SPACE UTILIZATION STUDY

SUNY Purchase July 2008

SUCF project no. 29835 Perkins Eastman

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STATE UNIVERSITY CONSTRUCTION FUND

Christopher Marcella, Director of Design and Construction Management Jay Pollard, Program Manager Robert Morin, Capital Program Manager, Purchase College Campus Dan Donlon, Capital Program Manager, Purchase College Campus

PURCHASE COLLEGE

Thomas Schwarz, President Jennifer Clarke, Acting Provost and Vice President of Academic Affairs Dennis Craig, Vice President Admissions Judith Nolan, Chief Financial Officer Joe Olenik, Chief Operations Officer Margaret Sullivan, Vice President External Affairs and Development Lynn Mahoney, Vice President Student Affairs

Office of Capital Planning

Christopher Gavlick, Director Sean Connelly, Project Manager Anne Marie Russillo, Capital Program Manager

PERKINS EASTMAN

Aaron Schwarz, Principal-In-Charge Christine Albright, Project Manager Carmen Menocal, Architect David Levo, Project Designer Evan Schwartz, Project Architect Lyndon Lorenz, Graphic Designer

SCOTT BLACKWELL PAGE, ARCHITECT

Scott Page, Educational Programmer

CHU & GASSMAN CONSULTING ENGINEERS James Trynosky, MEP Engineer

B. THAYER ASSOCIATES

Steve Pavich, Civil Engineer

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Executive Summary

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EXECUTIVE SUMMARY

Purchase College is a four year college within the State University of New York (SUNY) system which features the fine and performing arts. It occupies 505 acres in Purchase, New York, a residential community on the county and state line between Westchester County, New York and Fairfield County, Connecticut. Originally an estate, its acreage is largely undeveloped with wooded expanses surrounded by meadows and wetlands and intersected by streams.

The College was founded in 1967. At the time Governor Nelson Rockefeller envisioned an institution where liberal arts and science curricula interacted with the conservatories of dance, music, theater arts and film, and art and design. To complete Rockefeller's vision two significant cultural institutions, the Neuberger Art Museum and the Performing Arts Center (PAC) were also located on the campus.

The focus of the physical campus is a large, pedestrian plaza surrounded by buildings for the academic and support functions of the institution. The predominance of a brown brick for the buildings and the walkways, the inward focus of the campus plan, and the minimal use of glazing create an environment which has a harsh and isolating character.



Space Utilization Study Scope

The Purchase College Space Utilization Study commenced in Spring, 2007 and was completed in Summer, 2008. Using historical data, state guidelines, benchmarking, and extensive interviews with campus stakeholders, future space needs for the academic and support programs are projected for the next ten years. They reflect curriculum initiatives and enrollment projections and distributions. Existing building opportunities and limitations are identified and integrated into recommended relocations and renovations. In all instances campus circulation, open spaces, and character are considered.

Curriculum

In 2007 for its 40th anniversary the College embarked on the institution's "Second Founding." While recognizing the success and uniqueness of its original mission, it also acknowledged that physical proximity among disciplines does not guarantee a collaborative environment. Instead, curriculum integration is the necessary ingredient for a vibrant interdisciplinary campus.

Today, the College is comprised of the School of the Arts with its four conservatories of Art+Design (A+D), Music, Dance, and Theater Arts & Film (TAF) and the School of Liberal Arts and Sciences which includes Humanities, Natural and Social Sciences (NSS), and Continuing Education and Liberal Studies. Seven interdisciplinary majors have been highlighted for development: Journalism, Creative Writing, Cinema Studies, and Drama Studies in the School of Humanities; New Media and Media Society & the Arts in the School of Natural and Social Sciences, and Arts Management in the School of the Arts.



Enrollment

The enrollment model provided for this report is based on Fall, 2007 at Purchase College. This semester represented significant progress toward achieving institutional enrollment goals including a high yield of acceptances from admitted applicants and a decrease in attrition of its enrolled students. With an increase of almost 300 additional undergraduates from 2006, there was a noticeable and desirable critical mass of students on campus for social and academic pursuits. In 2017 undergraduates remain the overwhelming institutional focus with 3,800 students.



Although there is little change in total enrollment, what is projected to change is its distribution within the BA programs. The seven interdisciplinary majors are all slated to grow. A BA in Art+Design is also planned. Although the specifics of the curriculum and the number of students for this program are under review, the intent is to provide a concentration in art and design for students in the School of Liberal Arts. This program is distinct from the BFA in Art+Design in the School of the Arts which requires portfolio review for admission. For the purposes of this report 100 students are targeted for the new BA program by 2017. Another curriculum initiative is a major in Environmental Studies which blends the natural and social science perspectives of this discipline.

Space Needs

The two types of space this report covers in detail are "instructional" and "support."

Instructional space includes general classrooms as well as class labs, arts studios, science labs, computer rooms, and other spaces used primarily for instruction. Also included in this category are faculty offices and classroom support spaces such as storage and prep rooms. "Support" covers a range of spaces that are not used for instruction but support the academic community. The seven largest categories of support spaces are Assembly and Exhibition, Administration, Central Services, Physical Education, Library, Building Services, and Student Activities.

When space needs are projected out for ten years until 2017, there is an overall deficit of academic space on campus and a surplus of support space. Of the academic departments Dance, Music, TAF, and Humanities need additional square feet.; Natural and Social Sciences has the amount of space now that it needs in the future; and Art+Design has a surplus of



space. The additional instructional square footage needs address new academic programs, decompression of existing scheduling, and right-sizing of existing classrooms which have insufficient square footage per seat to accommodate changes in classroom technology.

For support spaces seven categories have surpluses of space, of which four have significant excesses. They are the library, student activities, and central and building services. Based on the 2017 projections, the reallocation of the surplus of space in central and building services, the library, and Art+Design for expansion of the academic departments of TAF, Music, Humanities, and Dance is recommended.

In summary, the college has 956,608 nasf available for its non-residential space allocation. By 2017 the space need based on enrollment projections and curriculum initiatives is 911,465 nasf. A surplus of 45,143 nasf remains available on the campus. Some of this surplus can be utilized for swing space during the construction phases required to implement these changes.



Building Systems Assessment

The academic, support, leased and cultural spaces for the College are located within 28 individual buildings on campus, with the majority of these buildings located on the plaza and constructed from 1970-77. With all but one of the buildings 30-35 years old and with little to no major maintenance within this time period, the systems in these buildings have reached the end of their useful life.

In addition to the buildings on the plaza, there are several wood frame structures at the Heritage Site which constitute the remnants of the original estate. They were constructed from 1912 to 1937. Although their scale and architectural style have the charm of a previous era, their repair and maintenance needs are great.

Between the age and the lack of maintenance, it is not surprising that the condition ratings for the various building systems are very low. When evaluations for the exterior envelope consisting of walls, windows and roof are summarized, 95% of the walls, 85% of the windows, and 70% of the roofs are in unsatisfactory condition, i.e poor to fair. And when the HVAC distribution, plumbing, and electrical distribution are similarly analyzed, 95% of the HVAC, 75% of the plumbing and 60% of the electrical are in unsatisfactory condition. Their needs exceed cosmetic interior maintenance and extend into the realm of significant interventions without which the space is unusable.

Planning Principles

Planning principles inspire and guide the future development of the physical campus – its buildings, open spaces, vehicular access and parking, scale, materials, and architectural character.

For this planning study three principles guide its major moves.

1. Respect Original Design, Heritage Site Elements and Ongoing Interventions

The original master plan design is self-contained and difficult to modify. New forms with significant transparency, and complementary materials should respect but not imitate the existing strong geometries and opaque facades. Future landscape and architectural work should link the plaza and the Heritage Site. And the design of the existing plaza project should be integrated into the proposals of this study. The plaza project reinterprets the planting, paving, geometry, and scale of the plaza with an emphasis on variety, color, texture, and human scale. A non-orthogonal design vocabulary with diagonal walkways and earthen mounds is introduced.

2. Strategically Allocate SUCF and Purchase College's Financial Resources

Purchase is not in need of additional space, but rather a repositioning of current space. At the same time the condition of its current facilities requires complete system replacements and major repairs. New construction funding from the state legislature always has limitations. When these three variables are taken into account, the approach to fund allocation and project prioritization must maximize opportunities to make necessary repairs and replacements and at the same time renovate for program needs and technological advances.

3. Enliven through Intervention

As the buildings are renovated, appropriate interventions should allow for relief from the oppressiveness of the original master plan, most notably in the arcade and many of the relentless and uninterrupted brick facades. Opportunities for transparency and lighting initiatives should be pursued.

Major Moves

As shown on the following page, the recommendations for major moves for the College are based on the enrollment projections, the curriculum initiatives, the configuration and condition of the existing buildings, the identified square foot needs, and the campus planning principles. Space is reallocated to serve the campus programs which have demonstrated need.

Perhaps the most significant proposal is the adaptive reuse of the Central Plaza, lower level into a Center for Film and Theater. The spaces are for the TAF Conservatory and the Drama Studies and Cinema Studies programs within the School of Humanities. The sizes and numbers of these spaces reflect the needs of the individual programs. However, with this rich and varied array it is the intent that resources are shared to create more learning opportunities.

During the day it is envisioned that the instructional and performance spaces operate together to provide the optimal educational environment for acting and film at Purchase College. In the evening and on weekends the performance spaces become a complex available for events. Film festivals, student performances of all descriptions, dramatic readings, poetry slams, all open to the community can happen here.

Located at the west end of the plaza the Center is central to the campus and highly visible with a strong, identifiable form to mark its entrance and establish its image. A series of glass prisms sit on the plaza, bring light into the space below, house a café, and provide access to the center. At night they become a beacon signaling the activities within. And finally it enlivens the west end of the plaza providing a strong contemporary form for visitors as they enter the campus from the parking lot.



Perspective View of Proposed Center for Film and Theater



Existing bookstore and post office are demolished and replaced with signature glass prism structures which house a cafe and provide access and light to the Center for Film and Theater
 Bookstore and art gallery are constructed on either side of the PAC

CAMPUS CENTER NORTH

Existing uses are retained

SOCIAL SCIENCES

 Design Tech is displaced
 Interdisciplinary studies added
 Rental space remains
 Construction swing space is provided

NATURAL AND

SOCIAL SCIENCES Unused space is redistributed NSS offices are consolidated Rental space remains

DANCE

Acting is displacedDance gains 10,000 sfRental space remains

MUSIC

 Film is displaced
 Music gains 13,141 sf
 Continuing Education remains

PAC

Existing uses are retained



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EXECUTIVE SUMMARY



CENTRAL PLAZA: LOWER LEVEL

• Library is reconfigured with UPD on the east and a digital media center on the west for video production

 Existing storage and receiving areas are consolidated
 Available space is transformed into a Center for Film and Theater and a new campus performance venue

 Bookstore and art gallery are constructed on either side of the PAC

STUDENT SERVICES

Existing uses are retained

CAMPUS CENTER SOUTH

Building is developed into a Campus Wellness Center with student health, counseling, natural food cafe, and multipurpose room for exercise and events

HUMANITIES

Humanities expands

External Affairs consoliates and

- relocates within the building
- UPD is displaced

 Business Affairs relocates to the lower level

NEUBERGER MUSEUM

Existing uses are retained

BUTLER

Existing uses are retained

VISUAL ARTS

 Space is reconfigured to reflect curriculum realignment, including digital technologies
 Studio space for the proposed BA program is provided

• Design Tech studios are located here to encourage collaboration between the disciplines

HERITAGE SITE

- Admissions remains
- Business Affairs is displaced

• Space is reallocated for housing and studios for visiting performers and artists

Phasing

Implementation of the major moves requires careful planning. Five separate tracks have been identified to accomplish the recommendations in their entirety. Although the tracks are independent of each other. within each track there are steps which require specific sequencing.

Based on the College's funding requests and the state's subsequent funding allocations, the Center for Film and Theater is a priority project among the various recommendations. The implementation strategy for this project is outlined below in the Green Track.

The Green Track is the most complex of the five tracks and results in the largest amount of renovated space. It also has the greatest impact on the College, both in terms of how it functions academically and how the campus is organized and experienced. Step 1 addresses the renovations necessary to vacate the lower plaza level in preparation for its adaptive reuse for the Center for Film and Theater. There are four discrete projects within Step 1.

Step 2 is the renovation of the lower level for the Center for Film and Theater. At the plaza the scope of work includes the demolition of the existing post office and bookstore to create an entrance to the complex and a café on the plaza level. A new bookstore and gallery space adjacent to the Performing Arts Center black box is constructed in this phase. Step 3 renovates the Music and Dance buildings for expansion into the vacated TAF space in each building. Other renovations to these buildings are also slated to be accomplished then.



Green Track Phasing

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Conclusion

Many people on the Purchase College campus have provided information, feedback, and most importantly inspiration for this study. With the vision of the "Second Founding" of Purchase College, the recommendations are comprehensive within a strong conceptual framework. They seek to integrate the disciplines and their attendant space requirements in a fashion where the sum of the parts is truly greater than the whole — where spaces through adjacencies, program elements and location within the campus create a vital community. With these initiatives students, staff, faculty, and visitors experience and study the arts, humanities and sciences in all of their interconnected ways on a campus true to its original mission and looking forward to the next generation.



Henry Moore sculpture at the Purchase College entrance

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INTRODUCTION

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Purchase College is a four year college within the State University of New York (SUNY) system, featuring the fine and performing arts. It covers over 500 acres in Purchase, New York, a residential community on the state line between Westchester County, New York and Fairfield County, Connecticut. Its acreage is largely undeveloped, rural in character, with wooded expanses surrounded by meadows and wetlands and intersected by streams. A campus loop road rings a main plaza, the academic center of the college. Student housing surrounds the academic buildings, largely to the east of the plaza.

Located 30 miles from New York City, the campus is easily accessible by car via the Hutchinson River Parkway and I-95, the primary regional highways which parallel the shoreline of Long Island Sound. The major arteries of I-684 running north-south and I-287 leading east-west provide other convenient access routes.

Purchase College was founded in 1967. At the time Governor Nelson Rockefeller envisioned an institution where liberal arts and science curricula interacted with programs in the conservatories of dance, music, theater arts and film, and art and design. Presently there are 19 private and 6 public higher education institutions within a 30-mile radius of Purchase. On its campus it hosts extension centers for NYU's Stern School of Business and Long Island University. And on the campuses of Westchester and Rockland Community Colleges, Purchase College has educational centers. The College is integral to the higher education network of metropolitan New York.

To complete Rockefeller's vision two significant cultural institutions, the Neuberger Art Museum and the Performing Arts Center (PAC) are also located on the campus. With academic programs, professional performance venues, and a museum in one locale, the Purchase College campus is a place for its students and the community at large to study and experience the arts.



Public Entrance Looking West

Regional Higher Education Institutions



Educational Institutions

Rockland ommunity Pace University College **Empire State** College SUNY Marymount College Iona College Rockland New York Medical College Campus Dominican Westchester 🕽 SUNY PURCHASE Community College University of Connecticut Long Island Univ. Stamford St. Thomas Aquinas College New York Univ. - Stern Mercy College Manhattanville Long Island College University **Rockland Campus** Concordia College
Sarah Lawrence College Iona College
 Monroe College New Rochelle College of Fairleigh Dickinson College of New Rochelle Mt. St. Vincent University Saint Peter's College MILES Manhattan College Sordham University Bronx

, CUNY City College

Columbia University

Westchester Community

College - Peekskill

The Neuberger Museum attracts 62,000 visitors a year, features 16 special exhibits, and houses a noted permanent collection of contemporary and historic African art. The Performing Arts Center hosts over 600 events and is home to the Westchester Philharmonic Orchestra. It attracts over 200,000 visitors a year. The region also boasts many other notable cultural institutions. Within a thirty-mile radius of the campus are Lincoln Center and the Metropolitan Museum of Art on the farthest reaches and in closer proximity local venues like the Emelin Theater in Mamaroneck and the Bruce Museum in Greenwich. Purchase College's cultural assets are embedded in the region's dynamic and innovative performing and visual arts community.

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In addition to the activity which the cultural institutions generate, the college community is a vibrant place with a total weekday population of 5,200 people. Approximately 4,300 students attend Purchase as either matriculated or non-matriculated students. The majority, 3,800, are undergraduates. About two-thirds of these students live on campus and another third commute. Staff and faculty, both full and part time, add another 900 people.



Site Plan of Purchase College





- А В Dance building
- С
- Natural Sciences building Social Science building D
- Е Campus Center North
- F Student Services Center
- G Campus Center South
- Humanities н
- Neuberger Art Museum L
- Visual Arts Building J
- Library Κ
- Bookstore/Post Office L
- М
- Ν
- Performing Arts Center Butler Building Physical Education 0 building
- Ρ
- Heritage Site Physical plant The Commons Q R
- The Olde S
- Alumni Village Т
- υ Residence Halls:
 - The Far Side, The Crossroads,
 - The Big Haus
- Fort Awesome ν



Other Cultural Institutions



From the onset of this Space Utilization Study, Purchase College has emphasized the need to align the institution's strategic planning initiatives with the recommendations for space allocations and reconfigurations. Through a variety of forums involving a full complement of constituents, several questions for this study have repeatedly been raised. These questions are closely linked with the College's efforts to re-examine its mission within the realities and opportunities of 2007. They have become the major challenge for this study. With these challenges the Space Utilization Study becomes an important component of Purchase College's "Second Founding", as it positions itself for the next decade with the integration of the arts with other academic disciplines.

The questions raised are outlined on the following page.

How can the College, through curriculum and facility initiatives, integrate designated programs of study? Where are there areas of intersection and where must individual needs remain separate? How can the College feature these integrated programs for the benefit of prospective and enrolled students?

What must be modified within the fine and performing arts and liberal arts and sciences curricula to maintain their existing strengths and to address future trends and technologies? What facility adaptations are required?

Where are there opportunities for collaboration between the academic programs and the cultural institutions of the museum and PAC? How might the Physical Plant facilitate these collaborations?

Where within the support functions of administration, student activities, library, and central services are there areas for redefinition which reflect the needs of students in today's world?

How can the building maintenance and systems needs be strategically aligned with major space moves to maximize capital expenditures? How can projects be strategically phased to expedite the results for the campus?

What physical modifications will bring vitality to the campus? How can the creative activities within the buildings become apparent and appreciated from the outside?

How can the public experience the campus and its activities more fullys while not remaining on the periphery? What activities can be added? How can the entrance to the campus be improved?

















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METHODOLOGY

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Scope

The Purchase College Space Utilization Study commenced in Spring, 2007 and was completed in Summer, 2008. The study investigates existing and future space needs for the academic and support programs. It takes into account curriculum initiatives and enrollment projections and distributions. Existing building opportunities and limitations are identified and incorporated into recommended relocations and renovations. In all instances campus circulation, open spaces, and its predominating character are considered. The proposed result integrates these variables into a comprehensive whole, one that takes Purchase College into the next decade with a campus that functions and delights.



Methodology

The first step of the Space Utilization Study verified and corrected the Physical Space Inventory (PSI) database. The PSI is the basis for the analysis of existing space utilization. Evaluating space determines the existing and future needs of the various departments and schools for both instructional and support functions. Projections of future space needs are based on several factors:

- Enrollment projections for 2012 and 2017
- Interviews with academic deans and department heads
- Benchmarking with peer institutions
- Fall 2006 and 2007 academic course schedules
- SUCF space standards
- Human Resources departmental, administrative and staff directories
- Strategic Planning goals of the College and curricula initiatives

Enrollment Projections:

Enrollment projections were developed after review with both key administrators and deans. They were calculated for two future time frames, 2012 and 2017. The college invested significant time in analyzing how the total enrollment would best be distributed among disciplines. Its enrollment management strategies build on its existing strengths and identify future trends.

Interviews:

Over the course of several months, the Perkins Eastman team interviewed a total of 27 different department heads or representatives. In many instances multiple interviews were conducted. The interviews focused on the priorities of each department, its plans for future growth, constraints of the existing spaces and opportunities for new types of spaces and collaboration with other disciplines.

Benchmarking:

The Purchase College Memorandum of Understanding identifies institutions as either peer or aspirational. Peer institutions have programs and demographics which approximate those at Purchase. They are Rowan University, SUNY Fredonia, SUNY New Paltz, SUNY Potsdam, and University of North Carolina at Asheville. "Asprirational" institutions, those which the emulates, are the College of New Jersey, Skidmore College, SUNY Geneseo, and Oberlin. In addition, this study identifies additional peer and aspirational institutions for programs in the arts conservatories. The benchmarking provides a basis for comparison of the College's square foot needs on a departmental basis with other institutions.

Course Schedule:

Analyzing the course schedule from Fall 2006 and Fall 2007 and comparing it to the sizes and types of general classrooms reveals the extent to which the classrooms are right-sized for the programs that are offered. The course schedule also gives the Full Time Equivalent students (FTE's) in each area of study, which serves as a basis for enrollment projections.



Human Resources Directories:

Another database used for space programming is human resource directories which provide the number of faculty, administrators, and staff that the College currently employs. The numbers of faculty in each academic department and the number of staff in each administrative department determine the number of offices and work space.

SUCF Space Standards:

Areas such as the library, physical education facilities, student dining and lounge cannot be sized solely on population. The State University Construction Fund provides space standards for these areas. In most cases, the space is analyzed on a net square foot per FTE basis which links the required space to the enrollment projections. The library and the physical education facilities, however, require a base amount of space that is not proportional to the number of students.

Existing Building Conditions:

Concurrent with this study SUCF conducted an engineering analysis of all campus facilities related to building systems. This study reviewed the findings of the SUCF report and independently toured buildings with consulting engineers to corroborate findings.

Options:

Options to resolve space needs were proposed. In all instances test fits for proposed department space needs were executed within the proposed locations. Revisions were made until the program and the proposed location were aligned.

Master Plan:

After multiple reviews with the campus community, a series of moves involving relocation and renovation were recommended. The phasing of these projects was organized in four separate tracks which could be implemented either in parallel or consecutively, depending on the flow of funding resources.

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CURRICULUM

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College Founding

Governor Nelson Rockefeller founded Purchase College in 1967 with a vision of providing two types of education — traditional liberal arts and sciences programs and conservatorybased arts programs — side by side on one campus. He believed that a combination of intellectual studies and artistic pursuits was the key to an enlightened society. The four original conservatories included: Art+Design (A+D), Dance, Music, and Theater Arts & Film (TAF). The four original liberal arts and sciences schools included: Humanities, Social Science, Natural Science, and Liberal Studies & Continuing Education.



Purchase College curriculum in 1967, at College's founding

The Silo Effect

Designed by Edward Larrabee Barnes in 1967, the master plan for the college physically represents the institution's educational vision with most disciplines housed in their own specific buildings. Conceived as a "city in the country," the campus academic buildings are located in close proximity to each other on a central plaza. Under the plaza a network of service tunnels connects the buildings.

When construction of the campus was complete in 1973, there were six instructional buildings: Music, Dance, Natural Sciences, Social Science, Humanities, and Visual Arts. An art museum, Performing Arts Center, Library, and two student centers were also completed. Although a site for a Theater Arts and Film (TAF) building was proposed west of the Visual Arts Building, it was never built. Consequently TAF utilized space in other buildings and continues to do so today.

Purchase College in the 1970s



Forty years after the College's founding, the isloation of academic disciplines in separate buildings is commonly known as the "silo effect." The silo metaphor describes both the physical reality of the separate buildings, their bunker-like architectural character, and the inward focus of each of the schools and conservatories. It is not uncommon for a student or faculty member of a particular discipline never to enter buildings in another area of study. A primary goal of this study is to recommend how the facilities can promote collaboration among disciplines.



Purchase College Curriculum: "Silo Effect"

Curriculum Evolution

Over the past four decades, the curriculum at the college has evolved. The academic disciplines are subdivided into three schools, the School of Liberal Arts and Sciences (LAS) which houses the School of Humanities and the School of Natural & Social Sciences (NSS) and the School of the Arts (SOA). Unlike other SUNY institutions, Purchase has only 23 majors, several of which are unique offerings which attract many students. Through the BALA students customize their own board of study.

SUNY's general education requirements form an educational foundation across disciplines and create an opportunity for students to study in other schools. The School of Liberal Arts and Sciences offers most of the general education requirements.

The School of the Arts houses the four arts conservatories: Art+Design, Dance, Music and Theater Arts & Film. Admission is through portfolio review or audition. Students receive specialized training in their field which culminates in a BFA degree. The creation of the School of the Arts has encouraged limited collaboration among these conservatories.

In 1968 the first students at Purchase College entered through the Continuing Education program. Now called the School of Liberal Studies and Continuing Education, this program has historically brought students from different schools together in the same classes. Liberal Studies currently offers four interdisciplinary BA degrees targeted to working adults on the Purchase campus and at two extension sites in Westchester and Rockland counties. Traditional college-aged students also use the continuing education program offerings to fulfill general education requirements which their schedule cannot otherwise accommodate.



The Second Founding

In 2007 the College's 40th anniversary has afforded the opportunity to reexamine Rockefeller's initial vision. In its "Second Founding", the College today recognizes the success and uniqueness of the original mission and the reputation of Purchase as the "cultural gem" of the SUNY system. It also recognizes that physical proximity of the arts and the liberal arts and sciences alone does not foster a rich and collaborative environment. Instead, curriculum integration is necessary for students and faculty to work across disciplines.



To that end in the fall of 2007, the Enrollment Management Initiative Team increased access for LAS students to programs in the School of the Arts. Initially, a Center for Integrative Studies and three new interdisciplinary programs, Documentary, Visual and Performance Studies were proposed. After further study, the focus became seven existing interdisciplinary majors: Journalism, Creative Writing, Cinema Studies, and Drama Studies in the School of Humanities; New Media and Media Society & the Arts in the School of Natural and Social Sciences; and Arts Management in the School of the Arts. These seven majors integrate academics with skill instruction in the arts.

Interdisciplinary Majors

The journalism major requires writing, editing, and publishing in conjunction with photography, video editing and broadcast abilities. The program also includes work for the school newspaper, *The Dispatch*. Unlike other majors in the School of Liberal Arts & Sciences, the creative writing department requires portfolio review for admission. Its curriculum mirrors elements of the arts programs but does not directly collaborate with the conservatories.

Two other interdisciplinary majors, Cinema Studies and Drama Studies relate to the Conservatory of Theater Arts & Film courses. Cinema Studies emphasizes the history of film and skills in film and video. Drama Studies combines a liberal arts education in dramatic



The interdisciplinary New Media program focuses on a critical understanding of digital and interactive media in combination with some training in digital media production. The curriculum draws from courses in the visual arts, computer science, and the social sciences, as well as music, film, and other liberal arts disciplines. Collaboration is particularly encouraged, among both faculty and students, as are experimental and creative approaches to media production and distribution.



Broadcast Audio Editing Suite

CURRICULUM

Media, Society, and the Arts combines social science theory and methodology with studio training in the arts. Students choose to emphasize either visual art forms like video, film, or photography or performing arts such as dance, music, or theater arts. While students share certain coursework in common, they combine their own interest in a particular form of art or media with rigorous work in the social sciences. The interdisciplinary major, Arts Management promotes collaboration among the conservatories and between the Schools of the Arts and Liberal Arts & Sciences.

These seven programs encourage collaboration among the College's different disciplines and constituents. They also provide access for the Liberal Arts & Sciences students to offerings in the School of the Arts. In yet another curriculum initiative in its "Second Founding" agenda, the College is considering offering a BA in Art+Design, though the exact nature of this program is under review. Some of the space implications of this potential program are addressed in later sections.

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ENROLLMENT

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R-UNIVERSITY B.



Purchase College's administrators have carefully scrutinized enrollment scenarios for the next ten years, the time frame for this study. Their recommendations balance the College's academic mission with regional and national demographics for traditional college-aged students and with intellectual and cultural trends and directions. Purchase College seeks to educate its students for tomorrow's world.

The outcome of this analysis is the selection of Fall 2007 as the preferred model for student enrollment for the next decade. In Fall 2007 Purchase College witnessed significant progress toward several enrollment goals. The incoming students represented a high yield of acceptances from admitted applicants, and there was a significant increase in returning students. An increase of almost 300 additional undergraduates from Fall 2006 created a noticeable and desirable critical mass of students on campus for social and academic pursuits.

Based on this model undergraduate students in 2017 remain the overwhelming focus of the institution with a total student headcount of 3,800. Minor increases in the graduate and non-matriculated categories bring the projected total to 4,433 from 4,373 in Fall 2007. Enrollment in the four BFA conservatory programs of Art+Design, Dance, Music and TAF continues at current levels, or 36 % of the total undergraduate population.



What is projected to change is the distribution of enrollment within the BA programs. As discussed in Chapter 3: Curriculum, seven programs have been designated as "integrative academic programs." They represent the focus of the college's initiatives to integrate the arts with the liberal arts and sciences. Four of the programs, Cinema Studies, Drama Studies, Journalism, and Creative Writing reside in the School of Humanities. Media, Society and Arts resides in the Natural & Social Sciences, and New Media & Arts Management are designated as interdisciplinary programs. However, irrespective of where they officially reside, their curricula are highly multidisciplinary. Enrollment growth is projected in all of these departments. With proper marketing and program design the college hopes to attract students with an interest and focus in these disciplines thus decreasing the number of "undeclared" students and increasing the number of students in interdisciplinary studies.



Another significant curriculum initiative is the introduction of a BA in Art+Design. Although the specifics of the curriculum are under review, the intent is to provide a concentration in art and design for students in the School of Liberal Arts, distinct from the BFA program in the School of the Arts which requires portfolio review for admission. The numbers of students is also under review. For the purposes of this report 100 students are projected by 2017. The Dean of Art+Design believes that the number could be as large as 220.

A third curriculum initiative is a major in Environmental Studies which blends the natural and social science perspectives of this discipline. A final academic area slated for change is the introduction of a biochemistry major. It is anticipated that this major will attract students from biology and chemistry.





Enrollment Distribution, Matriculated Undergraduate and Graduate Students



GE PROVIDED BY PICTOMETRY INTERNATION



Aerial View of the Visual Arts Building



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Space Classification

For the purpose of this report, the basis for categorizing and classifying types and functions of spaces comes from the State University Construction Fund (SUCF)'s Physical Space Inventory Manual (PSI) that describes several standard types, functions, and classifications for space. Using these standards enables comparison with other schools in the State University system.

The two types of space this report covers in detail are "instructional" and "support." Instructional space includes general classrooms as well as class labs, arts studios, science labs, computer rooms, and other spaces used primarily for instruction. Also included in this category are faculty offices and classroom support spaces such as storage and prep rooms. "Support" covers a range of spaces that are not used for instruction but support the academic community. The seven largest categories of support spaces are Assembly and Exhibition, Administration, Central Services, Physical Education, Library, Building Services, and Student Activities.

Additional categories include "Organized Activity" and "Residential." SUCF uses the category "organized activity" to describe unique functions on the Purchase campus incluing, the Performing Arts Center, and the Neuberger Museum. While these institutions clearly support the mission of the College, their space allotment is not considered to be part of the instructional or support spaces. In this report the Neuberger and Performing Arts Center are examined as they relate to the academic mission. The residential space is addressed relative to where on campus additional residences are best located.



Neuberger Museum, Performing Arts Center Overall the college has 2.29 million gross square feet allocated within these four categories. Approximately 75% of this space is for the academic program, its support functions, and its two cultural institutions. The remaining 25% is for residences, either dormitories or apartments.





The instructional and support spaces are subdivided to understand building utilization and campus organization. The instructional space is divided into general classrooms and dedicated instructional space. The majority of the instructional space is in the seven major academic buildings on the plaza. The academic buildings range in size from 94,910 net assignable square feet (Visual Arts Building) to 33,328 (Social Sciences Building). The arts conservatories have high demands for dedicated and unique space as compared to liberal arts programs. The specific instructional spaces needs are addressed in subsequent sections of this report.

Support spaces consume about 45% of the square footage on campus, excluding residential. The support space is distributed throughout the campus with a large portion of it adjacent to the instructional buildings on the plaza and located in Campus Centers North and South, the Library, the Bookstore, the Student Services Building, the Physical Education Building, and the Butler Building as well as a vast network of storage and distribution spaces under the plaza. In addition, support functions reside in the administration buildings that composed the original estate house and outbuildings, known as the Heritage Site. At the northern end of Lincoln Avenue, there is a complex of buildings for central services.

There are two additional types of spaces, "Inactive" and "Public Service" (also called "Leased" space). The inactive space is primarily the result of the relocation of administrative functions into the Student Services Building, which was occupied in the fall of 2006. Several administrative functions had offices in the Humanities and Campus Center South buildings that were relocated and remain vacant. One of the goals of this study is to determine the best use of those spaces.



Student Services Center

Leased space includes spaces that are rented to other institutions. Long Island University currently leases about 12,000 nasf in the Dance Building in a space that was previously used for storage. NYU Stern School of Business leases 3,200 nasf in the Social Sciences Building. They also use several classrooms during the evening hours, but these rooms are not classified as leased space because Purchase has use of them for classes during the day. In the Physical Education Building, Athlete International leases 7,800 nasf that was originally built to house a Knicks' training facility.

When determining the space needs for the College, the comparison of existing space allocation relative to existing need is informative. The existing need is based on the current enrollment, but it reflects the ideal amounts and types of spaces to deliver effectively the curriculum. At Purchase College when the existing space allocation is compared with the existing need based on 2007 enrollment, the results are instructive.

Overall, the college has 956,608 nasf available for its non-residential space allocation. The space need for 2007 is projected at 863,878 nasf indicating a surplus of 92,730 nasf. Specifically there is a need for more instructional space, particularly for Music, Dance, Humanities, Theatre Arts & Film, and various interdisciplinary studies programs. In contrast to the academic, there is a surplus of support space. Among the support space departments the Library, Central Services, Building Services, and Student Activities spaces all have sizable surpluses. In this analysis the PAC and Museum and leased space allocations remain constant which is consistent with the College's institutional goals for these groups. The inactive space need disappears because this vacant space is redistributed into appropriate departments.



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The space needs are projected out to two other time frames, 2012 and 2017. These data provide guidelines for the next ten years for square footage needs relative to enrollment distribution and curriculum development. By 2017 the projected surplus of square feet is reduced to 45,143 nasf. The additional square footage needs are largely for academic space, for new programs, decompression of existing conditions, and right-sizing of existing classrooms which have insufficient square footage per seat to accommodate changes in classroom technology.



2017 Square Footage Needs

The identified surplus is only an indicator of the overall space needs. It does not test whether the existing space is adaptable for the needs identified. Nor does it ensure that the space is appropriately located on the campus. These issues are addressed in subsequent chapters of this report.

It is only after a thorough understanding of curriculum development, enrollment projections, and overall space needs assessment, that each academic discipline is addressed in detail in the following chapters. Recommendations for relocations and renovations are made after careful testing of available space for quantity, suitability, and location on campus.



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Building Systems Assessment

An essential component in the Purchase College Space Utilization Study is the assessment of the existing building systems. With the proper evaluation the overall condition of the individual facility is determined. This information becomes significant when proposing departmental relocations and renovations. It is advantageous to address both space needs and systems replacement requirements. With this approach the College's resources are used to their greatest advantage.

The academic, support, leased and cultural spaces for the College are located within 28 individual buildings on campus, with the majority of these buildings located on the plaza. With the exception of the Student Services Building which was completed in 2006, the buildings on the plaza, the gymnasium, and the campus services structures were all constructed from 1970-77. With all but one of the buildings 30-35 years old and with little to no major maintenance within this time period, the systems in these buildings have reached the end of their useful life.



Plaza Arcade; Heritage Site



Buildings at the Heritage Site were constructed from 1912 to 1937 as part of the original estate. Again, little to no maintenance has occurred since the College has acquired the buildings. Although their scale and architectural style have the charm of a previous era, their repair and maintenance needs are great.

In Spring 2006 the engineers for the State University Construction Fund conducted an investigation of all non-residential buildings on campus as part of a system-wide evaluation. SUNY's process divided the building systems into four main categories: building exterior/ superstructure; building interior; building heating/cooling; and building electrical. Within each of these categories are subcomponents which are rated poor, fair, good, or excellent. The Perkins Eastman team further reviewed the SUCF's findings and recommended minor adjustments to the ratings.

Between the age and the lack of maintenance, it is not surprising that the ratings for the systems are very low. When evaluations for the exterior envelope consisting of walls, windows and roof are summarized, 95% of the walls, 85% of the windows, and 70% of the roofs are in unsatisfactory condition, i.e poor to fair. And when the HVAC distribution, plumbing, and electrical distribution are similarly analyzed, 95% of the HVAC, 75% of the plumbing and 60% of the electrical are in unsatisfactory condition. The building





assessment quantifies what is known anecdotally and obvious visually, that the buildings at Purchase College need significant repair and replacement of major systems. Their needs exceed cosmetic interior maintenance and extend into the realm of significant interventions without which the space is unusable. Due to plaza leaks flooding of lowerlevel spaces is ubiquitous and as a result many spaces are not occupied

In addition to the systems condition assessment, several other factors regarding the buildings are important considerations in this study. One is the architectural character of the campus which is defined by the buildings on the plaza. Although designed by several different architects, the same brown brick is used with minimal detail or variation. On both sides of the plaza, an arcade extends along its length and obscures the entrances to individual buildings. There is minimal glazing. The effect is one of monotony, and opacity. Consequently, the creative activities within the individual buildings remain isolated from the campus. The center of campus lacks vitality.

With a preponderance of masonry both for interior and exterior walls, changes to existing buildings are often expensive and difficult. Although the masonry is durable, it is often not easily adaptable. Recommendations for change need to respect the masonry enclosures of the campus and its inherent opportunities and constraints.

Another factor for consideration is the need for accessibility to the buildings and within the structures. Again due to the age of campus, there are accessibility issues for all but the Student Services Building. Entrances, restooms, elevators, and stairs are the main elements which require renovations to meet today's standards and codes for physical accessibility. Again, when recommendations are made for changes to space utilization, they are also opportunities to address accessibility.



Accessibility Issues: Nonconforming Elevators, Inaccessible Entrances

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PLANNING PRINCIPLES

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Planning Principles

Planning principles inspire and guide the future development of the physical campus. The institution's stewards rely on these principles to evaluate and initiate new projects, and they are a reflection of goals in the context of its physical environment – the campus buildings, the open spaces, the vehicular access and parking, the scale, the materials, and the architectural character.

At Purchase College an understanding of the regional context and historical legacy of the campus is important before establishing these principles. In addition to its programs, history as well as the landscape and neighboring uses of Westchester County have influenced the campus development. This context is mutually informing and frames both macro and micro interventions to the campus.

Regional Context

Located on more than 500 acres of what was once a farmstead atop a gentle ridgeline, the nature of the site has not dramatically changed in the past decades even though much of Westchester County has changed around it. The surrounding golf courses and PepsiCo's corporate campus have helped the College to preserve its rural character. The land is characterized by large swaths of trees and fields, and in the case of PepsiCo, gardens punctuated with works of modern sculpture. These neighbors are unlikely to change dramatically or to be redeveloped. To the north the Westchester County Airport continues to grow, but new investment is not likely to occur at the northern extremes of the property.



Site Context



Historic Legacy

The College is fortunate to have retained many elements of the former Strathglass Farm, including:

• Wood frame, domestic scale buildings which are clustered in the southwest quadrant of the campus, consisting of the old mansion and many of its ancillary structures

- Small cemetery located just south of the plaza and situated between the Visual Arts Building, the Neuberger Museum and Humanities
- Surrounding landscape of forests and meadows contained by numerous stone walls including ones which line Lincoln Avenue

The layout of Purchase College, however, does little to engage these features and often neglects them. Weak pedestrian connections are one contributing factor. However, the master plan for the plaza area, the core of the campus, is the major deterrent.

Heritage Site Elements: Farmstead, Cemetery and Stone Wall



Edward Larrabee Barnes' Master Plan

The office of Edward Larrabee Barnes designed the Purchase College master plan. It was born of an era inspired by 1950's post-war planning – projects that were typified by bold moves, large-scale development and major infrastructure initiatives. The master plan was also a product of regional political and professional relationships including a powerful cadre of architects in New York City. Wallace Harrison led this group largely due to his close relationship with then-governor, Nelson Rockefeller.

This professional collaboration was initially forged during the planning and construction of the United Nations in 1950. Other contemporary projects included Lincoln Center (1966) and the former World Trade Center (1970), both in New York City, as well as Empire State Plaza (1973) in Albany. Although Edward Barnes did not directly participate in these three projects, they strongly influenced his master plan design for Purchase College. By the late 1960's Barnes had had his own practice for the better part to two decades. He was a major player in the profession, and his work is clearly a product of the time exhibiting both the strengths and the weaknesses.



- A singular and almost exclusive focus on an isolated central plaza to the neglect of the surrounding fabric, or in the case of Purchase, neglect of the adjacent residential, historic, and landscaped areas
- Uniform exterior cladding and paving material
- Rigid, orthogonal layout
- Repetitive, almost brutal rhythm of architectural elements including colonnades and glazing systems
- Large, monotonous walls
- Uniform program uses at the ground level

Almost five decades later it is instructive that Lincoln Center is currently undergoing extensive renovations to correct many of the original planning flaws, and to upgrade building and mechanical systems. Its first phase of construction addresses issues of circulation, light and scale, as well as connections to its surroundings and technical improvements to both the performance and education spaces at Juilliard.



Masterplan Contemporaries: Empire State Plaza, Lincoln Center and the former World Trade Center Plaza

PLANNING PRINCIPLES

The Port Authority of New York and New Jersey was likewise in the midst of a major redesign for the World Trade Center complex before its tragic destruction in 2001. The Port Authority's World Trade Center design goals included improving circulation, bringing more natural light and better illumination to the below-grade mall, and creating a more humane environment by mitigating the scale and treatment of the original towers and buildings.

It is noteworthy that for both projects many aspects of the original design are respected. In both instances the approach is one of intervention, rather than reinvention.

These two works provide precedents for intervening in complexes of similar scale, with similar problems, created by a similar team of planners, architects and politicians. Only the Empire State Plaza has not undergone serious consideration for a major intervention, perhaps, because of the scale of the problems and the difficultly of dealing with them within the context of a politically dysfunctional and economically depressed Albany.

Lincoln Center Intervention by Diller, Scofidio + Renfro



Lessons learned from the World Trade Center and Lincoln Center interventions:

- Respect the strength of the original design; the scale and treatment might be huge liabilities, but they are also inseparable from their identities
- Major interventions are too expensive and almost never accomplished
- Identify what works and preserve that, but modify what does not
- Small moves can have big impacts

Barnes's master plan design for Purchase imposes a very strong identity and rigid geometry. It is also designed as "a Modernist's reinterpretation of one of America's most recognizable academic plans (Sexton 33)," the University of Virginia, planned and designed by Thomas Jefferson. However, a lofty precedent does not assure successful execution. "The decision to mandate a single material, in this case a dark, reddish-brown brick, gave unity, but of the dullest sort, and it meant that from a distance, all the buildings blurred into a vast brown whole (Goldberger 10)."

The individual buildings on campus were designed by some of the brightest luminaries of their day, such as Philip Johnson, Paul Rudolph and Robert Venturi, yet they are barely distinguishable from each other. Any attempt at a presence on the plaza is thwarted by the unbroken arcades.

The following planning principles for the Purchase College campus benefit from these recent urban design interventions:

Planning Principles

A. Respect Original Design, Heritage Site Elements and Ongoing Interventions

Accept the Strength of the Original Design

Barnes's original plan resulted in a self-contained design which is difficult to modify. The existing strong lines and geometric forms are to be respected by new forms that are equally strong and geometric, but with different enclosure treatments and choices of materials that compliment, not replicate, the existing. Alternatives to the brown brick are recommended.

Work with Ongoing Interventions

A current, major design project at the College is the repair of the existing plaza leaks. This major project has also provided the opportunity for reinterpretation of the planting, paving, geometry, and scale of the plaza with an emphasis on variety, color, texture, and human scale. The proposed landscape design enhances the existing while introducing a non-orthogonal design vocabulary with diagonal walkways and earthen mounds. It mitigates the formality and modulates the space with subtle rhythms across the plaza. A rich variety of grasses creates textures that provide visual relief from the dark brown brick.



PLANNING PRINCIPLES



Relate the Heritage Site to the Main Campus Plaza

Future landscape and architectural work engages in a dialogue between the elements of the Heritage Site and the plaza.

One approach is to merge the two vocabularies at strategic locations. The south west corner of the plaza is one possible location. Here the fractured, diagonal elements of the new plaza design can be extended beyond the boundaries of the existing plaza and relate to the geometries of the old stone walls and landscaped windscreens. At this intersection of farmstead and 1960's urbanism, the proper and prominent pedestrian entrance to the plaza is established. The much needed and sought-after "front door" to the College unfolds.

Other possibilities include creating bold, geometric spaces that front elements such as the original mansion or the cemetery, and replacing residual space with memorable outdoor spaces that are punctuated with new uses.

Add to Framework when Expanding

New construction should continue Barnes' master plan, by seeking to frame new campus green space while reinforcing sightlines, street walls and pedestrian linkages derived from the original plaza and the current landscape intervention.



New Plaza Landscape Design, by San Franandre Justin and Mathews Neilsen On the east-west axes that extend from Barnes' arcades, this means establishing street walls on the north and south edges of the east lawn leading to the Physical Education building. Such construction is envisioned to be primarily residential with amenities, reinforcing the informal division of academic to the west of Lincoln Avenue and residential to the east.

Additional construction not located on these axes should develop Lincoln Avenue as a pedestrian corridor by removing existing surface parking lots and creating better linkages between the existing Fort Awesome, the plaza and housing to the north.



Campus 'Force Lines'

PLANNING PRINCIPLES

B. Strategically allocate SUCF and Purchase College's Financial Resources

Purchase is not in need of an increase in educational space, but rather a repositioning of current space. At the same time the condition of its current facilities requires complete system replacements and major repairs. New construction funding from the state legislature always has limitations. When these three variables are taken into account, the approach to fund allocation and project prioritization must maximize opportunities to



complete necessary repairs and replacements and at the same time renovate for program needs and technological advances. Where new capital funds are requested, they should be absolutely critical and used for maximum effect for both educational and campus life.

Purchase should also continue to explore creative ventures with other state agencies such as the Dormitory Authority (DASNY), and private sources for expanded housing and amenity options.

C. Enliven through Intervention

As the buildings are renovated, appropriate interventions should allow for relief from the oppressiveness of Barnes' master plan, most notably in the arcade and many of the relentless and uninterrupted brick facades.

Also, not all interventions need to involve bricks and mortar. Purchase has a talented population of faculty and students in performance, art, design and lighting. Purchase's many blank walls and open spaces can serve as a backdrop for their creativity.

Campus Growth Corridors


Together these principles seek to respect most of Barnes' master plan while adding and modifying it in ways that enrich, rationalize and knit the plaza together with its surrounding heritage, residential, and open space elements.

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Louvre Pyramid by I.M. Pei

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DEPARTMENTAL SPACE NEEDS

Chapter 8 addresses in detail the program recommendations for the academic and support departments. The academic departments include the four conservatories, Dance, Music, Theater Arts and Film, and Visual Arts; Humanities; Natural and Social Sciences; and Liberal and integrative Studies. The support departments include ten groups of which six are closely examined because of either their projected surpluses or deficits. Overall there is a deficit of academic space on campus and a surplus of support space.

For each of the academic departments, student enrollment projections are determined, weekly student contact hours for lecture and studio instruction are calculated, and the resulting square foot needs are detailed. The needs are divided into four main categories: administration which typically includes the Dean's office, faculty office, class laboratory, and special use and/or research, rehearsal, or dedicated studios depending on the discipline.

In addition to these planning metrics, qualitative factors influence the program. Preferred section sizes for both classroom and lab instruction are based on faculty experience. Specific program needs for departmental majors based on Purchase College's curricula are incorporated.

And finally benchmarking with other higher educational institutions is used to check and inform the space projections. Data from peer and aspirational institutions are presented for music, dance, and art and design programs. The resulting academic programs provide space allocations which reflect changes in curriculum content and delivery and incorporate technology in its increasing role in the classroom.

A comparison of the space needs by department is useful to understand how space is allocated. When comparing NASF/FTE, Art+Design has the greatest need of 199 NASF/FTE and Humanities has the least at 18 NASF/FTE. The following graph shows the projected NASF/FTE for 2017 by academic department.



The criteria for support space is based on SUNY standards; the instructional needs follow the academic organization of the College. Unlike the academic spaces for which there is a need for additional square feet, the support spaces have a surplus of square feet. If the circumstances are appropriate, then some of the support space may be available to be adapted to academic use. The support space categories are: instructional resources, electronic data processing, library, health and physical education, student activity space, health services, administration, central services, and building services.



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NEEDS 8

Three of these groups have needs for additional space. They are health and physical education, assembly and exhibition, and health services. Of these three only one, health services demonstrates a statistically significant need. It is reviewed in detail later in this chapter.

The remaining seven categories have identified space surpluses. Of these seven the library, student activities, and central services have significant excesses. Their space use is reviewed in this chapter also. Based on the analysis of this report, the library and central service additional spaces are recommended for redistribution to other departments.



DEPARTMENTAL SPACE NEEDS: CONSERVATORY OF MUSIC

Existing Space

The four-story Music Building houses all of the dedicated space for the Conservatory of Music which utilizes 40,419 nasf. For recitals the program occasionally rents space in the Performing Arts Center. The Music Building was originally designed to house the Music program exclusively. Currently the Conservatory of Music shares the building with the Film program of the Theater Arts & Film Conservancy which occupies 13,400 nasf, as well as with Continuing Education offices which occupy 3,550 nasf.

The Music Building contains an administrative office suite on the plaza level. Two performance spaces, the Recital Hall (seats 280) and the Choral Hall (seats 198), are used for student recitals and classes. The Choral Hall is currently shared with the Film program. Due to SUNY space inventory accounting practices, the performance spaces are allocated to the Assembly and Exhibit category, not the Music department. Practice rooms are located on three levels on the west side of the building along a double-loaded corridor. The lower level has specialized, sound-controlled rooms used for Studio Composition, Jazz Ensemble, Percussion, Band, and Orchestra Rehearsal spaces. There are also 3 general classrooms on the lower level.

Enrollment

Enrollments for both undergraduate and graduate students are projected to remain stable with the Fall 2007 numbers for the next ten years. The Music department has the largest graduate student enrollment at the College.

	2006	2007	2012	2017
Undergraduate	331	339	340	340
Graduate	102	110	105	105

Benchmarking

Benchmarking based on SF/FTE with other SUNY music departments indicates that the existing Purchase 75sf/FTE is within range of these programs. With the proposed program Purchase facilities compare favorably with notable institutions as Juilliard and Williams College.





Space Needs

In total the Conservatory of Music requires an additional 13,141 nasf to deliver its curriculum. One of the primary space needs of the Conservatory is the adequate number and size of sound-isolated practice rooms programmed for individuals or ensembles. Another major need is for appropriately sized faculty offices. Faculty use their offices for teaching, practice and office space. The appropriate square footage to accommodate these three functions in one office is 300 nasf.

Access to performance venues is an important part of the Conservatory. Undergraduate juniors and seniors and graduate students have half- or full-length recitals. To accommodate this requirement, full-time use of the Recital Hall and the Choral Hall is required. Recital space in the PAC is frequently needed. The Studio Composition, Orchestra, and Production programs each require a dedicated space for classes that is specialized with sound isolation and sound control booths.

In the past year, a new requirement to take keyboarding class has been added for all undergraduates in the Conservatory of Music. The class currently uses a small converted storage room that accommodates 14 students in very cramped conditions. A dedicated keyboard lab is required for 15 students.

Recommendations

The Music Building was originally designed to accommodate a program of 450 students, which is the approximate size of the current and projected programs. With very specialized and unique needs, the Music Building already contains most of the required types of spaces for the program. Also, an obvious component of any music conservatory is the care, storage, and use of instruments, which are often large and not easily transported.

For these reasons, it is the recommendation of this report that spaces currently used by the Conservatory of Theater Arts & Film and specifically its Film department are relocated out of the building and converted for use by the Conservatory of Music. The 13,400 nasf which this move vacates satisfies the additional program need of 13,141 nasf for Music. Most of the spaces used by the Film program are currently on the lower level of the Music building. Editing studios are to revert to practice rooms. The faculty offices for Film are to be converted into faculty offices or practice rooms for Music.

The offices for the Continuing Education program remain in the building. Their existing location is convenient to parking for their students. Their lower level entrance provides a separate identity for the program from the Music Conservatory.

DEPARTMENTAL SPACE NEEDS: CONSERVATORY OF MUSIC



e School of the Arts nservatory of Music								
partmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fa 201
Iministrative Space								
Dean (300 sf)	1	1	1	1		300 sf	300 sf	300
Assistant Dean (240 sf)	1	1	1	1		240 sf	240 sf	240
Director of Operations (120 sf)	1	1	1	1		180 sf	180 sf	180
Chief Engineer (120 sf)	1	1	1	1		120 sf	120 sf	120
Conservatory Coordinator (120 sf)	1	1	1	1		120 sf	120 sf	120
Administrative Staff	2	2	2	2		160 sf	160 sf	160
Conference Room	1	1	1	1		300 sf	300 sf	300
Storage	1	1	1	1		150 sf	150 sf	150
Circulation						393 sf	393 sf	393 s
Total Administrative Space					1,740 sf	1,963 sf	1,963 sf	1,963
culty Offices								
Faculty (300 sf)	22	22	22	22		6,600 sf	6,600 sf	6,600
Adjunct (40 sf)	28	28	28	28		1,120 sf	1,120 sf	1,120
Independent Contractor	10	10	10	10		400 sf	400 sf	400
Administrative Staff	0	0	0	0		0 sf	0 sf	0
Lab Technician	2	2	2	2		160 sf	160 sf	160
Teaching Assistants	8	8	8	8		320 sf	320 sf	320
Conference Room	2	2	2	2		1,200 sf	1,200 sf	1,200
Workroom	1	1	1	1		150 sf	150 sf	150
Storage	1	1	1	1		200 sf	200 sf	200
Circulation						2,538 sf	2,538 sf	2,538 5
					0.004(12,688
Total Faculty Space					8,324 sf	12,688 sf	12,688 sf	
lass Laboratory Space		4		4	8,324 st	1,600 sf	1,600 sf	1,600
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room		2	2	2	8,324 st	1,600 sf 4,400 sf	1,600 sf 4,400 sf	1,600
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom		2	2	2	8,324 st	1,600 sf 4,400 sf 2,300 sf	1,600 sf 4,400 sf 2,300 sf	1,600 4,400 2,300
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom		2 2 2	2 2 2	2 2 2	8,324 st	1,600 sf 4,400 sf 2,300 sf 2,300 sf	1,600 sf 4,400 sf 2,300 sf 2,300 sf	1,600 4,400 2,300 2,300
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio		2 2 2 6	2 2 2 10	2 2 2 10	8,324 st	1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,800 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf	1,600 4,400 2,300 2,300 3,000
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom		2 2 2 6 1	2 2 2 10 2	2 2 2 10 2	8,324 st	1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,800 sf 600 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf	1,600 4,400 2,300 2,300 3,000 1,200
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio	Subtotal	2 2 2 6	2 2 2 10 2	2 2 2 10	8,324 st	1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,800 sf 600 sf 13,000 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf	 1,600 4,400 2,300 2,300 3,000 1,200 14,800
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab	Subtotal Support Space	2 2 2 6 1	2 2 2 10 2	2 2 2 10 2		1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,800 sf 13,000 sf 2,600 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 2,960 sf	 1,600 4,400 2,300 2,300 3,000 1,200 14,800 2,960
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio		2 2 2 6 1	2 2 2 10 2	2 2 2 10 2	8,324 st 13,081 sf	1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,800 sf 600 sf 13,000 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 2,960 sf	 1,600 4,400 2,300 2,300 3,000 1,200 14,800 2,960
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab		2 2 2 6 1	2 2 2 10 2	2 2 2 10 2		1,600 sf 4,400 sf 2,300 sf 1,800 sf 600 sf 13,000 sf 2,600 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 2,960 sf	 1,600 4,400 2,300 3,000 1,200 14,800 2,960
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space		2 2 2 6 1	2 2 10 2 22	2 2 2 10 2		1,600 sf 4,400 sf 2,300 sf 1,800 sf 600 sf 13,000 sf 2,600 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 2,960 sf 17,760 sf	1,600 4,400 2,300 2,300 1,200 14,800 2,960 17,760
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space ehearsal Space	Support Space	2 2 6 1 17	2 2 10 2 22 22 22 30	2 2 2 10 2 22		1,600 sf 4,400 sf 2,300 sf 1,800 sf 600 sf 13,000 sf 2,600 sf 15,600 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 1,200 sf 17,760 sf	 1,600 4,400 2,300 2,300 3,000 1,200 14,800 2,960 17,760
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space ehearsal Space Small Ensemble Space	Support Space	2 2 6 1 17 30	2 2 2 10 2 22 22 30 55	2 2 2 10 2 22 22		1,600 sf 4,400 sf 2,300 sf 1,800 sf 13,000 sf 2,600 sf 15,600 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 2,960 sf 17,760 sf 12,000 sf 7,150 sf	 1,600 4,400 2,300 3,000 1,200 14,800 2,960 17,760 12,000 7,150
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space ehearsal Space Small Ensemble Space Large Practice Space	Support Space 31 45	2 2 6 1 17 7 30 55	2 2 10 22 22 22 30 55 25	2 2 2 10 2 22 22 30 55		1,600 sf 4,400 sf 2,300 sf 1,800 sf 13,000 sf 2,600 sf 15,600 sf 12,000 sf 7,150 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 14,800 sf 17,760 sf	f 1,600 4,400 2,300 3,000 1,200 14,800 2,960 17,760
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space ehearsal Space Small Ensemble Space Large Practice Space @ 80 sf	Support Space 31 45 0	2 2 6 1 17 17 30 55 25	2 2 10 22 22 22 30 55 25	2 2 10 2 22 22 30 55 25	13,081 sf	1,600 sf 4,400 sf 2,300 sf 2,300 sf 600 sf 13,000 sf 2,600 sf 15,600 sf 12,000 sf 7,150 sf 2,000 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 14,800 sf 17,760 sf	f 1,600 4,400 2,300 3,000 1,200 14,800 2,960 17,760
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lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space ehearsal Space Small Ensemble Space Large Practice Space Small Practice Space Small Practice Space Small Practice Space Small Practice Space Unit Rehearsal Space unit Rehearsal Space	Support Space 31 45 0	2 2 6 1 17 17 30 55 25	2 2 10 22 22 22 30 55 25	2 2 10 2 22 22 30 55 25	13,081 sf 17,274 sf 1,740 sf	1,600 sf 4,400 sf 2,300 sf 1,800 sf 13,000 sf 2,600 sf 15,600 sf 15,600 sf 2,000 sf 2,1,150 sf 21,150 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 14,800 sf 17,760 sf 12,000 sf 2,960 sf 2,1,150 sf 21,150 sf	f 1,600 4,400 2,300 2,300 1,200 14,800 1,200 14,800 17,760 17,760 f 12,000 f 7,150 f 2,000 f 2,1,150
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space ehearsal Space Small Ensemble Space Large Practice Space @ 80 sf Total Rehearsal Space ummary Administrative Space	Support Space 31 45 0	2 2 6 1 17 17 30 55 25	2 2 10 22 22 22 30 55 25	2 2 10 2 22 22 30 55 25	13,081 sf 17,274 sf 1,740 sf 8,324 sf	1,600 sf 4,400 sf 2,300 sf 1,800 sf 600 sf 13,000 sf 2,600 sf 15,600 sf 7,150 sf 21,150 sf 1,963 sf 12,688 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 1,200 sf 2,960 sf 17,760 sf 7,150 sf 2,000 sf 21,150 sf 1,963 sf 1,963 sf	f 1,600 2,300 2,300 3,000 1,200 14,800 2,960 17,760 17,760 f 12,000 f 7,150 f 2,000 f 2,1150 f 12,681 f 12,681
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lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space ehearsal Space Small Ensemble Space Large Practice Space @ 80 sf Total Rehearsal Space ummary Administrative Space Faculty Office Space	Support Space 31 45 0 76	2 2 6 1 17 	2 2 10 22 22 22 30 55 25	2 2 10 2 22 22 30 55 25	13,081 sf 17,274 sf 1,740 sf 8,324 sf	1,600 sf 4,400 sf 2,300 sf 1,800 sf 600 sf 13,000 sf 2,600 sf 15,600 sf 7,150 sf 21,150 sf 1,963 sf 12,688 sf	1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,200 sf 14,800 sf 2,960 sf 17,760 sf 2,960 sf 2	1,600 4,400 2,300 2,300 1,200 1,200 1,200 1,200 1,200 1,200 1,200 2,960 2,960 2,960 2,960 2,960 2,960 1,200 5,2
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lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space ehearsal Space Small Ensemble Space Large Practice Space @ 80 sf Total Rehearsal Space ummary Administrative Space Faculty Office Space Class Laboratory Space Rehearsal Space Special Use (Performance Space) (Total Departmental Space	Support Space 31 45 0 76	2 2 6 1 17 	2 2 10 22 22 22 30 55 25	2 2 10 2 22 22 30 55 25	13,081 sf 17,274 sf 1,740 sf 8,324 sf 13,081 sf 17,274 sf 4,967 sf	1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,800 sf 13,000 sf 2,600 sf 15,600 sf 2,000 sf 2,1,150 sf 12,688 sf 12,688 sf 15,600 sf 21,150 sf	1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,200 sf 14,800 sf 2,960 sf 17,760 sf 2,960 sf 17,760 sf 2,1,150 sf 1,963 sf 12,688 sf 17,760 sf 21,150 sf 5,000 sf	<pre>1,600 4,400 2,300 2,300 3,000 1,200 1,200 1,200 1,200 1,200 1,200 1,200 1,200 1,200 1,100 1,200 1</pre>
lass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space ehearsal Space Small Ensemble Space Large Practice Space @ 80 sf Total Rehearsal Space ummary Administrative Space Faculty Office Space Class Laboratory Space Rehearsal Space Special Use (Performance Space) (Total Departmental Space SUNY Assessment Classroom Space Required Student Lounge Space	Support Space 31 45 0 76	2 2 6 1 17 	2 2 10 22 22 22 30 55 25	2 2 10 2 22 22 30 55 25	13,081 sf 17,274 sf 1,740 sf 8,324 sf 13,081 sf 17,274 sf 4,967 sf	1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,800 sf 13,000 sf 2,600 sf 15,600 sf 2,600 sf 2,600 sf 2,600 sf 2,600 sf 2,000 sf 3,000 sf 2,000 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 14,800 sf 17,760 sf 2,960 sf 17,760 sf 2,000 sf 1,963 sf 12,688 sf 17,760 sf 21,150 sf 5,000 sf 53,560 sf 2,000 sf	<pre>1,600 4,400 2,300 2,300 1,200 1</pre>
Iass Laboratory Space Ensemble Classroom Large Choral Assemble Room Jazz Classroom Percussion Classroom Teaching Studio Electronic Music Lab Total Class Laboratory Space Small Ensemble Space Large Practice Space Small Ensemble Space Large Practice Space @ 80 sf Total Rehearsal Space ummary Administrative Space Faculty Office Space Class Laboratory Space Rehearsal Space Special Use (Performance Space) (Total Departmental Space SUNY Assessment Classroom Space Required	Support Space 31 45 0 76	2 2 6 1 17 	2 2 10 22 22 22 30 55 25	2 2 10 2 22 22 30 55 25	13,081 sf 17,274 sf 1,740 sf 8,324 sf 13,081 sf 17,274 sf 4,967 sf	1,600 sf 4,400 sf 2,300 sf 2,300 sf 1,800 sf 13,000 sf 2,600 sf 15,600 sf 2,000 sf 2,1150 sf 2,000 sf 21,150 sf 12,688 sf 15,600 sf 21,150 sf 5,000 sf 51,400 sf 1,996 sf	1,600 sf 4,400 sf 2,300 sf 3,000 sf 1,200 sf 14,800 sf 14,800 sf 17,760 sf 17,760 sf 2,000 sf 2,000 sf 12,688 sf 17,760 sf 21,150 sf 5,000 sf 53,560 sf 2,000 sf 2,000 sf	f 1,600 2,300 3,000 1,200 14,800 2,960 14,800 17,760 17,760 f 12,000 f 7,150 f 2,960 f 12,000 f 7,150 f 2,000 f 2,1,150 f 12,68 f 12,68 f 12,68 f 12,68 f 12,68 f 12,68 f 12,68 f 5,000 f 2,1,150 f 2,1,150 f 2,1,150 f 2,1,150 f 2,1,000 f 2,3,560 f 2,000 f 2,0000 f 2,000 f 2,000 f 2,0000 f 2,000 f 2,000 f 2,000 f 2,000



DEPARTMENTAL SPACE NEEDS: CONSERVATORY OF MUSIC

DEPARTMENTAL SPACE NEEDS: CONSERVATORY OF DANCE

Existing Space

The two story Dance Building houses all of the dedicated space for the Conservatory of Dance curriculum which totals 34,596 nasf. This square footage also includes dance studio space for non-Conservatory student classes. The program occasionally rents space in the Performing Arts Center for recitals. The Dance Building was originally designed to house the Dance program exclusively. Currently the Conservatory of Dance shares the building with the Acting program of TAF which occupies 7,580 nasf. There is also 12,176 nasf of classroom and administrative space which is leased to Long Island University. This space is located on the lower level with a separate grade level entrance. Previously storage, this space has been recently renovated to suit the needs of LIU's adult, evening population.

The Dance Building contains an administrative office suite on the lower level. A black box performance space, the Dance Lab is shared between Dance and Acting. This assembly space is not reflected in the total square footage, but handled under the support components of the College. Dressing rooms are located on both levels and are used by the Dance students. On the campus level the central area of the building is devoted to dance studios.

Enrollment:

Projected enrollment for Conservatory Dance undergraduate students remains constant for the next ten years. In contrast with other conservativatories, Dance providess a substantive non-major offering. Enrollment for the graduate program is indicated as more than doubling. With the Conservatory's national reputation which draws students from all geographic regions, the increase is both desirable and probable.

	2006	2007	2012	2017
Undergraduate	151	167	170	170
Graduate	8	8	20	20

Benchmarking:

In comparison with other dance conservatories, Purchase's existing 107 SF/FTE is below the square foot allocation at its aspirational institutions. The proposed program addresses these deficits.







Space Needs

In total the Conservatory of Dance requires an additional 12,374 nasf. An assessment of current and future space needs indicates an existing deficit of space in all categories.

The most critical space need is additional class lab/dance studio space. The minimum preferred dance studio size is 2000 sf for upper-level major courses. 2,400 sf is required for the entry-level major courses. The existing studio spaces in the building are large airy rooms with skylights and sprung wood floors. Current class sizes far exceed the optimal size e.g. technique classes have 40-50 students and 25 is the preferred size to ensure teacher/student interaction. Also, enrollment in non-major dance classes is projected to grow. Between this increase and the class size requirements, seven additional studio spaces are required of which two are for non-major classes.

Additional support space is needed to accommodate costume storage, space for music accompanists, and office space for faculty and staff. The Conservatory also requires a studio with Smart® Technology for recording performances and projecting images.

Recommendations

The teaching space needs of the Conservatory of Dance are specialized and unique, and the Dance Building already contains many of the required types of spaces for the program. Dance students also require specialized support spaces of lockers and physical therapy rooms. Traveling to multiple buildings for dance classes creates the need to duplicate these spaces and uses valuable student time for changing to dance attire.

For these reasons, it is the recommendation of this study to relocate the spaces currently used by the Acting program of the Conservatory of Theater Arts and Film to another facility. This vacated space is then converted for use by the Conservatory of Dance for its program. The four studio spaces used by the Acting program are currently on the plaza level of the Dance Building. When they revert to dance studios which was their original intended use, their floor system is appropriate. The spaces do not need to be modified for this purpose because they were originally designed as dance studios with sprung floors. The faculty offices for Acting are readily converted into faculty offices for Dance.

If Dance studios need to be located outside of the Dance Building because of existing constraints, then the two non-major studios are located elsewhere. One possible location is in the gym with the advantage that the existing lockers are available for changing.







neen/ston/ of Dance								
nservatory of Dance	Existing Fall	Need Fall	Projected	Projected Fall	Existing Fall	Existing Fall	Projected Fall	Projected Fal
partmental Profile	2007	2007	Fall 2012	2017	2006	2007	2012	201
		1773 T. T. S.						
dministrative Space								
Dean (300 sf)	1	1	1	1		300 sf	300 sf	300
Director of Operations (120 sf)	1	1	1	1		180 sf	180 sf	180
Technical Director (120 sf)	1	1	1	1		120 sf	120 sf	120
Conservatory Coordinator (120 sf)	1	1	1	1		120 sf		
Stage Manager (120 sf)	1	1	1	1		120 sf	120 sf	
Administrative Staff	3	3	3	3		240 sf		
Conference Room	1	1	1	1		300 sf	300 sf	300
Storage	1	1	1	1		150 sf	150 sf	
Circulation						383 sf	383 sf	383 s
Total Administrative Space					838 sf	1,913 sf	1,913 sf	1,913
aculty Offices								
Faculty (120 sf)	7	7	12	12		840 sf	1,440 sf	1,440
Adjunct (40 sf)	10	10	10	10		400 sf	400 sf	400
Administrative Staff	0	0	0	0		0 sf	0 sf	0
Accompanist	6	6	8	8		0 sf	0 sf	0
Teaching Assistants	2	2	10	10		160 sf	800 sf	800
Conference Room	1	1	1	1		600 sf	600 sf	600
Workroom	1	1	1	1		150 sf	150 sf	150
Storage	1	1	1	1		400 sf	400 sf	400
Circulation						638 sf	948 sf	948 s
							0.000	0.000
Dance Studio (2,400 sf)	4	4	4	4		9,600 sf		,
Dance Studio (2,400 sf) Dance Studio (2,000 sf)	5	10	10	10		20,000 sf	20,000 sf	20,000
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors)	5) 0					20,000 sf 0 sf	20,000 sf 4,000 sf	20,000 4,000
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S	5) 0 Subtotal	10	10	10		20,000 sf 0 sf 29,600 sf	20,000 sf 4,000 sf 33,600 sf	20,000 4,000 33,600
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S S	5) 0	10	10	10	20.005 -6	20,000 sf 0 sf 29,600 sf 5,920 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf	20,000 4,000 33,600 6,720
Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S	5) 0 Subtotal	10	10	10	29,695 sf	20,000 sf 0 sf 29,600 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf	20,000 4,000 33,600 6,720
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) S Total Class Laboratory Space ehearsal Space	5) 0 Subtotal	10	10	10	29,695 sf	20,000 sf <u>0 sf</u> 29,600 sf 5,920 sf 35,520 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf	20,000 4,000 33,600 6,720 40,320
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) S Total Class Laboratory Space ehearsal Space No Allowance	5) 0 Subtotal	10	10	10		20,000 sf 0 sf 29,600 sf 5,920 sf 35,520 sf 0 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf	20,000 4,000 33,600 6,720 40,320
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space	5) 0 Subtotal	10	10	10	29,695 sf	20,000 sf <u>0 sf</u> 29,600 sf 5,920 sf 35,520 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf	20,000 4,000 33,600 6,720 40,320
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary	5) 0 Subtotal	10	10	10	0 sf	20,000 sf 0 sf 29,600 sf 5,920 sf 35,520 sf 0 sf 0 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 0 sf	20,000 4,000 33,600 6,720 40,320
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary Administrative Space	5) 0 Subtotal	10	10	10	0 sf	20,000 sf 0 sf 29,600 sf 5,920 sf 35,520 sf 0 sf 0 sf 1,913 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 0 sf 1,913 sf	20,000 4,000 33,600 6,720 40,320 0 0 1,913
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary Administrative Space Faculty Office Space	5) 0 Subtotal	10	10	10	0 sf 838 sf 4,063 sf	20,000 sf 0 sf 29,600 sf 35,520 sf 0 sf 0 sf 1,913 sf 3,188 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 0 sf 1,913 sf 4,738 sf	20,000 4,000 33,600 6,720 40,320 0 0 0 1,913 4,738
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary Administrative Space Faculty Office Space Class Laboratory Space	5) 0 Subtotal	10	10	10	0 sf 838 sf 4,063 sf 29,695 sf	20,000 sf 0 sf 29,600 sf 35,520 sf 0 sf 0 sf 1,913 sf 3,188 sf 35,520 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 0 sf 1,913 sf 4,738 sf 40,320 sf	20,000 4,000 33,600 6,720 40,320 0 0 0 1,913 4,738
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary Administrative Space Faculty Office Space Class Laboratory Space Rehearsal Space	5) 0 Subtotal Support Space	10 0	10	10	0 sf 838 sf 4,063 sf 29,695 sf 0 sf	20,000 sf 0 sf 29,600 sf 35,520 sf 0 sf 0 sf 1,913 sf 3,188 sf 35,520 sf 0 sf 0 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 1,913 sf 4,738 sf 40,320 sf 0 sf 0 sf	20,000 4,000 33,600 6,720 40,320 0 0 0 1,913 4,738 40,320 0
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary Administrative Space Faculty Office Space Class Laboratory Space	5) 0 Subtotal Support Space	10 0	10	10	0 sf 838 sf 4,063 sf 29,695 sf	20,000 sf 0 sf 29,600 sf 35,520 sf 0 sf 0 sf 1,913 sf 3,188 sf 35,520 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 1,913 sf 4,738 sf 40,320 sf 0 sf 0 sf	20,000 4,000 33,600 6,720 40,320 0 0 0 0 1,913 4,738 40,320 0
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Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary Administrative Space Class Laboratory Space Rehearsal Space Special Use (Dance Laboratory) (Not i Total Departmental Space SUNY Assessment	5) 0 Subtotal Support Space	10 0	10	10	0 sf 838 sf 4,063 sf 29,695 sf 0 sf 5,500 sf	20,000 sf 0 sf 29,600 sf 5,920 sf 35,520 sf 0 sf 1,913 sf 3,188 sf 35,520 sf 0 sf 0 sf 40,620 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 0 sf 1,913 sf 4,738 sf 40,320 sf 0 sf 40,320 sf 0 sf 40,320 sf 0 sf	20,000 4,000 33,600 6,720 40,320 0 0 0 1,913 4,738 40,320 0 5,500 46,970
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary Administrative Space Class Laboratory Space Rehearsal Space Special Use (Dance Laboratory) (Not i Total Departmental Space SUNY Assessment Classroom Space Required	5) 0 Subtotal Support Space	10 0	10	10	0 sf 838 sf 4,063 sf 29,695 sf 0 sf 5,500 sf	20,000 sf 0 sf 29,600 sf 35,520 sf 35,520 sf 0 sf 1,913 sf 3,188 sf 35,520 sf 0 sf 40,620 sf 258 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 1,913 sf 4,738 sf 40,320 sf 0 sf 40,320 sf 0 sf 40,320 sf 3,5,500 sf 46,970 sf 304 sf	20,000 4,000 33,600 6,720 40,320 0 0 1,913 4,738 40,320 0 5,500 46,970 304
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary Administrative Space Faculty Office Space Class Laboratory Space Rehearsal Space Special Use (Dance Laboratory) (Not i Total Departmental Space SUNY Assessment Classroom Space Required Student Lounge Space	5) 0 Subtotal Support Space	10 0	10	10	0 sf 838 sf 4,063 sf 29,695 sf 0 sf 5,500 sf 34,596 sf	20,000 sf 0 sf 29,600 sf 335,520 sf 35,520 sf 0 sf 3,188 sf 3,188 sf 35,520 sf 0 sf 40,620 sf 258 sf 744 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 0 sf 1,913 sf 4,738 sf 40,320 sf 0 sf 5,500 sf 46,970 sf 304 sf 878 sf	20,000 4,000 33,600 6,720 40,320 0 0 1,913 4,738 40,320 0 5,500 46,970 304 878
Dance Studio (2,400 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) Dance Studio (2,000 sf) (Non-majors) S Total Class Laboratory Space ehearsal Space No Allowance Total Rehearsal Space ummary Administrative Space Class Laboratory Space Rehearsal Space Special Use (Dance Laboratory) (Not i Total Departmental Space SUNY Assessment Classroom Space Required	5) 0 Subtotal Support Space	10 0	10	10	0 sf 838 sf 4,063 sf 29,695 sf 0 sf 5,500 sf	20,000 sf 0 sf 29,600 sf 35,520 sf 35,520 sf 0 sf 1,913 sf 3,188 sf 35,520 sf 0 sf 40,620 sf 258 sf	20,000 sf 4,000 sf 33,600 sf 6,720 sf 40,320 sf 0 sf 0 sf 1,913 sf 4,738 sf 40,320 sf 0 sf 5,500 sf 46,970 sf 304 sf 878 sf 3,914 sf	20,000 4,000 33,600 6,720 40,320 0 0 1,913 4,738 40,320 0 5,500 46,970 304 878 3,914



DEPARTMENTAL SPACE NEEDS: CONSERVATORY OF DANCE



Existing Space

The Conservatory of Theater Arts & Film is the only one of the founding schools in the College that does not have its own building. The Conservatory consists of four programs: Acting, Dramatic Writing, Design Technologies, and Film.

Acting is taught in the Dance Building in four dance studios, one for each year. The spaces are well adapted to Acting with high ceilings and borrowed natural light from raised sidelights in the adjacent corridor. However, because of the specialized sprung wood floors originally installed for use as dance studios, the Acting program cannot bring props into these spaces. The Acting faculty offices are located in the Dance building. There are not enough offices for each full time faculty member to have a private office.

Film is taught in the lower level of the Music Building. Rooms originally designed as music practice rooms are used as film editing rooms. In addition there is an equipment dispensing store, a sound stage, and a mixing studio/screening room. Film faculty offices are located in the lower level of the Music Building. Film also uses the Choral Hall for a viewing room. This creates schedule conflicts with the Music department for this space.

Design Technologies studios are located in the Social Science building, and the workshops are located in the Performing Arts Center. The Design Technology faculty are located in the Social Sciences Building. Dramatic Writing, does not have specialized space needs but uses general classrooms in the Humanities and Social Sciences Buildings. Periodic access to a screening room and black box is needed for their courses.

Enrollment

Undergraduate and graduate enrollments in the TAF program are projected to increase slightly from the Fall 2007 numbers.

	Existing Fall 2006	Existing Fall 2007	Projected Fall 2012	Projected Fall 2017
Undergraduate	318	330	340	340
Graduate	9	8	10	10
Total	327	338	350	350





TAF Locations: Music, Dance, PAC



Space Needs

The Conservatory of Theater Arts and Film requires an additional 5,659 nasf. The space program indicates a need for additional space for faculty offices and rehearsal space. Classroom laboratory spaces need to be redistributed.

In the proposed program two viewing rooms for the film curriculum are provided addressing a significant existing deficiency. A black box of 2,400 sf is another major addition to the acting department's facilities. The viewing rooms and black box vary in seating capacity from 60-120 seats. With this relatively small audience seating space, they do not replicate but rather complement the PAC black box and performance spaces. They are appropriately scaled to be perfroming environments where students can learn and perform. Two additional acting studios are provided as small rehearsal spaces.

Recommendations

As noted in the Music and Dance sections of this chapter, the film and acting components of TAF's facilities need to be relocated elsewhere to accommodate the space needs of the Music and Dance conservatories. Their needs have provided an important opportunity for Purchase College to align its facilities with its curriculum initiatives and philosophy of academic integration and collaboration.

It is the recommendation of this study that a single facility provides the space needs for TAF's film and acting departments and for those of the Cinema Studies and Drama Studies majors in the Humanities department. This proposed facility is located in the center of the campus between PAC and the library at approximately the location of the existing bookstore and post office. Entrance to this facility is at the plaza level through a strong, geometric, glass shape which also houses a café. Through an open, skylit space one descends to the existing lower level. This lower level, which is now central services delivery and storage plus a portion of the library stack area, is transformed into the full complement of spaces needed to create the film and acting center for the campus. This is where conservatory and liberal arts students in a collaborative environment will study film and theater.

TAF's Design Tech space needs are partially met in this proposed adaptive reuse with lighting, CAD and mechanics labs located in this space. It is also recommended that three design studios are located in the Visual Art and Design building, encouraging a natural collaboration among these disciplines. The Design Tech shop space and storage are to remain in the PAC.



ne School of the Arts onservatory of Theater & Film								
epartmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017	Existing Fall 2006	Existing Fall 2007	Projected Fall 2012	Projected Fa 201
	2007	2001	Tun Lott					
dministrative Space								
Dean (300 sf)	1	1	1	1		300 sf	300 sf	300
Technical Advisor (120 sf)	1	1	1	1		120 sf	120 sf	
Equipment Manager (120 sf)	1	1	1	1		120 sf	120 sf	
Conservatory Coordinator (120 sf)	1	1	1	1		120 sf	120 sf	
Administrative Staff	3	3	3	3		240 sf	240 sf	
Circulation Total Administrative Space					924 sf	<u>225 sf</u> 1,125 sf	<u>225 sf</u> 1,125 sf	<u>225 :</u> 1,125
aculty Offices								
Faculty (120 sf)	15	15	16	16		1,800 sf	1,920 sf	1,920
Adjunct (40 sf)	35	35	35	35		1,400 sf	1,400 sf	,
Administrative Staff	1	1	1	1		120 sf	120 sf	120
Lab Technician	4	4	4	4		320 sf	320 sf	320
Conference Room	1	1	1	1		200 sf	200 sf	
Workroom	1	1	1	1		150 sf	150 sf	
Storage	1	1	1	1		400 sf	400 sf	400
Circulation						1,098 sf	1,128 sf	1,128
Total Faculty Space					3,862 sf	5,488 sf	5,638 sf	
lass Laboratory Space								
Design Technology Studio		4	4	4		4,800 sf	4,800 sf	4,800
CAD Lab		1	1			900 sf	900 sf	,
Mechanics Lab		1	1	1		1,200 sf	1,200 sf	
Editing Studio		4	4	4		2,400 sf	2,400 sf	
Editing Studio - Specialized		2	2	2		200 sf	200 sf	
Film Classroom (Viewing Room)		1	1	1		2,400 sf	2,400 sf	
Film Classroom (Viewing Room)		1	1	1		1,600 sf	1,600 sf	
Light & Technology Studio		1	1	1		1,500 sf	1,500 sf	,
Paint Shop		1	1	1		4,200 sf	4,200 sf	
Scene Shop		1	1	1		4,200 sf	4,200 sf	
Sound Stage		1	1	1		2,800 sf	2,800 sf	,
Studio Theater		4	4	4		5,600 sf	5,600 sf	
Subtotal						26,200 sf	26,200 sf	26,200
Support Sp	ace							
	General Support	:				2,700 sf	2,700 sf	2,700
	Equipment Disp	ensing				2,500 sf	2,500 sf	2,500
Total Class Laboratory Space					31,318 sf	31,400 sf	31,400 sf	31,400
ehearsal Space				-		1 000	1 000 -	1 000
Acting Studio		2	2	2	0 -6	1,200 sf 2,400 sf	1,200 sf	
Small Black Box			1	I	0 sf		2,400 sf	
Total Rehearsal Space Summary					0 sf	3,600 sf	3,600 sf	3,600
Administrative Space					924 sf	1,125 sf	1,125 sf	1,125
Faculty Office Space					3,862 sf	5,488 sf	5,638 sf	
Class Laboratory Space					31,318 sf	31,400 sf	31,400 sf	· · · · ·
Rehearsal Space					0 sf	3,600 sf	3,600 sf	
Special Use (Performance Space) (Not included	in total)				16,464 sf	16,500 sf	16,500 sf	
Total Departmental Space					36,104 sf	41,613 sf	41,763 sf	41,763
SUNY Assessment								
Classroom Space Required						3,068 sf	3,066 sf	
Student Lounge Space					0.107	1,056 sf	1,055 sf	
Square Feet Per Full-time Faculty					2,407 sf	2,774 sf	2,610 sf	2,610
Square Feet Per Student FTE					60 sf	69 sf	69 sf	



Existing Space:

The four-story Visual Arts Building houses all of the dedicated space for the School of Art+Design which totals 93,936 net assignable square feet. The programs include: Graphic Design, Painting/Drawing, Photography, Printmaking/Art of the Book. Sculpture/3D Media, and Interdisciplinary Visual Arts. The Visual Arts Building also contains an art gallery, an administrative office suite, faculty offices and studios and individual and group student studio space assigned to majors. The New Media Department and Continuing Education also use the space in the Visual Arts Building.

Sculpture studios are located in the rear (south) at the plaza level of the Visual Arts Building. There is one large studio space used for classes and another large space (the "barn") that has dedicated studio space for sculpture majors. Supporting the sculpture program are wood, metal, jewelry, ceramics, plaster, video and sound, and paint shops, a foundry, storage and receiving.

Photography studios for black and white and color are located on the lower level. One of the teaching studios is a double-height space that may have been designed for a cyclorama that was never built. Many of the darkrooms are designed to accomodate one enlarger per room.

Also, on the lower level are the Art of the Book facilities. They are unique classroom and visiting artist spaces. There is an offset printing press, letterpress, bindery, and finishing room that is currently used for storage. The printmaking facility on the plaza level has lithography, woodcut, screen printing, and papermaking equipment. Digital media rooms are planned for the rooms across the corridor from the printmaking facilities. The Design studios are also on the plaza level. The painting and drawing studios are on the upper level. They are large, skylit rooms.

Enrollment

Enrollment for the undergraduate BFA program is projected to remain at Fall 2007 levels. Graduate student enrollment will increase to 20 MFA students, part of the overall strategy to support the new undergraduate program. In addition, the department plans to introduce a BA program in Art+Design. The size of the program is currently under review. For the purposes of this study, enrollment of 100 is assumed.

	Existing Fall 2006	Existing Fall 2007	Projected Fall 2012	Projected Fall 2017
Undergraduate BFA Headcount	406	433	430	430
Graduate MFA Headcount	8	8	20	20
Undergraduate BA Headcount	0	0	100	100
Total Headcount/FTE	414 / 383	441 / 399.8	550 / 448	550 / 4 52



Benchmarking

In comparison with other SUNY programs and with private, aspirational institutions, the Purchase A+D program has a generous space allocation based on SF/FTE. The proposed program aligns the SF/FTE with other institutions.





Space Needs

The space needs for Art+Design are based on a redistribution of Fall 2007 student studio contact hours by content to reflect curriculum changes, particularly the advent of digital media, in visual art programs nationwide. Studio disciplines which are slated to grow are digital design and editing, digital photography, and interactive media labs. Demand for book bindery, wet process photography, and print making is reduced.

These changes in studio hours translate into a corresponding redistribution of studio space. Also, there is a need for additional student and faculty assigned studio space. Overall, the A+D has a surplus of space of 4,133 nasf.

Recommendations

The equipment needs of each of the disciplines in Art+Design make it the most space-driven program at the College. However, unlike this report's recommendations for Dance and Music which require additional space, Art+Design with its surplus is in the position to reallocate some of its space in the Visual Arts Building to other on-campus programs. Three studios in the Design Technology program of TAF are proposed for location in the Visual Arts building.

As part of Purchase's curriculum initiatives, the College intends to introduce an Art+Design major associated with a BA degree in addition to the BFA and MFA programs. Based on preliminary analysis four darwing and painting studio spaces totaling 5,600 nasf are dedicated to this program. There is also capacity in other specialized studio spaces for these students. With the reconfiguration of the A+D space, these studios are accommodated in the Visual Arts Building. If as definition of the BA program progresses additional space is needed, then there is opportunity to insert a floor of 1,800 sf at the plaza level.







The School of the Arts								
School of the Art + Design								
	Existing Fall	Need Fall	Projected	Projected Fall	Existing Fall	Existing Fall	Projected Fall	
Departmental Profile	2007	2007	Fall 2012	2017	2006	2007	2012	2017
Administrative Space								
Dean (300 sf)	1	1	1	1		300 sf	300 st	: 300 s
Assistant Dean (240 sf)	1	1	1	1		240 sf	240 st	240 s
Assistant to the Dean (120 sf)	2	2	2	2		240 sf	240 st	: 240 s
Communication Coordinator (120 sf)	1	1	1	1		120 sf	120 st	120 s
Business Manager (120 sf)	1	1	1	1		120 sf	120 st	120 s
Associate Manager IT (120 sf)	1	1	1	1		120 sf	120 st	: 120 s
Assistant Manager IT (120 sf)	1	1	1	1		120 sf	120 st	120 s
Building & Gallery Manager	1	1	1	1		120 sf	120 st	120 s
Circulation						345 sf	345 sf	345 st
Total Administrative Space					1,824 sf	1,725 sf	1,725 sf	1,725 s
Faculty Offices								
Faculty (120 sf)	19	19	21	22		2,280 sf	,	
Adjunct (40 sf)	25	25	25	25		1,000 sf	,	
Administrative Staff	1	1	1	1		120 sf		
Lab Technician	4	4	4	4		320 sf		
Conference Room	1	2	2	2		1,200 sf	,	
Workroom	1	1	1	1		150 sf		
Storage	1	1	1	1		400 sf		
Circulation						1,368 sf	1,428 sf	1,458 sf
Total Faculty Space					7,363 sf	6,838 sf	7,138 sf	7,288 s
Studio Space								
BFA Student Studios		95	95	95		14,250 sf	14,250 sf	14,250 s
MFA Student Studios		8	20	20		2,000 sf	,	
Faculty Studios		19	21	22		4,750 sf		
Total Studio Space					17,389 sf	21,000 sf	,	,
Summary Administrative Space					1,824 sf	1,725 sf	1,725 sf	1,725 s
Faculty Office Space					7,363 sf	6,838 sf	,	,
Class Laboratory Space					62,878 sf	40,340 sf		
Studio Space					17,389 sf	21,000 sf		
Special Use - Gallery					4,482 sf	6,500 sf	6,500 sf	6,500 sf
Total Departmental Space					93,936 sf	76,403 sf	87,003 sf	89,803 s
SUNY Assessment								
Classroom Space Required						831 sf	1,017 sf	1,017 s
Student Lounge Space						900 sf	1,008 sf	1,017 s
Square Feet Per Full-time Faculty					4,944 sf	4,021 sf	4,143 sf	4,082 s
Square Feet Per Student FTE					235 sf	191 sf	194 sf	199 s

DEPARTMENTAL SPACE NEEDS: SCHOOL OF ART+DESIGN (A+D)





The School of the Arts School of the Art + Design									
		Existing Fall	Need Fall	Projected	Projected Fall	Existing Fall	Need Fall	Projected Fall	Projected Fall
Departmental Profile		2007	2007	Fall 2012	2017	2007	2007	2012	2017
Class Laboratory Space									
Book Art									
Book Bindery			1	1	1		1,200 sf	1,200 sf	1,200 sf
	Subtotal					7,750 sf	1,200 sf	1,200 sf	1,200 sf
Ceramic									
Ceramic Studio			1	1	1		1,400 sf	1,400 sf	1,400 st
Kiln			1	1	1		450 sf	450 sf	450 sf
Clay Storage			1	1	1		300 sf	300 sf	300 sf
	Subtotal					1,108 sf	2,150 sf	2,150 sf	2,150 sf
General Studios									
Design Studio			3	3	4		3,600 sf	3,600 sf	4,800 s
Digital Design Studio			4	5	6		4,800 sf	6,000 sf	7,200 st
Digital Editing Studio			1	1	1		900 sf	900 sf	900 st
Drawing Studio			3	3	3		4,200 sf	4,200 sf	4,200 s
Drawing Studio (BA)			0	3	3		0 sf	4,200 sf	4,200 s
Interactive Media Lab			1	1	1		900 sf	900 sf	900 s
Painting Studio			2	2	2		2,800 sf	2,800 sf	2,800 s
Painting Studio (BA)			0	1	1		0 sf	1,400 sf	1,400 st
	Subtotal					13,353 sf	17,200 sf	24,000 sf	26,400 sf
Photography							2 400 4	2 400 . 6	2 400 -
Photography			2	2	2		2,400 sf	2,400 sf	2,400 st
Support	0.1		1	1	1	- 100 (720 sf	720 sf	720 st
	Subtotal					8,128 sf	3,120 sf	3,120 sf	3,120 s
Printmaking									
Print Making			2	2	2		3,600 sf	3,600 sf	3,600 s
Lithography	0.1		2	2	2	6.4696	3,200 sf	3,200 sf	3,200 s
	Subtotal					6,463 sf	6,800 sf	6,800 sf	6,800 st
Sculpture			1	1	1		2,400 sf	2,400 sf	2,400 st
Sculpture Studio			1	1	1		2,400 sf 720 sf	2,400 sf 720 sf	2,400 st
Support	Subtotal					11,473 sf	3,120 sf	3,120 sf	3,120 st
Shop Metals Shop			1	1	1		1,800 sf	1,800 st	1,800 s
Jewelry Shop			1	1	1		1,200 sf	,	,
Wood Shop			1	1	1		2,400 sf		
Support			1	1	1		2,400 sf 1,350 sf		
Jupport	Subtotal			1	1	9,140 sf	6,750 sf		
Total Class Laboratory									,
Total Class Laboratory	Space					62,878 sf	40,340 sf	47,140 sf	49,540 s



8

Existing Space

Natural and Social Sciences occupies all four levels of the Natural Sciences Building and portions of the upper two levels of the three-story Social Sciences Building. In total the NSS department currently utilizes 46,247 nasf.

The Social Sciences building is one of the smaller buildings on campus with 33,600 net assignable square feet of which NSS utilizes approximately 12,000. The department's administrative office suite and faculty offices partially occupy the second level. There are additional NSS faculty offices on the plaza level. This level also has several general classrooms and a large lecture hall equipped with smart classroom technology.

The remainder of space in the Social Science building is dedicated to other departments. The Design Technology department of the Conservatory of Theater Arts and Film occupies classrooms and faculty offices on the second level. Campus Technology Services (CTS) uses the lower level. And on the plaza level there is rental space currently used by NYU's Stern School of Business.

The Natural Sciences areas of study require specialized laboratories dedicated to biology, chemistry, environmental science, physics, and psychology. Two types of labs are provided, large ones for classroom instruction and smaller ones for faculty and student research. The Natural Science building configuration has instructional laboratories in the center space; faculty and student research labs, and faculty offices along the perimeter; and classrooms at the corners. This arrangement encourages interaction among faculty and students.



Enrollment Chart: School of Natural & Social Sciences

The psychology labs are on the campus level of the Natural Sciences building. The two Sensory and Perception Labs are outdated and need to be reconfigured. The adjacent small testing cubicles are no longer in use. The observation/testing rooms (2047/2049, 2053/2056, 2057/2059) that are separated by one-way mirrors are also not in use for the intended purpose. The Psychology program previously used animals for research. This has been discontinued. Several rooms in the basement are devoted to animal housing and support. The space currently is used for storage and in general is underutilized.

Enrollment

Enrollment for NSS is projected to increase approximately 7% in the next ten years. Growth is anticipated in Biochemistry, a new area of study as of Fall 2007. Environmental Studies is a recently created interdisciplinary major. Prior to this, Purchase had offered a curriculum in Environmental Sciences since the College's founding. The Environmental Studies major is projected to grow and may attract students from Biology. Media, Society and Arts, an interdisciplinary curriculum residing in the School of NSS is also projecting growth. With recent faculty changes in the Sociology department, growth is projected for this major.

Space Needs

Overall the existing space needs of 45,915 nasf approximately equals the existing space allocation of 46,247 nasf. However, the distribution of this space requires realignment. There is a need for more research labs for faculty and students and less space allocated for classroom labs. Some additional faculty office space is required.

Other space requirements include a Center for Math and Science, Einstein Corner, and SPARC, which is a center of activism for social science majors.

Recommendations

The needs of the Natural Sciences programs are specialized and unique and the Natural Science Building already contains many of the required types of spaces for the programs. For these reasons, it is the recommendation of this study to keep the laboratories and attendant support spaces for Natural Sciences in the Natural Sciences Building. With reconfiguration, the Natural Science building has the capacity to accommodate the administrative suite for the Dean of NSS and the entire faculty. The additional research space for faculty and students is located on the perimeters of the building, intermingled with faculty office space to encourage interchange between students and faculty.

The Design Technologies program in the Conservatory of Theater Arts & Film has studios and faculty offices in the Social Sciences Building which is proposed to be relocated. Additional space is not required to accommodate growth in the School of Natural and Social Sciences. Therefore, the vacated space in the Social Science Building is converted into general classrooms and/or assigned to a different department.


e School of Natural &	Existing F			Projected Fall	Projected Fall	Existing Fall	Need Fall	Projected Fall	Projected F
	20		2007	2011	2016	2007	2007	2012	20
partmantal Profile	201		2007	2011	2010	2007	2007	2012	20
ministrative Space Dean (300 sf)		4	4				200 -4	200 -f	200
Assistant to the Dean	(120 sf)	<u>1</u> 1	<u>1</u>	<u> </u>	<u> </u>		<u> </u>	<u>300 sf</u>	300
Laboratory Manager (· · ·	-	1	1	1			180 sf	180
Administrative Staff	120 31	1 2	2	2	2		120 sf 160 sf	120 sf 160 sf	<u>120</u> 160
Conference Room		2	2	1	2		300 sf	300 sf	300
Storage		1	1	1	1		150 sf	150 sf	150
Circulation		1	1		I		303 sf	303 sf	303
Total Administrative	Snace					1,325 sf	1,513 sf	1,513 sf	1,513
	Opuoc					1,020 31	1,010 31	1,010 31	1,010
culty Offices Faculty (120 sf)		26	26	20	20		4.220 of	1.560 of	4 560
Adjunct (40 sf)		36 21	<u>36</u> 21	<u>38</u> 21	<u>38</u> 21		4,320 sf	4,560 sf	4,560
		0	21	0	0		840 sf	840 sf	840
Administrative Staff Lab Technician		5	5	5	5		<u> 0 sf</u> 400 sf	0 sf 400 sf	400
Conference Room		2	2	2	2		1,200 sf	1,200 sf	1,200
Workroom		2	2	1	2		1,200 si 150 sf	1,200 si 150 sf	1,200
		1	1	1	1		400 sf	400 sf	400
Storage Circulation		1		1	I		1,828 sf	1,888 sf	1,888
Total Faculty Space						9,584 sf	9,138 sf	9,438 sf	9,438
Total Tacuity Opace						3,304 31	3,100 31	3,400 31	3,400
ss Laboratory Space									
General Anthropology L	ab	0	1	1	1		1,200 sf	1,200 sf	1,200
Biology Lab		3	3	3	4		3,600 sf	3,600 sf	4,800
Environmental Lab		2	2	2	2		2,400 sf	2,400 sf	2,400
Chemistry Lab		3	3	3	3		3,600 sf	3,600 sf	3,600
Psychology Experimen	tal Lab	1	1	1	1		1,200 sf	1,200 sf	1,200
Physics Lab		1	1	1	1		1,200 sf	1,200 sf	1,200
	Subt						13,200 sf	13,200 sf	14,400
Total Class Laborato		port Spa	ace			26,205 sf	7,080 sf 20,280 sf	7,080 sf 20,280 sf	7,440 21,840
	ry Space					20,203 31	20,200 31	20,200 31	21,040
Note									
search Space									
Faculty Participating in R	esearch	17	17	19	19		6,375 sf	7,125 sf	7,125
Students Participating in	Research	40	40	45	50		3,036 sf	3,375 sf	3,750
Total Research Spac	e					5,698 sf	9,411 sf	10,500 sf	10,875
mmary									
Administrative Space						1,325 sf	1,513 sf	1,513 sf	1,513
Faculty Office Space						9,584 sf	9,138 sf	9,438 sf	9,438
Class Laboratory Space	e					26,205 sf	20,280 sf	20,280 sf	21,840
Research Space						5,698 sf	9,411 sf	10,500 sf	10,875
Special Use									
epoolal eoo		nal Qua				3,435 sf	0 sf	0 sf	(
	Cen		Math Secier	nce		0 sf	900 sf	900 sf	900
		tein Co	orner			0 sf	1,050 sf	1,050 sf	1,050
		00				0 sf	300 sf	300 sf	300
	Eins SPA	RU							45.045
Total Departmental	SPA	RC				46,247 sf	42,591 sf	43,980 sf	45.915
	SPA	ĸc				46,247 sf	42,591 sf	43,980 sf	45,915
Total Departmental	SPA Space	ĸu				46,247 sf	42,591 sf 11,675 sf	43,980 sf 11,876 sf	
Total Departmental SUNY Assessment	SPA Space					46,247 sf			12,238
Total Departmental SUNY Assessment Classroom Space Requ	SPA Space					46,247 sf	11,675 sf	11,876 sf	45,915 12,238 1,773 1,199

DEPARTMENTAL SPACE NEEDS: SCHOOL OF NATURAL AND SOCIAL SCIENCE (NSS)



DEPARTMENTAL SPACE NEEDS: SCHOOL OF HUMANITIES

Existing Space

The three-story Durst Humanities Building houses most of the dedicated space for the Humanities Department, the majority of which is general classrooms. The design of the Humanities building reflects a pedagogical style where classes are small and taught in seminar rooms or in a faculty office. For this reason, the majority of the 19 general classrooms in the building accommodate fewer than 30 students, and the faculty offices at 135 sf are larger than the SUNY standard of 120 sf. This layout reflects the educational vision at the time of construction, but current typical class sizes range from 30-40 students. Some larger classrooms are needed. One large lecture hall seats 110 students, but the next largest classroom seats only 40 students.

There are specialized space needs for some boards of study. Journalism has a computer lab and space for the College paper, the *Dispatch*, which is produced as part of the coursework. Cinema Studies uses a lecture room or classroom for its viewing room requirement. For its black box Drama Studies uses the stage of the Humanities Theater. This restricts the use of the theater by others. Rehearsal space for the program was in the lower level of the building but is closed because of water problems.

On the lower level are the University Police Department and Counseling Services and on the upper level External Affairs and Development. Some student services offices have recently been relocated from the plaza level of Humanities to the new Student Services Building creating 8,600 nasf of vacant space in the building.

Enrollment

The School of Humanities is projected to grow in the next 10 years, specifically in the "integrated studies," disciplines of Journalism, Cinema Studies, Creative Writing, and



Drama Studies. Begun in 2001 Cinema Studies has experienced 10% growth every year. The upper limit of this growth may reach 115 majors. Creative Writing is the only area of study in the Liberal Arts and Sciences that requires portfolio review for admission. It may grow to 100 students. Drama Studies is projected to grow to 60 in 2017. Journalism has also experienced tremendous growth and is projected to grow to 225 in 2017.

Space Needs

The space assessment indicates the need for additional space in all categories for the Humanities Department. The required increase is 11,832 nasf, which almost doubles the existing amount of available nasf of 12,918. The need is largely driven by the enrollment increases highlighted in the previous section for the Integrated Studies disciplines. Additional faculty office space addresses a projected increase in faculty numbers, the necessary decompressing of existing shared office space, and adequate space for adjuncts. Class laboratory space needs constitute the bulk of the additional space needs. They include newspaper and broadcast labs for journalism. The existing Journalism Lab focuses on print media. The proposed program allows for instruction in production (broadcast, digital photo, web design) to be integrated into the space. The needs of Drama Studies for a black box, rehearsal and acting studios are included. Access to viewing rooms for Cinema Studies is also needed.

Space needs for general classrooms are also programmed for increases. These classrooms are used by students in both the School of the Arts and the School of Liberal Arts and Sciences. The total additional nasf for this need is 3,843. Correct sizing of the classrooms is needed. Currently, it is difficult to get faculty to run large section sizes for general instructional classes. It is possible that improving the quality of the building systems for the existing larger classrooms may give faculty an incentive to teach larger sections.

Recommendations

The Humanities Building as noted previously has 8,600 nasf of vacated space. It is also the recommendation of this study that the University Police Department and Counseling, currently occupying the lower level of Humanities be located elsewhere on campus creating another 8,040 nasf of available space. This provides the opportunity to reallocate a total of 16,640 sf of space in this building.

The faculty office and administrative space needs for Humanities, and the Journalism program's classroom labs are proposed to occupy the vacant space. A possible location for the Journalism labs is in the area currently occupied by External Affairs on the second level. Here, it is highly visible from the lobby. The main instructional space for the program is featured and observed by students of all disciplines as they attend classes in the building. The general classroom space deficit is also addressed in available space in the upper two floors of the building.

On the plaza level in the southeast corner and in corresponding space on the lower level, space is allocated for External Affairs. Other space available on the lower level is to be used for office swing space during the multiple campus construction projects anticipated over the next several years or to be renovated for the Business Affairs department.

DEPARTMENTAL SPACE NEEDS: SCHOOL OF HUMANITIES



	Existing Fall	Need Fall	Projected Fall	Projected Fall	Existing Fall	Need Fall	Projected Fall	Projected Fa
epartmental Profile	2007	2007	2011	2016	2007	2007	2012	201
dministrative Space								
Dean (300 sf)	1	1	1	1		300 sf	300 sf	300
Assistant to the Dean (120 sf)	1	1	1	1		180 sf	180 sf	180
Theater Manager (120 sf)	1	1	1	1		120 sf	120 sf	120
Administrative Staff	1	1	1	1		80 sf	80 sf	80
Conference Room	1	1	1	1		300 sf	300 sf	300
Storage	1	1	1	1		150 sf	150 sf	150
Circulation Total Administrative Space					1,212 sf	<u>283 sf</u> 1,413 sf	<u>283 sf</u> 1,413 sf	<u>283 s</u> 1,413
culty Offices								
Faculty (120 sf)	40	40	43	43		4,800 sf	5,160 sf	5,160
Adjunct (40 sf)	27	27	27	27		1,080 sf	1,080 sf	1,080
Administrative Staff	0	0	0	0		0 sf	0 sf	0
Lab Technician	0	0	0	0		0 sf	0 sf	0
Conference Room	2	2	2	2		1,200 sf	1,200 sf	1,200
Workroom	1	1	1	1		150 sf	150 sf	150
Storage	1	1	1	1		400 sf	400 sf	400
Circulation						1,908 sf	1,998 sf	1,998
Total Faculty Space					7,771 sf	9,538 sf	9,988 sf	9,988
lass Laboratory Space								
Journalism Newspaper		1	1	1		1,500 sf	1,500 sf	1,50
Journalism Broadcast Complex		0	0	1		0 sf	0 sf	1,50
Cinema Studies (Production included in TAF Film)						0 sf	0 sf	
Drama Studies Acting Studio (1,050 sf)		2	2	2		2,100 sf		
Language Lab (900 sf)		1	1	1		900 sf		
Subtotal						4,500 sf		
Support Space						675 sf		
Total Class Laboratory Space					<u>0 sf</u>	<u>5,175 sf</u>	<u>5,175 sf</u>	6,900
Note								
ehearsal Space Small Rehearsal Space		1	1	1		450 sf	450 sf	45
Total Rehearsal Space			1		0 sf	450 sf		
ummary								
Administrative Space					1,212 sf	1,413 sf	1,413 sf	1,41
Faculty Office Space					7,771 sf	9,538 sf	9,988 sf	
Class Laboratory Space					0 sf	5,175 sf	5,175 sf	
Rehearsal Space					0 sf	450 sf	450 sf	45
Special Use (Performance Space)								
Humanities Theater					3,935 sf	4,000 sf	4,000 sf	4,00
Small Black Box					0 sf	2,000 sf	2,000 sf	2,00
Total Departmental Space					12,918 sf	22,575 sf	23,025 sf	24,75
SUNY Assessment								
Classroom Space Required						15,403 sf	16,042 sf	16,82
Student Lounge Space						2,242 sf	2,335 sf	
Square Feet Per Full-time Faculty					323 sf	564 sf	535 sf	57
Square Feet Per Student FTE					0 sf	18 sf	17 sf	1

DEPARTMENTAL SPACE NEEDS: SCHOOL OF HUMANITIES





Perkins Eastman



Existing Space

Spaces for the existing interdisciplinary studies and liberal studies programs are located throughout the campus. The interdisciplinary programs referred to in this section of the space needs program include Bachelor of Art in Liberal Arts (BALA), New Media, Women's Studies, and Arts Management. Currently instructional and faculty spaces which support these programs are located in the Humanities, Social Science, and Natural Science buildings. However, because of their interdisciplinary nature, a large variety of spaces within the space allocations of other departments provide the instructional venues. The continuing Education program extensively uses the studio on the 3rd floor of the Visual Arts Building for classes which generate significant revenues.

Enrollment

Projected enrollment for these specific interdisciplinary programs indicates growth for the Arts Management program, stability for the Women's Studies and New Media, and a decrease in the BALA students.

Some of the Liberal Studies programs are also slated for growth, specifically in the Media and Communication and Art concentrations. The increase in the Arts addresses a proposed program in interior design and architecture.

	Existing Fall 2006	Existing Fall 2007	Projected Fall 2012	Projected Fall 2017
Interdisciplinary Total	143	175	175	210
BALA	11	9	5	5
New Media	107	117	110	110
Women's Studies	21	17	25	25
Arts Management	4	32	35	70

	Existing Fall 2006	Existing Fall 2007	Projected Fall 2012	Projected Fall 2017
Liberal Studies Total	357	382	390	405
LS Legal Studies	29	30	25	20
LS Media & Comm.	44	51	55	65
LS & Art	47	61	70	80
LS, General	237	240	240	240

Space Needs

Although many of the space needs for Interdisciplinary Studies and Liberal Studies are accounted for in the programs in other schools, there remains a need for dedicated space. The Integrated Studies requires administrative space for a dean's suite. Faculty offices and workspace are also needed. And finally there is a need for three media labs. The total space need is projected to be 5,520 nasf by 2017.

The Liberal Studies programs space needs are largely addressed by the space allocations in other departments. Liberal Studies programs are scheduled in the evening. Therefore, the overwhelming majority of the space needs are met with spaces programmed for the School of the Arts and School of Liberal Arts and Sciences which are not used during these hours. There are some specialized spaces which may be required if the interior design program is initiated. This will need to be addressed as the program initiatives develop.

Recommendations

It is the recommendation of this study that the administrative and faculty spaces needs are realized in the Social Science Building in space vacated by the Design Tech department of TAF and the NSS dean suite. As noted in other sections of this chapter, these two groups are relocated elsewhere on campus. The need for the required three media labs is currently being addressed by the renovations on the plaza level of the library. Three computer labs and classrooms are under construction in the area of the library where the circulation function previously occupied.

The administrative offices in the lower level of the Music Building adequately serve the current and projected administrative office needs for the Continuing Education and Liberal Studies programs. Availability of studio space for Continuing Education programs in either the Visual Arts Building or other appropriate locations is necessary.



Arcade at Social Science Building



nterdisciplinary Studies & Libe	eral Studies						_	
	Existing Fall	Need Fall	Projected Fall	Projected Fall	Existing Fall	Need Fall	Projected Fall	Projected Fall
Departmental Profile	2007	2007	2011	2016	2007	2007	2012	2017
Administrative Space							-	
Dean (180 sf)	1	1	1	1		180 sf	180 sf	180 sf
Administrative Staff	1	1	1	1		80 sf	80 sf	80 sf
Conference Room	1	1	1	1		300 sf	300 sf	300 sf
Storage	1	1	1	1		150 sf	150 sf	150 sf
Circulation						178 sf	178 sf	178 sf
Total Administrative Space	1	2			488 sf	888 sf	888 sf	888 sf
aculty Offices								
Faculty (120 sf)	2	2	4	5		240 sf	480 sf	600 sf
Adjunct (40 sf)	3	3	8	10		120 sf	320 sf	400 sf
Administrative Staff	0	0	0	1		0 sf	0 sf	120 sf
Lab Technician	0	0	2	2		0 sf	160 sf	160 sf
Conference Room	0	0	1	1		0 sf	500 sf	500 sf
Workroom	1	1	1	1		150 sf	150 sf	150 sf
Storage	1	1	1	1		120 sf	120 sf	120 sf
Circulation						158 sf	433 sf	513 sf
Total Faculty Space					0 sf	788 sf	2,163 sf	2,563 sf
Class Laboratory Space Media Labs	0	0) 3	3		0 s	f 1,800 sf	1,800 s
Prodia 2000	Subtotal					0 s		
	Support Space					0 s		
Total Class Laboratory S					0 sf	0 st		
Note								
Rehearsal Space								
No Allowance	0	C) (0		0 s		
Total Rehearsal Space					0 sf	0 st	f 0sf	- 0 s
Summary								
Administrative Space					488 sf	888 s		
Faculty Office Space					0 sf	788 s		,
Class Laboratory Space					0 sf	0 s		,
Rehearsal Space					0 sf	0 s		
Special Use					0 sf	0 s	f 0 st	· 0 :
Total Departmental Space SUNY Assessment	e				488 sf	1,675 st	<u>f 5,120 sf</u>	5,520 s
Classroom Space Required						1 050	f 0.070 -	0740
Student Lounge Space						1,959 s		,
Square Feet Per Full-time F	aculty				244-5	422 s		
Square Feet Per Full-time F					244 sf	838 s		,
Square Feet Per Student F	10				0 sf	11 s	<u>f</u> 24 st	26 s







Existing Space

The library at Purchase College is located on the plaza and lower level of the Library Building. It occupies 93,002 nasf for a student population of 4,813 FTEs in Fall 2007. Its bound volume collection size is 180,000 which has been reduced in the past few years from 200,000.

The importance of the library to an institution of higher education is often reflected in its placement at the center of the campus. This is the case at Purchase College where the library is located in the center of the plaza. With this central location students engaged in all areas of study conveniently access the College's collection.

In Winter 2008 the library completed a major renovation project. The renovation relocated the entrance and circulation desk functions to the east side of the building, reversing the entrance and exit flow. It created an information commons adjacent to the new entrance. The project also added three classrooms and labs to the plaza level on the west side where the previous circulation and entrance were located. Minor renovations are occurring on the lower level to reconfigure space for the collection.

On the lower level of the Library, within its secured zone there is also instructional space and administrative space for a recently reorganized resource, the Technology Learning and Teaching Center (TLTC), which supports faculty curriculum development using today's technology.

Benchmarking

Based on benchmarking with other SUNY undergraduate institutions, Purchase College Library has a substantial surplus of space. Further comparison with SUNY, CUNY, California university systems, and American Library Association (ALA) models leads to the same conclusion.



Library Program Benchmarking

The Library in Higher Education

Not surprisingly the role of the library is changing in its community and academic settings with digital technology radically altering the previous predominance of print resources. Back copies of journals and a myriad of other print resources are now available on CDs, greatly reducing shelving space requirements. Conversely, the volume of non-print resources for sound recordings, film and video, and computer files is increasing steadily. However, their space requirements are 25% of those for a book. And with information available on the internet, book circulation has dramatically decreased. Sources for research papers may exist entirely in cyberspace or on digital media without requiring reference to any print resources. With these changes the number of computer stations in the library continues to increase. And with the advent of wireless internet, access to research data bases no longer needs to be limited to the library leading to the concept of the "virtual library".

With the number and rapidity of these changes, the uses and space requirements for today's library are continually changing. At Purchase College the recent renovations have successfully provided additional computer stations for research. There are other opportunities for development of the Library as a model of today's academic endeavors.

Space Needs

Based on the College's collection size, student population, and trends in library services and facilities the recommended nasf is 52,216. This produces a surplus of 40,786 nasf for its existing allocation. The breakdown of space needs is:

- Collection
- Seating
- Support

Recommendations

It is the recommendation of this study that the library renovates its lower level to use effectively the vacated Campus Technology Services (CTS) space and other underutilized space. From the reorganization a digital media zone is created which includes administrative space for TLTC, video editing, CAD labs, smart classrooms and dispensing of video and film equipment. Students in the adjacent Center for Film and Theater as well as other students in the college will utilize these spaces. The zone serves as an interface between the library and the Center and is located between the two. It is also the recommendation of this study that 8,000 nasf of library space be reassigned to the University Police Department in the lower level of the library on the easternmost end.



DEPARTMENTAL SPACE NEEDS: ADMINISTRATION

Administration

Overall the projected space needs for the College's administrative departments show a surplus of 3,117 nasf. This is based on an existing allocation of 62,549 nasf and a 2017 need of 59,340 nasf. The surplus indicated is not significant, approximately 5%, which makes pinpointing excesses difficult and not critical. Based on observation some of the administrative offices on the third floor of the Student Services Building are oversized. Conversely and not surprisingly, there are also some administrative departments e.g. University Police and External Affairs which require additional space. Business Affairs requires a reallocation of its space. These three departments have been examined in detail as follows:

External Affairs

External Affairs coordinates the college's fund raising efforts among eight groups. In addition to the administrative suite for the vice president, development, sponsored research, and Purchase College Fund (PCF) are best located with the vice president. Corporate Relations, Sponsored Funds, and Public Affairs should be in a single area. Alumni Affairs and Annual Fund operate somewhat autonomously. And finally Publications with its space needs for presses should remain separate.

Currently the department is located in three different buildings on campus occupying a total of 4,703 nasf. Based on preliminary analysis the proposed square foot requirements are for 6,384 nasf. Space is needed for additional staff and adequate work space for existing staff.

NAME	SPACE UNITS	STAFF		EXISTIN	G SPACE		PROPO			DEPT.
							Propos	ed		NSF
		Existing	Proposed	Building	Room #	SF	Unit Area	Units Provided	Space Type	
External Affairs	VP for External Affairs & Devel	1	1	HUM	2063	252	264	1	Office	264
	Assistant to VP, Admin Asst	2	2	HUM	2064	392	49	2	Worksta	98
Development	Director (Planned & Major Gifts)	1	1	HUM	0060	137	264	1	Office	264
	Director (Communications)	1	1	ADMN	3002/A	158	120	1	Office	120
	Database Coordinator	1	1	HUM	0059	137	120	1	Office	120
	Events Coordinator, Prospect Reseach	2	2	HUM	0062	137	120	2	Office	240
	New position	0	1				120	1	Office	120
Sponsored Research	Director	1	1	HUM	2063B	126	120	1	Office	120
	Associate	1	1	HUM	2063B		228	2	Office	456
	Grant Writer	0	1				120	1	Office	120
PCF	Staff	1	1	HUM	2041	229	144	1	Office	144
	Staff	2	3	HUM	2035,6	324	120	3	Office	360
PCF	File Storage (5 yrs at 2cab/yr)						4.5	10	Stor	150
Office support:	Office supplies						100	1	Stor	100
	Waiting Room/Reception								Wait	250
Corporate Relations	Director (Foundation Relations)	1	1	HUM	0061	137	144	1	Office	144
Alumni Affairs	Director	1	1	HUM	0057	137	144	1	Office	144
Annual Fund	Assoc. Director Annual Giving	1	2	HUM	0058	137	228	2	Office	456
Sponsored Funds	Director, Staff	1	1	ADMIN		300	264	1	Office	264
	Staff	1	1	ADMIN			228	1	Office	228
Public Affairs	Director (Communications)	1	1	ADMN	3008	167	120	1	Office	120
	Assistant	1	1	ADMN	3010	52	49	1	Worksta	49
Conference:	8-10 People						250	1	Conf	250
Publications	Print Shop		1	LIB	0005	1515	1515	1	shop	1515
Publications	Director	1	1	LIB	0006A	183	144	1	Office	144
	Publications staff, print shop monitor	2	2	LIB	0006B	183	144	1	Office	144
	EXISTING TOTALS	23		_		4,703				
	PROPOSED TOTALS		27		-					6,384

External Affairs Program

This report recommends that External Affairs relocate to the plaza level of the Humanities Building. The group which has the greatest level of interaction with the public is located here. The remainder of the department is located directly below on the lower level of Humanities. The Alumni Affairs and Annual Giving staff is to move into the old mansion, the Administration Building, on the Heritage Site.

University Police Department (UPD)

The University Police Department currently is located in the lower level of the Humanities Building and occupies 2,498 nasf. Its space is cramped, and many spaces necessary for the campus police force in today's world are absent e.g. holding cells, interview rooms, properly sized dispatch rooms. Based on interviews with UPD there is a need for 5,219 nasf of space. This more than doubles their existing area. The optimal location for UPD has also been studied. Based on an evaluation conducted by security experts, the most vulnerable area on campus is the central plant located at the lower level of the plaza, east of Lincoln Avenue. The recommendation of this study is to relocate the UPD at the lower level of the plaza, in the east end of the existing library across from the central plant for maximum security.

NAME	SPACE UNITS		STAFF		EXISTIN	G SPAC	E	PROPC	SED PRO	OGRAM	DEPT.
								Propos	ed		NSF
			Existing	Proposed	Building	Room #	SF	Unit Area	Units Provided	Space Type	
STAFF Chief of Police Deputy Chief Asst Chief Inspector Investigator Deputy Chief office Administration Police Officers			0 1 0 2 2 1 1 20	1 1 2 2 1 1 30			996	180 180 180 120 120 240 96 NA	1 1 1 1 1 1 1 NA	Office Office Office Office Office Office Office NA	180 180 120 120 240 96 NA 1,116
SUPPORT Secured Lobby Public Lobby Dispatch Booking Room Interview Room Holding Room Detainee Toilet Weapons Storage Evidence Room Property Storage Briefing, Training Staff Lounge Locker& Toilet Room Sleeping Rooms Records Report Writing	Male, Female Storage Police	SUBTOTALS					1,502	150 150 300 150 120 80 160 48 100 150 150 525 200 300 300 300 150 150	1 1 3 2 1 1 1 1 1 1 1 2 2 1 1		150 150 300 150 360 160 160 48 100 150 150 150 600 600 600 150 150 4,103
	EXISTING	G TOTALS					2,498				
					1		.,	1			
	TRO				_						

UPD Program



NAME	SPACE UNITS	STAFF		EXISTIN	G SPACE		PROPC	SED PRO	OGRAM	DEPT.
							Propos	ed		NSF
		_	eq		#			ğ	Type	
		Existing	Proposed	Building	Room #	SF	Unit Area	Units Provided	Space Type	
CFO	Chief Financial Officer	1	1	ADMN	2010	300	266	1	Office	266
	CFO Secretary	1	1	ADMN	2011	180	45	1	Service Pt	45
	·								subtotal	311
Business	Director of Business			ADMN	2013	212	192	1	Office	192
	Assistant Dir. Of Business			ADMN	2018	206	192	1	Office	192
	Business staff			ADMN	2014	170				
	Business staff			ADMN	2016	205				
	Business staff			ADMN	2017	215				
	Total Business Staff	6	9	ADMN			70	9	Worksta	630
	Controller	1	1	ADMN	2015	215	240	1	Office	240
					1005	07/			subtotal	1,254
Purchasing	Accounts Payable	2	5	ADMN	1005	276	63	5	Worksta	315
	Accounts Payable	2	2		1005D	327	(0			(0
	Clerk	1	1		1005A	130 130	63 63	1	Worksta	63 63
	Inventory	1	1		1005C 1003	253	63 120	1	Worksta Office	
Summe	Purchasing Agent rt File Storage (7 yrs at 10 drawer/yr)	1		ADMN	1003	253	4.5	1 18	Office	120 81
Subbo	ri File Slorage (7 yrs ar 10 drawer/yr)						4.5	10	 subtotal	642
Human Resources	Director	1	1	HR	1003	85	168	1	Office	168
	Assistant Director	0.5	i	HR	1005	05	120	i	Office	120
	Affirmative Action	0.5	i	HR	2004	180	120	1	Office	120
	Payroll	2	3	HR	1001	458	380	1	Office	380
	Personnel (Fringe Benefits)	ĩ	ĩ	HR	1002	153	96	i	Office	96
	Personnel	i	1	HR	2001	180	45	i	Service Pt	45
	Personnel	2	3	HR	1004	140	228	2	Office	456
Suppo	rt Secured File Storage		1 -				4.5	20		90
Conference	e: 8-10 People						250	1		250
									subtotal	1,725
Shared Support										
Conference	e: 8-10 People						250	1		250
Staff suppor	t: Coffee point						60	2		120
Office suppor	t: Copy point						60	2		120
	Office supplies						100	1		100
	EXISTING TOTA	LS 24		1		4,015				
	PROPOSE	D TOTALS	33							4,032

Business Affairs Program

Business Affairs

Business Affairs consists of three departments: human resources, purchasing and business. Currently business and purchasing are located in the west wing of the Administration Building, the former mansion. Human resources is located is a separate building, also a former residence within the Heritage Site. There are structural and code constraints which limit the adaptability of these houses for a business use. Consequently, some spaces are too small and others are too large, or the circulation is awkward. Based on the development of a detailed space program for the department, the total projected space need is approximately equal to the existing allocations. However, the program indicates that a redistribution of the space is needed.

The recommendation of this report is to relocate the Business Affairs department in its entirety. Two options are possible for this relocation. In both instances the three groups are in one location which is the vice president's goal. One option is the lower level of the Humanities Building. The spaces there are suitable for offices and all groups are accommodated on this level. Its proximity to the administrators in the Student Services Building is also beneficial. The other possibility is to add a floor to the existing central facilities building. There, the department benefits from the adjacency to the facilities department with whom it works closely.

Health Services

Health Services at Purchase College presently include Student Health and Counseling. The Health Service space needs for the campus indicate a deficit of 1,797 nasf from a total need in 2017 of 3,685 nasf. It is the vision of the Health Services administrators that the health services combine into a single entity which emphasizes wellness. The square footage requirements for the counseling and wellness components are 3,660 nasf. They currently occupy 2,144 nasf in the lower level of the Humanities Building.

Plans are in design for changes to the health services on the lower level of Campus Center South. Improvements to circulation, access to the emergency vehicles, pedestrian entrance, and the types and sizes of spaces appropriate for the campus are the major initiatives. In addition to these changes, it is the recommendation of this study to renovate levels two and three of Campus Center South into offices for counseling and spaces for meditation, group discussion and therapy. These two levels have been vacant since the Student Service Building was completed. With these changes Campus Center South becomes a campus wellness center on all four levels including the existing plaza level health food cafe. The plaza level multipurpose room is appropriately sized for yoga classes. With its windows looking out to the arcade it is an opportunity to increase the visibility of the wellness center on the campus.

Harlth Convisos Program	NAME	SPACE UNITS	STAFF		EXISTIN	G SPAC			SED PRO	DGRAM	DEPT.
Health Services Program								Propos	ed		NSF
			Existing	Proposed	Building	Room #	SF	Unit Area	Units Provided	Space Type	
	Counseling	Counselors and physician	13	13	HUM HUM HUM HUM HUM HUM HUM HUM HUM HUM	0013 0006 0012 0002 0003 0015 0004 0002 0001 0007 0005 0009 0001	141 136 136 141 173 136 151 155 138 155 129	120	13	Office	1,560
	Wellness Center		2	4	CCS CCS	0012 0013	128 129	120	4	Office	480
	Special Services Supported Ed.		1	1 1	HUM SSB	0008 222	136 160	120 120	1	Office Office	120 120
	Counselling Women's Center Wellness Wellness	Group Therapy Waiting Area Lounge/Resource Ctr Lounge/Living room Meditation/Yoga						180 150 300 300 450	1 1 1 1	Lounge Wait Lounge Lounge Activity	180 150 300 300 450
		EXISTING TOTAL	S 17		_		2,144				
		PROPOSED TOTAL	S	19]			-			3,660

F

Central Services

Central Services is located in the lower level of the central plaza, below the bookstore and post office. The existing space is used for campus receiving and temporary storage of items which are subsequently delivered to other buildings. Based on the space program there is a sizable surplus of space, 15,007 nasf, for this function on campus. Interviews with administrators also noted the underutilized space in this area.

It is the recommendation of this study that the lower level of the central plaza be renovated for academic space. A portion of central services remains on the lower level, but relocated to the north side of the inner tunnel. Functions to remain include package receiving, student post office boxes, and a greatly reduced temporary storage area for deliveries. Additional space in each building is reserved for storage to compensate for this change.

Student Activities

The space needs for student activity space indicates another significant surplus for a total of 10,106 nasf in excess of the projected need of 54,264 nasf. A large portion of the existing student activity space, approximately 17,000 nasf is located in the Butler Building. The allocation of the building for student activities happened within the past few years. The building hours are 4 pm to midnight or later on weekends. It is managed by the student government. Various entertainment and informal gathering occurs in its large open spaces.

It is the recommendation of this study to retain the existing allocation of student activity space. An important aspect of the student life at Purchase college is performance, whether in the classroom or during a student's free time. To support this culture this "surplus" is an integral part of the student experience at Purchase College.



Butler Building through the trees



SUNY Purchase Space Utilization Study July 2008

9

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Chapter 9 addresses in detail how the recommendations of the previous chapter impact the campus on a building-by-building basis. By working clockwise around and through the plaza and then covering the outlying buildings, each facility is reviewed for:

- Quantitative and qualitative measures
- Building systems in a poor state of repair
- Proposed space allocation mix
- Major moves
- Existing space usage as identified in the Purchase College PSI
- Proposed space usage

A multitude of projects have evolved from the Space Utilization Study, covering everything from space utilization and building alignment to housing options and a basic framework for a master plan. Many of these are small moves that fine-tune and optimize certain buildings, but others are dramatic and impact the look and feel of the campus well beyond the time frame of 2017.



MAJOR MOVES **BY BUILDING**

This study recommends two major capital projects. They are the Center for Technology Enhanced Film and Theater and the Center for Community Learning and Performance. When combined as proposed in this study, they provide a place for instruction and performance for the Theater Arts & Film Conservatory, the Dramatic Studies, and the Cinema Studies programs within the School of Humanities. In this report this facility is also referred to as

programs within the School of Humanities. In this report this facility is also referred to as the Center for Film and Theater. There are also unlimited opportunities for other programs to benefit from these technology enhanced spaces. These two capital projects promise to be a physical realization of the College's curricula initiatives of interdisciplinary studies and its institutional goals of student and faculty collaboration.

Program

The program spaces are culled from the acting and film components of the TAF Conservatory and the specialized space needs allocated to the Drama Studies and Cinema Studies programs within the School of Humanities. The sizes and numbers of these spaces reflect the needs of the individual programs. However, with this rich and varied array of spaces it is the intent that resources are shared, enabling each group more opportunities for learning than if programs remain separated.

The program spaces are divided into three main categories. Performance and film viewing spaces include two black boxes and two viewing rooms. Seating capacities range from 60-120 seats, small and appropriate for learning.



Performance/Viewing Program



Skills spaces include acting studios, group and specialized editing studios, and production studio. To support these functions adjacent equipment dispensing and storage are adjacent.

Skills Program

The third category includes administrative and faculty office and support space.



During the day it is envisioned that the centers for instruction and performance operate together to provide the optimal educational environment for acting and film at Purchase College. In the evening and on weekends the performance spaces become a complex with the four performance and viewing spaces available for events. There is the opportunity for film festivals, student performances of all descriptions, dramatic readings, poetry slams open to the community. It is a venue which complements the PAC facilities which are significantly larger than the ones proposed here. It is also an opportunity for students in the Arts Management program to manage these events.

Department Users

The primary users of the Centers are the film and acting departments of the TAF Conservatory and the Drama Studies and Cinema Studies programs. Several spaces for TAF's design technology departments have also located here. However, it is anticipated that other departments benefit from these spaces e.g. visual arts and new media for multimedia exhibits and productions; music and dance for small performances which rely on multimedia production capabilities; journalism for viewing and production. Viewing rooms are suitable for general classrooms and can be on the scheduling grid.



Users of Center for Film and Theater

Campus Location

The proposed location for this new facility is in the center of the main plaza between the library and the PAC. Currently the one-story bookstore and post office occupy the space at the plaza level. Theater X, the College's outdoor performance space, is also in this location. The theater is no longer usable because of the airplane activity at the adjacent Westchester County Airport. The existing space is typically empty and barren.



Yet its location is at a key campus intersection. It is the first area of the plaza which visitors see when they arrive from the large parking adjacent to the PAC. It is also along the two primary east-west pedestrian routes which in the new plaza landscape plan converge at the east facades of the PAC. And finally, it is one of two routes for prospective students coming from Admissions at the Heritage Site. It leads between the museum and Visual Arts building to this striking new facility.

The plaza level form is a strong, simple geometry which sits on the plaza, visible from all directions. It is glazed to bring light into the space below. At night it becomes a beacon signaling the activities within. At the plaza level there is a café for students and campus visitors. From this level stairs lead to the lower level, currently central receiving and storage for the campus. This atrium is intended to be light, of multiple levels and dynamic.



Plaza West End: Perspective View and Section

The plan at the lower level contains the program for the TAF film, acting, and some design technology components and those for Dramatic and Cinema Studies. The skills spaces are located in a portion of the existing library and extend into the former central receiving area. These areas are currently underutilized. They comprise the elements of the Campus Center for Technology Enhanced Film and Theater Education. The lobby, lounge and office spaces flooded with natural light from the skylights are located in the middle of this complex. On the west side are the four performance and viewing spaces. They comprise the elements of the Center for Community Learning and Performance. They are strategically located adjacent to the PAC black box to share its dressing room and green room facilities. The black boxes require ceiling height in excess of the existing 13'8". It is anticipated that they will penetrate the existing plaza grade and be visible in forms which reflect the strong geometry of the proposed landscape forms.



The addition of these two centers, combined at a single location, has many advantages both for departments and the campus as a whole. For the theater and film disciplines this is a new facility with appropriate sizes and types for their needs. The location is central to the campus, highly visible with a strong, identifiable form to mark its entrance and establish its image. Its program promotes interdisciplinary collaboration and extends its reach to the PAC with an adjacency to their black box. This adds yet another performance space to the future complex. And finally it enlivens the west end of the plaza providing a strong contemporary form for visitors as they enter the campus from the parking lot.


Campus Plan: "Second Founding"



The Music Building is a largely educational building with some assembly space, housing the Conservatory of Music, Conservatory of Theater Arts & Film as well as Continuing Education. It has a program-specific design with a long narrow floor plan suited for practice rooms and offices, but not dimensioned for classrooms. This is paralleled by a larger and lower section housing large performance and recital halls. The building has a low-rise, opaque and removed presence on the plaza. Also, despite the potential of some of its interior spaces for public performances, finishes are cheap and poorly maintained giving the building a drab and dreary feeling.



Music Building from the Northwest

Percent of Building Systems in Poor Condition

Exterior Walls	100%
Windows / Louvers	75%
Doors / Frames / Hardware	100%
Interior Walls	100%
Ceilings	50%
Built-In Furnishings	50%
Specialty Systems	100%
HVAC Distribution & Controls	100%
AHU / Controls	75%
Pumps / Motors / Compressors	50%
Plumbing / Fixtures	100%
Electric Distribution	25%
Specialty Electrical Systems	50%



- Theater Arts & Film is displaced from this building and its space reallocated to the
- Conservatory of Music to satisfy its need for increased lab and practice space.
- Continuing Education remains in the lower level space.





The Dance Building is an almost exclusively educational building, housing the Conservatory of Dance, Conservatory of Theater Arts & Film as well as space leased to Long Island University. It has a program-specific design with large clear-span spaces for dance on the plaza level, but a more traditional structure for the lower level. This building is characterized by long skylights that follow its east and west edges and wash the interiors with natural light. This does a lot to detract from the otherwise bland finishes of the building, giving the Dance Building an energy lacking in many of Purchases' other buildings.



Dance Building from the northwest

Percent of Building Systems in Poor Condition

75%	
75%	21%
50%	
50%	64%
100%	
75%	
50%	57,878nasf 124,040gsf
	75% 50% 50% 100% 75%

- Theater Arts & Film is displaced from this building and its space is reallocated to the Conservatory of Dance to satisfy its need for increased lab space.
- Long Island University remains in the lower level leased space, with Purchase having daytime use of this space.





MAJOR MOVES BY BUILDING: NATURAL SCIENCES

9

The Natural Sciences Building, designed by Paul Rudolph, is a mixed educational and research facility, housing much of the School of Natural & Social Sciences. It is characterized by lab and research space in its central core, with classroom and office spaces at the perimeter. Over time the clarity of the original program layout has become muddled, resulting in spaces that are often not very conducive to their uses. Shifts in research and the science curriculum have left the building in need of a complete restack to bring the facility back in line with instruction and research needs.



Natural Sciences Building from Southeast

Percent of Building	n Systems in	Poor	Condition
Tereerin or Bollani		1001	Containen

Foundations	100%
Exterior Walls	50%
Interior Walls	100%
Doors / Frames / Hardware	25%
Built-In Furnishings	50%
Elevators / Escalators	100%
Specialty Systems	50%
HVAC Distribution & Controls	100%
AHU / Controls	50%
Boiler / Heat Exchange / Controls	50%
Pumps / Motors / Compressors	50%
Electrical Distribution	25%
Power Wiring	25%
Mechanical Specialty Systems	100%



- The School of Natural & Social Sciences is consolidated into this building.
- The building is to be systematically restacked and rationalized.



Lower Level

MAJOR MOVES BY BUILDING: NATURAL SCIENCES

9



MAJOR MOVES BY BUILDING: SOCIAL SCIENCES

9

Social Sciences Building from

the northwest

The Social Sciences Building, designed by Venturi, Scott Brown and Associates, is a highlymixed educational and administrative support building, housing general classrooms, TAF's Design Tech program, social sciences faculty, campus Technology Services and even space leased to NYU's Stern School of Business. Like many of the other buildings on campus it is characterized by drab exterior and interior finishes. Unlike most buildings on campus, however, the building's layout is not highly program-specific, nor is it highly rational. This has led to a jumbled organization that is both flexible and confusing.

Because it is the smallest educational building on the plaza and many of its current uses are proposed to be relocated, the Social Sciences Building is an excellent location to host a variety of classroom and office swing space as required.



Percent of Building Systems in Poor Condition

Windows / Louvers	50%
Doors / Frames / Hardware	100%
Roof	100%
Ceilings	75%
Elevators / Escalators	100%
HVAC Distribution & Controls	100%
AHU / Controls	75%
Boiler / Heat Exchanger /Controls	75%
Pumps / Motors / Compressors	50%



- Theater Arts & Film as well as the School of Natural & Social Sciences are vacated from this building and its space used as swing space.
- General classrooms at the plaza level remain to meet classroom needs for general education courses.







Lower Level

MAJOR MOVES BY BUILDING: CAMPUS CENTER NORTH (NSS)

9

Campus Center North is almost exclusively an amenities building, housing various student organizations, dining services and student support services provided by the administration. There are minor residential facilities located on the third floor of the facility.

No major moves are proposed for this building as no significant amount of underutilized space was identified. However, at a very fine detail a few offices and conference space could yield a handful of swing space for a few individuals or a very small group. Efforts to open up many of the offices to natural light, particularly the lower level should be made.



Campus Center North from the southeast

Percent of Building Systems in Poor Condition

HVAC Specialty Systems	25%
Elevators / Escalators	100%
Pumps / Motors / Compressors	50%



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MAJOR MOVES BY BUILDING: STUDENT SERVICES CENTER

9

The Student Services Center opened in 2006 and all of its building systems are fully functioning. It is an exclusively administrative building, providing one-stop student services for registration, bursar, etc. The building has been generally well-received on campus and it seeks to provide a more active environment at the eastern end of the plaza.

Questions exist regarding the utilization of the building's multipurpose room, but upon examination that space is highly scheduled and did not warrant inclusion in this study. As such, no major moves are proposed for this building as no significant amount of underutilized space was identified.



Student Services Center from the northwest

Percent of Building Systems in Poor Condition

No systems are rated in Poor condition



Perkins Eastman

MAJOR MOVES BY BUILDING: CAMPUS CENTER SOUTH (CSS)



Campus Center South is a mixture of student amenities and student health and wellness services; housing a dining facility, space for student events and the soon to be renovated the student health service. The upper floors have a former commuter lounge and other largely vacant space.



Campus Center South from the southwest

Percent of Building Systems in Poor Condition

Foundations	100%
Exterior Walls	25%
Doors / Frames / Hardware	50%
Roof	100%
Ceilings	25%
Elevators / Escalators	100%
HVAC Distribution & Controls	25%
AHU / Controls	25%
Pumps / Motors / Compressors	25%



Major Moves

• This building is positioned as the primary health, wellness and counseling center for the campus. Relocating counseling on the upper floors reinforces the building's important role as a center for student life.



MAJOR MOVES BY BUILDING: CAMPUS CENTER SOUTH (CSS)





Third Level



Wellness





Plaza Level

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MAJOR MOVES BY BUILDING: HUMANITIES

9

The Humanities Building, designed by Venturi, Scott Brown and Associates, is a highlymixed educational and administrative support building, housing general classrooms, most of the School of Humanities, External Affairs, UPD, and counseling. Like many of the other buildings on campus it is characterized by drab exterior and interior finishes. Unlike most buildings on campus, however, the building's layout is not highly program-specific, nor is it highly rational. This has led to a jumbled organization that is both flexible and confusing.

Additionally, some of the humidity problems that have plagued other spaces on campus below the plaza are also present in the lower level of Humanities. In the next few years significant investments in waterproofing the plaza, in a new roof and a renovated second floor create the possibility of also addressing this problem.



Humanities Building from Northwest

Percent of Building Systems in Poor Condition

Doors / Frames / Hardware	50%
Exterior Walls	25%
Roof	100%
Interior Walls	25%
Ceilings	25%
HVAC Distribution & Controls	75%
AHU / Controls	75%
Boiler / Heat Exchanger /Controls	75%
Pumps / Motors / Compressors	75%
Plumbing Systems / Fixtures	25%



- The University Police Department (UPD) and counseling are vacated from this building, with several administrative groups moved into that space.
- External Affairs is moved from the upper level to the southern end of the building, on two levels.
- A new journalism center for both print and broadcasting is constructed in the former external affairs space on the upper level.

Existing Humanities Building Uses



Second Level



Plaza Level





MAJOR MOVES BY BUILDING: HUMANITIES



Lower Level

MAJOR MOVES BY BUILDING: VISUAL ARTS



The Visual Arts Building is perhaps one of the most successful buildings on campus, with a nicely articulated exterior of cascading roofs, a clean parti and several multi-story spaces that allow light deep into the studios and even the lowest level. These elements successfully combat the otherwise drab interior finishes.

The Visual Arts Building houses the School of Art+Design, its gallery spaces and provides lab space for the New Media program. The spaces within the Visual Arts building, however, reflect where arts education was 40 years ago and need to be adapted to support digital arts and design.



Visual Arts Building from Northwest

Percent of Building Systems in Poor Condition

release of boliang bysterns in root contailor	
Foundations	100%
Exterior Walls	100%
Building Framing	50%
Windows / Louvers	100%
Roof	100%
Floors	25%
Interior Walls	100%
Ceilings	75%
Doors / Frames / Hardware	50%
Built-In Furnishings	100%
Elevators / Escalators	100%
Interior Specialty Systems	50%
HVAC Distribution & Controls	100%
AHU / Controls	100%
Boiler / Heat Exchanger /Controls	100%
Pumps / Motors / Compressors	75%
Plumbing Systems / Fixtures	25%



Major Moves

• The photography, sculpture and book bindery programs are significantly reduced, providing for dramatically increased digital programs; new studio space for Theater Arts & Film's Design Tech program is provided; and studios for the proposed BA in art are also located here.

• The building is restacked and rationalized to also provide greater BFA and MFA student studio space.





MAJOR MOVES BY BUILDING: LIBRARY / THEATER ARTS & FILM (TAF)

The Library Building is a low-rise structure situated in the middle of the plaza, characterized by low slung roofs, clerestory windows and many of the same dull brown bricks walls seen elsewhere on campus. The above ground portion of the building houses a number of activities including the Library, varied offices, and general classrooms. It also sports a shiny and colorful new entry on the eastern end of the building that coordinates with the new Student Services Center.

The above-ground structure masks the size of the Library's facilities, much of which is located below the plaza and linked through a network of tunnels and support spaces to the rest of the campus core. This below-grade area houses a wide array of program beyond the library that includes video production, general classrooms, significant mechanical space, bookstore storage and central receiving and storage. Since 2001 this subterranean world outside of the library has been closed to students. Much of it is also poorly maintained with only utilitarian finishes and plagued by flooding.

Library from the southeast



Percent of Building Systems in Poor Condition

refeelin er benang eysterne in feel eenanen	
Foundations	100%
Exterior Walls	50%
Windows / Louvers	50%
Doors / Frames / Hardware	25%
Roof	25%
Floors	25%
Interior Walls	50%
Ceilings	75%
Elevators / Escalators	50%
HVAC Distribution & Controls	75%
AHU / Controls	75%
Boiler / Heat Exchanger /Controls	100%
Pumps / Motors / Compressors	75%
Electrical Specialty Systems	25%



The college is embarking upon an ambitious plan to address a host of these issues by waterproofing the plaza's roof membrane. The library space is also undergoing renovations to reorganize its space in accordance with the new entry. The previous entry on the western end of the building, which faced the bookstore, is being transformed into three computer classrooms which will serve the campus population. With all of this activity it is difficult to understand what the qualitative character of the Library will be when things are finished.





Major Moves

- The Library and attendant programs are repositioned for an increasingly digital learning environment, resulting in space that is less focused on a physical collection and more on collaborative and multi-media learning. The result is a significant reduction in the library's space requirements below the plaza. The pain of this reduction is mitigated by:
 - Removing many of the current attendant functions from the Library and placing them in a new Digital Media Zone that would be shared by the Library and the new Center for Theater Arts & Film.
 - Redistributing circulation space away from the wasteful current configuration which lavishes open space on access to underutilized attendant areas, and locating circulation space to stack/collection areas.
 - Utilizing high-density compact shelving in order to maximize space.
 - Reallocating central storage space south of the south access tunnel to library storage.

Efforts should also be taken to allow natural light through the connecting stairs in the middle of the library (which link the plaza level to the lower level). This involves:

- Replacing the small and awkward skylight above these stairs with a larger skylight that has a finer structure to allow in more natural light.
- Installing new stairs with glass treads, railings and perhaps even glass structure.


New Entry to Library



This would allow the maximum amount of natural light to reach the floor of the lower level. Informal seating and computers could be arrayed around the stairs with the compact shelving and study carrels at the perimeter. Materials should seek to maximize reflected ambient light.

• Central Receiving and Central Storage are relocated from the center of the lower level and consolidated into the bays on the other side of the underground access tunnels. Rationalizing their storage needs and supporting them through vertical shelving and storage efficiencies results in a significant reduction of both groups' space requirement below the plaza.

• Space vacated by the library on the lower level by Lincoln Avenue is utilized by a relocated and expanded UPD. This allows for UPD to consolidate security functions in the center of campus and use the closed Lincoln Avenue underpass as parking.

• Space vacated between the library and central storage will be used for a new Digital Media Zone. This space creates a shared multimedia space that houses the Teacher Learning technology Center, TAF's equipment distribution, digital editing rooms, the production studio and a CAD lab.

• The remainder of space vacated by Central Receiving and Central Storage becomes the new and true home for the Conservancy of Theater Arts & Film. The new Center for TAF would feature a glass form in the current location of the bookstore, creating an atrium that floods the lower level with daylight and provides ready access to the plaza, as well as a new icon for the campus. Placing TAF underground works because most of TAF's spaces such as video screening rooms and black box theaters don't need natural light. The educational, faculty and administrative spaces that do require natural light can be arrayed around the atrium, employing both borrowed light and additional skylights. Furthermore, the south underground access tunnel will be refit for public use as a corridor linking the Library, TAF, Visual Arts and the PAC.



Existing Library and Central Service: Lower Level Uses

MAJOR MOVES BY BUILDING: LIBRARY / THEATER ARTS & FILM (TAF)





MAJOR MOVES BY BUILDING: LIBRARY / THEATER ARTS & FILM (TAF)



MAJOR MOVES BY BUILDING: PERFORMING ARTS CENTER

The Performing Arts Center is the largest building at Purchase, one of the most significant and clearly the most public. It houses four different theaters and hosts numerous performances that are attended by hundreds of thousands of people a year. It also houses numerous professional-level material and scene shops that are used by travelling performances and TAF Design Tech students.

Despite the facility's civic role, it is one of the worst buildings on campus. It is a nondescript collection of boxes with the only distinctive elements being the four fly lofts with massive uninterrupted brown brick walls facing in all directions. The main entry to the building is on the lower level and from a vehicular underpass that has no relationship to the College's main plaza. While the finish of the PAC is clearly superior to almost all other buildings from the original campus, it lacks abundant natural light and any transparency, deadening the western end of the plaza despite the facility's natural vibrancy.

While no major moves are proposed for this building (as no significant amount of underutilized space was identified) revising the entry sequence from the lower level to the plaza level would prove beneficial in creating better relationships between the PAC, the plaza and the proposed Center for Theater Arts & Film.



Performing Arts Center from the northwest

Percent of Building Systems in Poor Condition

Foundations	25%
Windows / Louvers	100%
Doors / Frames / Hardware	25%
Roof	50%
Floors	25%
Ceilings	100%
Built-In Furnishings	75%
Elevators / Escalators	75%
HVAC Distribution & Controls	50%
Pumps / Motors / Compressors	100%
Electrical Specialty Systems	100%



53,552nasf 322,813gsf

MAJOR MOVES BY BUILDING: BUTLER BUILDING

9

The Butler Building houses a large daycare and amenity program and is a tremendous asset to Purchase College. The building is a single story metal shed structure that has been recently renovated. However, the exterior finishing system is not really in keeping with any pre-existing building on campus and it does not readily reinforce surrounding public or pedestrian space.

No major moves are proposed for this building. When possible through adjacent building projects or general landscaping activity, care should be taken to better visually integrate this facility into the physical environment of the campus core.



Butler Building from the southwest

Percent of Building Systems in Poor Condition

HVAC Distribution & Controls	50%
AHU / Controls	50%



9

Built in 1912, the Heritage Site consists of the original Strathglass mansion and its three outbuildings. This portion of the campus retains the bucolic character of the area before the construction of the College and the suburbanization of Westchester County. The three-story, wood frame structure houses a variety of administrative groups, as well as an apartment for the college's president.

IMAGE PROVIDED BY PICTOMETRY INTERNATION



Heritage Site from the southwest

Percent of Building Systems in Poor Condition No systems are rated in Poor condition



Major Moves

- Many of the administrative groups are vacated from this site with the open space reallocated to Admissions.
- The outbuildings are repurposed for visiting artist housing, alumni center, special events, faculty, and dining.
- Lincoln Avenue is rerouted around the site and connected with the W1 parking lot to the south of PAC. Parking for Admissions is added off of the new road.
- The land between the Heritage Site buildings, the campus core and Fort Awesome is relandscaped to provide a clear pedestrian route and a front lawn to the mansion.





Lower Level



Lower Level

MAJOR MOVES BY BUILDING: PHYSICAL EDUCATION BUILDING

The Physical Education building is located downhill at the extreme eastern edge of the east lawn. It is a low-profiled, nondescript building despite having four above ground floors. The building is clad like all the other original campus buildings and it faces the campus core with long blank walls. The building is further disconnected from the campus core by its location outside of the loop road.

No major moves are proposed for this building, but several spaces have been identified as potential locations for non-major dance studios.



Physical Education Building from the northwest

Percent of Building Systems in Poor Condition

Foundations	25%
Exterior Walls	100%
Doors / Frames / Hardware	100%
Roof	25%
Floors	25%
Ceilings	25%
Interior Specialty Systems	25%
HVAC Distribution & Controls	25%
AHU / Controls	25%
Bolier / Heat Exchanger / Controls	25%
Pumps / Motors / Compressors	25%



NO PLANS FOR THIRD LEVEL



MAJOR MOVES BY BUILDING: PHYSICAL EDUCATION BUILDING

9







Lower Level

MAJOR MOVES BY BUILDING: SERVICE BUILDING



The Service buildings and Plant are located at the northern edge of the campus, near the runway of Westchester County Airport. They consist of three one-story buildings housing some facility support and administration functions as well as repair shops and the mechanical plant.

No major moves are recommended, but there remains the possibility of relocating Business Affairs and Facilities here. The service group of buildings is constrained by a series of wetlands, so a new structure would be difficult. Another level could be added to the main service building, yielding 9,000 sf of new space. Such a move, however, would have to be balanced against the costs of such construction and the distance of locating more staff outside of walking distance of the campus core.



Percent of	Building	Systems	in	Poor	Condition
	Donanig	0,5101115		1001	Containion

Foundations	50%
Exterior Walls	50%
Doors / Frames / Hardware	50%
Roof	100%
Interior Specialty Systems	50%
Plumbing Systems / Fixtures	25%

Service and Plant Buildings from the southwest



Existing Level

MAJOR MOVES BY BUILDING: SERVICE BUILDING

9



🖵 Auto Repair Shop

Existing Level

MAJOR MOVES BY BUILDING: ARCADE INTERVENTION

The plaza arcades are one of the most notable elements of Barnes' masterplan. Framing the plaza on the north and south sides, they link all of the academic buildings together and give the plaza an inward-looking feel. The arcades are popular because of the shelter they provide from inclement weather and the sun.



The arcades are also one of the largest contributors to the plaza's overbearing uniformity. They run for hundreds of feet east and west, without any variation from the stucco ceiling finish and the brown brick columns.

The arcade's design is not incorporated into any of the adjacent building designs which seem to have followed two paths: holding the plaza and arcade at a distance (i.e. Music or Natural Sciences), or indifferently slamming right up to it (i.e. Social Sciences and Neuberger Museum). In the case of the buildings that slam against the arcade, few offer windows to activate the arcade or provide an opportunity to understand what is happening on the interior.

The arcade presents a challenge as it is functional, but has a serious qualitative impacts on the feel and attractiveness of the plaza that need to be addressed.

The college has identified that this issue can be tackled as part of the systematic renovation of building enclosure systems. Furthermore, this can include more than just an arcade intervention, but also a way to introduce more transparency into the buildings and alleviate some of the worst offending expanses of brown brick walls.

Major Moves

The long runs of the arcade are to be modulated by introducing translucent skylights where a path into the plaza intersects the arcade (noted as yellow rectangles on the following diagram). This maintains the overall aesthetic integrity of the arcade, while creating variation at logical points and minimizing the amount of intervention.

Additional exterior glazing (noted in light blue on the following diagram) is suggested at:

Music Building

The current administration area on the plaza level at the south end of the Music Building; allowing for a more open and active approach to this building. This would ideally be

Views of the Plaza Arcade

paired with landscaping moves between the building and the arcade that seek to extend the new plaza landscaping language to the main door.

Social Sciences

New glazing on the Social Sciences Building's second floor would create better visual connection, mitigate a large blank wall and designate the main entrance to the building. It could also be tied with translucent skylights on the arcade at the same location.

Campus Center North

Add glazing where the building meets the arcade and add skylights to designate the entry to Campus Center North from the arcade.



MAJOR MOVES BY BUILDING: ARCADE INTERVENTION

Campus Center South

Add glazing where the building meets the arcade and add skylights to designate the entry to Campus Center South from the arcade.

Humanities

Examine whether it is possible and/or desirable to add glazing into the Humanities Theater, which abuts the arcade. Add skylights to the arcade to designate the entry location.



Lighting as decoration, Grand Central Terminal, New York; Lighting as definer of space, ceiling treatment

Neuberger Museum

Add considerable amounts of glazing on the plaza level of this building, exposing the public activities within. Add skylights to the arcade to designate the entry location.

Visual Arts

Add glazing to open up the gallery at the plaza level to the arcade. Add glazing to the lower level where the TAF's design tech studio are proposed.

PAC

Add large amounts of glazing on all levels of the eastern wall of the northernmost and southernmost theaters. The internal design of the theaters will prevent daylight from penetrating into the performance spaces during the day and such a move will create luminous walls of activity at night.

Bookstore & Gallery

The proposed bookstore and gallery on either side of the PAC's Theater X should be as open and transparent as possible to create a foil with the large brown walls of the PAC and to coordinate with the proposed entry form to the Center for Theater Arts & Film.

Lighting

The long fascias of the arcade facing the plaza also present a wonderful blank canvas for theatrical lighting designers, many whom are part of the college's faculty. Creatively lighting the arcade gives the College the opportunity to create seasonal works of art that activate the plaza at night and showcase campus talent.

MAJOR MOVES BY BUILDING: FUTURE HOUSING

The College has identified its desire to increase the amount of housing as part of it effort to bolster student life and activate the campus. Following along with the principles established in Chapter 7, locations for new housing are proposed so that they:

- Further activate the campus core through infill construction
- Reinforce a pedestrian environment
- Frame new outdoor spaces and extend Barnes' master plan into adjacent spaces

Several candidate locations were examined including the north and south sides of Theater X at the PAC, to the north and south of the plaza along Lincoln Avenue and on the north



Campus with Suggested Housing Locations

- A. Housing at PAC
- B1. Housing on Lincoln Ave at Heritage Site
- B2. Housing on Lincoln Ave North of Plaza
- C. Housing on East Lawn

and south sides of the east lawn leading to the Physical Education building.

Housing at PAC

This examined locating 300 beds in two single-loaded, four-story facilities on the north and south sides of the PAC's Theater X. While these facilities would have alleviated the PCA's large blank walls and activated the western end of the site, it was concluded that the ends did not justify the means. Instead, new activity on that end of the plaza is better accomplished with a new bookstore and gallery. Student housing is better located elsewhere.

Housing on Lincoln Avenue and at Heritage Site

This examined two double-loaded, three-story facilities that would help to frame ongoing work tying the Heritage Site into the campus and better integrating Fort Awesome. This study also looked at a possible location north of the Social Science building. While all of these sites are acceptable, they are not superior to housing on the east lawn.

Housing on East Lawn

This study examined the possibility of six double-loaded buildings of either two or three stories on the north and south sides of the east lawn. These locations were judged the best as they naturally extended Barnes' master plan, better framed and activated the east lawn, connected the Physical Education building and best accommodated additional amenity and classroom uses along existing pedestrian routes.

This location also could easily be serviced by the mechanical plant under the new Student Services building.

Other Opportunities

Other opportunities for housing that were not examined because they would dislocate parking or were judged too distant include the surface lots adjacent to Campus Center North and South as well as along the western edge of the Physical Education building that fronts the east lawn.

Ideally any new housing (or new program generally) should seek to reinforce the campus core and foster a walkable, pedestrian environment to avoid remote placements similar to the Commons or Alumni Village.

MAJOR MOVES BY BUILDING: HOUSING



GE PROVIDED BY PICTOMETRY INTERNATIONAL



Southeast Residential Quad: 'the Far Side,' the Crossroads' and the 'Big Haus.'



10

NEXT STEPS

DTHOOEY BLOGSPOT

Perkins Eastman

Chapter 10 addresses the implementation of the recommended major moves outlined in Chapter 9. The topics discussed include the various tracks and steps within each track to sequence the renovations, the strategy for funding based on the SUCF process, and sustainability opportunities for building and planning as the process continues. The report concludes with how this study provides frameworks for future planning decisions and allows for changes which are inherent to an institution as vital as Purchase College.

Phasing

Phasing of the recommended major moves requires careful planning. One necessary component is swing space which is needed to allow instruction and support functions to continue during the construction period. Fortunately the College has vacant space which can be utilized for this function in the Humanities Building and Campus Center South. And the goal is always to relocate a group once, to their final, recommended location to minimize disruption and maximize the use of resources.

Five separate tracks have been identified to accomplish the major moves for the academic and support spaces. The tracks are independent of each other. However, within each track there are steps which require a specific sequence.



Green Track Phasing

Green Track Phasing is the most complex of the five tracks and results in the largest amount of renovated space. It also has the greatest impact on the College, both in terms of how it functions academically and how the campus is organized and experienced. Step 1 addresses the renovations necessary to vacate the lower plaza level in preparation for its adaptive reuse for the Center for Film and Theater. There are four discrete projects within Step 1.

One project is the renovation of the lower level of the library to reorganize the instructional and media-related space to the west side and to consolidate the stack area to allow for new UPD space along Lincoln Avenue at the lower level. Three additional projects include the relocation of the student post office, central delivery, and central storage to a new location on the lower level. A temporary move for the book store is also required.

Step 2 is the renovation of the lower level for the Center for Film and Theater. At the plaza the scope of work includes the demolition of the existing post office and bookstore to create an entrance to the complex and a café on the plaza level. A new bookstore and gallery space adjacent to the Performing Arts Center black box is constructed in this phase. Step 3 renovates the Music and Dance buildings for expansion into the vacated TAF space in each building. Other renovations to the buildings are also slated to be accomplished then.



Yellow Track Phasing

Yellow Track Phasing begins with Step 1 which is the renovation of the second and third levels of the Campus Center South. It is assumed that the planned renovations to the lower level for health services will be complete by then. With the completion of the upper level renovations, counseling moves into this space. Step 2 renovates the lower level of Humanities for Business Affairs. When they relocate then Step 3 concludes the work for Track 2 with the renovation of the Heritage Site.





Orange Track Phasing

Step 1 renovates the lower level of the Visual Arts Building. In this renovation photography and book art studio spaces are reconfigured, and new graphic design labs are created. Step 2 continues the renovation of the lower level with three studios for the design technology program in the TAF. Step 3 renovates the Natural Science and Social Science Buildings.



Red Track Phasing

Step 1 of Red Track Phasing renovates the second level of the Humanities Building for the journalism and broadcasting centers, classrooms, faculty offices, and administration space. This step immediately follows the roof replacement and hazardous materials abatement which are already in the design phase. In Step 2 the plaza level of the Humanities is renovated including the offices for External Affairs, faculty offices and classrooms.



Purple Track Phasing

Purple Track Phasing addresses the renovations to the Visual Arts Building from the plaza level up. Step 1 renovates the gallery, studio, shop, and office space on the plaza level. With the reconfiguration of these areas, then levels 2 and 3 are renovated in Step 2.

Funding Process

With the state funding process individual institutions submit project requests to the SUNY system. The submitted requests are prioritized and include both capital and critical maintenance projects with project costs assigned. SUNY then reviews the proposals for all institutions and submits to the state legislature a revised list of projects and their allocated costs by institution. The legislature reviews and approves these projects, perhaps at different project costs i.e. typically lower than the ones originally submitted, in the context of the state budget. Obviously the competing factions in this process are enormous. And the influences on the state budget extend beyond the realm of the needs for individual institutions of higher education.

Consequently, it is difficult to project which projects are funded, when the funding is granted, and for what amount. And often the amount is insufficient to accomplish the originally outlined scope. However, despite all these constraints, the funding does proceed. And Purchase College plans for future projects, both maintenance and capital.

The phasing outlined in the previous section does not prioritize the projects but indicates how projects are interrelated for construction sequencing. At the writing of this report the state legislature has yet to accept the proposed budget. Based on the College's requests, it is the intent that the next funding allocation provides for the Center for Film and Theater through three capital projects, and there is additional money for other repairs and renovations. It has been the goal of this report to maximize the effect of these funds when they become available.
NEXT STEPS 10

Campus Sustainability

Campus sustainability addresses issues on both a campus-wide and individual building basis. By state mandate in 2007, new or renovated buildings are required to adhere to LEED Silver criteria and to generate life-cycle cost analysis for energy systems to maximize their efficiency. The LEED system addresses sustainable practices on a building basis.

However, it is important with campus planning to apply sustainable practices to the context of the entire institution. In some regards this has been a major focus of this space utilization study. Through its analysis of the buildings and the inadequacies of their systems and the College's space needs which strongly dictate a reallocation of space, not the construction of additional space, a sustainable approach to Purchase's resources, physical and capital, has been developed. Sustainable characteristics of the recommendations of this report include:

Redistribution of existing space and adaptive reuse, not new construction

• Utilization of strong adjacencies among disciplines and departments which increase use of proposed spaces and of existing underutilized space. The best example of this is the proposed Center for Film and Theater which is strategically located adjacent to the library, Performing Arts Center, and the Visual Arts Building creating zones of interface which maximize the use of space and the synergy among disciplines.

• Maximizing funding resources by combining much needed critical maintenance with equally important renovations for programs needs. This combination both uses funds wisely and minimizes the period and disruption from construction.



Green roofs at the California Academy of Sciences (top) and Historical Museum in Les-Lucs-sur-Boulogne, France In its continued leadership role Purchase College has signed the American College and University Presidents Climate Commitment. And the College has initiated a staff position to implement this commitment. The initiative is modeled after the US Mayors' Climate Protection Agreement. It is a three-part commitment including:

• Comprehensive plan for climate neutrality based on an inventory of greenhouse gas emissions

Initiation of two actions during the development of the comprehensive plan e.g.
 Energy Star appliances, LEED silver building

• Sharing Purchase plan with other institutions by posting information on the AASHE web site. As the College proceeds with the implementation of this space utilization study, it should be in the context of its plans for climate neutrality and sustainability.

Space Utilization Study

Change

This space utilization study is based on information provided by the College for enrollment and its distribution. It is the best available information on enrollment strategy at this time. But for an institution to remain vital, aspects of the plan will change. Already there are discussions for a BA in Theater Arts & Film and a certificate program in Interior Design within the Liberal Studies programs.

This study provides the framework to accommodate many changes. There are established NASF/FTE for each discipline, detailed programs for each academic department, and conceptual layouts in each building for the program. In all instances there are opportunities to adjust and accommodate within a reasonable magnitude. If the College were to change its course and decide to increase its enrollment substantially, then the recommendations of this report may need significant revisions. However, it is unlikely this will occur since the demographics for college-aged students are slated for a decline and the College administrators have so thoroughly examined its direction and strengths.

Process

The recommendations in this study are the beginning of the design process. As the process proceeds through program verifications, conceptual design, construction documents, and construction the intentions of the recommendations develop. Program elements change, site constraints demand modifications, and funding limits redefine scope. This is a natural evolution and needs to be viewed in this light. This study is the road map for these projects; it is the first of many opportunities to proceed with new and adapted facilities and to create a vital campus for the Purchase College community.

NEXT STEPS 10

Conclusion

Many people on the Purchase College campus have provided information, feedback, and most importantly inspiration for this study. With the vision of the "Second Founding" of Purchase College, the recommendations are comprehensive within a strong conceptual framework. They seek to integrate the disciplines and their attendant space requirements in a fashion where the sum of the parts is truly greater than the whole — where spaces through adjacencies, program elements and location within the campus create a vital community. With these initiatives students, staff, faculty, and visitors experience and study the arts, humanities and sciences in all of their interconnected ways on a campus true to its original mission and looking forward to the next generation.



Henry Moore sculpture at the Purchase College entrance

SUNY Purchase Space Utilization Study July 2008



APPENDIX A: INTERVIEW NOTES

Date:	April 29, 2007
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Conservatory of Music
Meeting Location: Meeting Date:	SUNY Purchase April 20, 2007
Prepared By: Contact Information:	Christine Albright T. 212.353.7638 F. 212.353.7676 E. c.albright@perkinseastman.com
Participants:	Laura Kaminsky, Director, Conservatory of Music Christine Albright, PE
Filename: 1.1 Overview	h:\studio-8\29340.00 suny purchase\29340.00docs\minutes & agendas\peapc\29340.00_meeting_070329\29340.00_minutes_070402.doc The Music Conservatory at Purchase has grown in enrollment from 390 to 440 students of which 25% are graduate students. The enrollment will continue to grow.
	There is not enough space to accommodate the students enrolled for Fall, 2007.
	New curriculum has introduced an increased level of rigor for skills training.
	General education requirements are spread out over 4 years rather than concentrated in years 1 and 2. This allows for the students to take all he skill building curriculum required within the conservatory's program.
	Continued enrollment growth is targeted for classical instrumental which would enhance the existing orchestra. The director would like to add 2 – 2 1/2 faculty positions.
	The director also predicts growth for the graduate students. The music conservatory has the largest number of graduate students of any department in the college. The graduate students are currently not served well since they do not have assigned, individual practice/studio spaces which they need.
	The conservatory uses PAC for its opera and orchestral performances for which tickets are sold. Other musical performances are held in the music building.
	The School of the Arts at Purchase is comprised of the music, dance, TAF, and art and design conservatories. The directors/deans of these programs rotate as chair of the School of the Arts.
	Student directed music programs perform in the museum the first Wednesday of every month.

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	Music does not use the Humanities theater.	
1.2 Existing Facility Constraints and Proposed New Spaces	-There are not enough faculty offices. Faculty offices serve as offi practice space, and individual lesson teaching space.	ce space, faculty
New Spaces	-The dean's office and the departmental conference space need	to be separated.
	-Studio/practice space for graduate students is needed.	
	-Performance space for the best of the music ensembles is needed	d.
	-Digital classroom is too small for the number of students. Two c to each other are needed.	lassrooms adjacent
	-More "smart classrooms" are needed. There is only one class available with this technology, the choral hall.	room currently
	-A lounge/meeting area for music faculty is needed.	
	-A dedicated choral hall is needed. Currently the 280 seat chora shared with TAF's film program. Music uses it for music history led performances, recitals, and the jazz combos.	-
	-An additional small classroom, like room # 0001 is needed.	
	-An additional rehearsal, and practice room similar to #007 and	#008 is required.
	-The music building's HVAC system is totally inadequate which i instruments, primarily pianos which are valued at \$4 million. The usable and cannot be repaired because of the HVAC system.	
	-Practice rooms are at maximum capacity. With increased enrollr needed.	nent more will be
	-Studio composition programs need space. They do not want to a music building now.	use space in the
	-Additional prop storage in the orchestra room. Each December, Christmas opera for local school children. Space for prop storag performance.	-

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	-A new type of space needed by the music department and potentially use disciplines is a "digitally enhanced generative art space" aka Degas. The would consist of a large room with computers, screens, keyboards, and to smaller, break out rooms adjacent to the main room.	he space
1.3 Integration of Curricula	The music department provides the orchestral support for dance performe	ances.
Next Steps:	PE will circulate to the director a draft copy of t hese notes and the floo for review and comment.	r plan revised
cc:	Bob Morin, Sean Connolly	
Attachments:	Floor plans of Music	

Date:	December 14, 2007 Dr	aft		
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Conservatory	of Music		
Meeting Location: Meeting Date:	SUNY Purchase December 5, 2007			
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 2	12.353.7676 E. c.menc	ocal@perkinseastman.c	com
Participants:	Laura Kaminsky, Direct Carmen Menocal, PE Scott Page, Architect Anne-Marie Russillo, Cc	or, Conservatory of Musi upital Planning	c	
Filename:	h:\studio-8\29340.00 s purchase\29340.00doc sic_071205.doc	uny s\programming\meeting	s_interviews\29340.00)_interviewmu
1.1 Music Program	without growth in faculty Instrumental, Compositi dependent and a baland needed to maintain an o	o remain stable. The pro lines. The programs with on, Studio Composition, ce of students with differe orchestra. Space is typica , the expense of keeping	nin Music (Jazz, Opera and Production) are int ant instrument concentra Ily not the driver for en	, ter- ations are rollment. In
		owth in the number of stu ation rates have increased		
	faculty counts are used t space requirements. She	faculty counts listed on the o determine faculty office gave Scott Page a curre that the space projection	e and individual teachir nt list of full time, adju	ng studio
1.2 Space Issues		ntly shared with Film. The s. Juniors, seniors, and g recitals during the year.		
		class has one class room at the class must teach 2 be increased.		
	The orchestra must perf	orm at the PAC, which is	rented from the Music	department,
PERKINS EASTMAN ARCHITECTS PC	115 FIFTH AVENUE	NEW YORK, NY 10003	T. 212.353.7200	F. 212.353.7676

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Date:	December 14, 2007	Page 2 of 2
Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 December 5, 2007	
	because there is no other space on campus for a	full orchostra to porform. Instead of

because there is no other space on campus for a full orchestra to perform. Instead of paying outright, the PAC typically keeps box office receipts. No accounting record has been issued to determine if this arrangement is balanced. The Performing Arts Center has not been integrated into the academic programs at Purchase and functions as a separate entity. This will hopefully change when Laura becomes the Acting Director in the upcoming weeks. A gospel chorus is offered to non-majors but has no space to rehearse. The organs in the Recital Hall do not function, but the cost of having them removed is prohibitive. Students need additional storage lockers for instruments. Theft has also been an issue in the building. Music would like to regain control of the entire building as it was originally designed to accommodate 450 students (their current enrollment). If CE were to relocate, they would consider converting that area into a cabaret type performance space. Note: Perkins Eastman subsequently reviewed the SF/FTE number that was presented at the October 4 meeting with the deans. The number that was presented was 81SF/FTE. According to the Physical Space Inventory, the Music department has 40,419 net assignable square feet of space. According to the course schedule, the Music program taught 526 FTEs in 2006. The SF/FTE number is therefore 76.8 SF/FTE. Next Steps: Perkins Eastman to look at digital keyboard lab benchmarking to determine size of digital keyboard lab. Draft minutes issued to dean along with revised enrollment projections, faculty counts, and space needs for 2007, 2012, and 2017 for review. Bob Morin, Sean Connolly cc: Attachments: Revised Benchmarking graph for Music

Date:	May 2, 2007
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Conservatory of Dance
Meeting Location: Meeting Date:	SUNY Purchase April 26, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Carol Walker, Dean, Conservatory of Dance Scott Walker, Conservatory of Dance Scott Page, Scott Page Architect Carmen Menocal, PE
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\minutes & agendas\peapc\29340.00_meeting_070329\29340.00_minutes_070402.doc
1.1 Overview 1.2 Existing Facility Constraints	The Conservatory of Dance is housed in the Dance Instructional Facility. The Dance program offers a BFA and an MFA in Dance. In recent years the program has grown from 112 to 160 students with limited additional resources and no additional space. The BFA program is limited by the number of students who can perform at PAC as well as the number of faculty and musicians to teach sections. The priorities for the program are: 1. Reduce the BFA class size, 2. Enlarge the MFA program, 3. Offer classes for non-majors through the Center for Integrative Studies and/or offer a dance minor. 4. Increase the amount of space and staff to allow for an expansion of the BFA. 5. The building is well suited to its use with large vaulted and skylit ceilings. The skylights were recently replaced. This will allow much needed additional interior repairs to take place. The ceilings and wood floors are in a state of disrepair and "Marley" floor covering require replacement.
	In addition to using the Dance studios for classes and rehearsals, the School of Theater, Arts & Film has use of 4 studios for their program. The Dance Building also uses the "black box" theater in the building as well as the Performing Arts Center for dance performances. The program also holds several academic courses in dance history and anatomy for dance, which are run in classrooms in other buildings on campus.
	There are currently no facilities in the Dance building for Pilates, Physical Therapy, or Gyrotonics. The program was one of the first in the country to incorporate Pilates into the Dance curriculum but there is currently no space in the building to offer it.

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	Students use the facility in the Physical Education building to take Pilates.	
	There is no capability in the building for the use of technology in the curricul There is a lot of potential for incorporating computers, smart boards, and D	
1.3 New Spaces	recording into the curriculum, but the current facility is not wired for this. Smart classrooms Pilates	
1.4 Miscellaneous Comments	Studio space for MFA program	
Next Steps:	PE will circulate to the dean a draft copy of these notes and the floor plan revised review and comment.	for
cc:	Bob Morin, Sean Connolly, Scott Page	
Attachments:	Dance Instructional Facility plans (by use and department)	

Date:	January 4, 2008 DRAFT
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Conservatory of Dance
Meeting Location: Meeting Date:	SUNY Purchase December 19, 2007
Prepared By: Contact Information:	Christine Albright T. 212.353.7638 F. 212.353.7676 E. c.albright@perkinseastman.com
Participants:	Carol Shiffman, Dean, Conservatory of Dance Nelly Van Bommel, Conservatory of Dance Scott Walker, Conservatory of Dance Scott Page, Architect Christine Albright, Perkins Eastman Anne-Marie Russillo, Capital Planning
Filename:	h/studio8/29340.00sunypurchase/doc/program/interview/29340.00_Interview_0712 19
1.1 Ideal Class Size	Preferred class sizes were discussed and are noted below. The sizes are based on what is optimal for student/faculty interaction and the number of students which can safely and effectively dance in a studio for a class period. Scott Page will review the sf program and revise per these section sizes.
	TECHNIQUE ideal 25 existing 40-50 IMPROVISATION ideal 20 maximum existing 30 COMPOSITION ideal 20 existing 24 LECTURE This function can occur in other campus facilities. The current Freshman seminar has 60 students and is located in Fort Awesome.
	Minimum preferred size of studios is 2000 sf. Studio criteria are the same for both BFA and MFA programs.
1.2 Other Space Needs	Additional costume space is needed at approximately double the existing space. Workroom for accompanists is needed. Dance lab is an important space. It is used for rehearsals, student showings to faculty, dance concerts. In the summer it is rented out for 7 weeks.

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Project Number:	29340.00	
Meeting Date:	December 19, 2007	
1.3 Additional Needed Resources	MFA program could increase to 20 students from 8. This would r faculty.	require 2 additional
	The current BFA program needs 3 additional faculty.	
	Dance classes for non majors are scheduled in the morning. available. The demand for these classes may increase. They co space located elsewhere on campus. The studios for the o students should remain in the dance building to eliminate the n change into their dance clothes multiple times per day.	ould meet in studio dance conservatory
Next Steps:	Draft minutes issued to dean along with revised enrollment project and space needs for 2007, 2012, and 2017 for review.	ions, faculty counts,
cc:	Bob Morin, Sean Connolly, Carol Shiffman	

Attachments:

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Date:	April 29, 2007
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Conservatory of Theater Arts and Film
Meeting Location: Meeting Date:	SUNY Purchase April 20, 2007
Prepared By: Contact Information:	Christine Albright T. 212.353.7638 F. 212.353.7676 E. c.albright@perkinseastman.com
Participants:	David Bassuk, TAF Daphne Riches, TAF Christine Albright, PE
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\minutes & agendas\peapc\29340.00_meeting_070329\29340.00_minutes_070402.doc
1.1 Overview	The TAF Conservatory is comprised of four concentrations:
	1. Film which is located in the Music building. No enrollment growth is anticipated. It is not economically viable in terms of facility and faculty resources.
	2. Acting which is located in the Dance building. The studios there are the students' home base, and they have access 24/7. Admission is through audition. 1200 students auditioned last year for a class of 33-34. Although the demand is clearly there, the Conservatory is not considering growth for this program. Its agreement with the League of Professional Programs is for 22 seniors to be presented to the New York City casting community each year. If the entering class is larger, then not all students have this opportunity and a two tiered program develops which is contrary to the mission of the conservatory.
	3. Design Tech which is further subdivided into 7 concentrations including costumes, set design, lighting. Design Tech is located on the Second floor of the Social Sciences Building. It also has designated shop space in the PAC building for props, paint, costume, and sets. First year student curriculum includes rotations to the 7 concentrations after which students choose a focus from one of the seven disciplines. Current enrollment is 38-40 students for the entering class, with about 25-30 in the senior year. Enrollment growth to 60 students is preferable since it would provide a critical mass for each of the concentrations. Two more classrooms would be required to accommodate this growth.
	4. Writing Program uses general classrooms in Social Sciences, Natural Sciences, and Humanities Building. Scheduling is not a problem for these classes. There are 65 students total in the program with 100-150 applicants. Admission is by portfolio of writing samples. No enrollment growth is anticipated. The program is almost too large as it is now for the faculty to instruct the number of students properly.

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	There are some advantages for the four disa what is most important is that they have the for their curriculum somewhere on campus. primarily for administration and faculty i.e. students interact significantly already within	number and types of spaces they need Advantage to a single building is in one place with administration. The
	There is a drama studies program within the from the conservatory.	e Humanities department. It is separate
1.2 Existing Facility Constraints and Proposed New Spaces	-There are not enough faculty offices. In sor space.	ne instances 3-4 faculty share one office
	-Acting program uses one space in the Dan small productions take place. This space act would also like to use the Repertory/black b currently not utilized. It needs major renovat performance space. Acting also uses the Per for 4-5 weeks for a Shakespeare performan ??? theater which seats 500 but can be sub has not been a problem. In general the aud and 50% is from the campus and 50% off co have problems with security and HVAC.	commodates 50-65 seats. The program ox /Kaplan theater at PAC which is tions for seating etc before it is a suitable psico Theater (760 seats) in mid February ice. The drama department also uses the divided to seat 250. Scheduling with PAC lience for these productions is growing
	To increase the enrollment for the Design Te required. Also, the light tech studio is too sn good. Room 2034 is a "disaster room" for needs space to do paper work, have produc	nall although the equipment is quite the stage manager studio. It is too small,
	Film uses the choral hall (200 seats) in the r class instruction. A Humanities classroom # problems. Scheduling is often a problem for	???? is also used which has sight line
	Writing program uses the Humanities theate now. Use of the black box/Kaplan/Repertor	
1.3 Integration of Curricula	Currently the Design Tech department does conservatory produces annually.	the sets for the opera which the music
	The film department does a project each year department.	ar which casts the seniors in the acting

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Project Number:	29340.00	
Meeting Date:	April 20, 2007	

Next Steps:	PE will circulate to the director a draft copy of t hese notes and the floor plan revised for review and comment.
cc:	Bob Morin, Sean Connolly
Attachments:	Music, Dance, Social Sciences, PAC Building floor plans by department

Date:	December 10, 2007 DRAFT
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Theater Arts & Film
Meeting Location: Meeting Date:	SUNY Purchase December 4, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Greg Taylor, Interim Dean, Theater Arts & Film Carmen Menocal, PE Scott Page
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\programming\meetings_interviews\29340.00_intervi ewtaf_071204.doc
1.1 Enrollment Projections	No enrollment growth is planned from 2007 to 2017.
1.2 Faculty and Administration	Greg Taylor will forward a copy of the faculty roster for TAF to Carmen so faculty counts (received from Human Resources) can be verified. Currently all faculty are doubled up in offices with the exception of the Film Chair. Faculty offices are typically adjacent to their teaching spaces. Film offices are in the Music Building, Acting offices are in the Dance Building and Design Tech offices are in the Social Sciences Building. The Dramatic Writing faculty is currently located in the Dance Building, but most of their courses are taught in the Humanities Building.
1.3 Instructional Space: Film	The instructional spaces for Film are located in the Music Building on the lower level. Most of the rooms are not specialized spaces with the exception of the Sound Stage (room 0068). Of all the rooms used by the Film department, this would be the most difficult to relocate. Other spaces used by Film include the equipment dispensing store, editing rooms, and the Choral Hall, for film screening. The equipment store is not a specialized space but it needs to be adjacent to the Sound Stage. Students take out equipment such as cameras and film carry it to the Sound Stage for filming. The editing rooms are located in the south east corner of the lower level. Rooms 0019- 0021 and 0034-0035 have Steenbeck film editing tables used by the Freshmen classes in film production. In 3-4 years this technology will be obsolete and will be replaced entirely by digital editing, which would be taught in a large room rather than small individual rooms. In addition, there is an immediate need for two dedicated screening rooms.
1.3 Instructional Space: Acting	The acting program needs four studios, one per year. They currently use four studios in the Dance Building that were originally designed as dance studios. These spaces are acceptable and work well. The only exception is that because of the specialized

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Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 December 4, 2007	
	dance flooring, the faculty cannot bring props into the room. This is a some of the faculty who would like to use props, although not all do. T studios in the Dance building may be converted back to dance studios Conservatory of Dance due to growth in the Dance program and the s needs of dance studios. Greg was not certain about the need for dedic space for Acting.	he acting for the pecific space
1.4 Instructional Space: Dramatic Writing	The Dramatic Writing program works most closely with the Acting depo does not have or need any dedicated instructional space.	artment but
1.5 Instructional Space: Design Technologies	Design Technologies uses classroom space in the Social Sciences build workshops/classrooms in the lower levels of the Performing Arts Center	-
1.6 Integrated programs: Cinema Studies	The cinema studies major, which is run from the Humanities departme potentially share some resources with TAF. The current thinking is that studies will have some production/editing requirements. These teaching be located adjacent to instructional spaces for film (if film moves out of building). The equipment dispensing space could be shared since it ha runs it and would be expensive to duplicate. Also the screening rooms should be shared with the Cinema Studies program. Two screening rooms adequate for both programs.	Cinema g spaces could f the Music s a staff that for Film
Next Steps:	Draft minutes issued to dean along with revised enrollment projections, and space needs for 2007, 2012, and 2017 for review.	faculty counts,

cc:

Bob Morin, Sean Connolly

Attachments:

Date:	December 10, 2007 DRAFT
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Theater Arts & Film
Meeting Location: Meeting Date:	SUNY Purchase December 4, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Greg Taylor, Interim Dean, Theater Arts & Film Carmen Menocal, PE Scott Page
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\programming\meetings_interviews\29340.00_intervi ewtaf_071204.doc
1.1 Enrollment Projections	No enrollment growth is planned from 2007 to 2017.
1.2 Faculty and Administration	Greg Taylor will forward a copy of the faculty roster for TAF to Carmen so faculty counts (received from Human Resources) can be verified. Currently all faculty are doubled up in offices with the exception of the Film Chair. Faculty offices are typically adjacent to their teaching spaces. Film offices are in the Music Building, Acting offices are in the Dance Building and Design Tech offices are in the Social Sciences Building. The Dramatic Writing faculty is currently located in the Dance Building, but most of their courses are taught in the Humanities Building.
1.3 Instructional Space: Film	The instructional spaces for Film are located in the Music Building on the lower level. Most of the rooms are not specialized spaces with the exception of the Sound Stage (room 0068). Of all the rooms used by the Film department, this would be the most difficult to relocate. Other spaces used by Film include the equipment dispensing store, editing rooms, and the Choral Hall, for film screening. The equipment store is not a specialized space but it needs to be adjacent to the Sound Stage. Students take out equipment such as cameras and film carry it to the Sound Stage for filming. The editing rooms are located in the south east corner of the lower level. Rooms 0019- 0021 and 0034-0035 have Steenbeck film editing tables used by the Freshmen classes in film production. In 3-4 years this technology will be obsolete and will be replaced entirely by digital editing, which would be taught in a large room rather than small individual rooms. In addition, there is an immediate need for two dedicated screening rooms.
1.3 Instructional Space: Acting	The acting program needs four studios, one per year. They currently use four studios in the Dance Building that were originally designed as dance studios. These spaces are acceptable and work well. The only exception is that because of the specialized

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Date:	May 2, 2007
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: School of Art + Design
Meeting Location: Meeting Date:	SUNY Purchase April 26, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Denise Mullen, Dean, School of Art + Design Kirsten Nelson, School of Art + Design Carmen Menocal, PE Scott Page, Scott Blackwell Page, Architect
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\programming\interviews\29340.00_interviewart+design_07 0425.doc
1.1 Overview	The School of Art + Design has programs in Painting, Printmaking, Sculpture, and Photography. The School currently has 400 students in the BFA program and 10 graduate students in the MFA program. The School is actively recruiting undergraduates nationally and is competing with stand-alone art schools such as RISD, Pratt, and SVA. The School hopes to expand to 500 BFAs and 20-25 MFAs. Currently 64% of the students are from in-state, a reduction from 87% in 2004. The recruitment campaign has helped to increase the quality of the students in the program. While the students are better prepared coming in to the School, they are also more demanding of the curriculum and the facilities.
1.2 Existing Constraints	The School of Art + Design is housed in the Visual Arts Instructional Facility, which was built in the 1960s. In addition to large, fungible spaces for painting, drawing and other media, there are several large dedicated spaces for the foundry and printing presses. In addition, smaller studios and offices were designed for the faculty, but due to space constraints, new faculty are no longer offered there own studio space.
	Each specialty in the School has its own demands on the spaces as outlined below. The one shared concern is the inability to incorporate digital media and the difficulty of collaborating across specialties.
	Painting: The large studios have northern monitor lights, but no place for digital media or group critiques. There is a desire to incorporate smart classroom elements into the studios as well as to allow for more control of lighting in order to use smart boards and other digital media. In the BFA program, students have dedicated shared

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Project Number:	29340.00	
Meeting Date:	April 26, 2007	

studio space as juniors.

Sculpture: When the building was designed, there was a large dedicated space in the rear of the building for making large sculpture. Due to current space constraints and the lack of proper welding and safety equipment, this space is no longer used for this purpose. The large, 2-story space has been divided up into individual studios for sculpture majors. The incorporation of sound and video components is becoming more popular in sculpture, but access to the technology, as well as the faculty to teach it is limited.

Photography: The strength of the photography program has traditionally been in Color and Alternative media (palladium, etc) as well as black and white. Currently the color program is entirely digital. The dedicated studios currently have only an enlarger. Larger dedicated studios with scanners and printers are desired.

Printmaking: The printmaking studio has large printing presses and offers courses in etching, silkscreen, lithography, paper-making, and woodcut. The printmaking studios are on the first floor. Printmaking is a good integrative process and students have a tendency to incorporate photography, painting, and digital media in their work. The design of the existing facility does not accommodate this potential collaboration. Currently an office is being used as an ancillary computer lab. In addition, because of the large equipment in the printmaking studio, there is little room to offer traditional classes in this media. Additional classroom space is desired.

Graphic Design: As one of the first specialties to take up the use of the computer, the graphic design department has the most immediate need for computer labs. Currently, graphic design majors share the computer lab with the other students in the Art + Design program. The School is considering requiring students to bring their own laptop, but dedicated computer facilities for graphic design are needed.

Video (time-based media): Currently video is taught by adjunct professors and is not a designated area of study, but its popularity will soon require the hiring of full-time faculty. While collaboration with the Conservatory for Theater, Arts & Film seems natural, the actual cross-over is limited. At the School of Art + Design, video is seen as a medium for experimentation, whereas the TAF focuses more on the skills required for more traditional film making and production.

Foundation year: All students entering the School of Art +Design are required to take foundation courses in drawing, design, sculpture, extended media (photography, printmaking, digital), and visual language, as well as general education courses and a studio elective. The School would like to change the "foundation" into a "core" curriculum that is distributed over the 4 years of study. It is

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Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 April 26, 2007
	felt that this would foster greater collaboration and lessen the "silo-effect" within the school.
	Integrative studies: There is a current course in Integrative Studies offered with the School of Art + Design and the School of Natural and Social Sciences called "New Media." The intention of the course is to mesh computer programming through the math department and graphic design through the School of Art + Design. The collaboration is still in its early stages and is proving difficult due to the different emphases of the two schools and the differing requirements of the BA and BFA programs. The School of Art + Design would like to be able to offer more courses for non-majors under the School of the Arts, but the resources have not been available.
	Existing Building: The building is in a state of extreme disrepair due to water leaks and deferred maintenance. The HVAC system is inadequate for the use of many of the spaces.
1.3 New Spaces	Computer labs Faculty studios Exhibition space for all majors.
1.4 Miscellaneous Comments	
Next Steps:	PE will circulate to the dean a draft copy of these notes and the floor plan revised for review and comment.
cc:	Bob Morin, Sean Connolly, Scott Page
Attachments:	Visual Arts Instructional Facility plans

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Date:	December 10, 2007 Draft
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Art+Design
Meeting Location: Meeting Date:	SUNY Purchase December 4, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Denise Mullen, Dean, School of Art+Design Carmen Menocal, PE Scott Page
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\programming\meetings_interviews\29340.00_interview art+design_071204.doc
1.1 BA Art+Design	Discussions about a proposed BA in Art+Design are on-going with the Art+Design department heads. Denise feels that the BA is a good way to maintain competitiveness without sacrificing the quality of the BFA. However, she is concerned that the BA not be a "watered down" version of the studio program. A "cutting edge" program in "visual studies" may be more appropriate than a BA version of the current Art+Design BFA program. Visual studies would be a study in visual communication (art history, popular culture, media, design, etc) that would not necessarily have a large studio component. She does not feel that the senior project would be a studio art project as it is for the BFA, for example.
1.2 Instructional Space: Photography	The photography studios are in the lower level of the Visual Arts Building. There are about 90 photography majors. Photography majors do not have their own studio space but they do have some storage space. When students are taking a photography class they are assigned a dark room that they share with 2 other students. MFA with a photography concentration need studio space. There is a large double height Photography Studio (room 0023) that seems to have been designed to have a cyclorama, but there is no way to drive into it, so it has never been used to photograph large objects or vehicles. It would be fine from a usage standpoint if a floor deck was added to make 2 single-height spaces. Similarly, the adjacent suite of individual dark rooms (Room 0021) could be reconfigured to maximize the space and possibly combined with the current Photo Studio. Some of the rooms assigned to photography have had problems with flooding (rooms 0024 and 0025), which limits their use. The color photography technologies may be replaced by digital photography.
1.3 Instructional Space: Book Arts	There is a suite of rooms on the lower level devoted to book arts. These include a letterpress room, an offset printing press and a bookbindery. There are not many

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F. 212.353.7676

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	students who take classes in the book arts, but Denise feels that area that sets Purchase apart. While students don't use the pres visiting artists come to make books there. She is considering ma Editions" that could give some life the program and provide a u She is reluctant to eliminate the program, but given the limited is applications, it remains a possibility.	ses very frequently, aking a "Center for use for the equipment.
1.4 Instructional Space: Print	The majority of the printmaking studios are on the campus level Building. Printmaking majors also use the bookbindery on the la as they do not have individual studios. Printmaking includes scra papermaking, and lithography. They are planning to add a dig converting an office across the hall from the print studios into a Although there is a lot of space dedicated to printmaking, it is d requirements of the equipment.	ower level for storage een-printing, etching, ital component by computer lab.
1.5 Instructional Space: Digital	While the Art+Design building has a lot of space dedicated to the Photography, Printmaking, Painting & Drawing, Printmaking and very little space for digital media. Denise commented that the a media should be adjacent to traditional media and not centralize media hub. She would like to see a digital media lab adjacent to concentration areas (Photo, Printmaking, and Painting/Drawing Design is taught primarily on the computer, there should be developed for Graphic Design students as well as one lab that has open an scheduled for classes.	d Sculpture, there is ddition of digital zed in one digital o all of the studio art). Since Graphic voted computer labs
1.6 Faculty Offices/Studios	The building was originally designed so faculty could have a stu Because of the demand for MFA studios, not all full time faculty dedicated studio space. Denise would like all the faculty to have 150 sf per existing offices in Visual Arts) and MFA have a larger space (530 sf).	members have an office (approx
Next Steps	Draft minutes issued to dean along with revised enrollmer counts, and space needs for 2007, 2012, and 2017 for review.	
cc:	Bob Morin, Sean Connolly	
Attachments:		

SUNY Purchase 29340.00 Interview: School of Natural and Social Sciences
SUNY Purchase April 20, 2007
Christine Albright T. 212.353.7638 F. 212.353.7676 E. c.albright@perkinseastman.com
Suzanne Kessler, Dean, School of Natural and Social Sciences Gorton Carruth, NSS school manager Christine Albright, PE
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The social science component of the SNSS is the smaller of the two groups. The Natural Sciences and the Social Sciences combined are approximately equal to the School of Humanities in terms of number of majors.
The NSS anticipates moderate growth in most majors. The numbers of students in some majors is below the optimal numbers needed to create the desired dynamic among students and faculty.
Environmental Science major has been changed to an Environmental Studies major. Environmental studies majors have doubled over the past 3 years.
Psychology and biology are the two most popular majors within the school and, along with literature, are the 3 largest majors at Purchase College. Media, Society & Arts and Political Science are the next largest majors in the school
In general the social and natural sciences are becoming more collaborative in terms of curriculum.
Preferred class size for upper level natural and social sciences is 25. In the Natural Science Building, classrooms with labs adjacent is the preferred layout.
The mammal labs have been phased out from the science program due to lack of funds. The school currently only uses insects, lobsters and trout.

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Date:	Error! Reference source not found.	Page 2 of 2
Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 April 20, 2007	
1.2 Existing Facility Constraint and Proposed New Spaces	 A computer lab or other specialized space in the Social Scier for teaching, studying, and problem set work. This need was cir review of the social science programs. This needed was cite review of the college. 	ted by the last external
	-There is no space for social science students to gath collaboratively and create the kind of dynamic offered to st sciences and the arts. The space on the south end of the first flo be vacating is a logical space for this.	tudents in the natural
	-Additional classroom space in Natural Sciences is needed fo Room 1059 is used as a classroom despite its odd shape.	r classes of 30 to 45.
	-A proposed bio tech concentration will require that some sm 2 nd floor of Natural Sciences be converted to a larger, more fle	
	-There are not enough faculty offices in the Social Science Buil the projected growth of the faculty. The situation would char parts of it) were relocated to another building.	-
	-More departmental storage is needed. The school uses spac the lower level, but security there is inadequate.	e under the library on
	-There are 70 specialized labs and shops in the Natural virtually all need to be updated. They are 30 years old. No n because for some reason there is no odor in the gas.	-
Next Steps:	PE will circulate to the director a draft copy of these notes and for review and comment.	the floor plan revised
cc:	Bob Morin, Sean Connolly	
Attachments:	Natural Science and Social Sciences floor plans by use and depo	artment

Date:	December 14, 2007 DRAFT
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: School of Natural and Social Sciences
Meeting Location: Meeting Date:	SUNY Purchase December 7, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Suzanne Kessler, Dean, School of Natural and Social Sciences Scott Page, Architect Carmen Menocal, Perkins Eastman Anne-Marie Russillo, Capital Planning
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\minutes & agendas\peapc\29340.00_meeting_070329\29340.00_minutes_070402.doc
1.1 NSS Program	Enrollment for NSS is projected to remain stable. Suzanne mentioned that there is a new major in Bio-Chemistry. She predicts that the Biology and Chemistry majors will increase from 135 (combined) to 155 with this addition. The Bio-Chem major will reside with Chemistry.
	The sociology program has declined in recent years. Suzanne expects that the hiring of two new faculty members will rejuvenate the program and students will choose Sociology instead of Psychology. Currently there are 208 Psychology majors and 43 Sociology. It is unclear why there was a leap in the number of majors from 2006 to 2007 (169 to 208). The Psychology department is limited by the number of faculty who can oversee senior projects. This year with 72 seniors, the Psychology department will be overloaded.
	The Environment Studies program was recently created as one of the interdisciplinary majors. Prior to this, Purchase has offered Environmental Sciences since the College's founding. The Environmental Studies major is projected to grow and may take students from Biology.
1.2 Instructional Space: Natural Sciences	The psychology labs are on the first floor of the Natural Sciences building. The two rooms (Sensory and Perception Labs) are out of date and need to be reconfigured. There are small testing cubicles that are no longer in use that could be converted into a larger instructional space. The observation/testing rooms (2047/2049, 2053/2056, 2057/2059) that are separated by one-way mirrors are also not in use for the intended purpose. The Psychology program used to use animals for research purposes. There are several rooms in the basement devoted to animal housing and

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Date:	December 14, 2007	Page 2 of 2
Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 December 7, 2007	
	support. The animals are no longer kept because guidelines for housir cost-prohibitive. The space is being used for storage currently.	ng them were
	The original design of the Natural Science building was laid out so the are at the corners, research labs and offices are along the exterior wall labs are in the central space. This arrangement works well for interc faculty, students and graduate researchers.	, and student
	Faculty teaching in the sciences should have devoted research lab space) .
1.3 Instructional Space: Social Sciences	Room 3046, designated as "Student Study" is used for a govern program to teach social sciences to high school students.	ment funded
	Space in the Social Sciences building was recently given to student r social sciences as a center for student activism (SPARK).	majors in the
	Anthropology does not need dedicated lab space. Physical Anthropology offered.	oology is not
Next Steps:	Draft minutes issued to dean along with revised enrollment projections, f and space needs for 2007, 2012, and 2017 for review.	aculty counts,
cc:	Bob Morin, Sean Connolly	

Attachments:
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Date:	May 2, 2007 Revised June 29, 2007
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Humanities
Meeting Location: Meeting Date:	SUNY Purchase April 26, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Jonathan Levin, Associate Dean, School of Humanities Carmen Menocal, PE Scott Page, Scott Blackwell Page, Architect
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\programming\interviews \29340.00_interviewhumanities_070425.doc
1.1 Overview	 The School of Humanities offers 9 majors and 2 minors. Majors include: Art History, Cinema Studies, History, Philosophy, Journalism, Creative Writing, English Literature, History, and Modern Languages. The School is housed in the Humanities building, which contains classrooms and offices for the department but shares the building with other student services (UPD, Counseling, and External Affairs). In addition to running the departments in the School, Humanities also runs the required College Writing course offered in the fall and the Culture and Society in the West course required by all freshmen.
1.2 Existing Constraints	Journalism became a major in 2001 and is currently the largest in the department with 160 students. It is expected that this program will continue to grow and reach 200-225 majors in 5 years. The program has a very high graduation rate, but is undersupported in terms of faculty (currently 2.5 full time) and space. The faculty is expected to grow to 6. The program runs the college newspaper, The Dispatch. The major looks to expand into broadcasting, photo journalism, and on-line news. There is a broadcasting facility in the library. Peer programs include SUNY New Paltz, SUNY Stonybrook, and SUNY Albany.
	The Creative Writing Program is unique in the SUNY system. It is the only major in BA program that requires a portfolio review for admission. The program has historically been under funded and has only 2-3 full time faculty members. It currently has 60 majors and 2 full-time faculty members. The hiring of an additional full-time faculty member has been authorized and the program should be able to support the growth to 100 majors in the next two years.
	Drama Studies uses the original theater for the campus that is on the first floor of the

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Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 April 26, 2007
	Humanities Building. Additional space in the basement has been lost due to water leaks.
	Cinema studies does not have a screening room and uses projectors in traditional classrooms.
1.3 New Spaces	College has very few large lecture classrooms. The highest priority is large lecture rooms with Smart technology. Ideally there would be two rooms that could accommodate 100 students each and be equipped for DVD film projection. Alternatively one room serving 70 students and one serving 120 would be acceptable. With two large lecture halls, the existing smaller classrooms could be reconfigured for seminar style teaching.
1.4 Miscellaneous Comments	serimar siyle leaching.
Next Steps:	PE will circulate to the dean a draft copy of these notes and the floor plan revised for review and comment.
cc:	Bob Morin, Sean Connolly, Scott Page
Attachments:	Humanities Building plans by use and department

Date:	December 14, 2007 DRAFT
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Humanities
Meeting Location: Meeting Date:	SUNY Purchase December 7, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Jonathan Levin, Associate Dean, School of Humanities Carmen Menocal, PE Scott Page, Scott Blackwell Page, Architect Sean Connolly, Capital Planning
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\programming\meetings_interviews\29340.00_interviewhum anities_071207.doc
1.1 Humanities Programs	Cinema Studies began in 2001 and has experience 10% growth every year. It is difficult to determine the upper limit of this growth, possibly up to 100 majors. There are currently 3 permanent faculty in Cinema Studies but faculty in other disciplines (Philosophy, Literature) often teach classes in Cinema. The major was founded by the Film department. The relationship with TAF has not been stable. LAS faculty have had no access to Film's resources. Cinema students use video equipment from TLTC in the library. Cinema students will be required in the future to take 2 classes in film or video production. Scott Page will determine how this impacts the space program for Humanities and look at providing a centralized resource for Cinema and Film.
	Creative Writing has also grown and is a very selective program. It may grow up to 100 students.
	Drama Studies has a low number of majors in relationship to faculty (4.5 faculty and 1 staff). There are issues among the drama studies faculty that has lead the program to feel fractured. Drama Studies majors need a black box theater for their senior projects and would ideally like to share resources with TAF.
	Journalism has also grown and is targeted for future growth as one of the interdisciplinary majors. Although it is difficult to pinpoint an exact number, there seems to be a potential for 225 students. The curriculum newspaper (the Dispatch) is a unique feature of the program because students are able to have their work published. However, the paper relies on faculty labor and has been suspended for the year in order to reevaluate how it is run. There should be a dedicated adjunct or staff member for the Dispatch.

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Date:	December 14, 2007	Page 2 of 2
Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 December 7, 2007	
	support. The animals are no longer kept because guidelines for housir cost-prohibitive. The space is being used for storage currently.	ng them were
	The original design of the Natural Science building was laid out so the are at the corners, research labs and offices are along the exterior wall labs are in the central space. This arrangement works well for interc faculty, students and graduate researchers.	, and student
	Faculty teaching in the sciences should have devoted research lab space	2.
1.3 Instructional Space: Social Sciences	Room 3046, designated as "Student Study" is used for a govern program to teach social sciences to high school students.	ment funded
	Space in the Social Sciences building was recently given to student r social sciences as a center for student activism (SPARK).	majors in the
	Anthropology does not need dedicated lab space. Physical Anthropology offered.	oology is not
Next Steps:	Draft minutes issued to dean along with revised enrollment projections, f and space needs for 2007, 2012, and 2017 for review.	aculty counts,
cc:	Bob Morin, Sean Connolly	

Attachments:

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Date:	May 2, 2007
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: School of the Arts
Meeting Location: Meeting Date:	SUNY Purchase April 26, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Jon Esser, Associate Dean, School of the Arts Jean Kyff, School of the Arts Carmen Menocal, PE Scott Page, Scott Blackwell Page, Architect
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\programming\interviews \29340.00_interviewsoa_070425.doc
1.1 Overview	The School of the Arts was created with the intent of fostering collaboration across all of the schools at Purchase College. SOA manages all courses for non-majors through the individual Schools and Conservatories. These courses are intended for liberal arts students who want to take programs in the arts and for art students who want to take programs at different Schools or Conservatories within the College. Arts Management is being introduced in the 2007-08 school year as the first major to be offered at the School of the Arts. One full-time faculty member has been hired for this major. Interest in the major has exceeded expectations. There are currently 55 students interested in the major.
1.2 Existing Constraints	Future programs may include: Arts Education, Visual Studies, Performance Studies, Documentary Studies. The program is fairly new and was created through a mandate by the Provost to enable collaboration across schools and disciplines. The biggest constraint is in resource allocation for the offering of "non-majors" (SOA) classes through the Schools and Conservatories. The different schools offer the SOA classes with their own budgets.
1.3 New Spaces 1.4 Miscellaneous Comments	SOA has no dedicated classroom space. If the program expands, additional dedicated space may be required. Not at the moment.
Next Steps: cc: Attachments:	PE will circulate to the dean a draft copy of these notes and the floor plan revised for review and comment. Bob Morin, Sean Connolly, Scott Page

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MEETING RECORD

Date:	May 2, 2007	Page 2 of 2
Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 April 26, 2007	

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Date:	April 29, 2007
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Neuberger Museum of Art
Meeting Location: Meeting Date:	SUNY Purchase April 20, 2007
Prepared By: Contact Information:	Christine Albright T. 212.353.7638 F. 212.353.7676 E. c.albright@perkinseastman.com
Participants:	Thom Collins, Director, Neuberger Museum of Art Christine Albright, PE
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\minutes & agendas\peapc\29340.00_meeting_070329\29340.00_minutes_070402.doc
1.1 Overview	Neuberger Museum attracts 60,000 to 75,000 visitors per year.
	The museum was the first building constructed on campus before the campus master plan was complete. Phillip Johnson who designed the museum provided three potential main entrances to allow for several possible main entrances to the campus. Today the main entrance to the museum is from the plaza.
	Currently students use the museum for either faculty initiated course work (art history or studio art) or for student initiated social events which now happen on a monthly basis. When conducting course work at the museum, art history courses meet in the galleries or in the collection storage to view art not on display. Studio art classes set up in the galleries. The director believes the college would benefit from a classroom in the museum, set up to view multiple objects from the collection. Insurance prevents the art from leaving the museum.
	The biggest challenge for the museum regarding student engagement is getting them in the door.
	Funding for capital improvements to the museum is a problem. Typically the state does not contribute to its maintenance and improvements. Instead, private donations are solicited.
	The director has considered that the museum could be moved to a new facility at the front entrance of the campus. This would maximize public visibility and help identify at the college's entrance its focus on the fine arts. The existing building could be well suited for a performance space. The director believes that fundraising for a new facility at this location could be accomplished with relative ease.

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Darling Hast

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29340.00	
Wayfinding: Location in center of campus does n causes a public perception problem. The route from the large parking lot to the museum is The entrance to the museum is not obvious. Overall t museum is not positive.	not attractive.
Climate Control: The existing mechanical system f campus system which limits the ability to control the cl need for an art gallery. There is a capital improven this to a stand along system. Estimated completion do	limate of the museum, a critical nent project initiated to change
Building design and materials: The overall buildi satisfactory. The spatial volumes of the galleries are w of gallery space is adequate. Material choices are pr a problem to maintain. Also, the gallery wall detail w gyp board is visually distracting for viewing art. modified this on the second level, plans to preserve the first floor where art is in cases on the floor where the intends to renovate the remaining galleries to eliminate	very functional, and the amount roblematic e.g. masonry floor is with the brick frame around the The director has successfully the detail in one gallery on the distraction is not an issue, and
Building leaks: The museum has several severe leaks In the lower level collection storage area. The plaz leaks.	
Offices: The office space is inadequate for the staff b the finishes and systems and in amount of space; they	
New spaces desired are: -An auditorium for 80-100 people for lecture for stude -A classroom dedicated for college course curriculur room should be able to display several works of investigation and have AV capabilities. The existing students visiting the museum which the museum's doc -Student Lounge area: The director plans to create and where students can study and talk within the museum. -This summer the main reception, bookstore, and cafe -The courtyards for the museum are underutilized desp -The art history library/study space requires additional	um for art history classes. The f art at one time for student g classroom is used for K-12 cents oversee. n area adjacent to the entrance é will also be redone. pite their potential.
The director believes the campus mall area needs to b	be animated and lively at night.
	causes a public perception problem. The route from the large parking lot to the museum is The entrance to the museum is not obvious. Overall to museum is not positive. Climate Control: The existing mechanical system to campus system which limits the ability to control the coneed for an art gallery. There is a capital improven this to a stand along system. Estimated completion do Building design and materials: The overall buildis satisfactory. The spatial volumes of the galleries are pro- of gallery space is adequate. Material choices are pro- a problem to maintain. Also, the gallery wall detail to gyp board is visually distracting for viewing art. modified this on the second level, plans to preserve first floor where art is in cases on the floor where the intends to renovate the remaining galleries to eliminate Building leaks: The museum has several severe leaks In the lower level collection storage area. The plaz leaks. Offices: The office space is inadequate for the staff be the finishes and systems and in amount of space; they New spaces desired are: -An auditorium for 80-100 people for lecture for stude -A classroom dedicated for college course curricular room should be able to display several works of investigation and have AV capabilities. The existing students visiting the museum which the museum's doc -Student Lounge area: The director plans to create an where students can study and talk within the museum. -This summer the main reception, bookstore, and cafe -The courtyards for the museum are underutilized desi -The art history library/study space requires additional

MEETING RECORD

Date:	April 29, 2007	Page 3 of 3
Project Name:	SUNY Purchase	
Project Number:	29340.00	
Meeting Date:	April 20, 2007	

Next Steps: PE will circulate to the director a draft copy of t hese notes and the floor plan revised for review and comment.

cc:

Bob Morin, Sean Connolly

Attachments: Neuberger Museum floor plans

Date:	July 25, 2007			
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Performing Arts Center			
Meeting Location: Meeting Date:	SUNY Purchase July 11, 2007			
Prepared By: Contact Information:	Christine Albright T. 212.353.7638 F. 212.353.7676 E. c.albright@perkinseastman.com		n	
Participants:	Anne Bradner, Executive Director, PAC Dan Sedgwick, Operations Director, PAC Christine Albright, Perkins Eastman			
Filename:	H/studio2/29340.0 70711	0/docs/programming/interv	riews/drafts/29340.00_	InterviewPAC_0
1.1 Overview	One third of their Award ceremonies 18 years ago, ther Rental activity incluservices, and parti PAC generates \$4	s 300 public performances. activity is student related. To and the Purchase Prom tak was about 1/3 the amour udes the Westchester Philhan es. 00,000 income per year. ity performance venue e.g.	AF, Music, Dance use the place in the lobby. Int of activity there is now rmonic, corporate meet	he facilities. w. ings, religious
1.2 Existing Facility Constraints and Proposed New Spaces	 Administrative offices need more space. One more office is needed for staff. Box office is too small. There is a need for more storage, but that is always the case in a theater. If the PAC performing venues were changed, the production director would enlarge Theater A to 1800-2000 seats. Sound system and riggings need to be replaced. HVAC system throughout is not good. Café is open only during performance times. Per Chartwell which runs it, it is not profitable. Although there has been some interest in a restaurant, there is not enough business to sustain it. Lobbies are an additional venue for events. The configurations vary. The "bay window" areas are popular. 		ater. would enlarge ns it, it is not ere is not	
2.0 Existing Performance Spaces	PAC does not use Theater X. There are four theaters in PAC building A, B, C, D. Theater A, Concert Hall is the busiest theater and seats 1372. It is suitable for dance, music, and theater. The production shops below Theater A are used by TAF,			
PERKINS EASTMAN ARCHITECTS PC	115 FIFTH AVENUE	NEW YORK, NY 10003	T. 212.353.7200	F. 212.353.7676

MEETING RECORD

Date:	Error! Reference source not found.	Page 2 of 2
Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 Error! Reference source not found.	
	and all staff are TAF staff. PAC does not produce shows, i access works very well. Dressing room areas are adequat Nutcracker in Theater A each year. The public spaces in T renovated including the toilet rooms, and the lobbies. Theater B, Pepsico Theater, is 713 seats. It is designed for produces one production in Pepsico each year. Dance has concert in Pepsico. No student films are viewed at Pepsico for this. One, the cost of set up is often prohibitive. Also, mm films, not video which is the medium that most studen have a film series open to the public. Theater C, Recital Hall, has 476 fixed seats, and 84 moval designed for live, classical music productions. It is an exce also frequently used for meetings. Music performs its open Hall and uses the space for a month. There are four perfor Theater D is used mostly by TAF. It is a black box. It is also particularly Bar and Bat Mitzahs. PAC has one storage room under the plaza for props, arch	e. Dance performs the heater A were recently theater productions. TAF is its spring, senior project There are two reasons the equipment projects 35 t films use. Pepsico does ble seats plus boxes. It is ellent recording venue. It is ra each year in the Recital prmances.
PAC & College Relationship	PAC has tried many times to encourage students to attend few attend the events. Dance has the greatest participation students to attend certain events. Integration of PAC and the college include PAC hosting ar programs. For example, dance companies will give master students and then perform for the public without paying th sees more opportunities like this and hopes that the college support for these activities.	n since they require their tists in residence er classes for the dance e rental fee to PAC. PAC
Next Steps:	PE will circulate to the director a draft copy of t hese notes a for review and comment.	nd the floor plan revised
cc: Attachments:	Dan Sedgwick, Anne Bradner, Bob Morin, Sean Connolly, S	cott Page, PE

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Date:	December 10, 2007 DRAFT
Project Name: Project Number: Subject:	SUNY Purchase 29340.00 Interview: Writing
Meeting Location: Meeting Date:	SUNY Purchase December 4, 2007
Prepared By: Contact Information:	Carmen Menocal T. 212.353.7412 F. 212.353.7676 E. c.menocal@perkinseastman.com
Participants:	Bill Baskin, Associate Provost and Director of Writing Carmen Menocal, PE Scott Page
Filename:	h:\studio-8\29340.00 suny purchase\29340.00docs\programming\meetings_interviews\29340.00_interviewt af_071204.doc
1.1 Writing Program	 College Writing is a requirement for all incoming Freshman. It is taught in small sections of 22 to 24 students. There are typically about 35 sections in the Fall and 8 in the Spring. Students who receive a D grade or below repeat the class in the Spring, otherwise all take it in the Fall. With General Education reforms, this class will become a requirement that cannot be replaced with AP credit. This may mean that 4 additional sections are taught in the Spring. The Writing program has a relationship with the English graduate students at Sarah Lawrence College. The graduate students are provided some training by Purchase College so that they can serve as adjunct faculty to teach College Writing. In addition, faculty are encouraged to offer "writing intensive" (WI) classes. This is a fairly new program in which faculty teach a class that has more writing assignments
	than their typical class and in exchange are provide peer writing tutors and allowed to reduce the class' maximum enrollment down to 25 students.
1.2 Instructional Space Needs	The college writing classes are taught in small classrooms in the Humanities and Social Sciences Buildings because of the relatively small section sizes. However, these classes are increasingly incorporating group work to engage the students. When students break into 4 groups of 5 students each, a larger space is needed. The classrooms for these classes should be approximately 750 sf instead of 450-500 sf.
1.3 Learning Center	The Learning Center/Advising Center is located on the second floor of the Student Services Building and also has a drop-in writing center. There is also an online tutoring service that is available to students for writing help (both synchronous and asynchronous). The writing center is very popular, especially for students in the College Writing class. This will become even more popular with the introduction of

MEETING RECORD

Date:	December 10, 2007	Page 2 of 2
Project Name: Project Number: Meeting Date:	SUNY Purchase 29340.00 December 4, 2007	

the WI classes. If it is possible, adding a second Writing Center in the Library would be useful.

cc:

Bob Morin, Sean Connolly

Attachments:

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SUNY Purchase Space Utilization Study July 2008

APPENDIX B: EDUCATIONAL PROGRAM

Perkins Eastman

Enrollment Distribution	_		_	 	-		_	-	
		Fall 2006		Fall 2007		Fall 2013		Fall 2017	
Program	Potential	Undergraduate Gra	Graduate	Undergraduate G	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
Art History	Stable	20	15	72	18	80	18	06	18
Cinema Studies	Growth	75	0	89	0	100	0	115	0
Creative Writing	Growth	62	0	71	0	85	0	100	0
Drama Studies	Growth	58	0	57	0	60	0	60	0
History	Stable	20	0	06	0	06	0	06	0
Journalism	Stable	164	0	160	0	195	0	225	0
Language & Culture	Stable	21	0	25	0	25	0	25	0
Literature	Stable	103	0	119	0	120	0	125	0
Philosophy	Stable	24	0	27	0	25	0	25	0
Total Humanities		647	15	710	18	780	18	855	18
Biology	Stable	126	0	128	0	120	0	125	0
Biochemistry	Growth	0	0	0	0	30	0	40	0
Chemistry	Stable	10	0	∞	0	ы	0	ъ	0
Environmental Studies	Growth	38	0	40	0	45	0	45	0
Math	Stable	34	0	40	0	40	0	40	0
Psychology	Stable	169	0	208	0	200	0	200	0
Total Natural Science		377	0	424	0	440	0	455	0
Anthropology	Stable	41	0	40	0	40	0	40	0
Economics	Stable	43	0	53	0	45	0	45	0
Media, Society & Arts	Growth	51	0	68	0	20	0	75	0
Political Science	Stable	55	0	51	0	50	0	50	0
Sociology	Stable	35	0	43	0	50	0	60	0
Total Social Science		225	0	255	0	255	0	270	0
B.A.L.A.	Stable	11	0	6	0	5	0	5	0
New Media	Stable	107	0	117	0	110	0	110	0
Women's Studies	Stable	21	0	17	0	25	0	25	0
Arts Management	Growth	4	0	32	0	35	0	20	0
Total Interdisciplinary		143	0	175	0	175	0	210	0

DRAFT 12-Nov-07 Revised 5-Mar-08

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Distribution Model

Purchase College State University of New York Space Assessment College Master Plan

Space Assessment
College Master Plain Purchase College
State University of New York

12-Nov-07	5-Mar-08
DRAFT	Revised

Enrollment Distribution									
		Fall 2006	6	Fall 2007	7	Fall 2013	3	Fall 2017	~
Program	Potential	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
L.S. Legal Studies	Stable	29	0	30	0	25	0	20	0
L.S. Media & Communication	Growth	44	0	51	0	55	0	65	0
L.S. and Art	Growth	47	0	61	0	20	0	80	0
Liberal Studies - General	Stable	237	0	240	0	240	0	240	0
Total Liberal Studies		357	0	382	0	390	0	405	0
Undeclared	Decline	525	0	549	0	350	0	225	0
Total LAS		2,274	15	2,495	18	2,390	18	2,420	18
Dance	Stable	151	ω	167	ω	170	20	170	20
Music	Stable	331	102	339	110	340	105	340	105
TAF	Stable	318	6	330	8	340	10	340	10
A+D	Stable	406	8	433	8	430	20	430	20
A+D (BA)	New Program	0	0	0	0	80	0	100	0
Total VPA		1,206	127	1,269	134	1,360	155	1,380	155
Total Matriculated Headcount	ut	3,480	142	3,764	152	3,750	173	3,800	173
Total Non-Matriculated Headcount	dcount	414	0	427	0	450	0	460	0
Total Headcount			4,036		4,343		4,373		4,433
AAFTES			3,883.00		3,932.00		3,960.00		4,015.00
Fall FTEs			4,533.64		4,885.46		4,920.00		4,990.00

Distribution Model

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Space Assessment College Master Plan Purchase College State University of New York					DRAFT Revised	1-Mar-07 5-Mar-08
College Profile						Projected
		Existing Fall 2007 N	Need Fall 2007	Projected Fall 2012	Projected Fall 2017	Deficit or Surplus Fall 2017
Shared Instructional & Departmental Space						
Classrooms & Lecture Halls		34,348 sf	35,190 sf	36,983 sf	38,191 sf	(3,843)sf
School of the Arts						
Conservatory of Dance		34,596 sf	40,620 sf	46,970 sf	46,970 sf	(12,374)sf
Conservatory of Music		40,419 sf	51,400 sf	53,560 sf	53,560 sf	(13,141)sf
School of the Art + Design		93,936 sf	76,403 sf	87,003 sf	89,803 sf	4,134 sf
Conservatory of Theater & Film		36,104 sf	41,613 sf	41,763 sf	41,763 sf	(5,659)sf
Liberal Arts & Sciences						
The School of Humanities		12,918 sf	22,575 sf	23,025 sf	24,750 sf	(11,832)sf
School of Natural & Social Sciences		46,247 sf	42,591 sf	43,980 sf	45,915 sf	332 sf
Conservatory or School						
Interdisciplinary & Liberal Studies		488 sf	1,759 sf	5,376 sf	5,796 sf	(5,308)sf
Subtotal		299 056 sf	312_150 sf	338 659 sf	346 747 sf	(47_691)sf
	Student FTEs (Fall FTEs)	4.813.90	4.813.90	5.068.00	5.168.00	10/100/11
	Square Feet per FTEs	, 62 sf	65 sf	67 sf	, 67 sf	
Organized Activity						
Museum		54,294 sf	54,294 sf	54,294 sf	54,294 sf	0 sf
Performing Arts Center		129,801 sf	129,801 sf	129,801 sf	129,801 sf	0 sf
Subtotal		184,095 sf	184,095 sf	184,095 sf	184,095 sf	0 sf
Public Service						
Public Service		20,633 sf	20,633 sf	20,633 sf	20,633 sf	0 sf
Subtotal		20,633 sf	20,633 sf	20,633 sf	20,633 sf	0 sf

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071112PurchaseProfile.xls

1-Mar-07

Space Assessment College Master Plan					DRAFT Revised	1-Mar-07 5-Mar-08
Purchase College State University of New York						
College Profile						
						Projected Deficit or
		Existing Fall 2007 N	Need Fall 2007	Projected Fall 2012	Projected Fall 2017	Surplus Fall 2017
Support Space						
Instructional Resources		10,954 sf	10,370 sf	10,370 sf	10,370 sf	584 sf
Electronic Data Processing		7,749 sf	5,310 sf	5,310 sf	5,310 sf	2,439 sf
Library		93,002 sf	50,180 sf	51,641 sf	52,216 sf	40,786 sf
Health & Physical Education		75,831 sf	78,000 sf	78,000 sf	78,000 sf	(2,169)sf
Assembly & Exhibition		34,607 sf	36,130 sf	36,130 sf	36,130 sf	(1,523)sf
Student Activity Space		64,370 sf	50,546 sf	53,214 sf	54,264 sf	10,106 sf
Health Services		1,888 sf	3,685 sf	3,685 sf	3,685 sf	(1,797)sf
Administration		62,549 sf	55,360 sf	58,282 sf	59,432 sf	3,117 sf
Central Services		49,042 sf	32,258 sf	33,601 sf	34,035 sf	15,007 sf
Building Services		31,084 sf	25,161 sf	26,209 sf	26,548 sf	4,536 sf
Subtotal		431,076 sf	347,000 sf	356,441 sf	359,990 sf	71,086 sf
	Student FTES (Fall FTEs)	4,813.90	4,813.90	5,068.00	5,168.00	
	Square Feet per FTES	90 sf	72 sf	70 sf	70 sf	
	Currently Inactive Space	21,748 sf	0 sf	0 sf	0 sf	21,748 sf
Total Nonresidential Net Assignable Square Feet	Square Feet	956,608 sf	863,878 sf	899,829 sf	911,465 sf	45,143 sf
	Student FTES (Fall FTEs)	4,813.90	4,813.90	5,068.00	5,168.00	
	Square Feet per FTEs	199 sf	179 sf	178 Sf	176 sf	
	Square Feet per FTEs minus Organized Activities &					
	Public Service	156 sf	137 sf	137 sf	137 sf	

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Space Assessment College Master Plan Purchase College State University of New York					DRAFT Revised	28-Apr-07 5-Mar-08
The School of the Arts						Projected
		Existing Fall 2007	Need Fall 2007	Need Fall Projected Fall Projected Fall 2007 2012 2013	Projected Fall 2017	Deficit or Surplus Fall 2017
Classroom & Lecture Space						
Classrooms & Lecture Halls			6,153 sf	6,387 sf	6,387 sf	
Subtotal			6,153 sf	6,387 sf	6,387 sf	
Conservatory or School						
Conservatory of Dance		34,596 sf	40,620 sf	46,970 sf	46,970 sf	(12,374)sf
Conservatory of Music		40,419 sf	51,400 sf	53,560 sf	53,560 sf	(13,141)sf
School of the Art + Design		93,936 sf	76,403 sf	87,003 sf	89,803 sf	4,134 sf
Conservatory of Theater & Film		36,104 sf	41,613 sf	41,763 sf	41,763 sf	(5,659)sf
	Contingency 3%		5,082 sf	5,470 sf	5,554 sf	
Subtotal		170,459 sf	174,497 sf	187,795 sf	190,679 sf	(20,220)sf
	Student FTES	1,759.25	1,759.25	1,981.00	1,981.00	
	Square Feet per FTES	97 sf	99 sf	95 sf	96 sf	
Total Instructional Space (Departmental & Classrooms)	rtmental & Classrooms)	170,459 sf	180,650 sf	194,182 sf	197,066 sf	(26,607)sf

Space Assessment College Master Plan Purchase College State University of New York				DRAFT Revised	28-Apr-07 5-Mar-08
The School of the Arts Student Enrollment by Department	Existing Fall 2006	Existing Fall 2007	Projected Fall 2012	Projected Fall 2017	Percentage
Student FTEs Undergraduate & Graduate					
Undergraduate Conservatory of Dance	305.43	312.57	350.00	350.00	12%
Conservatory of Music	384.80	397.93	400.00	400.00	1%
School of the Art + Design	365.06	381.80	430.00	430.00	13%
Conservatory of Theater & Film	511.60	584.87	585.00	585.00	%0
Subtotal	1,566.89	1,677.17	1,765.00	1,765.00	5%
Graduate					
Conservatory of Dance	18.24	18.24	40.00	40.00	119%
Conservatory of Music	141.58	141.15	140.00	140.00	-1%
School of the Art + Design	18.00	18.00	18.00	18.00	%0
Conservatory of Theater & Film	14.54	18.50	18.00	18.00	-3%
Subtotal	192.36	195.89	216.00	216.00	10%
Total Fall Student FTEs	1,759.25	1,873.06	1,981.00	1,981.00	13%
Student Headcount Undergraduate & Graduate					
Undergraduate					
Conservatory of Dance	151	167	170	170	2%
Conservatory of Music	331	339	340	340	%0
School of the Art + Design	406	433	530	530	22%
Conservatory of Theater & Film	318	330	340	340	3%
Subtotal	1,206	1,269	1,380	1,380	% 6
Graduate					
Conservatory of Dance	8	80	20	20	150%
Conservatory of Music	102	110	105	105	-5%
School of the Art + Design	8	8	20	20	150%
Conservatory of Theater & Film	6	8	10	10	25%
Subtotal	127	134	155	155	16%
Total Fall Student Headcount	1,333	1,403	1,535	1,535	%6

Space Assessment College Master Plan			DRAFT Revised	28-Apr-07 5-Mar-08
ruciase college State University of New York				
The School of the Arts				
Conservatory of Dance				
Departmental Profile	Existing Fall 2006	Existing Fall 2007	Projected Fall 2012	Projected Fall 2017
Student Headcount				
Undergraduate	151	167	170	170
Graduate	∞	∞	20	20
Subtotal	159	175	190	190
Percentage of Growth			9%6	9%6
Student FTES by Discipline				
Undergraduate	305.43	312.57	350.00	350.00
Graduate	18.24	18.24	40.00	40.00
Total FTES	323.67	330.81	390.00	390.00
Percentage of Growth			18%	18%
Weekly Student Contact Hours by Discipline				
Total Contact Hours		7,609	8,970	8,970
Lecture Contact Hours		304	359	359
Studio Contact Hours		7,152	8,432	8,432
Total Contact Hours		7.456	8.791	8.791
Percentage of Growth			18%	18%

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The School of the Arts Existing Fall Need Fall Projected Fall Proje				
Existing Fall Need Fall Projected Projected 2007 2007 Fall 2012 2007 2007 Fall 2012 2007 1 1 1 2007 1 1 1 2007 1 1 1 2007 1 1 1 2007 2007 7 1 2007 2007 1 1 1 2007 2007 1 1 1 1 2007 201 1 1 1 1 1 2007 201 1 1 1 1 1 2007 201 1 1 1 1 1 2007 201 1 1 1 1 1 1 2008 2010 1 1 1 1 1 1 1 2007 2010 2 2 2 2 2 2 2 2008 209 3 3 </th <th></th> <th></th> <th></th> <th></th>				
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strative Space 1 1 1 $strative Space$ 7 7 12 sf 7 7 12 sf 10 10 10 sf 0 0 0 sf 2 2 10 sf 1 1 1 sf 10 10 10 $statf$ 0 0 0 $statf$ 1 1 1	F	300 sf	300 sf	300 sf
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strative Space 7 7 12 sf 7 7 12 sf 10 10 10 sf 0 0 0 $staff$ 0 0 0 $staff$ 2 2 10 $staff$ 1 1 1 $staff$ 1 1 1		383 sf	383 sf	383 sf
sf) 7 7 12 sf) 10 10 10 10 sf 0 0 0 0 0 e Staff 6 6 8 8 istants 2 2 10 10 ioom 1 1 1 1 1	838 sf	1,913 sf	1,913 sf	1,913 sf
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0 0 0 0 0 2 0 0 0 0 0 0 0 0 0 0 0 0 0 0	10	400 sf	400 sf	400 sf
6 6 8 2 2 10 1 1 1 1	0	0 sf	0 sf	0 sf
2 2 10 1 1 1 1 1 1	8	0 sf	0 sf	0 sf
	10	160 sf	800 sf	800 sf
	1	600 sf	600 sf	600 sf
	1	150 sf	150 sf	150 sf
Storage 1 1 1 1 1	1	400 sf	400 sf	400 sf
Circulation		638 sf	948 sf	948 sf
Total Faculty Space	4,063 sf	3,188 sf	4,738 sf	4,738 sf

The School of the Arts Conservatory of Dance								
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2011	Projected Fall 2016	Existing Fall 2007	Need Fall 2007	Projected Fall Projected Fall 2012 2013	^h rojected Fall 2017
Class Laboratory Space								
Dance Studio (2,400 sf)	4	4	4	4		9,600 sf	9,600 sf	9.600 sf
Dance Studio (2,000 sf)	5	10	10	10		20,000 sf	20,000 sf	20,000 sf
Dance Studio (2,000 sf) (Non-majors)	0	0	2	2		0 sf	4,000 sf	4,000 sf
Subtotal						29,600 sf	33,600 sf	33,600 sf
Support Space						5,920 sf	6,720 sf	6,720 sf
Total Class Laboratory Space					29,695 sf	35,520 sf	40,320 sf	40,320 sf
						40 0	40 C	40 0
No Aliowance						U ST	U ST	U ST
Total Rehearsal Space					0 sf	0 sf	0 sf	0 sf
Summary								
Administrative Space					838 sf	1,913 sf	1,913 sf	1,913 sf
Faculty Office Space					4,063 sf	3,188 sf	4,738 sf	4,738 sf
Class Laboratory Space					29,695 sf	35,520 sf	40,320 sf	40,320 sf
Rehearsal Space					0 sf	0 sf	0 sf	0 sf
Special Use (Dance Laboratory) (Not included in total)					5,500 sf	5,500 sf	5,500 sf	5,500 sf
Total Departmental Space					34,596 sf	40,620 sf	46,970 sf	46,970 sf
SUNY Assessment								
Classroom Space Required						258 sf	304 sf	304 sf
Student Lounge Space						744 sf	878 sf	878 sf
Square Feet Per Full-time Faculty					4,942 sf	5,803 sf	3,914 sf	3,914 sf
Square Feet Per Student FTE					107 sf	123 sf	120 sf	120 sf
Note								

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Space Assessment College Master Plan Purchase College State University of New York			DRAFT Revised	28-Apr-07 5-Mar-08
The School of the Arts				
Conservatory of Music	: 		- II	-
Departmental Profile	Existing Fall 2006	Need Fall Pr 2007	Projected Fall Pl 2011	Projected Fall 2016
Student Headcount				
Undergraduate	331	339	340	340
Graduate	102	110	105	105
Subtotal	433	449	445	445
Percentage of Growth		4%	-1%	- 1%
Student FTES by Discipline				
Undergraduate	384.80	397.93	400.00	400.00
Graduate	141.58	141.15	140.00	140.00
Total FTES	526.38	539.08	540.00	540.00
Percentage of Growth			%0	%0
Weekly Student Contact Hours by Discipline				
Total Contact Hours		12,399	12,420	12,420
Lecture Contact Hours		2,356	2,360	2,360
Lab or Studio Contact Hours		10,043	10,060	10,060
I OTAI CONTACT HOURS Percentage of Growth		12,333	1 2,4 20 0%	1 2,420 0%
			, , ,	, , ,

School of the Arts

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State University of New York								
The School of the Arts								
Conservatory of Music				-				
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017	Existing Fall 2007	Need Fall 2007	Projected Fall F 2012	Projected Fall 2017
Administrative Space								
Dean (300 sf)	-	-	-	-		300 sf	300 sf	300 sf
Assistant Dean (240 sf)	-	-	-	-		240 sf	240 sf	240 sf
Director of Operations (120 sf)	-	-	-	-		180 sf	180 sf	180 sf
Chief Engineer (120 sf)	-	-	-	-		120 sf	120 sf	120 sf
Conservatory Coordinator (120 sf)	-	-	-	-		120 sf	120 sf	120 sf
Administrative Staff	0	2	2	2		160 sf	160 sf	160 sf
Conference Room	-	-	-	-		300 sf	300 sf	300 sf
Storage	1	-	-	-		150 sf	150 sf	150 sf
Circulation						393 sf	393 sf	393 sf
Total Administrative Space					1,740 sf	1,963 sf	1,963 sf	1,963 sf
Faculty Offices								
Faculty (300 sf)	22	22	22	22		6,600 sf	6,600 sf	6,600 sf
Adjunct (40 sf)	28	28	28	28		1,120 sf	1,120 sf	1,120 sf
Independent Contractor	10	10	10	10		400 sf	400 sf	400 sf
Administrative Staff	0	0	0	0		0 sf	0 sf	0 sf
Lab Technician	2	2	2	2		160 sf	160 sf	160 sf
Teaching Assistants	8	8	8	8		320 sf	320 sf	320 sf
Conference Room	2	2	2	2		1,200 sf	1,200 sf	1,200 sf
Workroom	1	-	-	-		150 sf	150 sf	150 sf
Storage	1	1	1	1		200 sf	200 sf	200 sf
Circulation						2,538 sf	2,538 sf	2,538 sf
Total Faculty Space					8.324 sf	12.688 sf	12,688 sf	12.688 sf
Purchase College State University of New York								
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The School of the Arts Conservatory of Music								
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017	Existing Fall 2007	Need Fall 2007	Projected Fall Projected Fall 2012 2013	Projected Fall 2017
Class Laboratory Space								
Ensemble Classroom		4	4	4		1,600 sf	1,600 sf	1,600 sf
Large Choral Assemble Room		2	2	2		4,400 sf	4,400 sf	4,400 sf
Jazz Classroom		2	2	2		2,300 sf	2,300 sf	2,300 sf
Percussion Classroom		2	2	2		2,300 sf	2,300 sf	2,300 sf
Teaching Studio		9	10	10		1,800 sf	3,000 sf	3,000 sf
Electronic Music Lab		-	2	2		600 sf	1,200 sf	1,200 sf
Subtotal		17	22	22		13,000 sf	14,800 sf	14,800 sf
Support Space						2,600 sf	2,960 sf	2,960 sf
Total Class Laboratory Space					13,081 sf	15,600 sf	17,760 sf	17,760 sf
Small Assemble Space	31	30	30	30		12,000 sf	12,000 sf	12,000 sf
Large Practice Space	45	55	55	55		7,150 sf	7,150 sf	7,150 sf
Small Practice Space	0	25	25	25		2,000 sf	2,000 sf	2,000 sf
Total Rehearsal Space	76	110	110	110	17,274 sf	21,150 sf	21,150 sf	21,150 sf
Summary Administrative Space					1.740 sf	1.963 sf	1.963 sf	1.963 sf
Faculty Office Space					8.324 sf	12,688 sf	12.688 sf	12,688 sf
Class Laboratory Space					13,081 sf	15,600 sf	17,760 sf	17,760 sf
Rehearsal Space					17,274 sf	21,150 sf	21,150 sf	21,150 sf
Special Use (Performance Space) (Not included in total)					4,967 sf	5,000 sf	5,000 sf	5,000 sf
Total Departmental Space					40,419 sf	51,400 sf	53,560 sf	53,560 sf
SUNY Assessment								
Classroom Space Required						1,996 sf	2,000 sf	2,000 sf
Student Lounge Space						943 sf	945 sf	945 sf
Square Feet Per Full-time Faculty					1,837 sf	2,336 sf	2,435 sf	2,435 sf
Scillare East Dar Stildant ETE					75 cf	05 cf	ag ef	gg sf

School of the Arts

The School of the Arts				
School of the Art + Design	:			
Exi Departmental Profile	Existing Fall 2006	Existing Fall 2007	Projected Fall P 2012	Projected Fall 2017
Student Headcount				
Undergraduate Arts (BA)	0	0	100	100
Undergraduate Arts (BFA)	406	433	430	430
Graduate	ω	∞	20	20
Subtotal	414	441	550	550
Percentage of Growth		2%	25%	25%
Notes				
Student FTES by Discipline				
Undergraduate	365.06	381.80	430.00	430.00
Graduate	18.00	18.00	18.00	22.00
Total FTES	383.06	399.80	448.00	452.0(
Percentage of Growth			12%	13%
Weekly Student Contact Hours by Discipline				
Total Contact Hours		11,565	12,945	13,045
Lecture Contact Hours		980	1,200	1,200
Lab Contact Hours		10,585	11,745	11,845
Total Contact Hours		11.565	12.945	13.045
Percentage of Growth			12%	13%

School of the Arts

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Space Assessment	College Master Plan	Purchase College	State University of New York
Spac	Colle	Puro	Stat

DRAFT 28-Apr-07 Revised 5-Mar-08

The School of the Arts				
School of the Art + Design				
	Existing Fall	Existing Fall	Existing Fall Projected Fall Projected Fall	Projected Fall
Departmental Frome Studio Contact Hours				
Book Bindery		226	125	125
Ceramic Studio		118	120	120
Design Studio		1,599	1,850	1,850
Digital Design Studio		1,675	2,200	2,300
Digital Editing Studio		167	450	450
Drawing Studio		1,611	2,000	2,000
Interactive Media Lab		128	450	450
Lithography		541	450	450
Metals Shop		641	500	500
Painting Studio		206	1,200	1,200
Photography		1,244	006	006
Print Making		719	600	600
Sculpture Studio		737	200	700
Wood Shop		274	200	200
Total Studio (Lab) Contact Hours		10,585	11,745	11,845

Existing Fail Need Fail Projected Fail Existing Fail Noiset fail Projected Fail Project de Fail<	Contraction Existing Fail Need Fail Projected Fail Risting Fail Need Fail Projected Fail	t. t losign t losign <tht losign<="" th=""> <tht losign<="" th=""> <th< th=""><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th><th></th></th<></tht></tht>									
		Existing Fall Need Fall Need Fall Need Fall Projected Fall	Exis				_				
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$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c c c c c c c c c c c c c c c c c c c $						501			
an $(240 sf)$ i i	in $(240 sf)$ i i <thi< th=""> <</thi<>	an $(240 sf)$ i i <t< td=""><td>Dean (300 sf)</td><td>-</td><td></td><td>-</td><td>-</td><td></td><td>300 sf</td><td>300 sf</td><td>300.5</td></t<>	Dean (300 sf)	-		-	-		300 sf	300 sf	300.5
the Dean (120 sf) 2 2 2 2 2 240 sf 120 sf 140 sf 1 1 1 1 1 1 1 120 sf 120 sf 140 sf 172 sf 1,72 sf	the Dean $(120 sf)$ 2 2 2 2 240 sf 240 sf 240 sf 240 sf 120 sf <	the Deam $(120 sf)$ 2 2 2 2 240 sf 120 sf <	Assistant Dean (240 sf)	-	-	-	-		240 sf	240 sf	240 s
on Coordinator (120 sf) 1 1 1 1 1 120 sf 120 sf <t< td=""><td>on Coordinator (120 sf) 1 1 1 1 1 120 sf 120 sf 120 sf ager (120 sf) 1 1 1 1 1 1 120 sf 120 sf 120 sf ager (120 sf) 1 1 1 1 1 120 sf 120 sf 120 sf 120 sf nager (120 sf) 1 1 1 1 1 1 120 sf 1 1 1 1 1 1 1 120 sf 120 sf 120 sf 1 120 sf 1 120 sf 1</td><td>on Coordinator $(120 st)$ 1 1 1 1 1 120 st 1 1 1 1 1 120 st 120 st 120 st 120 st 1 120 st 1 120 st 1 120 st 1</td><td>Assistant to the Dean (120 sf)</td><td>2</td><td>2</td><td>2</td><td>2</td><td></td><td>240 sf</td><td>240 sf</td><td>240 s</td></t<>	on Coordinator (120 sf) 1 1 1 1 1 120 sf 120 sf 120 sf ager (120 sf) 1 1 1 1 1 1 120 sf 120 sf 120 sf ager (120 sf) 1 1 1 1 1 120 sf 120 sf 120 sf 120 sf nager (120 sf) 1 1 1 1 1 1 120 sf 1 1 1 1 1 1 1 120 sf 120 sf 120 sf 1 120 sf 1 120 sf 1	on Coordinator $(120 st)$ 1 1 1 1 1 120 st 1 1 1 1 1 120 st 120 st 120 st 120 st 1 120 st 1 120 st 1 120 st 1	Assistant to the Dean (120 sf)	2	2	2	2		240 sf	240 sf	240 s
ager (120 sf) 1 1 1 1 1 120 sf 120 sf </td <td>ager (120 sf) 1</td> <td>ager (120 s/) 1 1 1 1 1 120 sf 120 sf 120 sf nager (120 s/) 1 1 1 1 1 1 1 120 sf 1 1 1 1 1 1 10 sf 120 sf 1 1 1 1 1 1 10 sf 1<td>Communication Coordinator (120 sf)</td><td>-</td><td>-</td><td>-</td><td>-</td><td></td><td>120 sf</td><td>120 sf</td><td>120 s</td></td>	ager (120 sf) 1	ager (120 s/) 1 1 1 1 1 120 sf 120 sf 120 sf nager (120 s/) 1 1 1 1 1 1 1 120 sf 1 1 1 1 1 1 10 sf 120 sf 1 1 1 1 1 1 10 sf 1 <td>Communication Coordinator (120 sf)</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td></td> <td>120 sf</td> <td>120 sf</td> <td>120 s</td>	Communication Coordinator (120 sf)	-	-	-	-		120 sf	120 sf	120 s
nager IT ($120 \ sf$) 1 1 1 1 1 1 1 120 \ sf 1 1 1 120 \ sf 1 <td>nager II ($120 \ sf$) 1 1 1 1 1 1 1 120 \ sf 120 \ sf 120 \ sf 120 \ sf<td>nager ((120 sf)) 1 1 1 1 1 1 1 1 120 sf 132 sf 1,725 sf 1,20 sf</td><td>Business Manager (120 sf)</td><td>-</td><td>-</td><td>-</td><td>-</td><td></td><td>120 sf</td><td>120 sf</td><td>120 s</td></td>	nager II ($120 \ sf$) 1 1 1 1 1 1 1 120 \ sf 120 \ sf 120 \ sf 120 \ sf <td>nager ((120 sf)) 1 1 1 1 1 1 1 1 120 sf 132 sf 1,725 sf 1,20 sf</td> <td>Business Manager (120 sf)</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td></td> <td>120 sf</td> <td>120 sf</td> <td>120 s</td>	nager ((120 sf)) 1 1 1 1 1 1 1 1 120 sf 132 sf 1,725 sf 1,20 sf	Business Manager (120 sf)	-	-	-	-		120 sf	120 sf	120 s
nager IT ($120 \ sf$) 1 <td>nager $(1/20 sf)$ 1 1 1 1 1 1 1 120 sf 120 sf 120 sf 120 sf 345 sf 345 sf 345 sf 345 sf 345 sf 130 sf 1 1 1 1 1 1 120 sf 1 1 1 1 1 120 sf 120 sf 1 120 sf 1 120 sf 1 120 sf 1</td> <td>ager T (120 sf) 1 1 1 1 1 1 1 120 sf 120 sf</td> <td>Associate Manager IT (120 sf)</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td></td> <td>120 sf</td> <td>120 sf</td> <td>120 s</td>	nager $(1/20 sf)$ 1 1 1 1 1 1 1 120 sf 120 sf 120 sf 120 sf 345 sf 345 sf 345 sf 345 sf 345 sf 130 sf 1 1 1 1 1 1 120 sf 1 1 1 1 1 120 sf 120 sf 1 120 sf 1 120 sf 1 120 sf 1	ager T (120 sf) 1 1 1 1 1 1 1 120 sf	Associate Manager IT (120 sf)	-	-	-	-		120 sf	120 sf	120 s
Ilery Manager 1 <	llety Manager 1 1 1 1 1 1 120 sf 120 sf 120 sf 345 sf 1345 sf 1320 sf 2320 sf 2320 sf 2320 sf 1	lety Manager 1 1 1 1 1 1 120 sf 120 sf 120 sf 345 sf 345 sf 130 sf 1	Assistant Manager IT (120 sf)	-	-	-	-		120 sf	120 sf	120 s
345 sf $345 sf$ $1,725 sf$ $1,726 sf$ $1,720 sf$ $1,000 sf$	345 sf $345 sf$ $1,725 sf$ $1,720 sf$ $1,200 sf$ 1 $staff$ 1 1 1 1 1 1 $1,200 sf$	345 sf $345 sf$ $1,725 sf$ $1,700 sf$ $1,000 sf$ $1,000$	Building & Gallery Manager	1	1	1	-		120 sf	120 sf	120 s
istrative Space 1,824 sf 1,725 sf 2,280 sf 2,520 sf 2 1 <td>istrative Space 1,824 sf 1,725 sf 1,720 sf 1,700 sf 1,000 sf 1</td> <td>istrative Space 1,824 sf 1,725 sf 1,726 sf 1,700 sf 1,000 sf</td> <td>Circulation</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>345 sf</td> <td>345 sf</td> <td>345 st</td>	istrative Space 1,824 sf 1,725 sf 1,720 sf 1,700 sf 1,000 sf 1	istrative Space 1,824 sf 1,725 sf 1,726 sf 1,700 sf 1,000 sf	Circulation						345 sf	345 sf	345 st
sf) 19 19 21 22 2,280 sf 2,520 sf 2 sf) 25 25 25 25 1,000 sf 1 e Staff 1 1 1 1 1 120 sf 320 sf 320 sf 320 sf 320 sf 1,200 sf 1,500 sf 1,500	sf 19 19 21 22 $2,280$ sf $2,520$ sf 2 sf 25 25 25 25 25 $1,000$ sf <td>sf)$19$$19$$21$$22$$2,280$ sf$2,520$ sf$2$$sf$)$25$$25$$25$$25$$25$$1,000$ sf$1,000$ sf$1$$e$ Staff$1$$1$$1$$1$$1$$1$$120$ sf120 sf120 sf$n$$4$$4$$4$$4$$4$$320$ sf320 sf320 sf120 sf$n$$1$$1$$1$$1$$1$$1$$1$$1,200$ sf$1,200$ sf$1,200$ sf$1,200$ sf$n$$1$$1$$1$$1$$1$$1$$1$$1$$400$ sf400 sf400 sfn<td< td=""><td>Total Administrative Space</td><td></td><td></td><td></td><td></td><td>1,824 sf</td><td>1,725 sf</td><td>1,725 sf</td><td>1,725 s</td></td<></td>	sf) 19 19 21 22 $2,280$ sf $2,520$ sf 2 sf) 25 25 25 25 25 $1,000$ sf $1,000$ sf 1 e Staff 1 1 1 1 1 1 120 sf 120 sf 120 sf n 4 4 4 4 4 320 sf 320 sf 320 sf 120 sf n 1 1 1 1 1 1 1 $1,200$ sf $1,200$ sf $1,200$ sf $1,200$ sf n 1 1 1 1 1 1 1 1 400 sf 400 sf 400 sf n <td< td=""><td>Total Administrative Space</td><td></td><td></td><td></td><td></td><td>1,824 sf</td><td>1,725 sf</td><td>1,725 sf</td><td>1,725 s</td></td<>	Total Administrative Space					1,824 sf	1,725 sf	1,725 sf	1,725 s
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	culty Offices								
			Faculty (120 sf)	19	19	21	22		2,280 sf	2,520 sf	2,640 s
rative Staff 1 1 1 1 1 120 sf 1,200 sf 1,00 sf<	trative Staff11111120 sf120 sfIndician4444320 sf320 sf320 sfnician12221,200 sf1,200 sf1,200 sf1ne Room1111111150 sf1,200 sf1,500 sfm111111111 $400 sf$ $400 sf$ $1,428 sf$ $1,500 sf$ <t< td=""><td>trative Staff11111120 sf120 sfnician4444320 sf320 sf320 sfnician1221,200 sf1,200 sf1,200 sf1,200 sfne Room11111160 sf1,200 sf1,00 sfm111111400 sf400 sfmn</td><td>Adjunct (40 sf)</td><td>25</td><td>25</td><td>25</td><td>25</td><td></td><td>1,000 sf</td><td>1,000 sf</td><td>1,000 s</td></t<>	trative Staff11111120 sf120 sfnician4444320 sf320 sf320 sfnician1221,200 sf1,200 sf1,200 sf1,200 sfne Room11111160 sf1,200 sf1,00 sfm111111400 sf400 sfm n	Adjunct (40 sf)	25	25	25	25		1,000 sf	1,000 sf	1,000 s
nnician 4 4 4 4 820 sf 320 sf 1,200 sf	nician 4 4 4 4 320 sf 320 sf 320 sf 320 sf 1,200 sf <td>nician 4 4 4 4 320 sf 320 sf 320 sf 320 sf 1,200 sf 1,000 sf 1,1,428 sf 1,1,38 sf 7,138 sf 7</td> <td>Administrative Staff</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td></td> <td>120 sf</td> <td>120 sf</td> <td>120 s</td>	nician 4 4 4 4 320 sf 320 sf 320 sf 320 sf 1,200 sf 1,000 sf 1,1,428 sf 1,1,38 sf 7,138 sf 7	Administrative Staff	1	1	1	1		120 sf	120 sf	120 s
Ince Room 1 2 2 2 1,200 sf 1,000 sf 1	Ince Room 1 2 2 2 1,200 sf 1,200 sf 1,200 sf 1,200 sf 1,200 sf 1,200 sf 1,500 sf 1	Ince Room 1 2 2 2 1,200 sf 1,200 sf 1,200 sf 1,200 sf 1,200 sf 1,200 sf 1,500 sf 1,600 sf 1,000 sf 400 sf 400 sf 400 sf 1,400 sf 1,428 sf 7,138 sf <th< td=""><td>Lab Technician</td><td>4</td><td>4</td><td>4</td><td>4</td><td></td><td>320 sf</td><td>320 sf</td><td>320 s</td></th<>	Lab Technician	4	4	4	4		320 sf	320 sf	320 s
m 1 1 1 1 150 sf 150 sf 1 1 1 1 1 400 sf 400 sf 0 1 1 1 1 1 10 sf 0 1 1 1 1 1 10 sf 0 1 1 1 1 1 10 sf 0 1 1 1 1 1 1 0 1 1 1 1 1 1 0 1 1 1 1 1 1 0 1 1 1 1 1 1	m 1 1 1 1 150 sf 150 sf 1 1 1 1 1 400 sf 400 sf 0n 1,368 sf 1,428 sf 1,428 sf 1,428 sf 0nty Space 7,363 sf 6,838 sf 7,138 sf 7,	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Conference Room	1	2	2	2		1,200 sf	1,200 sf	1,200 s
1 1 1 1 400 sf 400 sf on 1,368 sf 1,428 sf 1,428 sf 1,428 sf iculty Space 7,363 sf 6,838 sf 7,138 sf 7,	1 1 1 1 400 sf 400 sf on 1,368 sf 1,428 sf 1,428 sf 1,428 sf culty Space 7,363 sf 6,838 sf 7,138 sf 7,	1 1 1 1 400 sf 400 sf on 1,368 sf 1,428 sf 1,428 sf 1,138 sf iculty Space 7,363 sf 6,838 sf 7,138 sf 7,	Workroom	-	1	-	-		150 sf	150 sf	150 s
1,368 sf 1,428 sf 7,363 sf 6,838 sf 7,138 sf	1,368 sf 1,428 sf 7,363 sf 6,838 sf 7,138 sf	1,368 sf 1,428 sf 7,363 sf 6,838 sf 7,138 sf	Storage	-	1	-	-		400 sf	400 sf	400 s
7,363 sf 6,838 sf 7,138 sf	7,363 sf 6,838 sf 7,138 sf	7,363 sf 6,838 sf 7,138 sf	Circulation						1,368 sf	1,428 sf	1,458 st
			Total Faculty Space					7,363 sf	6,838 sf	7,138 sf	7,288 s

Space Assessment College Master Plan Purchase College State University of New York							DRAFT Revised	28-Apr-07 5-Mar-08
The School of the Arts School of the Art + Design								
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017	Existing Fall 2007	Need Fall 2007	Projected Fall Projected Fall 2012 2013	Projected Fall 2017
Class Laboratory Space								
Book Art Book Bindon		-	-	-		1 200 cf	1 200 c	1 200 cf
sook antacij Subtotal		-	-	-	7,750 sf	1,200 sf	1,200 sf	1,200 sf
Ceramic Caramic Studio		-	-	-		1 ADD of	1 400 cf	1 400 cf
Kih						450 sf	450 sf	450 sf
Clay Storage		-	-	-		300 sf	300 sf	300 sf
Subtotal					1,108 sf	2,150 sf	2,150 sf	2,150 sf
General Studios		c	c					
Design Studio		n .	ומ	4 (3,60U ST	3,600 ST	4,800 ST
Digital Design Studio		4 -	- N	- 9		4,800 sf	6,000 sf	7,200 sf
Drawing Studio		- ന	- ~	- ~		300 SI 4 200 sf	300 SI 4 200 sf	4 200 si
Drawing Studio (BA)		0	n m	n m		0 sf	4,200 sf	4,200 sf
Interactive Media Lab		1	1	1		900 sf	900 sf	900 sf
Painting Studio		2	2	2		2,800 sf	2,800 sf	2,800 sf
Painting Studio (BA)		0	-	-		0 sf	1,400 sf	1,400 sf
Subtotal Photography					13,353 sf	17,200 sf	24,000 sf	26,400 sf
Photography		2	2	2		2,400 sf	2,400 sf	2,400 sf
Support		1	1	-		720 sf	720 sf	720 sf
Subtotal					8,128 sf	3,120 sf	3,120 sf	3,120 sf
Print Making		5	5	2		3.600 sf	3.600 sf	3.600 sf
Lithography		2	2	2		3,200 sf	3,200 sf	3,200 sf
Subtotal					6,463 sf	6,800 sf	6,800 sf	6,800 sf
Sculpture Studio				-		2,400 sf	2,400 sf	2,400 sf
Support		1	1	-		720 sf	720 sf	720 sf
Subtotal					11,473 sf	3,120 sf	3,120 sf	3,120 sf

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School of the Arts

Space Assessment	College Master Plan	Purchase College	State University of New York
Spa	Coll	Pur	Stat

DRAFT 28-Apr-07 Revised 5-Mar-08

State University of New Tork								
The School of the Arts								
School of the Art + Design								
	Existing Fall	Need Fall	Projected	Existing Fall Need Fall Projected Projected Fall Existing Fall	Existing Fall	Need Fall	Need Fall Projected Fall Projected Fall	rojected Fall
Departmental Profile	2007	2007	Fall 2012	2017	2007	2007	2012	2017
Shop								
Metals Shop		-	-	-		1,800 sf	1,800 sf	1,800 sf
Jewelry Shop		1	1	1		1,200 sf	1,200 sf	1,200 sf
Wood Shop		1	1	1		2,400 sf	2,400 sf	2,400 sf
Support		1	1	1		1,350 sf	1,350 sf	1,350 sf
Subtotal					9,140 sf	6,750 sf	6,750 sf	6,750 sf
Total Class Laboratory Space					62,878 sf	40,340 sf	47,140 sf	49,540 sf

Note

College Master Plan Purchase College State University of New York The School of the Arts School of the Art + Design							Revised	5-Mar-08
Departmental Profile Studio Chara	Existing Fall 2007	Need Fall 2007	Projected Fall 2011	Projected Fall 2017	Existing Fall 2007	Need Fall 2007	Need Fall Projected Fall Projected Fall 2007 2012 2017	Projected Fall 2017
BFA Student Studios		95	95	95		14,250 sf	14,250 sf	14,250 sf
MFA Student Studios		∞	20	20		2,000 sf	5,000 sf	5,000 sf
Faculty Studios		19	21	22		4,750 sf	5,250 sf	5,500 sf
Total Studio Space Summary					17,389 sf	21,000 sf	24,500 sf	24,750 sf
Administrative Space					1,824 sf	1,725 sf	1,725 sf	1,725 sf
Faculty Office Space					7,363 sf	6,838 sf	7,138 sf	7,288 sf
Class Laboratory Space					62,878 sf	40,340 sf	47,140 sf	49,540 sf
Studio Space					17,389 sf	21,000 sf	24,500 sf	24,750 sf
Special Use - Gallery					4,482 sf	6,500 sf	6,500 sf	6,500 sf
Total Departmental Space					93,936 sf	76,403 sf	87,003 sf	89,803 sf
SUNY Assessment								
Classroom Space Required						831 sf	1,017 sf	1,017 sf
Student Lounge Space						900 sf	1,008 sf	1,017 sf
Square Feet Per Full-time Faculty					4,944 sf	4,021 sf	4,143 sf	4,082 sf
Square Feet Per Student FTE					235 sf	191 sf	194 sf	199 sf

Space Assessment College Master Plan Purchase College State University of New York				DRAFT Revised	28-Apr-07 5-Mar-08
The School of the Arts					
Conservatory of Theater & Film					
Departmental Profile	Δ	Existing Fall 2006	Existing Fall 2007	Projected Fall Projected Fall 2012 2017	Projected Fall 2017
Student Headcount					
Undergraduate		318	330	340	340
Graduate		6	∞	10	10
Subtotal		327	338	350	350
	Percentage of Growth		3%	4%	4%
Student FTES by Discipline					
Undergraduate		511.60	584.87	585.00	585.00
Graduate		14.54	18.50	18.00	18.00
Total FTES		526.14	603.37	603.00	603.00
	Percentage of Growth			%0	%0
Weekly Student Contact Hours by Discipline	s by Discipline				
Total Contact Hours			13,878	13,869	13,869
	Lecture Contact Hours		3,620	3,618	3,618
	Lab Contact Hours		10,257	10,251	10,251
	Computer Lab		0	0	0
Total Contact Hours			13,878	13,869	13,869
	Percentage of Growth			%0	%0

School of the Arts

The School of the Arts								
Conservatory of Theater & Film				-				
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017	Existing Fall 2007	Need Fall 2007	Need Fall Projected Fall Projected Fall 2007 2012 2013	Projected Fall 2017
Administrative Space								
Dean (300 sf)	-	-	-	-		300 sf	300 sf	300 sf
Technical Advisor (120 sf)	-	-	-	-		120 sf	120 sf	120 sf
Equipment Manager (120 sf)	-	-	-	-		120 sf	120 sf	120 sf
Conservatory Coordinator (120 sf)	-	-	-	-		120 sf	120 sf	120 sf
Administrative Staff	3	3	S	S		240 sf	240 sf	240 sf
Circulation						225 sf	225 sf	225 sf
Total Administrative Space					924 sf	1,125 sf	1,125 sf	1,125 sf
Faculty Offices								
Faculty (120 sf)	15	15	16	16		1,800 sf	1,920 sf	1,920 sf
Adjunct (40 sf)	35	35	35	35		1,400 sf	1,400 sf	1,400 sf
Administrative Staff	1	-	-	1		120 sf	120 sf	120 sf
Lab Technician	4	4	4	4		320 sf	320 sf	320 sf
Conference Room	1	1	1	1		200 sf	200 sf	200 sf
Workroom	1	-	-	-		150 sf	150 sf	150 sf
Storage	1	-	-	1		400 sf	400 sf	400 sf
Circulation						1,098 sf	1,128 sf	1,128 sf
Total Faculty Space					3.862 sf	5.488 sf	5.638 sf	5.638 sf

School of the Arts

Space Assessment College Master Plan Purchase College State University of New York							DRAFT Revised	28-Apr-07 5-Mar-08
The School of the Arts								
Conservatory of Theater & Film				_				
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017	Existing Fall 2007	Need Fall 2007	Projected Fall Projected Fall 2012 2013	Projected Fall 2017
Class Laboratory Space								
Design Technology Studio		4	4	4		4,800 sf	4,800 sf	4,800 sf
CAD Lab		-	-	-		900 sf	900 sf	900 sf
Mechanics Lab		-	-	-		1,200 sf	1,200 sf	1,200 sf
Editing Studio		4	4	4		2,400 sf	2,400 sf	2,400 sf
Editing Studio - Specialized		2	2	2		200 sf	200 sf	200 sf
Film Classroom (Viewing Room)		1	-	-		2,400 sf	2,400 sf	2,400 sf
Film Classroom (Viewing Room)		1	-	-		1,600 sf	1,600 sf	1,600 sf
Light & Technology Studio		1	1	1		1,500 sf	1,500 sf	1,500 sf
Paint Shop		1	1	1		4,200 sf	4,200 sf	4,200 sf
Scene Shop		1	1	1		4,200 sf	4,200 sf	4,200 sf
Sound Stage		1	1	1		2,800 sf	2,800 sf	2,800 sf
Studio Theater		4	4	4		5,600 sf	5,600 sf	5,600 sf
	Subtotal					26,200 sf	26,200 sf	26,200 sf
	Support Space							
	General Support					2,700 sf	2,700 sf	2,700 sf
	Equipment Dispensing					2,500 sf	2,500 sf	2,500 sf
Total Class Laboratory Space					31,318 sf	31,400 sf	31,400 sf	31,400 sf
Note								
Rehearsal Space								
Acting Studio		2	2	2		1,200 sf	1,200 sf	1,200 sf
Small Black Box		-	-	-	0 sf	2,400 sf	2,400 sf	2,400 sf
Total Rehearsal Space					0 sf	3,600 sf	3,600 sf	3,600 sf

School of the Arts

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Space Assessment College Master Plan Purchase College State University of New York		DRAFT Revised	28-Apr-07 5-Mar-08
The School of the Arts			
Conservatory of Theater & Film			
Existing Fall Departmental Profile 2007	Need Fall 2007	Projected Fall Projected Fal 2012 2013	rojected Fall 2017
Summary			
Administrative Space 924 sf	1,125 sf	1,125 sf	1,125 sf
Faculty Office Space 3,862 sf	5,488 sf	5,638 sf	5,638 sf
Class Laboratory Space 31,318 sf	31,400 sf	31,400 sf	31,400 sf
Rehearsal Space 0 sf	3,600 sf	3,600 sf	3,600 sf
Special Use (Performance Space) (Not included in total) 16,464 sf	16,500 sf	16,500 sf	16,500 sf
Total Departmental Space 36,104 sf	41,613 sf	41,763 sf	41,763 sf
SUNY Assessment			
Classroom Space Required	3,068 sf	3,066 sf	3,066 sf
Student Lounge Space	1,056 sf	1,055 sf	1,055 sf
Square Feet Per Full-time Faculty 2,407 sf	2,774 sf	2,610 sf	2,610 sf
Square Feet Per Student FTE 60 sf	69 sf	69 sf	69 sf
Notes			

School of the Arts

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Space Assessment College Master Plan Purchase College State University of New York	~				DRAFT Revised	28-Apr-07 5-Mar-08
Liberal Arts & Sciences						Droiontad
		Ind		lle1 betteriond	lle1 betterioud	Deficit or
		EXISTING Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall Projected Fall 2012 2017	Surpius Fair 2017
Classroom & Lecture Space	e e e e e e e e e e e e e e e e e e e					
Classrooms & Lecture Halls	alls		27,078 sf	27,918 sf	29,062 sf	
Cubtotol			30 070 7 0	27 010 of	20 DE2 of	
20010101			EL 101 0 31	21,010,01	E0,00E 31	
Conservatory or School						
The School of Humanities	St	12,918 sf	22,575 sf	23,025 sf	24,750 sf	(11,832)sf
School of Natural & Social Sciences	al Sciences	46,247 sf	42,591 sf	43,980 sf	45,915 sf	332 sf
	Contingency 5%		2,130 sf	2,199 sf	2,296 sf	
Subtotal		46,247 sf	44,721 sf	46,179 sf	48,211 sf	(1,964)sf
	Student FTES	2,247.24	2,247.24	2,317.00	2,412.00	
	Square Feet per FTES	21 sf	20 sf	20 sf	20 sf	

77,273 sf (31,026)sf

74,097 sf

71,799 sf

46,247 sf

Total Instructional Space

College Master Plan			Revised	5-Mar-08
Purchase College				
State University of New York				
Liberal Arts & Sciences				
The School of Humanities				
Exis Departmental Profile	Existing Fall Existii 2006	ing Fall Pro 2007	Existing Fall Projected Fall Projected Fall 2007 2012 2017	Projected Fall 2017
Student Headcount by Undergraduate Program				
Art History	70	72	80	06
Cinema Studies	75	89	100	115
Creative Writing	62	71	85	100
Drama Studies	58	57	60	60
History	20	06	06	06
Journalism	164	160	195	225
Language & Culture	21	25	25	25
Literature	103	119	120	125
Philosophy	24	27	25	25
Subtotal	647	710	780	855
Percentage of Growth			10%	20%

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Space Assessment

Sector of New York, Literal for a Science fail Colspan="2">Construct fail Non-struct fail Construct fail <th colspa="</th"><th>State University of New York Liberal Arts & Sciences The School of Humanities</th><th></th><th></th><th></th><th></th><th></th></th>	<th>State University of New York Liberal Arts & Sciences The School of Humanities</th> <th></th> <th></th> <th></th> <th></th> <th></th>	State University of New York Liberal Arts & Sciences The School of Humanities					
Existing Fail Existing Fail Existing Fail Existing Fail Projected Fail Pojected Fail Perenti 12.00 12.00 12.7.3 14.00 155.00 2013 2014 Perenti 12.30 12.30 111.47 175.00 155.00 2013 2010 2011 231	Liberal Arts & Sciences The School of Humanities						
Existing Fail Existing Fail Existing Fail Projected Fail Prospect 2017 Pactent 1 1 1 2 1 <td>Liberal Arts & Sciences The School of Humanities</td> <td></td> <td></td> <td></td> <td></td> <td></td>	Liberal Arts & Sciences The School of Humanities						
Existing Fail Existing Fail Existing Fail Projected Fail Projected Fail Projected Fail Projected Fail Projected Fail Prosent 2012 2012 217.3 140.00 155.00 155.00 2	The School of Humanities						
Existing Fall Existing Fall Projected Fall Projected Fall Projected Fall 2012 2017 2012 2013 191.417 191.00 2 123.00 113.01 159.30 140.00 155.00 2 2 123.01 113.17 159.31 159.33 100.00 140.00 2 131.11 179.33 100.00 114.17 190.00 100.00 2 141.11 179.23 180.00 100.00 100.00 2 2 141.11 171.20 171.20 172.00 175.00 175.00 1 141.11 171.20 173.00 175.00 175.00 1 2 141.11 171.20 173.00 175.00 1 2 2 1 1 142.11 171.20 173.00 1 1 1 1 2 1 2 1 1 2 1 1 2 1 2 1 2							
$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$	Student FTE by Board of Study	Existing Fall 2006	Existing Fall 2007	Projected Fall 2012	Projected Fall 2017	Percentage	
$\begin{tabular}{ c c c c c c c c c c c c c c c c c c c$	Student FTEs by Undergraduate Program						
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Art History	123.00	127.73	140.00	155.00	21%	
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Cinema Studies	56.27	111.47	125.00	144.00	29%	
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Creative Writing	21.53	28.80	35.00	40.00	39%	
	Drama Studies	63.07	59.87	60.00	60.00	%0	
$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$	Freshman Seminar	161.13	179.53	180.00	180.00	%0	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	History	200.13	191.47	190.00	190.00	-1%	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Journalism	69.07	84.40	103.00	120.00	42%	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Judaic Studies	8.20	5.60	6.00	6.00	%2	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Language & Culture	85.33	100.00	100.00	100.00	%0	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Literature	144.13	119.07	120.00	126.00	6%	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Literature & Writing	170.67	171.20	172.00	175.00	2%	
14.26 15.34 18.00 18.00 $1.189.73$ $1,280.88$ $1,334.00$ $1,399.00$ $1.189.73$ $1,280.88$ $1,334.00$ $1,399.00$ $1.189.73$ $1,280.88$ $1,334.00$ $1,399.00$ $1.189.73$ $1,280.88$ $1,334.00$ $1,399.00$ $1.189.73$ $1,280.88$ $1,334.00$ $1,399.00$ $1.189.73$ $1,280.88$ $1,334.00$ $1,399.00$ $1.189.73$ $1,280.88$ $1,334.00$ $1,399.00$ $1.189.73$ $1,334.00$ $1,399.00$ $1,399.00$ $1.189.73$ $1,389.73$ $22,011$ $1,992$ $1.189.73$ $21,135$ $22,011$ $21,135$ $22,011$ $1.189.73$ $21,135$ $22,011$ $21,135$ $22,011$ $1.189.13$ $1.189.73$ $21,135$ $22,011$ $21,135$ $22,011$ $1.189.73$ $1.189.73$ $21,135$ $22,011$ $21,135$ $22,011$ $1.189.73$ $1.189.73$ $1.189.73$ $1.189.73$ $1.189.73$ $1.189.73$ $1.189.73$ $1.$	Philosophy	72.93	86.40	85.00	85.00	-2%	
$14.26 15.34 18.00 18.00 \\ 1,334.00 1,399.00 \\ 1,399.00 1,399.00 \\ 1,189.73 1,280.88 1,334.00 1,399.00 \\ 1,189.76 1,189.72 2,011 \\ 1,199.7 2,919 3,082 \\ 1,135 2,919 2,011 \\ 1,135 2,011 \\ 1,13$	Student FTEs by Graduate Program						
1,189.73 1,280.88 1,334.00 1,399.00 1,189.72 22,011 23,012 23,011 Hours 21,135 22,011 18,929 Hours 2,959 3,082 contage of Growth 21,135 22,011	Art History	14.26	15.34	18.00	18.00	17%	
21,135 22,011 Hours 18,176 18,929 Hours 2,959 3,082 Jours 2,959 3,082 Acreating of Growth 21,135 22,011	Total Fall Student FTES for Board of Studies	1,189.73	1,280.88	1,334.00	1,399.00	% 6	
21,135 22,011 Hours 18,176 18,929 Jours 2,959 3,082 Jours 2,959 3,082 Aurs 2,959 3,082 Aurs 2,959 3,082 Aurs 2,959 3,082 Aurs 21,135 22,011 Procentage of Growth 4% 4%	Weekly Student Contact Hours by Discipline						
Lecture Contact Hours 18,176 18,929 18,929 3,082 3,0	Total Contact Hours			21,135	22,011	23,084	
Studio Contact Hours 2,959 3,082 21,135 22,011 2 Percentage of Growth 4%	Lecture Contact Hours			18,176	18,929	19,852	
21,135 2,011 <i>Percentage of Growth</i> 4%	Studio Contact Hours			2,959	3,082	3,232	
21,135 22,011 Percentage of Growth 4%							
4%	Total Contact Hours			21,135	22,011	23,084	
	Percentage of Growth				4%	9%6	

Space Assessment College Master Plan Purchase College State University of New York							DRAFT Revised	28-Apr-07 5-Mar-08
Liberal Arts & Sciences								
The School of Humanities		:	:			:		
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2011	Projected Fall 2016	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017
Administrative Space								
Dean (300 sf)	-	-	-	-		300 sf	300 sf	300 sf
Assistant to the Dean $(120 \ sf)$	-	-	-	-		180 sf	180 sf	180 sf
Theater Manager (120 sf)	-	-	-	1		120 sf	120 sf	120 sf
Administrative Staff	1	1	1	1		80 sf	80 sf	80 sf
Conference Room	1	1	1	1		300 sf	300 sf	300 sf
Storage	1	1	1	1		150 sf	150 sf	150 sf
Circulation						283 sf	283 sf	283 sf
Total Administrative Space					1,212 sf	1,413 sf	1,413 sf	1,413 sf
Faculty Offices								
Faculty (120 sf)	40	40	43	43		4,800 sf	5,160 sf	5,160 sf
Adjunct (40 sf)	27	27	27	27		1,080 sf	1,080 sf	1,080 sf
Administrative Staff	0	0	0	0		0 sf	0 sf	0 sf
Lab Technician	0	0	0	0		0 sf	0 sf	0 sf
Conference Room	2	2	2	2		1,200 sf	1,200 sf	1,200 sf
Workroom	1	1	1	1		150 sf	150 sf	150 sf
Storage	1	1	1	1		400 sf	400 sf	400 sf
Circulation						1,908 sf	1,998 sf	1,998 sf
Total Faculty Space					7,771 sf	9,538 sf	9,988 sf	9,988 sf

Liberal Arts & Sciences								
The School of Humanities								
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2011	Projected Fall 2016	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017
Class Laboratory Space								
Journalism Newspaper		1	1	1		1,500 sf	1,500 sf	1,500 sf
Journalism Broadcast Complex		0	0	-		0 sf	0 sf	1,500 sf
Cinema Studies (Production included in TAF Film)						0 sf	0 sf	0 sf
Drama Studies Acting Studio (1,050 sf)		2	2	2		2,100 sf	2,100 sf	2,100 sf
Language Lab (900 sf)		-	-	-		900 sf	900 sf	900 sf
Subtotal						4,500 sf	4,500 sf	6,000 sf
Support Space						675 sf	675 sf	900 sf
Total Class Laboratory Space					0 sf	5,175 sf	5,175 sf	6,900 sf
Total Bahamad Casaa						AEA of	AED of	AEA of
l otal Kehearsal Space Summary					0 st	450 sf	450 sf	450 ST
Administrative Space					1,212 sf	1,413 sf	1,413 sf	1,413 sf
Faculty Office Space					7,771 sf	9,538 sf	9,988 sf	9,988 sf
Class Laboratory Space					0 sf	5,175 sf	5,175 sf	6,900 sf
Rehearsal Space					0 sf	450 sf	450 sf	450 sf
Special Use (Performance Space)								
Humanities Theater					3,935 sf	4,000 sf	4,000 sf	4,000 sf
Small Black Box					0 sf	2,000 sf	2,000 sf	2,000 sf
Total Departmental Space					12,918 sf	22,575 sf	23,025 sf	24,750 sf
SUNY Assessment								
Classroom Space Required						15,403 sf	16,042 sf	16,824 sf
Student Lounge Space						2,242 sf	2,335 sf	2,448 sf
Square Feet Per Full-time Faculty					323 sf	564 sf	535 sf	576 sf
Souare Feet Per Student FTE					0 cf	18 cf	17 cf	18

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Space Assessment College Master Plan

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Space Assessment College Master Plan **Purchase College** State University of New York

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The School of Natural & Social Sciences				
ī	Existing Fall	Existing Fall	Existing Fall Projected Fall	Projected Fall
Departmental Profile	2002	2002	2112	
Student Headcount by Undergraduate Program				
Biology	126	128	120	125
Biochemistry	0	0	30	40
Chemistry	10	8	S	
Environmental Studies	38	40	45	
Mathematics	34	40	40	40
Psychology	169	208	200	
Anthropology	41	40	40	
Economics	43	53	45	
Media, Society & Arts	51	68	20	75
Political Science	55	51	50	5
Sociology	35	43	50	9
C. ihtertal	600 9	679	202	796
	200	610	CC0	
Percentage of Growth			2%	2%

Beral Arts & Sciences Existing Fail Frojected Fail Projected Fail P	Existing Fail Existing Fail Projected	Space Assessment College Master Plan Purchase College State University of New York				DRAFT Revised	28-Apr-07 1-Jul-08
Constrained Constraint and a constraint of the board of constraint and a constraint for block constraint for blo	Circle of an order and of a construct of an order and an order	iberal Arts & Sciences					
Z006 Z007 Z012 Z017 Percent FTEs by Undergraduate Program 111 133.60 135.00 135.00 135.00 Benistry 000 000 000 000 030.00 155.00 155.00 155.00 155.00 Benistry 0000 000 000 000 05.00 155.00 155.00 155.00 Benistry 000 000 000 000 000 05.00 155.00 155.00 Benistry 000 000 000 000 000 000 155.00 155.00 Benistry 000 000 000 000 000 155.00 155.00 Benistry 000 000 000 000 000 2000 2000 Benistry 000 000 000 000 2000 2000 2000 Benistry 0001 17.93 200 15.00 15.00 1000 Benistry 0001 17.93 201.80 2000 2000 2000 Benistry 0001.87 1001.87 966.36 93.00 1013.00 Benistry 1001.87 966.36 93.00 1013.00	Z006 Z007 Z012 Z017 Parent ETEs by Undergraduate Program 11147 133.00 135.00 135.00 135.00 S000000000000000000000000000000000000	ne School of Natural & Social Sciences Iudent FTF by Board of	Existing Fall	Existing Fall	Projected Fall	Proiected Fall	
141.47 133.80 125.00 135.00 10.80 155.00 155.00 155.00 155.00 0.00 0.00 25.00 30.00 85.00 82.07 76.13 80.00 85.00 85.00 73.87 81.06 75.00 75.00 75.00 97.3 90.06 85.00 85.00 85.00 17.93 20.20 25.00 30.00 85.00 17.93 22.27 25.00 30.00 20.00 22.27 20.00 20.00 20.00 20.00 17.93 22.37 20.00 20.00 75.00 106.93 12.047 115.00 115.00 75.00 106.93 12.047 115.00 75.00 75.00 106.93 12.047 115.00 75.00 75.00 106.93 12.047 115.00 75.00 75.00 106.93 12.047 115.00 75.00 75.00 106.93 12.047 15.01 10.13.00 10.1463 10.14 Is	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	tudy	Ž006	2007	2012	2017	Percentage
$\begin{array}{c ccccc} 141.47 & 133.80 & 125.00 & 135.00 \\ 101.80 & 115.30 & 115.00 & 115.00 & 30.00 \\ 82.07 & 76.13 & 80.00 & 85.00 & 30.00 \\ 82.07 & 76.13 & 80.00 & 85.00 & 30.00 \\ 73.87 & 81.06 & 75.00 & 75.00 & 30.00 & 175.00 & 125.00 & 125.00 & 125.00 & 105.00$	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	tudent FTEs by Undergraduate Program					
101.80 115.00 115.00 115.00 115.00 115.00 115.00 0.00 25.00 30.00 25.00 30.00 25.00 35.00 35.00 35.00 35.00 35.00 35.00 35.00 35.00 35.00 35.00 20.00 105.03 10.03	$ \begin{array}{c ccccc} 101.80 & 115.00 & 115.00 & 115.00 & 115.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 23.00 & 20.$	Anthropology	141.47	133.80	125.00	135.00	1%
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Biology	101.80	115.30	115.00	115.00	%0
		Biochemistry	0.00	0.00	25.00	30.00	NA
73.87 81.06 75.00 75.00 75.00 75.00 75.00 75.00 88.00 88.00 88.00 88.00 88.00 88.00 88.00 88.00 88.00 88.00 88.00 88.00 88.00 20.00	cs 73.87 81.06 75.00 75.00 ental Studies 93.75 90.06 85.00 85.00 85.00 ental Studies 93.75 90.06 85.00 85.00 85.00 85.00 ciety & Arts 17.93 22.87 25.00 30.00 85.00	Chemistry	82.07	76.13	80.00	85.00	12%
49.60 38.00 49.00 48.00 49.00 48.00 49.00 49.00 49.00 49.00 49.00 40.00 40.00 40.00 40.00 40.00 40.00 40.00 <t< td=""><td>$\begin{array}{c c c c c c c c c c c c c c c c c c c$</td><td>Economics</td><td>73.87</td><td>81.06</td><td>75.00</td><td>75.00</td><td>-7%</td></t<>	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	Economics	73.87	81.06	75.00	75.00	-7%
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Environmental Studies	49.60	38.00	48.00	48.00	26%
17.93 22.87 25.00 30.00 22.27 20.00 20.00 20.00 106.93 120.47 115.00 115.00 106.93 120.47 115.00 115.00 72.87 66.87 70.00 75.00 72.87 66.87 70.00 75.00 72.87 66.87 70.00 75.00 72.87 66.36 983.00 $1,013.00$ $1,001.87$ 966.36 983.00 $1,013.00$ $1,001.87$ 966.36 983.00 $1,013.00$ $1,001.87$ 966.36 983.00 $1,013.00$ $1,001.87$ 966.36 983.00 $1,013.00$ $1,001.87$ 966.36 983.00 $1,013.00$ $1,001.87$ 966.36 983.00 $1,014.01$ 14.63 $1,018$ $13,776$ $13,463$ $5,357$ $5,450$ $1,018$ $13,76$ $5,157$ $5,450$ $1,014$ $1,9,16$ $1,9,16$ $5,357$ $1,014$ $1,9,16$ $1,9,16$ $5,357$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Mathematics	93.73	90.06	85.00	85.00	-6%
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Media, Society & Arts	17.93	22.87	25.00	30.00	31%
106.93 120.47 115.00 115.00 200.00 200.00 200.00 200.00 200.00 200.00 200.00 200.00 200.00 15.	106.03 120.47 115.00 115.00 200.00 200.00 75.00 75.00 75.00 75.00 75.00 75.00 1.01.87 96.36 983.00 1.013.00 1	Physics	22.27	20.00	20.00	20.00	%0
$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Political Science	106.93	120.47	115.00	115.00	-5%
72.87 66.87 70.00 75.00 1,001.87 966.36 983.00 $1,013.00$ 1,001.87 966.36 983.00 $1,013.00$ Hous $19,134$ $19,463$ Hous $13,776$ $14,014$ Instant $5,357$ $5,450$ Instant $19,134$ $19,463$ Instant $13,776$ $14,014$ Instant $13,776$ $13,463$ Instant $19,463$ Instant Instant	1,001.87 6.6.87 70.00 75.00	Psychology	239.33	201.80	200.00	200.00	-1%
1,001.87 966.36 983.00 1,013.00 1,013.00 1,013.00 1,013.00 1,013.00 1,013.00 19,134 19,463 1,013.00 13,776 14,014 1,013 13,776 14,014 1,013 13,776 14,014 1,013 13,776 14,014 1,013 13,776 14,014 1,014 13,776 14,014 1,014 13,776 14,014 1,014 13,776 14,014 1,014 13,776 14,014 1,014 13,776 14,014 1,014 13,776 14,014 1,014 13,776 14,014 1,014 13,776 14,014 1,014 13,776 14,014 1,014 13,776 14,014 1,014 13,776 19,463	1,001.87 966.36 983.00 1,013.00 1,001.87 966.36 983.00 1,013.00 Hours 19,134 19,463 Hours 13,776 14,014 Lis 5,357 5,450 Lis 13,776 14,014 Lis 13,776 14,014 Lis 13,776 5,450 Lis 13,776 5,450 Lis 19,134 19,463 Lis 19,134 19,463 Lis 19,134 19,463 Exentage of Growth 19,134 19,463	Sociology	72.87	66.87	70.00	75.00	12%
19,134 19,463 Hours 13,776 14,014 Irs 5,357 5,450 Irs 5,357 5,450 ercentage of Growth 19,134 19,463	19,134 19,463 Hours 13,776 14,014 Ins 5,357 5,450 Ins 5,357 5,450 Ins 19,134 19,463 Ins 19,134 19,463 Instantage of Growth 19,134 19,463	Total Fall Student FTES for Board of Studies	1,001.87	966.36	983.00	1,013.00	5%
19,134 19,463 Lecture Contact Hours 13,776 14,014 Lab Contact Hours 5,357 5,450 Similar Si	Incomparison 19,134 19,463 Lecture Contact Hours 13,776 14,014 Lab Contact Hours 5,357 5,450 s 19,134 19,463 Percentage of Growth 19,134 19,463	feekly Student Contact Hours by Discipline					
Lecture Contact Hours 13,776 14,014 Lab Contact Hours 5,357 5,450 Percentage of Growth 19,134 19,463	Lecture Contact Hours 13,776 14,014 Lab Contact Hours 5,357 5,450 Pactor the contact Hours 19,134 19,463 Percentage of Growth 2%	Total Contact Hours			19,134	19,463	20,057
Lab Contact Hours 5,357 5,450 Ig,134 19,463 Percentage of Growth 2%	Lab Contact Hours 5,357 5,450 19,134 19,463 Percentage of Growth	Lecture Contact Hours			13,776	14,014	14,441
19,134 19,463 Percentage of Growth 2%	19,134 19,463 Percentage of Growth 2%	Lab Contact Hours			5,357	5,450	5,616
Percentage of Growth 2%	Percentage of Growth	Total Contact Hours			19,134	19.463	20.057
						2%	5%

Liberal Arts & Sciences

Liberal Arts & Sciences The School of Natural & Social Sciences								
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2011	Projected Fall 2016	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017
Administrative Space								
Dean (300 sf)	-	-	-	-		300 sf	300 sf	300 sf
Assistant to the Dean (120 sf)	-	-	-	-		180 sf	180 sf	180 sf
Laboratory Manager (120 sf)	-	-	-	-		120 sf	120 sf	120 sf
Administrative Staff	2	2	2	2		160 sf	160 sf	160 sf
Conference Room	-	-	-	-		300 sf	300 sf	300 sf
Storage	1	1	1	1		150 sf	150 sf	150 sf
Circulation						303 sf	303 sf	303 sf
Total Administrative Space					1,325 sf	1,513 sf	1,513 sf	1,513 sf
Faculty Offices								
Faculty (120 sf)	36	36	38	38		4,320 sf	4,560 sf	4,560 sf
Adjunct (40 sf)	21	21	21	21		840 sf	840 sf	840 sf
Administrative Staff	0	0	0	0		0 sf	0 sf	0 sf
Lab Technician	5	5	5	5		400 sf	400 sf	400 sf
Conference Room	2	2	2	2		1,200 sf	1,200 sf	1,200 sf
Workroom	-	-	1	1		150 sf	150 sf	150 sf
Storage	1	1	1	1		400 sf	400 sf	400 sf
Circulation						1,828 sf	1,888 sf	1,888 sf
Total Faculty Space					9,584 sf	9,138 sf	9,438 sf	9,438 sf

Liberal Arts & Sciences

Liberal Arts & Sciences The School of Natural & Social Sciences Departmental Profile								
i ne ocnooi or natural & oocial ociences Departmental Profile								
Departmental Profile	Existing Fall	Need Fall	Projected Fall	Projected Fall	Existing Fall	Need Fall	Projected Fall	Projected Fall
	2007	2007	2011	2016	2007	2007	2012	2017
Class Laboratory Space								
General Anthropology Lab	0	1	1	1		1,200 sf	1,200 sf	1,200 sf
Bioløgy Lab	m	m	m	4		3,600 sf	3,600 sf	4,800 sf
Environmental Lab	2	2	2	2		2,400 sf	2,400 sf	2,400 sf
Chemistry Lab	3	3	3	3		3,600 sf	3,600 sf	3,600 sf
Psychology Experimental Lab	1	1	1	1		1,200 sf	1,200 sf	1,200 sf
Physics Lab	-	-	-	-		1,200 sf	1,200 sf	1,200 sf
Subtotal						13,200 sf	13,200 sf	14,400 sf
Support Space						7,080 sf	7,080 sf	7,440 sf
Total Class Laboratory Space					26,205 sf	20,280 sf		21,840 sf
Faculty Participating in Research	17	17	19	19				
Students Participating in Research	40	40	45	50		3,036 sf	3,375 sf	3,750 sf
Total Research Space					5,698 sf	9,411 sf	10,500 sf	10,875 sf
Summary								
Administrative Space					1,325 sf	1,513 sf	1,513 sf	1,513 sf
Faculty Office Space					9,584 sf	9,138 sf	9,438 sf	9,438 sf
Class Laboratory Space					26,205 sf	20,280 sf	20,280 sf	21,840 sf
Research Space					5,698 sf	9,411 sf	10,500 sf	10,875 sf
Special Use								
Animal Quarters					3,435 sf	0 sf	0 sf	0 sf
Center for Math & Science					0 sf	900 sf	900 sf	900 sf
Einstein Corner					0 sf	1,050 sf	1,050 sf	1,050 sf
SPARC					0 sf	300 sf	300 sf	300 sf
Total Departmental Space					46,247 sf	42,591 sf	43,980 sf	45,915 sf
SUNY Assessment								
Classroom Space Required						11,675 sf	11,876 sf	12,238 sf
Student Lounge Space						1,691 sf	1,720 sf	1,773 sf
Square Feet Per Full-time Faculty					1,285 sf	1,183 sf	1,157 sf	1,199 sf
Square Feet Per Student FTE					46 sf	44 sf	45 sf	45 sf

Space Assessment College Master Plan Purchase College State University of New York				DRAFT Revised	28-Apr-07 5-Mar-08
	Existing Fall 2007 Ne	g Fall 2007 Need Fall 2007	Projected Fall Projected Fall 2012 2013	Projected Fall 2017	Projected Deficit or Surplus Fall 2017
Classroom & Lecture Space					
Classrooms & Lecture Halls		1,959 sf	2,678 sf	2,742 sf	
Subtotal		1,959 sf	2,678 sf	2,742 sf	
Conservatory or School					
Interdisciplinary & Liberal Studies	488 sf	1,675 sf	5,120 sf	5,520 sf	(5,032)sf
Contingency 5%		84 Sf	256 sf	276 sf	
Subtotal	488 sf	1,759 sf	5,376 sf	5,796 sf	(5,308)sf
Student FTES	118.07	153.60	210.00	215.00	
Square Feet per FTES	4 sf	11 Sf	26 sf	27 sf	
Total Instructional Space	488 sf	3,718 sf	8,054 sf	8,538 sf	(8,050)sf

Interdisciplinary Studies

Interdisciplinary Studies & Liberal Studies Student FTE by Board of Student FTEs by Undergraduate Program Art Management Interdisciplinary Liberal Studies New Media Women's Studies Total Fall Studies for Board of Studies	Existing Fall 2006 0.00 10.13 4.27 62.53	Existing Fall			
s by Undergraduate Program gement olinary udies studies Studies I of Studies	0.00 10.13 4.27 62.53 61.13		Projected Fall 2012	Projected Fall 2017	Percentage
gement Jinary udies Studies Studies Student FTES	0.00 10.13 4.27 62.53 61.53				
linary dies Studies Studies Student FTES of Studies	10.13 4.27 62.53 61.13	14.13	40.00	40.00	NA
idies a Studies Student FTES of Studies	4.27 62.53 41 13	15.40	20.00		62%
studies Student FTES of Studies	62.53	4.27	5.00		5%
tudies Student FTES of Studies	4113	77.47	100.00	100.00	29%
Student FTES of Studies		42.33	45.00	45.00	6%
	11001	153 60	00.015	315.00	1004
	118.07	00.001	00.012	00.612	40%
Weekly Student Contact Hours by Discipline					C 7 C 2
I otal Contact Hours			2,688		3,763
Lecture Contact Hours			2,312	ŝ	3,236
Studio Contact Hours			376	515	527
Total Contact Hours			2,688	3,675	3,763
act Hours Percentage of Growth			2 ^{,688}		3,763 40%

Interdisciplinary Studies

Purchase College State University of New York								
Interdisciplinary Studies & Liberal Studies								
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2011	Projected Fall 2016	Existing Fall 2007	Need Fall 2007	Projected Fall 2012	Projected Fall 2017
Administrative Space								
Dean (180 sf)	-	-	-	-		180 sf	180 sf	180 sf
Administrative Staff	-	-	-	-		80 sf	80 sf	80 sf
Conference Room	-	-	-	-		300 sf	300 sf	300 sf
Storage	-	-	-	-		150 sf	150 sf	150 sf
Circulation						178 sf	178 sf	178 Sf
Total Administrative Space					488 sf	888 sf	888 sf	888 sf
Faculty Offices								
Faculty (120 sf)	2	2	4	5		240 sf	480 sf	600 sf
Adjunct (40 sf)	3	3	8	10		120 sf	320 sf	400 sf
Administrative Staff	0	0	0	1		0 sf	0 sf	120 sf
Lab Technician	0	0	2	2		0 sf	160 sf	160 sf
Conference Room	0	0	1	1		0 sf	500 sf	500 sf
Workroom	-	1	-	1		150 sf	150 sf	150 sf
Storage	1	1	-	1		120 sf	120 sf	120 sf
Circulation						158 sf	433 sf	513 Sf
Total Faculty Space					0 sf	788 sf	2,163 sf	2,563 sf

Interdisciplinary Studies

State University of New York								
Interdisciplinary Studies & Liberal Studies								
Departmental Profile	Existing Fall 2007	Need Fall 2007	Projected Fall 2011	Projected Fall 2016	Existing Fall 2007	Need Fall 2007	Need Fall Projected Fall 2007 2012	Projected Fall 2017
Class Laboratory Space								
Media Labs	0	0	m	m		0 sf	1,800 sf	1,800 sf
Subtotal						0 sf	1,800 sf	1,800 sf
Support Space						0 sf	270 sf	270 sf
Total Class Laboratory Space					0 sf	0 sf	2,070 sf	2,070 sf
Note								
Rehearsal Space								
No Allowance	0	0	0	0		0 sf	0 sf	0 sf
Total Rehearsal Space					0 sf	0 sf	0 sf	0 sf
Summary								
Administrative Space					488 sf	888 sf	888 sf	888 sf
Faculty Office Space					0 sf	788 sf	2,163 sf	2,563 sf
Class Laboratory Space					0 sf	0 sf	2,070 sf	2,070 sf
Rehearsal Space					0 sf	0 sf	0 sf	0 sf
Special Use					0 sf	0 sf	0 sf	0 sf
Total Departmental Space					488 sf	1,675 sf	5,120 sf	5,520 sf
SUNY Assessment								
Classroom Space Required						1,959 sf	2,678 sf	2,742 sf
Student Lounge Space						422 sf	578 sf	591 sf
Square Feet Per Full-time Faculty					244 sf	838 sf	1,280 sf	1,104 sf
Square Feet Per Student FTE					0 cf	11 cf	24 cf	26 cf

28-Apr-07

DRAFT

Space Assessment

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Interdisciplinary Studies

115 Fifth Avenue New York, NY 10003 T. 212.353.7200 F. 212.353.7676 **Perkins Eastman**

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