrollment. Rapid growth in the relative size of non-teaching administrative staff has been a significant feature of higher education in the past thirty years. While the SUNY formula could be seen as a progressive strategy to provide an incentive for limiting administrative space, it does not reflect current practice. Current research, which has revealed the significant role effective non-teaching services play in student success, suggests that this standard should be revisited.
- The SUNY guidelines suggest that a faculty office factor exists and varies by department. To ensure alignment with SUNY standards that information should be included as part of the general guidelines. However, it is unclear that there is merit in having different office space standards for different academic departments as this limits future flexibility and could create unnecessary tensions.
- Library space standards reflect traditional notions of a print-based library with the library serving as a physical portal to knowledge. Today's library serves as a forum for technology-based access to knowledge, group study as well as individual study, and instruction in the use of digital information. The functions of the library spread beyond its walls. The standards do not reflect the need for informal study space outside the walls of the library, nor do they take into account ADA guidelines which factor in shelf density.
- There is no effective formula for determining Research and Individual Study Lab space requirements. According to the SUNY guideline, research space needs are driven by student contact hours, but no record of research or individual study is typically kept. With increased emphasis on the value of engaging students in research, provision should be made for calculating this space requirement.

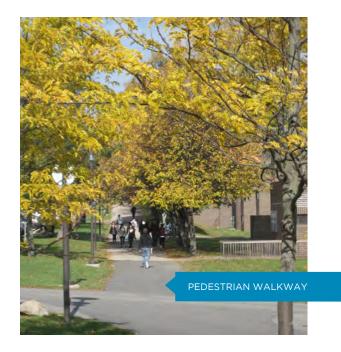
- Athletic space should be projected in an a la carte manner that speaks to the specific facility needs of the institution.
- Category 2.5 General and Special Use relies upon a percentage factor that varies by department. To ensure alignment with SUNY standards that information should be included as part of the general guidelines.

### ALTERNATIVE GUIDELINES AND STANDARDS

In general, many space standards in use in various state systems around the country are obsolete and not enforced. Very rapid changes in technology, pedagogy, the role of libraries, and changing student and faculty expectations have made it challenging for states to respond appropriately or in a timely fashion. In addition, the recent pressure on capital budgets in public institutions, following an almost unprecedented construction boom, coupled with a growing commitment in higher education to sustainability, have suggested that space standards can be re-engineered to serve a different and more up-to-date set of purposes. Ideally, space standards will be combined with other data and metrics to improve educational quality, promote efficiency, lower operating costs, and reduce carbon footprint. A synthesis of data sets can be used to develop a rational and transparent capital allocation strategy across the SUNY System, incorporating considerations such as the type of institution, enrollment capacity, deferred maintenance liability, showcased or experimental academic programs, and the relative cost of real estate.

The essential characteristics of any system-wide space management system are that it be both usable and used. While standards or guidelines need to be flexible and comprehensible, the system that tracks space use must be an effective visualization tool so that it encourages leadership and administrators to think in new ways about system-wide strategic issues.

While existing space standards inevitably have limitations, the consultant team has relied on the Council of Educational Facilities Planners International (CEFPI), Pennsylvania State System Higher Education Guidelines, and the Texas Higher Education Coordinating Board in developing their own standards. Specific suggestions for space standards relating to particular space types are incorporated in the report below.





Space Guidelines | 15

#### MUSIC BUILDING RECITAL SPACE

# C. SPACE USE/ EXISTING SPACE

#### ASSESSMENT OF PHYSICAL SPACE INVENTORY

#### **PROCESS**

The assessment of space needs phase of the Facilities Master Plan requires that space needs be generated for fifteen predetermined categories identified by the SUNY System. Space needs projections for each category are then compared to the amount of existing space documented within the College's Physical Space Inventory, or PSI, for the same category. The fifteen categories are the following:

#### INSTRUCTIONAL AND DEPARTMENTAL SPACES

1.1 Classrooms

1.2 Lecture Halls

2.1 Instructional Labs and Support

2.2 Individual Study

2.3 Research and Support

2.4 Faculty Offices and Service

2.5 General and Special Use

#### **CAMPUS SUPPORT SPACES**

3.0 Health and Physical Education (HPE)

4.0 Data and Resources Center (IT)

5.0 Organized Activity

6.0 Organized Research

7.0 Public Service

8.0 Assembly and Exhibition Space

9.0 Library

10.0 Student/Faculty Activity

11.0 Student Health Services

12.0 General Administration

**13.0 Central Services** 

14.0 Building Services

15.0 Inactive Space

#### PROCESS

As part of the master planning process, the consultants walked through a sample of buildings to review the accuracy and validity of the 2009 Physical Space Inventory provided by the State University Construction Fund. Overall, it was determined that the PSI accurately reflects the existing space on campus. There were a few exceptions which are outlined below.

There is a preponderance of space (roughly 275,000 assignable square feet (ASF)) classified as "organized activity." This space is concentrated in three buildings: Physical Education Building, the Performing Arts Center (PAC), and the Neuberger Museum. Although the PAC includes some instructional spaces, both it and the Neuberger Museum seem appropriately classified. The Physical Education Building, however, seems misclassified and the consultant recommends that this space be re-assigned to category 3.0 – HPE.

Many of the office spaces on campus were originally designed to serve two common purposes: as project labs and offices. After walking the space, it appears that, over time, most of these multi-use spaces have become utilized for one use or the other (either as an office or project lab). There are several 500 ASF+ labs/offices that have been converted into office-only space. Some have been fully converted into lab space. These changes have led to an uneven mixture of space usage: oversized offices and undersized labs. These spaces appear inappropriately scaled to meet today's needs.

Within the Humanities Building, some offices and classrooms are mislabeled or do not match the exact specifications as listed in the PSI. For example, 2026A is listed as one room. 2026A is actually a variety of different rooms, including a computer lab, an office, and one large conference room with adjacent breakout rooms and offices. This space is more than capable of handling numerous courses and faculty members. There are other spaces, particularly offices, which appear to be unoccupied.

The Music Building contains many room numbers labeled in the PSI that do not match the floor plans. There are also numerous spaces in the building programmed to be a practice room and office in one area. It appears that many of these rooms have been dedicated to either one use or the other, but not both.

#### USABILITY AND APPROPRIATENESS OF SPACE

All of the plaza-level buildings, with the exception of the Student Services Building, share the same modern architectural style and brown brick color.

The Dance Facility is a studio space mostly devoted to the highly specialized needs of teaching dance. The space, like many of the buildings on campus, is rather inflexible, due to special accommodating features such as sprung floors. The most flexible space in the building, on the ground floor, is leased to Long Island University Community College. This space is well-maintained and houses some of the more nicely appointed classroom facilities on campus.

The Social Sciences and Humanities Buildings are considered the most flexible buildings on campus, containing a variety of classroom and office functions. Both serve as key facilities to accommodate a range of course offerings across the College. A renovation project for the Humanities Building will improve community space in the building and also right-size office and classroom facilities to meet current pedagogical needs.

The Library is located directly in the center of the campus. The space is characterized by large open areas filled with computer terminals mixed among stacks. The Digital Media Zone in the basement is a key node of student activity; meanwhile, several periphery spaces labeled as labs appear empty or underutilized, suggesting there is an excess of overall space in the library.

The Music Building occupies the southeast corner of the plaza. As previously mentioned, the building contains a number of practice rooms, all which seem to serve their purpose rather well for small groups. It does appear that any group of four or more people with instruments may feel constrained in these particular spaces. In some cases, these rooms serve as offices. In these instances, these rooms are inappropriately large. There is also an abundance of film editing rooms in the basement filled with outdated, possibly abandoned, equipment.

The Natural Sciences Building contains a mix of laboratory and office facilities. The labs appear to be undersized to support modern equipment and pedagogy, not to mention overall class size. A few rooms in this building also appear abandoned and in disrepair. The basement-level former vivarium, now used for storage, may provide an opportunity for re-use. The Visual Arts Building hosts a variety of specialized academic uses, including photography, woodworking, sculpture, and painting studios, among others. Much of the space programmed for such uses is appropriately large; however, other spaces, such as some faculty offices and studio spaces are inappropriately large and have become used for things outside their original program. One such graduate studio is being used as a kitchen. Some office and studios are being used for storage, or vice versa. Many of the other studios or offices seem oversized and underutilized.

#### **GRAPHIC REPRESENTATION OF SPACE**

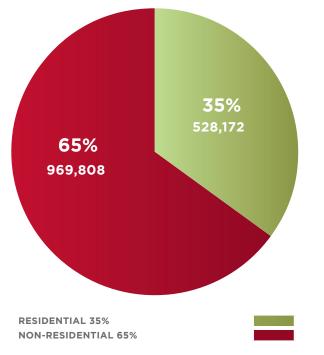
Stacking diagrams were prepared for all buildings within the PSI. The stacking diagrams illustrate the buildings in terms of both space use and department. Stacking diagrams exclude non-assignable space and serve as a diagrammatic tool to illustrate how assignable space is used on individual floors. They are located in the Appendix.

#### TABULAR SUMMARY OF EXISTING SPACE

#### **CAMPUS BREAKDOWN**

The SUNY Purchase campus has approximately 1,500,000 ASF on campus. This space is broken down into two categories, non-residential and residential. Non-residential space comprises all assignable uses across campus with exception of living areas.

CAMPUS BREAKDOWN	ASF	PERCENT
NON-RESIDENTIAL	969,808	65%
RESIDENTIAL	528,172	35%
TOTAL	1,497,980	100%



ALL CAMPUS LOCATIONS - AGGREGATE SPACE USE, ASF SOURCE: PHYSICAL SPACE INVENTORY (PSI)

## **MAIN BUILDINGS**

#### **SPACE TYPE**

The following section organizes Main Campus space into SUNY's 15 discrete categories. Approximately 30 percent of assignable space on campus is classified within the instructional and departmental space categories. The remaining 70 percent of assignable space is associated with campus support spaces.

SUNY CATEGORIES	ASF	PERCENT
INSTRUCTIONAL AND DEPARTMENTAL SPACE	969,808	30%
CAMPUS SUPPORT SPACE	528,172	70%
TOTAL	969,808	100%

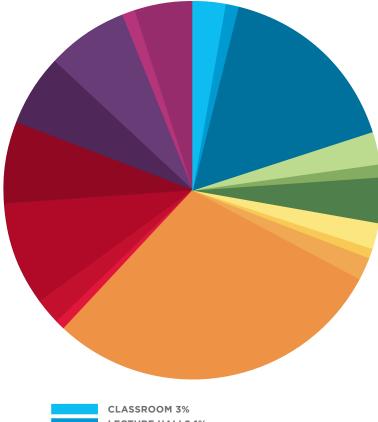
ON-CAMPUS BUILDINGS - AGGREGATE SPACE USE SOURCE: PHYSICAL SPACE INVENTORY (PSI)

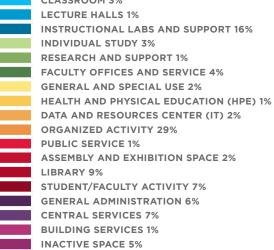


With regard to the fifteen categories, nearly thirty percent of campus space on Purchase's campus is classified as Organized Activity—comprising 276,341 ASF. Instructional labs and support service comprise the next highest proportion of space, at sixteen percent, or 156,027 ASF.

MAIN CAMPUS SPACE TYPE	ASF	PERCENT
1.1 CLASSROOMS	25,086	3%
1.2 LECTURE HALLS	9,247	1%
2.1 INSTRUCTIONAL LABS AND SUPPORT	156,027	16%
2.2 INDIVIDUAL STUDY	24,307	3%
2.3 RESEARCH AND SUPPORT	14,036	1%
2.4 FACULTY OFFICES AND SERVICE	39,665	4%
2.5 GENERAL AND SPECIAL USE	18,657	2%
3.0 HEALTH AND PHYSICAL EDUCATION (HPE)	6,515	1%
4.0 DATA AND RESOURCES CENTER (IT)	15,100	2%
5.0 ORGANIZED ACTIVITY	276,341	29%
6.0 ORGANIZED RESEARCH	0	0%
7.0 PUBLIC SERVICE	12,176	1%
8.0 ASSEMBLY AND EXHIBITION SPACE	22,899	2%
9.0 LIBRARY	89,895	9%
10.0 STUDENT/FACULTY ACTIVITY	63,882	7%
11.0 STUDENT HEALTH SERVICES	3,078	0%
12.0 GENERAL ADMINISTRATION	61,421	6%
13.0 CENTRAL SERVICES	72,071	7%
14.0 BUILDING SERVICES	13,147	1%
15.0 INACTIVE SPACE	46,258	5%
TOTAL	969,808	100%

ON-CAMPUS BUILDINGS – AGGREGATE SPACE USE SOURCE: PHYSICAL SPACE INVENTORY (PSI)



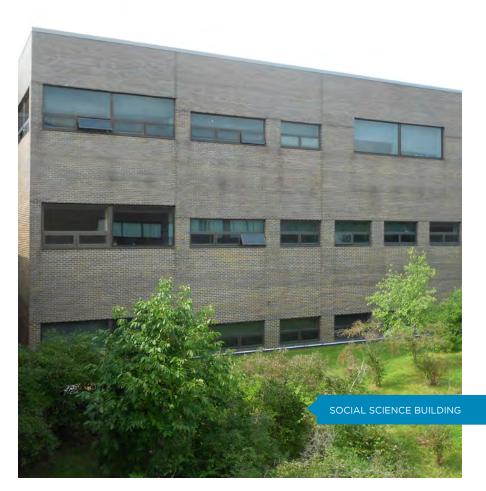


## DEPARTMENT

Assignable space was also classified by department. According to the 2009 Physical Space Inventory, over 43 separate departments occupy space on campus. Of the 43 departments, Visual Arts occupies 30 percent of on-campus space with 87,933 ASF.

#### INDIVIDUAL BUILDING ANALYSIS

The following section documents the space uses within each building according to the fifteen SUNY space categories. Rather than analyze each building separately, the main buildings on campus have been grouped according to predominant building function, including academic buildings, administrative buildings, athletic and recreation buildings, student-focused buildings, and support/service buildings. Although technically not one of SUNY's 15 space categories, residential dining has been included in the assessment of student focused buildings since residential dining centers serve the total student and faculty population, and were coded in the PSI as within 'academic' buildings.

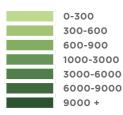


## **ACADEMIC BUILDINGS**

SUNY Purchase's main academic buildings are Dance, Humanities, Music, Natural Sciences, Social Sciences and the Visual Arts Facility. These six buildings contain 368,734 ASF.

In aggregate, approximately 40 percent of space in the academic buildings is occupied by teaching labs. Faculty offices account for nearly 39,000 ASF (eleven percent of total space), while classrooms occupy about 24,000 ASF (seven percent). Individual study and general administration space each accounts for six percent of space in the academic buildings.

	1.1 CLASSROOMS	1.2 LECTURE HALLS	2.1 TEACHING LABS	2.2 INDIVIDUAL STUDY LABS	2.3 DEPARTMENTAL RESEARCH LABS	2.4 FACULTY & STAFF OFFICES	2.5 GENERAL & SPECIAL USE	3 HPE	4 DATA & RESOURCES CENTER	5 ORGANIZED ACTIVITIES	7 PUBLIC SERVICE	8 ASSEMBLY & EXHIBITION	9 LIBRARY	10 STUDENT/FACULTY ACTIVITIES	11 STUDENT HEALTH SERVICES	12 GENERAL ADMINISTRATION	13 CENTRAL SERVICES	14 BUILDING SERVICES	15 INACTIVE SPACE
DANCE INST FACILITY	629		30275			4929	3214		90		12176	4115		460		1318	124	1157	
HUMANITIES BLDG	8406	2702	1866	376		8511		71	811			3935		452		9109	5270	751	9315
MUSIC INST FACILITY	6017		18921	19021		8745	2842		130	130		4606		1253		5531		1502	
NATURAL SCIENCES	4165	2845	17944	1735	11857	6037	10339							328		3014		553	
SOC SCI INST FACILITY	3800	2870	6689	2673	111	4352			7210					370		2056	3238	831	
VISUAL ARTS FACILITY	1339		75970		2068	6780	2262					3319		470		1928	656	1979	257

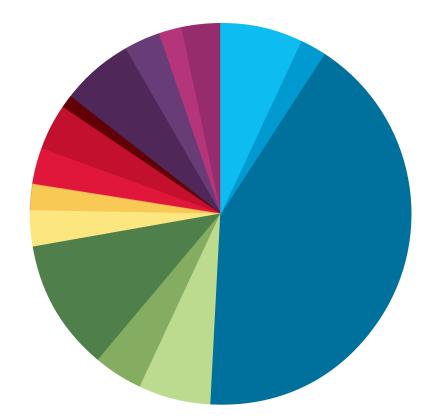


ACADEMIC BUILDINGS - SPACE USE BY BUILDING SOURCE: PHYSICAL SPACE INVENTORY (PSI)

22 | Space Use

ACADEMIC BUILDINGS	ASF	PERCENT
1.1 CLASSROOMS	24,356	7%
1.2 LECTURE HALLS	8,417	2%
2.1 INSTRUCTIONAL LABS AND SUPPORT	151,665	41%
2.2 INDIVIDUAL STUDY	23,805	6%
2.3 RESEARCH AND SUPPORT	14,036	4%
2.4 FACULTY OFFICES AND SERVICE	39,354	11%
2.5 GENERAL AND SPECIAL USE	18,657	5%
4.0 DATA AND RESOURCES CENTER (IT)	8,241	2%
5.0 ORGANIZED ACTIVITY	130	0%
7.0 PUBLIC SERVICE	12,176	3%
8.0 ASSEMBLY AND EXHIBITION SPACE	15,975	4%
9.0 LIBRARY	0	0%
10.0 STUDENT/FACULTY ACTIVITY	3,333	1%
12.0 GENERAL ADMINISTRATION	22,956	6%
13.0 CENTRAL SERVICES	9,288	3%
14.0 BUILDING SERVICES	6,773	2%
15.0 INACTIVE SPACE	9,572	3%
TOTAL	525,961	100%

ACADEMIC BUILDINGS - AGGREGATE SPACE USE SOURCE: PHYSICAL SPACE INVENTORY (PSI)





**LECTURE HALLS 2% INSTRUCTIONAL LABS AND SUPPORT 41%** INDIVIDUAL STUDY 6% RESEARCH AND SUPPORT 4% FACULTY OFFICES AND SERVICE 11% GENERAL AND SPECIAL USE 5% DATA AND RESOURCES CENTER (IT) 2% ORGANIZED ACTIVITY 0% PUBLIC SERVICE 3% ASSEMBLY AND EXHIBITION SPACE 4% STUDENT/FACULTY ACTIVITY 1% GENERAL ADMINISTRATION 6% CENTRAL SERVICES 3% BUILDING SERVICES 2% INACTIVE SPACE 3%

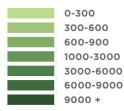
## **ADMINISTRATIVE BUILDINGS**

SUNY Purchase's main administrative buildings are the Administration Annex, Administration Building, Business Annex and Human Resources. These four buildings occupy 21,703 ASF.

General administration comprises most of the space in the administrative category. The Administration Building has the most space with approximately 14,000 ASF, or 63 percent. The majority of space in the building (8,300 ASF) is coded general administration. Inactive space comprises 26 percent of space in administration buildings.

	1.1 CLASSROOMS	1.2 LECTURE HALLS	2.1 TEACHING LABS	2.2 INDIVIDUAL STUDY LABS	2.3 DEPARTMENTAL RESEARCH LABS	2.4 FACULTY & STAFF OFFICES	2.5 GENERAL & SPECIAL USE	3 HPE	4 DATA & RESOURCES CENTER	5 ORGANIZED ACTIVITIES	7 PUBLIC SERVICE	8 ASSEMBLY & EXHIBITION	9 LIBRARY	10 STUDENT/FACULTY ACTIVITIES	11 STUDENT HEALTH SERVICES	12 GENERAL ADMINISTRATION	13 CENTRAL SERVICES	14 BUILDING SERVICES	15 INACTIVE SPACE
ADMINISTRATION ANNEX																	1756		
ADMINISTRATION BUILDING																8397	304	71	5019
BUSINESS ANNEX																597			207
HUMAN RESOURCES BUILDING																2095	141		38

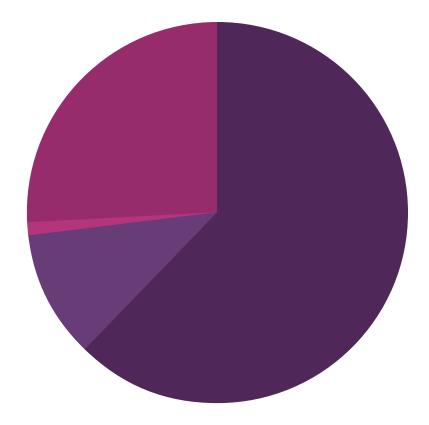
ADMINISTRATIVE BUILDINGS – SPACE USE BY BUILDING SOURCE: PHYSICAL SPACE INVENTORY (PSI)



24 | Space Use

ADMINISTRATIVE BUILDINGS	ASF	PERCENT
1.1 CLASSROOMS	0	0%
1.2 LECTURE HALLS	0	0%
2.1 INSTRUCTIONAL LABS AND SUPPORT	0	0%
2.2 INDIVIDUAL STUDY	0	0%
2.3 RESEARCH AND SUPPORT	0	0%
2.4 FACULTY OFFICES AND SERVICE	0	0%
2.5 GENERAL AND SPECIAL USE	0	0%
4.0 DATA AND RESOURCES CENTER (IT)	0	0%
5.0 ORGANIZED ACTIVITY	0	0%
7.0 PUBLIC SERVICE	0	0%
8.0 ASSEMBLY AND EXHIBITION SPACE	0	0%
9.0 LIBRARY	0	0%
10.0 STUDENT/FACULTY ACTIVITY	0	0%
12.0 GENERAL ADMINISTRATION	13,781	63%
13.0 CENTRAL SERVICES	2,342	11%
14.0 BUILDING SERVICES	71	<1%
15.0 INACTIVE SPACE	5,509	26%
TOTAL	21,703	100%

ADMINISTRATIVE BUILDINGS - AGGREGATE SPACE USE SOURCE: PHYSICAL SPACE INVENTORY (PSI)





INSTRUCTIONAL LABS AND SUPPORT 0% RESEARCH AND SUPPORT 0% FACULTY OFFICES AND SERVICE 0% GENERAL AND SPECIAL USE 0% DATA AND RESOURCES CENTER (IT) 0% ORGANIZED ACTIVITY 0% ASSEMBLY AND EXHIBITION SPACE 0% STUDENT/FACULTY ACTIVITY 0% GENERAL ADMINISTRATION 63% **BUILDING SERVICES <1%** 

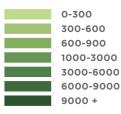
#### ATHLETIC AND RECREATION BUILDINGS

The Physical Education Building accounts for all athletic and recreation building space at SUNY Purchase. The Physical Education building accounts for approximately 85,139 ASF.

The primary use for these building is student recreation and wellness. The Physical Education Building contains approximately 76,108 ASF of organized activity space. This space accounts for about 89 percent of all space in the athletic and recreation sector and should be reassigned to the 3.0 HPE category.

The other space is coded HPE (eight percent), central services (one percent) and building service (one percent).

	1.1 CLASSROOMS	1.2 LECTURE HALLS	2.1 TEACHING LABS	2.2 INDIVIDUAL STUDY LABS	2.3 DEPARTMENTAL RESEARCH LABS	2.4 FACULTY & STAFF OFFICES	2.5 GENERAL & SPECIAL USE	3 HPE	4 DATA & RESOURCES CENTER	5 ORGANIZED ACTIVITIES	7 PUBLIC SERVICE	8 ASSEMBLY & EXHIBITION	9 LIBRARY	10 STUDENT/FACULTY ACTIVITIES	11 STUDENT HEALTH SERVICES	12 GENERAL ADMINISTRATION	13 CENTRAL SERVICES	14 BUILDING SERVICES	15 INACTIVE SPACE
PHYSICAL EDUCATION	435							6444		76108						113	1245	680	114

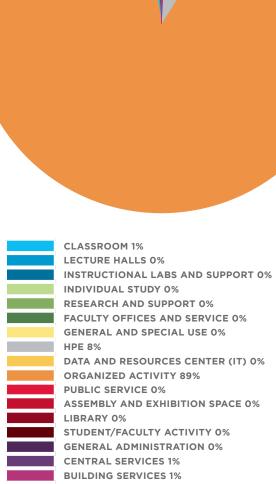


ATHLETIC AND RECREATION BUILDINGS – SPACE USE BY BUILDING SOURCE: PHYSICAL SPACE INVENTORY (PSI)

26 | Space Utilization

ATHLETIC & RECREATION BUILDINGS	ASF	PERCENT
1.1 CLASSROOMS	435	1%
1.2 LECTURE HALLS	0	0%
2.1 INSTRUCTIONAL LABS AND SUPPORT	0	0%
2.2 INDIVIDUAL STUDY	0	0%
2.3 RESEARCH AND SUPPORT	0	0%
2.4 FACULTY OFFICES AND SERVICE	0	0%
2.5 GENERAL AND SPECIAL USE	0	0%
3.0 HPE	6,444	8%
4.0 DATA AND RESOURCES CENTER (IT)	0	0%
5.0 ORGANIZED ACTIVITY	76,108	89%
7.0 PUBLIC SERVICE	0	0%
8.0 ASSEMBLY AND EXHIBITION SPACE	0	0%
9.0 LIBRARY	0	0%
10.0 STUDENT/FACULTY ACTIVITY	0	0%
12.0 GENERAL ADMINISTRATION	113	0%
13.0 CENTRAL SERVICES	1,245	1%
14.0 BUILDING SERVICES	680	1%
15.0 INACTIVE SPACE	114	0%
TOTAL	85,139	100%

ATHLETIC AND RECREATION BUILDINGS – AGGREGATE SPACE USE SOURCE: PHYSICAL SPACE INVENTORY (PSI)



INACTIVE SPACE 0%

Space Utilization | 27

## **STUDENT-FOCUSED BUILDINGS**

SUNY Purchase's main student-focused buildings are the Butler Building, Campus Center North, Campus Center South, the Library, Museum of Visual Arts, Performing Arts Center, Stage XIV Dining Hall and the Student Services Building. These six buildings occupy 457,965 ASF.

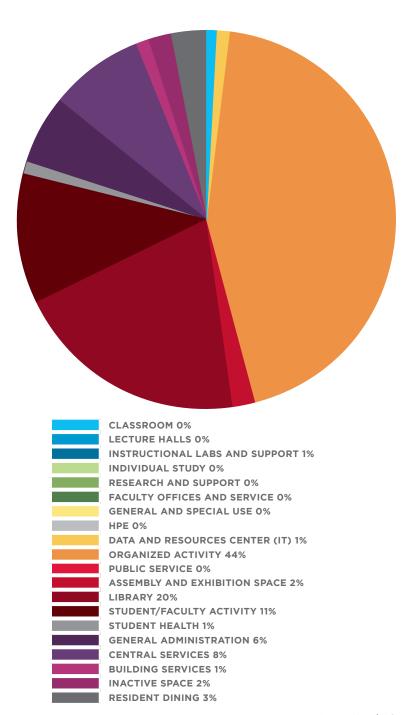
The primary usage for these building is organized activity (44 percent), library (20 percent), student faculty activity (11 percent) and central services (8 percent). The Performing Arts Center and Museum of Visual Arts are comprised of approximately 200,000 ASF of organized activity. The library contains about 90,000 ASF and 20 percent of all student-focused space.

0-300 300-600 600-900 3000-6000 6000-9000 9000 +	1.1 CLASSROOMS	1.2 LECTURE HALLS	2.1 TEACHING LABS	2.2 INDIVIDUAL STUDY LABS	2.3 DEPARTMENTAL RESEARCH LABS	2.4 FACULTY & STAFF OFFICES	2.5 GENERAL & SPECIAL USE	3 HPE	4 DATA & RESOURCES CENTER	5 ORGANIZED ACTIVITIES	7 PUBLIC SERVICE	8 ASSEMBLY & EXHIBITION	9 LIBRARY	10 STUDENT/FACULTY ACTIVITIES	11 STUDENT HEALTH SERVICES	12 GENERAL ADMINISTRATION	13 CENTRAL SERVICES	14 BUILDING SERVICES	15 INACTIVE SPACE
CAMPUS CENTER NORTH																			
CAMPUS CENTER SOUTH																			
BOOKSTORE/POST OFFICE														8027					
BUTLER BUILDING														15537					4901
CAMPUS CENTER NORTH														21876		1064	134	1945	
CAMPUS CENTER SOUTH														8177	3078		160	350	5287
LIBRARY BLDG	295	830							6859				89895	4306		1275	34249	1218	
STAGE XIV DINING HALL														1462				159	
STAGE XIV DORMITORY														307					
STUDENT SERVICES BUILDING				502								1158		320		24129	106	222	

STUDENT FOCUSED BUILDINGS – SPACE USE BY BUILDING SOURCE: PHYSICAL SPACE INVENTORY (PSI)

STUDENT-FOCUSED BUILDINGS	ASF	PERCENT
1.1 CLASSROOMS	295	0%
1.2 LECTURE HALLS	830	0%
2.1 INSTRUCTIONAL LABS AND SUPPORT	4,362	1%
2.2 INDIVIDUAL STUDY	502	0%
2.3 RESEARCH AND SUPPORT	0	0%
2.4 FACULTY OFFICES AND SERVICE	311	0%
2.5 GENERAL AND SPECIAL USE	0	0%
3.0 HPE	0	0%
4.0 DATA AND RESOURCES CENTER (IT)	6,859	1%
5.0 ORGANIZED ACTIVITY	200,103	44%
7.0 PUBLIC SERVICE	0	0%
8.0 ASSEMBLY AND EXHIBITION SPACE	6,924	2%
9.0 LIBRARY	89,895	20%
10.0 STUDENT/FACULTY ACTIVITY	52,186	11%
11.0 STUDENT HEALTH	3,078	1%
12.0 GENERAL ADMINISTRATION	26,468	6%
13.0 CENTRAL SERVICES	35,418	8%
14.0 BUILDING SERVICES	5,088	1%
15.0 INACTIVE SPACE	10,188	2%
RESIDENT DINING	15,458	3%
TOTAL	457,965	100%

STUDENT FOCUSED BUILDINGS - AGGREGATE SPACE USE SOURCE: PHYSICAL SPACE INVENTORY (PSI)



Space Use | 29

## **SUPPORT BUILDINGS**

Four service buildings support the SUNY Purchase campus: Mechanical Services, Service Group, Heating Plant and the Auto Repair Shop. Collectively, they provide approximately 32,822 ASF of space.

Most of the support building space is in Service Group, Heating Plant and the Auto Repair Shop. In aggregate, over 31,816 ASF (97 percent) is assigned to central services. The remaining three percent is assigned to building services.

	1.1 CLASSROOMS	1.2 LECTURE HALLS	2.1 TEACHING LABS	2.2 INDIVIDUAL STUDY LABS	2.3 DEPARTMENTAL RESEARCH LABS	2.4 FACULTY & STAFF OFFICES	2.5 GENERAL & SPECIAL USE	3 HPE	4 DATA & RESOURCES CENTER	5 ORGANIZED ACTIVITIES	7 PUBLIC SERVICE	8 ASSEMBLY & EXHIBITION	9 LIBRARY	10 STUDENT/FACULTY ACTIVITIES	11 STUDENT HEALTH SERVICES	12 GENERAL ADMINISTRATION	13 CENTRAL SERVICES	14 BUILDING SERVICES	15 INACTIVE SPACE
AUTO REPAIR SHOP																	4158		
HEATING PLANT																	3739	442	
MECHANICAL SERVICES																	120		
SERVICE GROUP														29			15902	93	

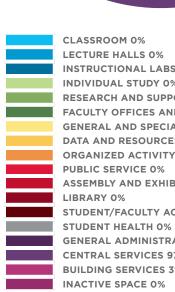
SUPPORT/SERVICE BUILDINGS - SPACE USE BY BUILDING SOURCE: PHYSICAL SPACE INVENTORY (PSI)



30 | Space Use

SUPPORT/SERVICE BUILDINGS	ASF	PERCENT
1.1 CLASSROOMS	0	0%
1.2 LECTURE HALLS	0	0%
2.1 INSTRUCTIONAL LABS AND SUPPORT	0	0%
2.2 INDIVIDUAL STUDY	0	0%
2.3 RESEARCH AND SUPPORT	0	O%
2.4 FACULTY OFFICES AND SERVICE	0	O%
2.5 GENERAL AND SPECIAL USE	0	0%
4.0 DATA AND RESOURCES CENTER (IT)	0	0%
5.0 ORGANIZED ACTIVITY	0	0%
7.0 PUBLIC SERVICE	0	O%
8.0 ASSEMBLY AND EXHIBITION SPACE	0	0%
9.0 LIBRARY	0	0%
10.0 STUDENT/FACULTY ACTIVITY	29	<1%
11.0 STUDENT HEALTH	0	0%
12.0 GENERAL ADMINISTRATION	0	0%
13.0 CENTRAL SERVICES	31,816	97%
14.0 BUILDING SERVICES	977	3%
15.0 INACTIVE SPACE	0	0%
TOTAL	32,822	100%

SUPPORT/SERVICE BUILDINGS - AGGREGATE SPACE USE SOURCE: PHYSICAL SPACE INVENTORY (PSI)

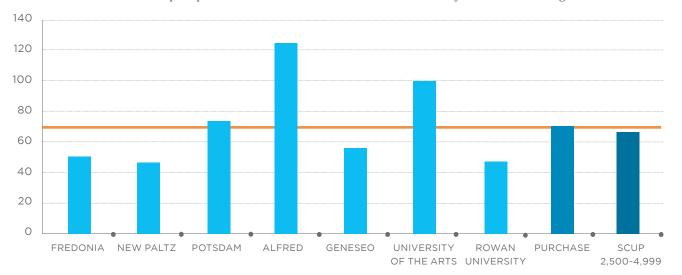


LECTURE HALLS 0% INSTRUCTIONAL LABS AND SUPPORT 0% INDIVIDUAL STUDY 0% RESEARCH AND SUPPORT 0% FACULTY OFFICES AND SERVICE 0% **GENERAL AND SPECIAL USE 0%** DATA AND RESOURCES CENTER (IT) 0% ORGANIZED ACTIVITY 0% PUBLIC SERVICE 0% ASSEMBLY AND EXHIBITION SPACE 0% LIBRARY 0% STUDENT/FACULTY ACTIVITY 1% GENERAL ADMINISTRATION 0% CENTRAL SERVICES 97% **BUILDING SERVICES 3%** 

#### **BENCHMARKING - EXISTING SPACE**

The following section benchmarks Purchase's existing assignable space per FTE against comparable peers. The peer institutions were selected based on similar pedagogical approaches to learning, mission, and general enrollment size, and represent both private and public institutions. According to the December 2006 Memorandum of Understanding, SUNY Fredonia, Rowan, SUNY Geneseo, SUNY Potsdam SUNY New Paltz, Alfred University, and University of the Arts were all listed as overall peers. The benchmarking study addresses the following space uses:

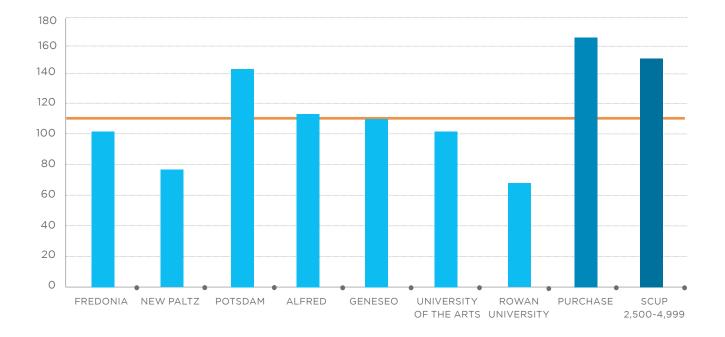
- Academic Space
- Support Space
- Total Space



The amount of instructional space per FTE student at SUNY Purchase almost exactly matches the average of

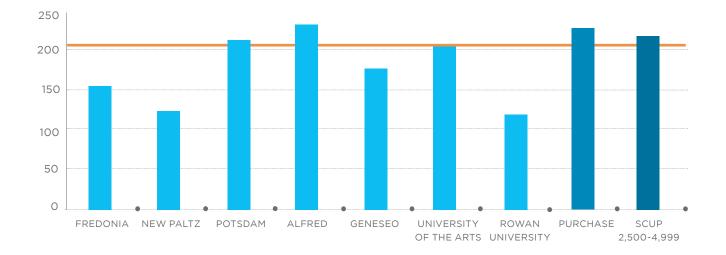
BENCHMARKING ANALYSIS - INSTRUCTIONAL SPACE PER FTE SOURCE: PHYSICAL SPACE INVENTORY (PSI) AND SASAKI INSTITUTIONAL DATABASE MEDIAN

its peer institutions and the SCUP average. The comparison suggests that some of Purchase's peers, such as Fredonia and New Paltz, do a slightly better job of managing their instructional space; however, Purchase's art programs drive a greater space need than institutions without significant arts programs.



BENCHMARKING ANALYSIS - SUPPORT SPACE PER FTE SOURCE: PHYSICAL SPACE INVENTORY (PSI) AND SASAKI INSTITUTIONAL DATABASE MEDIAN

In terms of support space, Purchase exceeds all peers, including the Society of College and University Planners (SCUP) average. This suggests that Purchase has far more space than it needs to support the institution's academic mission.



BENCHMARKING ANALYSIS - TOTAL SPACE PER FTE SOURCE: PHYSICAL SPACE INVENTORY (PSI) AND SASAKI INSTITUTIONAL DATABASE MEDIAN

Only Alfred University surpasses Purchase in overall space per FTE. While Purchase's arts programs demand significant space, even when compared to other arts institutions, such as University of the Arts, Purchase appears to have more space than is necessary.



Space Use | 35

# D. SPACE UTILIZATION

ART STUDIO SPACE

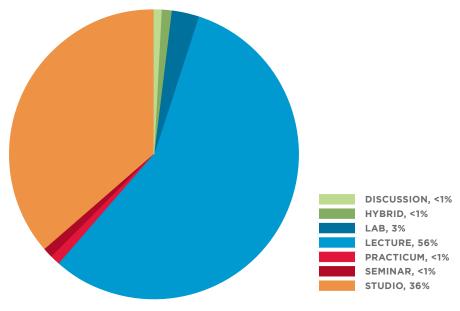
# **INSTRUCTIONAL PROFILE**

In the Fall 2009 Course Schedule, 37,690 unique weekly student contact hours (WSCH) are recorded. The following chart depicts the breakdown of courses according to their definition in the Fall 2009 Course Schedule. Of the 37,690 contact hours, 21,252 hours (56 percent) are associated with courses identified as lectures. Laboratory and studio courses account for 3 percent and 36 percent of contact hours, respectively. Courses defined as seminars, practicum, discussion and hybrid comprise the remaining contact hours.

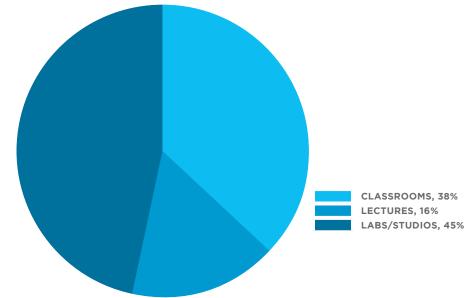
BREAKDOWN OF COURSE TYPES	wscн	PERCENT
DISCUSSION	70:00	<1%
HYBRID	123:00	<1%
LAB	1207:00	3%
LECTURE	21252:00	56%
PRACTICUM	31:00	<1%
SEMINAR	1301:00	<1%
STUDIO	13706:00	36%
TOTAL	37,690:00	100%

ADJUSTED DEMAND FOR COURSE TYPES	WSCH	PERCENT
CLASSROOMS	14,337	38%
LECTURES	6,193	16%
LABORATORIES/STUDIOS	17,160	45%
TOTAL	37,690	100%

BREAKDOWN OF COURSE TYPES SOURCE: FALL 2009 COURSE SCHEDULE



INSTRUCTIONAL DEMAND (CONTACT HOURS) SOURCE: FALL 2009 COURSE SCHEDULE



Although a course may be defined as a lecture, it does not necessarily require the use of a lecture hall. The following chart translates the 37,690 weekly student contact hours in terms of their demand on instructional spaces. These contact hours represent demand for specific room types and is folded into the subsequent space needs assessment. Classroom demand includes hours from lectures, lecture/lab/ activities, seminars, and recitations with enrollments below 60 students. Lecture demand draws from the same type of courses with 60 or more students. Laboratory demand includes hours from studio, laboratory, and activity courses. Laboratory hours also include hours that may have been classified as classes or lectures, but require lab space, such as performing arts courses or language labs.

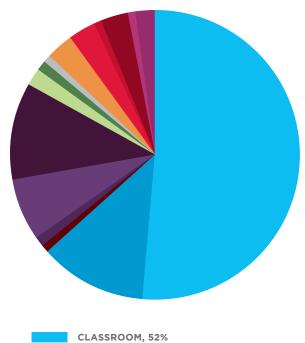
Courses that should be conducted in classrooms, lecture halls, and laboratories according to the previous analysis, are actually taught in a variety of locations. The following tables and charts document the location of instruction for each overarching course type.

In general, only about half of the courses classified as "classrooms" are conducted in spaces classified as such. Others take place in lecture halls, teaching labs, and a variety of other spaces throughout campus.

CLASSROOM COURSES	PERCENT
CLASSROOMS	52%
LECTURE HALLS	12%
STUDENT/FACULTY ACTIVITY	1%
GENERAL ADMINISTRATION	1%
CENTRAL SERVICE	7%
TEACHING LABS	11%
INDIVIDUAL STUDY LABS	2%
FACULTY AND STAFF OFFICES	<1%
HPE	<1%
ORGANIZED ACTIVITIES	3%
PUBLIC SERVICE	3%
ASSEMBLY & EXHIBITION	1%
LIBRARY	3%
NON ASSIGNABLE	1%
RESIDENCE HOUSING	2%
TOTAL	100%

LOCATION OF CLASSROOM INSTRUCTION SOURCE: FALL 2009 COURSE SCHEDULE AND 2009 PSI

The majority of lecture hall courses (63 percent) are taught in spaces classified as lecture halls, whereas others are taught in relatively equal proportions in Central Services, Teaching Labs, and Residential spaces.



LECTURE HALLS, 12% STUDENT/FACULTY ACTIVITY , 1% GENERAL ADMINISTRATION, 1% CENTRAL SERVICE, 7% TEACHING LABS, 11% INDIVIDUAL STUDY LABS, 2% FACULTY AND STAFF OFFICES, <1% HPE, <1% ORGANIZED ACTIVITIES, 3% PUBLIC SERVICE, 3% ASSEMBLY & EXHIBITION, 1% LIBRARY, 3% NON ASSIGNABLE, 1% RESIDENCE HOUSING, 2%

The vast majority of courses classified as "lab" or "studio" are taught in corresponding spaces, primarily due to their demand for specialized spaces. Only 16 percent of these courses are taught in non-laboratory space.

**CENTRAL SERVICE, 12% TEACHING LABS, 12% RESIDENCE HOUSING, 11%** 

CLASSROOM, 2% LECTURE HALLS, 63%

PERCENT

LECTURE COURSES

**CENTRAL SERVICES** 

**RESIDENTIAL HOUSING** 

LOCATION OF LECTURE INSTRUCTION

SOURCE: FALL 2009 COURSE SCHEDULE AND 2009 PSI

CLASSROOMS

LECTURE HALLS

**TEACHING LABS** 

TOTAL

LOCATION OF LABORATORY/STUDIO INSTRUCTION SOURCE: FALL 2009 COURSE SCHEDULE AND 2009 PSI

2%

63%

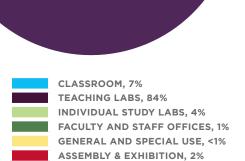
12%

12%

11%

100%

LABORATORY/STUDIO COURSES	PERCENT
CLASSROOMS	7%
TEACHING LABS	84%
INDIVIDUAL STUDY LABS	4%
FACULTY AND STAFF OFFICES	1%
GENERAL AND SPECIAL USE	<1%
ASSEMBLY AND EXHIBITION	2%
NON-ASSIGNABLE	2%
TOTAL	100%



NON ASSIGNABLE, 2%

# METHODOLOGY FOR UTILIZATION RATES

This section examines the rates of utilization in existing lecture halls and classrooms at SUNY Purchase. The utilization calculations that follow are based on the hours of scheduled instruction taken from the 2009 Fall Course Schedule supplied by the Registrar. The analysis omits any duplicate or cross-listed courses, and courses that do not have a room number, start time, or end time associated with them. The analysis determines utilization rates in spaces identified in the Physical Space Inventory (PSI) as classrooms (SUNY code 1001), lecture halls (SUNY code 1100), and class laboratories (SUNY code 1300). Purchase utilization rates are then compared to SUNY System targets and the consultant recommended target.

# OBSERVATIONS ON SUNY TARGET UTILIZATION AND OCCUPANCY RATES

SUNY target utilization rates are provided within the Space Factors document, located on the SUCF's FTP site. For classrooms and lecture halls, the SUNY guidelines recommend a room utilization target of 75 percent, based on a 40-hour week. For class laboratories, the SUNY System recommends a target utilization rate of 60 percent, based on the same 40-hour week. In terms of target occupancy rates, SUNY recommends an 80 percent target rate for classrooms and lecture halls, as well as class laboratories.

# **RECOMMENDED UTILIZATION RATES**

The target occupancy and utilization rates from the SUNY System far exceed typical occupancy and utilization rates for classrooms, lecture halls, and especially laboratories/studios. Based upon experience working with a wide variety of both public and private higher education institutions, typical utilization rates for classrooms and lecture halls hover around 65 percent. It is not uncommon to experience laboratory utilization rates between 25 to 50 percent, depending on the type of laboratory. A utilization rate of 65 percent is usually applied as a target rate for classrooms and lecture halls, and a utilization rate of 35 percent for class laboratories. In terms of station occupancy, a rate of 65 percent is typically applied for classrooms and 70 percent for laboratories. While higher utilization rates are desirable from a cost-effectiveness perspective, they are seldom achievable. In institutions where they are achieved, the learning environment is typically compromised, with classes and labs being taught in inappropriate spaces.

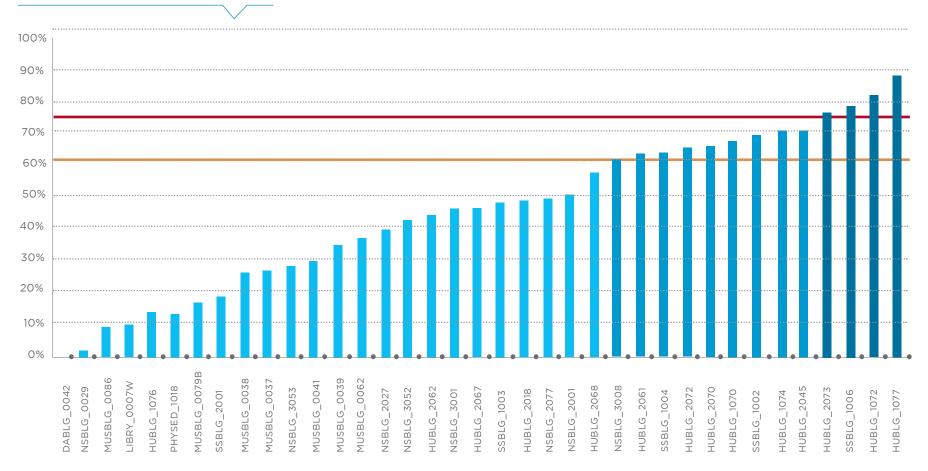
# PEAK UTILIZATION AND OCCUPANCY ANALYSIS

## CLASSROOM UTILIZATION BY ROOM

The following chart illustrates the classroom utilization by room. Each bar represents a unique classroom as scheduled in the PSI. The utilization rate represents the number of hours that the rooms are scheduled during the peak week versus the 40 hours available for scheduled use. Only one room, Dance Building Room 42, remains unscheduled.

The red line (at 75 percent) represents the SUNY standard for classroom/lecture utilization. Currently only four classrooms, or 11 percent, meet the SUNY target rate. The orange line (at 60 percent) represents the consultant target; 13 classrooms at Purchase, or 35 percent, currently meet or exceed the consultant target rate. The current average for classroom/lecture hall utilization by room is 44 percent. Seven of the 10 most heavily utilized rooms are in the Humanities Building.

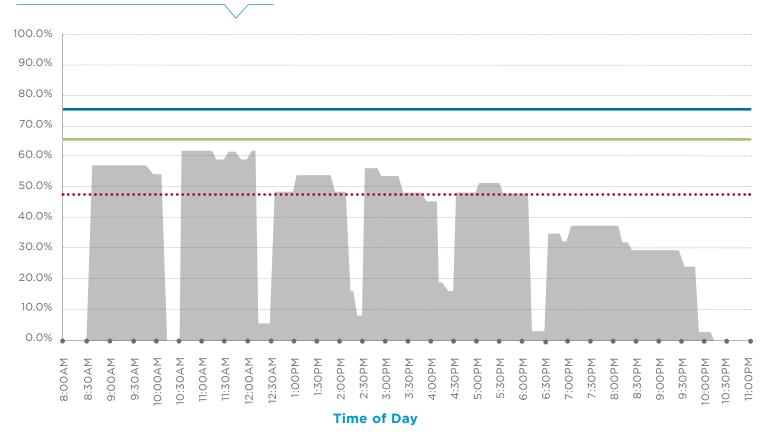
#### **CLASSROOM UTILIZATION BY ROOM**



CLASSROOM UTILIZATION BY ROOM

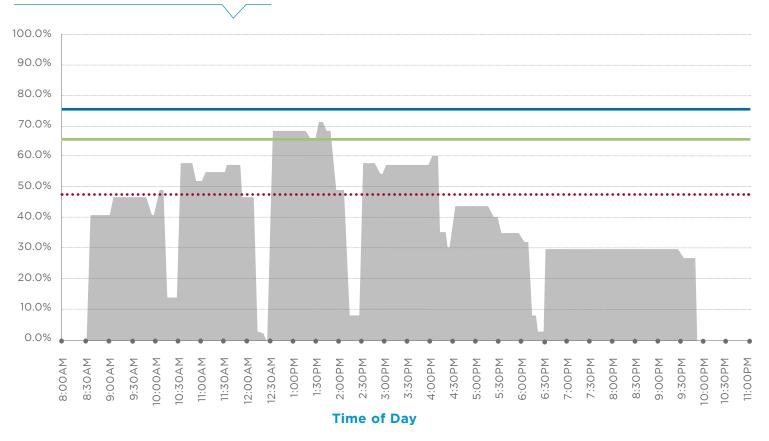
SUNY TARGET

#### **CLASSROOM UTILIZATION - MONDAY**



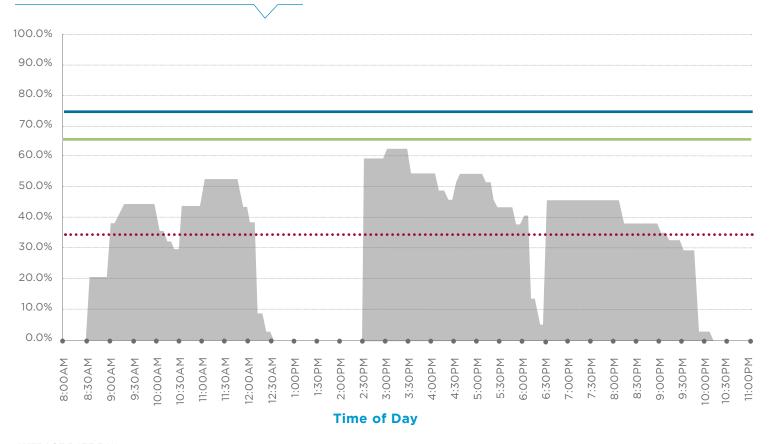
AVERAGE RATE 48% ...... SUNY TARGET ......... CONSULTANT TARGET .......

#### **CLASSROOM UTILIZATION - TUESDAY**



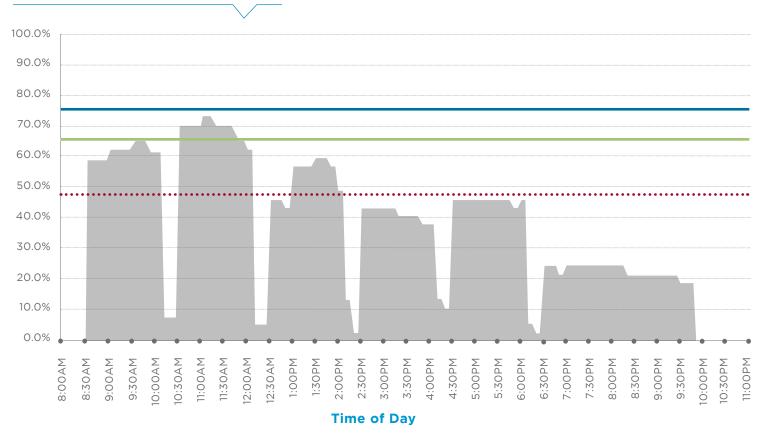


#### **CLASSROOM UTILIZATION - WEDNESDAY**



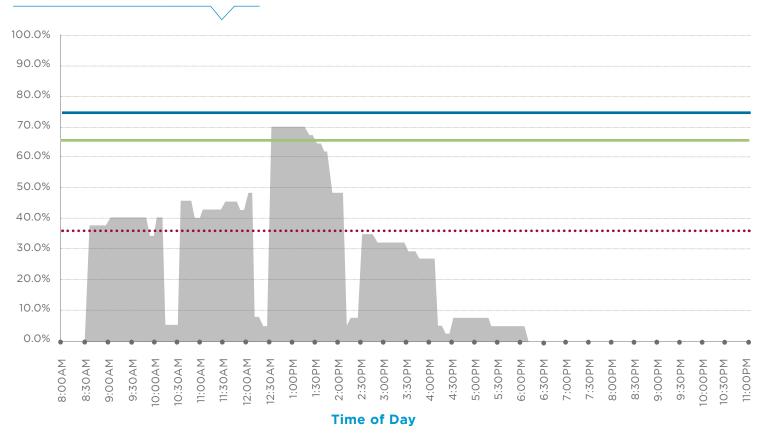
AVERAGE RATE 34% ······· SUNY TARGET \_\_\_\_\_ CONSULTANT TARGET \_\_\_\_\_

#### **CLASSROOM UTILIZATION - THURSDAY**



AVERAGE RATE 49% ······· SUNY TARGET \_\_\_\_\_ CONSULTANT TARGET \_\_\_\_\_

**CLASSROOM UTILIZATION - FRIDAY** 



AVERAGE RATE 36%	•••••
SUNY TARGET	
CONSULTANT TARGET	

The following table summarizes the daily peak utilization rates:

DAILY AVERAGE UTILIZATION RATE (PEAK)	PERCENT
MONDAY	48%
TUESDAY	47%
WEDNESDAY	34%
THURSDAY	48%
FRIDAY	35%

Overall, classroom utilization rates are well below the SUNY target and consultant targets. Monday, Tuesday and Thursday register consistent usage in the high fortieth percentile.

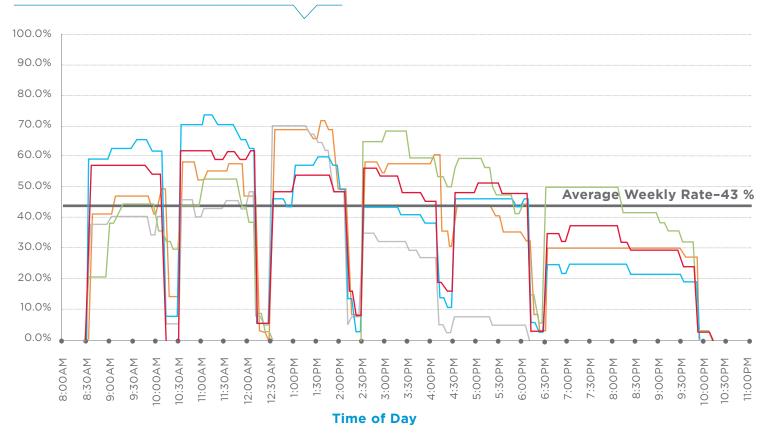
The average daily room utilization is lowest on Wednesdays between noon and 2 pm, when the College conducts faculty meetings. Liberal policies toward start-times are graphically evident and compound the scheduling complexities. Standardizing course start times would allow better use of Purchase's classrooms. The College should consider rescheduling faculty-staff meetings during non-peak times for classroom use.

## CLASSROOM UTILIZATION-WEEKLY SUMMARY

The following diagram illustrates the composite utilization summary for Monday, Tuesday, Wednesday, Thursday, and Friday. The weekly average room utilization rate is approximately 43 percent.



#### **CLASSROOM UTILIZATION - WEEKLY SUMMARY**

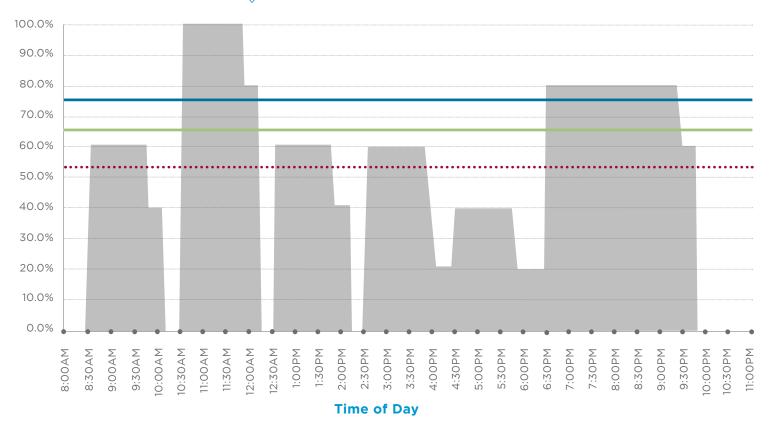


MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

## LECTURE HALL UTILIZATION-DAILY SUMMARY

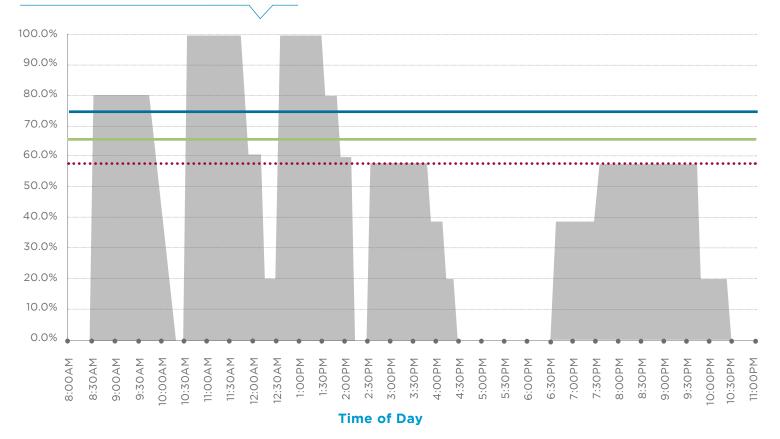
The following charts illustrate the daily utilization rate for lecture halls at SUNY Purchase. These charts are measured against the scheduled peak week, Monday through Thursday 8:00 am through 5 pm and Friday from 8 am until noon. The charts measure the number of classrooms in use out of the total available classrooms. Assessments were made in half hour increments.

#### **LECTURE HALL UTILIZATION - MONDAY**



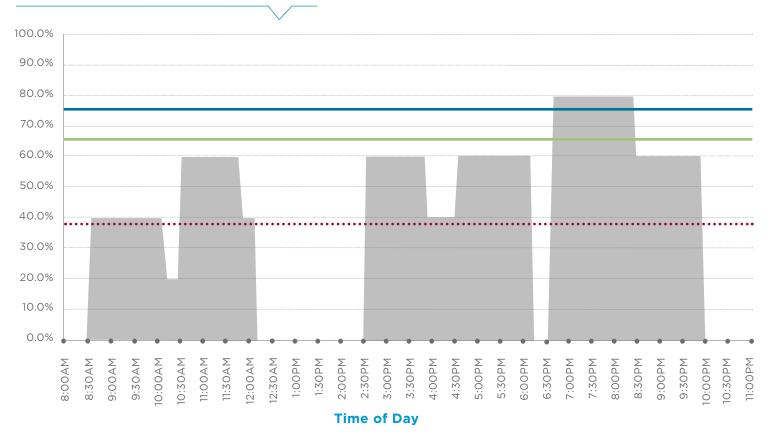






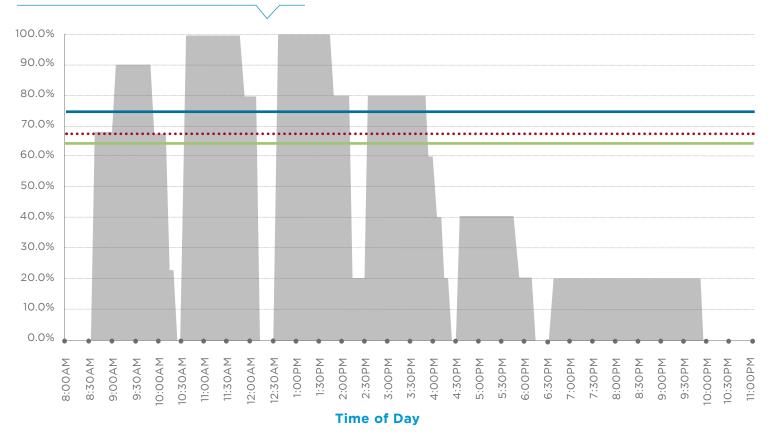
AVERAGE RATE 59%	•••••
SUNY TARGET	
CONSULTANT TARGET	

#### **LECTURE HALL UTILIZATION - WEDNESDAY**

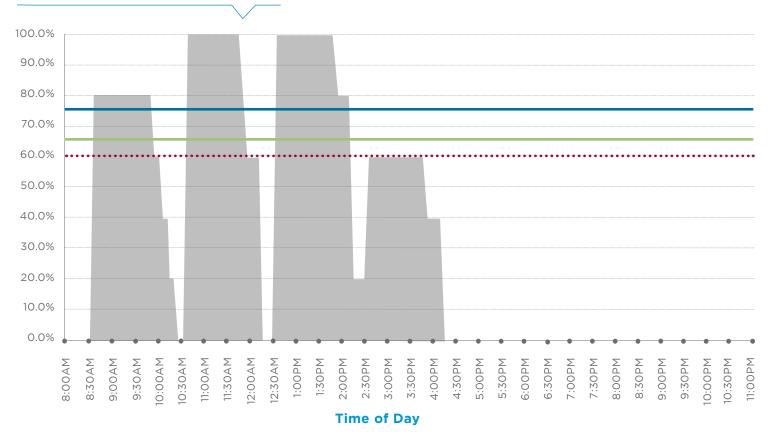


AVERAGE RATE 38% ······· SUNY TARGET \_\_\_\_\_ CONSULTANT TARGET \_\_\_\_\_

**LECTURE HALL UTILIZATION - THURSDAY** 







AVERAGE RATE 60%	•••••
SUNY TARGET	
CONSULTANT TARGET	

The following table summarizes the daily peak utilization rates:

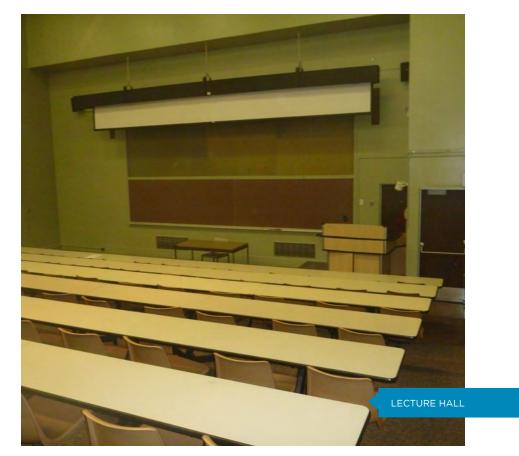
DAILY AVERAGE UTILIZATION RATE (PEAK)	PERCENT
MONDAY	53%
TUESDAY	59%
WEDNESDAY	38%
THURSDAY	68%
FRIDAY	60%

Overall, lecture halls are used much more efficiently than classrooms. In fact, utilization exceeds the consultant target on one day, Thursday. Surprisingly, the second most utilized day is Friday (60 percent) followed by Tuesday (59 percent). Utilization generally spikes between 10 am and 2:00 pm. This is true at Purchase on Monday, Tuesday and Friday.

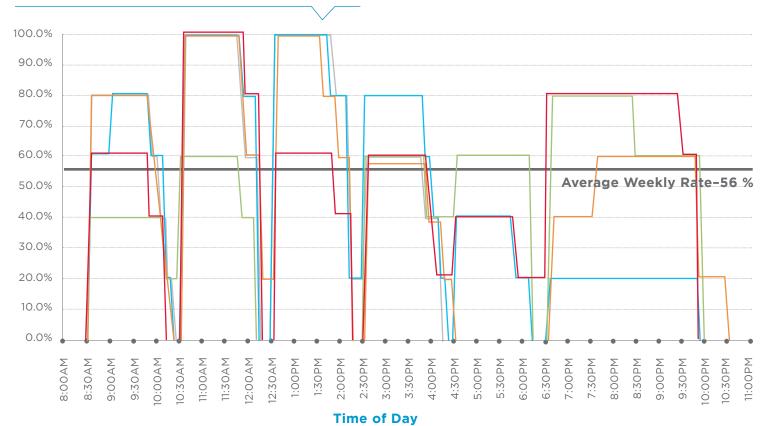
The average daily room utilization is lowest on Wednesdays between noon and 2 pm, when the College conducts faculty meetings. Liberal policies toward start-times are graphically evident and compound the scheduling complexities. Standardizing course start times would allow better use of Purchase's classrooms and labs.

## LECTURE HALL UTILIZATION-WEEKLY SUMMARY

The following diagram illustrates the composite utilization summary for Monday, Tuesday, Wednesday, Thursday, and Friday. The weekly average room utilization rate is 56 percent, which is close to the consultant target of 60 percent.

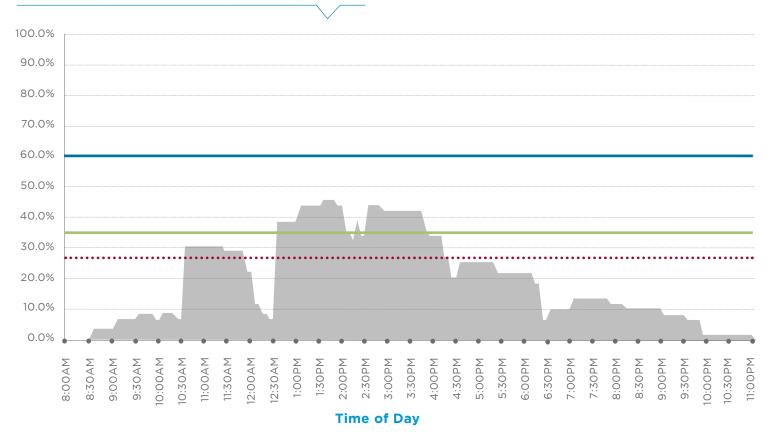


#### LECTURE HALL UTILIZATION - WEEKLY SUMMARY



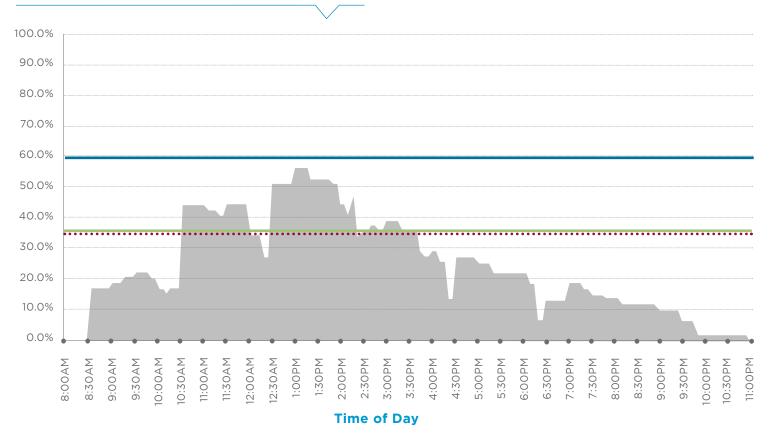
MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

#### **TEACHING LABORATORY UTILIZATION - MONDAY**



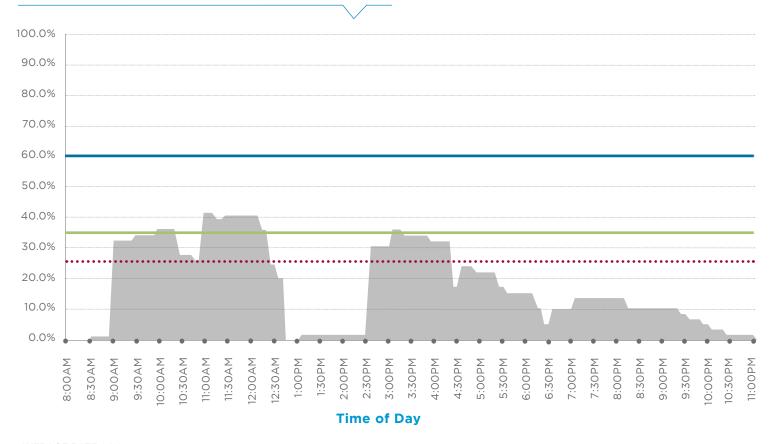
AVERAGE RATE 27%	•••••
SUNY TARGET	
CONSULTANT TARGET	

#### **TEACHING LABORATORY UTILIZATION - TUESDAY**



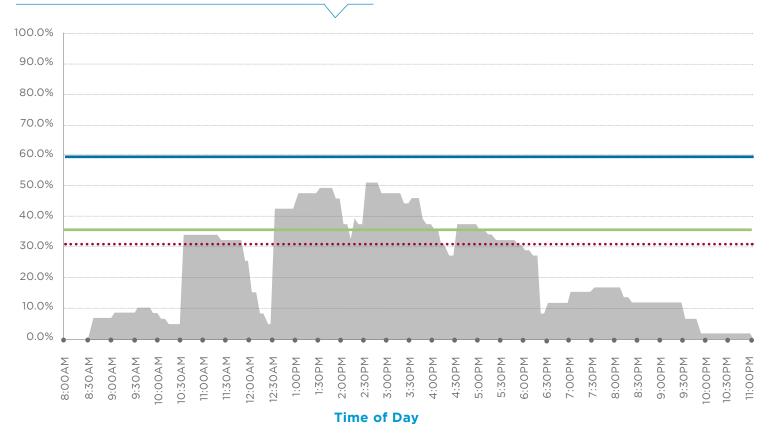
AVERAGE RATE 34%	•••••
SUNY TARGET	
CONSULTANT TARGET	

#### **TEACHING LABORATORY UTILIZATION - WEDNESDAY**

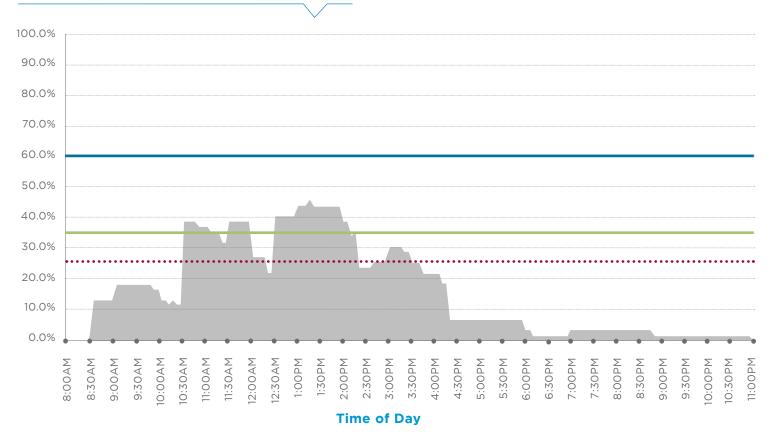


AVERAGE RATE 24% SUNY TARGET CONSULTANT TARGET

#### **TEACHING LABORATORY UTILIZATION - THURSDAY**



#### **TEACHING LABORATORY UTILIZATION - FRIDAY**



AVERAGE RATE 24% ······· SUNY TARGET \_\_\_\_\_ CONSULTANT TARGET \_\_\_\_\_

The following table summarizes the daily peak utilization rates for teaching labs:

PEAK DAILY AVERAGE UTILIZATION RATE	PERCENT
MONDAY	27%
TUESDAY	34%
WEDNESDAY	24%
THURSDAY	30%
FRIDAY	26%

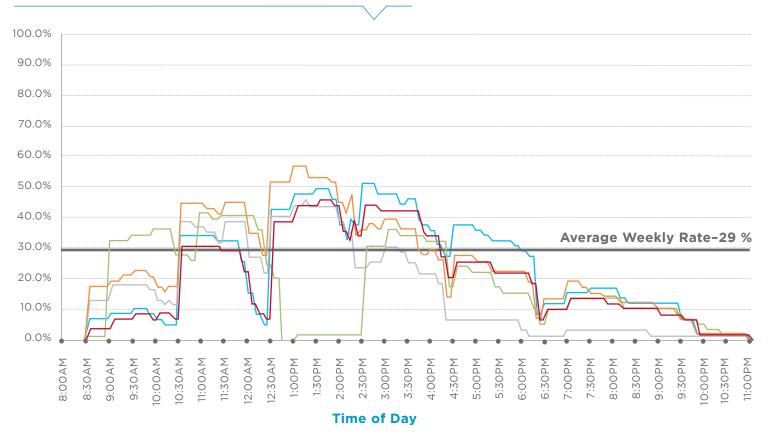
Tuesdays and Thursday offer the highest utilization rate of 34 percent and 30 percent, respectively, but still fall below the consultant target of 35 percent utilization. Monday, Wednesday and Friday have much lower utilization rates of 27, 24 and 26 percent, respectively, which fall well below the consultant target. Wednesday holds the lowest utilization rate.

## TEACHING LABORATORY/STUDIO UTILIZATION -WEEKLY SUMMARY

The following diagram illustrates composite utilization summary for Monday, Tuesday, Wednesday, Thursday, and Friday. The weekly average room utilization rate is 29 percent.



#### LABORATORY/STUDIO UTILIZATION - WEEKLY SUMMARY



MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY





# **TEACHING LABORATORY/STUDIO UTILIZATION BY ROOM**

The average weekly utilization rate for teaching labs/studios is about 29 percent. Only four labs, or 7 percent, of class labs exceed the SUNY target rate of 60 percent utilization. The top five most heavily utilized labs are located in the Visual Arts Building. Approximately 42 percent of labs/studios exceed the consultant rate of 35 percent utilization. For non-arts lab spaces, the Natural Sciences has two rooms that are highly used. These rooms largely support first and second-year biology and chemistry classes, suggesting there may be a need for an increase in this type of general science laboratory.

It is also noted that, particularly for the conservatory programs, there is a considerable amount of unscheduled use of the laboratories and studios. Campus representatives estimate that for Dance, Music, and Theater Conservatories, students are expected to spend four hours outside of scheduled class time for every credit hour of instruction. For visual arts, students are expected to spend three additional hours per credit hour of instruction. While this additional room use is not documented, it does have an impact on lab/studio use intensity. For these reasons, Phase IV will need to account for the undocumented pressure on the Arts-related lab and studio spaces and make appropriate recommendations.



#### LABORATORY UTILIZATION BY ROOM



AVERAGE WEEKLY RATE 30%

SUNY TARGET \_\_\_\_\_

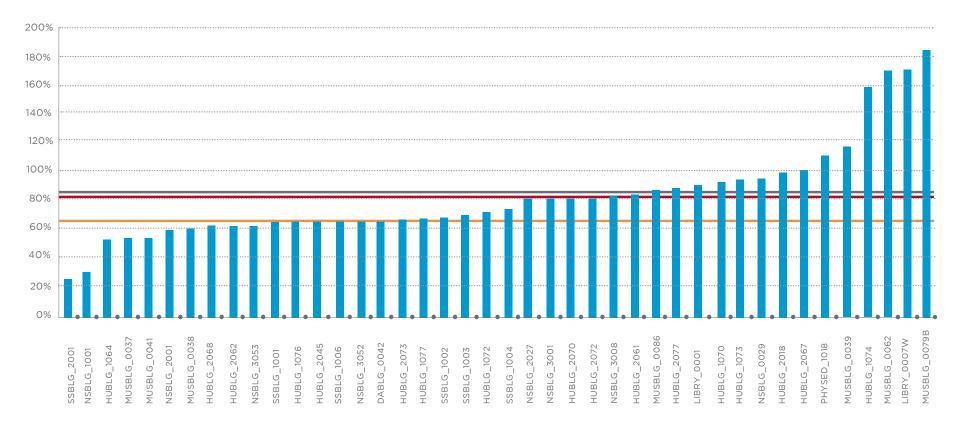


## COMPARISON OF SECTION SIZE TO ROOM CAPACITY

Scheduled classrooms, lecture halls and class laboratories identified from the schedule have been analyzed in terms of room capacity and section size throughout the peak week. Purchase demonstrates quite a range of occupancy rates. Actual capacity numbers in some rooms are actually quite low, but their occupancy rates are well above average. Some classes, in particular Humanities 1074, Music 62 and Music 798, are all scheduled at least 58 percent above their stated capacity. Some class laboratories exceed the occupancy rate by 100 percent or more. Dance 1001, Dance 1006B, Dance 1023B and Visual Arts 1016 all average at least double their capacity.

These findings suggest two possible conclusions. First, Purchase may not offer enough rooms to accommodate the most highly demanded section sizes, and therefore rooms are used well below or above their stated capacity. Second, the PSI may need to be updated to reflect appropriate capacities.

#### **CLASS/LECTURE SECTION SIZE TO ROOM CAPACITY**



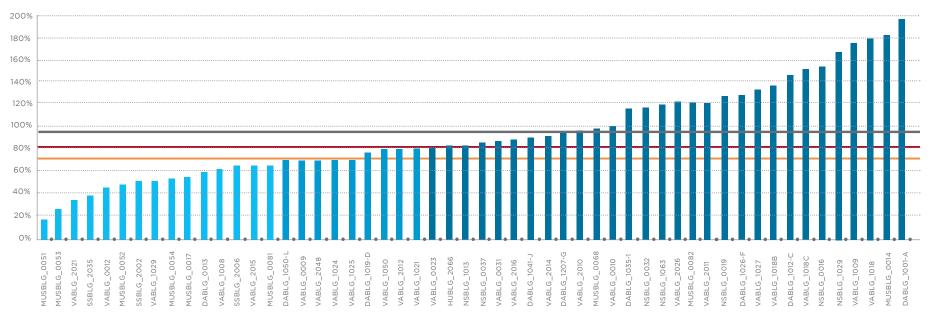
#### CLASSROOM UTILIZATION BY ROOM AVERAGE RATE 82%



#### **CLASS/LECTURE SECTION SIZE TO ROOM CAPACITY**

BLD_RM	BLDG	DEPARTMENT	HEGIS	SPACE TYPE	SUNY CATEGORY	ASF	CAPACITY	AVERAGE ENROLLMENT	OCCUPANCY
DABLG_0042	DANCE INST FACILITY	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	315	15	10	0.667
HUBLG_1070	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	964	41	36.875	0.922
HUBLG_1072	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	639	16	30.4	0.741
HUBLG_1074	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	654	41	25.5	1.594
HUBLG_1076	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	322	16	10.333	0.646
HUBLG_1077	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	656	32	28.611	0.698
HUBLG_2018	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	320	39	15.75	0.984
HUBLG_2045	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	614	39	20.818	0.651
HUBLG_2061	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	623	16	32	0.821
HUBLG_2062	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	573	27	24.125	0.619
HUBLG_2067	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	306	27	16	1
HUBLG_2068	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	436	27	16.667	0.617
HUBLG_2070	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	427	41	21.7	0.804
HUBLG_2072	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	435	25	21.778	0.807
HUBLG_2073	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	655	10	28.125	0.686
HUBLG_2077	HUMANITIES BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	429	25	22.167	0.887
LIBRY_0007W	LIBRARY BLDG	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	295	20	17	1.7
MUSBLG_0037	MUSIC INST FACILITY	MUSIC	110	1001	1.1 CLASSROOM	557	25	13.125	0.525
MUSBLG_0038	MUSIC INST FACILITY	MUSIC	110	1001	1.1 CLASSROOM	588	13	15	0.6
MUSBLG_0039	MUSIC INST FACILITY	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	716	10	23	1.15
MUSBLG_0041	MUSIC INST FACILITY	MUSIC	110	1001	1.1 CLASSROOM	594	10	13.222	0.529
MUSBLG_0062	MUSIC INST FACILITY	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	300	18	22	1.692
MUSBLG_0079B	MUSIC INST FACILITY	MUSIC	110	1001	1.1 CLASSROOM	360	26	18.4	1.84
MUSBLG_0086	MUSIC INST FACILITY	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	260	26	8.6	0.86
NSBLG_0029	NATURAL SCIENCES	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	274	35	17	0.944
NSBLG_2001	NATURAL SCIENCES	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	395	30	15.333	0.590
NSBLG_2027	NATURAL SCIENCES	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	384	28	20.625	0.793
NSBLG_3001	NATURAL SCIENCES	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	532	26	28	0.8
NSBLG_3008	NATURAL SCIENCES	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	319	35	13.125	0.820
NSBLG_3052	NATURAL SCIENCES	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	445	16	19.889	0.663
NSBLG_3053	NATURAL SCIENCES	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	420	30	17.429	0.622
PHYSED_1018	PHYSICAL EDUCATION	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	435	28	22.667	1.079
SSBLG_1002	SOC SCI INST FACILITY	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	413	36	25.786	0.716
SSBLG_1003	SOC SCI INST FACILITY	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	418	25	18.333	0.733
SSBLG_1004	SOC SCI INST FACILITY	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	608	24	18.167	0.757
SSBLG_1006	SOC SCI INST FACILITY	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	676	45	29.75	0.661
SSBLG_2001	SOC SCI INST FACILITY	INSTRUCTION GENERAL	110	1001	1.1 CLASSROOM	676	33	8.333	0.253

#### **CLASS LABORATORY SECTION SIZE TO ROOM CAPACITY**



CLASSROOM UTILIZATION BY ROOM AVERAGE RATE 95%

SUNY TARGET \_\_\_\_\_

#### **CLASS LAB SECTION SIZE TO ROOM CAPACITY**

BLD_RM	BLDG	DEPARTMENT	HEGIS	SPACE TYPE	SUNY CATEGORY	ASF	CAPACITY	AVERAGE ENROLLMENT	OCCUPANCY
DABLG_0013	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	947	12	7	0.583
DABLG_1001-A	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	2146	24	47.4	1.975
DABLG_1006-B	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	2706	27	54.188	2.007
DABLG_1012-C	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	1554	16	23	1.438
DABLG_1019-D	DANCE INST FACILITY	THATRE-FILM	210	1300	2.1 TEACHING LABS	1590	16	12	0.75
DABLG_1023-E	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	1189	24	48.417	2.017
DABLG_1026-F	DANCE INST FACILITY	THATRE-FILM	210	1300	2.1 TEACHING LABS	1554	16	20	1.25
DABLG_1027-G	DANCE INST FACILITY	THATRE-FILM	210	1300	2.1 TEACHING LABS	1554	16	15	0.938
DABLG_1030-H	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	2378	24	65.222	2.718
DABLG_1035-I	DANCE INST FACILITY	THATRE-FILM	210	1300	2.1 TEACHING LABS	1590	16	18.25	1.141
DABLG_1041-J	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	675	25	21.875	0.875
DABLG_1045-K	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	2010	20	103.833	5.192
DABLG_1050-L	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	1417	16	11	0.688
DABLG_1057-N	DANCE INST FACILITY	DANCE	210	1300	2.1 TEACHING LABS	2050	20	64.182	3.209
HUBLG_2066	HUMANITIES BLDG	INSTRUCTION	210	1300	2.1 TEACHING LABS	792	20	16.333	0.817
MUSBLG_0010	MUSIC INST FACILITY	THATRE-FILM	210	1306	2.1 TEACHING LABS	149	2	13	6.5
MUSBLG_0014	MUSIC INST FACILITY	THATRE-FILM	210	1306	2.1 TEACHING LABS	158	4	7.333	1.833
MUSBLG_0017	MUSIC INST FACILITY	THATRE-FILM	210	1300	2.1 TEACHING LABS	225	15	8	0.533
MUSBLG_0051	MUSIC INST FACILITY	MUSIC	210	1300	2.1 TEACHING LABS	180	25	4	0.16
MUSBLG_0052	MUSIC INST FACILITY	MUSIC	210	1300	2.1 TEACHING LABS	240	25	11.545	0.462
MUSBLG_0053	MUSIC INST FACILITY	MUSIC	210	1300	2.1 TEACHING LABS	170	25	6	0.24
MUSBLG_0054	MUSIC INST FACILITY	MUSIC	210	1300	2.1 TEACHING LABS	240	25	12.778	0.511
MUSBLG_0055	MUSIC INST FACILITY	MUSIC	210	1301	2.1 TEACHING LABS	347	2	5.75	2.875
MUSBLG_0068	MUSIC INST FACILITY	THATRE-FILM	210	1300	2.1 TEACHING LABS	2284	20	19.5	0.975
MUSBLG_0081	MUSIC INST FACILITY	MUSIC	210	1300	2.1 TEACHING LABS	588	25	16.333	0.653
MUSBLG_0082	MUSIC INST FACILITY	MUSIC	210	1300	2.1 TEACHING LABS	589	15	18	1.2
MUSBLG_1002	MUSIC INST FACILITY	MUSIC	210	1300	2.1 TEACHING LABS	481	8	40.929	5.116
NSBLG_0016	NATURAL SCIENCES	ENVIRONMENT	210	1300	2.1 TEACHING LABS	600	12	18.5	1.542
NSBLG_0019	NATURAL SCIENCES	BIOLOGY	210	1300	2.1 TEACHING LABS	1040	21	26	1.238
NSBLG_0032	NATURAL SCIENCES	BIOLOGY	210	1300	2.1 TEACHING LABS	1070	21	24	1.143
NSBLG_0037	NATURAL SCIENCES	ENVIRONMENT	210	1300	2.1 TEACHING LABS	1103	22	18.5	0.841
NSBLG_1008	NATURAL SCIENCES	PHYSICS	210	1300	2.1 TEACHING LABS	1010	20	12.25	0.613
NSBLG_1013	NATURAL SCIENCES	PHYSICS	210	1300	2.1 TEACHING LABS	944	19	15.545	0.818
NSBLG_1029	NATURAL SCIENCES	PSYCHOLOGY	210	1300	2.1 TEACHING LABS	711	14	23.3	1.664
NSBLG_1063	NATURAL SCIENCES	NATURAL AND SCIENCES	210	1300	2.1 TEACHING LABS	950	20	23.333	1.167
NSBLG_2048	NATURAL SCIENCES	BIOLOGY	210	1300	2.1 TEACHING LABS	750	15	10.5	0.7
SSBLG_2002	SOC SCI INST FACILITY	THATRE-FILM	210	1300	2.1 TEACHING LABS	1160	32	16	0.5
SSBLG_2006	SOC SCI INST FACILITY	THATRE-FILM	210	1300	2.1 TEACHING LABS	1080	22	14.2	0.645
SSBLG_2035	SOC SCI INST FACILITY	THATRE-FILM	210	1300	2.1 TEACHING LABS	339	20	7.5	0.375
VABLG_0009	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	1903	16	11	0.688
VABLG_0010	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	1625	16	16	1

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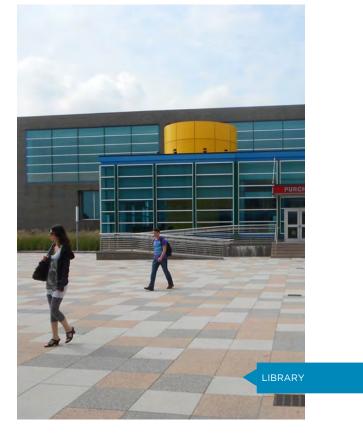
VABLG_0012	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	577	19	8.333	0.439
VABLG_0023	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	1865	20	16	0.8
VABLG_0031	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	432	18	15.25	0.847
VABLG_1009	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	1390	12	21.111	1.759
VABLG_1016	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	2813	24	57.5	2.396
VABLG_1018	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	2770	10	18	1.8
VABLG_1018B	VISUAL ARTS FACILITY	VISUAL ARTS	215	1350	2.1 TEACHING LABS	619	10	13.667	1.367
VABLG_1018C	VISUAL ARTS FACILITY	VISUAL ARTS	215	1350	2.1 TEACHING LABS	703	10	15.167	1.517
VABLG_1021	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	783	18	14.375	0.799
VABLG_1024	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	654	18	12.667	0.704
VABLG_1025	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	1146	18	12.667	0.704
VABLG_1026	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	630	12	14.25	1.188
VABLG_1027	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	682	12	16	1.333
VABLG_1029	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	3035	20	10	0.5
VABLG_1050	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	3044	20	15.5	0.775
VABLG_2010	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	532	18	17	0.944
VABLG_2011	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	319	10	12	1.2
VABLG_2012	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	532	18	14	0.778
VABLG_2014	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	1358	20	17.714	0.886
VABLG_2015	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	1358	20	13	0.65
VABLG_2016	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300	2.1 TEACHING LABS	1358	20	17.375	0.869
VABLG_2021	VISUAL ARTS FACILITY	VISUAL ARTS	210	1300		5570	54	18	0.333

#### **SUMMARY OF FINDINGS**

SUNY Purchase has an overall surplus of space for their current programmed uses. Room utilization and station occupancy rates do not achieve the SUNY System standard, and in rare instances meet the consultant standard. SUNY Purchase does have the opportunity to improve its room utilization and occupancy rate, and the findings suggest that course scheduling is the predominant issue. Station occupancy rates also indicate that there is a mismatch between existing classroom and lab/studio space and that demanded by the course schedule. In particular, there appears to be a shortage of large classrooms and labs/studios (to accommodate 30-40 students).

The data also illustrates SUNY Purchase's relatively low classroom use and utilization and suggests that the College is well positioned, from a facilities point of view, to achieve a lower student-to-faculty ratio. Right-sizing these spaces by reconfiguring partition walls or providing different furniture, coupled with more disciplined scheduling practices, could support Purchase's pedagogical goals without constructing any additional space. Understanding current usage, and areas where space is consistently underutilized, should be the first step in maximizing their current space.

Room numbers and cad files should be updated to ensure that all rooms are accurately labeled across campus space databases. There are numerous buildings where rooms were mislabeled or not labeled. In addition, underutilized areas on campus can be reclaimed and repurposed for faculty office use or small teaching labs.



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# E. CALCULATION OF SPACE NEEDS

## **METHODOLOGY**

A space needs analysis was prepared as part of the Facilities Master Plan process to establish current and future space needs for a variety of space types; to determine space surpluses and shortages; and to generate an overall program for the master plan. Space needs were determined for the current year (2009), 2013, 2018, and 2023. In general, the assessment of space need is based on the consultant's understanding of the SUNY Guidelines (Space Factor document) provided by SUCF. Where alternative guidelines are appropriate, consultant recommendations have been provided. These recommendations are based upon national and international models, including guidelines prepared by the Council of Education Facilities Planners International (CEFPI), the Pennsylvania State Higher Education Board, and Thomas Ricca Associates, in addition to the consultants' accumulated experience in space programming.

#### COUNCIL OF EDUCATIONAL FACILITIES PLANNERS INTERNATIONAL (CEFPI)

CEFPI guidelines are the most widely accepted higher education space planning metrics in the U.S. and are applied to most non-residential space categories.

#### PENNSYLVANIA STATE HIGHER EDUCATION GUIDELINES

The Pennsylvania State Higher Education guidelines have proven to be helpful as a supplement to the CEFPI guidelines. For this space analysis, the Pennsylvania State guidelines have been incorporated into the consultant's projection of exhibition space and meeting rooms.

#### **THOMAS RICCA ASSOCIATES**

CEFPI guidelines for dining facilities provide a high level understanding of dining space needs. Guidelines developed by Thomas Ricca Associates, leading consultants on dining requirements for universities, provide a more detailed assessment of dining needs and are incorporated in the space analysis.

The space types assessed within the analysis include the 15 space categories defined by the SUNY System. For the space categories 1.1 Classrooms through 2.3 Research and Support, the SUNY system relies on standards for average weekly contact hours per FTE for each department. These contact hours are not derived from the current course schedule, but were predetermined by the SUNY system as averages. Since these figures were not provided to the consultant teams, the projections for classrooms, lecture halls, and class laboratories are based upon actual contact hours generated by the fall 2009 course schedule for both the SUNY and Consultant space projections. This suggests that the SUNY system may generate different space projections in those categories based upon its internal average weekly contact hours per FTE.

#### SPACE NEED INFLUENCES

Space need projections are driven by enrollment growth or reduction, projected changes in emphasis in college programs. Anticipated changes projected in college programs include new or expanded bachelor of arts programs, particularly those in digital media, arts management, etc. While overall enrollment will not dramatically change, some existing programs have been reassigned or folded into these new areas of emphasis.

The most significant stated shift in philosophical approach to education is Purchase's desire to reduce its student-to-faculty ratio. This emphasis will impact the number of required offices, and ultimately, the number of instructional sections taught per term. Also, because of Purchase's distinctive arts programs, studio space and interactive, project-based learning will increase both the classroom and lab station size requirement per student. This increases the demand for classroom and lab space significantly over the SUNY calculation. Purchase has sufficient instructional space to accommodate this change in pedagogy.



SPACE NEED BY CATEGORY: CONSULTANT METHOD	EXISTING SPACE	CURRENT NEED	NEED IN 2013	NEED IN 2018	NEED IN 2023
1.1 CLASSROOMS	25,086	18,665	18,776	19,470	20,296
1.2 LECTURE HALLS	9,247	5,130	5,178	5,265	5,399
2.1 INSTRUCTIONAL LABS AND SUPPORT	156,027	112,125	113,253	115,080	117,016
2.2 INDIVIDUAL STUDY	24,307	20,777	20,777	20,777	20,777
2.3 RESEARCH AND SUPPORT	14,036	13,736	13,736	13,736	13,736
2.4 FACULTY OFFICES AND SERVICE	39,665	34,805	35,445	45,925	47,855
2.5 GENERAL AND SPECIAL USE	18,657	1,066	1,072	1,160	1,183
3.0 HEALTH AND PHYSICAL EDUCATION (HPE)	6,515	62,143	62,910	64,490	66,360
4.0 DATA AND RESOURCES CENTER (IT)	15,100	20,208	20,208	20,208	20,208
5.0 ORGANIZED ACTIVITY	276,341	276,341	276,341	276,341	276,341
6.0 ORGANIZED RESEARCH	0	0	0	0	0
7.0 PUBLIC SERVICE	12,176	12,176	12,176	12,176	12,176
8.0 ASSEMBLY AND EXHIBITION SPACE	22,899	35,214	35,291	35,449	35,636
9.0 LIBRARY	89,895	76,809	79,157	82,866	86,544
10.0 STUDENT/FACULTY ACTIVITY	63,882	60,236	61,287	63,451	66,013
11.0 STUDENT HEALTH SERVICES	3,078	3,078	3,078	3,078	3,078
12.0 GENERAL ADMINISTRATION	61,421	62,976	64,122	66,483	69,277
13.0 CENTRAL SERVICES	72,071	36,320	36,320	36,320	36,320
14.0 BUILDING SERVICES	13,147	22,782	22,870	23,349	23,580
15.0 INACTIVE SPACE	46,258	0	0	0	0
TOTAL	969,808	874,588	881,996	905,623	921,795

# **1.1 CLASSROOMS**

#### **SUNY GUIDELINE**

The SUNY Guideline for classroom space largely resembles the classroom guideline generated by CEFPI, which applies a Space Factor against the number of student FTEs at each phase. The Space Factor equals the product of Average Weekly Contact Hours per FTE and the Average Square Foot per Station, divided by the Weekly Contact Hours per Station. The Average Weekly Contact Hours were generated from the fall 2009 Course Schedule and were determined for individual departments generating demand for classrooms. Non-laboratory course enrollments with fewer than 60 students were assumed to generate demand for classrooms as opposed to lecture halls. The Facilities Programming Guidelines (Blue Book) recommends 16 ASF per station for classroom space and was incorporated in the projection as the Average Square Foot per station. The Weekly Contact Hours per Station is based upon a 40-hour week, and applies a room utilization rate of 75 percent and a station occupancy rate of 80 percent. The Division of Budget requires that an 18 percent multiplier be applied to the Weekly Contact Hours per Station, which effectively reduces the space need by requiring higher levels of efficiency and occupancy.

#### **CONSULTANT RECOMMENDATION**

The consultant recommendation is based upon the CEFPI guidelines, which determines the space need using a series of inputs that include SUNY Purchase's weekly student contact hours (WSCH), average station size, station occupancy rates, and room utilization rates. Collectively these inputs generate a space need, which is then compared to the existing assignable square footage of centrally scheduled rooms. The difference between the two figures determines whether a surplus or a deficit exists. This classroom space need is determined using the following formula:

WSCH X AVERAGE STATION SIZE

= SPACE NEED

PEAK WEEK HOURS X ROOM USE RATE X STATION OCCUPANCY RATE This formula resembles the formula recommended within the SUNY Guideline. However, the consultant incorporates different inputs. Rather than using 16 ASF per station, an average station size of 22 ASF was applied. This station size includes provision for a variety of furniture types ranging from tablet arm chairs to larger work tables. The model also applies a room utilization rate of 65 percent, rather than 75 percent, and a station occupancy rate of 65 percent rather than 80 percent. Like the SUNY Guideline, the Average Weekly Contact Hours were based on the fall 2009 Course Schedule and were determined for individual departments generating demand for classrooms. Non-laboratory course enrollments with fewer than 60 students were used to generate demand for classrooms.

#### **SPACE NEED**

The following table documents the aggregate classroom space need through 2023, according to the SUNY and Consultant models.

1.1 CLASSROOMS	SUNY	SURPLUS/(DEFICIT)	CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	25,086		25,086	
NEED - CURRENT	8,100	16,986	18,665	6,421
NEED - 2013	8,149	16,937	18,776	6,310
NEED - 2018	8,450	16,636	19,470	5,616
NEED - 2023	8,809	16,277	20,296	4,790

The SUNY and Consultant methodologies reveal a surplus of classroom space, both now and in the future. Applying the consultant methodology reveals a future surplus of 4,790 ASF of classroom space. The higher space need projected using the consultant methodology reflects the larger station size and lower levels of utilization and station occupancy. The surplus of classroom space invites opportunities to repurpose some existing instructional spaces to accommodate section sizes of up to 40 students, since many existing classrooms are undersized to meet demand. It also gives Purchase the opportunity to repurpose surplus instructional space for additional faculty offices, and allow for the phased renovation of older classroom / office buildings.

# **1.2 LECTURE HALLS**

#### **SUNY GUIDELINE**

The SUNY Guideline for lecture halls relies upon the same formula that was used to project classroom space need, but incorporates different inputs. The Average Weekly Contact Hours were based on the fall 2009 Course Schedule and were determined for individual departments generating demand for lecture hall space. Non-laboratory course enrollments that exceed 60 students were assumed to generate demand for lecture halls. The Facilities Programming Guidelines (Blue Book) recommends 13 ASF per station for lecture hall station size. The Weekly Contact Hours per Station is the same for classrooms and lecture halls and incorporates a room utilization rate of 75 percent and a station occupancy rate of 80 percent. The Division of Budget similarly requires that an 18 percent multiplier be applied to the Weekly Contact Hours per Station.

#### **CONSULTANT RECOMMENDATION**

The consultant recommendation for lecture hall space need also relies upon the CEFPI model, but incorporates different inputs. As with the SUNY guideline, the Average Weekly Contact Hours were based on the fall 2009 Course Schedule and were determined for individual departments generating demand for lecture halls. The average station size was assumed to be 14 ASF versus 13 ASF. Fourteen ASF takes into account teaching space for the instructor in addition to the student seating space, and allows for provision of wheelchair accessible spaces. Like classrooms, the room utilization rate and station occupancy rate for lecture halls was similarly set at 65 percent.

#### **SPACE NEED**

The following table documents the aggregate lecture hall space need at the various phases, according to the SUNY and Consultant models.

1.2 LECTURE HALLS	SUNY	SURPLUS / (DEFICIT)	CONSULTANT	SURPLUS / (DEFICIT)
EXISTING SPACE	9,247		9,247	
NEED - CURRENT	2,843	6,404	5,130	4,117
NEED - 2013	2,869	6,378	5,178	4,069
NEED - 2018	2,918	6,329	5,265	3,982
NEED - 2023	2,992	6,255	5,399	3,848

Applying both the SUNY and Consultant methodologies reveals a surplus of lecture hall space both now and in the future in the amount of approximately 3,900 ASF. The consultant's recommended space need is elevated and reflects the lower levels of room utilization and station occupancy. In general, the College's lecture hall space is more heavily used than its general classroom space, but the calculation reveals that there is still more lecture space than is needed.

# **2.1 TEACHING LABS**

#### SUNY GUIDELINE

The SUNY Guideline for teaching laboratory space need relies upon the same formula that was used to project classroom and lecture hall space need, but incorporates different inputs. The Average Weekly Contact Hours were generated from the fall 2009 Course Schedule and were determined for individual departments generating demand for laboratories. Specific average station sizes were applied to each department generating demand for laboratory space, and align with the recommended station sizes listed in the Facilities Programming Guidelines document (Blue Book). The following station sizes were applied as follows:

The Weekly Contact Hours per Station is based upon a 40-hour week and applies a room utilization rate of 60 percent and a station occupancy rate of 80 percent. The Division of Budget's 18 percent multiplier is also applied to the Weekly Contact Hours per Station.

#### **CONSULTANT RECOMMENDATION**

The consultant recommendation for teaching laboratories also relies upon the CEFPI model. Like the SUNY recommendation, the Average Weekly Contact Hours were generated from the fall 2009 Course Schedule and were determined for individual departments generating demand for laboratories. Specific average station sizes were applied to each department generating demand for laboratory space. In many cases, the average station size recommendation aligns with the SUNY station size, but diverges in others. The consultants recommend that a larger station size be used for hard sciences such as biology, chemistry, and physics to accommodate new forms of technology and project-based approaches to learning. The consultants also recommend that arts-related programs, such as dance, use a larger station size to account for the interactive nature of teaching and learning in those departments. In some departments, such as business, mathematics, and communication, the average station size was reduced to reflect the recommended station size for soft sciences.

The Weekly Contact Hours per Station was based upon a 40-hour week and applied a room utilization rate of 30 to 50 percent and a station occupancy rate of 70 percent. The room use rate for laboratories is typically lower than that of a classroom to reflect the set-up and clean-up time required for laboratory use, unscheduled time needed for project work, and the specialized nature of labs; however, this differs by studio/lab type. For instance, dance studios do not require as much time to set up as do science labs. For this reason, differential rates between 30 and 50 percent were applied to individual departments.

#### **SPACE NEED**

The following table documents the aggregate teaching laboratory space need through 2023, according to the SUNY and Consultant models. Departmental space needs for teaching labs are provided in the appendix.

2.1 TEACHING LABS	SUNY	SURPLUS/ (DEFICIT)	CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	156,027		156,027	
NEED - CURRENT	45,211	110,816	112,125	43,902
NEED - 2013	45,492	110,535	113,253	42,774
NEED - 2018	46,067	109,960	115,080	40,947
NEED - 2023	46,690	109,337	117,016	39,011

Applying both the SUNY and Consultant methodologies reveals a significant surplus of teaching laboratory space both now and in the future that exceeds 39,000 ASF. The apparent surplus of lab space will support the re-use of outdated facilities to support modern pedagogy. It is also noted that the surplus exists in the aggregate, but individual departments demonstrate need, including New Media, Dance, Music, Acting, Design Tech, Film, Graphic Design, Photography, Drawing and Painting, Printmaking, and Sculpture.

# **2.2 INDIVIDUAL STUDY LABS**

#### SUNY GUIDELINE/CONSULTANT RECOMMENDATION

The SUNY Guideline suggests that the space that is provided for individual study labs be based on student contact hours. Since individual study labs do not generate demand for scheduled instruction, the contact hours are effectively zero. For individual study labs, it is then recommended that the existing amount of space equal the recommended amount of space, for both current and future student populations. Because some of the space assigned as "individual study labs" is not actually assigned to a specific academic department, the future need has been reduced accordingly, and the discrepancy is noted in the "surplus/(deficit)" column. Applying this methodology, the aggregate space need for individual study labs is as follows:

2.2 INDIVIDUAL STUDY LABS	SUNY/ CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	24,307	
NEED - CURRENT	20,777	3,530
NEED - 2013	20,777	3,530
NEED - 2018	20,777	3,530
NEED - 2023	20,777	3,530

# 2.3 DEPARTMENTAL RESEARCH LABS

#### SUNY GUIDELINE/CONSULTANT RECOMMENDATION

As with individual study labs, the SUNY Guideline for departmental research labs suggests that the amount of space that is provided be based on student contact hours. Since research labs do not generate demand for scheduled instruction, the contact hours are effectively zero. Consequently, it is recommended that the existing amount of space equal the recommended amount of space, for both current and future student populations. Because some of the space assigned as "departmental research labs" is not actually assigned to a specific academic department, the future need has been reduced accordingly, and the discrepancy is noted in the "surplus/(deficit)" column. Applying this methodology, the aggregate space need for departmental research labs is as follows:

2.3 DEPARTMENTAL RESEARCH LABS	SUNY/ CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	14,036	
NEED - CURRENT	13,736	300
NEED - 2013	13,736	300
NEED - 2018	13,736	300
NEED - 2023	13,736	300

# 2.4 FACULTY AND STAFF OFFICES

#### **SUNY GUIDELINE**

The SUNY Guideline for faculty and staff offices recommends that a Faculty Office Factor be applied to the number of current and future faculty FTE figures. The Faculty Office Factors are department-specific and include space allocations for both faculty and academic support staff space. The Faculty Office Factors were not provided within the SUNY Guidelines. In the absence of such data, a weighted average office size was determined for each department, and was based upon the breakdown of standard faculty offices, laboratory offices, and studio offices within each department according to the PSI. The Facilities Programming Guidelines (Blue Book), the SUNY System recommends 120 ASF for a standard faculty office, 180 ASF for a studio office, and 150 ASF for a laboratory office. Using these space factors and the breakdown of office types within individual departments, a weighted average office size was determined for each department. A multiplier of 1.33 was applied to account for faculty office support space and staff office space. This multiplier was based on the recommendation of 160 ASF per budgeted FTE for office support space.

#### **CONSULTANT RECOMMENDATION**

The consultant recommendation for faculty and staff office space applies an average office size to current and future faculty FTE figures. Rather than apply a support and staff multiplier, an average office size of 160 ASF per faculty FTE was applied to account for the faculty office spaces and related staff and support spaces.

#### **SPACE NEED**

The following table documents the aggregate faculty and staff office space need at the various milestones, according to the SUNY and Consultant models. Departmental space needs for faculty and staff offices are provided in the Appendix.

2.4 FACULTY AND STAFF OFFICES	SUNY	SURPLUS/ (DEFICIT)	CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	39,665		39,665	
NEED - CURRENT	36,749	2,916	34,805	4,860
NEED - 2013	37,440	2,225	35,445	4,220
NEED - 2018	48,502	(8,837)	45,925	(6,260)
NEED - 2023	50,516	(10,851)	47,855	(8,190)

The analysis reveals a future deficit of faculty and staff office space beginning in 2018, the same year that the lowered student-to-faculty ratio goes into effect. The findings therefore suggest that some excess instructional or research space be repurposed for faculty and staff offices.

### 2.5 GENERAL AND SPECIAL USE

#### SUNY GUIDELINE/CONSULTANT RECOMMENDATION

The SUNY Guideline for general and special use space recommends that a general use factor (percentage) be applied to the sum of departmental spaces for individual academic departments. The General Use percentages vary by department and were not provided within the SUNY Guidelines. In absence of this guidance, a general use allocation of one percent was then applied to each department. These percentages were then multiplied against the sum of departmental support spaces needed both now and in the future. Applying this methodology, the aggregate space need for general and special use space is as follows:

2.5 GENERAL AND SPECIAL USE SPACE	SUNY/ CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	18,657	
NEED - CURRENT	1,066	17,591
NEED - 2013	1,072	17,585
NEED - 2018	1,160	17,497
NEED - 2023	1,183	17,474

The analysis reveals a surplus of general and special use space for both current and future enrollment scenarios.

# **3.0 HEALTH AND PHYSICAL EDUCATION (HPE)**

#### **SUNY GUIDELINE**

The SUNY Guideline for Arts and Science institutions with enrollments between 4,001 and 6,000 FTE generates a current and future space need of 120,000 ASF for health and physical education space.

#### **CONSULTANT RECOMMENDATION**

The consultant recommendation for health and physical education space is based upon the CEFPI guidelines, which recommends 50,000 ASF for a core of 1,000 FTE plus ten ASF per FTE beyond the core population.

#### **SPACE NEED**

The following table documents the health and physical education space need at the various phases, according to the SUNY and Consultant models.

3.0 HPE	SUNY	SURPLUS/ (DEFICIT)	CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	6,515		6,515	
NEED - CURRENT	120,000	(113,485)	62,143	(55,628)
NEED - 2013	120,000	(113,485)	62,910	(56,395)
NEED - 2018	120,000	(113,485)	64,490	(57,975)
NEED - 2023	120,000	(113,485)	66,360	(59,845)

Applying the consultant methodology reveals a significant current and future surplus of health and physical education space on campus. The findings, however, are somewhat misleading, as the majority of Purchase's Physical Education Building is classified as "organized activity" rather than as "health and physical education." If the Physical Education Building were to be re-classified to the 3.0 category, Purchase would show a surplus of approximately 20,000 ASF in this category for the consultant recommendation.

# 4.0 DATA AND RESOURCES CENTER (IT)

#### SUNY GUIDELINE/CONSULTANT RECOMMENDATION

The space need projection for Data and Resources Center (IT) combines the SUNY Guidelines for Instruction Resources and Data Processing. For Arts and Science institutions with enrollments between 4,001 and 6,000 FTE, SUNY recommends 14,178 ASF for Instructional Resource space and 6,030 ASF for Data Processing space. These figures apply to both current and future student population scenarios, and reveal a slight surplus of Data and Resources Center (IT) space.

4.0 DATA AND RESOURCES CENTER	SUNY / CONSULTANT	SURPLUS / (DEFICIT)
EXISTING SPACE	15,100	
NEED - CURRENT	20,208	(5,108)
NEED - 2013	20,208	(5,108)
NEED - 2018	20,208	(5,108)
NEED - 2023	20,208	(5,108)

# **5.0 ORGANIZED ACTIVITIES**

#### SUNY GUIDELINE/CONSULTANT RECOMMENDATION

According to SUNY, Organized Activity spaces "contain space for enterprises conducted primarily for the purpose of providing (professional) training and experience for students (e.g. Health Science Centers have clinics and hospitals)." In fact, the largest percentage of space on the Purchase campus is classified as "organized activities," including the Physical Education Building, the Performing Arts Center, and the Neuberger Museum. While these spaces contribute to the College's public outreach mission, it is difficult to assess how critically they support the academic mission. For this reason, SUNY recommends that the existing amount of space equal the required amount of space.

5.0 ORGANIZED ACTIVITIES	SUNY/ CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	276,341	
NEED - CURRENT	276,341	
NEED - 2013	276,341	
NEED - 2018	276,341	
NEED - 2023	276,341	

# 6.0 ORGANIZED (SPONSORED) RESEARCH

# SUNY GUIDELINE/CONSULTANT RECOMMENDATION

SUNY recommends that the existing amount of space equal the required amount of space for organized (sponsored) research. According to SUNY, Organized (Sponsored) Research spaces "are identified and separately financed, for organized research units, independent of other academic departments." Purchase currently has no organized (sponsored) research space recorded in its PSI. Consequently there is no current or future anticipated need for such space.

6.0 ORGANIZED (SPONSORED) RESEARCH	SUNY/ CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	0	
NEED - CURRENT	0	0
NEED - 2013	0	0
NEED - 2018	0	0
NEED - 2023	0	0

# 7.0 PUBLIC SERVICES

# SUNY GUIDELINE/CONSULTANT RECOMMENDATION

For public service space, SUNY recommends that the existing amount of space equal the required amount of space. According to SUNY, Public Service spaces are "administrative units, which, although they may be departmentally oriented, serve the public outside the realm of practice or research, derive space from this sub-component." SUNY Purchase currently has 12,176 ASF of public service space, which functions as the projected need both now and in the future.

7.0 PUBLIC SERVICE	SUNY/ CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	12,176	
NEED - CURRENT	12,176	
NEED - 2013	12,176	
NEED - 2018	12,176	
NEED - 2023	12,176	

# 8.0 ASSEMBLY AND EXHIBITION

#### **SUNY GUIDELINE**

The SUNY Guideline for Arts and Science institutions with enrollments between 4,001 and 6,000 FTE recommends 36,130 ASF of assembly and exhibition space. Since enrollment growth between 2009 and 2023 stays within this enrollment range, 36,130 ASF remains the recommended assembly and exhibition space need at the various phases.

#### **CONSULTANT RECOMMENDATION**

The consultant recommendation for assembly and exhibition space is based upon the CEFPI and Pennsylvania State Higher Education guidelines respectively. For assembly space, the CEFPI guidelines recommend 29,000 ASF for a core of 5,000 students. For exhibition space, the Pennsylvania State Higher Education guidelines recommend 1,500 ASF for a core of 2,000 students plus one ASF per student FTE beyond the initial 2,000 students and one ASF per faculty FTE.

#### **SPACE NEED**

The following table documents the assembly and exhibition space need at the various phases, according to the SUNY and Consultant models.

8.0 ASSEMBLY AND EXHIBITION	SUNY	SURPLUS/ (DEFICIT)	CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	22,899		22,899	
NEED - CURRENT	36,130	13,231	35,214	(12,315)
NEED - 2013	36,130	13,231	35,291	(12,392)
NEED - 2018	36,130	13,231	35,449	(12,550)
NEED - 2023	36,130	13,231	35,636	(12,737)

The findings reveal a deficit of assembly and exhibition space both now and in the future, according to the consultant model; however, much of the "organized activities" space in the Neuberger Museum and the Performing Arts Center support assembly uses. If these spaces were to be re-classified to category 8.0, Purchase would show a surplus of assembly space. For exhibition space, although the Neuberger Museum provides substantial exhibition space for non-student artists, there is a lack of exhibition space to display student art.

# 9.0 LIBRARY

#### **SUNY GUIDELINE**

The SUNY Guidelines recognize the three traditional library space need components—seating or reading space, stack or collection space, and administrative or support space. The Guidelines recommend 4.89 ASF per student FTE for library seating space. SUNY Purchase's bound volume collection size of 240,000 volumes prescribes a bound volume factor of 0.0765 ASF per volume to project collection space. Library administration space is calculated as 25 percent of seating and collection space.

#### **CONSULTANT RECOMMENDATION**

The consultant recommendation for library space is based upon the CEFPI guidelines, which calculates reading or seating space by multiplying student and faculty FTE figures by a use rate. This figure is then multiplied against an average seating station size. A use rate of 20 percent is recommended for reading space inside the library, while 28 ASF is used as the average station size. While the SUNY Guideline determines the collection space need based on number of volumes, the CEFPI model includes all library materials, e.g. bound volumes, AV materials, periodicals, flat files, etc., and translates them into bound volume equivalents. This method captures the full extent of the library collection. Purchase currently records 240,000 bound volumes and 252,000 microforms in its collection. After translating the library materials into bound volume equivalents, the model then applies a space factor of 0.10 ASF per bound volume equivalent to the first 150,000 volumes, 0.09 ASF per bound volume equivalent to the subsequent 150,000 volumes, and 0.08 ASF per bound volume equivalent to the remaining volumes. Due to the rapid digitization of library collections, the model assumes a modest rate of growth (one percent) in collection size. Service, or administration, space is calculated at 20 percent of library reading or seating space and stack space.

While the SUNY Guideline projects library space within the library, it fails to recognize that studying occurs outside the library. The consultant model also projects a need for reading or seating space outside the library. This figure is calculated in the same manner as reading or seating space, but applies a ten percent use rate. The consultant methodology also projects a need for meeting rooms to accommodate group study space needs. This space is calculated using the Pennsylvania State Higher Education guideline, which recommends one ASF per student FTE.

#### **SPACE NEED**

The following table documents the library space need through 2023, according to the SUNY and Consultant models.

9.0 LIBRARY	SUNY	SURPLUS/ (DEFICIT)	CONSULTANT	SURPLUS/ (DEFICIT)
EXISTING SPACE	89,895		89,895	
NEED-CURRENT	48,693	41,202	76,809	13,086
NEED-2013	49,162	40,733	79,157	10,738
NEED-2018	50,127	39,768	82,866	7,030
NEED-2023	51,271	38,624	86,544	3,351

The consultant recommendation exceeds the SUNY recommendation largely because it accounts for reading and study space outside of the library. Applying the consultant methodology, there is a current surplus of approximately 13,000 ASF and a future surplus of approximately 3,400 ASF. Ongoing and planned renovation projects across campus may use some surplus library space to address campus-wide needs, including the relocation of the Journalism department and possible use of a portion of the Library to support the Center for Integrated Teaching and Learning (CITL).

## 10.0 STUDENT AND FACULTY ACTIVITIES

#### **SUNY GUIDELINE**

The SUNY Guideline for student and faculty activity space is calculated at 10.5 ASF per FTE.

#### **CONSULTANT RECOMMENDATION**

The consultant recommendation for student/faculty activity space need includes dining and student life spaces. Dining space needs are determined using a methodology prepared by Thomas Ricca Associates, leading consultants on dining requirements for universities. This method calculates space need for dining, servery, kitchen, and dish room areas. The model assumes that 60 percent of students will dine on campus and that 60 percent of these students will dine during the peak hour, at a triple turnover rate. Eighty percent seating efficiency is assumed along with a seating station size of 17 ASF per seat. The CEFPI guidelines are applied to calculate student life space needs. The model recommends nine ASF per student FTE.

#### **SPACE NEED**

The following table documents the student/faculty activity need at the various phases, according to the SUNY and Consultant models.

10.0 STUDENT - FACULTY ACTIVITY	SUNY	SURPLUS / (DEFICIT)	CONSULTANT	SURPLUS / (DEFICIT)
EXISTING SPACE	63,882		63,882	
NEED - CURRENT	44,250	19,632	60,236	3,646
NEED - 2013	45,056	19,039	61,287	2,595
NEED - 2018	46,715	17,167	63,451	430
NEED - 2023	48,678	17,695	66,013	(2,131)

Applying the Consultant methodology reveals only a very small surplus of student/ faculty activity space in the near term and future deficit of approximately 2,100 ASF. Non-SUNY space, such as the campus's Starbucks Coffee Shop, supplies some of the campus's dining functions. Over the long term, the College must consider not only the quantity of space but also the quality and appropriateness of student and faculty activity spaces to support a diverse array of student and faculty experiences.

## 11.0 STUDENT HEALTH SERVICES

# SUNY GUIDELINE/CONSULTANT RECOMMENDATION

For student health services space, SUNY recommends that the existing amount of space equal the required amount of space. SUNY Purchase currently has about 3,000 ASF of space devoted to student health services, which also functions as the projected need both now and in the future. This space is located entirely in Campus Center South.

11.0 STUDENT HEALTH SERVICES	SUNY / CONSULTANT	SURPLUS / (DEFICIT)
EXISTING SPACE	3,078	
NEED - CURRENT	3,078	
NEED - 2013	3,078	
NEED - 2018	3,078	
NEED - 2023	3,078	

## 12.0 GENERAL ADMINISTRATION

#### **SUNY GUIDELINE**

The SUNY Guideline for general administration space accounts for all nonacademic staff and is calculated at 8 ASF per student FTE.

#### **CONSULTANT RECOMMENDATION**

The consultant recommendation for general administration space applies an average office size of 160 ASF per FTE to all non-academic general administration staff. Rather than assign private offices to service/maintenance staff, an allocation of ten ASF per service/maintenance staff is provided to account for staff and locker rooms. It is assumed that general administrative staff figures will maintain the existing student to staff ratio and grow proportionately as the student population increases.

#### **SPACE NEED**

The following table documents the administration space need at the various milestones, according to the SUNY and Consultant models.

12.0 GENERAL ADMINISTRATION	SUNY	SURPLUS / (DEFICIT)	CONSULTANT	SURPLUS / (DEFICIT)
EXISTING SPACE	61,421		61,421	
NEED - CURRENT	33,715	27,706	62,976	(1,555)
NEED - 2013	34,328	27,093	64,122	(2,701)
NEED - 2018	35,592	25,829	66,483	(5,062)
NEED - 2023	37,088	24,333	69,277	(7,856)

Applying both the SUNY and Consultant methodologies reveals a deficit of general administrative space. In the future, it may be possible to reassign space, such as that located on the second and third floors of Campus Center South, for the purposes of general administration offices.

# **13.0 CENTRAL SERVICES**

# SUNY GUIDELINE/CONSULTANT RECOMMENDATION

For Arts and Science institutions with enrollments between 4,001 and 6,000 FTE, SUNY recommends 36,320 ASF of space for central services. Since enrollments are never expected to grow beyond 6,000 FTE at Purchase, the recommended amount of space holds true at all enrollment levels. Applying this methodology reveals a surplus of approximately 36,000 ASF of central service space.

13.0 CENTRAL SERVICES	SUNY / CONSULTANT	SURPLUS / (DEFICIT)
EXISTING SPACE	72,071	
NEED - CURRENT	36,230	35,751
NEED - 2013	36,230	35,751
NEED - 2018	36,230	35,751
NEED - 2023	36,230	35,751

# **14.0 BUILDING SERVICES**

#### SUNY GUIDELINE/CONSULTANT RECOMMENDATION

For Arts and Science institutions with enrollments between 4,001 and 6,000 FTE, SUNY calculates building service space need at three percent of the existing space from categories one through 13. Since the proposed need in these categories never exceeds the amount of existing space, three percent is applied to the existing space throughout 2023. The total amount of existing space in categories one through 13 is 909,403 ASF, which translates into a current and future space need of 23,600 ASF.

14.0 BUILDING SERVICES	SUNY / CONSULTANT	SURPLUS / (DEFICIT)
EXISTING SPACE	13,147	
NEED - CURRENT	22,782	(9,635)
NEED - 2013	22,870	(9,723)
NEED - 2018	23,349	(10,202)
NEED - 2023	23,580	(10,433)

Applying this methodology reveals a future deficit of approximately 10,400 ASF of building service space.

# **15.0 INACTIVE SPACE**

#### SUNY PURCHASE/CONSULTANT RECOMMENDATION

SUNY Purchase currently has 46,258 ASF of inactive space on campus, primarily located in Humanities Building, Campus Center South, the Butler Building, the Administration Building, and Beachwood. Inactive space need should not be projected now or in the future and should remain zero. A certain amount of space will always be "off line" due to the continuing renovation of existing space to accommodate ever changing needs.

15.0 INACTIVE SPACE	SUNY / CONSULTANT	SURPLUS / (DEFICIT)
EXISTING SPACE	46,258	
NEED - CURRENT	46,258	
NEED - 2013	46,258	
NEED - 2018	46,258	
NEED - 2023	46,258	

# **SUMMARY**

The space utilization analysis submits that SUNY Purchase has more than adequate space (roughly 43,000 ASF) to serve faculty, staff and students without new buildings through 2023. The physical campus of Purchase will need to adapt as enrollments and faculty numbers grow. While a long term need for general administrative and faculty/staff office space, student/faculty activities space and data resources exists, the analysis submits that SUNY Purchase has sufficient capacity to serve its current and future enrollment populations without significantly increasing its total square footage.

In 2023, there is a combined instructional space surplus of approximately 48,000 ASF. The reallocation of this surplus enables Purchase to decrease its student-to-faculty ratio, further pursue project-based learning, and create innovative and informal learning environments.

The master plan will explore options that distribute study space throughout the campus to accommodate stated academic goals. Strategies that reallocate surplus central services space to offset the building service deficit should be considered. In addition to these deficits, the quality and condition of a variety of spaces across campus should also be considered.

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# PHASE



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# A. SUMMARY FINDINGS

# **MAJOR ISSUES AND CONSIDERATIONS**

The SUNY Purchase campus remains as Edward Larabee Barnes originally conceived it, with the exception of the addition to the Student Services Building and The Commons and Alumni Village housing units. The campus is one of the most successful examples of the International Modern philosophy of campus planning, and its overall structure remains strong. However, many of the original buildings need to be upgraded to meet contemporary standards for classrooms, labs and offices. Much of the landscape has fallen into disrepair and needs to be transformed into more useable, comfortable outdoor space.

#### **PROGRAM GOALS**

The program goals drive the specific recommendations contained in the FMP. They are as follows:

- Accommodate faculty growth to support a lowering of the student-to-faculty ratio from 19:1 to 15.5:1.
- Support growth of student population by 409 FTE.
- Encourage cross-pollination of space use between conservatory program students and liberal arts students.
- Provide technology-rich spaces that foster informal learning and student collaboration.
- Redistribute space to support signature programs (dance, music) and those areas experiencing growth.

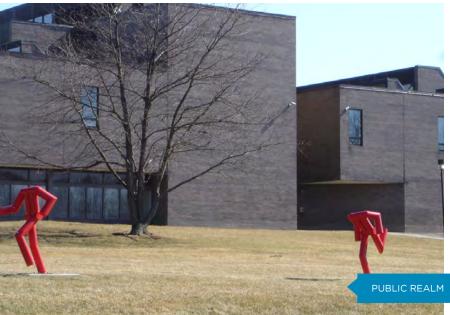




#### **PROJECT GOALS**

As documented in Phase III, the campus generally has enough space through 2023, although in some cases this space may need to be slightly redistributed. Therefore, the focus of this planning effort is to repurpose existing spaces to better meet pedagogical and student needs and to improve the campus environment. The main goals of this Facility Master Plan (FMP) are to:

- Revitalize the central core of campus through improved pedestrian networks through and among the buildings on the Plaza
- Humanize the landscape through redesign of the framework spaces (Great Lawn, Plaza, and PAC parking lots)
- Introduce trees and a structure to the remaining landscape spaces on campus
- Make strategic architectural interventions that reveal the activity occurring inside buildings

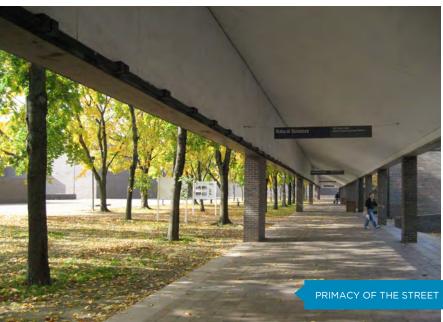


#### **LEGACY PRINCIPLES**

The Facility Master Plan establishes a set of core principles derived from the original vision for the SUNY Purchase campus. The vision can be described in a series of "legacy" principles:

- Establish the campus as a "City in the Country"
- Give priority to those shared spaces which constitute the public realm
- Promote a "less is more" aesthetic with "quiet, volumetric forms, unbroken surfaces, and continuous unifying materials"
- Assert the primacy of the street through the use of arcades and narrow building sites





#### **FACILITIES MASTER PLAN PRINCIPLES**

The Facility Master Plan principles advance the campus legacy ideals to meet the needs of a contemporary campus. The principles include:

- 1. Respect campus history and architectural legacy
- 2. Plan for smart campus growth
- 3. Preserve the woodland landscape and the framework of campus spaces
- 4. Promote an ethic of stewardship and sustainability
- 5. Enhance the quality of public spaces
- 6. Foster connectivity on campus and with the community
- 7. Recognize the whole campus as a learning environment

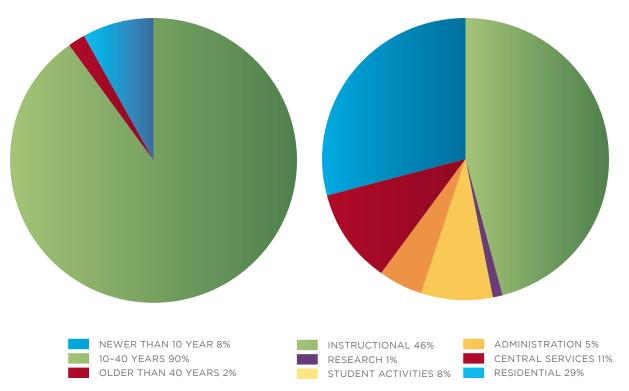
Each concept alternative seeks to respect these principles while proposing alternate development patterns for the campus.

# **PHYSICAL ENVIRONMENT**

SUNY Purchase encompasses over two million gross square feet distributed among 34 buildings on a 512-acre campus. The vast majority (90 percent) of the campus was built during one period, beginning in the early 1970s and concluding in 1978. Only the Student Services Building and some residential facilities, constituting 8 percent of all buildings, were built subsequent to that time period, in the last ten years. Approximately 2 percent of the campus building stock is older than 40 years. These buildings are collectively known as the Heritage Buildings, which now house some of the College's administrative functions.

In terms of building use, the majority of campus buildings (46 percent) are for instructional purposes. These buildings are primarily located in the pedestrian-oriented central mall area. Residential uses, which are controlled by the Dormitory Authority of the State of New York (DASNY) and are not part of this study, constitute nearly 30 percent of the total assignable square feet on campus. Central Services, Administration, and Student Activities each have a share equal to or less than 11 percent. Research uses only account for about 1 percent of total space on campus.

#### Gross Square Feet by Age of Facility



Non Assignable Space Distribution by Major Functional Area





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# **BUILDING CONDITION**

A detailed building condition analysis is supplied in Phase 2 of this report. The chart below is a general summary of that condition analysis for the primary academically-oriented buildings on campus. The buildings receiving the lowest scores are prime renovation candidates in the FMP. In the case of Visual Arts and Humanities, those buildings have already been targeted for renovation and are undergoing renovation study as part of a separate, but parallel, effort.

BUILDING NAME	BUILDING EXTERIOR	BUILDING INTERIOR	BUILDING HEATING/COOLING	BUILDING ELECTRICAL	
VISUAL ARTS					
NATURAL SCIENCES					
DANCE					
MUSIC					
SOCIAL SCIENCE					
HUMANITIES					
PERFORMING ARTS CENTER					
PHYSICAL EDUCATION BUILDING					
CAMPUS CENTER NORTH					
CAMPUS CENTER SOUTH					
LIBRARY					



GENERALLY GOOD

GENERALLY FAIR

FAIR/POOR

GENERALLY POOR

# **SPACE ASSESSMENT**

#### **ENROLLMENT PROJECTION PROCESS**

Enrollment projections deliver a baseline for the master plan space needs at various phases throughout plan development. The SUNY Purchase Master Plan assesses the current space need and projected space needs at five-year intervals—2013, 2018 and 2023, respectively. The consultants reviewed enrollment projections developed by both the SUNY System and the College, and analyzed the demographic trends from counties where Purchase recruits its students.

#### FACTORS THAT AFFECT ENROLLMENT

A number of factors may affect enrollment, including distinctive and attractive programs, demographic projections for the areas from which the college draws students, state policies regarding education and growth, and the physical and organizational policies of the campus. For Purchase, the exceptional Dance program and other arts-related offerings, attract students from a large geographic area. While there is no state policy regarding SUNY growth, Purchase has the capacity to grow programs not requiring specialized facilities – a finding that is confirmed in the subsequent calculation of space needs. However, the College's commitment to maintaining student selectivity, improving retention and lowering student/faculty ratios have led the College to support a policy of only selective growth in key areas, with a net add of 422 additional students by 2023.

#### SUNY SYSTEM ENROLLMENT PROJECTIONS

The SUNY system established specific enrollment projections across the system for each one of its institutions in 2007. These projections assume a mathematical and consistent growth across time. Therefore, these projections cannot predict economic downturns or other major outside influences. System projections for SUNY Purchase specify a gradual increase in undergraduate enrollment during each of the five-year periods. The projected full-time equivalent (FTE) enrollment levels at the identified milestones are as follows:

- 2013 Projection 4,291 FTE
- 2018 Projection 4,449 FTE
- 2023 Projection 4,636 FTE

#### **COLLEGE PROJECTIONS**

The College provided specific parameters for enrollment projections in the future. Purchase would like to lower its student-to-faculty ratio from an average of 19:1 today to 15.5:1, beginning in 2018. In order to reduce the student-to-faculty ratio, Purchase plans to maintain its student enrollment close to current levels. Undergraduate enrollments are to grow by approximately 409 students over the next 12 years while the number of graduate students should remain stable, with an anticipated increase of only 13 students. These projections suggest an overall FTE increase of approximately 409 FTE, or 9 percent, between 2009 and 2023.

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#### **DEMOGRAPHICS**

At the time of the writing of this report, graduate levels were projected to hold steady. The College may decide to strategically increase graduate enrollment in selective

The Office of Institutional Research at SUNY Purchase provided the geographic origin, by county, of its instate student population in 2009. Approximately 83 percent of Purchase students are from counties within New York State while the remaining 17 percent are from 40 states and 25 countries. This represents the highest share of non-New York State students for any SUNY institution. This is due, in part, to its location in the tri-state area of New York, Connecticut, and New Jersey, but also due to the highly regarded reputation of particular academic programs, such as Dance.

#### CONSENSUS

The 2008 SUNY system enrollment projections suggest that Purchase enrollment grow to 4,500 by 2013 before declining to 3,700 in 2023. These projections do not align with those provided by Purchase and referenced above, notably because the SUNY system projections rely on New York State demographics and do not consider the broader demographic market or demand for specialized programs. The consultant team therefore applies Purchase College projections to serve as the guiding numbers for space usage in the future. Undergraduate enrollment should increase by approximately 409 by 2023 and graduate enrollment should remain relatively flat.

#### DEPARTMENT TRENDS WITHIN PROJECTIONS

Departmental fluctuations in higher education are inevitable. The table below documents the fluctuations and percentage change from 2009-2023 among each discrete department at Purchase. The most significant fluctuations occur in departments that are slotted for reassignment: Dramatic Writing and Jewish Studies. The most significant gain is Visual Arts with a 104 percent positive change from 2009-2023. Overall most departments reflect little to no change in enrollment.

Growth percentages mean very little regarding graduate enrollments which are too small for percentage change to be statistically relevant.

GRADUATE STUDENTS	% CHANGE FROM 2009 TO 2023
DANCE	0%
MUSIC	8%
THEATRE	0.00%
VISUAL ARTS	49%
ART HISTORY	1%

SOURCE: PROVIDED BY THE COLLEGE AND SUCF

UNDERGRADUATE DEPARTMENTS	% CHANGE FROM 2009 TO 2023		
CREATIVE WRITING	99%		
COLLEGE WRITING	13%		
NEW MEDIA	0%		
MEDIA, SOCIETY & ART	86%		
DANCE	0%		
DRAMA STUDIES	30%		
DRAMATIC WRITING	-100%		
MUSIC	8%		
THEATRE-DEAN'S OFFICE	0%		
ACTING	0%		
DESIGN TECH	0%		
FILM	4%		
VISUAL ARTS	104%		
JOURNALISM	1%		
DEAN'S OFFICE - HUMANITIES	0%		
ENGLISH & AMERICAN LITERATURE	1%		
ART HISTORY	1%		
HISTORY	1%		
MODERN LANGUAGE	1%		
PHILOSOPHY	14%		
BIOLOGY	2%		
CHEMISTRY	-1%		
MATHEMATICS	0%		
PHYSICS	0%		
PSYCHOLOGY	2%		
ENVIRONMENTAL STUDIES	75%		
DEAN'S OFFICE-SOCIAL SCIENCE	0%		
ANTHROPOLOGY	3%		
ECONOMICS	15%		
FRESHMEN SEMINAR	1%		
POLITICAL SCIENCE	17%		
SOCIOLOGY	39%		
EVENING DIVISION (LIBERAL STUDIES)	9%		
INSTRUCTION-INTER.DIVISION	-1%		
ARTS MANAGEMENT	80%		
GRAPHIC DESIGN	2%		
DRAWING & PAINTING	2%		
PRINTMAKING	2%		
PHOTOGRAPHY	2%		
SCULPTURE	2%		
JEWISH STUDIES	-100%		
WOMEN'S STUDIES	1%		
CINEMA STUDIES	31%		
PHYSICAL EDUCATION	0%		

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#### **SPACE NEEDS**

The space utilization analysis submits that SUNY Purchase has more than adequate space to serve faculty, staff and students without new buildings through 2023. The physical campus of Purchase will need to adapt as enrollments and faculty numbers grow. While a long term need for general administrative and faculty/staff office space, student/faculty activities space and data resources exists, the analysis submits that SUNY Purchase has sufficient capacity to serve its current and future enrollment populations without significantly increasing its total square footage.

In 2023, there is a combined instructional space surplus of approximately 48,000 asf. The reallocation of this surplus enables Purchase to decrease its student-to-faculty ratio, further pursue project-based learning, and create innovative and informal learning environments.

Despite an overall quantity of space to support the institution, there are qualitative and pedagogical needs that the Facilities Master Plan must address. In particular, the campus suffers from a lack of distributed study and social space. Many of the buildings have not been renovated since the time of their original construction, so several interventions are necessary to improve building function, such as HVAC and ADA considerations.

There are also qualitative needs that relate to evolving pedagogy and student collaboration models. In particular, arts production, performance, presentation, and consumption are becoming increasingly technology-based. Pedagogical styles are also become more collaborative and group-focused. The line between disciplines is increasingly blurring; therefore, there is a demand for space that can accommodate social learning and interaction, peer instruction, and use of technology.

#### TABULAR SUMMARY OF PROJECTED SPACE NEED

SPACE NEED BY CATEGORY - CONSULTANT'S RECOMMENDATION	EXISTING SPACE	CURRENT NEED	NEED IN 2013	NEED IN 2018	NEED IN 2023
1.1 CLASSROOMS	25,086	18,665	18,776	19,470	20,296
1.2 LECTURE HALLS	9,247	5,130	5,178	5,265	5,399
2.1 TEACHING LABS	156,027	112,125	113,253	115,080	117,016
2.2 INDIVIDUAL STUDY LABS	24,307	20,777	20,777	20,777	20,777
2.3 DEPARTMENTAL RESEARCH LABS	14,036	13,736	13,736	13,736	13,736
2.4FACULTY & STAFF OFFICES	39,665	34,805	35,445	45,925	47,855
2.5 GENERAL & SPECIAL USE	18,657	1,066	1,072	1,160	1,183
3.0 HEALTH & PHYSICAL EDUCATION	6,515	62,143	62,910	64,490	66,360
4.0 DATA & RESOURCES CENTER (IT)	15,100	20,208	20,208	20,208	20,208
5.0 ORGANIZED ACTIVITIES	276,341	276,341	276,341	276,341	276,341
6.0 ORGANIZED (SPONSORED) RESEARCH	0	0	0	0	0
7.0 PUBLIC SERVICES	12,176	12,176	12,176	12,176	12,176
8.0 ASSEMBLY & EXHIBITION	22,899	35,214	35,291	35,449	35,636
9.0 LIBRARY	89,895	76,809	79,157	82,866	86,544
10.0 STUDENT/FACULTY ACTIVITIES	63,882	60,236	61,287	63,451	66,013
11.0 STUDENT HEALTH SERVICES	3,078	3,078	3,078	3,078	3,078
12.0 GENERAL ADMINISTRATION	61,421	62,976	64,122	66,483	69,277
13.0 CENTRAL SERVICES	72,071	36,320	36,320	36,320	36,320
14.0 BUILDING SERVICES	13,147	22,782	22,870	23,349	23,580
15.0 INACTIVE SPACE	46,258	0	0	0	0
TOTAL	969,808	874,588	881,996	905,623	921,795

\*NOTE: PROJECTED SPACE NEEDS ARE BASED ON CONSULTANT CALCULATIONS

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#### **CONCLUSIONS**

Although SUNY Purchase is well-positioned to accommodate its target enrollment within its current physical plant, there are some shortfalls in space and new program initiatives that need to find a home. Instructional and departmental needs include the following:

- There is a need for 14% more faculty and staff office space on campus, reflecting the College's desire to decrease the student-to-faculty ratio
- A surplus of lab space can be reused to support programs with noted shortfalls (e.g. dance, music) and targeted growth areas (e.g digital media)

In addition, the following moves will impact SUNY Purchase's campus support space needs:

- Excess space in "Organized Activity" can be repurposed to support HPE and Assembly/Exhibition
- Long-term need for general administrative office space
- Immediate need for Building Services and Data & Resources
- Unused library space has been targeted for the planned Center of Integrated Technology Learning





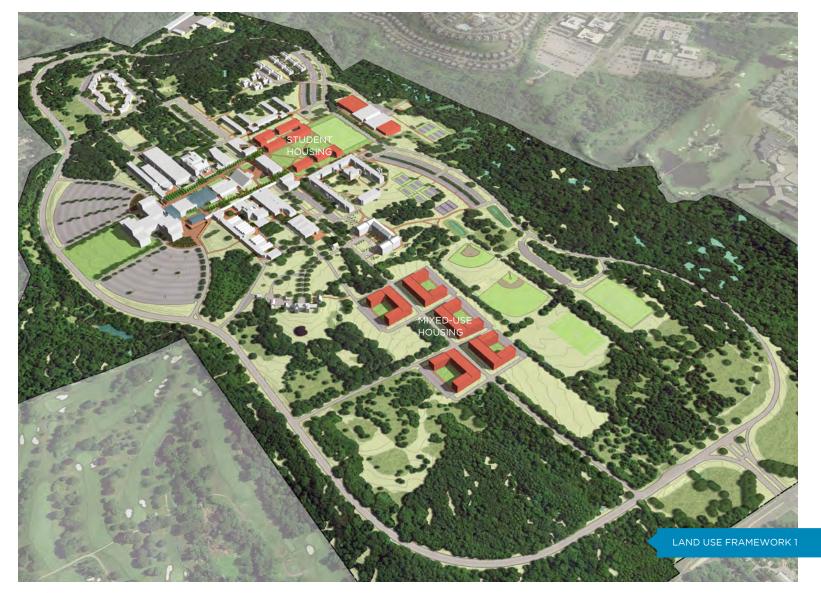
# **B. GRAPHICS** SUMMARY OF CONCEPTS

The concept alternatives include three land use frameworks as well as three approaches to organizing academics on campus. The larger scale land use frameworks define campus arrival, development zones, and open spaces. The development zones are identified as potential housing sites for three different populations: students; faculty and staff; and seniors (55 years and older). It is important to note that after these alternatives were proposed, the New York State legislature passed a bill authorizing the use of SUNY Purchase land for senior housing and designated a specific site for that housing. Therefore, two sites designated as senior housing in the land use frameworks are no longer valid options.

The academic approaches test the idea of increasing integration across the schools through building organization. As originally conceived, each building housed one program (e.g., Dance, Music, or Natural Science). With interdisciplinary thinking as part of the pedagogy, this physical separation of programs makes collaboration more difficult. The academic approaches vary in level of integration and location of shared spaces.

#### LAND USE FRAMEWORK 1: COMPACT MIXED USE

- New housing for seniors, faculty, and staff is located along Lincoln Avenue; ground floor uses could include gallery space, artist studios, and incubator office space (no longer valid option for senior housing due to legislation)
- New residence halls line the Great Lawn. These residence halls could provide additional capacity for students and also allow phased renovations to the existing residence halls. In the event that the College does not want to further invest in the existing residence halls, these new residences can be built along the Great Lawn and then the existing residence halls can be decomissioned.
- The Great Lawn becomes a series of terraced quadrangles with a recreational sports field adjacent to the Physical Education Building; Brigid Flanigan road alignment is modified in front of the Physical Education Building
- The admissions office is relocated from the Heritage Site to the planned Center of Integrated Technology Learning (CITL). The Heritage site is then used for the President's Residence.



EXISTING CAMPUS BUILDINGS PROPOSED CAMPUS BUILDINGS

#### LAND USE FRAMEWORK 2: VILLAGES

- New housing for seniors is located on a parcel in the southwest corner of the SUNY land holding along Brigid Flanigan Drive and East-West Road; landscape buffers limit views of the development from Brigid Flanigan
- Faculty and staff housing is located between The Commons and Alumni Village student housing on Lincoln Avenue
- New residence halls line the Great Lawn. As with Framework 1, this housing can be developed either as additional capacity or as replacement housing for the existing stock.
- The Great Lawn becomes a series of terraced quadrangles with a recreational sports field adjacent to the Physical Education Building; Brigid Flanigan Drive's alignment is modified in front of the Physical Education Building
- Admissions office remains at the Heritage Site; way-finding, signage and the pedestrian connection to the central plaza is improved



EXISTING CAMPUS BUILDINGS PROPOSED CAMPUS BUILDINGS

### LAND USE FRAMEWORK 3: REUSE

- New student housing along the north and south side of the Great Lawn; requires demolition of existing student housing (The Far Side, Crossroads, The Big Haus, and The Olde)
- Transformation of Alumni Village from student housing to faculty and staff housing
- Transformation of The Commons to senior housing (no longer valid option for senior housing due to legislation)
- Great Lawn is re-imagined as a central quadrangle while preserving the view corridor
- Admissions office is relocated from the Heritage Site to the planned CITL



EXISTING CAMPUS BUILDINGS PROPOSED CAMPUS BUILDINGS

## **ACADEMIC ORGANIZATION**

The existing building use organization reinforces the notion of a central public realm with all common, shared student life spaces located on the plaza and along the central spine (Performing Arts Center, Post Office, Book Store, Library, and Student Services Building). Individual academic departments are located in separate buildings which front the central plaza.

The concepts for academic organization challenge the view that individual programs should be separated and propose alternative frameworks to increase integration and collaboration.

### ACADEMIC CONCEPT 1-HOME BASE FOR PROGRAMS AND CENTRALIZED COMMON SPACE

- Each program maintains its own common area which is located on the plaza side of the building. This approach is similar to how the campus is organized today, but strengthens the role of common space in terms of more deliberately extending the learning environment beyond the classroom. In doing so, the front portions of the buildings become more public to foster an enhanced sense of community among the chief programs represented in each facility.
- Campus Center North, Campus Center South, Student Services, Library, Post Office, and Book Store serve as significant shared public spaces. Because the academic buildings remain relatively program-specific, the central service buildings play a key role in providing common and collaborative learning space for the entire campus population, similar to today's organization.
- The plaza continues to serve as the primary space for moving between the academic buildings.

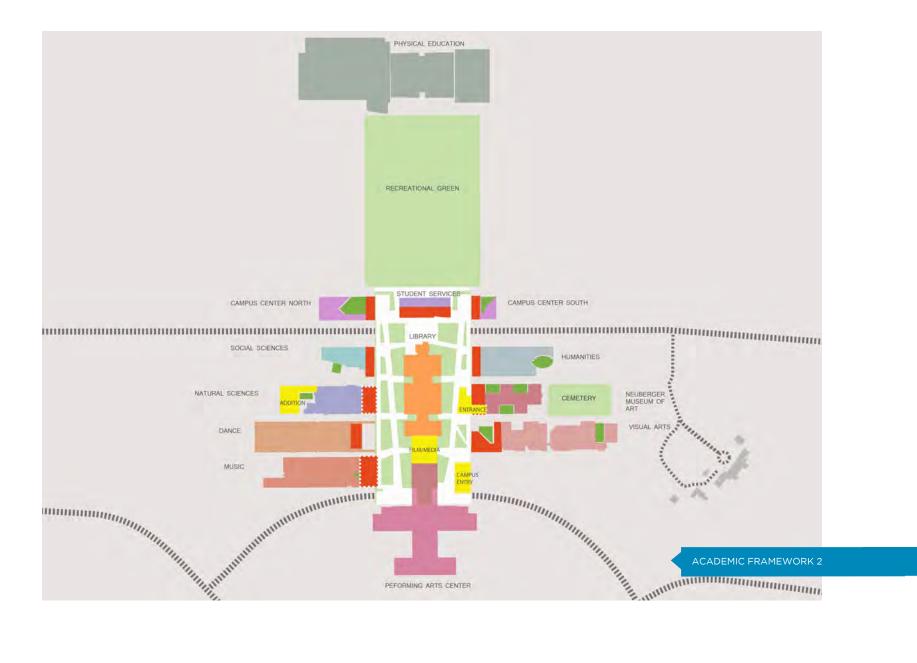




### ACADEMIC CONCEPT 2 -COLLABORATIVE FORUM

- Common areas are located on the plaza side of the building and are for collaborative student forum space rather than program-specific uses. The intent of this approach is to reinforce the edges of the plaza and to serve as the interior counterpoint to the external environment of the plaza. These spaces are intended to serve as an extension of the classroom and therefore relate strongly to social space to reinforce the academic environment. Moreover, because they are located along the public facades of the building, they can serve as interdisciplinary nodes for serendipitous learning and discovery. The Library, Student Services Building and Campus Center North and South continue to serve as common space anchors for student life.
- Particular academic buildings offer infill potential between the existing footprint and the plaza, such as Music and Natural Sciences. The idea with these projects is to provide additional common space where none exists today.
- As part of this strategy, building façades become more transparent for visual connections to activities on the plaza. An example of this is the facade of the Dance Building, where removal of the north wall of the first studio exposes the public to the activity taking place within.





### ACADEMIC CONCEPT 3 -NETWORK OF SHARED SPACE

- Common areas are located along a new pedestrian route as a system of semipublic shared spaces off of the central plaza. This new pedestrian route serves as a secondary connection (the plaza serves as the primary connection) to move throughout buildings. Along this network hang a series of semi-public shared spaces. Each of these spaces offer a node for program synergy, such as a technology studio for dance and music collaboration.
- Pedestrian streets activate this new network of shared spaces by improving the landscape design (e.g. lighting, pavement, seating, vegetation) and architectural design (e.g. transparency, programming). In this way, the north/south streets between the buildings become an important and contributing system for navigating the campus.





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# C. FTE

SUNY Purchase provided specific parameters for student enrollment projections in the future. Purchase would like to lower its student-to-faculty ratio from an average of 19:1 today to 15.5:1 beginning in 2018. In order to reduce the student-to-faculty ratio, Purchase plans to maintain its student enrollment close to current levels. Undergraduate enrollments are to grow by approximately 409 students over the next 12 years while the number of graduate students should remain stable, with an anticipated increase of only 13 students. Faculty numbers are estimated to grow from a current total of 218 to 298, an increase of 73%. The projected enrollment levels at the identified milestones are as follows:

OVERALL PURCHASE ENROLLMENT PROJECTIONS	2009 FTE	2013 FTE	2018 FTE	2023 FTE
UNDERGRADUATE	4,098	4,172	4,325	4,507
GRADUATE	116	119	124	129
TOTAL	4,214	4,291	4,449	4,636

GRADUATE FTE, DEPARTMENT NAME - TOTAL	2009	2013	2018	2023
DANCE	14.4	14.4	14.4	14.4
MUSIC	79.4	80.8	83.4	86.0
THEATRE	5.3	5.3	5.3	5.3
VISUAL ARTS	6.7	8.8	11.2	13.6
ART HISTORY	9.7	9.7	9.7	9.8
TOTAL	115.5	119.0	124.0	129.1

UNDERGRADUATE FTE, DEPARTMENT NAME - TOTAL	2009	2013	2018	2023
CREATIVE WRITING	35.20	40.00	55.00	70.00
COLLEGE WRITING	168.53	170.00	180.00	190.00
NEW MEDIA	85.33	85.00	85.00	85.00
MEDIA, SOCIETY & ART	42.92	50.00	65.00	80.00
DANCE	212.05	211.63	211.63	211.63
DRAMA STUDIES	79.73	92.00	98.00	104.00
DRAMATIC WRITING	36.12	0.00	0.00	0.00
MUSIC	372.88	379.24	391.61	403.98
THEATRE-DEAN'S OFFICE	27.86	27.73	27.73	27.73
ACTING	84.83	85.00	85.00	85.00
DESIGN TECH	96.32	96.00	96.00	96.00
FILM	68.93	72.00	72.00	72.00
VISUAL ARTS	35.06	46.18	58.77	71.36
JOURNALISM	105.53	106.00	106.00	107.00
DEAN'S OFFICE - HUMANITIES	0.00	0.00	0.00	0.00
ENGLISH & AMERICAN LITERATURE	136.13	136.00	136.00	137.00
ART HISTORY	132.33	132.30	132.30	133.23
HISTORY	198.46	198.00	198.00	200.00
MODERN LANGUAGE	125.06	125.00	125.00	126.00
PHILOSOPHY	109.59	115.00	120.00	125.00
BIOLOGY	137.22	137.00	138.00	140.00
CHEMISTRY	62.39	62.00	62.00	62.00
MATHEMATICS	70.13	70.00	70.00	70.00
PHYSICS	13.20	13.20	13.20	13.20
PSYCHOLOGY	234.36	234.00	236.00	238.00
ENVIRONMENTAL STUDIES	45.59	50.00	65.00	80.00
DEAN'S OFFICE-SOCIAL SCIENCE	0.00	0.00	0.00	0.00
ANTHROPOLOGY	64.20	64.00	65.00	66.00
ECONOMICS	87.19	90.00	95.00	100.00
FRESHMEN SEMINAR	27.66	28.00	28.00	28.00
POLITICAL SCIENCE	115.80	120.00	125.00	135.00
SOCIOLOGY	93.40	100.00	115.00	130.00
EVENING DIVISION (LIBERAL STUDIES)	367.17	375.00	385.00	400.00
INSTRUCTION-INTER.DIVISION	51.33	51.00	51.00	51.00
ARTS MANAGEMENT	97.06	130.00		175.00
GRAPHIC DESIGN	74.52	75.00	75.00	76.00
DRAWING & PAINTING	73.72	74.00	74.00	75.00
PRINTMAKING	41.20	41.00	42.00	42.00
PHOTOGRAPHY	41.99	42.00	42.00	43.00
SCULPTURE	51.19	51.00	52.00	52.00
JEWISH STUDIES	11.32	7.00	3.00	0.00
WOMEN'S STUDIES	62.46	63.00	63.00	63.00
CINEMA STUDIES	65.06	70.00	75.00	85.00
PHYSICAL EDUCATION	57.80	57.80	57.80	57.80
TOTAL	4,098.82	4,172	4,325	4,507
IVIA	7,050.02	7,172	7,323	7,307

# **D. CAMPUS PLANNING**

## **CAMPUS ORGANIZATION**

SUNY Purchase has a rich history of campus planning. Designed in the late 1960s in the age of International Modernism, the campus is an excellent example of monumental architecture, simple volumes, and the "less is more" aesthetic. The campus is distinguished by a raised plaza that serves to connect the second floors of all academic buildings, as well as those facilities devoted to student life. In this way, the plaza enforces the programmatic zones of the campus, with the academic heart within the pedestrianized central core and housing, support services, and parking around the perimeter. The Facility Master Plan (FMP) respects the overall campus organization but seeks to introduce zones designed for academic collaboration and social interaction. In this way, the alternatives explore ways to break down some of the existing distinctions between space types and to connect these space types to form a more fluid and integrated campus experience.

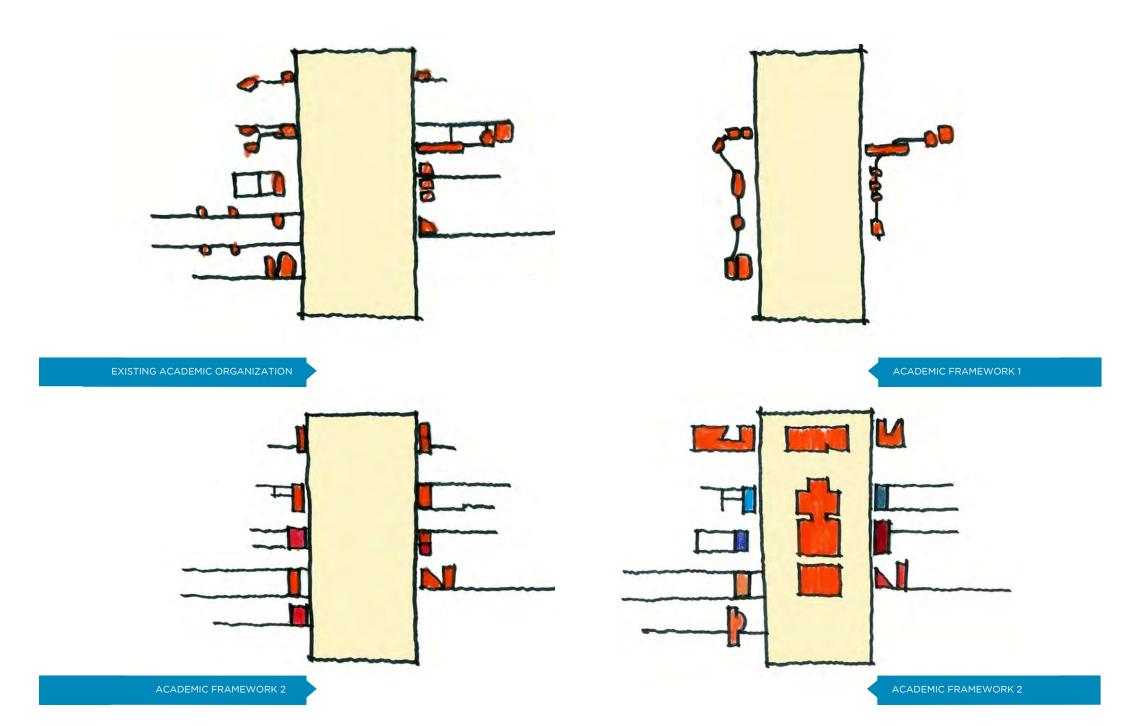
## **COLLABORATION SPACE**

The conceptual approaches consider alternative ways of increasing collaboration among academic programs through the introduction of a network of shared spaces. The location and level of integration varies in each option. These spaces can be characterized as follows:

- Collaboration space varies in scale. It can be a large gathering area where students can use their computers and meet in groups, or it can be a corridor near classrooms where students and their professors can linger between classes.
- Collaboration space is learning space. Since learning is inherently social, collaborative spaces foster learning that happens outside of the classroom, in the time before and after the formal class meeting.
- Collaboration space maximizes learning per square foot. By taking advantage of the many existing circulation spaces and/or under-programmed spaces, the College can "discover" underused space with little capital investment.

## CAMPUS LANDSCAPE

The FMP also will transform the previously defined landscape spaces ("public realm") into more hospitable and attractive places. Landscape was secondary to the building complex in the original master plan. Spaces were overscaled and, in some cases, not successful in creating a comfortable outdoor environment. By strategically placing new housing, the FMP will respect the original design intent of the Great Lawn while making it a functional gathering space and recreational asset. A change in landscape plant materials along the developed campus edges will ease the transition between the surrounding woodland and meadow environment and the campus core. This change upholds the ideal of the "City in the Country" while reducing maintenance costs. Finally, designing a campus-wide functional, working landscape that treats stormwater and mitigates climate conditions will help SUNY Purchase meet their climate action goals as a signatory of the American College and University President's Climate Commitment (ACUPCC).



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# E. DEVELOPMENT GUIDELINES

## **FACILITIES MASTER PLAN PRINCIPLES**

The original campus plan developed in the 1960s had very specific development guidelines that prescribed materials, architectural relationships, and the public realm. The Facility Master Plan includes a series of principles, or development guidelines, that advance the campus legacy ideals, while meeting the needs of a contemporary campus.

Each concept alternative seeks to respect these guidelines while proposing alternative development patterns on the campus. The FMP will not issue detailed design guidelines describing materials, dimensions, or architectural relationships, but will make suggestions regarding general design goals and conceptual frameworks.

The Facilities Master Plan Principles are as follows:

### **1. RESPECT CAMPUS HISTORY AND ARCHITECTURAL LEGACY**

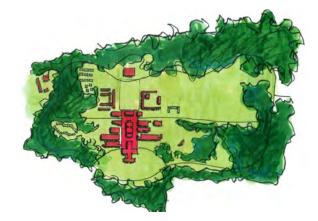
- The original campus plan established Purchase College as a "city within the country." This means that the undeveloped, naturalized areas of the campus are just as essential as the campus core. The bucolic landscape contributes to the overall aesthetic and provides relief from the energy of the core.
- The campus's existing public realm is clearly defined by the plaza. The plan deliberately established the plaza and the space between the buildings as the area of social collaborationl. Future planning must respect this strong organizing concept but should also work to suggest ways for the public realm to be enhanced and extended.
- Barnes's plan to do "more with less" resulted in modernist simplicity for "plain living and high thinking." Future planning should respect the minimalist aesthetic but modernize the experience to meet current pedagogy and mission.

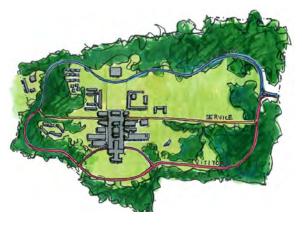
### 2. PLAN FOR SMART CAMPUS GROWTH

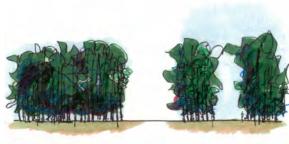
- Future campus growth should be designed as a compact and dense built environment. This approach maintains the original intent of the campus in the city.
- Future development should be proximite to the campus core to provide ease of access and to foster a sense of 24-7 community. In this way, the whole campus is engaged as part of the student life experience.
- Create a strong sense of arrival.
- Maintain clear routes for students, visitors, and service. The existing network is adequate to serve the campus; most of the problems result from a lack of clarity about which routes are for whom.

#### 3. PRESERVE THE WOODLAND LANDSCAPE AND FRAMEWORK OF CAMPUS SPACES

• The woodland landscape is strong at the campus perimeter but the landscape experience becomes less clear as one moves from the oustide in. Future planning should maintain two types of landscape patterns: dense woodlands and clearings. The woodlands contribute to the naturalistic campus setting, while the clearings allow for transparency and views.







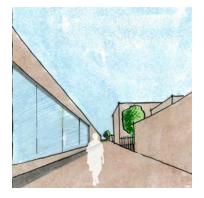
CLEARING

### 4. PROMOTE AN ETHIC OF STEWARDSHIP AND SUSTAINABILITY

• The campus was constructed over an 11-year period beginning in the late 1960s. This era preceded thoughtful consideration of energy strategies, building orientation, stormwater, etc. However, the original plan did have an ethos of stewardship - to the community, to the woodland landscape, to the sanctity of the academic enviornment - that suggests an approach for thinking about sustainability today. Campus planning should therefore create sustainable strategies for the environment that consider solar orientation, wind, climate, hydrology, and vegetation

### 5. ENHANCE THE QUALITY OF PUBLIC SPACES

- Design at the human scale
- One major success of the existing plan is the separation of pedestrian and vehicular traffic. Over time, this has been compromised, particularly along portions of Lincoln Avenue. Future planning should calm vehicular traffic in these areas and maintain separation of pedestrian and vehicular traffic
- Respect the arcade system
- · Create a semi-public system of shared spaces for academic mixing





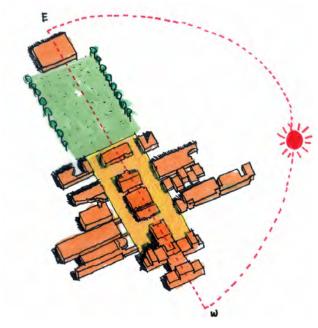




PROPOSED

PLAZA

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## 6. FOSTER CONNECTIVITY ON CAMPUS AND WITH THE COMMUNITY

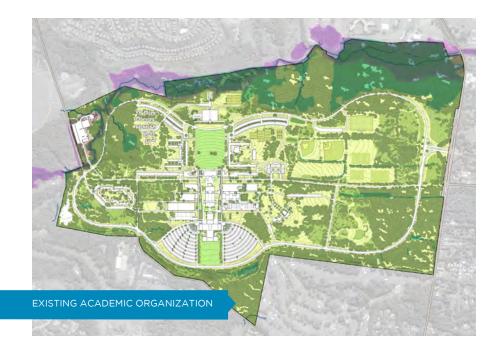
- Enhance the pedestrian streets by creating connections to other pedestrian paths and providing specific destination areas (based on existing housing, landscape areas, and potential development)
- Activate each pedestrian street with adjacent building programs facing the street, building transparency, and with landscape design
- Enhance campus-wide accessibility. This was not part of the original considerations, and the campus has made significant strides toward accommodating ADA requirements.

## 7. RECOGNIZE THE WHOLE CAMPUS AS A LEARNING ENVIRONMENT

- Active programs should be visible from the public plaza
- Create more spaces for informal learning and collaboration
- Create more transparency on campus
- Primary access for campus core buildings should reinforce the plaza's edge







## LANDSCAPE PRINCIPLES

In addition to the overall campus guidelines, the FMP introduces several landscaperelated principles. These principles suggest a reinterpretation of the role of the landscape from a contextual role to a more functional, active role. The role of the landscape can be broken into four categories:

# 

### **ENVIRONMENTAL DESIGN**

- Mimic natural rain water drainage patterns with the design of stormwater systems that promote groundwater recharge and minimize stream erosion
- Use plant materials to provide shade and protect against harsh winds

### **NATURAL FEATURES**

- Protect woodlands, wetlands, streams, and meadows
- Showcase natural features as a campus asset
- Learn from native landscape and incorporate elements into campus designed landscape spaces

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### **HISTORY OF THE LAND**

- Recognize rural farmland landscape elements
- » Stone walls, hedge rows, clearings
- Transform landscape spaces defined as public realm (Great Lawn, PAC parking lot, campus arrival)
- Establish more defined hierarchy of spaces
- » Central plaza, quadrangles, courtyards, streetscapes, pathways



### **IMAGE AS UNIVERSITY CAMPUS**

- Define lands as a place for intellectual pursuit and artistic expression
- Introduce contemplative spaces that permit reflection and quiet fascination
- Promote exploration of grounds
  - » Coordinate art installations
  - » Showcase natural features with a trail network

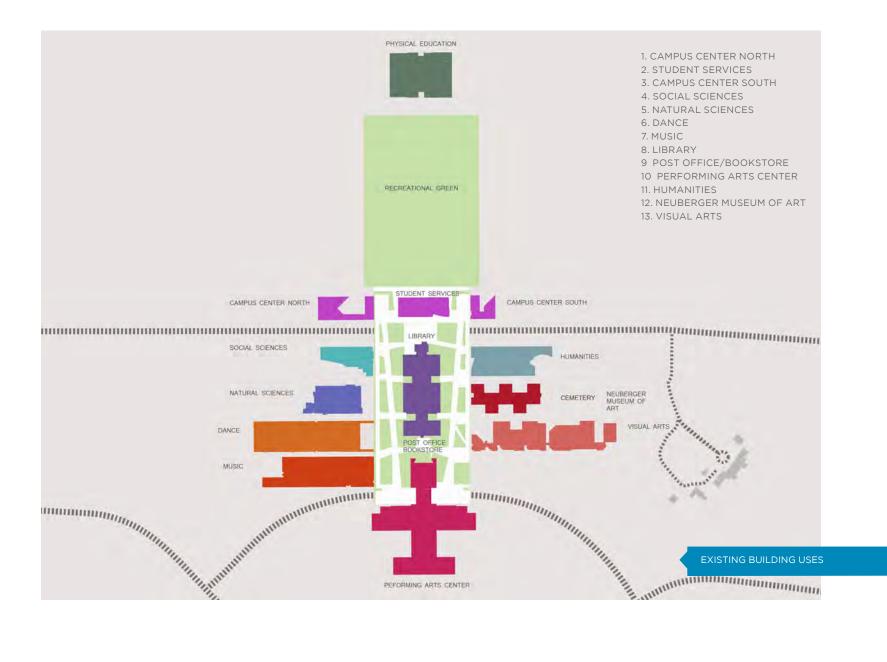
# **F. BUILDING USE**

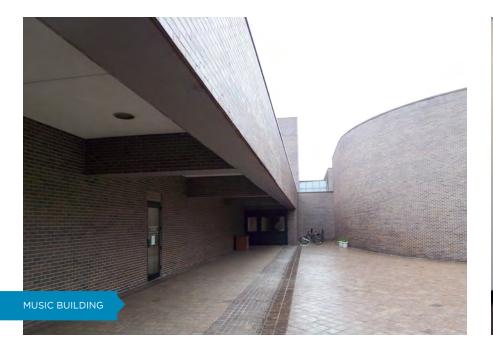
With the exception of the 2006 Student Services Building, the majority of the original campus buildings were constructed between 1970 and 1977 following the completion of Edward Larrabee Barnes' master plan. Since the time of construction, there has been little to no structural maintenance of the base building elements. Many building systems have reached the end of their useful life, and many academic spaces have not been adapted to reflect pedagogical changes.

The steel framing of the academic buildings makes them quite flexible in form. However, due to the preponderance of interior and exterior masonry, changes may be costly and difficult. Renovation options will need to balance adaptability potential with cost considerations.

Academic expansion zones were originally envisioned in the 1971 Master Plan, namely by adding on or adjacent to the buildings ringing the central plaza. Phase III of this report determines the extent of future space needs. Repurposing existing under-utilized space will be a priority before new construction is considered.

The following pages outline the major projects proposed as part of the Facilities Master Plan. It is noted that, at the time of this study, several other building studies were already underway. These include the CITL, renovation of the Humanities Building, and a study of the Visual Arts Building. The findings of these studies should be incorporated into future campus-wide planning in connection with the FMP.





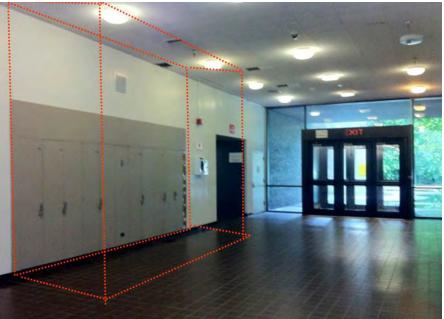
### **KEY PROJECTS**

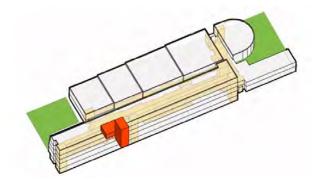
### **MUSIC BUILDING**

The Music Building houses the Conservatory of Music, Conservatory of Theater Arts & Film, and Continuing Education. The main floor of the building was designed primarily to accommodate practice rooms and offices and therefore is not well-suited for classrooms. The lower level provides large performance and recital halls. Given the configuration of practice rooms and recital venues on the main and lower floors, it would be difficult to renovate them to meet other needs.

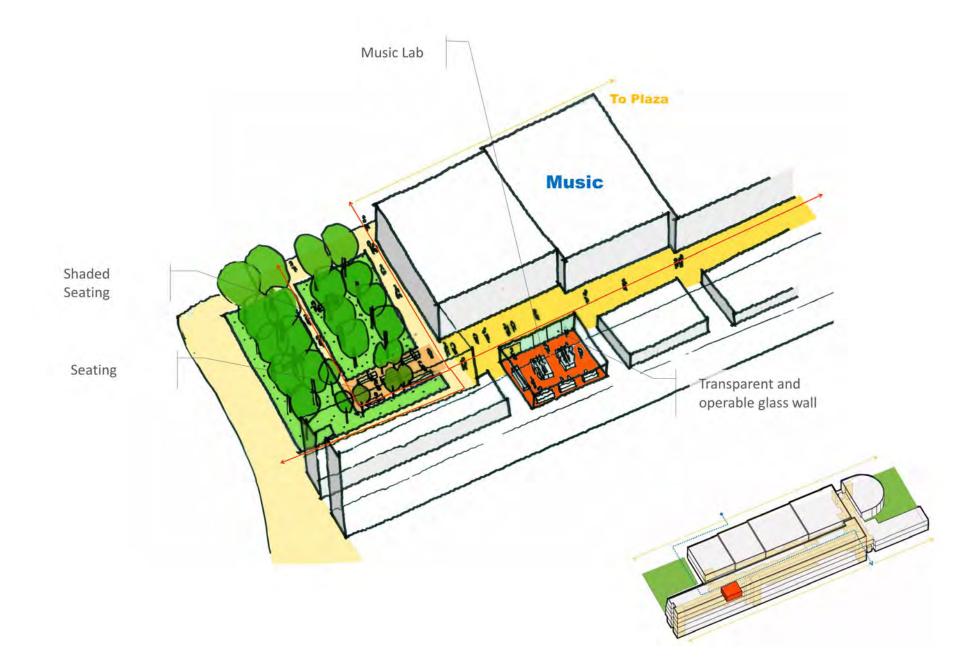
The construction of the CITL Building will allow Theater Arts & Film to move out of Music. The Conservatory of Music can then expand in place and recapture some of the original space that was intended for them when the building was initially constructed.

An opportunity exists on the lower floor to add a music lab into a space previously dedicated to lockers and storage. This new lab would be located along a major corridor, adding vitality and "collision" space for study and collaboration. The diagram at right demonstrates how this space would function and relate to the exterior conditions.





EDWARD LARRABEE BARNS, MUSIC LAB



Building Use | 39



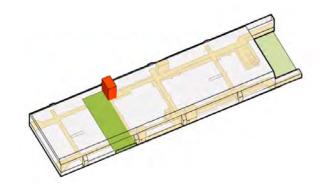


### **DANCE BUILDING**

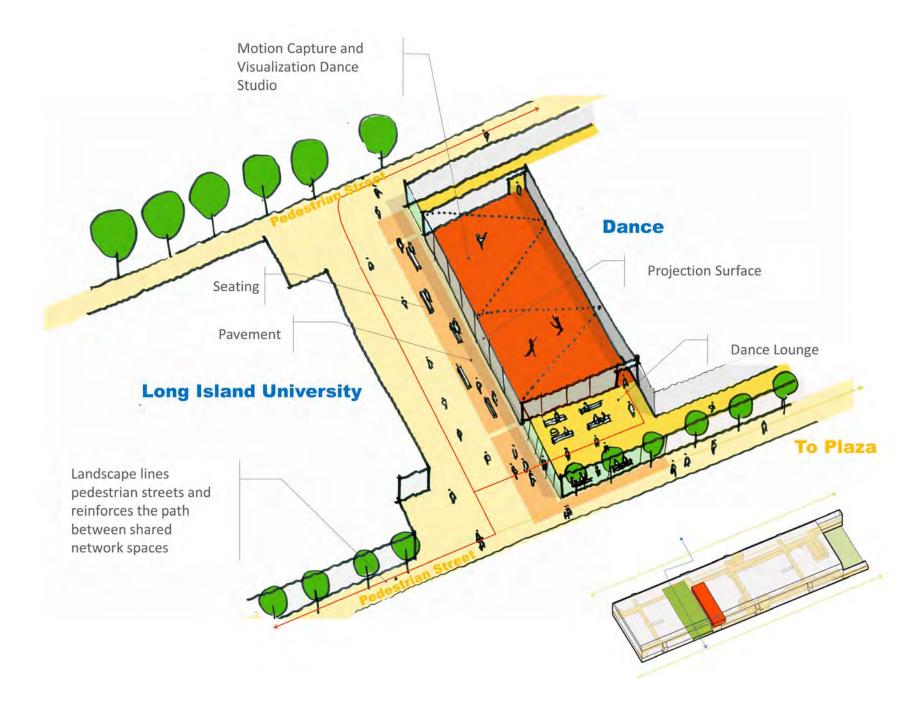
The Dance Building houses the Conservatory of Dance, Conservatory of Theater Arts & Film, as well as leased space for Long Island University. The plaza level accommodates many of the conservatory's dance studios, with large span spaces that are inherently flexible. Natural light flows into the corridors through a series of skylights and clerestory windows. The lower level has a more traditional educational building typology, with space for classrooms and labs.

Similar to the Music Building, the CITL provides new space for Theater Arts & Film, thereby allowing Dance to backfill into the left behind space. This move provides the additional studio and office space that Dance demands.

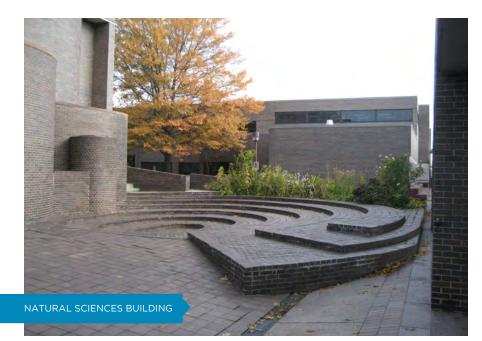
Improvements to the building consistent of two major components. The first is to make the plaza-facing studio more transparent by removing the opaque wall and replacing it with a transparent material. This move will demonstrate to those on the plaza the educational activity taking place within the building. The second major component is to create a motion capture and visualization studio on the ground level underbelly of the building, thereby providing life and activity along an otherwise inactive spine.



GUNNAR BIRKERTS & ASSOCIATES, MOTION CAPTURE AND VISUALIZATION STUDIO



Building Use | 41

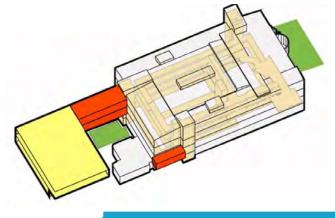




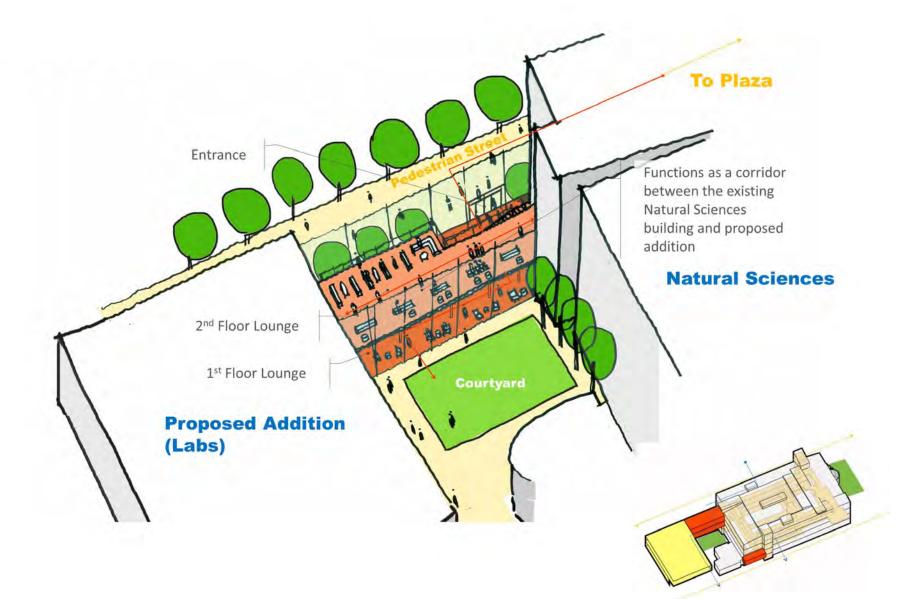
### NATURAL SCIENCES BUILDING

The Natural Sciences Building contains educational and research facilities primarily for the School of Natural & Social Sciences. Classroom and office spaces occupy the perimeter of the building, with research spaces at the building's core. The building's layout does not support current pedagogy and trends in the sciences, and an inflexible layout has prohibited the school from adapting the facility to current learning styles. Lab facilities are outdated and the HVAC system needs to be replaced.

In order to accomplish the needed renovations and to provide additional lab space, the FMP calls for an addition to the southern facade of the Natural Sciences Building. This addition provides both wet and dry lab teaching and research facilities. The addition is connected to the existing building by a corridor that is wide enough to include social and collaborative study space. The siting of the addition allows for an interior courtyard that provides light to the existing and new lab facilities. Once the addition is constructed, the College can then perform a gut rehab on the existing Natural Science Building.



IATURAL SCIENCES, PAUL RUDOLPH STUDENT LOUNGE



Building Use | 43

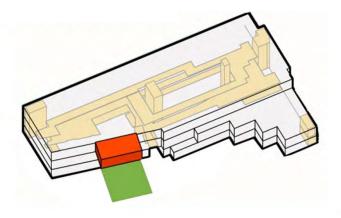




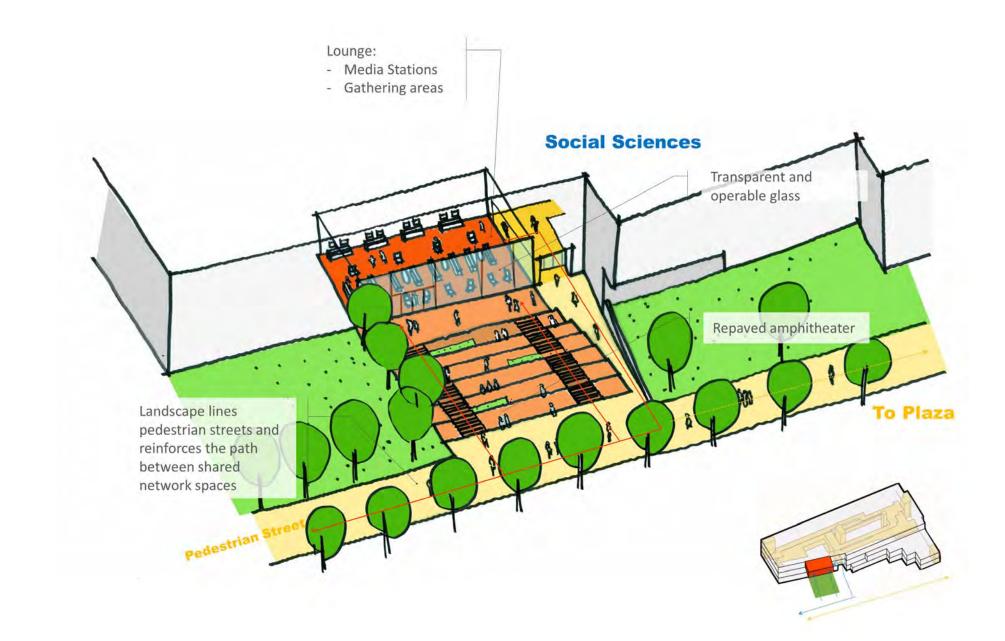
### SOCIAL SCIENCES BUILDING

The Social Sciences Building is a highly flexible building that accommodates general classrooms, administrative offices, the Design Tech program, Technology Services, and leased space for New York University's Stern School of Business. The 2008 Perkins-Eastman study found that the Social Sciences Building's flexible floor plate and lack of program-specific spaces make it an excellent candidate for general campus classroom use and office swing space.

While the Social Sciences Building does not need a major rehabilitation, the building should receive moderate renovation to address deferred maintenance. The east facade of the building offers an opportunity to create a student lounge with media stations and gathering areas. This new space is proposed with transparent, operable glass to create a connection between the interior and exterior environments. The adjacent outdoor space has the potential to accommodate an amphitheater for outdoor teaching and gathering.



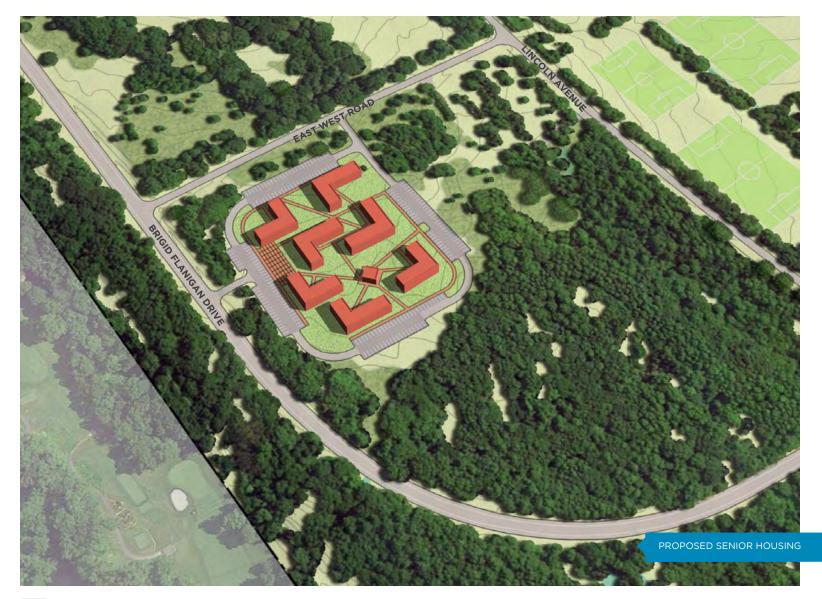
NATURAL SCIENCES, VENTURI AND RAUCH STUDENT LOUNGE



# G. PROPERTY ACQUISITION

SUNY Purchase has no plans to acquire property at this time. The 500-acre landholding more than meets the needs of their long term enrollment targets, and their programmatic mission does not currently extend outside of this property.

In June 2011, the State legislature authorized SUNY Purchase to lease land for the development of a senior residential learning center on campus. The land designated for the senior center is located along Brigid Flanigan Drive and East-West Road in the southwestern corner of the landholding. At least 20 percent of the units would be reserved for low income tenants, and Westchester County residents would receive priority on 50 percent of those units. The Bill mandates that 75 percent of the revenue generated by the senor learning community be used to provide student financial aid, and the remaining 25 percent is to support additional full-time faculty positions.



EXISTING CAMPUS BUILDINGS PROPOSED CAMPUS BUILDINGS

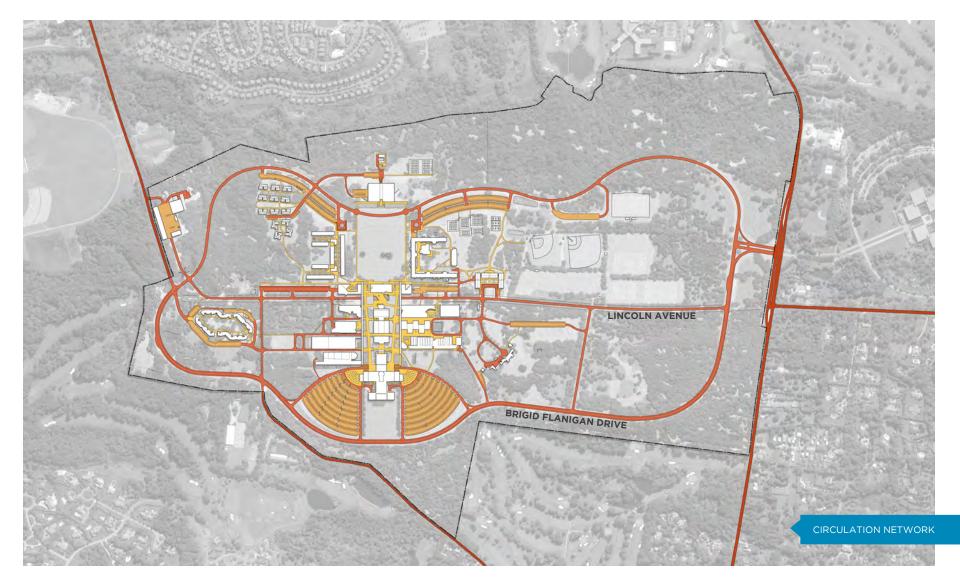
Property Acquisition | 47

# **H. CIRCULATION PLAN**

The major change proposed to the pedestrian circulation patterns on campus is the development of a secondary pedestrian circulation network that weaves through academic buildings, as shown in Section B of this report. Each alternative completes and locates this network in different locations. The goal of this network is to expose people to the activity occurring in the heart of the buildings, and promote the informal mixing of student and faculty groups involved in different academic pursuits.

A comprehensive study of the existing external pedestrian network was conducted by Abel Bainnson Butz, LLP. The study identifies a need for the rehabilitation of the majority of pathways and plazas on campus. The FMP will incorporate the recommendations of this study and broaden the scope of the study to include pedestrian circulation across the entire campus. New pathways will be included in the Great Lawn redesign. The construction of the CITL at the campus gateway will provide the opportunity to improve the pedestrian approach to campus. A combined walking and bike lane along Brigid Flanigan Drive will also be considered to accommodate those using the 3-mile loop as an exercise trail. In addition to these new proposed walkways, existing pedestrian corridors will be enhanced with tree plantings and improved lighting strategies.

In general, the roadway network is adequate and not substantially changed in the concept alternatives; however, the condition of the roadways is generally poor. The concept alternatives test a realignment of Brigid Flanigan Drive on the west side of the Physical Education Building to accommodate a new recreation field on the Great Lawn. As currently designed, the construction of the CITL requires the closing of the service drive under the Performing Arts Center (PAC). Public transportation is a vital link for the Purchase College population to the Greater New York metropolitan area. Any proposed changes to the road network must consider the impact on mass transit routes.



PRIMARY VEHICULAR ROUTE
 SECONDARY VEHICULAR ROUTE
 PEDESTRIAN ROUTE
 PARKING

# I. COMMUNITY ISSUES

Purchase offers several continuing education programs for adults and senior citizens including: certificate, credentialing, professional development, and Great Potential programs. For children, Purchase offers a Summer Youth Arts Programs and Institutes.<sup>1</sup>

Purchase College's Neuberger Museum is one of the nation's leading modern and contemporary art museums with 16 to 18 changing exhibitions each year and annual attendance of 62,000 people. The museum maintains a partnership with 27 area schools, providing special programs and tours for 10,000 local school children annually.  $^2$ 

The College's Performing Arts Center provides music, theater, and dance venues and hosts more than 600 events that annually attract 200,000 people.<sup>3</sup> In recent years, attendance has somewhat subsided from levels achieved during the 1980s. The College hopes to recapture some of this audience in the future.

The Children's Center is a childcare center which provides full-time care for children from 15 months to 5 years old. The Center is highly regarded and serves not only families from the College, but also those from the community at large.

Because the campus is largely contained within the 500-acre landholding, neighborhood impacts are limited. Westchester County Airport is located to the north of campus and is of special concern to Purchase due to aircraft-generated noise impacts. Because of this sensitivity, a noise monitoring protocol was established and is being implemented by the airport to ensure that aircraft noise levels do not increase above present levels.

Several interventions proposed in the FMP and other recent studies will impact visitor experience on the campus. The Neuberger Museum and Performing Arts Center draw members of the public to campus to view the renowned collections and see theatrical and musical performances. The FMP suggests improvements to the vehicular and pedestrian arrival sequence that will improve their experience, including the loop road (Brigid Flanigan Drive), which will improve the safety of pedestians who use the road for recreational purposes. The CITL project proposes a whole new approach to the Neuberger Museum. The FMP recommends that the Admissions office be moved from the Heritage Site to the new CITL. The concentration of activity at the CITL will create a main campus arrival point which is currently lacking. A Senior Living Community is proposed on the southwest portion of campus, which adds another element of 24-7 year-round presence on campus.

<sup>1.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 29.

<sup>2.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 28.

<sup>3.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 28.



Community Issues | 51

# **J. HOUSING**

Approximately 2,600 undergraduate students live on campus. Purchase is not actively seeking to increase the number of beds on campus, but does want to identify strategies for future replacement of existing facilities. While a specific housing plan is outside the scope of this Facilities Master Plan, the consultants looked at how future housing might fit with the other recommended program initiatives.

## **ALTERNATIVE 1**

Alternative 1 locates future housing in two parts of campus. The first area, targeted for student housing, extends along the northern and southern edges of the Great Lawn. By locating housing here, the Great Lawn becomes narrower and more usable. Adding a programmatic connection along this spine also better connects the academic core to the athletic complex.

The second area is along Lincoln Avenue, with a proposed mixed use development to accommodate student, faculty, staff, and senior living communities.

## **ALTERNATIVE 2**

Like Alternative 1, Alternative 2 establishes student housing along the northern and southern edges of the Great Lawn. In addition, two other "villages" of housing are created. A new senior living community is established in the southwestern portion of campus. This location provides a convenient address for seniors that is close to campus activity, but one that is still private. Along the northernmost extent of Lincoln Avenue, new faculty/staff housing is proposed.

## **ALTERNATIVE 3**

This alternative seeks to replace existing housing in the precincts that flank either side of the Great Lawn and more aggressively densify this area with student housing. Existing student housing communities in the northern portion of campus, Alumni Village and the Commons, are then repurposed for senior community housing and faculty/staff housing.







Housing | 53

# **K. SITE UTILITIES**

The utility infrastructure for the SUNY Purchase campus includes potable water, sanitary sewer, electrical, storm sewers natural gas and high-temperature hot water. The College provides general maintenance for the utilities on the campus. The utilities generally follow main roads, service drives or pass through the multi-purpose tunnels that lie under the main plaza, with services extended to each building at one or more locations. Because there are few major new facilities proposed in the FMP, there is not expected to be additional pressure on site utilities, beyond what exists today. However, there are currently several emergencies relating to heating and electrical infrastructure. There is also a need for further study of conditions and capacities of utilities, as much of the existing infrastructure is in poor condition.

# **FUTURE CONSIDERATIONS**

### **POTABLE WATER**

Annual water consumption at the college is on the order of 80 MG (million gallons) per year, including use for the irrigation system of the main plaza area. Use of water-conservation measures over the past few years have reduced that volume slightly, and this trend should continue under the recommendations proposed in this Facilities Master Plan.

The potable water system supplies drinking water and fire protection systems within some of the buildings. Where buildings are sprinklered, there is sufficient volume and pressure, in some cases through the use of fire pumps. It was noted that low pressure has occasionally been an issue during the summer when demand is higher, and this should be considered as buildings undergo renovation. Several hydrants near the Performing Arts Center have inadequate flow, based on recent hydrant flow tests. Facilities personnel indicate that while there is sufficient valving within the system, the valves do not always function properly. As buildings are renovated, hydrants should be examined and valves replaced.

### **SANITARY**

The system was installed in the 1960's with construction of the campus, and has not undergone any major renovations since that time. Problems with wastewater backups have been noted in the Performing Arts Center (PAC) and the Campus Center South (CCS) buildings. Renovation of bathrooms in the PAC in the late 1990's increased the number of fixtures but did not address the capacity of the ejector pumps.

The college is charged for treatment of their wastewater flows based on water consumption. Estimated wastewater flows from 2007 were 150,000 GPD (gallons per day).

Based on the age of the system, and materials of construction, the system should receive a detailed inspection and infiltration/inflow analysis.

54 | Site Utilities



Site Utilities | 55

### **STORM SEWERS**

The college has experienced drainage problems in several surface parking lots, and historically in most of the plaza building lower levels. The latter problems have been created by a host of issues, including surface water intrusion, lack of building foundation waterproofing, etc. Recent projects at the campus have or will resolve most of the Plaza drainage issues. Additional proposals as part of this FMP will help to reduce impervious surface on campus as well. Overall, the storm sewer system seems to have adequate capacity to handle runoff from the current campus facilities.

### **NATURAL GAS**

Discussions with Facilities personnel indicate that the system is adequate to serve the campus' needs; however, the Natural Sciences Building does not currently have access to natural gas. The planned addition and renovation projects should examine this in more detail.

### **HEATING**

The campus owns and maintains a high temperature hot water (HTHW) system that provides hot water to all main academic buildings on campus, except for Butler Building, which has its own electric heat, and Heritage Site Buildings, which have their own #2 fuel oil fired boilers. The campus has indicated they have had no problems with the direct burial piping to date. There are no current plans to upgrade or replace the existing system. Continuing problems with pipe failures in the HTHW System would indicate that a detailed investigation into the system's conditions be implemented.

## **ELECTRICAL**

All electrical lines are underground, and are maintained by the campus. No recent studies have been completed on the system, but the general condition and capacity of the system is believed to be adequate by Facilities Maintenance personnel.

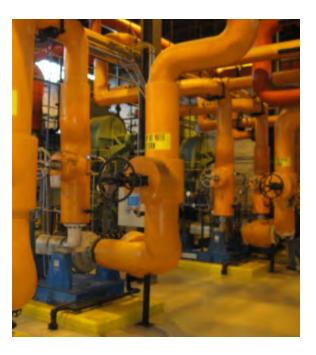












Site Utilities | 57

# L. LANDSCAPE PLAN

The FMP introduces several landscape-related principles. These principles suggest a reinterpretation of the role of landscape from a contextual role to a more functional, active role. The proposed role of the landscape can be broken into four categories:

### **NATURAL FEATURES**

- · Protect woodlands, wetlands, streams, and meadows
- · Showcase natural features as a campus asset
- · Learn from native landscape and incorporate elements into campus designed landscape spaces

### **ENVIRONMENTAL DESIGN**

- Mimic natural rain water drainage patterns with the design of stormwater systems that promote groundwater recharge and minimize stream erosion
- · Use plant materials to provide shade and protect against harsh winds

### **HISTORY OF THE LAND**

- Recognize rural farmland landscape elements
- » Stone walls, hedge rows, clearings
- Transform landscape spaces defined as public realm (Great Lawn, PAC parking lot, campus arrival)
- · Establish a more defined hierarchy of spaces
- » Central plaza, quadrangles, courtyards, streetscapes, pathways

### **IMAGE AS UNIVERSITY CAMPUS**

- Define lands as a place for intellectual pursuit and artistic expression
- Introduce contemplative spaces that permit reflection and quiet fascination
- Promote exploration of grounds
- » Coordinate art installations
- » Showcase natural features with trail network
- 58 | Landscape Plan



Landscape Plan | 59

# **FOCUS AREAS**

The FMP suggests guidance for the redesign of several spaces on campus including:

## **GREAT LAWN**

The Great Lawn is redesigned as a more usable open space. Housing is located along the eastern and western edges of the lawn, which has the effect of narrowing the scale of the space and also places more active uses along the pedestrian walkways that flank the lawn and lead to the Physical Education Building. A new recreation field is located north of the Physical Education Building to provide additional field space.

## PLAZA AT NATURAL SCIENCE BUILDING

The plaza fronting the Natural Science Building is reimagined and made more usable. The formerly sloping space is terraced to create an amphitheater for informal gathering or for instructional purposes. This new plaza forms an active and welcoming space and serves as a transition between the plaza and the building.

## AMPHITHEATER AT SOCIAL SCIENCE BUILDING

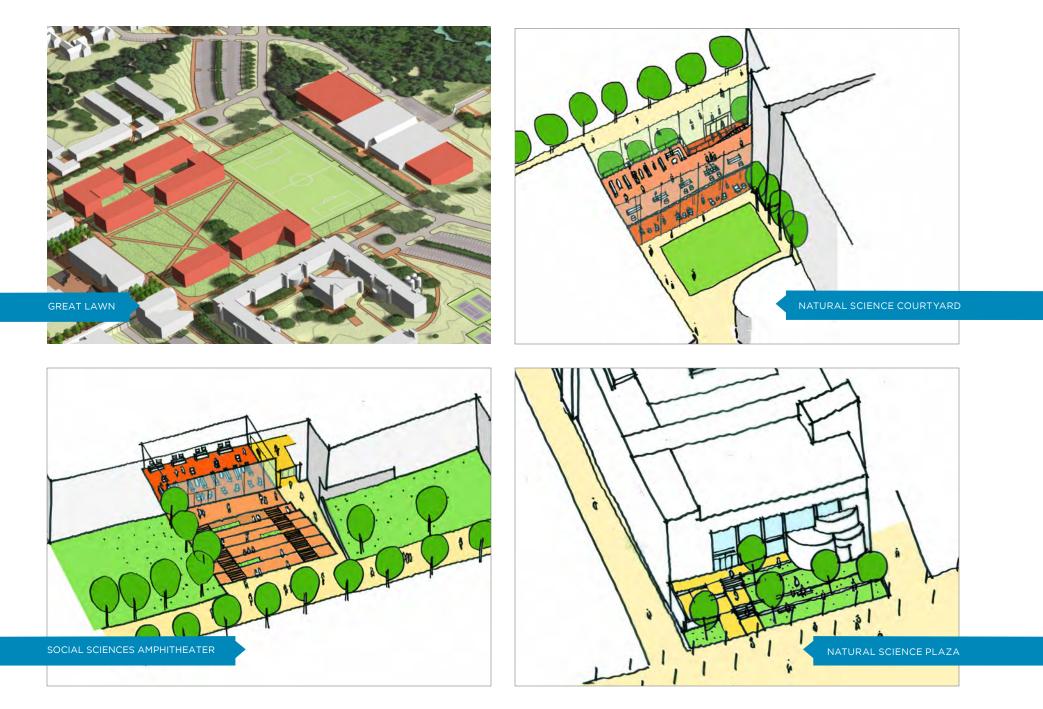
Similar to the Natural Science Building, the Social Science Building also benefits from an amphitheater environment, adjacent to the new collaborative space within the building.

## NEW CAMPUS ENTRANCE AT THE CITL AND PAC

The plaza at the CITL/PAC entrance is designed to be the new campus entrance. It serves to welcome visitors onto campus, whether they are first-time visitors to the Admissions Office, patrons of the arts who are on campus to see a performance, or everyday students, staff, and faculty.

## **OTHER**

In addition to these larger spaces, some courtyard renovation projects are proposed along the new pedestrian route that weaves through the buildings on the central plaza. The landscape projects will work in conjunction with the architectural interventions along this path to enliven the spaces between buildings and off of the central plaza.



Landscape Plan | 61

# M. CAPITAL IMPROVEMENTS

Because many Purchase College facilities have not undergone renovations since their original construction, the majority of projects identified in this effort are renovations to existing spaces. Overall, the campus has sufficient existing space, but there are qualitative issues with that space and a misalignment with current pedagogy. Only one new facility is proposed as part of this effort - an addition to the Natural Sciences Building. This addition not only provides necessary laboratory surge space, but also provides the needed additional laboratory capacity to serve the Purchase College community.

# **FACILITY RENOVATIONS**

- Dance Building, including motion capture dance studio
- Music Building, including addition of music lab
- Social Science, including new social space and amphitheater
- Natural Sciences Building complete renovation
- · Campus Center South renovation for Business offices
- Humanities and Visual Arts Building (studies already underway)
- Dining Hall
- President's Residence

# **NEW FACILITIES**

- Natural Sciences Building Laboratory Addition
- CITL, Phases 1 and 2
- Field House addition to the Physical Education Building



Capital Improvements | 63

# **N. DEMOLITION**

The framework concept alternatives suggest demolition of several existing residence halls. Alternative 1 and 2 suggest the demolition of the southern bar building in The Olde to accommodate new residence halls and allow the redesign of the Great Lawn. Alternative 3 suggests the demolition of The Far Side, Crossroads, The Big Haus, and The Olde in order to construct more compact housing units that frame the Great Lawn.

When presented, there was consensus that no housing should be demolished in the final version of the FMP.

# **O. TECHNOLOGY**

Technology has become critical to the ways in which students think and learn, and increasingly in the way that faculty teach. To meet the needs of today's teachers and learners, the FMP establishes goals with the aim of complete technology integration into classrooms and teaching curricula. These goals include the following:

# **CLASSROOM GOALS**

- All studios and classrooms should have full access and shared visibility for all members of the class;
- Each studio and classroom should have printing capabilities that would be easy to access and use;
- · Computers should be integrated into the studio, with cognizance of the inevitability of wear and tear;
- Easy and accessible ability to watch/project data-intensive material, whether sourced locally or from the internet, such as videos, with no or minimal setup;
- · Dependable wireless access to the network and the internet; and
- Sufficient network based storage and backup that is accessible in real-time by all.



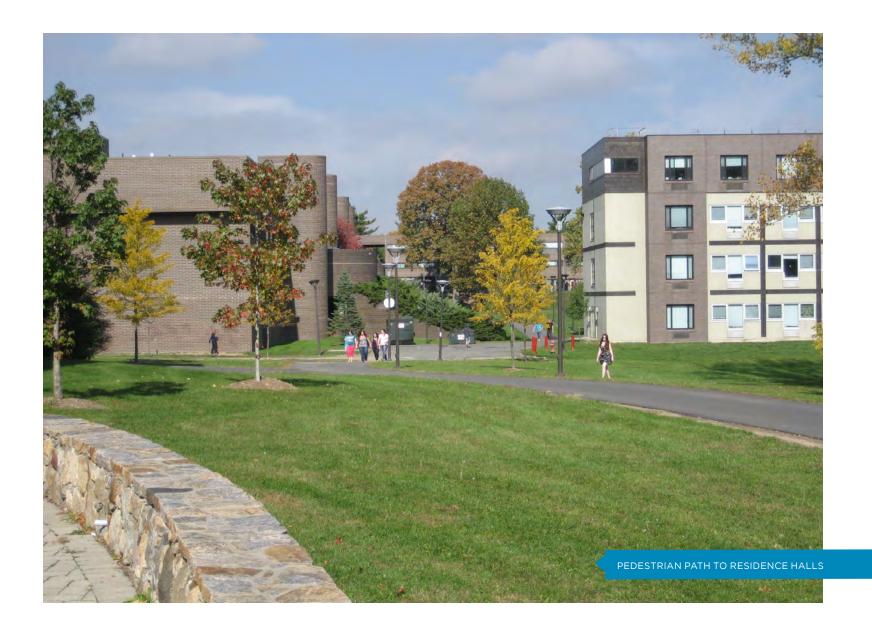
Demolition, Technology | 65

# **P. GREENING**

Purchase College is a signatory of the American College and University Presidents Climate Commitment (ACUPCC), a move which exemplifies the institution's dedication to environmental issues and sustainability. All actions outlined in the FMP should take sustainable practices into account. All building renovations should consider implementing water and energy saving measures, such as motion sensors for lighting and low-flow water fixtures. In general, adaptive reuse of existing buildings is a greener strategy than new construction. Other than the CITL and the Natural Science Building addition, the building projects include strategic renovation strategies of existing space for academic use as well as improved social spaces.

Future landscape projects should incorporate strategies to capture and infiltrate groundwater, utilize native vegetation and minimize hardscape, where feasible. Trees should be used to mitigate cold winds, shade pathways and reduce solar gain in buildings. Parking lots should use vegetated swales to capture rain water and break up large expanses of paving to reduce the heat island effect.

Other strategies that would improve the College's sustainability rating include monitoring individual buildings to better understand the College's energy use and to reduce greenhouse gases associated with energy production.



# **Q. PHASING**

The flow chart on the opposite page shows proposed phasing of the recommended initiatives, regardless of the specific concept alternative. The order is determined based on priorities, but also on enabling projects and swing space requirements. Key projects within each phase are summarized below:

# **PRE-2013**

• Humanities Building Renovation

# PHASE 1: 2013-2018

- CITL Phase 1
- Visual Arts Building
- Campus Center South Renovation
- Relocation of Business Offices

# PHASE 2: 2018-2023

- CITL Phase 2
- Music and Dance Expand in Place
- PAC Renovation
- Natural Sciences Building Addition and Renovation

# LONG-TERM

- Great Lawn
- Dining Hall
- Student Housing
- President's Residence

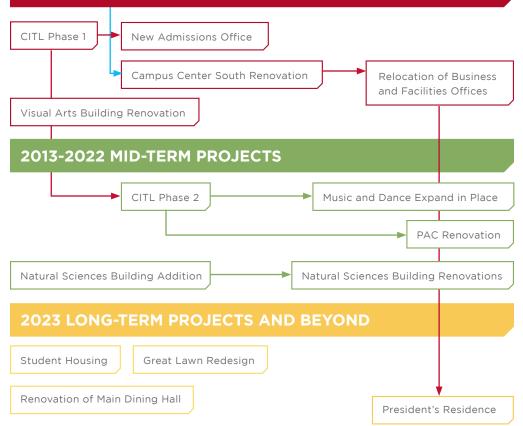
\*\*Additionally, the Field House addition to the Physical Education Building and the Senior Living projects are independent of state funding and can proceed based on available capital resources.

68 | Phasing

### **PRE-2013 PROJECTS**

Humanities Building Renovation

### 2013-2017 SHORT-TERM PROJECTS



#### INDEPENDENT OF STATE UNIVERSITY OF NEW YORK FUNDING



# **R. SURGE SPACE**

Below are general strategies around how the College could approach swing (temporary) and surge (permanent) space. There are other potential strategies that could lie within facilities out of the scope of this study. These concepts will be vetted by the College to confirm the viability and logistics behind the recommendations.

For light to moderate renovation projects, renovations should be completed during summer months and/or phased within the facility to the extent possible, so that the majority of the space remains in use throughout the renovation timeline. For more major renovation projects, the campus generally has available surge space in Campus Center South, which is currently being used for the Humanities Building renovation. Once that renovation is complete, CCS space can continue to serve as swing space for other buildings that undergo major renovation (e.g. Visual Arts). Once CCS is no longer needed for swing space, the Business offices currently located in the Heritage Site should permanently surge to CCS, freeing up the Heritage Site for use as the President's Residence. The CITL creates some opportunities to backfill exist spaces with surge or swing.

The nature of the specialized laboratory spaces in the Natural Sciences Building requires a different approach. While the use of modular lab trailers was discussed, a preferable approach is to construct the proposed lab facility addition so that users can surge into this space while major renovations are completed to the existing facility. This strategy provides the needed specialized lab facilities throughout the course of the renovation project.

# **S. FUNDING**

Financial pressures from the cumulative declines in state support of public colleges creates a need to rethink how the College fulfills and revitalizes Purchase's unique commitment to the arts and liberal arts education and whether specialized campus structures and practices to support these endeavors will be adequate in the future.

The growing infrastructure costs of arts-related teaching, research, and scholarship (e.g., performance venues, studios) require an institutional response that sets priorities and ensures support is cost-effective over time. Institutional, university-wide strategies and tactics will help Purchase meet such challenges effectively over the next several years and take advantage of opportunities for academic enhancements.

Costing sheets are provided in the appendix of this report.

# **T. CAMPUS OPERATIONS**

Any disruptions to campus operations as a result of new construction or renovations will be handled on a project-by-project basis. New or significantly reconfigured buildings require the College to enact a parallel process which analyzes and budgets for changes to operations including staffing, maintenanc, etc..

70 | Surge Space, Funding, Campus Operations



Surge Space, Funding, Campus Operations | 71

# U. CONCEPT COMMENTS

The comments in this section summarize the pros and cons of the three land use framework concepts and the three academic organization concepts.

# LAND USE FRAMEWORK CONCEPTS

The land use frameworks define campus arrival, development zones, and open spaces.

## **CONCEPT 1 - COMPACT MIXED USE**

#### **Potential Strengths**

- · Continues pattern of compact development
- · Places residence halls along the Great Lawn to increase density of housing on central campus
- Creates "College Town" along Lincoln Avenue
- » Provides housing options for Seniors, Faculty and Staff
- » Potential ground floor uses include gallery space, studio space, and incubator office space
- Enhances the quality of public spaces with redefinition of the Great Lawn as series of quads and a recreation field
- · Relocates Admissions to CITL; a location on the central plaza

#### **Potential Shortcomings**

- Limited market to support "College Town"
- · Development along Lincoln is somewhat out of character with existing campus structure
- Senior housing must be located on a parcel of land in the southwest corner of the landholding at intersection of East-West Road and Brigid Flanigan Drive according to legislation passed by the State of New York in June 2011.
- · New student housing on Great Lawn demolishes one building within The Olde
- 72 | Concept Comments



EXISTING CAMPUS BUILDINGS PROPOSED CAMPUS BUILDINGS

Concept Comments | 73

## **CONCEPT 2 - VILLAGES**

#### **Potential Strengths**

- · Places Senior housing on approved site in southwestern corner of the landholding
- Enhances the quality of public spaces with redefinition of the Great Lawn as series of quads and a recreation field
- Offers Faculty and Staff housing close to central campus between The Common and Alumni Village; connected via an existing walkway
- Admissions remains at the Heritage Site which provides prospective students a feel for the campus off the central plaza; proximate parking

#### **Potential Shortcomings**

- Continues pattern of disconnected housing developments with Senior Housing along East-West Road and Faculty/Staff Housing between The Commons and Alumni Village
- Demolishes one building in The Olde residential community to make way for new student housing along the Great Lawn



Concept Comments | 75

## **CONCEPT 3 - RE-USE**

#### **Potential Strengths**

- Continues pattern of compact development
- Relocates Admissions to CITL; a location on the central plaza
- Re-energizes central residential district with new housing options arranged to enhance community

#### **Potential Shortcomings**

- Requires demolition of all original student housing units
- The Commons cannot be used as a site for Senior Housing due to recent New York State legislation



Concept Comments | 77





# ACADEMIC ORGANIZATION CONCEPTS

The academic approaches test the idea of increasing integration across the schools through building organization. These approaches can be additive; that is the concepts vary only in degree and do not compete with one another. Level of implementation depends on available funding.

### CONCEPT A - HOME BASE FOR PROGRAMS AND CENTRALIZED COMMON SPACE

#### **Potential Strengths**

• Reinvigorates existing common facilities as significant public spaces, including Campus Center North, Campus Center South, Student Services, Library, Post Office and Bookstore

- Supports the location of the CITL in the central plaza
- Consolidates common areas along plaza-side of academic buildings; areas remain program-specific
- Requires minimal change to existing academic buildings which limits renovation costs

#### **Potential Shortcomings**

• Limits collaborative spaces to existing public realm; may not be effective in encouraging integration among programs





## **CONCEPT B - COLLABORATIVE FORUM**

#### **Potential Strengths**

- Places active building programs toward the plaza
- Potential infill or architectural interventions to introduce more transparency
- Provides opportunity to improve building connections to central plaza (resolve grading and ADA compliance issues) with improved landscaped spaces or new building additions

#### **Potential Shortcomings**

- Requires significant investment for limited academic space
- Connections among buildings still rely on central plaza as main access route





## **CONCEPT C - NETWORK OF SHARED SPACE**

#### **Potential Strengths**

- Introduces new network of contiguous common spaces off the central plaza
- Encourages collaboration among academic programs through introduction of secondary movement
- Activates pedestrian street network with new landscaped spaces and access to buildings
- Penetrates academic buildings with informal pedestrian route that allows mixing of students and faculty

#### **Potential Shortcomings**

- Architectural interventions need to be tied with academic purpose otherwise renovation may be too small to justify
- Landscape projects should be done in conjunction with architectural renovation to realize power of investment

Concept Comments | 81

# **V. TABULAR SUMMARY - COSTS**

SUCF Facilities Master Plan Project Phasing & Budget Funding Plan Campus: SUNY Purchase Date: 8/25/2011 Plan Implementation - Projected Budgets



		г				Project	Budget Types			Capital Bu	dget Plan	
	OPTION 1		Area (GSF) Unit	Cost / GSE	Reno Costs	New or	Addition Costs	Site Costs	2013-2018	2018-2023	Beyond 2023	Total
Constructio	on Budget Costs	-	Alea (GOI) Olico	30317 001	Iteno Costs	INEW OF	Addition Costs	One Costs	2013-2010	2010-2023	Deyond 2023	TOtal
Construction	Si Budget Obsta											
A. Prog	am / Department											
1	Natural Sciences Building Addition		55,990 \$	430.52		\$	24,104,953	3	\$ 24,104,953			\$ 24,104
2	Natural Sciences Building Renovation (Whole Building, high intensity)		100,440 \$		\$ 26,672,436					\$ 26,672,43		\$ 26,672
3	Dance Building Renovation (high intensity)		5,117 \$	221.97	\$ 1,135,806					\$ 1,135,80	6	\$ 1,135
B. Gene	ral / Shared Department Use											
C. Admi	nistration / Support Services											
						•			• • • • • • • • •			
1 2	CITL Admissions (New Construction) Heritage Site Renovation (high intensity)		6,000 \$ 27,637 \$	338.65 208.56	\$ 5,763,842	\$	2,031,905		\$ 2,031,905	\$ 5,763,84	2	\$ 2,031 \$ 5,763
2	Campus Center South Renovation (for Business Services) - medium intensity		3.284 \$	166.31	\$ 546.155				\$ 546.155	\$ 5,705,64	2	\$ 546
-			-, +		• • • • • • • • • • • • • • • • • • • •				• • • • • • • • • •			
D. <mark>Site I</mark>	mprovement Projects											
1	Natural Sciences Building Courtyard		8,324 \$	35.09				\$ 292,089		\$ 292,08	9	\$ 292
2	Natural Sciences Building Plaza		6,380 \$	35.36				\$ 225,597		\$ 225,59	7	\$ 225
3	Music Building Plaza		2,500 \$	37.12				\$ 92,800		\$ 92,80	0	\$ 92
4	Great Lawn Redesign		190,300 \$	32.20				\$ 6,127,660		\$ 6,127,66	0	\$ 6,127
5	Pedestrianization of Campus Core (north and south side)		388,000 \$	19.56				\$ 7,589,280		\$ 7,589,28	0	\$ 7,589
6	Cemetery Loop Redesign		4,500 \$	31.74				\$ 142,830		\$ 142,83	0	\$ 142
7	Service Access to Nat Sci Lab Addition		8,750 \$	18.34				\$ 160,475	\$ 160,475			\$ 160
8	North PAC Parking Lot Redesign		260,000 \$	15.62				\$ 4,061,200	\$ 4,061,200			\$ 4,061
9	CITL Entrance Landscape		18,400 \$	30.43				\$ 559,912	\$ 559,912			\$ 559
10	Multi-purpose Trail along Brigid Flanigan Drive		158,400 \$	21.22				\$ 3,361,248		\$ 3,361,24	8	\$ 3,361
11	Meadow Landscape Overlay		300,000 \$	10.42				\$ 3,126,000		\$ 3,126,00	0	\$ 3,126
Sub-T	otal Construction Budget Costs				\$ 34,118,239	\$	26,136,858	\$ 25,739,091	\$ 31,464,600	\$ 54,529,58	9\$-	\$ 85,994
Other Proje	ect Budget Costs											
	Professional Fees, Equipment Costs, Contingencies Budgeted @	35%						:	\$ 11,012,610	\$ 19,085,35	6\$-	\$ 30,097
	Sub-Total Project Costs							:	\$ 42,477,210	\$ 73,614,94	5\$-	\$ 116,092
	Escalation through Year 4 of Funding Cycle (Beginning 01/01/2011) @ Rate/Year	3.75%						:	\$ 12,486,080			\$ 53,375
Total Proje	cted Budget Costs								\$ 54.963.290	\$ 114,504,68	4\$-	\$ 169,467
i star i roje									÷ 34,303,290	¥ 114,304,00		φ 103,407

VJ ASSOCIATES SUCF Facilities Master Plan Project Phasing & Budget Funding Plan Campus: SUNY Purchase Date: 8 Construction Co

OPTION 1 8/25/2011	Natural Science Additio	•	Natural Science Renovation (Who high inten	le Building,	Dance Building (high inter		CITL Admissi Construc	•	Heritage Site (high int		Campus Cer Renovation (fo Services) - med	or Business
Project System	NEW CONSTR	UCTION	HIGH INTE RENOVA	-	HIGH INTE RENOVA		NEW CONST	RUCTION	HIGH INT RENOV		MEDIUM IN RENOV	-
	Amount \$	Rate \$/GSF	Amount \$	Rate \$/GSF	Amount \$	Rate \$/GSF	Amount \$	Rate \$/GSF	Amount \$	Rate \$/GSF	Amount \$	Rate \$/GSF
AREA GSF	پ 55,990	4, 4 4.	ۍ 100,44	<i></i>	ۍ 5,117		ۍ 6,000		ۍ 27,6		پ 3,28	4.44.
				-							- / -	
Demolition	\$-	\$ -	\$ 1,004,400	\$ 10.00	\$ 51,170	\$ 10.00	\$ -		\$ 276,370	\$ 10.00	\$ 26,272	\$ 8.00
Hazmat Abatement	\$ -	\$ -	\$ 502,200	\$ 5.00	\$ 25,585	\$ 5.00	\$ -		\$ 138,185	\$ 5.00	\$ 16,420	\$ 5.00
Sitework - Site Prep & Earthwork	\$ 335,940	\$ 6.00	\$ -	\$ -	\$-		\$ 36,000	\$ 6.00	\$		\$-	
Sitework - Utilities	\$ 223,960	\$ 4.00	\$ -	\$ -	\$-		\$ 24,000	\$ 4.00	\$		\$-	
Sitework - Pavements	\$ 223,960	\$ 4.00	\$ -	\$ -	\$-		\$ 24,000	\$ 4.00	\$		\$-	
Sitework - Landscape & Misc.	\$ 167,970	\$ 3.00	\$ -	\$ -	\$ -		\$ 18,000	\$ 3.00	\$		\$-	
Foundations/Substructure	\$ 1,007,820	\$ 18.00	\$ -	\$ -	\$-		\$ 108,000	\$ 18.00	\$		\$-	
Superstructure	\$ 1,959,650	\$ 35.00	\$ -	\$ -	\$ -		\$ 210,000	\$ 35.00	\$ -		s -	
Roofing and Waterproofing	\$ 447,920	\$ 8.00	\$ 50,220	\$ 0.50	\$ -		\$ 72,000	\$ 12.00	\$ -		\$ -	
Exterior Enclosure	\$ 2,071,630	\$ 37.00	\$ -	\$ -	\$ -		\$ 210,000	\$ 35.00	\$ -		\$ -	
Interior Development - Partitions	\$ 1,119,800	\$ 20.00	\$ 2,008,800	\$ 20.00	\$ 51,170	\$ 10.00	\$ 90,000	\$ 15.00	\$ 552,740	\$ 20.00	\$ 49,260	\$ 15.00
Interior Development - Finishes	\$ 1,399,750	\$ 25.00	\$ 2,511,000	\$ 25.00	\$ 102,340	\$ 20.00	\$ 120,000	\$ 20.00	\$ 552,740	\$ 20.00	\$ 65,680	\$ 20.00
Interior Development - Specialties	\$ 279,950	\$ 5.00	\$ 502,200	\$ 5.00	\$ 25,585	\$ 5.00	\$ 18,000	\$ 3.00	\$ 82,911	\$ 3.00	\$ 9,852	\$ 3.00
Interior Dev - Equip & Fixed Furnishings/Millwork	\$ 1,287,770	\$ 23.00	\$ 2,310,120	\$ 23.00	\$ 76,755	\$ 15.00	\$ 90,000	\$ 15.00	\$ 414,555	\$ 15.00	\$ 65,680	\$ 20.00
Special Construction, Systems, Process, etc (incl elevator)	\$ 335,940	\$ 6.00	\$ -	\$ -	\$ 102,340	\$ 20.00	\$ -		\$		\$-	
Fire Protection	\$ 307,945	\$ 5.50	\$ 552,420	\$ 5.50	\$ 28,144	\$ 5.50	\$ 33,000	\$ 5.50	\$ 152,004	\$ 5.50	\$ 13,136	\$ 4.00
Plumbing	\$ 1,259,775	\$ 22.50	\$ 1,757,700	\$ 17.50	\$ 51,170	\$ 10.00	\$ 72,000	\$ 12.00	\$ 331,644	\$ 12.00	\$ 26,272	\$ 8.00
HVAC	\$ 3,499,375	\$ 62.50	\$ 5,273,100	\$ 52.50	\$ 179,095	\$ 35.00	\$ 210,000	\$ 35.00	\$ 967,295	\$ 35.00	\$ 82,100	\$ 25.00
Electrical - Power	\$ 671,880	\$ 12.00	\$ 1,004,400	\$ 10.00	\$ 51,170	\$ 10.00	\$ 60,000	\$ 10.00	\$ 276,370	\$ 10.00	\$ 19,704	\$ 6.00
Electrical - Lighting	\$ 839,850	\$ 15.00	\$ 1,506,600	\$ 15.00	\$ 61,404	\$ 12.00	\$ 72,000	\$ 12.00	\$ 331,644	\$ 12.00	\$ 19,704	\$ 6.00
Electrical - Systems	\$ 307,945	\$ 5.50	\$ 502,200	\$ 5.00	\$ 25,585	\$ 5.00	\$ 30,000	\$ 5.00	\$ 138,185	\$ 5.00	\$ 6,568	\$ 2.00
Electrical - Telecom/Data/Security	\$ 223,960	\$ 4.00	\$ 401,760	\$ 4.00	\$ 15,351	\$ 3.00	\$ 18,000	\$ 3.00	\$ 82,911	\$ 3.00	\$ 6,568	\$ 2.00
Miscellaneous (Specify)												
Direct Construction Cost Unit	\$ 17,972,790	\$ 321.00	\$ 19,887,120	\$ 198.00	\$ 846,864	\$ 165.50	\$ 1,515,000	\$ 252.50	\$ 4,297,554	\$ 155.50	\$ 407,216	\$ 124.00
General Conditions (incl Bonds and Insurance) 7.50%	\$ 1,347,959	\$ 24.08	\$ 1,491,534	\$ 14.85	\$ 63,515	\$ 12.41	\$ 113,625	\$ 18.94	\$ 322,317	\$ 11.66	\$ 30,541	\$ 9.30
Design & Estimating Contingency 10.00%	\$ 1,932,075	\$ 34.51	\$ 2,137,865	\$ 21.29	\$ 91,038	\$ 17.79	\$ 162,863	\$ 27.14	\$ 461,987	\$ 16.72	\$ 43,776	\$ 13.33
Construction Contingency 7.00%	\$ 1,487,698	\$ 26.57	\$ 1,646,156	\$ 16.39	\$ 70,099	\$ 13.70	\$ 125,404	\$ 20.90	\$ 355,730		\$ 33,707	\$ 10.26
Contractor Overhead and Profit 6.00%	\$ 1,364,431	\$ 24.37	\$ 1,509,761	\$ 15.03	\$ 64,291	\$ 12.56	\$ 115,013	\$ 19.17	\$ 326,255	\$ 11.81	\$ 30,914	\$ 9.41
Construction Cost Unit	\$ 24,104,953	\$ 430.52	\$ 26,672,436	\$ 265.56	\$ 1,135,806	\$ 221.97	\$ 2,031,905	\$ 338.65	\$ 5,763,842	\$ 208.56	\$ 546,155	\$ 166.31

\$ 430.52 \$ 265.56 \$ 221.97 \$ 338.65 \$ 208.56 \$ 166.31 SUCF Facilities Master Plan Project Phasing & Budget Funding Plan Campus: SUNY Purchase Date: 8/25/2011 Plan Implementation - Projected Budgets





			r			Project Budget Types			Capital B	udget Plan		
	OPTION 2		Area (GSF) Uni	t Cost / GSF	Reno Costs	New or Addition Costs	Site Costs	2013-2018	2018-2023	Beyond 202	3	Total
Construct	ion Budget Costs											
A. Proc	ram / Department											
1	Natural Sciences Building Addition		55,990 \$	430.52		\$ 24,104,953		\$ 24,104,953			\$	24,104,953
2	Natural Sciences Building Renovation (Whole Building, high intensity)		100,440 \$		\$ 26.672.436	φ 24,104,000		φ 24,104,500	\$ 26,672,43	6		26,672,436
3	Dance Building Renovation (Façade)		1 \$	197,959.87	\$ 197,960				\$ 197,96	D	\$	197,960
4	Dance Building Renovation		7,417 \$	221.97	\$ 1,646,331				\$ 1,646,33	1	\$	1,646,331
5	Visual Arts Renovation (Facade)		1 \$	112,981.97	\$ 112,982			\$ 112,982			\$	112,982
6	Music Building Renovation (Façade)		1 \$	82,885.63					\$ 82,88		\$	82,886
7	Social Sciences Building Renovation (Façade)		1 \$	43,454.60	\$ 43,455				\$ 43,45	5	\$	43,455
B. Gen	eral / Shared Department Use											
C. Adm	inistration / Support Services											
D. Site	Improvement Projects											
1	Natural Sciences Building Courtyard		8.324 \$	35.09			\$ 292,089		\$ 292,08	9	s	292.089
2	Natural Sciences Building Plaza		6,380 \$	35.36			\$ 225,597		\$ 225.59	-	ŝ	225,597
2	Music Building Plaza		2,500 \$	37.12			\$ 92,800		\$ 92.80		s	92,800
3	Great Lawn Redesign		190,300 \$	32.20			\$ 6,127,660		\$ 6,127,66		\$	6,127,660
4	Pedestrianization of Campus Core (north and south side)			32.20 19.56			\$ 7,589,280		\$ 7,589,28		э \$	
5			388,000 \$						1 1 / .		\$ \$	7,589,280
6	Cemetery Loop Redesign		4,500 \$	31.74			\$ 142,830		\$ 142,83	J	Ŧ	142,830
7	Service Access to Nat Sci Lab Addition		8,750 \$	18.34			\$ 160,475				\$	160,475
8	North PAC Parking Lot Redesign		260,000 \$	15.62			\$ 4,061,200	\$ 4,061,200			\$	4,061,200
9	CITL Entrance Landscape		18,400 \$	30.43			\$ 559,912	\$ 559,912			\$	559,912
10	Multi-purpose Trail along Brigid Flanigan Drive		158,400 \$	21.22			\$ 3,361,248		\$ 3,361,24		\$	3,361,248
11	Meadow Landscape Overlay		300,000 \$	10.42			\$ 3,126,000		\$ 3,126,00	D	\$	3,126,000
Sub-	Total Construction Budget Costs				\$ 28,756,049	\$ 24,104,953	\$ 25,739,091	\$ 28,999,522	\$ 49,600,57	1\$-	\$	78,600,093
Other Proj	ect Budget Costs											
	Professional Fees, Equipment Costs, Contingencies Budgeted @	35%						\$ 10,149,833	\$ 17,360,20	D\$-	\$	27,510,033
	Sub-Total Project Costs	2370						• ••••••••	\$ 66,960,77		-	06,110,126
	Escalation through Year 4 of Funding Cycle (Beginning 01/01/2011) @ Rate/Year	3.75%						\$ 11,507,865				48,701,515
	Localation through real 4 of Funding Cycle (beginning 01/01/2011) @ Rate/fear	3.15%						φ 11,007,000	ψ 37,193,00	υφ -	φ,	40,701,010
Tetel D	and a Durdward Oranda							¢ 50.057.040	¢ 404 454 10			F 4 0 4 4 0 4 4
Total Proje	ected Budget Costs							\$ 50,657,219	\$ 104,154,42	1\$ -	\$ 1	54,811,641

VJ ASSOCIATES SUCF Facilities Master Plan Project Phasing & Budget Funding Plan Campus: SUNY Purchase Date: 8 Construction Carlos Carlos Construction Carlos Construct

OPTION 2 8/25/2011	Na	atural Science Additie		1	Natural Scienc Renovation (Wh high inte	ole Building,	,	Dance Building Re	enova	ation (Façade)	Da	nce Building	Renc	ovation	Visual Arts	Reno	vation	(Façade)
Project System	N	IEW CONST	RUCTION		HIGH INTE RENOVA		ľ	MEDIUM I RENO\		-		HIGH INTE RENOVA			MEDIU			
		Amount \$	Rate \$/GSF		Amount \$	Rate \$/GSF		Amount \$		Rate \$/GSF		Amount \$		Rate /GSF	Amount \$			Rate \$/GSF
AREA GSF		پ 55,99		╉	» 100,4		╉	÷.	1	a/GSF		⊽ 7,417		JGSF	à	1		ф/ <b>G</b> SF
		,	-	╢	,.		┱		1			.,				1		
Demolition	\$	-	\$ -	5	1,004,400	\$ 10.00	0	\$ 16,400	\$	16,400.00	\$	74,170	\$	10.00	\$ 9	,360	\$	9,360.00
Hazmat Abatement	\$	-	\$ -	5	502,200	\$ 5.00	0	\$ -			\$	37,085	\$	5.00	\$	-		
Sitework - Site Prep & Earthwork	\$	335,940	\$ 6.0	0 5	; -	\$-		\$ -			\$	-	\$	-	\$	-		
Sitework - Utilities	\$	223,960	\$ 4.0	0 \$	- S	\$-	:	\$ -			\$	-	\$	-	\$	-		
Sitework - Pavements	\$	223,960	\$ 4.0	0 \$	ş -	\$-	:	\$-			\$	-	\$	-	\$	-		
Sitework - Landscape & Misc.	\$	167,970	\$ 3.0	0 \$	ş -	\$-	:	\$-			\$	-	\$	-	\$	-		
Foundations/Substructure	\$	1,007,820	\$ 18.0	0 \$	s -	\$-	:	\$-			\$	-	\$	-	\$	-		
Superstructure	\$	1,959,650	\$ 35.0	0 \$	s -	\$-	:	\$-			\$	-	\$	-	\$	-		
Roofing and Waterproofing	\$	447,920	\$ 8.0	0 \$	50,220	\$ 0.50	0	\$-			\$	-	\$	-	\$	-		
Exterior Enclosure	\$	2,071,630	\$ 37.0	0 \$	6 -	\$-	:	\$ 131,200	\$	131,200.00	\$	-	\$	-	\$ 74	,880	\$	74,880.00
Interior Development - Partitions	\$	1,119,800	\$ 20.0	0 \$	2,008,800	\$ 20.00	0	\$-			\$	74,170	\$	10.00	\$	-		
Interior Development - Finishes	\$	1,399,750	\$ 25.0	0 \$	2,511,000	\$ 25.00	0	s -			\$	148,340	\$	20.00	\$	-		
Interior Development - Specialties	\$	279,950	\$ 5.0	0 \$	502,200	\$ 5.00	0	\$-			\$	37,085	\$	5.00	\$	-		
Interior Dev - Equip & Fixed Furnishings/Millwork	\$	1,287,770	\$ 23.0	0 \$	2,310,120	\$ 23.00	0	\$-			\$	111,255	\$	15.00	\$	-		
Special Construction, Systems, Process, etc (incl elevator)	\$	335,940	\$ 6.0	0 \$	s -	\$-	:	\$-			\$	148,340	\$	20.00	\$	-		
Fire Protection	\$	307,945	\$ 5.5	0 \$	552,420	\$ 5.50	0	s -			\$	40,794	\$	5.50	\$	-		
Plumbing	\$	1,259,775	\$ 22.5	0 \$	1,757,700	\$ 17.50	0	s -			\$	74,170	\$	10.00	\$	-		
HVAC	\$	3,499,375	\$ 62.5	0 \$	5,273,100	\$ 52.50	0	s -			\$	259,595	\$	35.00	\$	-		
Electrical - Power	\$	671,880	\$ 12.0	0 \$	1,004,400	\$ 10.00	0 :	\$-			\$	74,170	\$	10.00	\$	-		
Electrical - Lighting	\$	839,850	\$ 15.0	0 \$	1,506,600	\$ 15.00	0	s -			\$	89,004	\$	12.00	\$	-		
Electrical - Systems	\$	307,945	\$ 5.5	0 \$	502,200	\$ 5.00	0 :	\$-			\$	37,085	\$	5.00	\$	-		
Electrical - Telecom/Data/Security	\$	223,960	\$ 4.0	0 \$	401,760	\$ 4.00	0	s -			\$	22,251	\$	3.00	\$	-		
Miscellaneous (Specify)																		
Direct Construction Cost Unit	\$	17,972,790	\$ 321.0	0 \$	19,887,120	\$ 198.00	0	\$ 147,600	\$	147,600.00	\$	1,227,514	\$	165.50	\$ 84	,240	\$	84,240.00
General Conditions (incl Bonds and Insurance) 7.50%	\$	1,347,959	\$ 24.0	8 \$	1,491,534	\$ 14.85	5	\$ 11,070	\$	11,070.00	\$	92,064	\$	12.41	\$ 6	,318	\$	6,318.00
Design & Estimating Contingency 10.00%		1,932,075	\$ 34.5	1 \$	2,137,865	\$ 21.29	9	\$ 15,867	\$	15,867.00	\$	131,958	\$	17.79	\$ 9	,056	\$	9,055.80
Construction Contingency 7.00%	\$	1,487,698	\$ 26.5	7 \$	1,646,156	\$ 16.39	9	\$ 12,218	\$	12,217.59	\$	101,607	\$	13.70	\$ 6	,973	\$	6,972.97
Contractor Overhead and Profit 6.00%	\$	1,364,431	\$ 24.3	7 \$	1,509,761	\$ 15.03	3	\$ 11,205	\$	11,205.28	\$	93,189	\$	12.56	\$ 6	,395	\$	6,395.21
Construction Cost Unit	\$	24,104,953	\$ 430.5	2	26,672,436	\$ 265.56	6	\$ 197,960	\$	197,959.87	\$	1,646,331	\$	221.97	\$ 112	,982	\$	112,981.97

\$ 430.52

\$ 265.56

\$ 197,959.87

\$ 112,981.97

\$ 221.97

VJ ASSOCIATES SUCF Facilities Master Plan Project Phasing & Budget Funding Plan Campus: SUNY Purchase Date: & Difference Difference Construction Con

OPTION 2 8/25/2011	N	lusic Building (Faça	novation	Social Science Renovation (	
Project System		HIGH INT RENOV	 	HIGH INTE RENOVA	 
		Amount \$	Rate \$/GSF	Amount \$	Rate \$/GSF
AREA GSF		1		1	4: <b>-</b>
Demolition	\$	4,200	\$ 4,200.00	\$ 3,600	\$ 3,600.00
Hazmat Abatement	\$	-		\$ -	
Sitework - Site Prep & Earthwork	\$	-		\$ -	
Sitework - Utilities	\$	-		\$ -	
Sitework - Pavements	\$	-		\$ -	
Sitework - Landscape & Misc.	\$	-		\$ -	
Foundations/Substructure	\$	-		\$ -	
Superstructure	\$	-		\$ -	
Roofing and Waterproofing	\$	-		\$ -	
Exterior Enclosure	\$	57,600	\$ 57,600.00	\$ 28,800	\$ 28,800.00
Interior Development - Partitions	\$	-		\$ -	
Interior Development - Finishes	\$	-		\$ -	
Interior Development - Specialties	\$	-		\$ -	
Interior Dev - Equip & Fixed Furnishings/Millwork	\$	-		\$ -	
Special Construction, Systems, Process, etc (incl elevator)	\$	-		\$ -	
Fire Protection	\$	-		\$ -	
Plumbing	\$	-		\$ -	
HVAC	\$	-		\$ -	
Electrical - Power	\$	-		\$ -	
Electrical - Lighting	\$	-		\$ -	
Electrical - Systems	\$	-		\$ -	
Electrical - Telecom/Data/Security	\$	-		\$ -	
Miscellaneous (Specify)					
Direct Construction Cost Unit	\$	61,800	\$ 61,800.00	\$ 32,400	\$ 32,400.00
General Conditions (incl Bonds and Insurance) 7.50%	\$	4,635	\$ 4,635.00	\$ 2,430	\$ 2,430.00
Design & Estimating Contingency 10.00%	\$	6,644	\$ 6,643.50	\$ 3,483	\$ 3,483.00
Construction Contingency 7.00%	\$	5,115	\$ 5,115.50	\$ 2,682	\$ 2,681.91
Contractor Overhead and Profit 6.00%	\$	4,692	\$ 4,691.64	\$ 2,460	\$ 2,459.69
Construction Cost Unit	\$	82,886	\$ 82,885.63	\$ 43,455	\$ 43,454.60

\$ 82,885.63

\$ 43,454.60

	ies Master Plan sing & Budget Funding Plan
Campus:	SUNY Purchase
Date:	8/25/2011
Plan Implem	entation - Projected Budgets



					Project Budget Types			Capital	Budget Plan		
	OPTION 3								-		
		Area (GSF)	Unit Cost / GSF	Reno Costs	New or Addition Costs	Site Costs	2013-2018	2018-2023	Beyond 2023		Total
ructio	on Budget Costs										
_											
Prog	am / Department										
1 2	Social Sciences Renovation Natural Sciences Building Addition	6,876 55,990		\$ 2,420,784	\$ 24,104,953		\$ 24,104,953	\$ 2,420,784		\$ \$	2,42
2	Natural Sciences Building Renovation (Whole Building)	100,440		\$ 26,672,436	\$ 24,104,953		\$ 24,104,953	\$ 26,672,436		э \$	24,10
4	Dance Addition	642			\$ 225,163			\$ 225,163		s	22
5	Dance Renovation	8.348	• • • • •	\$ 1,852,982	• 220,100			\$ 1,852,982		s	1,85
6	Dance Renovation (2008 Space Study: 3 Additional Dance Studios)	5,115						\$ 1,135,362		\$	1,03
7	Music Renovation	3,752						\$ 792,564		\$	79
Gene	ral / Shared Department Use										
Admi	nistration / Support Services										
1	CITL Admissions (New Construction)	6,000	\$ 338.65		\$ 2,031,905		\$ 2,031,905			\$	2,03
2	Heritage Site Renovation	27,637			φ 2,001,000		φ 2,001,000	\$ 5,763,842		\$	5,76
3	Campus Center South Renovation (for Business Services)	3,284					\$ 546,155	¢ 0). 00,0		\$	54
Site I	mprovement Projects										
<mark>Site I</mark>		2,805	\$ 72.25			\$ 202,661		\$ 202,661		\$	20
Site I 1 2	mprovement Projects Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard	2,805				\$ 202,661 \$ 292,089		\$ 202,661 \$ 292,089		\$	20 29
Site I 1 2 3	Social Sciences Building Entry and Amphitheater		\$ 35.09							· ·	29
Site I 1 2 3 4	Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard	8,324	\$ 35.09 \$ 35.45			\$ 292,089		\$ 292,089		\$	29 23
Site I 1 2 3 4 5	Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard Dance Building Corridor	8,324 6,500	\$ 35.09 \$ 35.45 \$ 37.12			\$ 292,089 \$ 230,425		\$ 292,089 \$ 230,425		\$ \$	29 23 9
Site II 2 3 4 5 6	Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard Dance Building Corridor Music Building Courtyard	8,324 6,500 2,500	\$ 35.09 \$ 35.45 \$ 37.12 \$ 32.20			\$         292,089           \$         230,425           \$         92,800		\$ 292,089 \$ 230,425 \$ 92,800		\$ \$ \$	29 23 9 6,12
Site I 1 2 3 4 5 6 7	Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard Dance Building Courtyard Music Building Courtyard Great Lawn Redesign	8,324 6,500 2,500 190,300	\$ 35.09 \$ 35.45 \$ 37.12 \$ 32.20 \$ 19.56			\$         292,089           \$         230,425           \$         92,800           \$         6,127,660		\$ 292,089 \$ 230,425 \$ 92,800 \$ 6,127,660		\$ \$ \$ \$	29 23 9 6,12 7,58
Site I 1 2 3 4 5 6 7 8	Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard Dance Building Courtyard Music Building Courtyard Great Lawn Redesign Pedestrianization of Campus Core (north and south side)	8,324 6,500 2,500 190,300 388,000	\$ 35.09 \$ 35.45 \$ 37.12 \$ 32.20 \$ 19.56 \$ 31.74			\$         292,089           \$         230,425           \$         92,800           \$         6,127,660           \$         7,589,280	\$ 160,475	\$ 292,089 \$ 230,425 \$ 92,800 \$ 6,127,660 \$ 7,589,280		\$ \$ \$ \$	29 23 9 6,12 7,58 14
Site I 1 2 3 4 5 6 7 8 9	Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard Dance Building Courtyard Music Building Courtyard Great Lawn Redesign Pedestrianization of Campus Core (north and south side) Cemetery Loop Redesign	8,324 6,500 2,500 190,300 388,000 4,500	\$ 35.09 \$ 35.45 \$ 37.12 \$ 32.20 \$ 19.56 \$ 31.74 \$ 18.34			\$         292,089           \$         230,425           \$         92,800           \$         6,127,660           \$         7,589,280           \$         142,830		\$ 292,089 \$ 230,425 \$ 92,800 \$ 6,127,660 \$ 7,589,280		\$ \$ \$ \$ \$ \$	29 23 9 6,12 7,58 14 16
Site II 1 2 3 4 5 6 7 8 9 10	Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard Dance Building Corridor Music Building Courtyard Great Lawn Redesign Pedestrianization of Campus Core (north and south side) Cernetery Loop Redesign Service Access to Nat Sci Lab Addition	8,324 6,500 2,500 190,300 388,000 4,500 8,750	\$ 35.09 \$ 35.45 \$ 37.12 \$ 32.20 \$ 19.56 \$ 31.74 \$ 18.34 \$ 15.62			\$         292,089           \$         230,425           \$         92,800           \$         6,127,660           \$         7,589,280           \$         142,830           \$         160,475	\$ 4,061,200	\$ 292,089 \$ 230,425 \$ 92,800 \$ 6,127,660 \$ 7,589,280		\$ \$ \$ \$ \$ \$ \$	29 23 9 6,12 7,58 14 16 4,06
1 2 3 4 5 6 7 8 9	Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard Dance Building Courtyard Music Building Courtyard Great Lawn Redesign Pedestrianization of Campus Core (north and south side) Cemetery Loop Redesign Service Access to Nat Sci Lab Addition North PAC Parking Lot Redesign CITL Entrance Landscape	8,324           6,500           2,500           190,300           388,000           4,500           8,750           260,000	\$ 35.09 \$ 35.45 \$ 37.12 \$ 32.20 \$ 19.56 \$ 31.74 \$ 18.34 \$ 15.62 \$ 30.43			\$         292,089           \$         230,425           \$         92,800           \$         6,127,660           \$         7,589,280           \$         142,830           \$         160,475           \$         4,061,200           \$         559,912	\$ 4,061,200	\$ 292,089 \$ 230,425 \$ 92,800 \$ 6,127,660 \$ 7,589,280		\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	29 23 9 6,12 7,58 14 16 4,06 55
1 2 3 4 5 6 7 8 9 10	Social Sciences Building Entry and Amphitheater Natural Sciences Building Courtyard Dance Building Courtyard Music Building Courtyard Great Lawn Redesign Pedestrianization of Campus Core (north and south side) Cemetery Loop Redesign Service Access to Nat Sci Lab Addition North PAC Parking Lot Redesign	8,324           6,500           2,500           190,300           388,000           4,500           8,750           260,000           18,400	\$ 35.09 \$ 35.45 \$ 37.12 \$ 32.20 \$ 19.56 \$ 31.74 \$ 18.34 \$ 18.34 \$ 15.62 \$ 30.43 \$ 21.22			\$         292,089           \$         230,425           \$         92,800           \$         6,127,660           \$         7,589,280           \$         142,830           \$         160,475           \$         4,061,200	\$ 4,061,200	\$ 292,089 \$ 230,425 \$ 92,800 \$ 6,127,660 \$ 7,589,280 \$ 142,830		\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	
1 2 3 4 5 6 7 8 9 10 11 12	Social Sciences Building Entry and Amphitheater         Natural Sciences Building Courtyard         Dance Building Courtyard         Great Lawn Redesign         Pedestrianization of Campus Core (north and south side)         Cernetery Loop Redesign         Service Access to Nat Sci Lab Addition         North PAC Parking Lot Redesign         CITL Entrance Landscape         Multi-purpose Trail along Brigid Flanigan Drive	8,324 6,500 2,500 190,300 388,000 4,500 8,750 260,000 18,400 158,400	\$ 35.09 \$ 35.45 \$ 37.12 \$ 32.20 \$ 19.56 \$ 31.74 \$ 18.34 \$ 18.34 \$ 15.62 \$ 30.43 \$ 21.22		\$ 26,362,022	\$ 292,089 \$ 230,425 \$ 92,800 \$ 6,127,660 \$ 7,589,280 \$ 142,830 \$ 142,830 \$ 142,830 \$ 142,830 \$ 142,830 \$ 142,830 \$ 142,830 \$ 3,361,248 \$ 3,361,248 \$ 3,3126,000	\$ 4,061,200	\$ 292.089 \$ 230,425 \$ 92,800 \$ 6,127,660 \$ 7,589,280 \$ 142,830 \$ 3,361,248 \$ 3,361,248 \$ 3,126,000	\$ -	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	29 23 9 6,12 7,58 14 16 4,06 55 3,36 3,12
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VJ ASSOCIATES SUCF Facilities Master Plan Project Phasing & Budget Funding Plan Campus: SUNY Purchase Date: 8 Construction Co

**OPTION 3** Dance Renovation (2008 Natural Sciences Building Natural Sciences Building Space Study: 3 Additional 8/25/2011 Social Sciences Renovation Addition Renovation (Whole Building) Dance Addition Dance Renovation Dance Studios) MEDIUM INTENSITY MEDIUM INTENSITY HIGH INTENSITY HIGH INTENSITY HIGH INTENSITY NEW CONSTRUCTION RENOVATION Project System RENOVATION RENOVATION RENOVATION RENOVATION Amount Rate Amount Rate Amount Rate Amount Rate Amount Rate Amount Rate \$/GSF \$/GSF \$/GSF \$/GSF \$/GSF \$/GSF AREA GSF 6,876 55,990 100,440 642 8,348 5,115 1,004,400 10.0 83,480 10.00 51,150 10.00 emolitior Hazmat Abatement 502,200 5.00 41,740 5.00 25,575 5.00 6.00 6.00 Sitework - Site Prep & Earthwork 41 256 6.00 335 940 3 852 itework - Utilities 27,504 4.00 223,960 4.00 2,568 4.00 4.00 Sitework - Pavements 27,504 4.00 223,960 4.00 2,568 3.00 3.00 20.628 3.00 167.970 1.926 Sitework - Landscape & Misc. oundations/Substructure 123.768 18.00 1.007.820 18.00 11.556 18.00 240,660 35.00 1,959,650 35.00 22,470 35.00 uperstructure 82.512 12.00 447.920 8.00 50.220 0.50 7,704 12.00 oofing and Waterproofing xterior Enclosure 240.660 35.00 2.071.630 37.00 22.470 35.00 nterior Development - Partitions 103,140 15.00 1,119,800 20.00 2,008,800 20.00 9,630 15.00 83,480 10.00 51.150 10.00 2,511,000 12,840 166,960 102,300 20.00 137,520 20.00 1,399,750 25.00 25.00 20.00 20.00 nterior Development - Finishes nterior Development - Specialties 20,628 3.00 279,950 5.00 502,200 5.00 1,926 3.00 41,740 5.00 25,575 5.00 nterior Dev - Equip & Fixed Furnishings/Millwork 137,520 20.00 1,287,770 23.00 2,310,120 23.00 12,840 20.00 125,220 15.00 76,725 15.00 6.00 166,960 20.00 102,300 20.00 Special Construction, Systems, Process, etc (incl elevator) 335,940 5.50 37.818 5.50 5.50 552,420 5.50 3.531 5.50 5.50 Fire Protection 307.945 45.914 28.133 Plumbing 82,512 12.00 1,259,775 22.50 1,757,700 17.50 7,704 12.00 83,480 10.00 51,150 \$ 10.00 240,660 35.00 62.50 52.5 35.00 292,180 35.00 179,025 35.00 IVAC 3,499,375 5,273,100 22,470 82,512 12.00 671,880 12.00 1,004,400 10.00 7,704 12.00 83,480 10.00 51,150 10.00 Electrical - Power Electrical - Lighting 103,140 15.00 839,850 15.00 1,506,600 15.00 9,630 15.00 100,176 12.00 61,380 12.00 4.00 5.50 5.00 2,568 4.00 41,740 5.00 5.00 27,504 307,945 502,200 25,575 lectrical - Systems 4.00 4.00 3.00 3.00 27,504 223,960 4.00 1,926 25,044 3.00 15.345 \$ Electrical - Telecom/Data/Security 401,760 liscellaneous (Specify) 1,804,950 262.50 17,972,790 \$ 321.00 19,887,120 198.00 167,883 261.50 1,381,594 165.50 846,533 \$ 165.50 Direct Construction Cost Unit 12.41 General Conditions (incl Bonds and Insurance) 7.50% 135.371 19.69 1.347.959 24.08 1.491.534 14.85 12.591 19.61 103.620 12.41 63.490 \$ Design & Estimating Contingency 10.00% 194,032 28.2 1,932,075 34.51 2,137,865 21.29 18,047 28.11 148,521 17.79 91,002 17.79 21.73 26.57 21.65 114,361 70,072 13.70 Construction Contingency 7.00% 149,405 1,487,698 1,646,156 16.39 13,897 13.70 12.56 Contractor Overhead and Profit 6.00% 137.025 19.93 1.364.431 \$ 24.37 1.509.761 15.03 12.745 19.85 104.886 12.56 64.266 **Construction Cost Unit** 221.97 2,420,784 352.06 24,104,953 \$ 430.52 26,672,436 265.56 225,163 \$ 350.72 1,852,982 \$ 221.97 1,135,362 \$ \$ \$ \$ 221.97 \$ 352.06 \$ 430.52 \$ 265.56 \$ 350.72 \$ 221.97

VJ ASSOCIATES **SUCF Facilities Master Plan** Project Phasing & Budget Funding Plan Campus: SUNY Purchase Date: 8 D 201 U Construction Cd 1 0 U Constr raffi

**OPTION 3** Campus Center South **CITL Admissions (New** Renovation (for Business Heritage Site Renovation 8/25/2011 Music Renovation Construction) Services) HIGH INTENSITY HIGH INTENSITY HIGH INTENSITY NEW CONSTRUCTION Project System RENOVATION RENOVATION RENOVATION Amount Rate Amount Rate Amount Rate Rate Amount \$ \$/GSE \$/GSE \$/GSE \$ \$/GSE ¢ ¢ AREA GSF 3.752 6.000 27.637 3.284 Demolition 37.520 10.00 276,370 10.00 26.272 8.00 lazmat Abatement 18,760 \$ 5.00 138,185 5.00 16,420 5.00 Sitework - Site Prep & Earthwork 36,000 6.00 -24 000 4 00 Sitework - Utilities \$ Sitework - Pavements 24,000 4.00 s Sitework - Landscape & Misc. 18,000 3.00 18.00 Foundations/Substructure 108.000 --Superstructure 210.000 s 35.00 Roofing and Waterproofing 72,000 12.00 -210,000 Exterior Enclosure 35.00 nterior Development - Partitions 56,280 15.00 90,000 15.00 552,740 20.00 49,260 15.00 nterior Development - Finishes 75,040 20.00 120,000 20.00 552,740 20.00 65,680 20.00 3.00 11,256 18,000 3.00 82,911 3.00 9,852 Interior Development - Specialties 3.00 nterior Dev - Equip & Fixed Furnishings/Millwork 75,040 20.00 90,000 15.00 414,555 15.00 65,680 20.00 \$ Special Construction, Systems, Process, etc (incl elevator) Fire Protection 20,636 5.50 33,000 5.50 152,004 5.50 13,136 4.00 10.00 37.520 12.00 331,644 12.00 8.00 Plumbing 72,000 26,272 S HVAC 131,320 35.00 210,000 35.00 967,295 35.00 82,100 25.00 10.00 10.00 Electrical - Power 37,520 60,000 10.00 276,370 19,704 6.00 Electrical - Lighting 56.280 15.00 72.000 12.00 331.644 12.00 19.704 6.00 \$ lectrical - Systems 18,760 5.00 30,000 5.00 138,185 5.00 6,568 2.00 lectrical - Telecom/Data/Security 15,008 4.00 18,000 3.00 82,911 3.00 6,568 2.00 Viscellaneous (Specify) **Direct Construction Cost Unit** 590,940 \$ 157.50 1,515,000 252.50 4,297,554 155.50 407,216 124.00 44,321 11.81 18.94 322,317 11.66 30,541 9.30 7.50% 113,625 General Conditions (incl Bonds and Insurance) Design & Estimating Contingency 10.00% 63.526 16.93 162.863 27.14 461.987 16.72 43.776 13.33 Construction Contingency 7.00% 48,915 13.04 125,404 20.90 355,730 12.87 33,707 10.26 Contractor Overhead and Profit 6.00% 44,862 11.96 115,013 11.81 30,914 9.41 19.17 326,255 **Construction Cost Unit** 792,564 \$ 211.24 2,031,905 \$ 338.65 5,763,842 208.56 546,155 166.31 \$ 166.31

\$ 208.56 \$ 211.24 \$ 338.65



# PHASE





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## A. INTRODUCTION

## BACKGROUND

The Purchase College Facilities Master Plan (FMP) provides a framework to guide the University's development over time. It is best understood as a physical expression of the College's academic and strategic plans. The collegiate environment envisioned by the FMP will affirm the realization of these goals and objectives. In particular, the plan seeks to ensure that the people needed to further the mission, both those already on campus and potential new recruits, will have access to the academic, research, performance, and support facilities they need to succeed.

This planning effort is sponsored by the State of New York, which underscores the important role that Purchase College plays in the life of the state. Particularly, Purchase College serves as the cultural gem of the State University of New York (SUNY) System. The continued success of Purchase College requires investment to support its distinguished arts programs and facilities but also further integration and cross-pollination of arts and liberal arts programs.

## PROCESS

The master plan is the result of a collaborative process; the product is the outcome of over fourteen months of collaboration and several meetings and tours. The FMP commenced in August 2010 under the guidance of the FMP Committee. This University team worked in cooperation with the consulting collaborative of Sasaki Associates, Plumb-Excel Engineering, Larsen Engineers, and Vijay Associates.

To ensure consistency in the system-wide planning process, each FMP has been divided into the following five phases:

- Phase I Campus Profile: Gather information about the strategic direction of the campus and become generally familiar with its facilities.
- Phase II Assessment of Conditions: Understand existing physical conditions, opportunities and constraints; and identify issues and considerations for current and future uses.
- Phase III Analysis of Space Needs: Examine space use, room utilization, and current space needs; evaluate the capacity and adaptability of campus facilities; understand future academic directions; and project future space needs for academic programs.

- Phase IV Facilities Master Plan Concept Alternatives: Explore and address major site, building, and programmatic issues; propose three facility development alternatives; and weigh the relative costs and benefits of each alternative.
- Phase V Facilities Master Plan Final Recommendation: Develop the selected concept alternative, or hybrid; and provide a plan to prioritize and sequence future capital projects and identify related funding required to support the College's mission.







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### SUMMARY OF ALTERNATIVES

The concept alternatives include three land use frameworks as well as three approaches to organizing academics on campus. The larger scale land use frameworks define campus arrival, development zones, and open spaces. The development zones are identified as potential housing sites for three different populations: students; faculty and staff; and seniors (55 years and older). It is important to note that after these alternatives were proposed, the New York State legislature passed a bill authorizing the use of SUNY Purchase land for senior housing and designated a specific site for that housing. Therefore, two sites designated as senior housing in the land use frameworks are no longer valid options.

The academic approaches test the idea of increasing integration across the schools through building organization. As originally conceived, each building housed one program (e.g., Dance, Music, or Natural Science). With interdisciplinary thinking as part of the pedagogy, this physical separation of programs makes collaboration more difficult. The academic approaches vary in level of integration and location of shared spaces.

The following concept alternatives were explored in Phase IV of this project. As such, more detailed explanation of the schemes is provided in the Phase IV report.



#### LAND USE

#### Framework 1: Compact Mixed Use

New housing for seniors, faculty, and staff is located along Lincoln Avenue; ground floor uses could include gallery space, artist studios, and incubator office space (no longer valid option for senior housing due to legislation).

New residence halls line the Great Lawn. These residence halls could provide additional capacity for students and also allow phased renovations to the existing residence halls. In the event that the College does not want to further invest in the existing residence halls, these new residences can be built along the Great Lawn and then the existing residence halls can be decomissioned.

The Great Lawn becomes a series of terraced quadrangles with a recreational sports field adjacent to the Physical Education Building; Brigid Flanigan road alignment is modified in front of the Physical Education Building

The admissions office is relocated from the Heritage Site to the planned Center of Integrated Technology Learning (CITL). The Heritage site is then used for the President's Residence.





#### Framework 2: Villages

New housing for seniors is located on a parcel in the southwest corner of the SUNY land holding along Brigid Flanigan Drive and East-West Road; landscape buffers limit views of the development from Brigid Flanigan

Faculty and staff housing is located between The Commons and Alumni Village student housing on Lincoln Avenue

New residence halls line the Great Lawn. As with Framework 1, this housing can be developed either as additional capacity or as replacement housing for the existing stock.

The Great Lawn becomes a series of terraced quadrangles with a recreational sports field adjacent to the Physical Education Building; Brigid Flanigan Drive's alignment is modified in front of the Physical Education Building

Admissions office remains at the Heritage Site; way-finding, signage and the pedestrian connection to the central plaza is improved

#### Framework 3: Reuse

New student housing along the north and south side of the Great Lawn; requires demolition of existing student housing (The Far Side, Crossroads, The Big Haus, and The Olde)

Transformation of Alumni Village from student housing to faculty and staff housing

Transformation of The Commons to senior housing (no longer valid option for senior housing due to legislation)

Great Lawn is re-imagined as a central quadrangle while preserving the view corridor

Admissions office is relocated from the Heritage Site to the planned CITL

#### **ACADEMIC ORGANIZATION**

The existing building use organization reinforces the notion of a central public realm with all common, shared student life spaces located on the plaza and along the central spine (Performing Arts Center, Post Office, Book Store, Library, and Student Services Building). Individual academic departments are located in separate buildings which front the central plaza.

The concepts for academic organization challenge the view that individual programs should be separated and propose alternative frameworks to increase integration and collaboration.

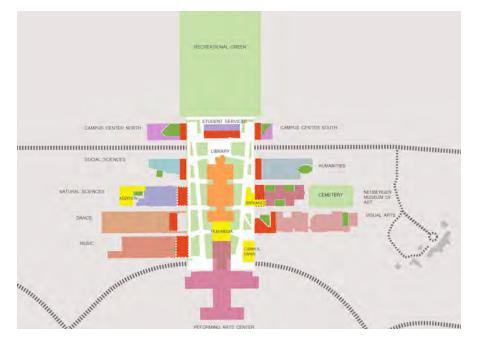


#### Academic Concept 1 – Home Base for Programs and Centralized Common Space

Each program maintains its own common area which is located on the plaza side of the building. This approach is similar to how the campus is organized today, but strengthens the role of common space in terms of more deliberately extending the learning environment beyond the classroom. In doing so, the front portions of the buildings become more public to foster an enhanced sense of community among the chief programs represented in each facility.

Campus Center North, Campus Center South, Student Services, Library, Post Office, and Book Store serve as significant shared public spaces. Because the academic buildings remain relatively program-specific, the central service buildings play a key role in providing common and collaborative learning space for the entire campus population, similar to today's organization.

The plaza continues to serve as the primary space for moving between the academic buildings.



#### Academic Concept 2 - Collaborative Forum

Common areas are located on the plaza side of the building and are for collaborative student forum space rather than program-specific uses. The intent of this approach is to reinforce the edges of the plaza and to serve as the interior counterpoint to the external environment of the plaza. These spaces are intended to serve as an extension of the classroom and therefore relate strongly to social space to reinforce the academic environment. Moreover, because they are located along the public facades of the building, they can serve as interdisciplinary nodes for serendipitous learning and discovery. The Library, Student Services Building and Campus Center North and South continue to serve as common space anchors for student life.

Particular academic buildings offer infill potential between the existing footprint and the plaza, such as Music and Natural Sciences. The idea with these projects is to provide additional common space where none exists today.

As part of this strategy, building façades become more transparent for visual connections to activities on the plaza. An example of this is the facade of the Dance Building, where removal of the north wall of the first studio exposes the public to the activity taking place within.



#### Academic Concept 3 - Network of Shared Space

Common areas are located along a new pedestrian route as a system of semipublic shared spaces off of the central plaza. This new pedestrian route serves as a secondary connection (the plaza serves as the primary connection) to move throughout buildings. Along this network hang a series of semi-public shared spaces. Each of these spaces offer a node for program synergy, such as a technology studio for dance and music collaboration.

Pedestrian streets activate this new network of shared spaces by improving the landscape design (e.g. lighting, pavement, seating, vegetation) and architectural design (e.g. transparency, programming). In this way, the north/south streets between the buildings become an important and contributing system for navigating the campus.

## **FEEDBACK**

The Planning Committee provided comments on each of the concept alternatives, as summarized below.

### LAND USE FRAMEWORK CONCEPTS

The land use frameworks define campus arrival, development zones, and open spaces.

#### **CONCEPT 1 - COMPACT MIXED USE**

#### Strengths

- · Continues pattern of compact development
- Places residence halls along the Great Lawn to increase density of housing on central campus
- Creates "College Town" along Lincoln Avenue
- » Provides housing options for Seniors, Faculty and Staff
- » Potential ground floor uses include gallery space, studio space, and incubator office space
- Enhances the quality of public spaces with redefinition of the Great Lawn as series of quads and a recreation field
- Relocates Admissions to CITL; a location on the central plaza

#### Shortcomings

- · Limited market to support "College Town"
- Development along Lincoln is somewhat out of character with existing campus structure
- Senior housing must be located on a parcel of land in the southwest corner of the landholding at intersection of East-West Road and Brigid Flanigan Drive according to legislation passed by the State of New York in June 2011.

• New student housing on Great Lawn demolishes one building within The Olde

#### **CONCEPT 2 - VILLAGES**

#### Strengths

- Places Senior housing on approved site in southwestern corner of the landholding
- Enhances the quality of public spaces with redefinition of the Great Lawn as series of quads and a recreation field
- Offers Faculty and Staff housing close to central campus between The Common and Alumni Village; connected via an existing walkway
- Admissions remains at the Heritage Site which provides prospective students a feel for the campus off the central plaza; proximate parking

#### **Shortcomings**

- Continues pattern of disconnected housing developments with Senior Housing along East-West Road and Faculty/Staff Housing between The Commons and Alumni Village
- Demolishes one building in The Olde residential community to make way for new student housing along the Great Lawn

#### **CONCEPT 3 - RE-USE**

#### Strengths

- Continues pattern of compact development
- Relocates Admissions to CITL; a location on the central plaza
- Re-energizes central residential district with new housing options arranged to enhance community

#### **Shortcomings**

- · Requires demolition of all original student housing units
- The Commons cannot be used as a site for Senior Housing due to recent New York State legislation

## ACADEMIC ORGANIZATION CONCEPTS

The academic approaches test the idea of increasing integration across the schools through building organization. These approaches can be additive; that is the concepts vary only in degree and do not compete with one another. Level of implementation depends on available funding.

#### CONCEPT A - HOME BASE FOR PROGRAMS AND CENTRALIZED COMMON SPACE

#### **Potential Strengths**

- Reinvigorates existing common facilities as significant public spaces, including Campus Center North, Campus Center South, Student Services, Library, Post Office and Bookstore
- · Supports the location of the CITL in the central plaza
- Consolidates common areas along plaza-side of academic buildings; areas remain program-specific
- · Requires minimal change to existing academic buildings which limits renovation costs

#### **Potential Shortcomings**

• Limits collaborative spaces to existing public realm; may not be effective in encouraging integration among programs

#### **CONCEPT B - COLLABORATIVE FORUM**

#### **Potential Strengths**

- Places active building programs toward the plaza
- Potential infill or architectural interventions to introduce more transparency
- Provides opportunity to improve building connections to central plaza (resolve grading and ADA compliance issues) with improved landscaped spaces or new building additions

#### **Potential Shortcomings**

- · Requires significant investment for limited academic space
- · Connections among buildings still rely on central plaza as main access route

#### CONCEPT C – NETWORK OF SHARED SPACE

#### Potential Strengths

- Introduces new network of contiguous common spaces off the central plaza
- Encourages collaboration among academic programs through introduction of secondary movement
- Activates pedestrian street network with new landscaped spaces and access to buildings
- Penetrates academic buildings with informal pedestrian route that allows mixing of students and faculty

#### **Potential Shortcomings**

- Architectural interventions need to be tied with academic purpose otherwise renovation may be too small to justify
- Landscape projects should be done in conjunction with architectural renovation to realize power of investment.

### PREFERRED DIRECTION

Given that the southwestern site was approved by the New York State legislature to accommodate Senior Housing, the "Villages" framework concept was selected as the driving land use organization scheme. For academic organization, the Committee felt that Concept C, with the network of shared spaces, complements the formal circulation network of the plaza. They also felt that this scheme offered the most potential for cross-discipline collaboration and socialization while still preserving the academic identities of the buildings.

## **B. SUMMARY OF FINDINGS**

## **HISTORY**

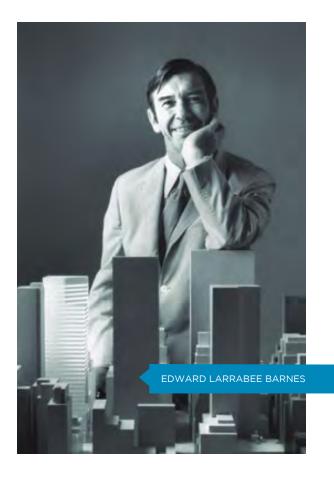
SUNY Purchase was founded in 1967 by Governor Nelson Rockefeller as an institution to embody the principle that artists and scholars are indispensable to each other and to an enlightened society. The newly formed institution adopted a curriculum that combined conservatory training with academic programs in the liberal arts and sciences in order to train aspiring artists through the broad study of science, humanities, and liberal arts.

Edward Larrabee Barnes was the master architect for the campus. The guiding concept was to develop "A City Within the Country," with sleek, modern buildings quietly framing a central open space. The plan left the surrounding fields and meadows undisturbed, juxtaposing the deliberate geometric designs of the Modern buildings against the natural landscape.

The physical campus is a distinctive exemplar of Modern architecture. In accordance with Rockefeller's vision, the campus design reflected the "imaginative and innovative" ideas and approaches of the design leaders of the time. The original Master plan was a product of regional political and professional relationships, including a powerful cadre of New York City architects, led by Wallace Harrison. The individual campus buildings were designed by some of the brightest luminaries of their day, including Philip Johnson, Paul Rudolph, and Robert Venturi, among a roster of other major architects. This approach reflected the SUNY Construction Fund's goal to "tap the talents of outstanding architects" for SUNY campuses and buildings, wrote Rockefeller, and "to [demonstrate] that public building programs need not result in stereotypes, mediocrity, and dullness and that architecture excellence need not mean exorbitant cost."

The "less is more" Modernist aesthetic inspired extensive cultural debate, however, and critics disparaged the Modernist approach as too aloof, too forbidding, even antiseptic in nature. Today, decades after the debates about modernism have cooled, the SUNY Purchase campus remains a celebrated example of Modern architecture and urban planning. The clarity and conceptual strength of the master plan and the individual architectural talents on display have matured gracefully and continue to be an exemplar of design. The form and aesthetics of the physical campus are a unique asset that defines Purchase.

The challenge in the master planning effort, therefore, is how to improve the campus and facilities to support 21st century pedagogical methods while respecting the unique architectural legacy.



## ACADEMIC PLANNING

Purchase uniquely serves as the SUNY comprehensive college that combines professional training in the performing and visual arts with distinguished programs in the liberal arts and sciences. Recent efforts by the College have focused on enhanced integration between the schools of Humanities, Natural and Social Sciences, the Arts, and Liberal Studies, as well as the incorporation of the Performing Arts Center and the Neuberger Museum of Art into the academic mission.

The College recently published a Strategic Plan which describes the institution as a "college at the crossroads—of liberal arts and conservatory education; of affluent and aspiring communities; and of our dreams and the reality of declining state support for public education." The tone of the plan is that of transformation, intersection, and renewal.

The SUNY Purchase 2010-2015 Strategic Plan provides four directions in which the College wants to move:

- 1. Toward the Learning-Centered Community: develop the practice of a learning-centered institution with high-impact pedagogies, including systematic assessment and purposeful use of the results of those assessments;
- 2. Toward Institutional Effectiveness: become a more effective and efficient organization, operating in a culture of transparency, collaboration, civility, and collegiality;
- 3. Toward a Sustainable Community: ensure fiscal, academic, and environmental sustainability;
- 4. Toward a Greater Purchase: enhance our connections within our community and beyond."



These four directions correspond with and amplify the Power of SUNY Strategic Plan, including integration with the following six big ideas, identified in that document:

- SUNY and the Entrepreneurial Century
- SUNY and the Seamless Education Pipeline
- SUNY and a Healthier New York
- SUNY and an Energy Smart New York
- SUNY and the Vibrant Community
- SUNY and the World

## **PHYSICAL ENVIRONMENT**

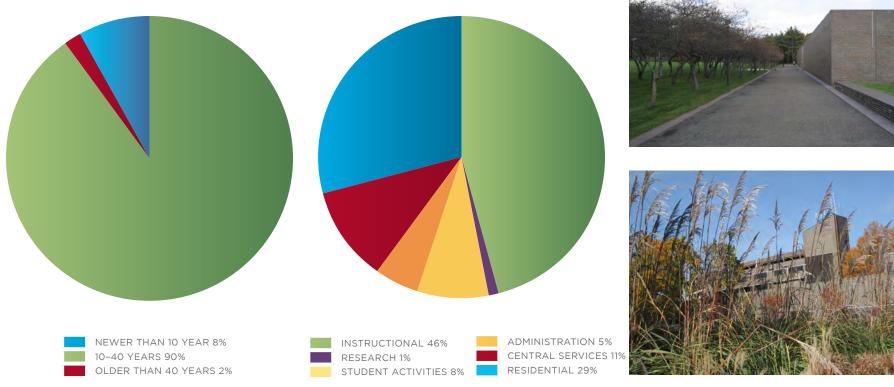
SUNY Purchase encompasses over two million gross square feet distributed among 34 buildings on a 512-acre campus. The vast majority (90 percent) of the campus was built during one period, beginning in the early 1970s and concluding in 1978. Only the Student Services Building and some residential facilities, constituting 8 percent of all buildings, were built subsequent to that time period, in the last ten years. Approximately 2 percent of the campus building stock is older than 40 years. These buildings are collectively known as the Heritage Buildings, which now house some of the College's administrative functions.

In terms of building use, the majority of campus buildings (46 percent) are for instructional purposes. These buildings are primarily located in the pedestrian-oriented central mall area. Residential uses, which are controlled by the Dormitory Authority of the State of New York (DASNY) and are not part of this study, constitute nearly 30 percent of the total assignable square feet on campus. Central Services, Administration, and Student Activities each have a share equal to or less than 11 percent. Research uses only account for about 1 percent of total space on campus.



#### Gross Square Feet by Age of Facility





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## **BUILDING CONDITION**

A detailed building condition analysis is supplied in Phase 2 of this report. The chart below is a general summary of that condition analysis for the primary academically-oriented buildings on campus. The buildings receiving the lowest scores are prime renovation candidates in the FMP. In the case of Visual Arts and Humanities, those buildings have already been targeted for renovation and are undergoing renovation study as part of a separate, but parallel, effort.

BUILDING NAME	BUILDING EXTERIOR	BUILDING INTERIOR	BUILDING HEATING/COOLING	BUILDING ELECTRICAL
VISUAL ARTS				
NATURAL SCIENCES				
DANCE				
MUSIC				
SOCIAL SCIENCE				
HUMANITIES				
PERFORMING ARTS CENTER				
PHYSICAL EDUCATION BUILDING				
CAMPUS CENTER NORTH				
CAMPUS CENTER SOUTH				
LIBRARY				



GENERALLY GOOD

GENERALLY FAIR

FAIR/POOR

GENERALLY POOR

## **SPACE ASSESSMENT**

#### **ENROLLMENT PROJECTION PROCESS**

Enrollment projections deliver a baseline for the master plan space needs at various phases throughout plan development. The SUNY Purchase Master Plan assesses the current space need and projected space needs at five-year intervals—2013, 2018 and 2023, respectively. The consultants reviewed enrollment projections developed by both the SUNY System and the College, and analyzed the demographic trends from counties where Purchase recruits its students.

#### FACTORS THAT AFFECT ENROLLMENT

A number of factors may affect enrollment, including distinctive and attractive programs, demographic projections for the areas from which the college draws students, state policies regarding education and growth, and the physical and organizational policies of the campus. For Purchase, the exceptional Dance program and other arts-related offerings, attract students from a large geographic area. While there is no state policy regarding SUNY growth, Purchase has the capacity to grow programs not requiring specialized facilities – a finding that is confirmed in the subsequent calculation of space needs. However, the College's commitment to maintaining student selectivity, improving retention and lowering student/faculty ratios have led the College to support a policy of only selective growth in key areas, with a net add of 422 additional students by 2023.

#### SUNY SYSTEM ENROLLMENT PROJECTIONS

The SUNY system established specific enrollment projections across the system for each one of its institutions in 2007. These projections assume a mathematical and consistent growth across time. Therefore, these projections cannot predict economic downturns or other major outside influences. System projections for SUNY Purchase specify a gradual increase in undergraduate enrollment during each of the five-year periods. The projected full-time equivalent (FTE) enrollment levels at the identified milestones are as follows:

- 2013 Projection 4,291 FTE
- 2018 Projection 4,449 FTE
- 2023 Projection 4,636 FTE

#### **COLLEGE PROJECTIONS**

The College provided specific parameters for enrollment projections in the future. Purchase would like to lower its student-to-faculty ratio from an average of 19:1 today to 15.5:1, beginning in 2018. In order to reduce the student-to-faculty ratio, Purchase plans to maintain its student enrollment close to current levels. Undergraduate enrollments are to grow by approximately 409 students over the next 12 years while the number of graduate students should remain stable, with an anticipated increase of only 13 students. These projections suggest an overall FTE increase of approximately 409 FTE, or 9 percent, between 2009 and 2023.

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#### **DEMOGRAPHICS**

At the time of the writing of this report, graduate levels were projected to hold steady. The College may decide to strategically increase graduate enrollment in selective

The Office of Institutional Research at SUNY Purchase provided the geographic origin, by county, of its instate student population in 2009. Approximately 83 percent of Purchase students are from counties within New York State while the remaining 17 percent are from 40 states and 25 countries. This represents the highest share of non-New York State students for any SUNY institution. This is due, in part, to its location in the tri-state area of New York, Connecticut, and New Jersey, but also due to the highly regarded reputation of particular academic programs, such as Dance.

#### CONSENSUS

The 2008 SUNY system enrollment projections suggest that Purchase enrollment grow to 4,500 by 2013 before declining to 3,700 in 2023. These projections do not align with those provided by Purchase and referenced above, notably because the SUNY system projections rely on New York State demographics and do not consider the broader demographic market or demand for specialized programs. The consultant team therefore applies Purchase College projections to serve as the guiding numbers for space usage in the future. Undergraduate enrollment should increase by approximately 409 by 2023 and graduate enrollment should remain relatively flat.

#### DEPARTMENT TRENDS WITHIN PROJECTIONS

Departmental fluctuations in higher education are inevitable. The table below documents the fluctuations and percentage change from 2009-2023 among each discrete department at Purchase. The most significant fluctuations occur in departments that are slotted for reassignment: Dramatic Writing and Jewish Studies. The most significant gain is Visual Arts with a 104 percent positive change from 2009-2023. Overall most departments reflect little to no change in enrollment.

Growth percentages mean very little regarding graduate enrollments which are too small for percentage change to be statistically relevant.

GRADUATE STUDENTS	% CHANGE FROM 2009 TO 2023
DANCE	0%
MUSIC	8%
THEATRE	0.00%
VISUAL ARTS	49%
ART HISTORY	1%

SOURCE: PROVIDED BY THE COLLEGE AND SUCF

UNDERGRADUATE DEPARTMENTS	% CHANGE FROM 2009 TO 2023
CREATIVE WRITING	99%
COLLEGE WRITING	13%
NEW MEDIA	0%
MEDIA, SOCIETY & ART	86%
DANCE	0%
DRAMA STUDIES	30%
DRAMATIC WRITING	-100%
MUSIC	8%
THEATRE-DEAN'S OFFICE	0%
ACTING	0%
DESIGN TECH	0%
FILM	4%
VISUAL ARTS	104%
JOURNALISM	1%
DEAN'S OFFICE - HUMANITIES	0%
ENGLISH & AMERICAN LITERATURE	1%
ART HISTORY	1%
HISTORY	1%
MODERN LANGUAGE	1%
PHILOSOPHY	14%
BIOLOGY	2%
CHEMISTRY	-1%
MATHEMATICS	0%
PHYSICS	0%
PSYCHOLOGY	2%
ENVIRONMENTAL STUDIES	75%
DEAN'S OFFICE-SOCIAL SCIENCE	0%
ANTHROPOLOGY	3%
ECONOMICS	15%
FRESHMEN SEMINAR	1%
POLITICAL SCIENCE	17%
SOCIOLOGY	39%
EVENING DIVISION (LIBERAL STUDIES)	9%
INSTRUCTION-INTER.DIVISION	-1%
ARTS MANAGEMENT	80%
GRAPHIC DESIGN	2%
DRAWING & PAINTING	2%
PRINTMAKING	2%
PHOTOGRAPHY	2%
SCULPTURE	2%
JEWISH STUDIES	-100%
WOMEN'S STUDIES	1%
CINEMA STUDIES	31%
PHYSICAL EDUCATION	0%

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#### **SPACE NEEDS**

The space utilization analysis submits that SUNY Purchase has more than adequate space to serve faculty, staff and students without new buildings through 2023. The physical campus of Purchase will need to adapt as enrollments and faculty numbers grow. While a long term need for general administrative and faculty/staff office space, student/faculty activities space and data resources exists, the analysis submits that SUNY Purchase has sufficient capacity to serve its current and future enrollment populations without significantly increasing its total square footage.

In 2023, there is a combined instructional space surplus of approximately 48,000 asf. The reallocation of this surplus enables Purchase to decrease its student-to-faculty ratio, further pursue project-based learning, and create innovative and informal learning environments.

Despite an overall quantity of space to support the institution, there are qualitative and pedagogical needs that the Facilities Master Plan must address. In particular, the campus suffers from a lack of distributed study and social space. Many of the buildings have not been renovated since the time of their original construction, so several interventions are necessary to improve building function, such as HVAC and ADA considerations.

In addition to the quantitative needs, there are also qualitative needs that relate to evolving pedagogy and student collaboration models. In particular, arts production, performance, presentation, and consumption are becoming increasingly technologybased. Pedagogical styles are also become more collaborative and group-focused. The line between disciplines is increasingly blurring; therefore, there is a demand for space that can accommodate social learning and interaction, peer instruction, and use of technology.

#### TABULAR SUMMARY OF PROJECTED SPACE NEED

SPACE NEED BY CATEGORY - CONSULTANT'S RECOMMENDATION	EXISTING SPACE	CURRENT NEED	NEED IN 2013	NEED IN 2018	NEED IN 2023
1.1 CLASSROOMS	25,086	18,665	18,776	19,470	20,296
1.2 LECTURE HALLS	9,247	5,130	5,178	5,265	5,399
2.1 TEACHING LABS	156,027	112,125	113,253	115,080	117,016
2.2 INDIVIDUAL STUDY LABS	24,307	20,777	20,777	20,777	20,777
2.3 DEPARTMENTAL RESEARCH LABS	14,036	13,736	13,736	13,736	13,736
2.4FACULTY & STAFF OFFICES	39,665	34,805	35,445	45,925	47,855
2.5 GENERAL & SPECIAL USE	18,657	1,066	1,072	1,160	1,183
3.0 HEALTH & PHYSICAL EDUCATION	6,515	62,143	62,910	64,490	66,360
4.0 DATA & RESOURCES CENTER (IT)	15,100	20,208	20,208	20,208	20,208
5.0 ORGANIZED ACTIVITIES	276,341	276,341	276,341	276,341	276,341
6.0 ORGANIZED (SPONSORED) RESEARCH	0	0	0	0	0
7.0 PUBLIC SERVICES	12,176	12,176	12,176	12,176	12,176
8.0 ASSEMBLY & EXHIBITION	22,899	35,214	35,291	35,449	35,636
9.0 LIBRARY	89,895	76,809	79,157	82,866	86,544
10.0 STUDENT/FACULTY ACTIVITIES	63,882	60,236	61,287	63,451	66,013
11.0 STUDENT HEALTH SERVICES	3,078	3,078	3,078	3,078	3,078
12.0 GENERAL ADMINISTRATION	61,421	62,976	64,122	66,483	69,277
13.0 CENTRAL SERVICES	72,071	36,320	36,320	36,320	36,320
14.0 BUILDING SERVICES	13,147	22,782	22,870	23,349	23,580
15.0 INACTIVE SPACE	46,258	0	0	0	0
TOTAL	969,808	874,588	881,996	905,623	921,795

\*NOTE: PROJECTED SPACE NEEDS ARE BASED ON CONSULTANT CALCULATIONS

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## **C. CAMPUS PLAN**

The synthesis of information gathered and analyzed in Phases I, II, and III of this Facilities Master Plan led to the following planning goals and principles. These themes and guidelines were presented and discussed with the FMP steering committee and embody the essence of Purchase's mission and strategic plan, acknowledge the College's real infrastructure needs, and were used to test the three concept alternatives described in Phase IV and the final recommendation in this report.

#### **PROGRAM GOALS**

The program goals drive the specific recommendations contained in the FMP. They are as follows:

- Accommodate faculty growth to support a lowering of the student-to-faculty ratio from 19:1 to 15.5:1.
- Support growth of student population by 409 FTE.
- Encourage cross-pollination of space use between conservatory program students and liberal arts students.
- Provide technology-rich spaces that foster informal learning and student collaboration.
- Redistribute space to support signature programs (dance, music) and those areas experiencing growth.

#### **PROJECT GOALS**

As documented in Phase III, the campus generally has enough space through 2023, although in some cases this space may need to be slightly redistributed. Therefore, the focus of this planning effort is to repurpose existing spaces to better meet pedagogical and student needs and to improve the campus environment. The main goals of this Facility Master Plan (FMP) are to:

- Revitalize the central core of campus through improved pedestrian networks through and among the buildings on the Plaza
- Humanize the landscape through redesign of the framework spaces (Great Lawn, Plaza, and PAC parking lots)
- Introduce trees and a structure to the remaining landscape spaces on campus
- · Make strategic architectural interventions that reveal the activity occurring inside buildings
- Rehabilitate academically significant buildings
- · Incorporate ongoing project planning and studies into Facilities Master Plan

#### LEGACY PRINCIPLES

The Facility Master Plan establishes a set of core principles derived from the original vision for the SUNY Purchase campus. The vision can be described in a series of "legacy" principles:

- Establish the campus as a "City in the Country"
- Give priority to those shared spaces which constitute the public realm
- Promote a "less is more" aesthetic with "quiet, volumetric forms, unbroken surfaces, and continuous unifying materials"
- Assert the primacy of the street through the use of arcades and narrow building sites

#### FACILITIES MASTER PLAN PRINCIPLES

The Facility Master Plan principles advance the campus legacy ideals to meet the needs of a contemporary campus. The principles include:

- 1. Respect campus history and architectural legacy
- 2. Plan for smart campus growth
- 3. Preserve the woodland landscape and the framework of campus spaces
- 4. Promote an ethic of stewardship and sustainability
- 5. Enhance the quality of public spaces
- 6. Foster connectivity on campus and with the community
- 7. Recognize the whole campus as a learning environment

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#### **PREFERRED OPTION**

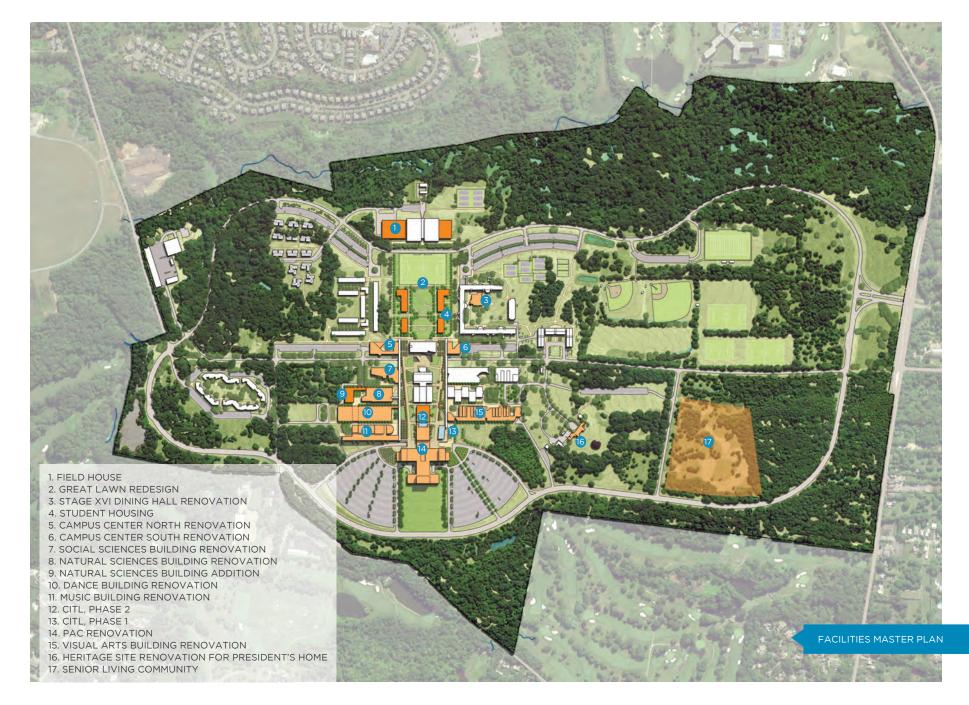
The preferred option is a combination of the "Villages" land use framework and the "System of Shared Networks" academic concept. This scheme focuses redevelopment around the plaza, namely with several key renovation projects to academic and student life facilities. New collaborative spaces are provided in the renovated buildings, forming a network of community space. This "network" forms a secondary spine of activity and fosters integration and cross-pollination across academic disciplines. New facilities include both the CITL, which was the subject of a prior planning effort, and an addition to the Natural Sciences Building.

A site on the southwestern portion of campus is identified to accommodate a Senior Living Community. Residents of this community will have access to the campus and its facilities, but will be separated from the every day uses associated with the core campus.

The Heritage Site is redeveloped for the President's Residence. Functions currently in Heritage Site facilities, such as Admissions and the Business Office, will be relocated to the campus core. The Facilities group will be consolidated with other Facilities offices in the northeast portion of the campus.

#### **KEY PROJECTS**

As a result of the planning process, several projects were identified as critical in supporting Purchase College's academic mission. Those projects are shown on the map (at left). New building projects are shown in bright orange, whereas the light orange color denotes renovation projects to existing facilities. Because Purchase College overall has sufficient space to support its mission, the majority of the suggested projects are renovations.



## **PROGRAM INITIATIVES**

Below is a summary of the Phase V program initiatives identified during the planning process and approved by the College.

#### **MUSIC BUILDING**

The Music Building houses the Conservatory of Music, Conservatory of Theater Arts & Film, and Continuing Education. The main floor of the building was designed primarily to accommodate practice rooms and offices and therefore is not well-suited for classrooms. The lower level provides large performance and recital halls. Given the configuration of practice rooms and recital venues on the main and lower floors, it would be difficult to renovate them to meet other needs.

The construction of the CITL Building will allow Theater Arts & Film to move out of Music. The Conservatory of Music can then expand in place and recapture some of the original space that was intended when the building was initially constructed.

An opportunity exists on the lower floor to add a music lab into a space previously dedicated to lockers and storage. This new lab would be located along a major corridor, adding vitality and "collision" space for study and collaboration.

#### **DANCE BUILDING**

The Dance Building houses the Conservatory of Dance, Conservatory of Theater Arts & Film, as well as leased space for Long Island University. The plaza level accommodates many of the conservatory's dance studios, with large span spaces that are inherently flexible. Natural light flows into the corridors through a series of skylights and clerestory windows. The lower level has a more traditional educational building typology, with space for classrooms and labs.

As with the Music Building, Theater Arts & Film currently occupies space in Dance. The CITL provides new space for Theater Arts & Film, thereby allowing Dance to backfill into the left behind space. This move provides the additional studio and office space that Dance demands.

Improvements to the building consist of two major components. The first is to make the plaza-facing studio more transparent by removing the opaque wall and replacing it with a transparent material. This move will demonstrate to those on the plaza the educational activity taking place within the building. The second major component is to create a motion capture and visualization studio on the ground level underbelly of the building, thereby providing life and activity along an otherwise inactive spine.





#### NATURAL SCIENCES BUILDING

The Natural Sciences Building contains educational and research facilities primarily for the School of Natural & Social Sciences. Classroom and office spaces occupy the perimeter of the building, with research spaces at the building's core. The building's layout does not support current pedagogy and trends in the sciences, and an inflexible layout has prohibited the school from adapting the facility to current learning styles. Lab facilities are outdated and the HVAC system needs to be replaced.

In order to accomplish the needed renovations and to provide additional lab space, the FMP calls for an addition to the southern facade of the Natural Sciences Building. This addition provides both wet and dry lab teaching and research facilities. The addition is connected to the existing building by a corridor that is wide enough to include social and collaborative study space. The siting of the addition allows for an interior courtyard that provides light to the existing and new lab facilities. Once the addition is constructed, the College can then perform a gut rehab on the existing Natural Sciences Building. The Natural Sciences Building is currently one of the worst condition buildings on campus.

#### SOCIAL SCIENCES BUILDING

The Social Sciences Building is a highly flexible building that accommodates general classrooms, administrative offices, the Design Tech program, Technology Services, and leased space for New York University's Stern School of Business. The 2008 Perkins-Eastman study found that the Social Sciences Building's flexible floor plate and lack of program-specific spaces make it an excellent candidate for general campus classroom use and office swing space.

While the Social Sciences Building does not need a major reconfiguring rehabilitation, the building should receive moderate renovation to address deferred maintenance, right size instructional space, and generally improve space utilization. The east facade of the building offers an opportunity to create a student lounge with media stations and gathering areas. This new space is proposed with transparent, operable glass to create a connection between the interior and exterior environments. The adjacent outdoor space has the potential to accommodate an amphitheater for outdoor teaching and gathering.





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#### CITL 🔿

The Center for Integrated Technology Learning (CITL) program study was a parallel effort to this FMP. The Center will primarily serve the School of Theatre Arts (TA) and the School of Film and Media (F&M) and include a mix of academic, performance, entry, community, exhibition, and production spaces. The CITL will occupy space in the existing Library, as well as space in a new building addition along the southeast corner of the plaza.

#### HUMANITIES BUILDING

The Humanities Building will undergo a comprehensive renovation to improve instructional space and also to provide collaborative space to support social learning.

#### VISUAL ARTS BUILDING **G**

The Visual Arts Building is undergoing a program and renovation study in a parallel process to the FMP. The result will be a comprehensive renovation strategy to accommodate existing programs and also to better integrate the role of technology in the Visual Arts.

#### **PERFORMING ARTS CENTER**

The Performing Arts Center is the largest facility on the Purchase campus. While it has received minor updates, the building has not undergone significant renovation since its original construction. The FMP proposes a renovation to bring the PAC up to modern standards.

#### CAMPUS CENTER NORTH

Campus Center North will undergo renovation to improve qualitative aspects of the facility as well as infrastructure needs related to HVAC and electrical needs.

#### CAMPUS CENTER SOUTH

Campus Center South will undergo renovation to improve qualitative aspects of the facility as well as infrastructure needs related to HVAC and electrical needs.

#### STAGE XIV DINING HALL G

Although it serves as the main dining hall on campus, Stage XIV is underused. Students instead choose Campus Center North and South to meet their food service needs. The FMP therefore suggests a renovation to Stage XIV Dining Hall to bring the facility up to modern standards and to improve servery, seating, and lighting.

#### HERITAGE SITE BUILDINGS

The current uses in the Heritage Site Buildings, including the Office of Admissions, the Business Office, and the Facilities Office will be relocated and consolidated. The Heritage Buildings will then be renovated to accommoate the President's Residence.

#### FIELD HOUSE ADDITION

The Field House is a proposed addition to the existing Physical Education Building. The Field House will provide indoor track and locker room facilities to support the College's Athletics and Recreation departments.



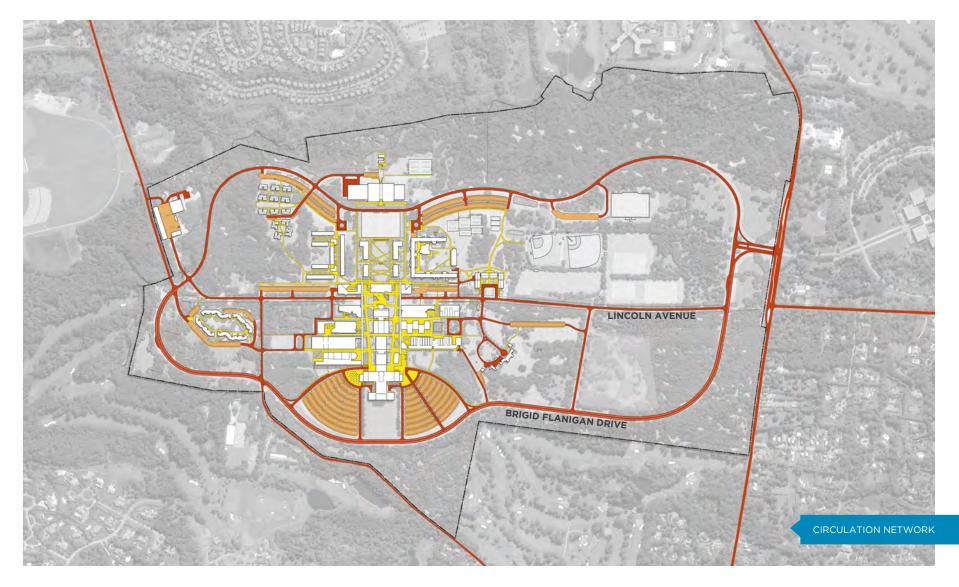




#### **CAMPUS CIRCULATION**

The major change proposed to the pedestrian circulation patterns on campus is the development of a secondary pedestrian circulation network that weaves through academic buildings. The goal of this network is to expose people to the activity occurring in the heart of the buildings, and promote the informal mixing of student and faculty groups involved in different academic pursuits.

A comprehensive study of the existing external pedestrian network was conducted by Abel Bainnson Butz, LLP. The study identifies a need for the rehabilitation of the majority of pathways and plazas on campus. The FMP will incorporate the recommendations of this study and broaden the scope of the study to include pedestrian circulation across the entire campus. New pathways will be included in the Great Lawn redesign. The construction of the CITL at the campus gateway will provide the opportunity to improve the pedestrian approach to campus. A combined walking and bike lane along Brigid Flanigan Drive will also be considered to accommodate those using the 3-mile loop as an exercise trail. In addition to these new proposed walkways, existing pedestrian corridors will be enhanced with tree plantings and improved lighting strategies. In general, the roadway network is adequate and not substantially changed in the preferred scheme; however, the condition of the roadways is generally poor. The preferred scheme proposes a realignment of Brigid Flanigan Drive on the west side of the Physical Education Building to accommodate a new recreation field on the Great Lawn. As currently designed, the construction of the CITL requires the closing of the service drive under the Performing Arts Center (PAC). Public transportation is a vital link for the Purchase College population to the Greater New York metropolitan area. Any proposed changes to the road network must consider the impact on mass transit routes.



PRIMARY VEHICULAR ROUTE
 SECONDARY VEHICULAR ROUTE
 PEDESTRIAN ROUTE
 PARKING

#### **CAMPUS LANDSCAPE PLAN**

The FMP introduces several landscape-related principles. These principles suggest a reinterpretation of the role of landscape from a contextual role to a more functional, active role. The proposed role of the landscape can be broken into four categories:

#### **Natural Features**

- Protect woodlands, wetlands, streams, and meadows
- · Showcase natural features as a campus asset
- · Learn from native landscape and incorporate elements into campus designed landscape spaces

#### **Environmental Design**

- Mimic natural rain water drainage patterns with the design of stormwater systems that promote groundwater recharge and minimize stream erosion
- · Use plant materials to provide shade and protect against harsh winds

#### **History of the Land**

- · Recognize rural farmland landscape elements: stone walls, hedge rows, clearings
- Transform landscape spaces defined as public realm (Great Lawn, PAC parking lot, campus arrival)
- · Establish a more defined hierarchy of spaces
- » Central plaza, quadrangles, courtyards, streetscapes, pathways

#### **Image as University Campus**

- Define lands as a place for intellectual pursuit and artistic expression
- · Introduce contemplative spaces that permit reflection and quiet fascination
- Promote exploration of grounds
- Enhance role of public art and performance and exhibition spaces
- Showcase natural features with trail network



WOODLAND CHARACTER PROGRAMMED ATHLETIC/RECREATION USE QUAD/INFORMAL GATHERING LAWN

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#### GREENING

Purchase College is a signatory of the American College and University Presidents Climate Commitment (ACUPCC), a move which exemplifies the institution's dedication to environmental issues and sustainability. All actions outlined in the FMP should take sustainable practices into account. All building renovations should consider implementing water and energy saving measures, such as motion sensors for lighting and low-flow water fixtures. In general, adaptive reuse of existing buildings is a greener strategy than new construction. Other than the CITL and the Natural Science Building addition, the building projects include strategic renovation strategies of existing space for academic use as well as improved social spaces.

Future landscape projects should incorporate strategies to capture and infiltrate groundwater, utilize native vegetation and minimize hardscape, where feasible. Trees should be used to mitigate cold winds, shade pathways and reduce solar gain in buildings. Parking lots should use vegetated swales to capture rain water and break up large expanses of paving to reduce the heat island effect.

Other strategies that would improve the College's sustainability rating include monitoring individual buildings to better understand the College's energy use and to reduce greenhouse gases associated with energy production.



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### **PROPERTY ACQUISITION**

SUNY Purchase has no plans to acquire property at this time. The 500-acre landholding more than meets the needs of their long term enrollment targets, and their programmatic mission does not currently extend outside of this property.

In June 2011, the State legislature authorized SUNY Purchase to lease land for the development of a senior residential learning center on campus. The land designated for the senior center is located along Brigid Flanigan Drive and East-West Road in the southwestern corner of the landholding. At least 20 percent of the units would be reserved for low income tenants, and Westchester County residents would receive priority on 50 percent of those units. The Bill mandates that 75 percent of the revenue generated by the senor learning community be used to provide student financial aid, and the remaining 25 percent is to support additional full-time faculty positions.

### **COMMUNITY ISSUES**

Purchase offers several continuing education programs for adults and senior citizens including: certificate, credentialing, professional development, and Great Potential programs. For children, Purchase offers a Summer Youth Arts Programs and Institutes.<sup>1</sup>

Purchase College's Neuberger Museum is one of the nation's leading modern and contemporary art museums with 16 to 18 changing exhibitions each year and annual attendance of 62,000 people. The museum maintains a partnership with 27 area schools, providing special programs and tours for 10,000 local school children annually.  $^2$ 

The College's Performing Arts Center provides music, theater, and dance venues and hosts more than 600 events that annually attract 200,000 people.<sup>3</sup> In recent years, attendance has somewhat subsided from levels achieved during the 1980s. The College hopes to recapture some of this audience in the future.

The Children's Center is a childcare center which provides full-time care for children from 15 months to 5 years old. The Center is highly regarded and serves not only families from the College, but also those from the community at large.

Because the campus is largely contained within the 500-acre landholding, neighborhood impacts are limited. Westchester County Airport is located to the north of campus and is of special concern to Purchase due to aircraft-generated noise impacts. Because of this sensitivity, a noise monitoring protocol was established and is being implemented by the airport to ensure that aircraft noise levels do not increase above present levels. Several interventions proposed in the FMP and other recent studies will impact visitor experience on the campus. The Neuberger Museum and Performing Arts Center draw members of the public to campus to view the renowned collections and see theatrical and musical performances. The FMP suggests improvements to the vehicular and pedestrian arrival sequence that will improve their experience, including the loop road (Brigid Flanigan Drive), which will improve the safety of pedestians who use the road for recreational purposes. The CITL project proposes a whole new approach to the Neuberger Museum. The FMP recommends that the Admissions office be moved from the Heritage Site to the new CITL. The concentration of activity at the CITL will create a main campus arrival point which is currently lacking. A Senior Living Community is proposed on the southwest portion of campus, which adds another element of 24-7 year-round presence on campus.

<sup>1.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 29.

<sup>2.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 28.

<sup>3.</sup> Memorandum of Understanding: State University College at Purchase and the State University of New York, December 2006, p. 28.



## SITE UTILITIES

The utility infrastructure for the SUNY Purchase campus includes potable water, sanitary sewer, electrical, storm sewers natural gas and high-temperature hot water. The College provides general maintenance for the utilities on the campus. The utilities generally follow main roads, service drives or pass through the multi-purpose tunnels that lie under the main plaza, with services extended to each building at one or more locations. Because there are few major new facilities proposed in the FMP, there is not expected to be additional pressure on site utilities, beyond what exists today. However, there are currently several emergencies relating to heating and electrical infrastructure. There is also a need for further study of conditions and capacities of utilities, as much of the existing infrastructure is in poor condition.

#### **Future Considerations**

#### Potable Water

Annual water consumption at the college is on the order of 80 MG (million gallons) per year, including use for the irrigation system of the main plaza area. Use of water-conservation measures over the past few years have reduced that volume slightly, and this trend should continue under the recommendations proposed in this Facilities Master Plan.

The potable water system supplies drinking water and fire protection systems within some of the buildings. Where buildings are sprinklered, there is sufficient volume and pressure, in some cases through the use of fire pumps. It was noted that low pressure has occasionally been an issue during the summer when demand is higher, and this should be considered as buildings undergo renovation. Several hydrants near the Performing Arts Center have inadequate flow, based on recent hydrant flow tests. Facilities personnel indicate that while there is sufficient valving within the system, the valves do not always function properly. As buildings are renovated, hydrants should be examined and valves replaced.

#### Sanitary

The system was installed in the 1960's with construction of the campus, and has not undergone any major renovations since that time. Problems with wastewater backups have been noted in the Performing Arts Center (PAC) and the Campus Center South (CCS) buildings. Renovation of bathrooms in the PAC in the late 1990's increased the number of fixtures but did not address the capacity of the ejector pumps.

The college is charged for treatment of their wastewater flows based on water consumption. Estimated wastewater flows from 2007 were 150,000 GPD (gallons per day).

Based on the age of the system, and materials of construction, the system should receive a detailed inspection and infiltration/inflow analysis.



### **STORM SEWERS**

The college has experienced drainage problems in several surface parking lots, and historically in most of the plaza building lower levels. The latter problems have been created by a host of issues, including surface water intrusion, lack of building foundation waterproofing, etc. Recent projects at the campus have or will resolve most of the Plaza drainage issues. Additional proposals as part of this FMP will help to reduce impervious surface on campus as well. Overall, the storm sewer system seems to have adequate capacity to handle runoff from the current campus facilities.

## **NATURAL GAS**

Discussions with Facilities personnel indicate that the system is adequate to serve the campus' needs; however, the Natural Sciences Building does not currently have access to natural gas. The planned addition and renovation projects should examine this in more detail.

## **HEATING**

The campus owns and maintains a high temperature hot water (HTHW) system that provides hot water to all main academic buildings on campus, except for Butler Building, which has its own electric heat, and Heritage Site Buildings, which have their own #2 fuel oil fired boilers. The campus has indicated they have had no problems with the direct burial piping to date. There are no current plans to upgrade or replace the existing system. Continuing problems with pipe failures in the HTHW System would indicate that a detailed investigation into the system's conditions be implemented.

## **ELECTRICAL**

All electrical lines are underground, and are maintained by the campus. No recent studies have been completed on the system, but the general condition and capacity of the system is believed to be adequate by Facilities Maintenance personnel.











### **SURGE SPACE**

Below are general strategies around how the College could approach swing (temporary) and surge (permanent) space. There are other potential strategies that could lie within facilities out of the scope of this study. These concepts will be vetted by the College to confirm the viability and logistics behind the recommendations.

For light to moderate renovation projects, renovations should be completed during summer months and/or phased within the facility to the extent possible, so that the majority of the space remains in use throughout the renovation timeline. For more major renovation projects, the campus generally has available surge space in Campus Center South, which is currently being used for the Humanities Building renovation. Once that renovation is complete, CCS space can continue to serve as swing space for other buildings that undergo major renovation (e.g. Visual Arts). Once CCS is no longer needed for swing space, the Business offices currently located in the Heritage Site should permanently surge to CCS, freeing up the Heritage Site for use as the President's Residence. The CITL creates some opportunities to backfill exist spaces with surge or swing.

The nature of the specialized laboratory spaces in the Natural Sciences Building requires a different approach. While the use of modular lab trailers was discussed, a preferable approach is to construct the proposed lab facility addition so that users can surge into this space while major renovations are completed to the existing facility. This strategy provides the needed specialized lab facilities throughout the course of the renovation project.

### **FUNDING**

Financial pressures from the cumulative declines in state support of public colleges creates a need to rethink how the College fulfills and revitalizes Purchase's unique commitment to the arts and liberal arts education and whether specialized campus structures and practices to support these endeavors will be adequate in the future.

The growing infrastructure costs of arts-related teaching, research, and scholarship (e.g., performance venues, studios) require an institutional response that sets priorities and ensures support is cost-effective over time. Institutional, university-wide strategies and tactics will help Purchase meet such challenges effectively over the next several years and take advantage of opportunities for academic enhancements.

## **CAMPUS OPERATIONS**

Any disruptions to campus operations as a result of new construction or renovations will be handled on a project-by-project basis. New or significantly reconfigured buildings require the College to enact a parallel process which analyzes and budgets for changes to operations including staffing, maintenanc, etc..



#### **Focus Areas**

The FMP suggests guidance for the redesign of several spaces on campus including:

#### Great Lawn A

The Great Lawn is redesigned as a more usable open space. Housing is located along the eastern and western edges of the lawn, which has the effect of narrowing the scale of the space and also places more active uses along the pedestrian walkways that flank the lawn and lead to the Physical Education Building. A new recreation field is located north of the Physical Education Building to provide additional field space.

#### Plaza at Natural Science Building B

The plaza fronting the Natural Science Building is reimagined and made more usable. The formerly sloping space is terraced to create an amphitheater for informal gathering or for instructional purposes. This new plaza forms an active and welcoming space and serves as a transition between the plaza and the building.

#### Amphitheater at Social Science Building C

Similar to the Natural Science Building, the Social Science Building also benefits from an amphitheater environment, adjacent to the new collaborative space within the building.

#### New campus entrance at the CITL and PAC 🕑

The plaza at the CITL/PAC entrance is designed to be the new campus entrance. It serves to welcome visitors onto campus, whether they are first-time visitors to the Admissions Office, patrons of the arts who are on campus to see a performance, or everyday students, staff, and faculty.

#### Other

In addition to these larger spaces, some courtyard renovation projects are proposed along the new pedestrian route that weaves through the buildings on the central plaza. The landscape projects will work in conjunction with the architectural interventions along this path to enliven the spaces between buildings and off of the central plaza.



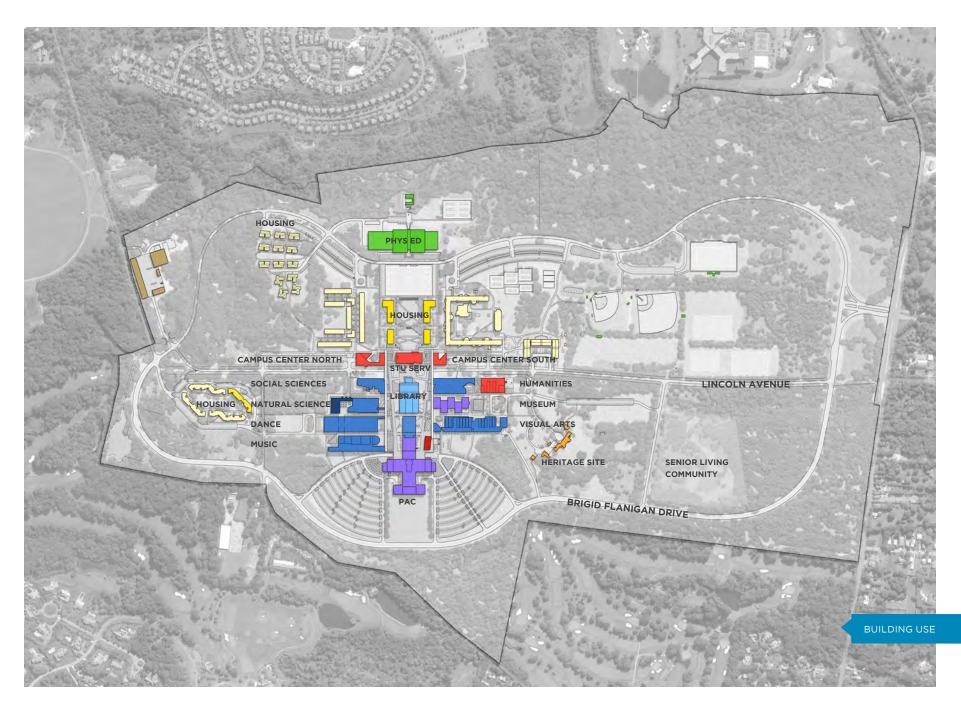


### HOUSING

Approximately 2,600 undergraduate students live on campus. Purchase is not actively seeking to increase the number of beds on campus, but does want to identify strategies for future replacement of existing facilities. While a specific housing plan is outside the scope of this Facilities Master Plan, the consultants looked at how future housing might fit with the other recommended program initiatives.

New student housing is developed along the northern and southern edges of the Great Lawn. In addition, two other "villages" of housing are created. A new senior living community is established in the southwestern portion of campus. This location provides a convenient address for seniors that is close to campus activity, but one that is still private. Along the northernmost extent of Lincoln Avenue, new faculty/staff housing is proposed.





## **TECHNOLOGY**

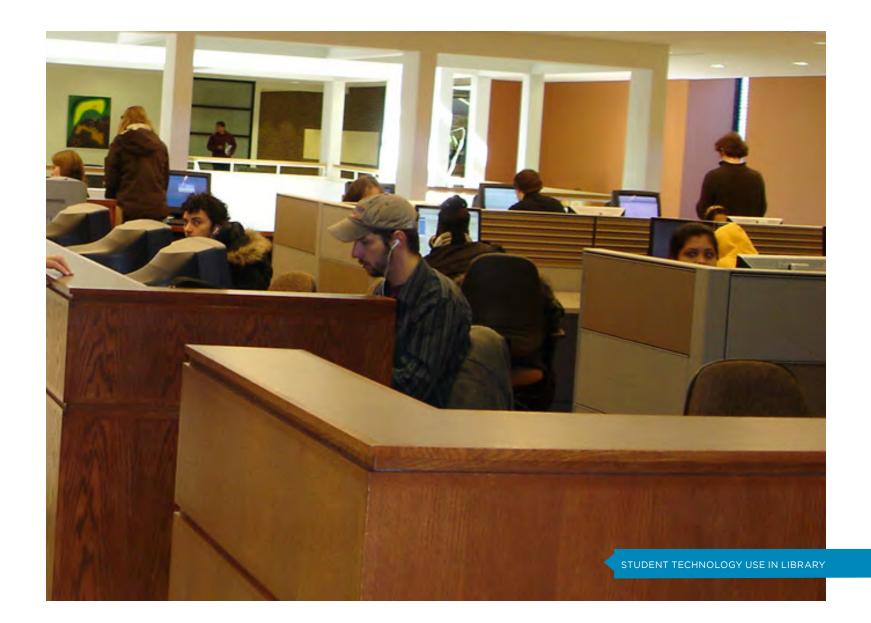
Technology has become critical to the ways in which students think and learn, and increasingly in the way that faculty teach. To the extent that education is increasingly concept-driven, the act of making drives the understanding of theory. Technology therefore becomes a tool - a means of expression - in the act of making and is a central element in a classroom environment. To accommodate technology, teaching areas should be highly flexible, with movable furniture, multiple means of projection, ability for students to plug in to monitors, etc.

To meet the needs of current and future teachers and learners, the FMP establishes goals with the aim of complete technology integration into classrooms and teaching curricula. These goals include the following:

#### **Classroom Goals**

- All studios and classrooms should have full access and shared visibility for all members of the class;
- Each studio and classroom should have printing capabilities that would be easy to access and use;
- Computers should be integrated into the studio, with cognizance of the inevitability of wear and tear;
- Easy and accessible ability to watch/project data-intensive material, whether sourced locally or from the internet, such as videos, with no or minimal setup (including multiple projection and viewing devices);
- Dependable wireless access to the network and the internet;
- · Sufficient network based storage and backup that is accessible in real-time by all; and
- Flexible furniture to support collaborative group work.

Of equal importance is the relationship of the teaching area to communal spaces and multi-purpose zones. Technology does not diminish the need for human interaction; in fact, successful use of technology as a tool depends on human interaction. To that end, the social space that strongly relates to the teaching space is critical.



# D. CAPITAL IMPROVEMENTS

The recommended program initiatives are outlined in Section C. On the following pages those same program initiatives are shown as capital improvements and associated with specific campus facilities. The timeline on the bottom of the pages indicates when the project would occur and the anticipated cost of each move.

The primary moves outlined in this section incrementally build toward the concept of a new network of shared space that serves to connect the various facilities on the northern side of the plaza. Each project, whether a building renovation or a building addition, contributes to this network. Common areas are located along a new pedestrian route as a system of semi-public shared spaces off of the central plaza. This new pedestrian route serves as a secondary connection (the plaza serves as the primary connection) to move throughout buildings.

PROJECT	GSF
SOCIAL SCIENCE BUILDING RENOVATION AND COLLABORATION SPACE	62,553
NATURAL SCIENCE BUILDING RENOVATION	100,440
NATURAL SCIENCE BUILDING ADDITION	55,990
DANCE BUILDING RENOVATION, ADDITION, AND BACKFILL	116,334
MUSIC BUILDING RENOVATION AND COLLABORATION SPACE	136,434
CITL PHASE 1 AND 2	n/a
CITL ADMISSIONS CENTER	6,000
HUMANITIES BUILDING RENOVATION	51,575
VISUAL ARTS BUILDING RENOVATION	152,987
PERFORMING ARTS BUILDING RENOVATION	322,813
CAMPUS CENTER NORTH RENOVATION	47,464
CAMPUS CENTER SOUTH RENOVATION FOR BUSINESS SERVICES	3,284
STAGE XIV DINING HALL RENOVATION	31,865
HERITAGE SITE BUILDING RENOVATION	27,637
FIELD HOUSE ADDITION TO THE PHYSICAL EDUCATION BUILDING	49,647
GREAT LAWN REDESIGN	n/a
PEDESTRIANIZATION OF CAMPUS CORE	n/a
CEMETERY LOOP REDESIGN	n/a
CITL PLAZA ENTRANCE LANDSCAPE	n/a
NORTH PAC PARKING LOT REDESIGN	n/a
MULTI-PURPOSE TRAIL ALONG BRIGID-FLANIGAN DRIVE	n/a
MEADOW LANDSCAPE OVERLAY	n/a
VARIOUS BUILDING ENTRY/COURTYARD PROJECTS	n/a
TOTAL	

Along this network hang a series of semi-public shared spaces. Each of these spaces offer a node for program synergy, such as a technology studio for dance and music collaboration. Pedestrian streets activate this new network of shared spaces by improving the landscape design (e.g. lighting, pavement, seating, vegetation) and architectural design (e.g. transparency, programming). In this way, the north/south streets between the buildings become an important and contributing system for navigating the campus.

In addition to the detailed project descriptions contained in this section of the report, the FMP includes several other initiatives, summarized in the chart on the left.

Note: Project costs include 35% mark-up for professional fees, equipment costs, and contingencies ; costs are not escalated





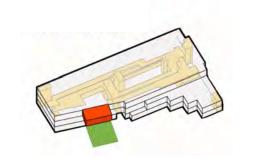
## SOCIAL SCIENCES BUILDING

While the Social Sciences Building does not need a major rehabilitation, the building should receive moderate renovation to address deferred maintenance. The east facade of the building offers an opportunity to create a student lounge with media stations and gathering areas. This new space is proposed with transparent, operable glass to create a connection between the interior and exterior environments. The adjacent outdoor space has the potential to accommodate an amphitheater for outdoor teaching and gathering

### **KEY PROJECTS**

- Building Renovation, general
- Renovation for transparent collaborative space with media stations
- Building Entry and Amphitheater

SOCIAL SCIENCES, VENTURI AND RAUCH STUDENT LOUNGE

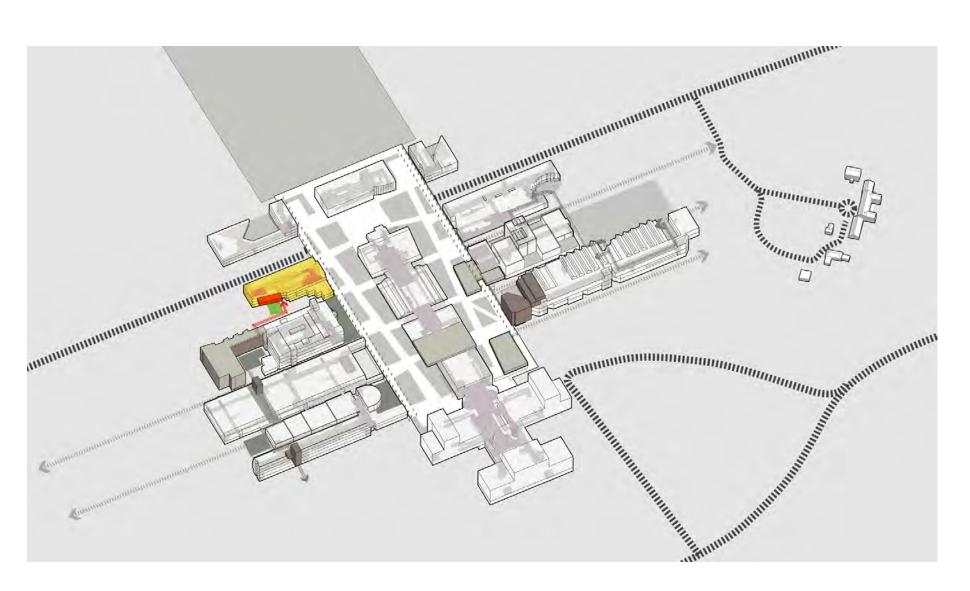


PHASING AND BUDGET	
BUDGET YEAR PERIOD	2018-2023
ENABLING PROJECTS	n/a
ASSOCIATED SITE PROJECTS	entry & amphitheater
BUDGET (BUILDING)	\$17,734,185
BUDGET (SITE)	\$273,592
TOTAL***	\$18,007,777

\*\*\*Total is project cost, does not include escalation

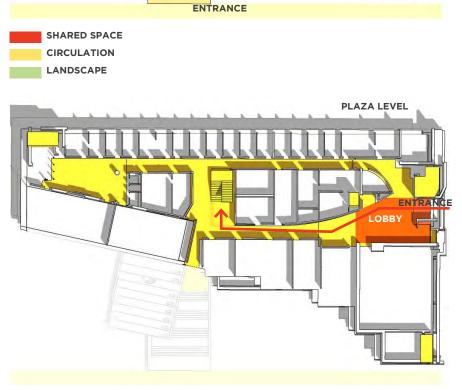
DEPARTMENT	RENO ASF
CLASS/LECTURE	6,670
COLLEGE WRITING	1,200
PSYCHOLOGY	4,188
ANTHROPOLOGY	120
ECONOMICS	120
FRESHMAN SEMINAR	500
POLITICAL SCIENCE	975
SOCIOLOGY	790
LIBERAL STUDIES	2,800
INST. INTER-DIV	1,600
I & DR	2,363
DATA AND RESOURCES	7,210
STUDENT/FAC ACTIV	370
GENERAL ADMIN	2,056
CENTRAL SERVICES	3,238
TOTAL RENOVATION	34,200

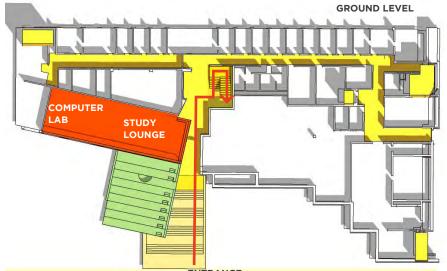
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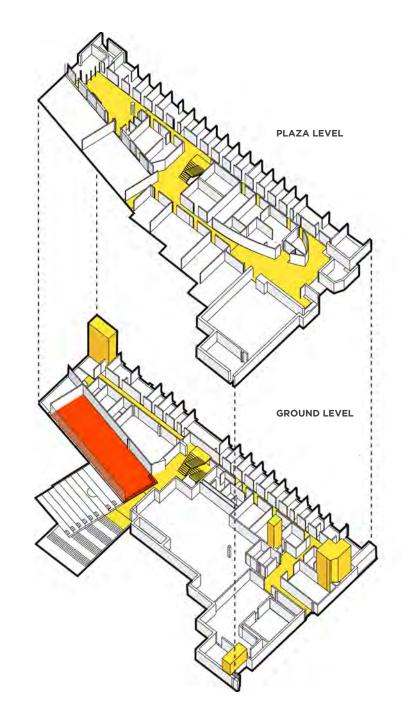


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## ▲ BEFORE AND AFTER

#### THIS PAGE:

The existing Social Science Building along southeast facade.

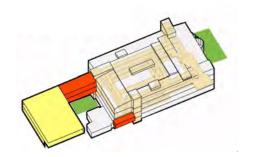
#### FACING PAGE:

A visualization of the improved landscape and building intervention, including new amphitheater to link the interior and exterior environments.





NATURAL SCIENCES, PAUL RUDOLPH STUDENT LOUNGE



## NATURAL SCIENCE BUILDING

In order to accomplish the needed renovations and to provide additional lab space, the FMP calls for an addition to the southern facade of the Natural Sciences Building. This addition provides both wet and dry lab teaching and research facilities. The addition is connected to the existing building by a corridor that is wide enough to include social and collaborative study space. The siting of the addition allows for an interior courtyard that provides light to the existing and new lab facilities. Once the addition is constructed, the College can then perform a gut rehab on the existing Natural Science Building.

## **KEY PROJECTS**

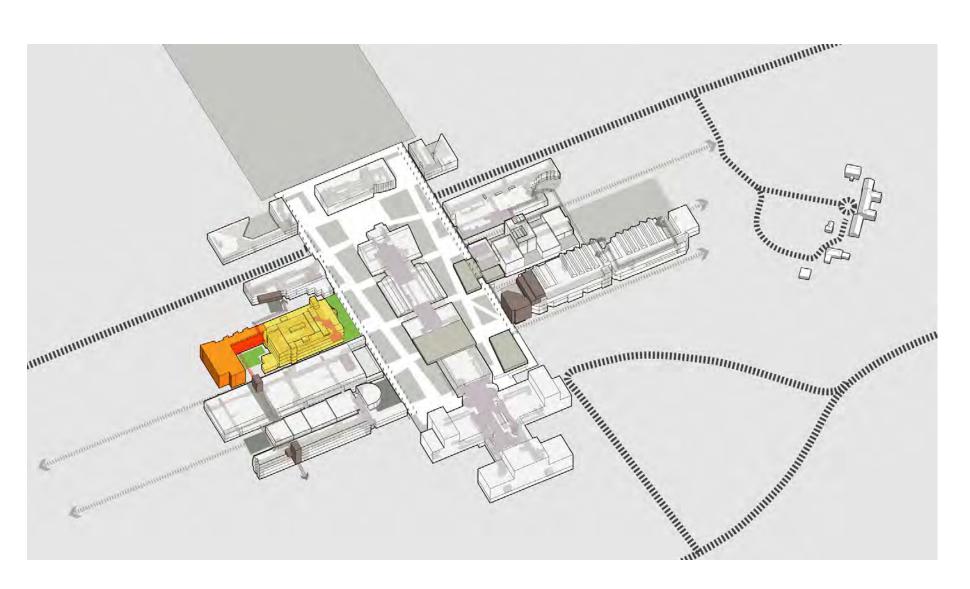
- · Building Renovation, general
- Building addition labs and student lounge space
- Building courtyard
- Service access to lab addition

PHASING AND BUDGET	
BUDGET YEAR PERIOD	2013-2018
ENABLING PROJECTS	renovation depends on building addition
ASSOCIATED SITE PROJECTS	courtyard, service access
BUDGET (BUILDING)	\$68,549,475
BUDGET (SITE)	\$610,961
TOTAL***	\$69,160,436

\*\*\*Total is project cost, does not include escalation

DEPARTMENT	RENO ASF	NEW ASF
CLASS/LECTURE	7,010	6,000
BIOLOGY	12,829	10,000
CHEMISTRY	9,292	8,000
MATHEMATICS	2,336	
PHYSICS	2,921	
PSYCHOLOGY	5,884	
ENVIRO STUDIES	9,880	
I & DR	4,334	
STUDENT/FAC ACTIV.	328	4,000
GENERAL ADMIN	3,014	
BUILDING SERVICES	553	500
DATA & RESOURCES		2,000
ORGANIZED ACTIV.		2,000
ASSEMBLY & EXHIB		2,000
CENTRAL SERVICES		1,500
TOTAL	58,817	36,000

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**3RD LEVEL** 

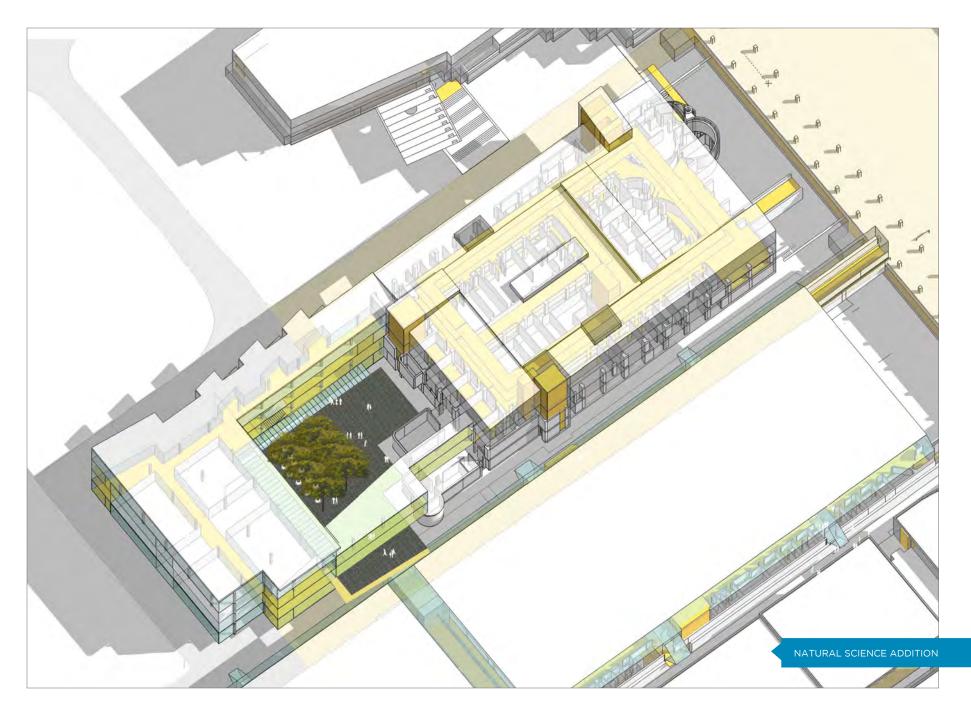
2ND LEVEL

PLAZA LEVEL

RENOVATED

GROUND LEVEL

PLAZA





## ▲ BEFORE AND AFTER

#### THIS PAGE:

The existing north (rear) facade of the Natural Science Building

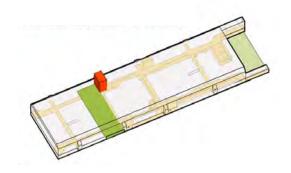
#### FACING PAGE:

A visualization of the improved collaborative interior environment, with glazed facade to connect the interior and exterior spaces.





DANCE, GUNNAR BIRKERTS & ASSOCIATES, MOTION CAPTURE AND VISUALIZATION STUDIO



## **DANCE BUILDING**

Similar to the Music Building, the CITL provides new space for Theater Arts & Film, thereby allowing Dance to backfill into the left behind space. This move provides the additional studio and office space that Dance demands.

Improvements to the building consist of two major components. The first is to make the plaza-facing studio more transparent by removing the opaque wall and replacing it with a transparent material. This move will demonstrate to those on the plaza the educational activity taking place within the building. The second major component is to create a motion capture and visualization studio on the ground level underbelly of the building, thereby providing life and activity along an otherwise inactive spine.

## **KEY PROJECTS**

- 4 Dance Studios
- Motion Capture and Visualization Studio
- · Stair Renovation and Lobby to Ground Level Dance Lab
- Façade Transparency

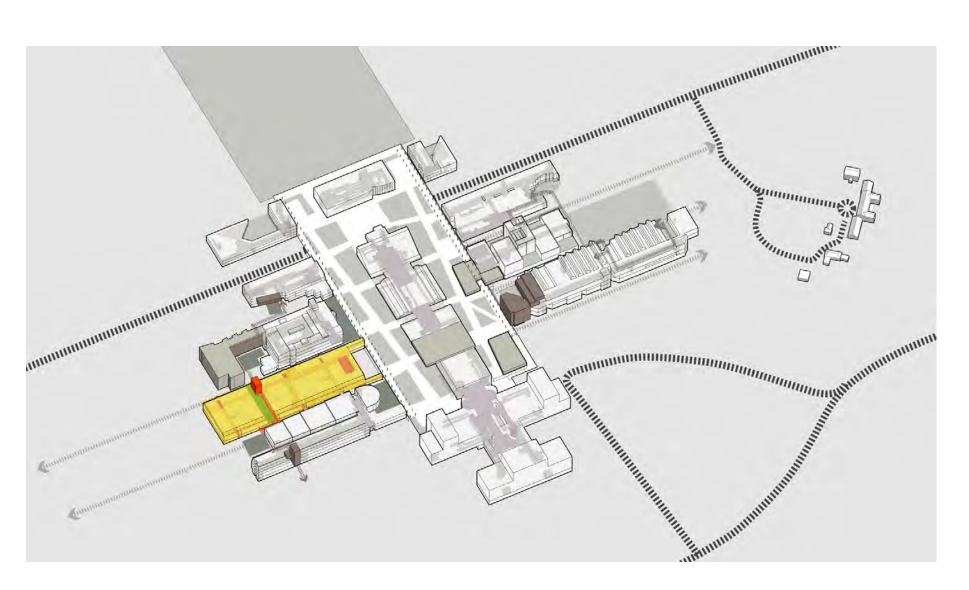
PHASING AND BUDGET	
BUDGET YEAR PERIOD	2018-2023
ENABLING PROJECTS	n/a
ASSOCIATED SITE PROJECTS	Exterior Building Oorridor
BUDGET (BUILDING)	\$35,238,983
BUDGET (SITE)	\$311,074
TOTAL***	\$35,550,057

\*\*\*Total is project cost, does not include escalation

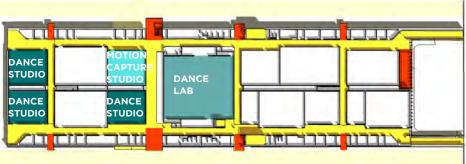
DEPARTMENT	RENO ASF
CLASS/LECTURE	629
DANCE	45,418
STUDENT/FAC ACTIV.	1,253
GENERAL ADMIN	1,318
BUILDING SERVICES	1,157
DATA & RESOURCES	90
PUBLIC SERVICE	5,176
ASSEMBLY & EXHIB	4,115
CENTRAL SERVICE	124
TOTAL	58,487

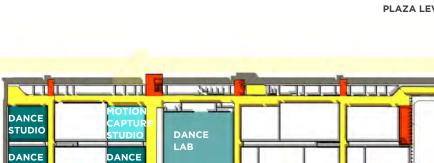
Note: 8,899 asf is vacated and given to dance when film relocates to citl

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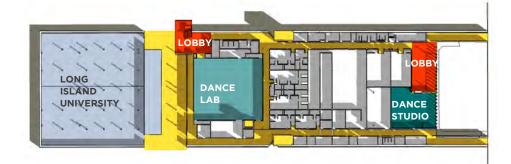
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	Program Study		Study	Design/bid			Construction							•			•				





PLAZA LEVEL

PROPOSED DANCE STUDIOS DANCE LAB STUDY LOUNGE CIRCULATION MOTION CAPTURE VISUALIZATION STUDIO



PLAZA LEVEL LONG ISHAND UNIVERSITY GROUND LEVEL

**GROUND LEVEL** 





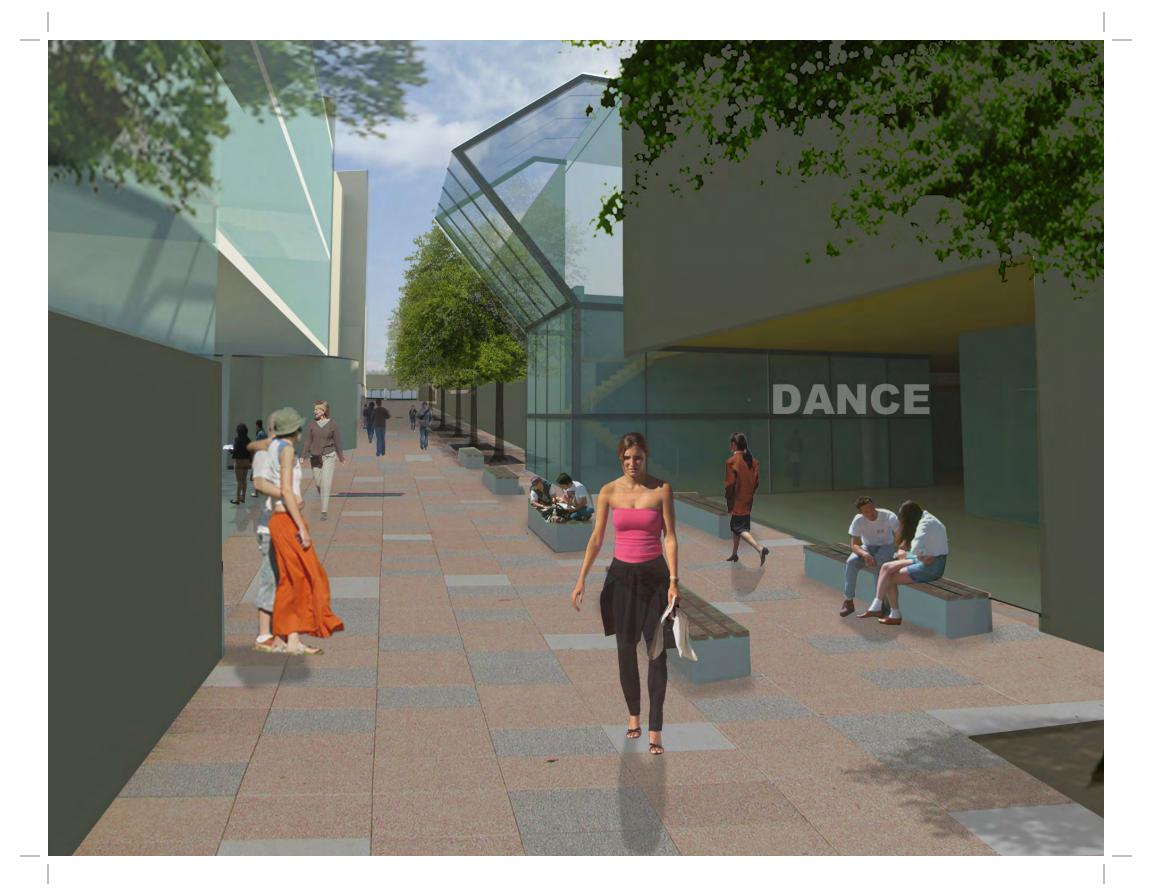
## ▲ BEFORE AND AFTER

#### THIS PAGE:

The existing west facade of the Dance Science Building.

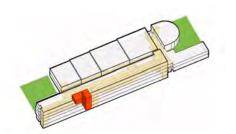
#### FACING PAGE:

A visualization of the improved pedestrian corridor between Natural Science Building and Dance.





MUSIC, EDWARD LARRABEE BARNES MUSIC LAB



## **MUSIC BUILDING**

The construction of the CITL Building will allow Theater Arts & Film to move out of Music. The Conservatory of Music can then expand in place and recapture some of the original space that was intended for them when the building was initially constructed.

An opportunity exists on the lower floor to add a music lab into a space previously dedicated to lockers and storage. This new lab would be located along a major corridor, adding vitality and "collision" space for study and collaboration. The diagram at right demonstrates how this space would function and relate to the exterior conditions.

## **KEY PROJECTS**

- Lobby/Lounge/Gallery
- 2 Keyboard Technology Classrooms
- Faculty lounge
- New Entry from parking area
- · Expanded lounge space on each floor
- Renovated green and plaza

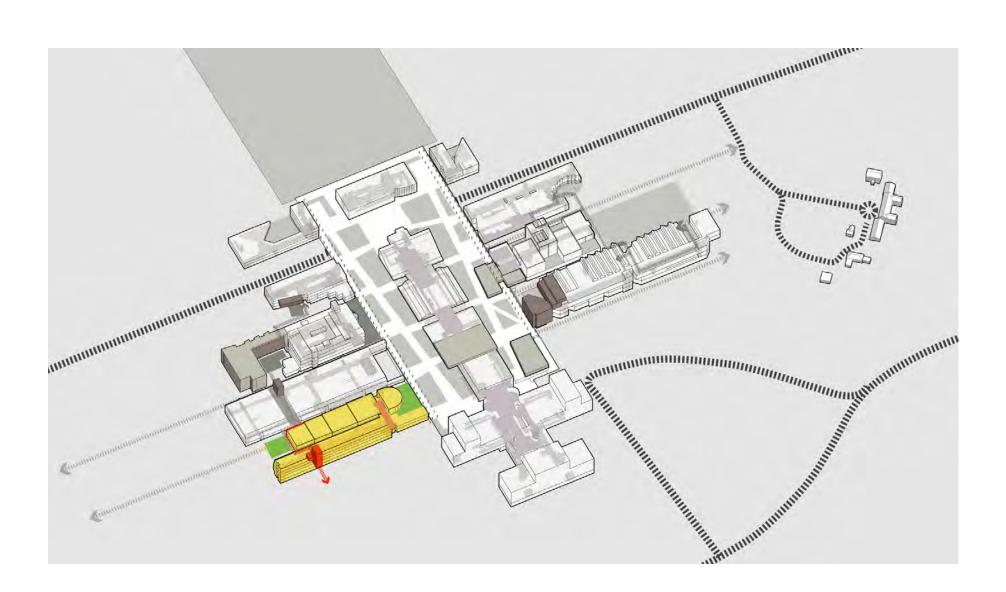
PHASING AND BUDGET	
BUDGET YEAR PERIOD	2013-2018
ENABLING PROJECTS	n/a
ASSOCIATED SITE PROJECTS	exterior building corridor
BUDGET (BUILDING)	\$35,543,707
BUDGET (SITE)	\$125,280
TOTAL***	\$35,668,987

\*\*\*Total is project cost, does not include escalation

DEPARTMENT **RENO ASF** CLASS/LECTURE 1,992 MUSIC 53,554 STUDENT/FAC ACTIV. 1,253 GENERAL ADMIN 5,531 BUILDING SERVICES 1,502 DATA & RESOURCES 130 ORGANIZED ACTIV. 130 ASSEMBLY & EXHIB 4,606 TOTAL 68,698

Note: 10,893 asf is vacated and given to music when film relocates to citl

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PLAZA LEVEL

PLAZA LEVEL GROUND LEVEL

RENOVATED GREEN LOUNGE

PROPOSED KEYBOARD TECHNOLGOY CLASSROOMS

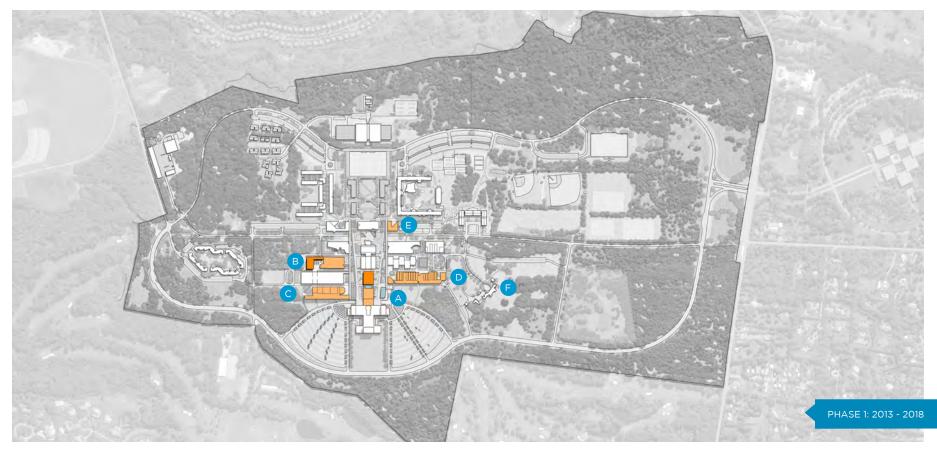
FACULTY LOUNGE

LOUNGE CIRCULATION

70 | Capital Improvements



Capital Improvements | 71



# E. PHASING & IMPLEMENTATION PHASE 1: 2013-2018

A. CITL Phases 1 and 2B. Natural Sciences Building Addition and RenovationC. Music Renovation

D. Visual Arts BuildingE. Campus Center South RenovationF. Relocation of Business Offices

72 | Phasing and Implementation



## PHASE 2: 2018-2023

- A. Dance Renovation
- B. Social Science Building Renovation
- C. Dining Hall Renovation
- D. Campus Center North Renovation
- E. Field House

### LONG-TERM

Great Lawn

Student Housing

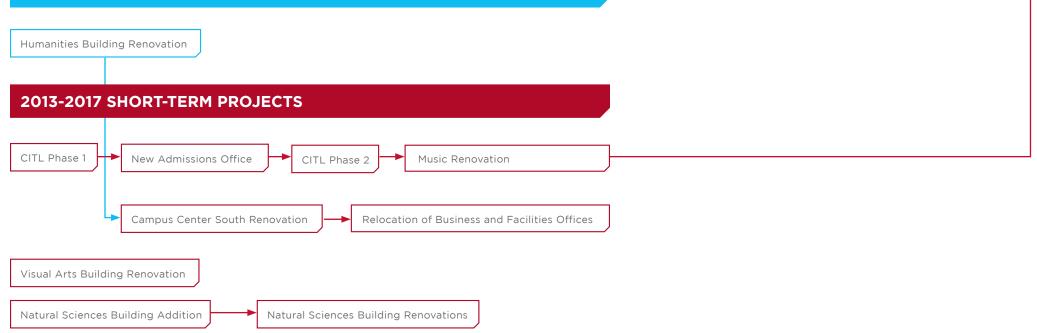
**PAC Renovation** 

\*\*Additionally, the Senior Living project is independent of state funding and can proceed based on available capital resources.

### **DEPENDENCIES**

The following chart demonstrates the necessary sequencing of projects within each phase. The initial projects identified serve as enabling projects for other future projects. For instance, renovation of the Natural Sciences Building is enabled by a new building addition that provides the necessary surge space. In some cases, related project sequences span the various phases.

#### **PRE-2013 PROJECTS**



### 2013-2022 MID-TERM PROJECTS

Dance Bu	ilding Renovation				
Social Sc	ence Building Renovati	on			
PAC Reno	vation				
Dining Ha	II Renovation		Campus Center No	orth Renovation	]
Fieldhous	e				
2023	ONG-TERM PR	OJECTS AN	ND BEYOND		
Student H	ousing	eat Lawn Redesi	gn		
PAC Rend	vation				

#### INDEPENDENT OF STATE UNIVERSITY OF NEW YORK FUNDING

Senior Housing

Phasing and Implementation | 75

	20	012			20	13		20	14	2015	2016
HUMANITIES BUILDING RENOVATION	CONSTRU	JCTION									
PHASE 1: 2013-2018											
CITL PHASE 1, INCLUDING ADMISSIONS OFFICE	PROG	DESIG	SN/BI	D		CONSTR	RUCTION				
NORTH PAC PARKING LOT REDESIGN					Ρ	D/B	CON	IST			
CITL ENTRANCE LANDSCAPE					Ρ	D/B	CON	IST			
CITL PHASE 2			PROG	GRAM		DESIGN,	/BID		CONSTRU	CTION	
VISUAL ARTS BUILDING RENOVATION				PROG	GRAM	DE	ESIGN/B	SID	CON	ISTRUCTION	
NATURAL SCIENCE BUILDING ADDITION								PRO	GRAM	DESIGN/BID	CONSTRUCTION
NATURAL SCIENCE BUILDING RENOVATION								PRO	GRAM		DESIGN/BID
MUSIC BUILDING RENOVATION										PROGRAM	DESIGN/BID
CAMPUS CENTER SOUTH RENOVATION FOR BUSINESS OFFICES											PROGRAM
PHASE 2: 2018-2023											
DANCE BUILDING RENOVATION											
SOCIAL SCIENCE BUILDING RENOVATION											
STAGE XVI DINING HALL RENOVATION											
CAMPUS CENTER NORTH RENOVATION											
FIELDHOUSE											
PAC RENOVATION											
PEDESTRIANIZATION OF CAMPUS CORE (NORTH AND SOUTH SIDE)											
CEMETERY LOOP REDESIGN											
MULTI-PURPOSE TRAIL ALONG BRIGID FLANIGAN DRIVE											
MEADOW LANDSCAPE OVERLAY											
BEYOND 2023											
PRESIDENT'S RESIDENCE											
GREAT LAWN REDESIGN											
STUDENT HOUSING											
INDEPENDENT OF TIME											
SENIOR LIVING COMMUNITY											

2017	2018	20	19	2020	2021	2022		2023	20	)24	2	025
CONSTRUCTION												
CONSTRUCTION												
DESIGN/BID	CONSTRUCTION											
		PRO	<u> </u>	DESIGN/BID	CONSTRUCTION							
		PRO		DESIGN/BID	CONSTRUCTION							
					PROG.	DESIGN/BID	00	NSTRUCTION				
						PROG.	DES	GIGN/BID	CONSTR	UCTION		
								PROG.	DESIGN	/BID	CONSTRUCTI	
								PROG.	DESIGN	/BID	CONST	RUCTION
										PROG	D/B	CONST
										PROG	D/B	CONST
										PROG	D/B	CONST
_								_		PROG	D/B	CONST

SUCF Facilities Master Plan Project Phasing & Budget Funding Plan Campus: SUNY Purchase Date: 11/29/2011 Plan Implementation - Projected Budgets



					Project Budget T	ypes			Capit	al Budget Plan		
	PREFERRED OPTION	Area (GSF)	Unit Cost / GSF	Reno Costs	New or Addition	Costs Site Costs		2013-2018	2018-2023	Beyond 2023		Total
onstructi	on Budget Costs											
_												
A. <mark>Prog</mark>	ram / Department										4	
1	Social Sciences Collaboration Space	6,876 \$	361.45		\$ 2,4	35,338			\$ 2,485,338	2	\$	2,485,33
2	Social Sciences Building Renovation	55,677 \$		\$ 10,715,650	ψ 2,4	50,000			\$ 10,715,650		\$	10,715,65
3	Natural Sciences Building Addition	55,990 \$		φ 10,710,000	\$ 24,4	30,420	\$	24,480,420	φ 10,710,000		\$	24,480,42
4	Natural Sciences Building Renovation (Whole Building)	100,440 \$		\$ 26,268,308	ψ 24,4	50,420		26,268,308			\$	26,268,30
5	Dance Addition	642 \$		φ 20,200,000	\$ 2	38,940	Ψ		\$ 238,940	)	\$	238,94
6	Dance Renovation (2008 Space Study: 3 Additional Dance Studios)	5,115 \$		\$ 1,203,964	ψ 2	50,340			\$ 1,203,964		\$	1,203,96
7	Dance Building Renovation (Whole Building, medium intensity)	110,577 \$							\$ 24,544,466		\$	24,544,46
8	Dance Building Renovation (Facade)	1 \$							\$ 197,960		\$	197,96
0	Music Building Collaboration Space	3,752 \$					\$	857,982	φ 137,300	,	\$	857,98
3 10	Music Building Renovation (Whole Building, medium intensity)	132,682 \$					Ŷ	25,536,108			\$	25,536,10
10	CITL Phase II		33,000,000.00		-		\$ \$				\$	33,000,00
12	Visual Arts Building (Whole Building)	152,987 \$					+	34,984,019			\$	34,984,01
12	PAC Renovation (Whole Building)		55,000,000.00				φ	34,904,019		\$ 55,000,000	+	55,000,00
15	PAC Renovation (whole Building)	1.0	55,000,000.00	\$ 55,000,000						\$ 55,000,000	- <b>P</b>	55,000,00
Gond	eral / Shared Department Use											
b. Gene											-	
1	Campus Center North Renovation (Whole Building, medium intensity)	47.464 \$	201.85	\$ 9,580,576					\$ 9.580.576		\$	9,580,57
2	Stage XIV Dining Hall	31,865 \$							\$ 6.560.140		\$	6,560,14
3	Field House Addition to Physical Education Building	49,647 \$	380.23		\$ 18,8	77,169			\$ 18,877,169	)	\$	18,877,16
											-	
C. Admi	inistration / Support Services											
1	CITL Admissions (New Construction)	6,000 \$	354.75		\$ 2,1	28,471	\$	2,128,471			\$	2,128,47
2	Heritage Site Building Renovation	27,637 \$	221.97	\$ 6,134,507					\$ 6,134,507	,	\$	6,134,50
3	Campus Center South Renovation (for Business Services)	3,284 \$	193.13	\$ 634,244			\$	634,244			\$	634,24
		1									1	
		1		1			1					

SUCF Facilities Master Plan Project Phasing & Budget Funding Plan Campus: SUNY Purchase Date: 11/29/2011 Plan Implementation - Projected Budgets



						Project Budget Types			Capital Budget Plan					
	PREFERRED OPTION	Area	a (GSF)	Unit Cost / GSF	Reno Costs	New or Addition Costs	Si	te Costs	2013-20	18	2018-2023	Beyond 2023		Total
	on Budget Costs													
D. <mark>Site I</mark>	mprovement Projects													
1	Social Sciences Building Entry and Amphitheater		2,805	, .			\$	202,661		\$	202,661		\$	202,661
2	Natural Sciences Building Courtyard		8,324	\$ 35.09			\$	292,089	\$ 292	,089			\$	292,089
3	Dance Building Corridor		6,500	\$ 35.45			\$	230,425		\$	230,425		\$	230,425
4	Music Building Courtyard		2,500	\$ 38.73			\$	96,825	\$ 96	,825			\$	96,825
5	Great Lawn Redesign		190,300	\$ 32.20			\$	6,127,660		\$	6,127,660		\$	6,127,660
6	Pedestrianization of Campus Core (north and south side)	:	388,000	\$ 19.56			\$	7,589,280		\$	5 7,589,280		\$	7,589,280
7	Cemetery Loop Redesign		4,500	\$ 37.10			\$	166,950		\$	166,950		\$	166,950
8	Service Access to Nat Sci Lab Addition		8,750	\$ 18.34			\$	160,475		\$	6 160,475		\$	160,475
9	North PAC Parking Lot Redesign	2	260,000	\$ 15.62			\$	4,061,200	\$ 4,061	,200			\$	4,061,200
10	CITL Entrance Landscape		18,400	\$ 30.43			\$	559,912	\$ 559	,912			\$	559,912
11	Multi-purpose Trail along Brigid Flanigan Drive		158,400	\$ 14.30			\$	2,265,120		\$	2,265,120		\$	2,265,120
12	Meadow Landscape Overlay	:	300,000	\$ 2.91			\$	873,000		\$	873,000		\$	873,000
13	Campus-wide Accessbility	2	200,000	\$ 20.00			\$	4,000,000		\$	\$ 4,000,000		\$	4,000,000
Sub-	Fotal Construction Budget Costs				\$ 235,217,925	\$ 48.210.338	\$ 2	6.625.597	\$ 152.899	.578 \$	102,154,282	\$ 55.000.000	\$	310,053,860
	•													
Other Proje	act Budget Costs													
									<b>.</b>					
	Professional Fees, Equipment Costs, Contingencies Budgeted @	35%							• • • • • •		35,753,999	,,		108,518,851
	Sub-Total Project Costs										137,908,280			418,572,711
	Escalation through Year 4 of Funding Cycle (Beginning 01/01/2011) @ Rate/Year	3.75%							\$ 60,675	,056 \$	5 76,601,752	64,583,493	\$	201,860,301
Total Proje	cted Budget Costs								\$ 267,089	,487 \$	5 214,510,032	\$ 138,833,493	\$	620,433,011

L	1	I	1,756				8,027	804			
	2009 PSI		ADMINISTRATION	ADMINISTRATION	AUTO REPAIR SHOP	BEACHWOOD	BOOKSTORE/ POST	BUSINESS ANNEX		CAMPUS CENTER	CAMPUS CENTER
		2023	ANNEX	BUILDING			OFFICE			NORTH	SOUTH
1.1 and 1.2 Classrooms and Lecture Halls	34,333	41,086									
1.1 and 1.2 classicons and Lecture Hans	34,333	41,000									
Creative Writing	-	2,000									
College Writing	-	3,550									
New Media	-	5,000									
Media, Society & Art	-	2,000									
Dance Drama Studies	29,643	46,060 2,500									
Dramatic Writing	-	-									
Music	42,844	53,554									
Theatre-Dean's Office	-	-									
Acting	-	10,000									
Design Tech	-	4,500								-	
Film	32,104	29,062									
Visual Arts Journalism	87,933	<u>19,257</u> 4,000									
Dean's Office - Humanities	2,173	2,173									
English & American Literature	2,049	2,800									
Art History	1,061	5,061									
History	501	3,600									
Modern Language	3,475	3,475									
Philosophy	174										
Biology Chemistry	12,829 9,292	22,829 17,292									
Mathematics	2,336	2,336									
Physics	2,921	2,921									
Psychology	5,884	10,072									
Environmental Studies	9,880	9,880									
Dean's Office-Social Science	-	-									
Anthropology	120 120	120									
Economics Freshmen Seminar	-	120 500									
Political Science	975	975									
Sociology	790										
Evening Division (Liberal Studies)	-	2,800									
Instruction-Inter.Division	-	1,600									
Arts Management	-	2,000									
Graphic Design Drawing & Painting	-	12,000 12,000									
Printmaking	-	10,000									
Photography	-	8,000									
Sculpture	-	8,000									
Jewish Studies	-	-									
Women's Studies	-	300									
Cinema Studies	-	2,625									
Natural and Social Science		- 4,344									
I&DR Equip/Space Steward (PSI)		2,363									
Learning Center		502									
		-									
3 HPE	82,623	82,623									
4 Data & Resources Center	15,100	17,100									
5 Organized Activities 7 Public Service	200,233	202,233 12,176									
8 Assembly & Exhibition	22,899	24,899									
9 Library	90,818	89,895									
10 Student/Faculty Activities	63,882	67,882					8,027		15,537	21,876	8,177
11 Student Health Services	3,078	3,078									3,078
12 General Administration	61,421	80,291	/	8,397		7,583		597		1,064	5,287
13 Central Services	72,071	73,451	1,756	304						134	160 350
14 Building Services 15 Inactive Space	13,147 46,258	12,816		5,019				207	4,901	1,945	350
	-10,256	23,010		5,019				207	4,901		
Grand Total			1,756	13,791	4,158	7,583	8,027	804	20,438	25,019	17,052
Balance			-	-	-	-	-	-	-	-	-

58,48	7 11,	782 1	,755 4	,181 2,274	51,575	138,927	55,786	68,698	58,817	157,227	85,139	
NCE INST	FORT AWESOME	GATE HOUSE	HEATING PLAN	Γ HUMAN	HUMANITIES BLDG	LIBRARY BLDG	MUSEUM OF VISUAL	MUSIC INST	NATURAL SCIENCES	PERFORMING ARTS	PHYSICAL	PURCHASI
CILITY	DORM			RESOURCES BUILDING			ARTS	FACILITY		CENTER	EDUCATION	OFFICE
629	9			BUILDING	12,693	1,125		1,992	7,010		435	
					0.050							
					2,350							
45,418	8											
								53,554				
								53,554				
										4,362		
									-		-	
					2,173							
					2,800							
					750		311					
					3,600							
					3,475 3,000							
					3,000				12,829			
									9,292			
									2,336			
									2,921			
									5,884		-	
									9,880			
					300							
									4,344			
90	0				71 811	6,859		130			82,552	
91					811	0,859	54,294	130		145,809		
5,170	6						04,204					
4,11					3,935			4,606		5,766		
						89,895						
460	0				452	4,306	508	1,253	328			
1,318	8			2,095	9,109	1,275		5,531	3,014		113	
124	4		3	3,739 141		34,249	606	3,331	3,014	163	1,245	
1,15	7			442	751	1,218	67	1,502	553	1,127	680	
	11,	782 1	,755	38	-						114	
E0 40	7	700	755	101 0.074	E4 E40	100.007	EE 700	60.000	E0 004	457.007	05 400	
58,48					51,540 35	138,927	55,786	68,698	58,391 426	157,227	85,139 -	

16,024	34,200	1,621	307	26,437	97,028	36,000	642	61,925			
SERVICE GROUP	SOC SCI INST FACILITY	STAGE XIV DINING HALL	STAGE XIV DORMITORY	STUDENT SERVICES BUILDING	VISUAL ARTS FACILITY	NEW SCIENCE BUILDING ADDITION	NEW DANCE ADDITION	NEW CITL, INCLUDING ADMISSIONS	2023 SPACE NEEDS	Surplus/Defi cit NASF	% Provided
	6,670				532	6,000		4,000	25,695	15,391	160%
	0,070				552	0,000		4,000	20,000	10,001	0%
					2,000				1,966	34	
	1,200								3,140	410	1139
								5,000	4,738	262	1069
					2,000				1,594	406	
							642	0.500	46,155	(95)	100%
								2,500	2,444	- 56	1029
									42,761	10,793	125%
									-	-	00
								10,000	8,966	1,034	1129
					4,500				4,226	274	1069
								24,700	4,713	24,349	6179
					19,257				7,517	11,740	2569
					4,000				3,771	229	
									- 2,705	2,173	
					4,000				2,795 2,639	5 2,422	1009
					4,000				3,762	(162)	
									3,168	307	
									2,972	28	
						10,000			8,232	14,597	277%
						8,000			3,289	14,003	526%
									2,595	(259)	90%
									294	2,627	
	4,188								8,956	1,116	1129
									3,939	5,941	2519
	120								33 1,268	(33) (1,148)	0%
	120								1,268	(1,148)	99
	500								385	115	
	975								2,505	(1,530)	39%
	790								1,214	(424)	65%
	2,800								2,796	4	
	1,600								1,560	40	
					2,000				1,818	182	
					12,000				8,644	3,356	1399
					12,000 10,000				8,881 6,242	3,119 3,758	1359
					8,000				6,242	1,790	1299
					8,000				6,567	1,433	129
					0,000				-	-	00
									263	37	
								2,625	1,976	649	1339
	2,363			500							
				502							
									66,360	16,263	125
	7,210					2,000			20,208	(3,108)	85
	7,210					2,000			276,341	(74,108)	739
								7,000	12,176	-	100
				1,158	3,319	2,000			35,636	(10,737)	709
									86,544	3,351	
29	370	1,462	307	320	470	4,000			66,013	1,869	103
									3,078	-	100
10.000	2,056			24,129	1,928			6,000	69,277	11,014	116
15,902	3,238	159		106	656	1,500			36,320	37,131	
93	-	159		222	1,979	500			23,580	(10,764) 23,816	
									-	23,010	ind.
16,024	34,200	1,621	307	26,437	96,641	36,000	642	61,825			
	51,200	1,521	-	20,101	387		-	100			

