Queens College Master Plan Update




prepared for:
The City University of New York
The Dormitory Authority of the State of New York

Approved by the Board of Trustees of The City University of New York
February 27, 2006

Mitchell | Giurgola Architects, LLP
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Acknowledgments

The Master Plan Team worked closely with the City University of New York (CUNY) Office of Facilities Planning, Construction and Management and an executive committee from the College to review the analyses of the planners, ratify the planning priorities for the next five to ten years, and comment upon, and ultimately approve, the conclusions and recommendations of this Master Plan. The Master Plan Document is the outcome of this collaboration and is intended to provide a road map and flexible strategies for alternative paths to meet the goals of the College over the next five to ten years and beyond.

The Master Plan Team was made up of a team of consultants working together with Mitchell/Giurgola, including Scott Blackwell Page, facility programming consultant; Joseph R. Loring and Associates, mechanical, electrical and plumbing engineers; Langan Engineering, site/civil consultants; Balsley and Associates, Landscape Architects; and VJ Associates, cost consultants.

The consulting team extend their gratitude to the client group for its leadership and committed participants. The client group was made up of the City University of New York under the direction of Vice Chancellor Emma Macari, Meghan Moore-Wilk, Elizabeth Friedman and Pascal Jeambon; the Dormitory Authority of the State of New York, Jay Goldstein, project manager; and the ultimate "owners" of the plan, Queens College. We express great appreciation to the College for their extensive participation under the leadership of President James Muyskens, Vice President for Finance and Administration James O'Hara, Provost Evangelos Gizis, Associate Provost Marten denBoer, Vice President for Institutional Advancement, Sue Henderson, Dean of Mathematics and Natural Sciences, Tom Strekas, Dean of Education, Penny Hammrich, Dean of Arts and Humanities, Tamara Evans, Dean of Social Sciences, Elizabeth Field Hendrey, Dean of Research and Graduate Studies, Steven Schwarz, Director of Facilities Design, Construction and Management, Dave Gosine, and Assistant Vice President for Human Resources and Facilities Maxine Rothenberg.

Relief at Remsen Hall Entry

Forward from the President

QUEENS COLLEGE OFFICE OF THE PRESIDENT

James L. Muyskens
President

Queens College opened its doors in 1937. At our dedication, Mayor Fiorello LaGuardia urged the college to "keep your buildings low and your standards high." Kiely Hall, built in 1968, may be 13-stories high, but our standards are even higher.

Nearing our seventieth anniversary, Queens College is a strong, established center of learning and scholarship with a national reputation. We are proud that the 2006 edition of the Princeton Review America's Best Value Colleges ranks us #8 in the nation as a "best value" college. This means we are fulfilling our mission of offering an extraordinary education to students of all backgrounds and financial needs.

Although our standards have remained high, much else in education has changed. Teaching no longer consists of an excellent professor addressing a crowded lecture hall. The best pedagogical practices today include classes of varying sizes held in classrooms equipped with advanced technology.

As many of our classrooms were built to accommodate the older model of teaching, we must now make changes to our campus so that we can continue to attract the finest teachers and give our students the world-class education they deserve. This will be especially challenging because our reputation as an exceptional college, along with upcoming demographic changes in the greater New York area, mean that we can expect a steady increase in students in the immediate future.

I believe our Master Plan is exceptional in that it finds most of its solutions for our future not with the addition of costly new buildings, but with the renovation of existing buildings and carefully planning how these will be used. By reconfiguring existing spaces so we have, for instance, all our science departments in one area, the college will became a more intellectually stimulating place; students and professors with similar interests will find it easier to interact and pursue research and scholarship, which increasingly cross disciplinary lines. Other changes recommended by the Master Plan—with short-, intermediate-, and long-term goals—will lead to better coordination of our student service areas, easier maintenance of our plant, and significant operational savings.

I would like to thank everyone who has contributed to the final recommendations of this Master Plan. They have given the college a document that will help us keep our standing as a first-rate institution for many years to come.

Sincerely,

James L. Muyskens
President

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I. Overview of Queens College and its Academic Mission

Throughout its 68-year history, Queens College has held to the promise of its initial mission. Founded in the depths of the Great Depression, Queens was hailed as the "College of the Future," with the goal of providing talented students from all economic and ethnic backgrounds the finest possible education. This promise is being fulfilled; students come from 124 different countries and speak over 66 different languages. Almost half were born outside the United States and over 44% are first-generation college students. The College offers undergraduate majors and minors, graduate degrees, and certificates in the arts, humanities, mathematics, and the natural and social sciences, as well as innovative new programs in fields like business administration and graphic design. The College is an active participant in the CUNY Honors College, which attracts exceptionally talented students. Over 17,475 students are now enrolled at Queens College, including 12,859 undergraduates, of whom 69% are full-time, and 4,620 graduate students, of whom most are part-time.

The College's distinguished faculty comprises over 560 full-time scholars who are active in research, service, and the challenge of providing a first-rate and affordable college education to a richly diverse student body. A number of the faculty have been recognized by the University as Distinguished Professors in fields ranging from science to Hispanic literature and Asian economics. Numerous Centers and University Institutes have been established at the college in recognition of the faculty's research achievements. The Center for the Biology of Natural Systems, for example, raises millions of dollars to study environmental causes of disease. Recently the Institute to Nurture New York's Nature was established to study urban environmental issues. Additionally, new centers in neuroscience and gender equity in science education have recently opened.

Queens College has been called "World Class" by the *London Times* and received a four-star rating in *The New York Times Selective Guide to Colleges*. *The Princeton Review* rated the College 8th "Best College Value in the Nation" in 2006; and other guides such as *Barron's* and *U.S. News & World Report* rate Queens College highly.

Students in Powdermaker Hall

Highlights of the College's 1995 Mission Statement include the following:

- to prepare students to become leading citizens of an increasingly global society;
- to meet the special needs of a commuting student population, the College strives to create intellectual and social communities on campus by providing a range of curricular and co-curricular programs;
- to expose students to the principles of the humanities, the arts, and the mathematical, natural, and social sciences and, building on that foundation, educate students in many pre-professional and professional programs;
- to address the need for advanced study in the liberal arts and professions, particularly the education of teachers, the College offers a variety of master's degree and certificate programs;
- to provide faculty and resources in support of the University's mission in doctoral education and research;
- to select productive scholars, scientists, and artists of diverse backgrounds who are committed to teaching;
- to provide affordable access to higher education and embrace its special obligation to serve the larger community;
- its location in one of the nation's most diverse communities provides the College with special challenges and opportunities.

DEGREE PROGRAMS

The College is organized into four academic divisions: Arts and Humanities, Mathematics and Natural Sciences, Social Sciences, and Education, that offer over 70 undergraduate majors and minors. The undergraduate general education curriculum includes basic skills requirements in English composition, foreign language, mathematics, and physical education, as well as liberal arts and sciences. Over 90 master level degrees and advanced certificates are offered, and the College is a full participant in doctoral programs offered at the CUNY Graduate Center.

Queens College awards numerous baccalaureate degrees, as noted in the table to the right. It also offers combined BA/MA programs in Chemistry and Biochemistry, Computer Science, Music, Philosophy, Physics, and Political Science.

The College's Master of Arts, Master of Science and Master of Science in Education degrees are particularly with the largest graduate programs in Education with a Master of Science in Education offered in thirty-nine separate programs. Both Post-Master Certificates and Advanced Certificate Programs are offered as well.

Divisions

Arts and Humanities
Mathematics and Natural Sciences
Social Sciences
Education

Baccalaureate Degrees

Accounting
Africana Studies
American Studies
Anthropology
Applied Social Science
Art History
Art Teacher K-12
Biology
Biology & Neuroscience
Business Administration
Byzantine and Modern Greek Studies
Chemistry
Comparative Literature
Computer Science
Drama, Theatre & Dance
East Asian Studies
Economics
El Childhood Education
English
Environmental Science
Environmental Studies
Family and Consumer Sciences
Family Sciences K-12
Film Studies
French
Geology
German
Graphic Design
Greek
Hebrew
History
Interdisciplinary Studies
Italian
Jewish Studies
Labor Studies
Latin
Latin American and Latino Studies
Linguistics
Linguistics: TESOL
Mathematics
Media Studies
Music
Nutrition and Exercise Sciences
Philosophy
Physical Education
Physics
Political Science and Government
Psychology
Psychology & Neuroscience
Religious Studies
Russian
Sociology
Spanish
Speech Pathology
Studio Art
Theatre-Dance
Urban Studies
Women's Studies

Master Degrees

Arts
Applied Linguistics
Art History
Biology
Chemistry & Biochemistry
Computer Science
English
Fine Arts: Studio Arts
French
Geology
History
Italian
Liberal Studies
Library Science
Library Science and School Media Specialist: Library
Mathematics
Music
Nutrition and Exercise Sciences
Physics
Psychology
Psychology: Clinical Behavioral Applications in Mental Health Settings
Social Sciences
Sociology
Spanish
Speech Pathology
Urban Affairs

Science
Accounting
Applied Environmental Geoscience

Education
Art Education
Childhood Education
Early Childhood Education
Childhood Education with Bilingual Extension
Adolescent Education:
- Biology
- Chemistry
- Earth Science
- English
- French
- Italian
- Mathematics
- Physics
- Social Studies
- Spanish

Physical Education
Family & Consumer Science
Music Education
Literacy Teacher
Teacher of Special Education
School Psychologist
Counselor Education
Teaching:
- English to Speakers of Other Languages
- Childhood Education
- Childhood Education Bilingual Extension

Nutrition and Exercise Sciences

Post-Master's Certificates

School Building Leader
School Administrator and Supervisor
Librarianship

Advanced Certificate Programs

Applied Behavior Analysis
Archive, Records and Management Preservation
Art Education (Visual Arts)
Childhood/Youth in Public Library
Education and Learning Technology
Childhood Education (1-6)
Early Childhood Education (Birth-2)
Adolescent Education
- Biology
- Chemistry
- Earth Science
- English
- French
- Italian
- Mathematics
- Physics
- Social Studies
- Spanish
- Physical Education
- School Psychologist

I. Overview

II. Executive Summary

II. Executive Summary

A. INTRODUCTION

The Master Plan for Queens College is a living document. It is intended to reflect the mission of the College and to provide strategies to manage change over time. Enrollment projections indicate a steady increase in the student body. The College has successfully adapted to the evolving demographics of New York's most culturally diverse borough; there is also a growing interest from high school students in Nassau County and other areas in and around the metropolitan area. The primary initiatives for the next ten years are to refurbish an aging infrastructure and to add a modest amount of new construction to accommodate projected growth.

The Master Plan addresses immediate needs and long-term goals that can be accomplished in manageable steps:

1. to enhance the quality of life and promote an interdisciplinary academic setting;
2. to consolidate related academic programs into rational proximity to one another with more efficient space utilization;
3. to enable the aging campus infrastructure and physical plant to be updated in a cost-effective and orderly fashion;
4. to adapt all the facilities to the fast growing needs of technology;
5. to adapt vacated spaces to new uses;
6. to create desirable sites for new construction that will be able to accommodate the projected needs of the College for the next twenty years.

The timeline included in the plan provides a long term vision, set out in two five year increments and recommendations for the long term.

Jefferson Hall

II. Executive Summary

B. CAMPUS LOCATION

Queens College is located in Flushing on a gentle hill with a commanding view of the skyline of Manhattan. The seventy-seven acre campus is imbedded in a suburban setting, somewhat remote from commercial areas and only marginally well served by public transportation. It is not directly served by subway, only by bus.

The location of the campus is something of an accident of history, chosen for the availability at the time of relatively inexpensive open land. Given the stature of the College, the campus has little visible public presence.

The Campus is located along the Long Island Expressway in Flushing.

View of Manhattan skyline from the South Quad

C. CAMPUS HISTORY

The area that is currently Queens College and the neighboring John Bowne and Townsend Harris High Schools was originally home to the New York Parental School, an institution for troubled boys and truants. Queens College acquired the site in 1937 and has since developed the campus to include more than 2,000,000 GSF of construction.

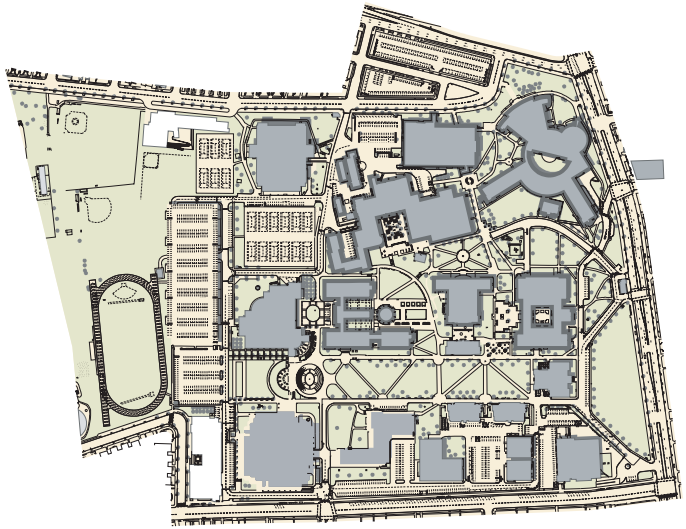
Six of the nine original mission-style buildings, constructed in 1908, remain and form the center of the campus. The major building additions to the campus were, in chronological order: Remsen Hall (Sciences; 1949), Klapper Library (1951), Fitzgerald Gymnasium (1957), the Colden Center (Performing Arts; 1960), the Dining Hall (1961), Powdermaker Hall (Social Sciences; 1962), Kiely Hall (Classrooms and Administration; 1968), Razran (1970), the Student Union (1971), the New Science Building (1986), Rosenthal Library (1988), Klapper Hall expansion (Visual Arts, 1992), and the Copland Music Building (1991).

There have been two campus master plans for Queens College: The first, Queens College Master Plan: 1975, by Morris Ketchum Architects (1971), illustrated a comprehensive vision for a virtually new campus by 1975. The second, Queens College Facilities Plan, by the Gruzen Partnership (1981), proscribed more modest architectural interventions that would keep the original campus structure more intact.

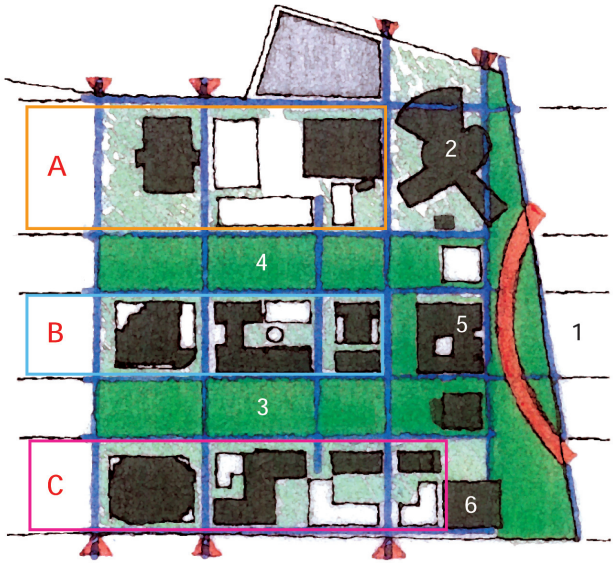

Queens College, c. 1938


Model showing extent of original campus buildings

II. Executive Summary



Existing Campus with Incoherent Fabric on the North part of Campus



Proposed New (North) Quadrangle and Overall Campus Rectification

D. CITY WITHIN THE CITY

As President Muyskens has remarked, the campus resembles a city. This is evident when one takes into account the 17,475 students, the 1,000 full-time faculty and staff , the countless visitors to the campus, and the necessary infrastructure and support services. The College embraces 77 acres, 45 buildings, 1,250 parking spaces, security systems and a maze of site utilities, roads, and walking paths.

Queens College "the city" is also made up of neighborhoods. Each neighborhood has one or more iconic landmark(s) that give to the campus its physical order, visual orientation, and unique character. Kiely Hall is the regional beacon. The quadrangle is the campus equivalent of Central Park. The academic clusters – described later – are the familiar neighborhoods. These defining elements constitute our building blocks and provide the link between the history of the campus and its future.

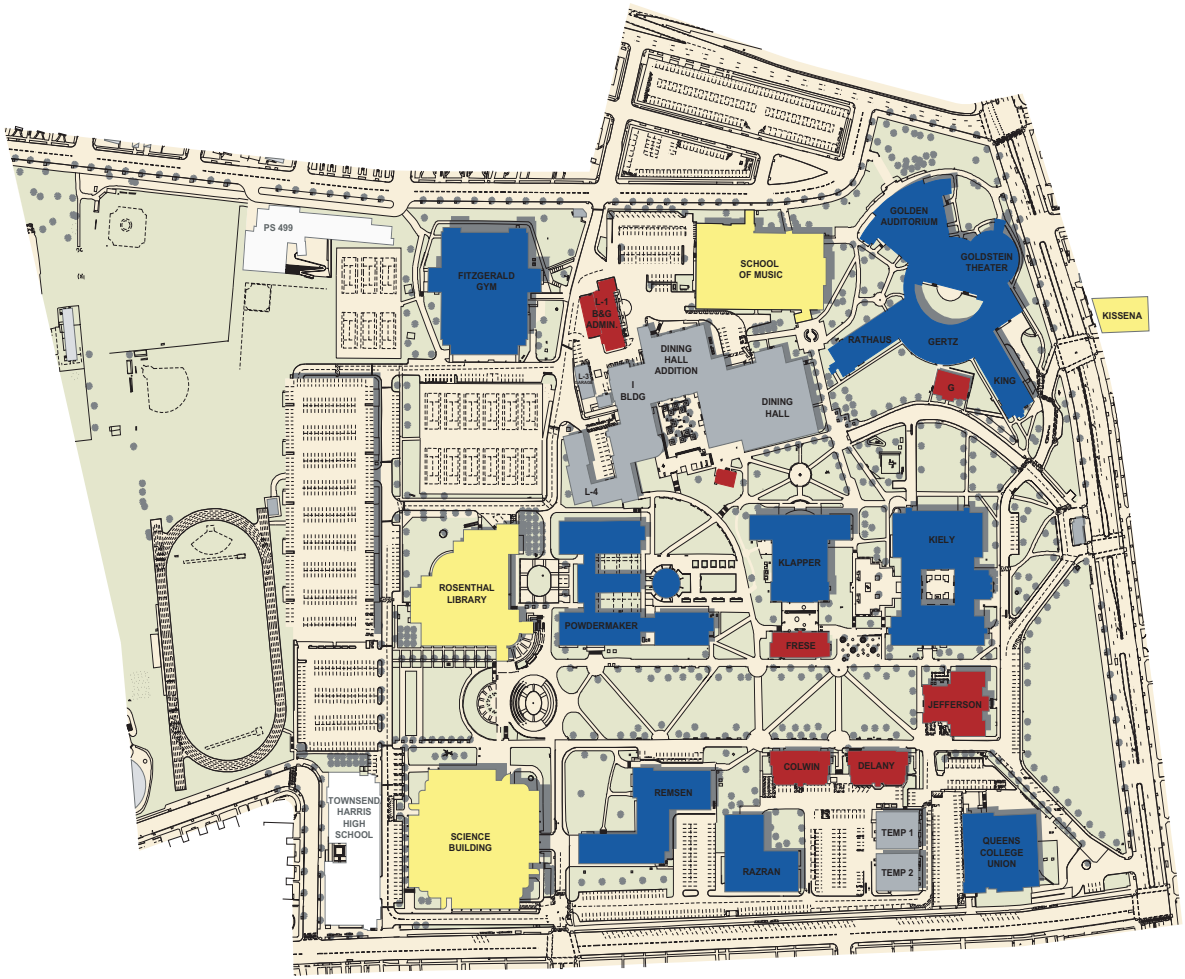
A.	GYMNASIUM / AMENITIES / SERVICE CLUSTER
B.	LIBRARY / HUMANITIES / ARTS CLUSTER
C.	SCIENCES CLUSTER
1.	"FRONT DOOR"
2.	PERFORMING ARTS
3.	EXISTING QUAD
4.	NEW QUAD
5.	ADMINISTRATION
6.	STUDENT CENTER

E. CURRENT AND PROJECTED SPACE NEEDS / BUILDING INVENTORY

To adequately plan for the programmatic needs of the College, the campus inventory compiled by CUNY in May 2005 was obtained. The inventory was annotated to reflect the quality of space and to identify the ways in which buildings could be put to best use.

Buildings were also categorized by their age and physical condition: original reform school structures; post-war expansion; late-century additions; and temporaries. In summary, the vast majority of the buildings are tired and worn and technologically outdated.

Original Reform School	145,865 GSF
Post-War Expansion	1,351,906 GSF
Late Century Addition	643,149 GSF
Temporary & Infill Buildings	200,271 GSF
TOTAL	2,341,191 GSF



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SPACE ASSESSMENT

Student FTES	**11,539**	**11,539**	**12,344**	**12,772**	
Space Type	**Existing Space**	**Current Need Space 2003/2004**	**Projected Need 2009/2010**	**Projected Need 2014/2015**	**Projected Deficit or Surplus**
Instructional & Departmental Research					
Classroom & Computer Labs	160,397 sf	171,006 sf	180,797 sf	190,708 sf	(30,311) sf
Arts & Humanities	130,624 sf	116,521 sf	122,510 sf	126,684 sf	3,940 sf
Ethnic & Area Studies	6,808 sf	15,761 sf	15,761 sf	15,761 sf	(8,953) sf
Mathematics & Sciences	217,732 sf	210,859 sf	223,430 sf	236,058 sf	(18,326) sf
Division of Education	32,452 sf	41,398 sf	46,960 sf	54,629 sf	(22,177) sf
Social Sciences	51,871 sf	68,526 sf	73,889 sf	79,175 sf	(27,304) sf
Subtotal Instructional	**599,884 sf**	**624,071 sf**	**663,347 sf**	**703,015 sf**	**(103,131) sf**
Support					
Academic Support	18,661 sf	27,569 sf	27,569 sf	28,236 sf	(9,575) sf
Continuing Education	8,292 sf	13,600 sf	13,600 sf	13,600 sf	(5,308) sf
Special Programs	17,227 sf	25,683 sf	25,683 sf	26,303 sf	(9,076) sf
Library	169,635 sf	144,822 sf	154,925 sf	166,238 sf	3,398 sf
Physical Education	101,526 sf	107,757 sf	107,757 sf	107,757 sf	(6,231) sf
Assembly & Exhibition	74,727 sf	78,135 sf	78,135 sf	78,135 sf	(3,408) sf
Student Faculty Services	135,298 sf	116,000 sf	127,500 sf	128,000 sf	7,298 sf
Children's Development Center	2,169 sf	5,131 sf	5,131 sf	5,616 sf	(3,447) sf
Student Services	34,559 sf	44,475 sf	47,578 sf	49,132 sf	(14,573) sf
Administration	35,654 sf	41,591 sf	41,591 sf	41,591 sf	(5,937) sf
Technology	19,756 sf	30,197 sf	30,197 sf	31,290 sf	(11,534) sf
Campus Services	78,193 sf	88,320 sf	99,500 sf	106,800 sf	(28,607) sf
Subtotal Support	**695,697 sf**	**723,280 sf**	**759,166 sf**	**782,698 sf**	**(87,000) sf**
Current Vacant Space	**11,424 sf**	**0 sf**	**0 sf**	**0 sf**	**11,424 sf**
Total NASF	**1,307,005 sf**	**1,347,351 sf**	**1,422,513 sf**	**1,485,713 sf**	**(178,707) sf**
TOTAL NASF per FTES	113 sf	117 sf	115 sf	116 sf	
Total GSF					(304,400) GSF

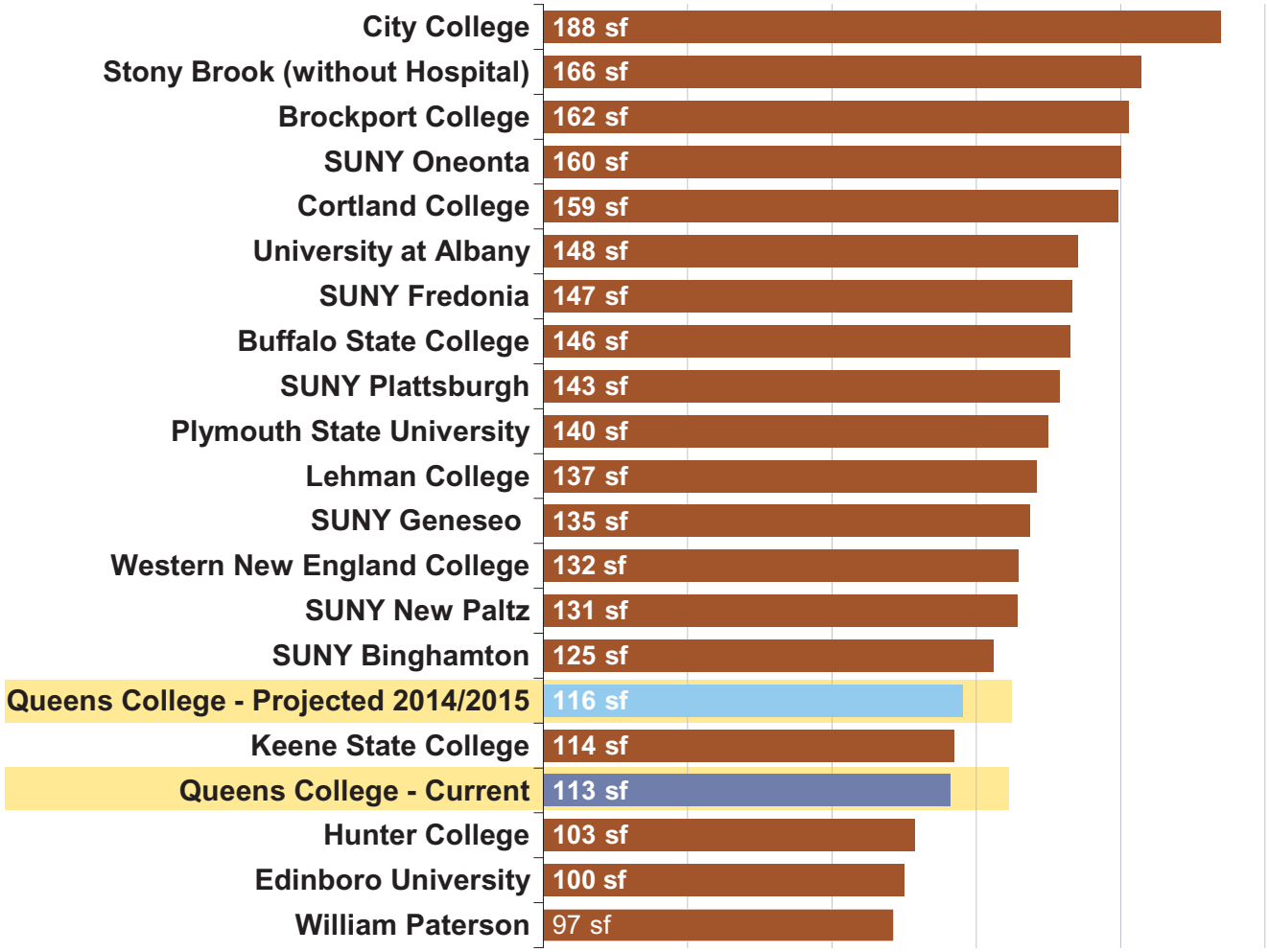
Note: Existing NASF based on May 2005 Inventory excludes Temp 3, Modular Buildings and CBNS leased space.

F. SPACE ASSESSMENT

A space assessment was made both based upon the CUNY Space Guidelines and an alternate assessment based on criteria that account for characteristics specific to Queens College. The alternative space assessment correlates well to the CUNY space guidelines relative to FTES and growth projections. The conclusion reached is that the College will need approximately 183,000 NASF over the next ten years, or about 270,000 GSF of new construction.

G. BENCHMARKING

To test the validity of the Space Assessment, these findings were compared to comparable four-year colleges. A modest 2% space increase is recommended for Queens College over the next ten years that will increase the current NASF per FTES from 113 to 116 NASF. As the figure to the right indicates the College will still fall at the low end of the norm for public universities in New York and New England.



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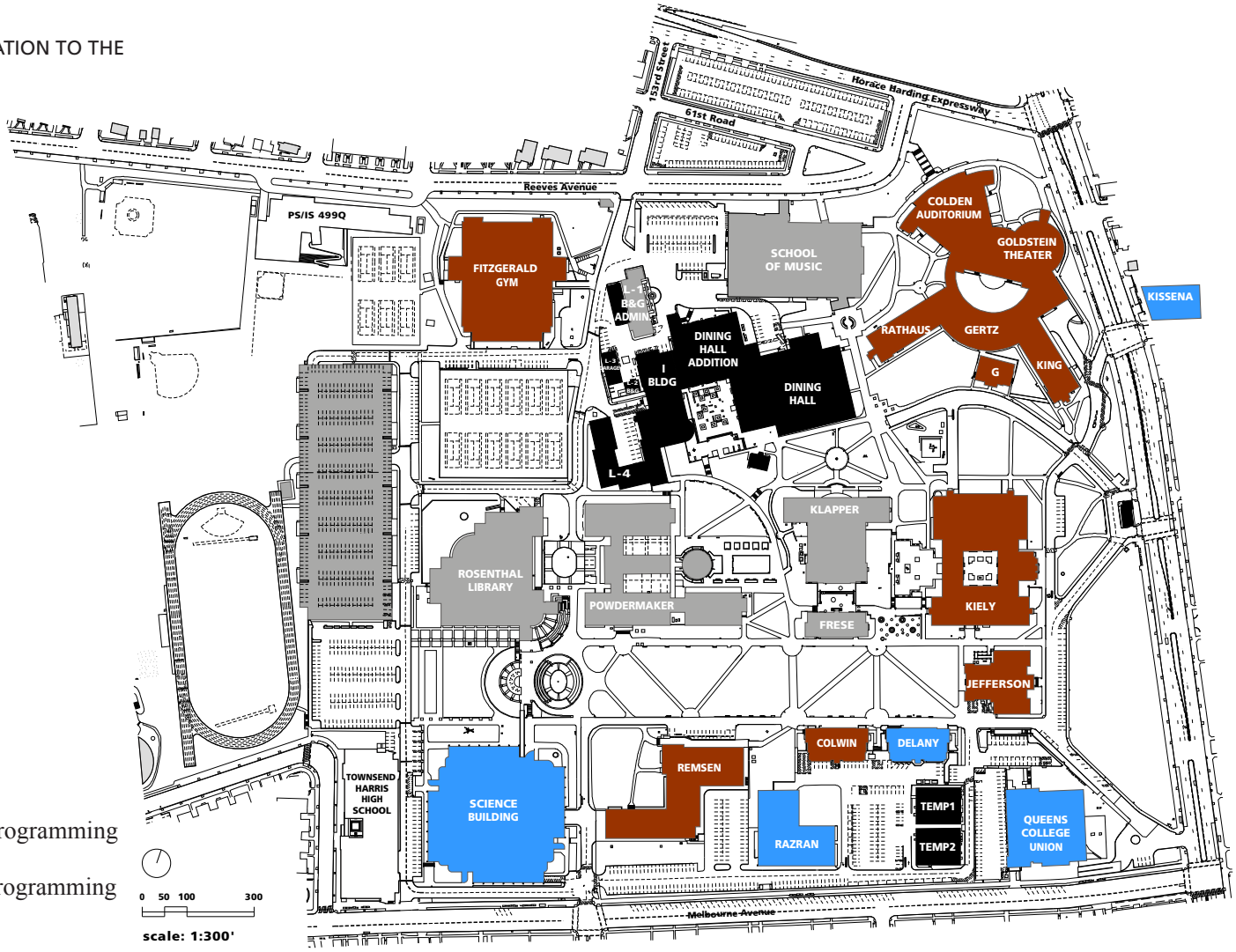
H. SUMMARY OF BUILDING CONDITIONS AND POTENTIAL FOR ADAPTIVE REUSE

Category	Description	Inventory
Existing to Remain	Spaces of recent construction or rehabilitation that significantly fulfill their purpose.	Rosenthal Library Powdermaker Hall Klapper Hall Frese Hall School of Music
Minor Rehabilitation and Reprogramming	Buildings that need upgrade of interior finishes and possibly some exterior façade or roof work but whose internal building systems are still viable. Similarly, buildings that will be reconfigured to house new functions but will only require minor architectural upgrades.	Queens College Union Razran Hall Kissena Hall Delany Hall Science Building
Major Rehabilitation and Reprogramming	Buildings that are structurally sound but require significant overhaul of building systems and architectural modifications to conform with current accessibility/life safety standards. Given the extent of such building renovations, these are candidates for wholesale reprogramming.	Fitzgerald Gymn Jefferson Hall Colden Auditorium Goldstein Theatre Rathaus Hall King Hall Gertz Speech Clinic Kiely Hall Colwin Hall Remsen Hall G Building
No New Investment	Buildings that are structurally deficient, or so structurally limited they most likely will not be able to accommodate upgrade to modern building systems. Similarly, buildings that would be so costly to overhaul to meet anticipated campus needs that no additional money should be spent on their rehabilitation.	Temps 1 and 2 Dining Hall and Addition I Building J Building Campus Plant and Services Bldgs

Queens College, like most colleges and universities, is faced with a real estate legacy with restrictive boundaries. Campus facilities require refurbishment and modernization. Inadequate operations and maintenance budgets tax buildings and grounds staffs. Some infrastructure elements and buildings have outlived their usefulness and need to be replaced altogether. Because the college is in growth mode, expansion of infrastructure capacity and need for new buildings in the long term further complicates management of the facilities.

In Chapter IV, each of the campus buildings is analyzed and categorized as to its potential value for the future. The four categories are as shown in the chart located to the left.

I. BUILDING CONDITIONS IN RELATION TO THE CAMPUS PLAN



Existing to Remain

Minor Rehab and Reprogramming

Major Rehab and Reprogramming

No New Investment

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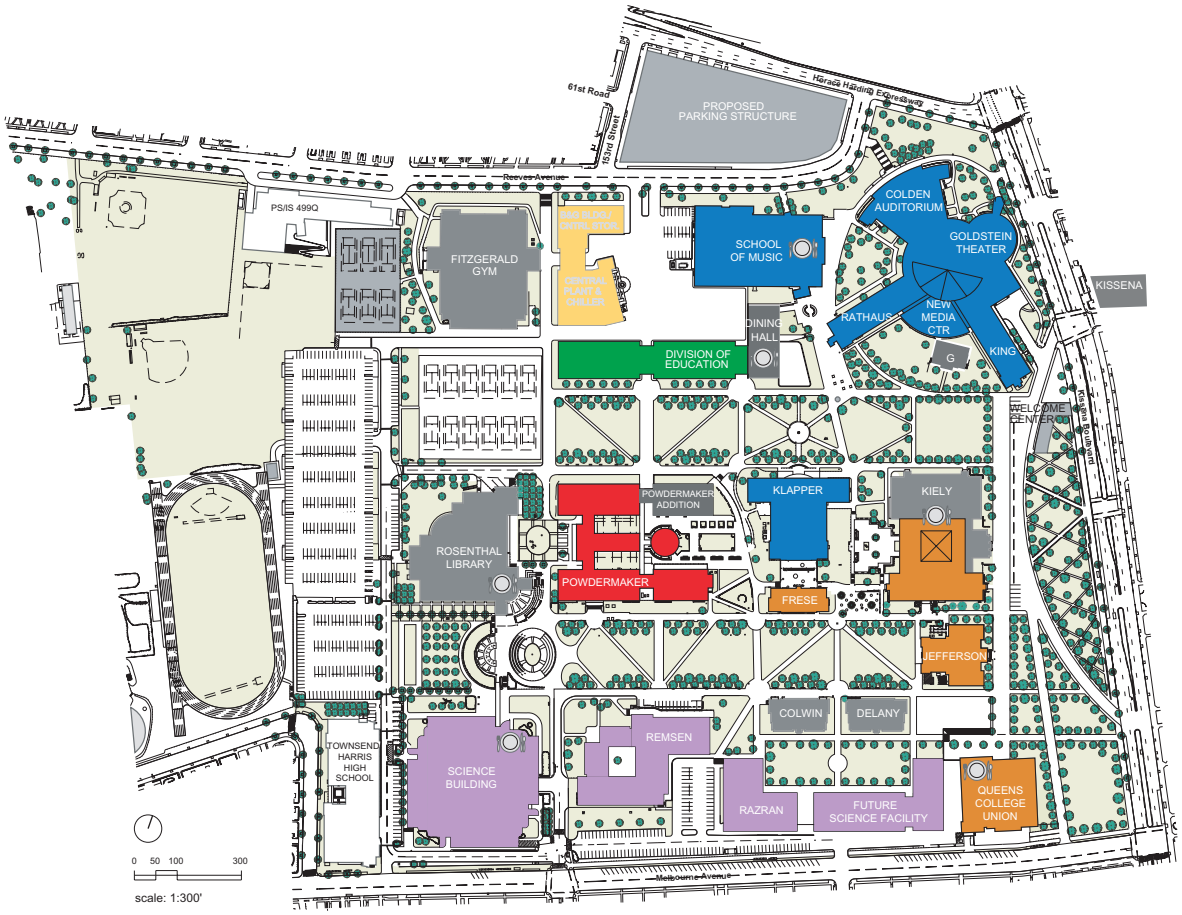
J. SYMBIOTIC CLUSTERS / PROGRAM CONNECTIVITY

In order to create manageable planning units, the campus has been divided into clusters defined by a combination of academic or administrative programs and locations relative to one another. The goals include avoiding anyone having to make double moves to allow renovations and always improving the lot of those who must be relocated. One of the chief objectives of future campus improvements is to consolidate related programs into discrete clusters. This will facilitate more efficient operations and stimulate interdisciplinary collaboration. The planning clusters illustrated on the accompanying diagram reflect current priorities.

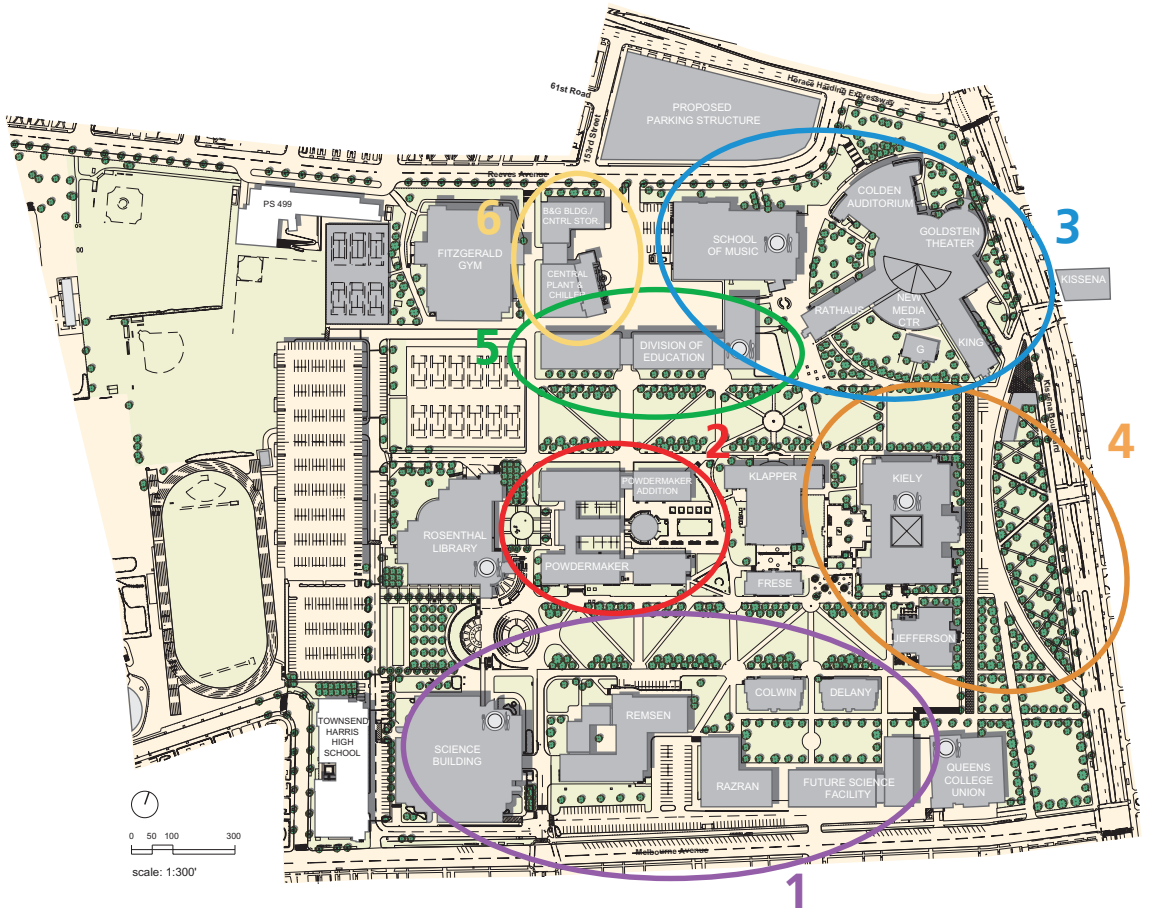


A. Shared Facilities
B. Division of Mathematics and Natural Sciences
C. Division of Arts and Humanities
D. Adminstration and Student Services
E. Social Sciences
F. Division of Education
G. Campus Utility Plant

K. PROJECTED REDEVELOPMENT PLANNING CLUSTERS

1. Division of Mathematics and Sciences
2. Additional Classrooms and Shared Facilities
3. Division of Arts and Humanities
4. Student and Administrative Services / Site Circulation and "Front Door"
5. Division of Education/ Dining and Student Amenities

6. Campus Utility Plant



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Proposed Remsen Hall addition

L. DIVISION OF MATHEMATICS AND SCIENCES

Among the academic divisions, the math and sciences facilities are the most in need of renovation, as many of their laboratories and classrooms do not meet current technical standards. Consolidation is favored as the division is presently housed in six structures.

1. Chemistry

Of immediate concern are the deficient Chemistry labs in Remsen Hall. A modest addition to Remsen is currently in design to house the Chemistry research and teaching labs. Vacated spaces will be back-filled with less demanding science-related programs.

2. Biology

Once the new addition to Remsen and associated renovations in the existing building are completed, the College will have approximately 14,400 net square feet available and make Colwin available for adaptive reuse.

3. Science Building

The College should plan to meet its near term high technology science needs in the Science Building. The Science Building adaptive reuse strategy is predicated on the creation of a comparable amount of new classroom space elsewhere.

4. Razran Hall

To further consolidate programs into fewer buildings, it is recommended that Biology and Physics be relocated out of Razran in favor of Psychology, which will then be close to Razran's existing animal facilities. With the addition of windows, it will be used for general use classrooms, seminar rooms and departmental offices.

5. Proposed New Science Building

In the long term the existing buildings will not fully accommodate the total projected 80,000 NASF growth of the Sciences. To meet this potential need there is an ideal location for a new building on the site of the present Temps 1 and 2. The Master Plan posits the construction of a New Science Building. Prior to constructing a new science facility, a feasibility study will be conducted to review the sciences and their facility needs and to determine whether the new building will be for physical or life sciences.

M. SHARED FACILITIES AND ADDITIONAL CLASSROOMS

1. Jefferson Hall on the Quad

The Quad has been the traditional anchor of the campus. Its east-west axis looking toward Manhattan from the porch of historic Jefferson Hall offers a majestic view. Jefferson Hall is an ideal building to serve the ceremonial role as the Welcome Center and Offices of Alumni and Graduate Alumni Affairs. To play this role, however, Jefferson needs to go through a substantial upgrade and refurbishment.

2. Colwin Hall

Like Jefferson, Colwin Hall is one of the original campus buildings. It, too, is in need of a very substantial upgrade. In the campus upgrade scenario, Biological Sciences will be relocated from Colwin to Remsen Hall. The Honors Center and Language Studies will move into Colwin.

3. Delany Hall and J Building

Both Delany and J Buildings are successful single-use buildings and should continue in that capacity. With a recent exterior and partial interior renovation, Delany functions well as home to the College's successful SEEK program.

4. Powdermaker Hall

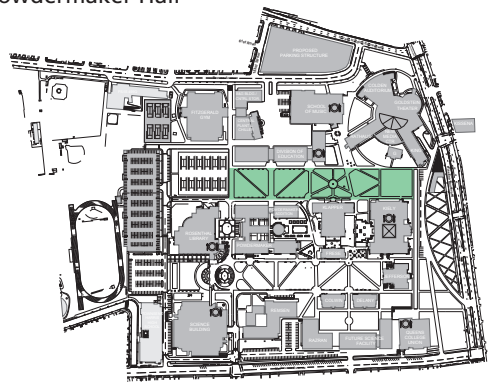
One of the largest buildings on campus, the recently renovated Powdermaker Hall will continue to support a variety of academic departments for Social Sciences and Education. The building houses the campus' greatest number of 50-seat classrooms. It is the core building for general academic instruction. The Master Plan recommends the addition of another classroom wing to allow other substandard instructional space around campus to be taken offline and renovated for other uses.

5. The North Quadrangle

The Master Plan proposes that a rectilinear east-west quadrangle be created north of Klapper and Powdermaker with a formal landscape similar to the original quadrangle. As illustrated here, the proposed open space will take its ultimate form when the Dining Buildings are demolished and a new building is constructed. Eventually, the construction of a new Division of Education Building will be combined with a modern food court to form a central attraction for the North Campus opening onto the newly formed quadrangle.

View of Jefferson Hall at terminus of South Quadrangle

Powdermaker Hall



Proposed North Quadrangle

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M. SHARED FACILITIES AND ADDITIONAL CLASSROOMS, CONTINUED

Rosenthal Library

Typical classroom after renovation

Fitzgerald Gymnasium

6. Rosenthal Library

Rosenthal Library, constructed in 1988, is in good physical condition. The laptop initiative, through which students can borrow laptops with wireless internet access, and the Rosenthal café both serve to activate the formerly underutilized ancillary spaces outside and around the Library. The Library faces two pressing issues: the growth in enrollment of the Graduate School of Library and Information Studies (GSLIS) and the need for expanded storage of Library materials.

To relieve the immediate pressures related to GSLIS expansion, it is proposed that a portion of this program be located in an expansion to Powdermaker Hall (see Classroom Utilization Section). Longer term, once a new Education building is in place on the North Quad, the remaining GSLIS program will be moved out of Rosenthal into Powdermaker.

7. Classrooms

Fully 58% of the campus classroom inventory has not been renovated and occupies technologically antiquated space dating from 1949 to 1970. Many classrooms lack air conditioning. Artificial lighting is often inadequate. Classrooms in Razran Hall are windowless. Many classrooms lack the "smart" technologies essential to modern higher education. In addition, classrooms in the older buildings are often inappropriately sized for anticipated teaching loads. The greatest quantity of outdated teaching space is located in Kiely Hall. The Powdermaker addition will serve as a replacement facility for its outmoded instructional space.

8. Fitzgerald Gymnasium

Although constructed over 40 years ago, Fitzgerald Gymnasium remains viable for its originally intended function. Nonetheless, it will require renovation, including the installation of an air conditioning system. As part of that renovation, support spaces including locker rooms should be overhauled and the entire facility refurbished to become a more inviting place. It is well established that a gymnasium and fitness center contribute tremendously to the quality of campus life on both urban and suburban campuses.

N. DIVISION OF ART AND HUMANITIES

The Visual and Performing Arts are located in the northeast quadrant of the campus in Rathaus-King Halls, the Colden Performing Arts Center, the School of Music and Klapper Hall. Those facilities are heavily utilized and provide an important connection to the surrounding community with many cultural events that attract outside audiences. With the exception of the Music Building, all of these buildings are in great need of refurbishment and/or adaptive use.

1. King and Rathaus

The buildings most in need of attention are King and Rathaus, which have not been upgraded since their construction in 1960. The complex will be reprogrammed and renovated in stages to house the Media Studies program; seminar rooms; and a black-box theater and media center to replace the existing Little Theater and the TV Studio. The black box theater is an attractive object for fund-raising as it will provide a strong public presence and community involvement. To make the Gertz Speech Clinic more accessible to its off-campus patrons, it is proposed to relocate it to Kissena Hall.

2. School of Music

Given its relatively recent construction and good condition, the design team anticipates only modest work in the School of Music over the next few decades.

3. Klapper Hall

Since Klapper was recently renovated, this building will require only programmatic fine-tuning. However, repairs should be made in the near term to eliminate serious water infiltration that has rendered some basement spaces unusable.

4. Goldstein Theater and Colden Center

The Goldstein Theater and Colden Center will retain their current uses. They should, however, be retrofitted in conformance with contemporary theatrical standards, including refurbishment of the building systems, theatrical lighting and controls, as well as auditorium seating. Colden represents a key asset to accommodate community patrons.

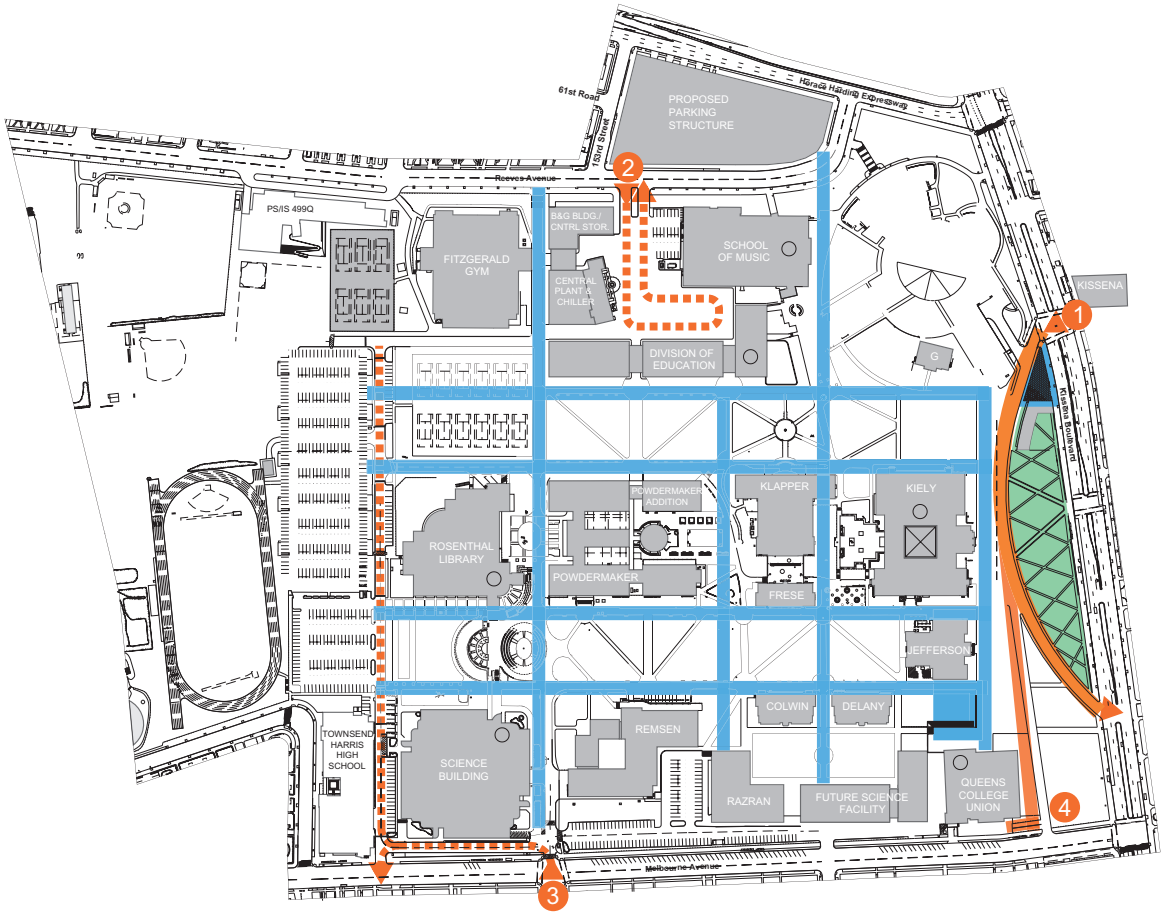
5. Kissena Hall

A rented facility, Kissena Hall is recommended for those campus functions that have a strong public component and do not need to be directly on campus. Kissena is seen as an appropriate site for the Linguistics and Communications Disorders program currently in Gertz.

Goldstein Theater

Kissena Hall

II. Executive Summary



O. SITE CIRCULATION AND FRONT DOOR / STUDENT AND ADMINISTRATIVE SERVICES

To clarify the "front door" of the campus along Kissena Boulevard, a new crescent shaped entry drive is proposed with welcome center and security post relocated from its current place to the actual point of entry. The proposed entry drive will allow comfortable, safe and clear entry sequence, drop off area , access for the disabled and easy exit back onto Kissena. Visitor Parking will be accessible along this route, as well.

Access to campus parking and service area will be directly from Reeves and Melbourne Avenues to reduce vehicular traffic on campus.

The pedestrian path in front of Kiely and Jefferson will terminate at the College Union, giving the Union a more prominent presence than it currently has. Internal pedestrian circulation will be clarified with a hierarchy of major and minor paths, accompanied by directional signage to orient visitors to their destinations.

LEGEND

1. Main Entry
2. Service Entry
3. Campus Parking
4. Visitor Parking

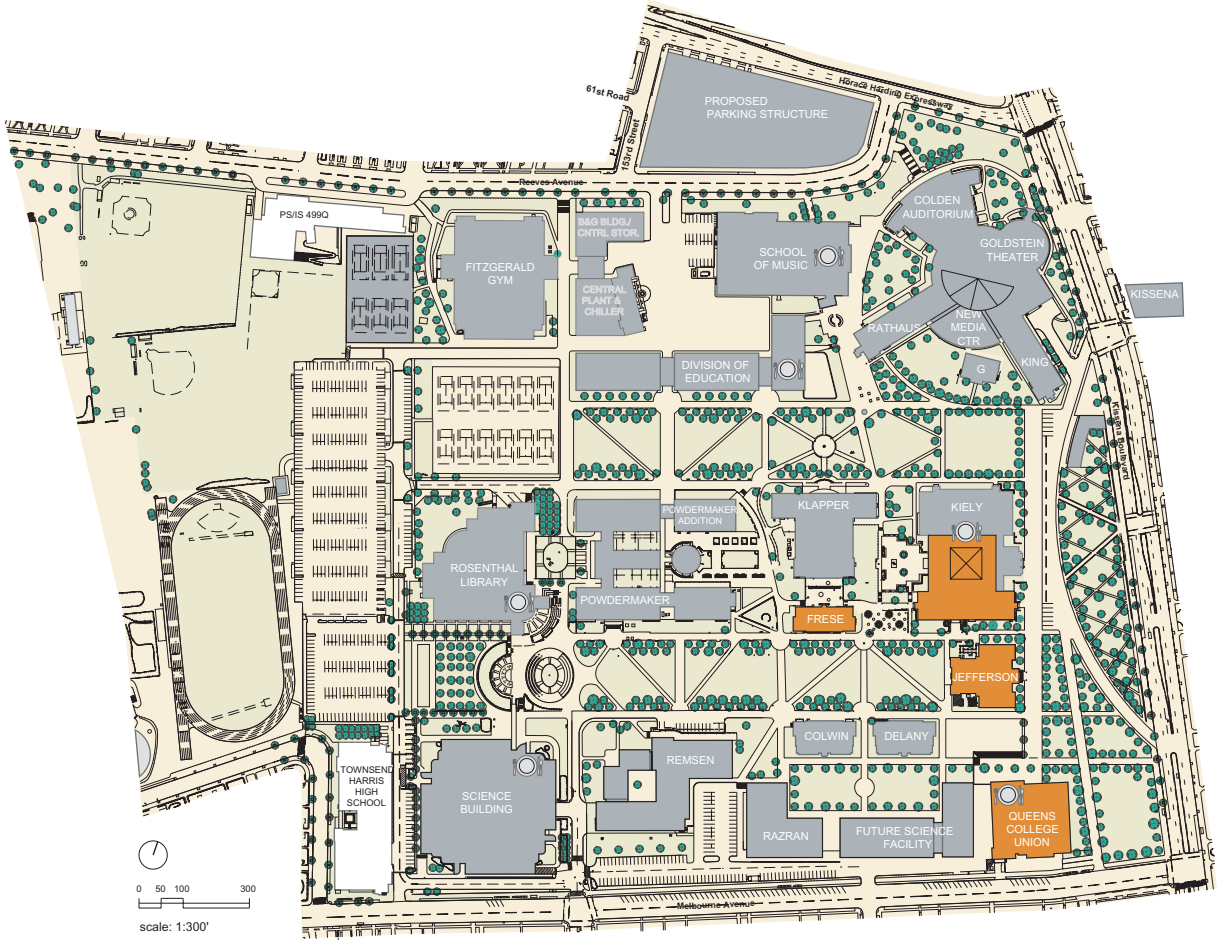
Access Drive

Pedestrian Paths

O. SITE CIRCULATION AND FRONT DOOR / STUDENT AND ADMINISTRATIVE SERVICES, CONTINUED

Important goals for the College are to consolidate Administrative/Student Services and to create a welcoming impression for both first time visitors and seasoned patrons. Three initiatives are recommended to accomplish these goals.

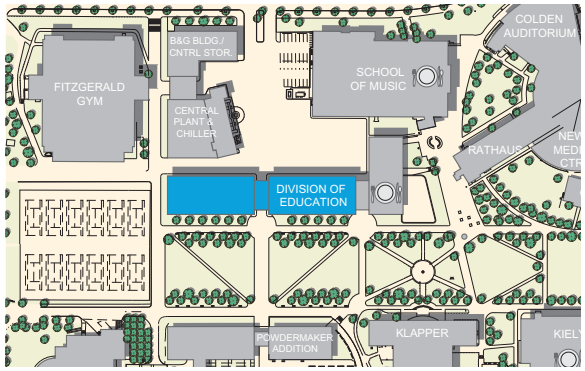
1. Consolidate Student services into fewer locations, from four different buildings to two.
2. Rehabilitate Kiely to bring it to current standards of comfort and efficiency.
3. Consolidate most of the administrative, and many student services, in Kiely Hall. It has a front and center location on campus and has an iconic presence with its 13 story tower. The building has large open offices, small executive suites and conference facilities appropriate for Administrative Services that can meet the varied programmatic needs.



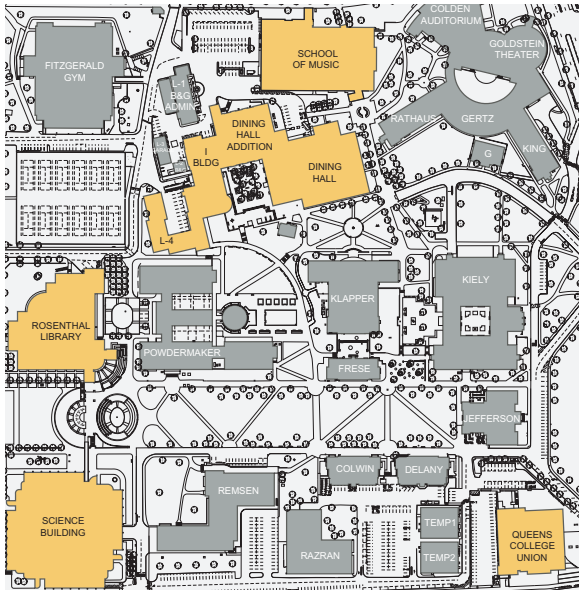
CONSOLIDATION OF STUDENT AND ADMINISTRATIVE SERVICES

II. Executive Summary

P. THE DIVISION OF EDUCATION / DINING AND STUDENT AMENITIES



Proposed Division of Education



Dining and Student Activities

As has been noted, long-term projections indicate the space required by the programs currently in Powdermaker will far exceed that building's ability to accommodate them. The Division of Education merits a stand-alone building, given the way it is used and accessed:

- The class offerings tend to be discrete rather than interdisciplinary with other Divisions.
- The many part-time and evening students would benefit from close access to parking. The proposed site will be convenient to both the existing garage and the consolidated Lot 15.
- Integrating this program with a New Dining/Computing Facility will create programmatic synergies: the stand-alone building can remain open in the evening and on weekends while several other buildings on campus are closed and locked.

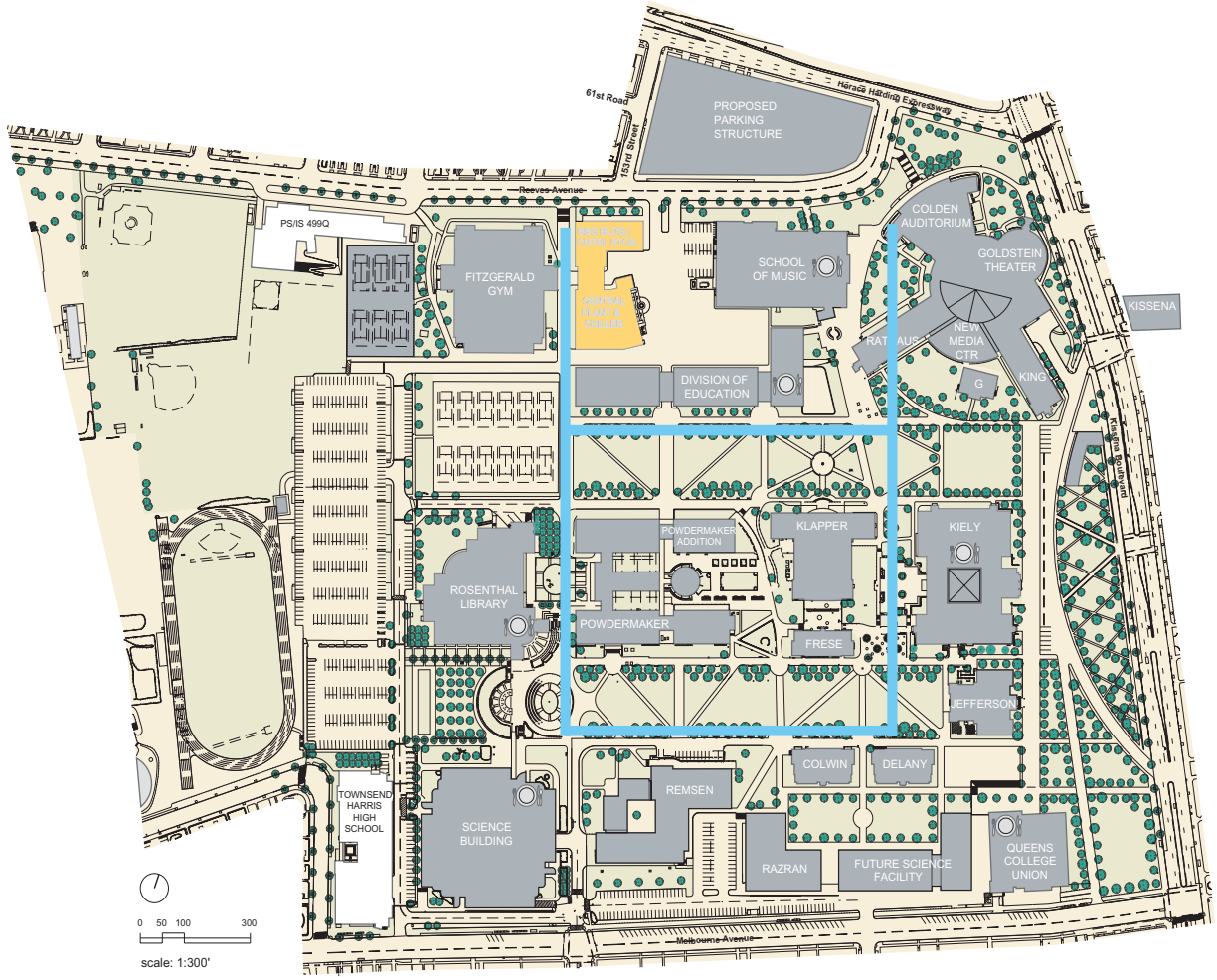
Dining and Student Amenities:

- Student Union. On the south side of campus, the College has almost completed a floor-by-floor renovation of the Student Union. The growing importance of club and student activity space is being addressed with this renovation, as are food services.
- Dining Hall and Dining Hall Addition. The main Campus Dining Facility has outlived its useful life and does not meet current needs. As indicated earlier, the long-term goal is to rebuild it in conjunction with construction of a new Division of Education Building. The site topography is such that a new building at this location will define the edge of a new North Quad while separating and screening the campus from the planned central service court to the north.
- Neighborhood Cafés. Cafés in Rosenthal, the Science Building and (soon to be added) in the School of Music are convenient for students and take pressure off the over-extended Dining Hall. They also create animated gathering places.

Q. CAMPUS PLANT AND SERVICES

Perhaps the most important improvement the Campus can make with respect to its plant and operations is to install a campus-wide loop for chilled water service. Such a system would:

- relieve campus operations staff of the burden of maintaining countless chillers and related pumps;
- free space in or on existing buildings for other use;
- reduce the cost of future construction projects which now must count chillers in their construction costs;
- reduce operating costs, as demonstrated by the Burns & Roe Chilled Water Rehabilitation Plan Draft Update Report, dated January, 2001;
- represent a campus commitment to the environment with the utilization of a single source for chilled water and heat generation that could yield substantial "green" benefits.

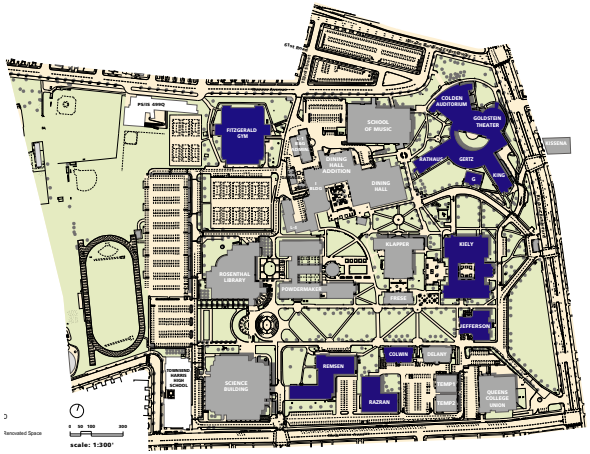


Proposed Chilled Water Loop

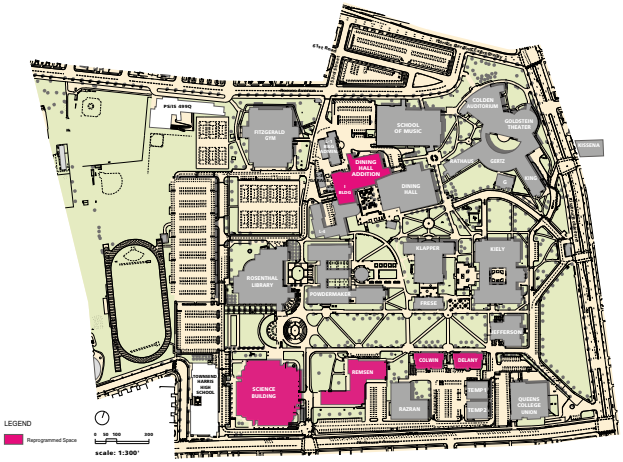
II. Executive Summary

BUILDINGS TO BE DEMOLISHED

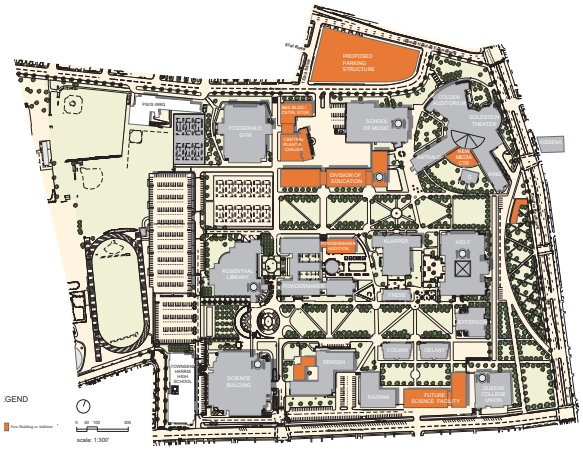
BUILDINGS TO BE RENOVATED



BUILDINGS TO BE REPROGRAMMED



NEW CONSTRUCTION

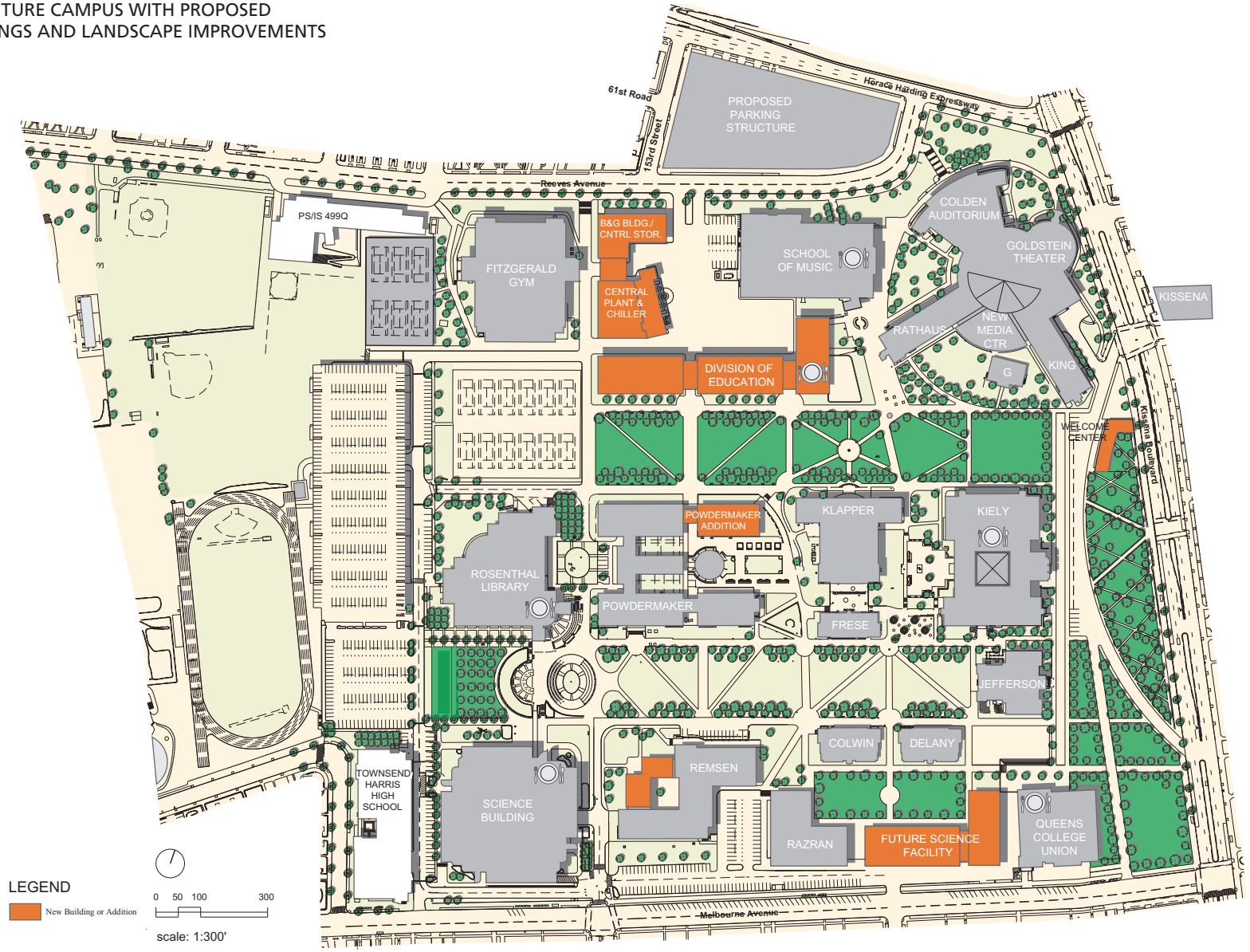


R. IMPLEMENTATION

Implementation of the recommendations summarized above will be informed by current priorities, funding availability and phasing issues. Where the projected 11% growth in FTES will occur and the demands that will be placed on academic spaces remains somewhat conjectural; therefore, it is important to maintain the "big picture" when strategizing specific projects. In order to maintain the flexibility of the Master Plan, it is critical that every step that is taken be correlated with the long term plan in order not to preclude succeeding steps.

The Queens College campus today is well-suited to meet the goals for the future. The aim of the Master Plan is to build on its strengths, eliminate its shortcomings and accomplish these objectives with the realistic understanding that each step toward that end will be a modest one; nevertheless, each step will bring the campus closer to the long term vision illustrated on the following pages.

S. THE FUTURE CAMPUS WITH PROPOSED BUILDINGS AND LANDSCAPE IMPROVEMENTS



II. Executive Summary

III. Current and Projected Space Needs

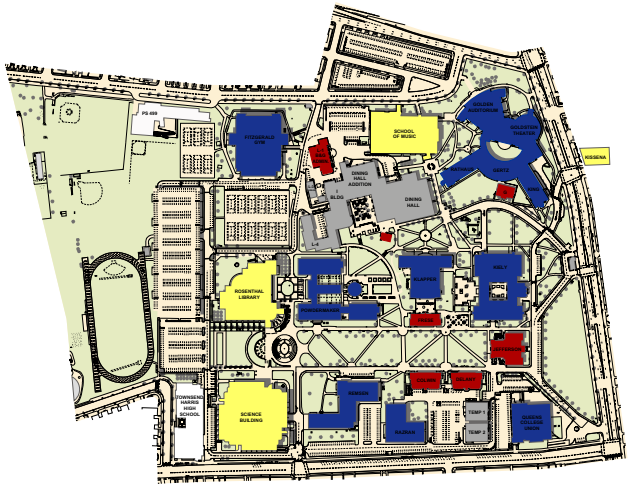
A. INTRODUCTION

To adequately plan for meeting Queens College's programmatic needs we must first analyze the campus' existing inventory of net assignable square footage. The Master Plan takes as its starting point the campus inventory compiled in May 2005 and includes the renovated Powdermaker Hall.

Two criteria by which campus space can be measured are quantity and quality. After documenting the quantity of existing space on campus, the remainder of this chapter will look at how much additional space will be required to accommodate the projected enrollment and respond to new programmatic initiatives. Chapter IV will consider the quality of the spaces in each building and suggest ways in which each building might be put to best use.

Virginia Frese Hall

III. Current and Projected Space Needs



	Original Reform School	145,865 GSF
	Post-War Expansion	1,351,906 GSF
	Late Century Addition	643,149 GSF
	Temporary & Infill Buildings	200,271 GSF
		2,341,191 GSF

Fig. 1 Campus Plan

B. EXISTING SPACE: THE CAMPUS INVENTORY

Queens College is a mature campus with a sizable campus inventory, in fact, one of the largest in terms of square footage among comparable four-year institutions in New York State. The buildings can be organized into four categories based on the dates of their construction and condition. Fig. 2 to the right lists all buildings in the Queens College inventory divided into four principal categories:

Original Reform School Structures survive from the campus' original use as a reform school for boys. Some, like Frese Hall, have been comprehensively renovated and will serve the College for years to come. Others, like Colwin, are sorely in need of interior repairs and refurbishment so that they, too, can remain a valuable asset in the College's long-term plans. Although chronologically "I" Building belongs to this category, extensive remodelings and additions have left little of the building's original fabric intact. It is therefore included below.

Post-War Expansion includes those buildings from the 1950's and 60's, mostly clad in white brick, that represent the first major wave of construction on campus. While most need significant rehabilitation work, the bones of these buildings are sound. Powdermaker Hall is an example of how these buildings can be updated.

Late-Century Additions were constructed after the City's fiscal crisis of the 1970's. Although these may need some programmatic retooling, their building systems generally remain in good condition.

Temporaries and Infills were designed to provide immediate solutions to space needs, but most were not built of materials that were intended to stand the test of time. These should be demolished and replaced with appropriate, permanent facilities.

In summary, the vast majority of campus construction is aging or outdated. A key part of any strategy for campus redevelopment will be to find the most appropriate uses and means of renovation for these legacy buildings.

Fig. 2: QUEENS COLLEGE BUILDING INVENTORY

	Date Built	Significantly Renovated	NASF	Total Room Area NSF	GSF	Building Efficiency
Original Reform School			**86,757**			
Colwin Hall	1925		19,159	26,354	30,653	63%
G Building	1907	1988	4,940	10,836	12,909	38%
J Building	1907		1,775	2,031	2,449	72%
Frese Hall	unknown	2001	11,190	16,958	20,153	56%
Jefferson	1907		32,030	42,451	49,299	65%
Delany Hall	1925	2002	17,663	25,881	30,402	58%
Post-War Expansion			**699,022**			
Remsen Hall	1949		69,980	111,400	130,787	54%
Klapper Hall	1951	1999	82,109	132,485	177,937	46%
Fitzgerald Gym	1957		115,533	150,628	175,538	66%
Colden Auditorium	1960		20,936	33,890	42,266	50%
Goldstein Theater	1960		18,930	29,214	48,624	39%
Gertz Speech Clinic	1960		5,496	6,986	7,706	71%
King Hall	1960		16,560	26,626	33,154	50%
Rathaus Hall	1960		23,358	34,717	42,300	55%
Powdermaker Hall	1962	2002	120,910	189,727	224,696	54%
Razran Hall	1970		31,700	50,764	55,344	57%
Kiely	1968		113,912	184,295	216,088	53%
Queens College Student Union	1972		79,598	174,683	197,466	40%
Late-Century Additions			**384,848**			
Science Building (SB)	1986		138,321	218,981	252,189	55%
Rosenthal Library	1988		170,986	215,837	241,524	71%
School of Music	1991		54,747	100,026	116,523	47%
Kissena Hall	unknown	1992	20,794	29,404	32,913	63%
Temporary and Infill Buildings			**136,378**			
I Building + Extension	1937		23,235	33,574	41,414	56%
Dining Hall	1961		37,562	43,270	46,298	81%
Dining Hall Addition	1971		31,669	38,499	44,723	71%
Field House	1991		508	600	725	70%
Temp 1	1966		5,815	7,416	7,945	73%
Temp 2 (Honors Center)	1966		5,335	7,278	7,872	68%
Temp 3	1966		11,877	11,877	12,891	92%
Heating Plant	1951		2,011	12,005	19,094	11%
L-1 B & G Administration	1946		1,840	1,840	2,022	91%
L-2 B & G Lockers	1946		717	717	780	92%
L-3 B & G Lbrs & Stn. Engrs.Off.	1975		1,840	1,840	2,099	88%
L-4 B & G Shop and Storage	unknown		5,832	5,832	6,134	95%
L-5 Bldgs. & Grounds Equipment			8,137	8,175	8,274	98%
TOTALS			**1,307,005**	**1,987,097**	**2,341,191**	

C. CUNY'S SPACE ASSESSMENT

Fig. 3 is an enumeration of space required on campus following *CUNY Space Guidelines*. This methodology can be described as a top-down approach in that it begins with an overall quantity of FTES and, through a series of formulas, determines quantities of spaces for various campus components. For a number of reasons, such an approach might not be appropriate for Queens College:

- The CUNY standards do not adequately reflect contemporary trends toward incorporating computers and other teaching technologies in the classroom.
- Institutions such as Queens College that conduct a large number of classes in seminars and other small sections require a larger allocation of space per station than the amount allocated by CUNY.
- The American Library Association standard recommends a quantity of library space that is substantially less than that of the CUNY model.
- This approach does not take into account initiatives or pedagogy specific to Queens College.

Fig. 3: CUNY SPACE ASSESSMENT

Student FTES	**11,539**	**11,539**	**12,344**	**12,772**	
Space Type	**Existing Space**	**Current Need Space 2003/2004**	**Projected Need 2009/2010**	**Projected Need 2014/2015**	**Projected (Deficit) or Surplus**
Lecture	139,507 sf	93,248 sf	99,480 sf	102,793 sf	36,714 sf
Lab	152,827 sf	180,175 sf	198,351 sf	207,219 sf	(54,392) sf
Lab Support & Research	41,701 sf	91,652 sf	93,762 sf	94,279 sf	(52,578) sf
Faculty Office, Support & Research	326,092 sf	148,622 sf	158,778 sf	164,652 sf	161,440 sf
Subtotal Instructional	**660,127 sf**	**513,697 sf**	**550,371 sf**	**568,943 sf**	**91,184 sf**
Library	169,635 sf	176,272 sf	191,792 sf	206,550 sf	(36,915) sf
Physical Education	101,526 sf	134,263 sf	134,263 sf	134,263 sf	(32,737) sf
Assembly	50,671 sf	50,671 sf	50,671 sf	50,671 sf	0 sf
Student Faculty Services	157,500 sf	121,160 sf	129,612 sf	134,117 sf	23,384 sf
Instructional Resources	0 sf	29,920 sf	29,920 sf	29,920 sf	(29,920) sf
Administration & Support	74,658 sf	69,234 sf	74,064 sf	76,638 sf	(1,980) sf
Data Processing	0 sf	16,800 sf	16,800 sf	16,800 sf	(16,800) sf
Non-Institutional Agencies	3,646 sf	3,646 sf	3,646 sf	3,646 sf	0 sf
Campus Services	77,818 sf	77,841 sf	82,425 sf	85,253 sf	(7,435) sf
Subtotal Support	**635,454 sf**	**679,807 sf**	**713,193 sf**	**737,858 sf**	**(102,403) sf**
Current Vacant Space	**11,424 sf**	**0 sf**	**0 sf**	**0 sf**	**11,424 sf**
Total NASF	**1,307,005 sf**	**1,193,504 sf**	**1,263,564 sf**	**1,306,801 sf**	**205 sf**
NASF per Student FTES	113 sf	103 sf	102 sf	102 sf	

Note: Existing NASF based on May 2005 Inventory excludes Temp 3, Modular Buildings and CBNS leased space.

D. ALTERNATE SPACE ASSESSMENT

To provide a more accurate measure of the quantity of space that will be required on campus, the Master Plan Team performed a detailed analysis of the various programmatic components of Queens College. While the CUNY analysis works top down, starting with an overall quantity of FTES from which are derived by formula an overall quantity of space and component areas, the Alternate Assessment is built from the ground up. Each academic department is analyzed and a requisite quantity of classrooms, laboratories, offices, and support space is determined based on actual staff lines, enrollment and contact hours. Special departmental initiatives are also factored in, as are opportunities to share resources and other programmatic synergies. Similarly, all administrative, student service and other campus support functions are assembled from their constituent parts. This synthesis results in a highly detailed and accurate picture of space need on campus and has been included as Appendix 3: Campus Program. A summary has been provided for reference as Fig. 4.

It should be noted that the CUNY and Alternate Assessments differ in how the total net need is presented. This is principally due to the fact that the CUNY Assessment is based on functional space type, while the Alternate Assessment assigns individual departments or divisions. Similarly, the Alternate Assessment draws different distinctions between the support functions on campus, reflecting how these services are currently provided at this particular institution.

Nonetheless, comparisons can be made between the two based on the total quantity of need assessed as well as the ratio of square footage per FTES. The Alternate Assessment indicates the College will need approximately 183,000 additional NASF over the next ten years, or about 305,000 GSF of new construction. This quantity is comparable to two Remsen or nine Colwin Halls.

It should be added that this assessment does not take into account the quality of the campus facilities: specifically, the temporary buildings that should be demolished or outdated facilities that should be renovated or replaced. It does, however, account for currently underutilized spaces that cannot be redeveloped for other use. For example, the College owns a surplus of large lecture halls that cannot be fully scheduled and that cannot cost-effectively be redeveloped for other use. This surplus does not count against space shortfalls, for example, in small and mid-sized classrooms.

Fig. 4: ALTERNATE SPACE ASSESSMENT

Student FTES	**11,539**	**11,539**	**12,344**	**12,772**	
Space Type	**Existing Space**	**Current Need Space 2003/2004**	**Projected Need 2009/2010**	**Projected Need 2014/2015**	**Projected Deficit or Surplus**
Instructional & Departmental Research					
Classroom & Computer Labs	160,397 sf	171,006 sf	180,797 sf	190,708 sf	(30,311) sf
Arts & Humanities	130,624 sf	116,521 sf	122,510 sf	126,684 sf	3,940 sf
Ethnic & Area Studies	6,808 sf	15,761 sf	15,761 sf	15,761 sf	(8,953) sf
Mathematics & Sciences	217,732 sf	210,859 sf	223,430 sf	236,058 sf	(18,326) sf
Division of Education	32,452 sf	41,398 sf	46,960 sf	54,629 sf	(22,177) sf
Social Sciences	51,871 sf	68,526 sf	73,889 sf	79,175 sf	(27,304) sf
Subtotal Instructional	**599,884 sf**	**624,071 sf**	**663,347 sf**	**703,015 sf**	**(103,131) sf**
Support					
Academic Support	18,661 sf	27,569 sf	27,569 sf	28,236 sf	(9,575) sf
Continuing Education	8,292 sf	13,600 sf	13,600 sf	13,600 sf	(5,308) sf
Special Programs	17,227 sf	25,683 sf	25,683 sf	26,303 sf	(9,076) sf
Library	169,635 sf	144,822 sf	154,925 sf	166,238 sf	3,398 sf
Physical Education	101,526 sf	107,757 sf	107,757 sf	107,757 sf	(6,231) sf
Assembly & Exhibition	74,727 sf	78,135 sf	78,135 sf	78,135 sf	(3,408) sf
Student Faculty Services	135,298 sf	116,000 sf	127,500 sf	128,000 sf	7,298 sf
Children's Development Cente	2,169 sf	5,131 sf	5,131 sf	5,616 sf	(3,447) sf
Student Services	34,559 sf	44,475 sf	47,578 sf	49,132 sf	(14,573) sf
Administration	35,654 sf	41,591 sf	41,591 sf	41,591 sf	(5,937) sf
Technology	19,756 sf	30,197 sf	30,197 sf	31,290 sf	(11,534) sf
Campus Services	78,193 sf	88,320 sf	99,500 sf	106,800 sf	(28,607) sf
Subtotal Support	**695,697 sf**	**723,280 sf**	**759,166 sf**	**782,698 sf**	**(87,000) sf**
Current Vacant Space	**11,424 sf**	**0 sf**	**0 sf**	**0 sf**	**11,424 sf**
Total NASF	**1,307,005 sf**	**1,347,351 sf**	**1,422,513 sf**	**1,485,713 sf**	**(178,707) sf**
TOTAL NASF per FTES	113 sf	117 sf	115 sf	116 sf	
Total GSF					(304,400) GSF

Note: Existing NASF based on May 2005 Inventory excludes Temp 3, Modular Buildings and CBNS leased space.

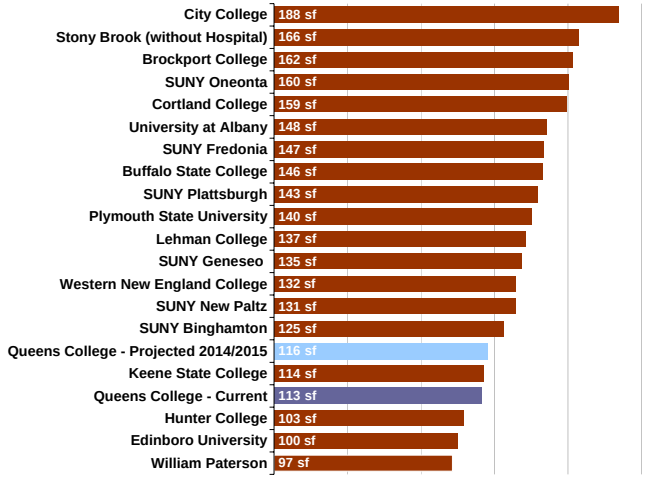


Fig. 5: Comparative ratios of NASF/FTES used for benchmarking.

E. BENCHMARKING AGAINST COMPARABLE INSTITUTIONS

To test the validity of this Alternate Assessment, it will be useful to compare its findings to other four-year colleges. Fig. 5 lists a number of such institutions with their respective total FTES and non-residential assignable square footages (NASF). They are listed by ratio of existing NASF to FTES.

This information can be used to check the validity of the Alternate Assessment that shows a modest 2% rise over ten years from the current 113 NASF/FTES to a projected 116 NASF/FTES. Even accounting for this growth, the College falls well within the range of other similar institutions.

Fig. 6: BENCHMARKING

Comprehensive Colleges	State	Student FTES	Non-Residential NASF	Non-Residential NASF / Student FTES
City College	NY	8,268	1,552,405 sf	188 sf
Stony Brook (without Hospital)	NY	18,760	3,106,844 sf	166 sf
Brockport College	NY	6,950	1,127,656 sf	162 sf
SUNY Oneonta	NY	5,500	881,075 sf	160 sf
Cortland College	NY	6,160	982,486 sf	159 sf
University at Albany	NY	15,097	2,238,904 sf	148 sf
SUNY Fredonia	NY	5,210	763,883 sf	147 sf
Buffalo State College	NY	9,260	1,353,391 sf	146 sf
SUNY Plattsburgh	NY	5,454	781,215 sf	143 sf
Plymouth State University	NH	3,751	525,140 sf	140 sf
Lehman College	NY	5,772	789,253 sf	137 sf
SUNY Geneseo	NY	5,309	716,418 sf	135 sf
Western New England College	MA	2,016	265,391 sf	132 sf
SUNY New Paltz	NY	6,323	830,474 sf	131 sf
SUNY Binghamton	NY	13,746	1,714,785 sf	125 sf
Queens College - Projected 2014/2015	NY	12,772	1,485,713 sf	116 sf
Keene State College	NH	4,380	501,881 sf	114 sf
Queens College - Current	NY	11,539	1,307,005 sf	113 sf
Hunter College	NY	12,671	1,304,464 sf	103 sf
Edinboro University	PA	6,809	681,018 sf	100 sf
William Paterson	NJ	8,050	781,440 sf	97 sf
Average NASF / FTES (not including Queens College)				**138 sf**
Median NASF / FTES (not including Queens College)				**137 sf**

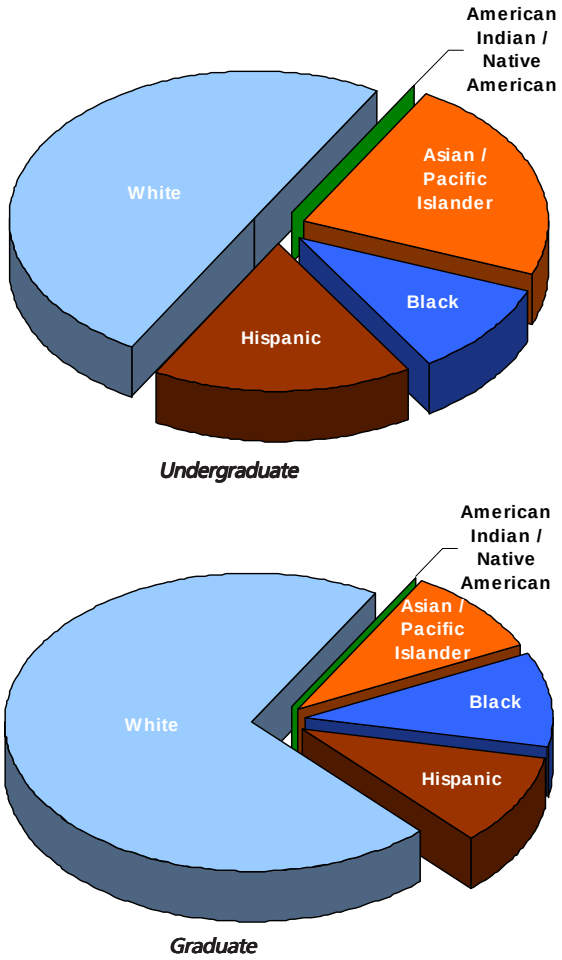


Fig. 7: Ethnic Composition of Enrollment
(CUNY Office of Institutional Research and Assessment: Fall 2004)

F. CURRENT AND PROJECTED ENROLLMENT

Current Enrollment

In Fall 2004 Queens College enrolled almost 17,475 students and ranked second only to Hunter among CUNY senior colleges in terms of headcount. Actual full-time equivalents (FTES) are somewhat lower, at 12,438. Fully 67% of the College's students are employed on a part-time or full-time basis, while over 4,500 are employed full-time.

As can be seen in Fig. 7, the students are ethnically and racially diverse. Forty-four percent of the freshmen entering Queens College were born outside the United States and a comparable 44% of undergraduates are the first in their families to attend college. A disproportionate percentage of students are women: 63% of the undergraduate and 71% of the graduate population.

The non-traditional and diverse composition of the student body at Queens College translates into different needs for services than on most college campuses, such as an increased need for day care. Students are more likely to need flexible scheduling, including evening and weekend classes, and they expect to receive a greater amount of services from home: distance learning, access to course materials over the Internet, and registering for classes on-line or over the phone. Less tangibly, the cultural diversity and background of many students require that services be delivered with a sensitivity to cultural differences and language barriers.

As a commuter campus, some services are not needed at Queens College, most obviously residence halls and their attendant services such as laundry facilities. There are also significant differences in the dining services required as compared to residential campuses. At Queens College, dining halls see peak loads at lunchtime and significantly less need in the evening. Students are much more likely to eat on the run between or on their way to or from classes, given their personal and academic schedules.

Projected Enrollment

Queens College is experiencing an increase in both the numbers of students on campus as well as FTES. Fall 2005 enrollment totalled 17,475 students. Official figures approved by the CUNY Office of Academic Affairs project that the College will grow to 20,103 students by Fall 2014, or a 16% increase. FTES are expected to increase by a more modest 11%.

The anticipated enrollment growth will occur across all four divisions. In the Division of Social Sciences, growth factors include a popular new Bachelor of Business Administration and the introduction of a master level Accounting degree. Most of the remaining programs and departments within the Division will have continued vigor, many growing at the same 11% rate as Queens College. Overall Education will remain the foundation of most of the College's professional offerings. Significant growth is expected in undergraduate and graduate programs in Secondary Education and graduate programs in School Administration.

In the Division of Arts and Humanities, enrollment growth is projected in programs reflecting the diversity of the campus population, with increased enrollment in Slavic Languages, Asian Languages and Women's Studies. In Mathematics and Natural Sciences, growth will be strongest at the graduate level in the Biological Sciences, Environmental Studies and especially Chemistry & Biochemistry.

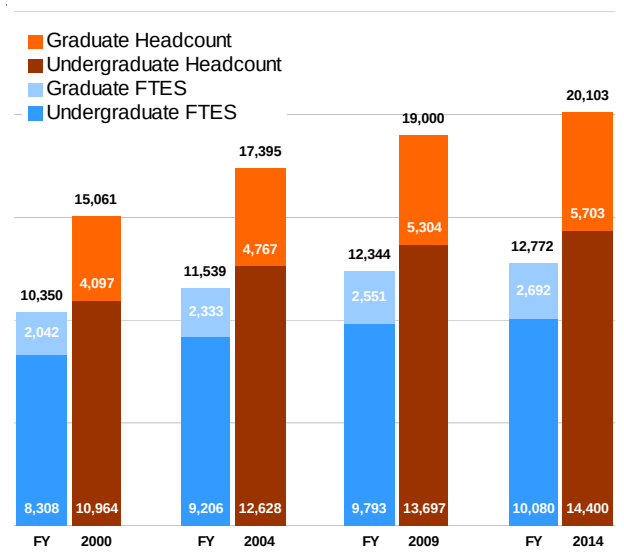


Fig. 8: Queens College Projected Enrollment Growth (CUNY Office of Institutional Research and Assessment: Fall 2004)

Reasons for Enrollment Growth

A number of factors will drive increased enrollment at the College. Some are related to social trends as the baby boomlet grows to maturity. Others have to do with the New York region: its function as a gateway to America for many immigrant groups and, more specifically, the Borough of Queens' role in that larger dynamic. Local CUNY system factors will also play a role in increasing enrollment.

- High School Graduation Rates

The College absorbs 67% of its students from the borough of Queens, with approximately 15% coming from other City boroughs and points west and 18% traveling from Nassau and Suffolk Counties. As high school graduation rates rise for these counties, a corresponding rise in enrollment at area colleges can be expected. In particular, as more students come from eastern Long Island than the New York City boroughs, enrollment trends are more likely to follow the former than the latter.

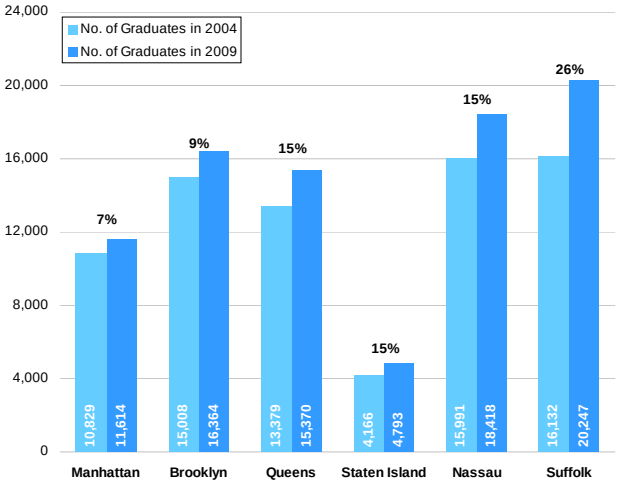


Fig. 9: Projected High School Graduation Rates (NY State Education Department: 2003)

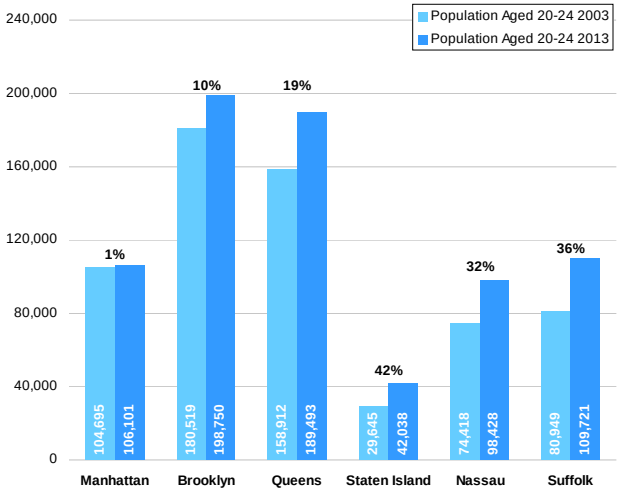


Fig. 10: Projected Population Aged 20-24 (Woods & Poole Economics: 2003)

While the overall statewide high school graduation rate will increase by a modest 8%, Queens and Nassau Counties will average a graduation rate increase of nearly 15% by 2009. This long-term increase represents more than 11,300 additional high school graduates as shown in Fig. 9. This data is supported by regional population projections; Fig. 10 shows an even greater rate of increase in people aged 20–24.

• Regional Factors

As we have seen above, projections indicate an increase in the college-age population in almost every county statewide. Furthermore, while one can anticipate a boomlet that waxes and then wanes, the expectation is that growth rates will rise indefinitely. This can largely be attributed to increased rates of immigration and New York City's role as a gateway for those new Americans. Furthermore, New York's outer boroughs are increasingly perceived as places where families can remain long-term. Large areas of Staten Island, the Bronx, Brooklyn and Queens that had been abandoned or used for industrial and manufacturing purposes 30 years ago are now being reclaimed as residential neighborhoods.

• Local Factors

There are reasons to believe that Queens will receive a disproportionate share of enrollment growth. Foremost among these is the limited ability of many CUNY campuses to accommodate an increased student load, as most schools in Manhattan face significant site constraints. Although difficult to quantify, it is reasonable to anticipate some displacement of student load toward campuses with developable land.

Queens may also see a disproportionate rise in enrollment given its exceptional reputation. As more students apply each year, we can expect that they will be more likely to apply to top-rated schools such as Queens College. Queens is one of the more popular of CUNY's four-year institutions. In Fall 2004 6,518 students applied and, of only 2,709 admitted, 1,438 accepted: a 53% acceptance rate.

G. THE NEED FOR ADDITIONAL CLASSROOMS AND COMPUTER ROOMS

Special consideration should be given to the quantity of classrooms and computer lab rooms on campus. These spaces represent the primary means of academic delivery. Projections indicate the College will experience a significant shortfall in these kinds of spaces due to rising enrollment and evolving pedagogy.

Classrooms

Despite the recent renovation of Powdermaker Hall, fully 58% of the campus' non-lecture hall classroom inventory is in unrenovated, technologically antiquated space that dates from between 1949 and 1970. These classrooms are both physically and programmatically out of date. With rising FTES, the existing campus classroom deficit will only grow. As trends in education have favored small to mid-sized classrooms over large lecture halls, the need for more classroom space has become even more important. Furthermore, the majority of the growth anticipated at the College is projected for programs that are primarily delivered in flat floor classrooms rather than large fixed-seat stepped lecture halls. The exact sizes of these classroom spaces have not been determined within this study. The proper mix of rooms should be re-evaluated as each individual project approaches its implementation. What is important is that these classrooms be designed for flexibility. Exterior facades and interior corridors should be designed to permit consolidating or subdividing classrooms. Service zones, including mechanical, electrical and data paths, should also be designed to accommodate future changes in the desired classroom mix.

To evaluate Queens College's instructional needs a calculation of student contact hours is used and can be derived from a simple formula:

Total Contact Hours x Average Station Size ÷ Station Usage Goal = NASF per Station

Total Contact Hours: The total existing contact hours in classroom instruction is 125,897. The anticipated 2014 contact hour total is 122,449.

Average Station Size: CUNY assumes 16 NASF per station size per FTES. At Queens College, however, a high priority is placed on small to medium sized classrooms. Furthermore, pedagogic trends favor larger workstations, away from small tablet armchairs and toward tables and chairs, which require more floor area. For these reasons the design team recommends 20 NASF per station per FTES. This increase contributes minimally to the overall assessment of campus need but is a tremendous benefit to the most common core function at Queens College: traditional classroom teaching.

Station Usage Goal: The design team uses the CUNY classroom station usage goal, which is 24 contact hours per station per week. This number is based on a target utilization of 30 hours per week at 80% efficiency adjusted upward to reflect evening and weekend use.

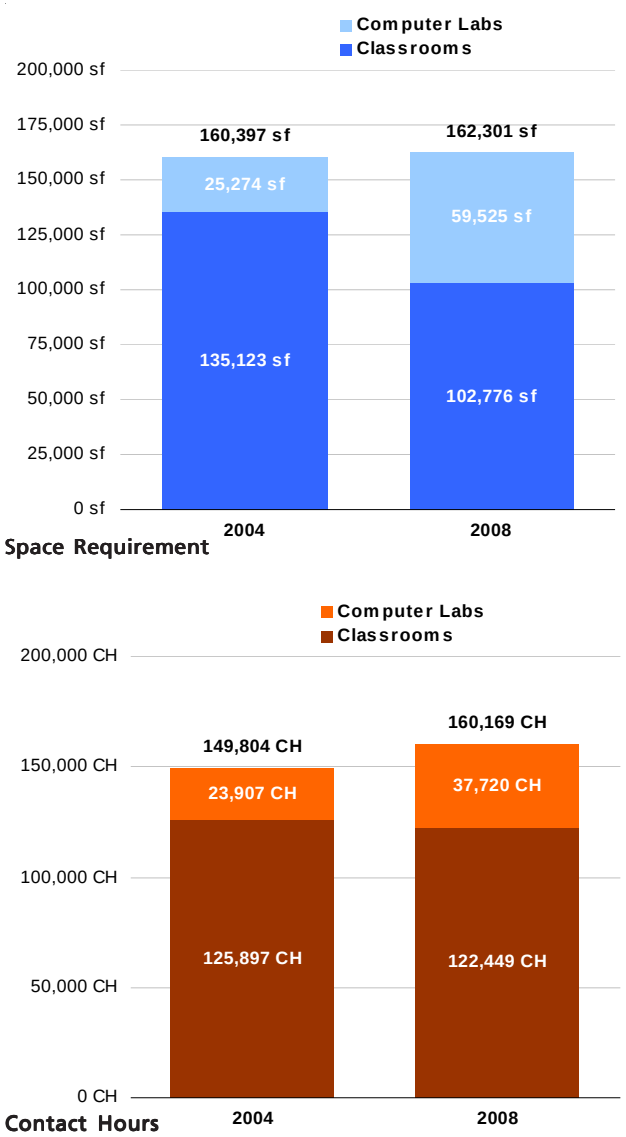


Fig. 11: Composite instructional contact hours (CH) and additional classroom and class lab space needs (NASF).

The above parameters yield the following results:

125,897 CH x 20 NASF/station/FTES ÷ 24 CH/station/week = 104,914 NASF classroom need (current)
122,449 CH x 20 NASF/station/FTES ÷ 24 CH/station/week = 102,041 NASF classroom need (projected)

Computer Labs

Many of the computer labs and computer support spaces on campus are currently concentrated in I Building, though the College has developed secondary hubs within the divisions. Long-term, the goal of the College is to continue to decentralize computer lab and instructional space into local hubs, while maintaining a central campus main distribution facility (MDF). Possible locations include the central administration building (the renovated Kiely) or as a component of one of the proposed new buildings (which might include programs in statistical analysis and computer science). In addition, there must also be a "mirror" site, providing backup to the MDF, preferably on campus for reasons of cost and ease of access.

The methodology used to calculate the College's computer lab needs is comparable to that used to tally its need for classrooms. While the factors used in the calculation vary slightly, the formula remains the same.

Total Contact Hours (CH): The total existing contact hours in computer lab instruction are 23,907. The anticipated 2014 contact hour total is 37,720.
Average Station Size (SS): There are no CUNY guidelines for computer lab station size, which must necessarily be larger than those for lecture use. The Master Plan assumes 36 NASF per station per student for computer labs.
Station Usage Goal: The design team uses the CUNY lab station usage goal, which is 19.2 contact hours per station per week. This number is based on a target utilization of 24 hours per week at 80% efficiency adjusted upward to reflect evening and weekend use.

The above parameters yield the following results:

23,907 CH x 36 NASF/station/FTES ÷ 19.2 CH/station/week = 44,826 NASF computer lab need (current)
37,720 CH x 36 NASF/station/FTES ÷ 19.2 CH/station/week = 70,726 NASF computer lab need (projected)

H. THE NEED FOR ADDITIONAL ACADEMIC SPACE

Aside from general purpose classrooms and computer rooms, attention should also be given to the almost 40,000 NASF deficit anticipated in space directly serving the academic divisions. A number of departments will see significant growth that, if not accommodated, will impede their functioning. Fig. 13 on the next page lists the total quantity of space required by each academic department. Fig. 12 to the right ranks the ratio of this additional space to the quantity currently held by each department.

Some departments will need a large quantity of new space. In the Sciences, Psychology & Neuropsychology anticipates the need for class labs and faculty research space to respond to new program initiatives. Computer science growth will come from increased enrollment. While this programmatic growth may be offset by reductions in Physics, Chemistry & Biochemistry, significant consolidation will have to take place to leverage this additional space. Similarly, the Division of Education anticipates sizable growth in Educational and Community Programs. Again, this growth is largely the result of new initiatives, including the creation of two on-campus clinics, that will be hampered if space is not made available.

Many other departments will see a more modest space deficit, but one that will represent an equally urgent need. Some departments will need only one or two thousand additional square feet of space, but this quantity will represent as much as 50% of their existing allocation. For example, while the Graduate School of Library and Informational Studies (GSLIS) may need only 1,920 additional NASF, this represents a 90% increase over the amount they currently occupy. GSLIS is already competing for space in Rosenthal with the library, which also needs to expand and is therefore unlikely to find additional contiguous space. It is important to keep in mind that the urgency of space need is determined not only by the quantity of space required but also by the net percentage of space increase that is required.

Although it may seem counterintuitive, it may prove more cost-effective to give first priority to those departments with an existing space surplus. As the forthcoming addition to Remsen Hall will demonstrate, constructing 12,500 NASF of new space for the Chemistry Department will leverage over 14,400 NASF of valuable vacated space. This area could not otherwise be laid claim to were it not for a building program to consolidate the inefficiently organized department.

A complete analysis of the campus' space needs has been provided as Appendix 3.

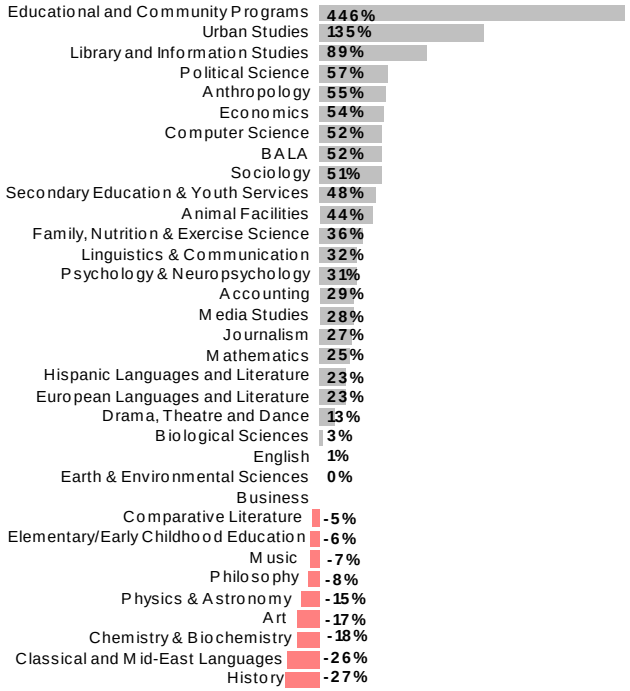


Fig. 12: Academic departments organized by ratio of space deficit to existing space.

III. Current and Projected Space Needs

Fig. 13: ACADEMIC DEPARTMENTS

Department	Existing Space	Projected Need 2009/2010	Projected Need 2014/2015	Projected (Deficit) or Surplus	% Change
MATHEMATICS AND NATURAL SCIENCES					
Biological Sciences	45,797 sf	43,376 sf	47,246 sf	(1,449)sf	3%
Chemistry & Biochemistry	52,523 sf	41,190 sf	43,260 sf	9,263 sf	(18%)
Computer Science	10,065 sf	14,639 sf	15,329 sf	(5,264)sf	52%
Family, Nutrition & Exercise Sciences (FNES)	14,801 sf	18,328 sf	20,158 sf	(5,357)sf	36%
Mathematics	9,326 sf	11,100 sf	11,640 sf	(2,314)sf	25%
Physics & Astronomy	28,797 sf	23,217 sf	24,587 sf	4,210 sf	(15%)
Psychology & Neuropsychology	28,264 sf	36,268 sf	37,128 sf	(8,864)sf	31%
School of Earth & Environmental Sciences	21,820 sf	21,803 sf	21,843 sf	(23)sf	0%
Animal Facilities	6,339 sf	8,060 sf	9,110 sf	(2,771)sf	44%
subtotal NASF	**217,732 sf**	**217,981 sf**	**230,301 sf**	**(12,569)sf**	
ARTS AND HUMANITIES					
Art	49,335 sf	38,115 sf	40,819 sf	8,516 sf	(17%)
Classical and Mid-East Languages	5,845 sf	4,330 sf	4,330 sf	1,515 sf	(26%)
Comparative Literature	2,410 sf	2,110 sf	2,280 sf	130 sf	(5%)
Drama, Theatre and Dance	11,348 sf	12,860 sf	12,860 sf	(1,512)sf	13%
European Languages and Literatures	3,647 sf	4,470 sf	4,470 sf	(823)sf	23%
English	12,082 sf	12,170 sf	12,170 sf	(88)sf	1%
Hispanic Languages and Literatures	3,300 sf	4,100 sf	4,100 sf	(800)sf	24%
Linguistics and Communication Disorders	8,827 sf	10,452 sf	11,622 sf	(2,795)sf	32%
Media Studies	7,401 sf	9,360 sf	9,490 sf	(2,089)sf	28%
Music, Aaron Copland School of	26,429 sf	24,543 sf	24,543 sf	1,886 sf	(7%)
subtotal NASF	**130,624 sf**	**122,510 sf**	**126,684 sf**	**3,940 sf**	
SOCIAL SCIENCES					
Accounting	4,091 sf	5,070 sf	5,280 sf	(1,189)sf	29%
Anthropology	8,476 sf	12,276 sf	13,096 sf	(4,620)sf	55%
Business and Liberal Arts	1,558 sf	2,362 sf	2,362 sf	(804)sf	52%
Business	0 sf	0 sf	0 sf	0 sf	
Economics	5,000 sf	6,650 sf	7,710 sf	(2,710)sf	54%
History	7,284 sf	5,300 sf	5,300 sf	1,984 sf	(27%)
Journalism	2,143 sf	2,720 sf	2,720 sf	(577)sf	27%
Library and Information Studies	4,927 sf	8,322 sf	9,292 sf	(4,365)sf	89%
Philosophy	3,724 sf	3,420 sf	3,420 sf	304 sf	(8%)
Political Science	3,952 sf	5,730 sf	6,195 sf	(2,243)sf	57%
Sociology	7,612 sf	10,055 sf	11,525 sf	(3,913)sf	51%
Social Science Quantitative Studies Center	0 sf	1,200 sf	1,200 sf	(1,200)sf	
Urban Studies	3,104 sf	7,265 sf	7,305 sf	(4,201)sf	135%
subtotal NASF	**51,871 sf**	**70,370 sf**	**75,405 sf**	**(23,534)sf**	
EDUCATION					
Educational and Community Programs	3,695 sf	13,148 sf	20,192 sf	(16,497)sf	446%
Elementary & Early Childhood Education	19,650 sf	18,252 sf	18,382 sf	1,268 sf	-6%
Secondary Education & Youth Services	9,107 sf	13,324 sf	13,454 sf	(4,347)sf	48%
subtotal NASF	**32,452 sf**	**44,724 sf**	**52,028 sf**	**(19,576)sf**	
Grand Total NASF	432,679 sf	455,585 sf	484,418 sf	(51,739)sf	

IV. From Existing Campus to Future Campus

A. CAMPUS CONDITIONS AND BUILDING VIGNETTES

Between 1990 and 2003 the City University commissioned a series of existing conditions studies of the interiors and exteriors of buildings on the campus, along with exterior site utilities and landscape features. Although an exhaustive summary of this work is beyond the scope of this Master Plan update, a series of building vignettes is included to inform future development. While preceding sections have spoken to the quantity of space that will be required on campus, the sections that follow address the qualitative needs.

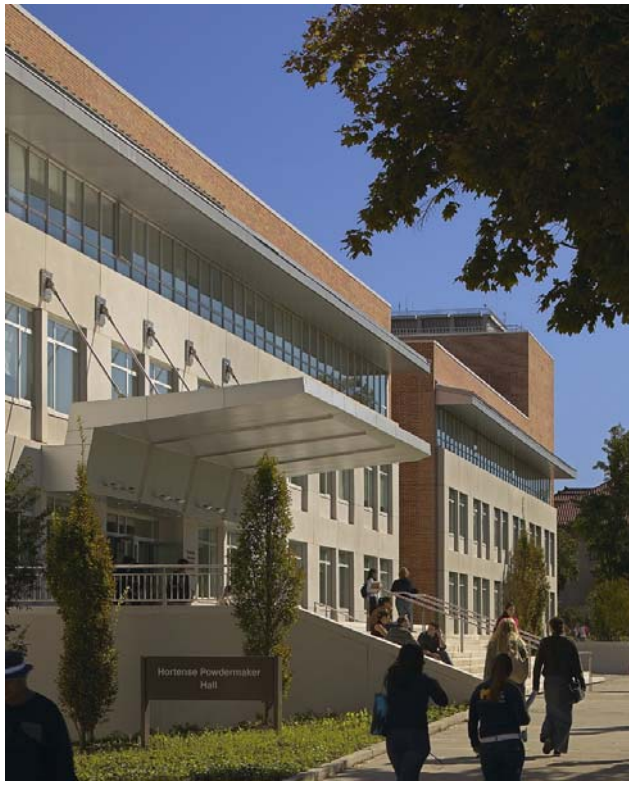
As we have seen, the vast majority of square footage on campus was constructed in a building surge between 1950 and 1970, most of which has not seen significant rehabilitation. These buildings amount to over 825,000 gross square feet or almost 45% of the campus total.

In addition, significant amount of campus growth has been accommodated in temporary structures designed to last a considerably shorter length of time than traditional permanent construction. Although the need to construct new space to accommodate past growth has been deferred, the deteriorating condition of these temporary buildings cannot be underestimated. In effect, despite the 11% growth in FTES enrollment projected over the next ten years, the College will also have to find space for that portion of past growth that has been accommodated in temporary facilities. These facilities will soon surpass their useful lives and in some cases already have.

That said, there are a great number of buildings on campus of solid stock that, with varying degrees of renovation, will continue to be valuable. As the recent successful renovation of Powdermaker Hall demonstrates, even buildings that are 40 or 50 years old can be reconfigured to accommodate new programs and new building systems.

The building vignettes on the following pages are grouped into four construction periods. The first series includes those buildings that predate the founding of the College, originally built to serve the former reform school. They were built in a mission-revival style popular at that time. While they contribute greatly to the image of the campus, they are almost 100 years old and those that have not been significantly renovated require a good deal of care.

The second series highlights the campus' post-war expansion. Most of these buildings were clad in white brick with characteristic mid-century detailing. While they were built specifically to serve as college buildings, after 50 years they are reaching the end of their useful lives. Now is the appropriate time for the College to strategize how best to modify and maintain these buildings so they can continue to serve their intended purpose well into the future.



Powdermaker Hall Entry on South Quadrangle

IV. From Existing Campus to Future Campus

The third group of buildings presented includes those added to the campus after New York City's fiscal crisis of 1974-75. Although each is stylistically distinct, the designs are similar in their struggle to maximize the impact of a limited amount of funding. Although all are in good to fair condition, they will need programmatic fine-tuning to adapt to changing campus needs. The Science Building will require significant rehabilitative work on its building systems.

The last group are the temporary buildings. The challenge will be to put these buildings to best use in the short-term and to develop strategies for their eventual replacement with appropriate permanent structures.

Each building is introduced with a brief statement that speaks to its history and a description of current occupants. Next follows a description of programmatic considerations faced by building occupants: new initiatives, rising or falling enrollment, and changes in pedagogy, particularly as they relate to technological needs. Although physical conditions are discussed to the extent they impact future development, this report is not intended to serve as a comprehensive existing conditions analysis. For further information about the conditions of campus buildings please see ***Building Conditions Assessments*** prepared by Burns & Roe between 1992 and 2000 as well as DEL Architects' ***Interior Facility Rehabilitation Project Site Investigation Report*** of 2003.

Beneath each text description is a table indicating the current (May 2005) occupants and the NASF occupied by each.

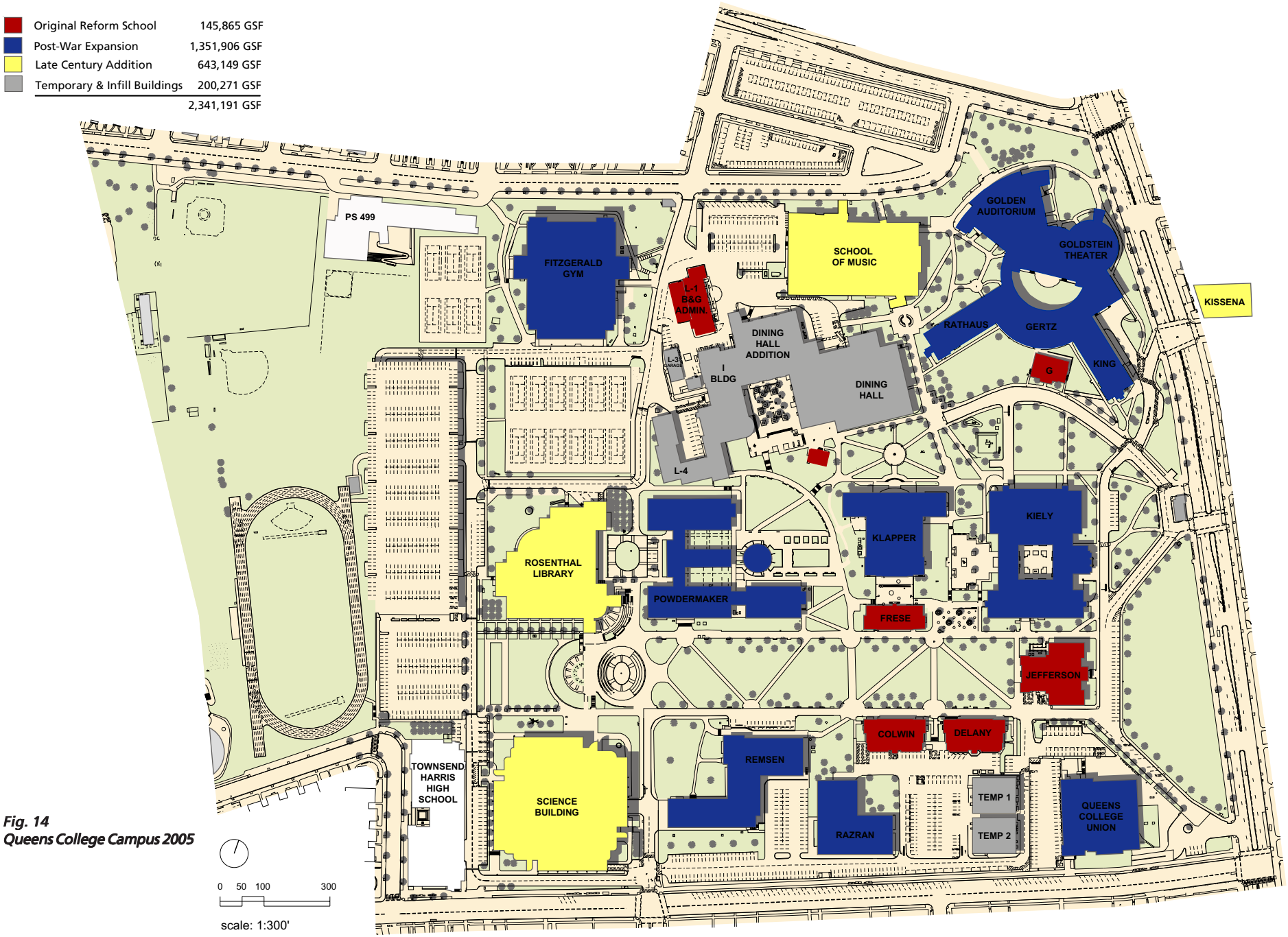


Fig. 14
Queens College Campus 2005

Former Reform School Buildings

COLWIN HALL

Colwin Hall, formerly E Building, was named in 1993 to honor Laura and Arthur Colwin, two distinguished Biology professors at Queens College. It currently houses Biology laboratories and classrooms. The building exterior has received significant attention in recent years, including a new roof with wood eaves and complete facade restoration. The interior remains in need of renovation, particularly in the basement, which has suffered water damage, and on the third floor, where openings have allowed pigeons to roost.

Programmatic Considerations

Although Colwin is a valuable and attractive part of the campus, it is not an appropriate place for the Biology teaching and research labs currently housed there. The labs should be relocated to more appropriate quarters so the building can be put to better use. Given the success of the renovation of adjacent Delany Hall, Colwin would make an ideal home for programs that require a modest amount of square footage and benefit from a more prominent location on campus. The Master Plan recommends relocating the undergraduate Biology teaching labs and classrooms from Colwin to renovated space in Remsen and rededicating the basement and first floors of the building for use by the Honors Center, Business and Liberal Arts (BALA), and the upper levels for other small programs.

Department	Space Type	May 2005 NASF	Proposed NASF
Biology	Academic Offices, Class Laboratories Research Space	18,969 sf	0 sf
Classical, Middle Eastern & Asian Languages and Cultures	Academic Offices	0 sf	4,330 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	0 sf	0 sf
European Languages and Literatures	Academic Offices	0 sf	4,500 sf
Hispanic Languages and Literatures	Academic Offices	0 sf	4,100 sf
Honors College	Administrative Offices	0 sf	4,400 sf
BALA	Academic Offices	0 sf	2,400 sf
Buildings & Grounds	Campus Services & Operations	190 sf	200 sf
Total NASF		**19,159 sf**	**19,930 sf**
Total GSF		**30,354 sf**	

G BUILDING

Although almost 100 years old, G Building is home to the College's Department of Media Studies, which occupies the entire building. It originally served as the infirmary when the campus was a reform school for truant boys. The building was renovated when it became home to the faculty offices of Media Studies in 1988.

Programmatic Considerations

The size and layout of G Building render it inappropriate for most campus programs. It measures only 5,000 sf of assignable space spread over two floors, and lacks clear connections with neighboring buildings. It would be advisable to move the Media Studies Department into more appropriate space, possibly a new Media Studies Center contiguous with a new or renovated TV Studio. One important campus function that would work well in G Building is the College's Child Development Center (CDC). Its residential scale and its relative isolation, the attributes that render the building inappropriate for other uses, make it ideal for the CDC. The fact that it has grade access on its first and basement levels will help meet National Fire Protection Association (NFPA) requirements that children be able to exit directly on grade.

Department	Space Type	May 2005 NASF	Proposed NASF
Child Development Center	Student / Faculty Services	0 sf	5,000 sf
Journalism	Academic Offices & Class Laboratories	1,720 sf	0 sf
Media Studies	Academic Offices & Class Laboratories	3,220 sf	0 sf
Total NASF		**4,940 sf**	**5,000 sf**

J BUILDING

J Building houses the College's Upward Bound program, a federally funded college preparatory program for Queens high school students from low-income families whose parents have not graduated from a four-year college or university. Upward Bound should remain in J Building until a comprehensive renovation of Kiely makes space available for the program. Once vacant, J Building should be demolished to allow for the creation of a new North Quad.

Department	Space Type	May 2005 NASF	Proposed NASF
Upward Bound	Academic Offices	1,775 sf	0 sf
Total NASF		**1,775 sf**	**0 sf**
Total GSF		**2,449 sf**	

VIRGINIA FRESE HALL

Frese Hall (formerly B Building), one of the oldest buildings on campus, was completely renovated in 2001 for use by the Division of Student Affairs and Advisement Center. The intention was to consolidate the College's many counseling services into a single building, an effort that is widely considered a great success. For this reason the Master Plan recommends no changes be made to the building.

Department	Space Type	May 2005 NASF	Proposed NASF
Buildings & Grounds	Campus Services & Operations	424 sf	424 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	1,979 sf	1,979 sf
Counseling and Advisement Center	Student / Faculty Services	3,529 sf	3,529 sf
Curricular Guidance (Scholastic Standards)	Administrative Offices	631 sf	631 sf
Faculty/Staff/Student Services	Student / Faculty Services	372 sf	372 sf
International Student Services	Administrative Offices	761 sf	761 sf
Office of Career Development and Internships	Administrative Offices	1,787 sf	1,787 sf
The Honors Center	Academic Offices	698 sf	698 sf
VP of Student Affairs	Administrative Offices	910 sf	910 sf
Total NASF		**11,091 sf**	**11,091 sf**
Total GSF		**20,193 sf**	

JEFFERSON HALL

Jefferson Hall, built in 1907, was the administration building of the Parental Home for Boys. Originally called H Building, it was the first building to be renamed when Queens College was founded in 1937. The College has recently made a number of improvements to the building, including the installation of a Welcome Center on the first floor. The print shop should be relocated to the Central Services Building.

Programmatic Considerations

Jefferson is currently home to a mix of programs both academic (e.g., Byzantine and Modern Greek Studies) and support (e.g., the print shop). It is in need of a comprehensive overhaul to correct deficiencies in the building systems. Jefferson is too small to adequately serve long-term as home for a consolidated one-stop center for student services. Given the rate at which the constituent departments are growing and the difficulty of phasing the necessary renovations in a historic building such as Jefferson, it is recommended that the departments be relocated to Kiely. The vacated spaces can then be renovated for high-visibility public functions consistent with the existing Welcome Center and Alumni Affairs Office, such as reception space or a small gallery. Restoring the loggia on the west face will open the building onto the quad and increase the public presence of the building's programs. The upper floors can be refurbished and become the new home for Area and Ethnic Studies.

Department	Space Type	May 2005 NASF	Proposed NASF
Admissions (includes Welcome Center)	Administrative Offices	3,759 sf	5,200 sf
Auditorium	Assembly & Exhibition	0 sf	4,000 sf
Alumni Affairs	Administrative Offices	0 sf	4,500 sf
Buildings & Grounds	Campus Services & Operations	557 sf	1,000 sf
Bursar Office	Administrative Offices	5,115 sf	0 sf
Byzantine & Modern Greek Studies	Academic Offices	2,002 sf	6,700 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	0 sf	2,500 sf
Communications - News Services	Campus Services & Operations	6,016 sf	0 sf
Development Office	Administrative Offices	0 sf	2,700 sf
Financial Aid	Administrative Offices	3,824 sf	0 sf
Graduate Admissions	Administrative Offices	1,565 sf	1,750 sf
Irish Studies	Academic Offices	200 sf	440 sf
Italian American Studies	Academic Offices	0 sf	450 sf
Jewish Studies	Academic Offices	1,115 sf	2,500 sf
Registrar	Administrative Offices	5,916 sf	0 sf
Security Office	Campus Services & Operations	1,961 sf	0 sf
Total NASF		**32,030 sf**	**31,740 sf**
Total GSF		**49,299 sf**	

DELANY HALL

Delany Hall was renovated in 1991 and 2001 and is home to the College's Search for Education, Elevation, and Knowledge (SEEK) program that serves academically underprepared and economically disadvantaged students who would not otherwise qualify for admission. SEEK helps students achieve academic success by providing financial support, academic instruction, tutorial assistance, and counseling services.

Programmatic Considerations

Like Frese, Delany is a successful single-use building and the Master Plan recommends no significant changes be made to its use. If a sufficient quantity of classroom space can be created elsewhere, the College should take offline the classrooms in Delany's basement, which is sorely in need of renovation, and use them for right-sizing space for the SEEK program.

Department	Space Type	May 2005 NASF	Proposed NASF
Africana Studies	Academic Offices	390 sf	0 sf
Buildings & Grounds	Campus Services & Operations	479 sf	600 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	2,848 sf	1,700 sf
College Now Program	Administrative Offices	1,033 sf	1,000 sf
Continuing Education Program	Academic Offices	264 sf	0 sf
Freshman Year Initiative	Administrative Offices	4,043 sf	4,000 sf
Office of Career Development and Internships	Administrative Offices	860 sf	900 sf
SEEK - Academic	Academic Offices & Class Laboratories	7,288 sf	9,000 sf
Student Life / Student Activity	Student / Faculty Services	221 sf	300 sf
Writing Across the Curriculum (WAC)	Academic Offices	237 sf	250 sf
Total NASF		**17,663 sf**	**17,750 sf**
Total GSF		**30,402 sf**	

Post-War Expansion

REMSEN HALL

Remsen Hall is one of the first post-war buildings to be built on campus and houses various departments in the Division of Mathematics and Natural Sciences. It was named for Ira Remsen, a popular Queens College professor of Chemistry. Restoration work to the exterior has included replacement windows, doors, and brick stabilization. The bas-relief of Prometheus over the entrance is a late work by Rene Chambellan, noted for his gargoyles at Princeton University and sculptures decorating the Channel Gardens at New York's Rockefeller Center. A 26,000 GSF addition has been planned to the north and west of the existing structure.

Programmatic Considerations

Although Remsen can serve the College into the future as a science building, significant repairs and renovations are needed, as most of the laboratory spaces have been untouched since their construction in 1949. Modifications made in 1992, which were intended to increase the quantity of airflow through fume hoods, did not solve the larger problem of inoperable sashes and a general state of decay in the building's 50-year-old labs. Most in need of renovation are the Chemistry labs on the building's second floor, which will be replaced with the forthcoming addition. Once the new addition is in place there are plans to effect a phased renovation of Remsen, starting with the Biochemistry labs on the third floor. Any vacant space in the building will be useful for consolidating science programs located in inappropriate quarters, such as the Biology teaching labs in Colwin. Similarly, it may be advisable to consolidate FNES space currently in Fitzgerald with that already on Remsen's third floor. Although they are not fully utilized, it would not be cost-effective to reconfigure the large lecture halls on the lower level for other use.

Department	Space Type	May 2005 NASF	Proposed NASF 2009/2010	Proposed NASF 2014/2015
Biology	Class Laboratories	719 sf	719 sf	15,081 sf
Buildings & Grounds	Campus Services & Operations	1,210 sf	1,210 sf	1,210 sf
CBNS	Research Space	0 sf	4,528 sf	4,528 sf
Chemistry & Biochemistry	Academic Offices, Class Laboratories & Research Space	43,641 sf	39,000 sf	39,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	10,915 sf	10,215 sf	10,215 sf
Dean of Mathematics & Natural Science	Administrative Offices	2,191 sf	2,191 sf	2,191 sf
Family, Nutrition and Exercise Sciences	Academic Offices, Class Laboratories & Research Space	10,777 sf	10,600 sf	10,600 sf
Office of Converging Technologies	Classrooms & Lecture Hall Support	232 sf	232 sf	232 sf
Science Tutoring Center	Academic Offices, Class Laboratories	295 sf	295 sf	295 sf
Unassigned	Unassigned	0 sf	14,362 sf	0 sf
Total NASF		**69,980 sf**	**83,352 sf**	**83,352 sf**
Total GSF		**130,787 sf**	**156,787 sf**	**156,787 sf**

KLAPPER HALL

Klapper Hall, named after former College President Paul Klapper, originally served as the campus library. In 1999, after the construction of Rosenthal Library it was renovated to house a number of departments in the Arts and Humanities, principally Art and English. Klapper is also home to the campus' principal exhibition spaces, the Godwin-Ternbach Museum and the Campus Gallery. The building remains in good condition and only minimal modifications will need to be made in the foreseeable future.

Programmatic Considerations

There have been problems of water penetration in rooms on the north side of the first floor, which have rendered these spaces unusable. Once these problems have been remedied these spaces can accommodate any programmatic fine-tuning that will be required.

Department	Space Type	May 2005 NASF	Proposed NASF
American Studies (English)	Academic Offices	140 sf	300 sf
Art	Academic Offices & Class Laboratories	48,737 sf	41,000 sf
Buildings & Grounds	Campus Services & Operations	2,744 sf	2,700 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	5,292 sf	5,200 sf
Educational & Community Programs	Academic Offices, Class Laboratories & Clinic Space	221 sf	0 sf
Elementary & Early Childhood Education	Academic Offices & Class Laboratories	1,318 sf	0 sf
English	Academic Offices & Class Laboratories	12,082 sf	12,200 sf
Godwin-Ternbach Museum	Assembly & Exhibition Space	10,749 sf	12,800 sf
Office of Converging Technologies	Class Laboratories (Computer Labs)	0 sf	7,500 sf
Secondary Education and Youth Services	Academic Offices	607 sf	0 sf
Women's Studies	Academic Offices	219 sf	440 sf
Total NASF		**82,109 sf**	**82,140 sf**
Total GSF		**177,937 sf**	

FITZGERALD GYMNASIUM

Fitzgerald was built in 1957 and supports both academic and recreational programs. Recent renovations have included facade stabilization and curtain wall replacement with some improvements to the building's locker rooms, but the principal building systems remain as they were when the building opened.

Programmatic Considerations

In its current form the building faces a number of programmatic obstacles. The entire building needs functioning ventilation and air conditioning, and the weight and training rooms must be upgraded. While the pool is too small to support NCAA competition, the College has opted not to make construction of a replacement natatorium a priority. Also in the building are exercise science class labs for the FNES Department. While the administration of that department was consolidated several years ago, the instructional space is currently split between Remsen and Fitzgerald and should be located together. The space that will be vacated once this move is implemented will be valuable in effecting a phased renovation of the building. Similarly, as the Office of Student Health Services was recently relocated out of the building, that space may facilitate development of a Health and Wellness Center, an amenity that can be enjoyed by all students, faculty and staff as well as the neighboring community.

Department	Space Type	May 2005 NASF	Proposed NASF
Athletic Programs		104,707 sf	108,700 sf
Buildings & Grounds	Campus Services & Operations	5,687 sf	5,700 sf
Classrooms, Lecture Halls & Seminar Rooms		1,152 sf	1,150 sf
Family, Nutrition & Exercise Sciences		2,311 sf	0 sf
Health Services Center (Immunization)	Student / Faculty Services	1,676 sf	0 sf
Total NASF		**115,533 sf**	**115,550 sf**
Total GSF		**175,538 sf**	

COLDEN AUDITORIUM AND GOLDSTEIN THEATER

Constructed together in 1960 Colden Auditorium (top) and Goldstein Theater (bottom) are the campus' principal venues for performances of popular music, theatrical work and large lecture presentations. They represent significant resources to the borough as well, and are frequently used for high school graduations and other community events. The grassy slope of the attractive outdoor performance space at the rear is currently being stabilized and restored. In terms of building upgrades, the buildings are largely untouched. Renewed interest in mid-century modern buildings makes the many original features that remain ideal candidates for refurbishment.

Programmatic Considerations

While the programmed uses will remain the same, after almost 50 years, the auditorium and theater are in need of refurbishment. The seating in both houses needs to be replaced, as do both sets of theatrical lighting and controls. The outdoor amphitheater is an attractive amenity, however it suffers from poor natural acoustics, disruptive airplane noise and limited use due to exposure to the weather. Colden Center generates a lot of traffic, particularly during May and June for graduations. The additional vehicular traffic taxes the already tight parking situation in the surrounding community. This problem reinforces the need for the addition of auxiliary parking, possibly in a new garage structure on the sites of lots 15S and 15N (see *section VI.E: Parking Strategies, p.118*).

Department	Space Type	May 2005 NASF	Proposed NASF
Buildings & Grounds	Campus Services & Operations	94 sf	200 sf
Colden Center for the Performing Arts	Assembly	20,936 sf	22,000 sf
Goldstein Theater	Assembly and Exhibition	18,930 sf	18,930 sf
Total NASF		**39,866 sf**	**41,130 sf**
Total GSF		**90,890 sf**	

GERTZ SPEECH CLINIC

The Gertz Speech Clinic was built as part of the larger Colden Center complex in 1960. At the time, it consisted of a small, wedge-shaped building with an interior court open to the elements. In the early 1980's the building was renovated for use as the Speech Clinic and the interior court was roofed over.

Programmatic Considerations

The Speech Clinic has proven itself a great success and could grow in size were it not limited by the building in which it is housed. Wedged between King and Rathaus, there is no easy solution to adding programs without locating some functions outside the building. Furthermore, water infiltration has been a constant problem since the courtyard was enclosed. It is therefore recommended the Clinic be relocated to larger, more appropriate quarters such as Kissena and leave this area to be demolished for a new theater and black box complex.

Department	Space Type	May 2005 NASF	Proposed NASF
Office of Converging Technologies		68 sf	0 sf
Speech & Hearing Center		5,428 sf	0 sf
Total NASF		**5,496 sf**	**0 sf**
Total GSF		**7,706 sf**	

KING AND RATHAUS HALLS

Both King and Rathaus Halls were built as part of the larger Colden Center complex in 1959. Rathaus is mostly occupied by the Department of Drama, Theatre and Dance; King is home to general academic classrooms and several departmental offices. Both are in serious need of renovation; neither has been refurbished since construction 50 years ago. A number of spaces in the building are obsolete and currently vacant, such as the practice rooms, which have remained empty since the opening of the School of Music Building in 1991.

Programmatic Considerations

The most serious concern in both buildings is their degraded physical state and the need for a gut renovation to replace their building systems. Furthermore, both the classrooms and class labs are outdated. Spaces that depend heavily on technology should not be accommodated within the existing buildings. It will not be cost effective to renovate the 7,000 GSF Little Theater and TV Studio in place, as the costs of renovation are likely to exceed the costs of building new. By utilizing the existing in Gertz and adding a 4,600 GSF addition these two elements can be replaced. King and Rathaus would be suitable homes for general purpose classrooms dedicated to small section sizes and departmental offices.

King Hall: Department	Space Type	May 2005 NASF	Proposed NASF
Classical, Middle Eastern & Asian Languages and Cultures	Academic Offices	5,845 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	3,735 sf	5,500 sf
European Languages and Literatures	Academic Offices	2,525 sf	0 sf
Interpretation Journal		274 sf	300 sf
Media Studies	Academic Offices & Class Laboratories (TV Studio)	4,181 sf	9,490 sf
Office of Converging Technologies	Class Laboratories (Computer Labs)	0 sf	4,000 sf
Total NASF		**16,560 sf**	**19,290 sf**
Proposed Addition (GSF)			**4,600 gsf**
Total GSF		**33,154 sf**	**37,754 sf**

Rathaus Hall: Department	Space Type	May 2005 NASF	Proposed NASF
Buildings & Grounds	Campus Servicis & Operations	679 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	11,307 sf	10,400 sf
Comparative Literature	Academic Offices	0 sf	2,280 sf
Drama, Theatre & Dance	Academic Offices & Class Laboratories (Little Theater)	11,348 sf	10,460 sf
Office of Converging Technologies	Instructional Support	24 sf	200 sf
Total NASF		**23,358 sf**	**23,340 sf**
Total GSF		**42,300 sf**	

RAZRAN HALL

When it was built in 1970, Razran Hall was known as the "New Science Facility." It was renamed in 1994 for Gregory Razran, professor and Chair of the Psychology Department for over 20 years. It currently houses physics and psychology research and instructional labs, animal quarters and general academic classrooms. It was planned to be the first phase of a larger science building with a simple concrete frame and block infill design. Although windows were never added due to insufficient funding, the building did recently receive a new look, including a purging and painting of exterior surfaces as part of a campus art project.

Programmatic Considerations

An important factor in any reconsideration of Razran Hall is the presence of animal facilities on the second floor, essential for the adjacent Psychology Department. The animal quarters in the Science Building (SB) houses small rodents, those in Razran accommodate birds, mice and bees. Consolidating the animal quarters could realize a significant economy of means, as could consolidating the Physics Department, which is currently split between Razran and SB. Due to space limitations, it will take some effort to realize this consolidation within either SB or Razran. While Razran has proven to be one of the more popular venues for general academic classrooms, owing to the presence of air conditioning, those classrooms are in serious need of upgrading. The lack of windows detracts greatly from the experience of being in any of the spaces within the building. A study is recommended to evaluate the long term viability of the building in comparison with newer construction. If the building is to remain for the long term, the addition of windows in classrooms and offices should be seriously considered.

Department	Space Type	May 2005 NASF	Proposed NASF
Affirmative Action	Administrative Offices	389 sf	0 sf
Animal Facilities	Laboratories	3,506 sf	0 sf
Biology		1,547 sf	0 sf
Buildings & Grounds	Campus Services & Operations	206 sf	500 sf
College for Older Adults	Academic Offices	654 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	6,273 sf	11,000 sf
History	Academic Offices	2,268 sf	0 sf
Journalism	Academic Offices	423 sf	0 sf
Mathematics	Academic Offices, Class Laboratories & Research Space	0 sf	11,700 sf
Office of Converging Technologies	Class Laboratories (Computer Labs)	0 sf	5,000 sf
Physics	Class Laboratories	5,531 sf	0 sf
Psychology	Research Space	9,676 sf	0 sf
Science Tutoring Center	Academic Offices & Class Laboratories	0 sf	3,600 sf
Total NASF		**30,473 sf**	**31,800 sf**
Total GSF		**55,344 sf**	

KIELY HALL

Perhaps the most visible symbol of the campus in the community, Kiely Hall was built in 1968 as the administrative center. Architecturally, it is composed of two buildings: a base with a ring-shaped series of corridors above which is set a slender tower. Although planning studies have cited the need for replacement of the exterior envelope, funding for this work has not been secured. It is hoped that once funding is in place a means can be found to retain some of the finer qualities of the building's design.

Programmatic Considerations

The circulation system on the first floor is inadequate for the quantity of students and staff that utilize the building. The elevators are regularly over-crowded. Both conditions reflect programmatic confusion that can be resolved by moving most teaching activity out of the building and by relocating student service functions to the base and administrative offices to the tower. This will reduce the number of people in the building while separating high-traffic from low-traffic functions. Given the scale of the problem, this work will require a phased series of projects and should be part of a larger effort to simultaneously upgrade the building's finishes and systems. Any reprogramming of the building should take advantage of the large central court as a potential circulation distribution point. By reconfiguring the existing ring system of corridors into cross axes that meet in a newly enclosed central court, navigating Kiely Hall will be greatly simplified and clarified and the quality of life will be improved.

Kiely Hall: Department	Space Type	May 2005 NASF	Proposed NASF
Academic Senate	Administrative Offices	724 sf	800 sf
Academic Support Center	Academic Offices	553 sf	950 sf
Academic Support Lab	Academic Offices & Class Laboratories	1,613 sf	2,150 sf
Accounting/Accounts Payable	Administrative Offices	1,256 sf	2,400 sf
Admissions (includes Information Center)	Administrative Offices	1,139 sf	0 sf
Adult Collegiate Education (ACE)	Academic Offices	1,062 sf	1,000 sf
Affirmative Action	Administrative Offices	267 sf	360 sf
Alumni Affairs	Administrative Offices	2,656 sf	0 sf
Anthropology	Academic Offices & Class Laboratories	711 sf	0 sf
Art	Academic Offices	598 sf	0 sf
Budget	Administrative Offices	371 sf	371 sf
Building & Grounds	Campus Services & Operations	1,633 sf	1,800 sf
Bursar Office	Administrative Offices	221 sf	4,600 sf
Business Office	Administrative Offices	177 sf	280 sf
Calandra Institute		226 sf	
Child Development Center	Student / Faculty Services	2,169 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	34,087 sf	20,100 sf
Communications - Design Services	Administrative Offices	1,610 sf	1,850 sf
Communications—News Svcs (incl. Photo Services & Media Productions)	Campus Services & Operations	914 sf	914 sf
Continuing Education Program	Academic Offices	2,961 sf	10,000 sf
Dean of Academic Support & Development	Administrative Offices	281 sf	675 sf
Dean of Arts & Humanities	Administrative Offices	675 sf	675 sf
Development Office	Administrative Offices	894 sf	0 sf
Disabled Student Services (SEEDS)	Administrative Offices	363 sf	600 sf
English as a Second Language (ESL)	Academic Offices	727 sf	2,100 sf
English Language Institute (ELI)	Academic Offices	1,156 sf	1,500 sf
European Languages and Literatures	Academic Offices	1,122 sf	0 sf
Film Studies	Academic Offices	669 sf	0 sf
Financial Aid	Administrative Offices	0 sf	4,500 sf
Goldstein Theater	Assembly	92 sf	0 sf
Health Service Center (Immunization)	Student / Faculty Services	0 sf	2,200 sf
Hispanic Languages and Literatures	Academic Offices	3,300 sf	0 sf
Human Resources/Payroll	Administrative Offices	3,222 sf	3,600 sf
Institutional Research	Administrative Offices		
International Student Services	Administrative Offices		
Jewish Studies	Academic Offices	245 sf	0 sf
Legal Office	Administrative Offices	735 sf	850 sf
Mail Services	Campus Services & Operations	199 sf	200 sf
Mathematics	Academic Offices	9,326 sf	0 sf
Office of Converging Technologies	Instructional Resources	10,921 sf	14,000 sf
Office of the President	Administrative Offices	4,371 sf	4,500 sf
Office of the Provost	Administrative Offices	2,625 sf	2,600 sf
One Stop Student Services	Administrative Offices	0 sf	3,150 sf
Purchasing/Property Management	Administrative Offices	1,768 sf	1,800 sf
Registrar	Administrative Offices	0 sf	6,000 sf
Research & Graduate Studies Dean	Administrative Offices	712 sf	712 sf
Research & Sponsored Programs	Administrative Offices	3,154 sf	3,200 sf
Security Office	Campus Services & Operations	944 sf	3,000 sf
Staff & Faculty Lounge	Student / Faculty Services	680 sf	700 sf
Student Life / Student Activity	Student / Faculty Services	446 sf	500 sf
Summer Session	Administrative Offices	538 sf	550 sf
Telephone Services	Campus Services & Operations	224 sf	300 sf
Testing	Administrative Offices	717 sf	3,150 sf
The Advising Center	Administrative Offices	2,947 sf	4,550 sf
Unassigned	Unassigned	532 sf	0 sf
VP Finance & Administration	Administrative Offices	1,736 sf	1,800 sf
VP of Student Affairs	Administrative Offices	662 sf	850 sf
Weekend College	Administrative Offices	552 sf	870 sf
Writing Center	Academic Offices & Class Laboratories	1,159 sf	350 sf
Total NASF		**113,912 sf**	**116,357 sf**
Total GSF		**216,088 sf**	

POWDERMAKER HALL

Hortense A. Powdermaker Hall was built in 1962 to house a number of departments from the Division of Arts and Humanities as well as a quantity of general use classrooms. The building was completely refurbished in 2002; it was stripped down to the footprint and rebuilt with a new facade and interiors, including a modern air conditioning and ventilation system. Powdermaker is currently home to a number of programs in the Divisions of Education and Social Sciences. After SB and Rosenthal, it has the third largest amount of assignable square footage on campus.

Programmatic Considerations

Powdermaker Hall represents an important asset to the College and its renovation is considered a great success. It is now home to a sizable number of smart 40 to 50 seat classrooms, which serve most of the divisions of the College. The ongoing challenge is to provide for the expanding enrollment of the divisions housed in Powdermaker. Both the Social Sciences and the departments within Education are projected to grow faster than the College's projected 11%. This growth, long-term, will necessitate the relocation of the Division of Education from the building. As discussed later in this document, the Master Plan recommends the construction of a fourth wing to the northeast corner of the current building. Reasons include the building's configuration that allows for an efficient design and a more effective use of capital, and the need to respond to continued growth of the building's occupants. Because the building is centrally located, additional classrooms in Powdermaker Hall will be readily available to all the College's programs.

Powdermaker Hall

Department	Space Type	May 2005 NASF	Proposed Program NASF 50,000 GSF Addition	Proposed NASF After Division of Education Buiilding
Accounting & Information Systems	Academic Offices & Class Laboratories	4,091 sf	4,091 sf	5,280 sf
Anthropology	Academic Offices, Class Laboratories & Research Space	7,765 sf	7,765 sf	13,096 sf
Buildings & Grounds	Campus Services & Operations	1,860 sf	1,860 sf	2,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms and Lecture Halls	27,859 sf	40,000 sf	40,000 sf
Economics	Academic Offices	5,000 sf	5,000 sf	7,710 sf
Education, Dean of	Academic Offices	3,218 sf	3,226 sf	0 sf
Educational & Community Programs	Academic Offices, Class Laboratories & Clinic Space	3,474 sf	3,474 sf	0 sf
Elementary & Early Childhood Education	Academic Offices & Class Laboratories	18,332 sf	17,552 sf	0 sf
Faculty/Staff/Student Services	Student / Faculty Services	1,952 sf	2,500 sf	2,500 sf
Food & Dining Services	Student / Faculty Services	419 sf	750 sf	750 sf
History	Academic Offices	5,016 sf	5,016 sf	5,300 sf
Journalism	Academic Offices & Class Laboratories	0 sf	0 sf	2,720 sf
Library & Information Studies	Academic Offices & Class Laboratories	0 sf	8,322 sf	9,292 sf
Office of Converging Technologies	Class Laboratories (Computer Labs)	4,322 sf	12,000 sf	17,800 sf
Philosophy	Academic Offices	3,724 sf	3,724 sf	3,420 sf
Political Science	Academic Offices & research Space	3,952 sf	3,952 sf	6,195 sf
Secondary Education and Youth Services	Academic Offices & Class Laboratories	8,500 sf	7,908 sf	0 sf
Social Sciences	Conference Space	974 sf	974 sf	1,500 sf
Social Sciences, Dean of	Administrative Space	752 sf	752 sf	900 sf
Social Science Quantitative Studies Center	Research Space	0 sf	0 sf	1,200 sf
Sociology (Labor Studies)	Academic Offices, Class Laboratories Research Space	7,612 sf	5,706 sf	11,525 sf
Student Life / Student Activity	Student / Faculty Services	8,054 sf	11,000 sf	11,000 sf
Telephone Services	Campus Services & Operations	930 sf	930 sf	930 sf
Urban Studies	Academic Offices, Class Laboratories Research Space	3,104 sf	3,104 sf	7,305 sf
Total NASF		**120,910 sf**	**149,606 sf**	**150,423 sf**
Total GSF (60% Efficient)		**241,524 sf**	**290,524 sf**	**290,524 sf**

STUDENT UNION

The Student Union building was the last of the buildings to be built on campus before the City's fiscal crisis of 1974-75 and was funded by student subscriptions. It is the only building on campus with integrated underground parking.

Programmatic Considerations

The College is about to complete a modest renovation of the building to reorganize club spaces and refurbish the various assembly rooms and dining facilities. Most recently, the Bookstore, formerly in the Dining Hall Addition, was relocated to the lower level. Once interior work is complete, the primary concern relative to the Student Union will be to find effective ways to make the building part of the larger fabric of the campus. The grade change to the south, the service drive to the northeast, and the parking lots to the west and north all conspire to isolate the building in the southeast corner of the campus.

It should be noted that there is parking for 40 cars in front of the Student Union. It is recommended that these spaces be relocated in favor of a landscaped plaza. The new plaza will improve pedestrian connections to the main campus.

Department	Space Type	May 2005 NASF	Proposed NASF
Accounting/Accounts Payable	Administrative Offices	881 sf	900 sf
Bookstore	Student / Faculty Services	0 sf	12,500 sf
Buildings & Grounds	Campus Services & Operations	1,230 sf	1,500 sf
Faculty/Staff/Student Services	Student / Faculty Services	1,004 sf	1,000 sf
Kaplan Testing	Non-Institutional Agencies	3,372 sf	3,500 sf
Student Government	Student / Faculty Services	2,660 sf	3,500 sf
Student Life / Student Activity	Student / Faculty Services	10,137 sf	10,200 sf
Student Union	Student / Faculty Services	57,276 sf	48,000 sf
Unassigned	Unassigned	3,038 sf	0 sf
Total NASF		**79,598 sf**	**81,100 sf**
Total GSF		**197,466 sf**	

KISSENA HALL

Kissena Hall is an off-campus leased facility that has been used as interim swing space for a variety of departments and offices. The building has a modest stock of accessory parking.

Programmatic Considerations

Given the projected space deficits over the coming decade and the limited funding that can be anticipated, the College will need to retain Kissena and should therefore strategize how best to use this valuable resource. Kissena should be reconceptualized as a long-term home for those programs that would function better if located off, but near to, campus. Such programs might include the Speech Clinic that will benefit by the fact that it is easily reached by public transit via the buses that run along Kissena Boulevard and is convenient to the Long Island Expressway. There are currently a number of departments located in Kissena that would more appropriately be located on campus were space available. Among these are the Labor Education and Advisement Program (LEAP), Latin American and Latino Studies, Asian Studies, and Comparative Literature.

Department	Space Type	May 2005 NASF	Proposed NASF
Anthropology	Academic Offices & Class Laboratories	443 sf	0 sf
Asian Studies / Asian American Center	Academic Offices	1,341 sf	0 sf
Buildings & Grounds	Campus Services & Operations	149 sf	300 sf
Campus Facilities & Services	Administrative Offices	1,945 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	2,565 sf	5,900 sf
Comparative Literature	Academic Offices	2,122 sf	0 sf
Irish Studies	Academic Offices	288 sf	0 sf
Latin American and Latino Studies	Academic Offices	930 sf	0 sf
LEAP (Labor Education & Advisement Program)	Administrative Offices	3,422 sf	1,000 sf
Linguistics & Communication Disorders (Gertz)	Academic Offices, Class Laboratories & Clinic Space	3,399 sf	11,600 sf
Michael Harrington Center	Academic Offices	716 sf	2,100 sf
Unassigned	Unassigned	3,474 sf	0 sf
Total NASF		**20,794 sf**	**20,900 sf**
Total GSF		**32, 913 sf**	

Late-Century Additions

ROSENTHAL LIBRARY

Rosenthal was built in 1988 to replace Klapper as the College's central library. It is also home to the Graduate School of Library and Information Studies (GSLIS). The building is in good physical condition and can be expected to serve in its present capacity for many more years. The College has recently implemented several valuable programs that improve the quality of campus life and should relieve some of the space pressures within the library. The laptop initiative, through which students can borrow laptops with wireless Internet access, and the Rosenthal Cafe both serve to activate formerly under-utilized spaces.

Programmatic Considerations

Rosenthal faces two pressing issues: the growth in enrollment of GSLIS and the need for expanded storage of library materials. In the intermediate term it is recommended that GSLIS be relocated to the Powdermaker addition. To backfill the vacated space, the Louis Armstrong Archives needs additional and improved space and trends in information technology will increase the need for seminar space within the library as well as additional reference and library support spaces. Additionally, the roof requires replacement.

Department	Space Type	May 2005 NASF	Proposed NASF
Benjamin Rosenthal Library	Library	156,729 sf	156,000 sf
Buildings & Grounds	Campus Services & Operations	1,785 sf	2,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	3,921 sf	4,000 sf
Faculty/Staff/Student Services	Student / Faculty Services	279 sf	2,500 sf
Graduate School of Library & Information Technology	Academic Offices, Class Laboratories Research Space	4,927 sf	0 sf
Louis Armstrong Archives	Assembly & Exhibition Space	2,500 sf	3,000 sf
Office of Converging Technologies	Computer Labs	667 sf	3,200 sf
Security Office	Campus Services & Operations	178 sf	200 sf
Unassigned	Unassigned	0 sf	0 sf
Total NASF		**170,986 sf**	**170,900 sf**
Total GSF		**241,524 sf**	

SCHOOL OF MUSIC

Given its recent construction (1991), the School of Music Building is in good condition and will require only modest modifications over the coming years. It is home to the Aaron Copland School of Music and LeFrak Concert Hall, the College's principal venue for concert performance. The roof needs to be replaced.

Programmatic Considerations

While most of the interior spaces in the School of Music Building are in good condition and programmatically sound, there is concern about the building's relationship with the larger campus. Although well located with respect to the performance spaces in Colden Center, the mass of the library on the first floor blocks any effective dialogue between the two buildings. Furthermore, the building is cut off from the rest of the campus to the south by the unattractive Dining Hall. The School of Music Building would benefit if future development in this part of campus gives it greater prominence. Programs could be introduced to draw more students to the building from outside the School.

Department	Space Type	May 2005 NASF	Proposed NASF
Aaron Copland School of Music	Academic Offices & Class Laboratories	26,249 sf	24,600 sf
Benjamin Rosenthal Library	Library (Music Departmental Library)	10,406 sf	10,400 sf
Buildings & Grounds	Campus Services & Operations	1,065 sf	1,100 sf
Central Receiving & Stores	Campus Services & Operations	222 sf	220 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	4,415 sf	5,600 sf
Faculty/Staff/Student Services	Student / Faculty Services	1,593 sf	2,000 sf
LeFrak Concert Hall	Assembly & Exhibition Space	10,807 sf	10,800 sf
Total NASF		**54,757 sf**	**54,720 sf**
Total GSF		**116,523 sf**	

SCIENCE BUILDING (SB)

The Science Building, programmed in 1985, was originally intended to be much larger to allow for the consolidation of several science departments. Unfortunately, budget restrictions as a result of the city fiscal crisis forced changes in the design, resulting in a significantly smaller building than had been planned. Computer Science and Earth and Environmental Sciences are the only departments currently housed entirely within the building. The remaining space was apportioned to those departments that had planned to occupy the building, but most were given insufficient space for their entire program.

Programmatic Considerations

SB is at the approximate mid-point of its useful life and, with care and some maintenance work, could serve the College well into the future. Current problems with building ventilation need attention. Programmatic concerns related to its history have resulted in too many departments in the building, almost all of which operate at less than peak efficiency because they are split between two or more buildings. Most departments are growing and present competing needs for a limited quantity of space. Currently, the Computer Science Department represents the best candidate for relocation out of the building as it relies least on the building's systems infrastructure. Further into the future, as the building ages, should the College find itself in a position to build a new science building, it will make more sense to move Biology and other life sciences into state-of-the-art quarters. Additional space could be made available by reconfiguring some of the currently underutilized space dedicated to Physics, which would be useful as that department develops a new Applied Physics and BS degree program. Such a consolidation would also benefit the Physics Department's new photonics initiative; this initiative currently includes one theoretical and five experimental researchers split between SB and Razran.

Any vacated space would prove valuable for the many new science initiatives. In particular, Earth and Environmental Sciences is expected to grow by eight percent over the next ten years. The program is affiliated with the U.S. Geological Survey and is currently expanding its specialty in water analysis and soil science. A new University initiative, Nurturing New York's Nature, will provide new opportunities for the

department and also make new demands on its resources.

The building's pinwheel design and rigid architectural logic do not lend themselves easily to an addition or a radical rethinking of SB's plan. Service shafts run vertically between lab units, limiting the possibility of resizing lab spaces to meet real research needs. Furthermore, the research labs have been placed in the interior of the building, affording them no natural light.

Although the building is fully occupied, there is a significant quantity of underutilized space owing to the programmatic splits between buildings. For example, sizable gains could be made by consolidating Physics or the Animal Facilities if an appropriate strategy for moving departments between buildings can be devised.

Department	Space Type	May 2005 NASF	Proposed NASF
Animal Facilities	Research Space	2,833 sf	9,100 sf
Biology	Academic Offices, Class Laboratories & Research Space	24,275 sf	37,300 sf
Buildings & Grounds	Campus Services & Operations	2,948 sf	4,000 sf
CBNS	Research Space	0 sf	4,500 sf
Chemistry & Biochemistry	Academic Offices, Class Laboratories & Research Space	9,258 sf	5,000 sf
Classrooms, Lecture Halls & Seminar Rooms		14,936 sf	20,000 sf
Computer Science	Academic Offices, Class Laboratories & Research Space	10,065 sf	0 sf
Family, Nutrition and Exercise Sciences	Academic Offices, Class Laboratories & Research Space	1,713 sf	4,200 sf
Food & Dining Services	Student / Faculty Services	1,446 sf	2,500 sf
Health Professions	Academic Offices	497 sf	600 sf
Office of Converging Technologies	Class Laboratories (Computer Labs)	5,007 sf	8,000 sf
Office of Converging Technologies	Classrooms & Lecture Hall Support	1,477 sf	1,500 sf
Physics	Academic Offices, Class Laboratories & Research Space	23,308 sf	0 sf
Psychology & Neuropsychology	Academic Offices, Class Laboratories & Research Space	18,588 sf	37,200 sf
School of Earth & Environmental Sciences	Academic Offices, Class Laboratories & Research Space	21,820 sf	0 sf
Unassigned	Unassigned	0 sf	4,200 sf
Total NASF		**138,171 sf**	**138,100 sf**
Total GSF		**252,189 sf**	

Temporary and Infill Buildings

I BUILDING

At the core of I Building is an original mission-style building that has been significantly modified, most notably in 1937 when the front porch was added. So little is left of the original structure, however, that it is more appropriate to discuss the building in reference to its various accretions. The building has become the principal site of the College's Office of Converging Technologies (OCT). After years of additions and modifications, there is little left of the original structure to warrant preservation.

Programmatic Considerations

While the building can continue in its current function into the foreseeable future, the College's long-term plan must envision its replacement. To prepare for this eventuality it is recommended that the College build replacement space in a new Division of Education Building, in Section V.F, page 90, that will allow the I Building to be demolished.

Department	Space Type	May 2005 NASF	Proposed NASF
Buildings & Grounds	Campus Services & Operations	9,034 sf	0 sf
Office of Converging Technologies	Academic Offices	5,937 sf	0 sf
Office of Converging Technologies	Class Laboratories	8,264 sf	0 sf
Total NASF		**23,235 sf**	**0 sf**
Total GSF		**41,414 sf**	

DINING HALL AND DINING HALL ADDITION

The Dining Hall was built in 1961 and the Addition in 1971. The core of the original building is a service court and food-preparation area around which are arranged dining rooms, reception rooms and circulation corridors. The later addition increased the seating capacity by approximately 80%, while providing ancillary student spaces such as the campus bookstore and some OCT space. Southwest of the buildings is an attractive outdoor court.

Programmatic Considerations

The Dining Halls were designed around a different model of campus food service, one that stressed large, undifferentiated cafeteria eating areas and single-file food lines where students could choose entrees and side dishes from steam trays. While modifications have been made to these spaces to create a "main street" multiple vendor shopping experience and smaller dining areas within a larger hall, they do not fully reflect current campus dining trends. Students on a commuter campus with a sizable evening and weekend enrollment are more likely to buy prepared, take-away food. Those diners who do want to sit and linger desire to do so in more attractive and inviting spaces than those that exist. Unfortunately, neither the buildings' design nor materials justify refurbishment to modify the cafeterias or food-preparation areas to current standards. Dining functions will eventually move with construction of the Division of Education Building.

Dining Hall: Department	Space Type	May 2005 NASF	Proposed NASF
Buildings & Grounds	Campus Services & Operations	1,290 sf	0 sf
Food & Dining Services	Student / Faculty Services	36,178 sf	0 sf
Office of Converging Technologies	Instructional Support	94 sf	0 sf
Total NASF		**37,562 sf**	**0 sf**
Total GSF		**46,298 sf**	

Dining Hall Addition: Department	Space Type	May 2005 NASF	Proposed NASF
Bookstore	Student / Faculty Services	12,791 sf	0 sf
Central Receiving & Stores	Campus Services & Operations	10,805 sf	0 sf
Mail Services	Campus Services & Operations	1,360 sf	0 sf
Office of Converging Technologies	Academic Offices	6,713 sf	0 sf
Total NASF		**31,669 sf**	**0 sf**
Total GSF		**44,723 sf**	

TEMPS 1 AND 2

Temporary Buildings (Temps) 1 and 2 were built in 1966 to fill an immediate need for departmental offices. Since that time they have been re-used to meet a variety of campus needs. Most recently, Temp 1 was refurbished to house Continuing Education and Temp 2 was renovated to serve as the College's Honors Center.

Programmatic Considerations

As temporary buildings should not be used as a long-term solution for housing campus programs, the College will need to strategize how best to vacate Temps 1 and 2 and relocate the programs there into appropriate permanent space. In fact, the land these buildings occupy is more valuable than the square footage they provide: the large lot south of Colwin and Delany represents the College's best available site for any large new construction. Redevelopment of this part of campus will also provide the opportunity to expand parking by consolidating the lots to the east and west of Temps 1 and 2 into a single level of below grade parking immediately accessible off Melbourne.

Temp 1: Department	Space Type	May 2005 NASF	Proposed NASF
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	3,038 sf	0 sf
Continuing Education Program	Academic Offices & Class Laboratories	2,707 sf	0 sf
Food & Dining Services Total	Student / Faculty Services	70 sf	0 sf
Total NASF		**5,815 sf**	**0 sf**
Total GSF		**7,945 sf**	

Temp 2: Department	Space Type	May 2005 NASF	Proposed NASF
Business & Liberal Arts (BALA)	Academic Offices	1,558 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	223 sf	0 sf
CUNY Honors College (CHC)	Administrative Offices	3,332 sf	0 sf
Honors in Math & Natural Science	Administrative Offices	70 sf	0 sf
Honors in the Humanities	Administrative Offices	152 sf	0 sf
Total NASF		**5,335 sf**	**0 sf**
Total GSF		**7,872 sf**	

CAMPUS PLANT AND SERVICE BUILDINGS

A variety of support buildings were built to service the new campus, most clustered to the west of I Building. These were built in the late 1940's, including the Heating Plant (above, right), L-1 and L-2.

Programmatic Considerations

Similar to Temps 1 and 2, most campus plant and service buildings were built to meet the needs of a different model of campus plant services. Most important, they do not meet the technological or building systems needs of a modern, efficient campus. Although there is a campus loop system for steam, there is no comparable system for chilled water. Furthermore, the buildings were built before the advent of advanced computer and telecom networks. It is unlikely to be cost-effective to retrofit the buildings to bring them up to contemporary standards.

Similarly, these service buildings detract from the image of the campus. The campus security building on Kissena (below, right) presents a closed face to the community. The support facilities behind I Building are highly visible, both on- and off-campus, but highly unattractive. Both from functional and aesthetic perspectives, it makes more sense to replace these buildings than to renovate them. Replacement of the campus plant services along Reeves Avenue is detailed in Section V: G, page 92. A new security building is proposed as part of the new campus entry along Kissena Boulevard.

Department	Space Type	May 2005 NASF	Proposed NASF
Guard House: Security Office	Campus Services & Operations	992 sf	1,000 sf
Heating Plant: Buildings & Grounds	Campus Services & Operations	2,011 sf	12,005 sf
Fuel Oil Pump House	Campus Services & Operations	79 sf	0 sf
Field House: Athletics	Campus Services & Operations	508 sf	600 sf
Irrigation Pump House	Campus Services & Operations	98 sf	0 sf
L-1: B&G Administration	Campus Services & Operations	1,840 sf	0 sf
L-2: B&G Lockers	Campus Services & Operations	717 sf	0 sf
L-3: B & G Laborers & Station Engineer Ofc.	Campus Services & Operations	1,840 sf	0 sf
L-4: B & G Shop & Storage	Campus Services & Operations	5,832 sf	0 sf
L-5: B & G Equipment	Campus Services & Operations	8,137 sf	0 sf
Total NSF		**22,054 sf**	**13,605 sf**
Total GSF		**40,962 sf**	

IV. From Existing Campus to Future Campus

V. Projected Redevelopment in Detail

V. Projected Redevelopment in Detail

A. INTRODUCTION

To be effective, the Master Plan must translate academic goals and program needs into a long-term physical plan. In order to be a practical planning tool, the plan must also recognize the constraints of the College. Also critical are funding sources and cycles, and the logistics of implementation, including the need to avoid interrupting campus operations. With that in mind, we have established a hierarchy of need based on the physical conditions of each building and the types of spaces contained within each.

Two types of spaces deserve particular attention: leased off-campus spaces and on-campus temporary buildings. Given the anticipated space shortfall, the College will need to retain Kissena Hall and should determine whether it will be more cost-effective to rent or purchase that space. The temporary buildings will be important for some time as swing space but should receive only minimal investment.

In the previous section each building on campus was examined and classified according to the amount of renovation work required. What follows is a working plan that posits short- (2005-2009), intermediate- (2009-2014), and long-term (beyond 2014) strategies to meet stated redevelopment goals. These dates are based on the University's expected capital budget appropriations from the State. These goals fall into three categories:

1. Quantity of Space As has been noted, the College can be expected to grow by 11% (FTES) and 16% (headcount). A commensurate 11% growth in inventory would suggest an additional 140,000 NASF. However, new campus initiatives and varying rates of departmental expansion and contraction may alter space needs.

2. Physical Condition The majority of the College's building stock is in unrenovated space nearing the end of its useful life. The recent renovations of Powdermaker, Klapper and Frese Halls demonstrate that most of the older buildings can be successfully rehabilitated to serve the future. The plan contemplates major and minor renovations and indentifies structures that should receive no further investment.

3. Technology/Pedagogy Expanding enrollment and changing instructional delivery will also generate the need for additional classrooms. The projected need is for flat floor, mid-size classrooms, smaller classrooms, and seminar rooms. The existing lecture halls will continue to play a significant role; however many lecture halls and classrooms need to be renovated and fitted up with current technology.

The following pages outline the Master Plan goals for each division of the College. Administrative and Student Services are treated as a division as are all other shared facilities such as the library, gymnasium, dining facilities and campus plant and service functions. For each, a strategy is proposed that consists of a

South Quadrangle with Jefferson Hall

diagram showing project sequencing and text descriptions of short-, intermediate- and long-term strategies. Finally, these are compiled to form a complete picture of the Master Plan (refer to page 98) and the strategies by which it can be achieved.

Building Destiny

Category	Description	Inventory
Existing to Remain	Spaces of recent construction or rehabilitation that significantly fulfill their purpose.	Rosenthal, Powdermaker, Klapper, Frese Hall, School of Music
Minor Rehabilitation and Reprogramming	Buildings that need upgrade of interior finishes and possibly some exterior façade or roof work but whose internal building systems are still viable. Similarly, buildings that will be reconfigured to house new functions but will only require minor architectural upgrades.	Queens College Union, Razran, Kissena, Delany, SB
Major Rehabilitation and Reprogramming	Buildings that are structurally sound but require significant overhaul of building systems and architectural modifications to conform with current accessibility/life safety standards. Given the extent of such building renovations, these are candidates for wholesale reprogramming.	Fitzgerald Gym, "G" Building, Jefferson, Colden Auditorium, Goldstein Theatre, Rathaus, King, Gertz, Kiely, Colwin, Remsen
No New Investment	Buildings that are structurally deficient, or so structurally limited they most likely will not be able to accommodate upgrade to modern building systems. Similarly, buildings that would be so costly to overhaul to meet anticipated campus needs that no additional money should be spent on their rehabilitation.	Temps 1 and 2, Dining Hall and Addition, "I" Building, "J" Building, Most Campus Plant and Services Bldgs

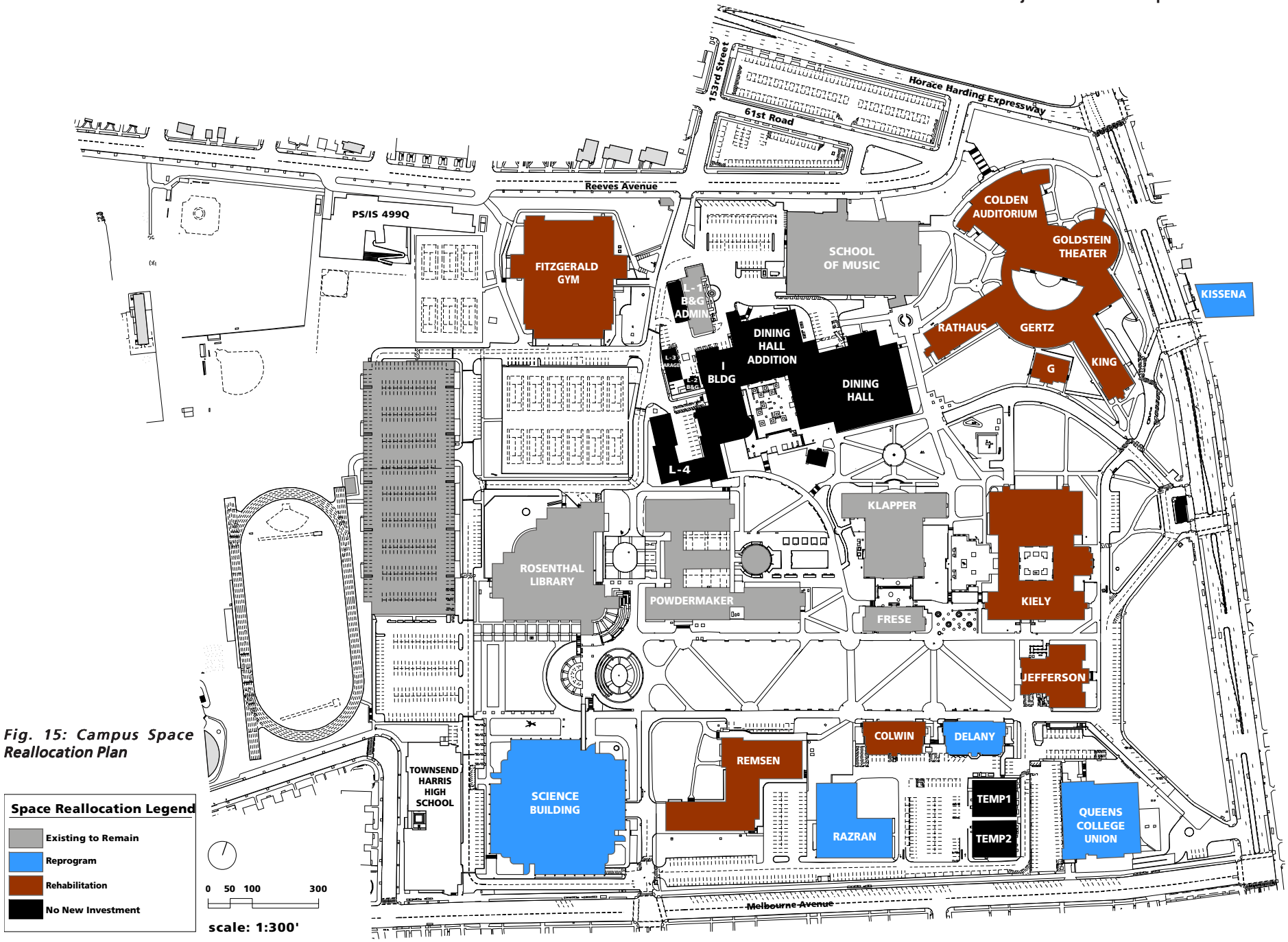


Fig. 15: Campus Space Reallocation Plan

B. ADMINISTRATION AND STUDENT SERVICES

GOALS

Consolidate programmatic elements into a workable whole.

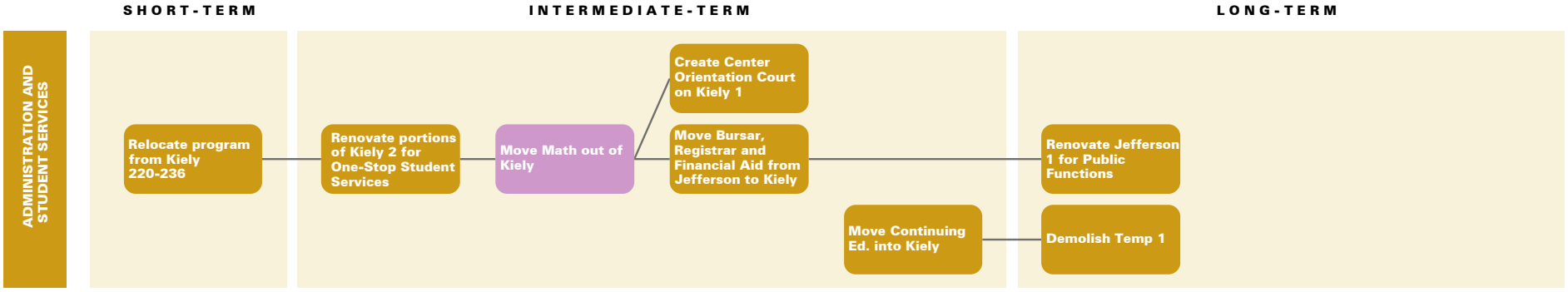
The College would be well served to consolidate the great quantity of administrative and student service functions under a single roof. Although the Counseling and Advisement Center and Child Development Center are exceptions and would be best housed in their own buildings, students and staff would benefit from finding all other services in a single location. Given the quantity of space required and the number of departments involved, Kiely represents the best candidate to house these services in the absence of significant funding for new construction.

Use the process of consolidation to facilitate the renovation of 50-year-old Kiely Hall.

As has been noted on page 54, Kiely is in need of significant upgrade. It would be impractical to vacate the building entirely to effect a gut renovation. Instead, improvements must be made as part of a phased redevelopment of the building.

Configure the building so it has functional adjacencies and so that each programmatic piece is in a space appropriate to its needs.

Architecturally, Kiely Hall consists of two buildings, each suited to housing different types of programs. The large donut-shaped base has numerous points of access on all sides and on two levels and would therefore be suitable for more public functions. Conversely the Tower, with its smaller floor plate and limited access, is a more appropriate home for senior administrative offices.



STRATEGY

Short-Term: One-Stop Student Services

Queens College can realize some of the benefits of consolidation by creating "one-stop student services" on the second floor of Kiely, north of Jefferson. If Rooms 220 and 236 are vacated, a modest 3,200 NASF office suite can be created to meet most student registration needs. This suite will include administrative transaction counters and queuing space, along with 25 computer workstations for students to access their accounts online. Fig. 16 provides a draft program for reference.

Locating the new one-stop center in Kiely will prove particularly convenient to students. Back-of-house registrar, financial aid and bursar functions will remain in Jefferson until such time as space can be freed in Kiely and they can be brought into Kiely. Campus detail site plan Fig. 17 shows the location of the proposed one-stop and its relationship to Jefferson and Frese. In order to lay claim to this space, however, the College will first have to relocate the audio room and some computer lab functions serving the Academic Advising Center.

Fig. 16: Proposed One Stop Student Services

Department	Space Type	Proposed NASF
Administrative Support Space	Director	180 sf
	Assistant Director	300 sf
	Administrative Assistant	160 sf
	College Assistant	240 sf
	Student Work Study (Workroom)	120 sf
Student Service Space	Counter (4 Stations)	200 sf
	Open Terminals	1,000 sf
	File Storage	140 sf
	Coat Closet	10 sf
	Storage	40 sf
	Waiting	120 sf
	Circulation (25%)	628 sf
Total NASF		**3,138 sf**

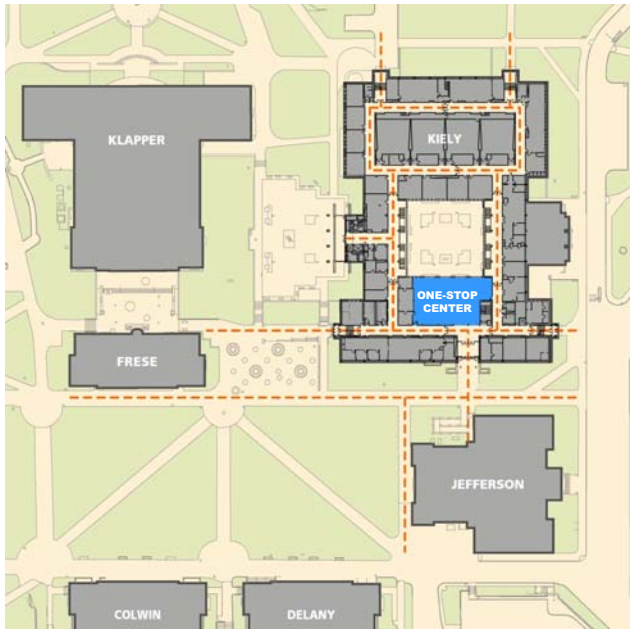


Fig. 17: Proposed location of interim one-stop Student Service Center in Kiely Hall.

Intermediate-Term Projects

It will be critical to move dissimilar and incompatible programs out of the building to initiate the needed phased renovation of Kiely. First priority should be given Mathematics, the largest occupant, which would more appropriately be housed with the Division of Mathematics and Natural Sciences. Other such programs include Comparative Literature, European Languages and Literatures and Hispanic Languages and Literatures. The Master Plan recommends these programs be bundled into Language Studies to be housed in Colwin (see *Division of Arts and Humanities, p. 86*).

One important student service that should not be located in Kiely is the Child Development Center (CDC), which would be more appropriately housed in its own building. The Master Plan recommends vacating Media Studies from G Building (see *Division of Arts and Humanities, p. 84*) for this purpose. That building's size and residential scale is perfectly suited to the functions of the CDC, while its split level access will mean rooms on both floors can be used for toddlers according to NFPA.

Long-Term Projects

Once these programs have been relocated, Kiely Hall can accommodate all the student services programs currently in Jefferson as well as the Continuing Education program currently in Temp 1, which can then be demolished. By roofing over Kiely's central courtyard the College can gain a single point of distribution and reference. Kiely's current ring circulation system can be replaced with cross axes that meet in this central space (see Fig. 19). Student service functions can open directly onto this new enclosed courtyard, providing a single spot in a single building to meet students' needs. A modest food service component can be added to further activate the space at off-peak times. A proposed program for the building has been included as Fig. 18.

Services directed toward the off-campus population, including visitors and alumni, will be relocated to Jefferson Hall. That building is envisioned as a ceremonial campus centerpiece, with its ground floor given over to public functions including a Welcome Center, Alumni Affairs Office, gallery, and reception areas. The currently enclosed west facade can be reopened to allow these spaces direct views and access to the Quad.

Fig. 18 Kiely Hall

Kiely Hall: Department	Space Type	May 2005 NASF	Proposed NASF
Academic Senate	Administrative Offices	724 sf	800 sf
Academic Support Center	Academic Offices	553 sf	950 sf
Academic Support Lab	Academic Offices & Class Laboratories	1,613 sf	2,150 sf
Accounting/Accounts Payable	Administrative Offices	1,256 sf	2,400 sf
Admissions (includes Information Center)	Administrative Offices	1,139 sf	0 sf
Adult Collegiate Education (ACE)	Academic Offices	1,062 sf	1,000 sf
Affirmative Action	Administrative Offices	267 sf	360 sf
Alumni Affairs	Administrative Offices	2,656 sf	0 sf
Anthropology	Academic Offices & Class Laboratories	711 sf	0 sf
Art	Academic Offices	598 sf	0 sf
Budget	Administrative Offices	371 sf	371 sf
Building & Grounds	Campus Services & Operations	1,633 sf	1,800 sf
Bursar Office	Administrative Offices	221 sf	4,600 sf
Business Office	Administrative Offices	177 sf	280 sf
Calandra Institute		226 sf	
Child Development Center	Student / Faculty Services	2,169 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	34,087 sf	20,100 sf
Communications - Design Services	Administrative Offices	1,610 sf	1,850 sf
Communications—News Svcs (incl. Photo Services & Media Productions)	Campus Services & Operations	914 sf	914 sf
Continuing Education Program	Academic Offices	2,961 sf	10,000 sf
Dean of Academic Support & Development	Administrative Offices	281 sf	675 sf
Dean of Arts & Humanities	Administrative Offices	675 sf	675 sf
Development Office	Administrative Offices	894 sf	0 sf
Disabled Student Services (SEEDS)	Administrative Offices	363 sf	600 sf
English as a Second Language (ESL)	Academic Offices	727 sf	2,100 sf
English Language Institute (ELI)	Academic Offices	1,156 sf	1,500 sf
European Languages and Literatures	Academic Offices	1,122 sf	0 sf
Film Studies	Academic Offices	669 sf	0 sf
Financial Aid	Administrative Offices	0 sf	4,500 sf
Goldstein Theater	Assembly	92 sf	0 sf
Health Service Center (Immunization)	Student / Faculty Services	0 sf	2,200 sf
Hispanic Languages and Literatures	Academic Offices	3,300 sf	0 sf
Human Resources/Payroll	Administrative Offices	3,222 sf	3,600 sf
Institutional Research	Administrative Offices		
International Student Services	Administrative Offices		
Jewish Studies	Academic Offices	245 sf	0 sf
Legal Office	Administrative Offices	735 sf	850 sf
Mail Services	Campus Services & Operations	199 sf	200 sf
Mathematics	Academic Offices	9,326 sf	0 sf
Office of Converging Technologies	Instructional Resources	10,921 sf	14,000 sf
Office of the President	Administrative Offices	4,371 sf	4,500 sf
Office of the Provost	Administrative Offices	2,625 sf	2,600 sf
One Stop Student Services	Administrative Offices	0 sf	3,150 sf
Purchasing/Property Management	Administrative Offices	1,768 sf	1,800 sf
Registrar	Administrative Offices	0 sf	6,000 sf
Research & Graduate Studies Dean	Administrative Offices	712 sf	712 sf
Research & Sponsored Programs	Administrative Offices	3,154 sf	3,200 sf
Security Office	Campus Services & Operations	944 sf	3,000 sf
Staff & Faculty Lounge	Student / Faculty Services	680 sf	700 sf
Student Life / Student Activity	Student / Faculty Services	446 sf	500 sf
Summer Session	Administrative Offices	538 sf	550 sf
Telephone Services	Campus Services & Operations	224 sf	300 sf
Testing	Administrative Offices	717 sf	3,150 sf
The Advising Center	Administrative Offices	2,947 sf	4,550 sf
Unassigned	Unassigned	532 sf	0 sf
VP Finance & Administration	Administrative Offices	1,736 sf	1,800 sf
VP of Student Affairs	Administrative Offices	662 sf	850 sf
Weekend College	Administrative Offices	552 sf	870 sf
Writing Center	Academic Offices & Class Laboratories	1,159 sf	350 sf
Total NASF		**113,912 sf**	**116,357 sf**
Total GSF		**216,088 sf**	

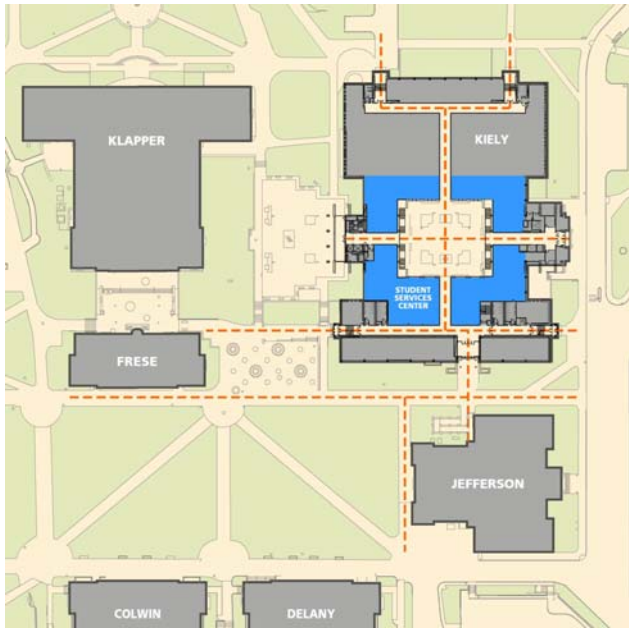


Fig. 19: Proposed reconfiguration of Kiely Hall's first floor for consolidated student services grouped around a newly enclosed central court.

C. DIVISION OF MATHEMATICS AND NATURAL SCIENCES

GOALS

Right-size departments whose space needs differ from those they occupy.

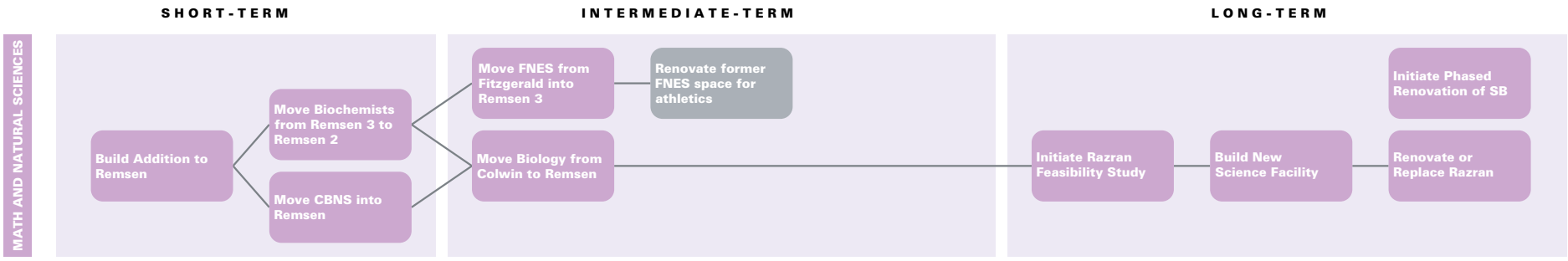
While scientific practice and pedagogy have changed over the past 20 years, space allocations for the Division's departments have not. Shifting enrollment and funding require many departments be right-sized to meet an expanded or contracted need.

Consolidate science departments to occupy fewer buildings.

The Division is currently split between six buildings, only three of which were built to house science programs. Consolidating the Division will largely reunite departments that are currently split between buildings and bring the Center for the Biology of Natural Systems (CBNS) onto campus. This will lead to reductions in both the quantities of space required as well as departmental operating costs.

Renovate or replace deficient teaching and research labs.

As has been noted, with the exception of SB, all buildings housing science programs were constructed prior to 1970. There is a serious need to renovate or replace most lab space in Remsen and much in Razran Hall. The College cannot continue to operate outdated labs. These upgrades are essential for health and safety to retain the excellent faculty the College has and to attract top researchers to fill vacant posts.



STRATEGY

Short-Term

The College has already received funding to build a modest addition to Remsen to replace Chemistry research and teaching labs on Remsen's second floor. This new addition will vacate the most decrepit labs in the campus' inventory. More important, it will allow for a more effective utilization of space; while only 12,600 NASF of space will be built, over 14,400 NASF will be vacated for future use. The College will then renovate a portion of this vacated space for Biochemistry researchers currently in Remsen with the remainder to be occupied by the Biology and CBNS program currently off-campus. The latter will reduce operating costs, allowing the College to divest itself of leased space, while the former will vacate labs that have not been significantly improved since 1949. 8,700 NASF will be renovated in Remsen as part of this project.

Intermediate-Term

The top priority, once additional funding becomes available, should be to backfill the remaining vacant space in Remsen. Consideration should first be given to the Biology teaching and research space in Colwin Hall. The greatest benefit of such a move will be to consolidate the Sciences from six buildings to four and the Biology Department from three buildings to two. It will bring researchers and undergraduate students in close proximity to the chemists and biochemists already in Remsen, promoting the kinds of teaching/graduate research relationships the College seeks to foster. Furthermore, it will get the Science program out of a 1920's mission-style building ill-suited to science and into renovated space in a dedicated science building. This move will leave Colwin vacant for other redevelopment (see *Arts and Humanities, p. 84*).

Secondary consideration should be given to the FNES program currently located in Fitzgerald Gym. As part of its commitment to a combined Family, Nutrition & Exercise Science Department, the exercise science program currently located with athletics should be co-located with the nutrition science labs on Remsen's third floor. A proposed program for Remsen Hall is provided on the next page as Fig. 20. The vacated spaces in Fitzgerald will be vital as the College embarks on a series of renovation projects to maintain that building's long-term viability.

At the end of the intermediate-term, the Sciences will be consolidated into four buildings, three adjacent to each other and built specifically to house the science programs.

Long Term

Space needs for Sciences are expected to far outstrip new construction: more than 80,000 new NASF are projected to be needed beyond the 12,600 NASF to be built with the Remsen addition. In addition the College must address the needs of an aging SB, evaluate the viability of Razran and build to accommodate expanding enrollment. Almost all departments in SB will experience growth -- growth that building has no available space to accommodate.

There are two proposed options to solve this problem. The first calls for constructing a new Physical Science building, including Computer Science, Physics, the School of Earth and Environmental Sciences as well as space for Office of Converging Technologies. This will empty out of SB those departments that rely least on that building's scientific infrastructure and allow other programs, such as Biology and Psychology, to expand around a renovated animal facility. The second strategy alternatively opts for building a new Life Sciences Building for the most technically demanding types of program. This strategy leaves SB with space to accommodate expansion in the physical sciences. Both options are outlined in greater detail in the tables to the right.

Whichever option is chosen, the recommended location for this new construction is the site of the present Temps 1 and 2. At the appropriate time, a feasibility study should be undertaken to evaluate the relationship between this new building and Razran Hall. The new building will be an opportunity to redevelop the campus south of Colwin and Delany into an attractive and active courtyard. The lower level will have direct access to Melbourne Avenue for vehicular service to this part of the campus. The process will leave a sizable quantity of space available in Razran to be redeveloped for classroom and other academic needs.

Fig. 20: Remsen Hall

Department	Space Type	May 2005 NASF	Proposed NASF 2009/2010	Proposed NASF 2014/2015
Biology	Class Laboratories	719 sf	719 sf	15,081 sf
Buildings & Grounds	Campus Services & Operations	1,210 sf	1,210 sf	1,210 sf
CBNS	Research Space	0 sf	4,528 sf	4,528 sf
Chemistry & Biochemistry	Academic Offices, Class Laboratories & Research Space	43,641 sf	39,000 sf	39,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	10,915 sf	10,215 sf	10,215 sf
Dean of Mathematics & Natural Science	Administrative Offices	2,191 sf	2,191 sf	2,191 sf
Family, Nutrition and Exercise Sciences	Academic Offices, Class Laboratories & Research Space	10,777 sf	10,600 sf	10,600 sf
Office of Converging Technologies	Classrooms & Lecture Hall Support	232 sf	232 sf	232 sf
Science Tutoring Center	Academic Offices, Class Laboratories	295 sf	295 sf	295 sf
Unassigned	Unassigned	0 sf	14,362 sf	0 sf
Total NASF		**69,980 sf**	**83,352 sf**	**83,352 sf**
Total GSF		**130,787 sf**	**156,787 sf**	**156,787 sf**

Fig. 21, Option #1: New Physical Science Building

Department	Space Type	Proposed NASF
Building & Grounds	Campus Services & Operations	2,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	5,000 sf
Computer Science	Academic Offices, Class Laboratories & Research Space	15,400 sf
Office of Converging Technology	Administrative Offices	18,000 sf
Office of Converging Technology	Class Laboratories (Computer Labs)	5,000 sf
Office of Converging Technology	Classrooms & Lecture Hall Support	300 sf
Physics	Academic Offices, Class Laboratories & Research Space	24,600 sf
School of Earth & Environmental Sciences	Academic Offices, Class Laboratories & Research Space	21,900 sf
Total NASF		**92,200 sf**
Total GSF (60% Efficient)		**153,667 sf**

OR

Fig. 22, Option #2: New Life Science Building

Department	Space Type	Proposed NASF
Animal Facilities	Research Space	9,100 sf
Biology	Academic Offices, Class Laboratories & Research Space	37,300 sf
Building & Grounds	Campus Services & Operations	1,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	5,000 sf
Family, Nutrition and Exercise Sciences	Research Space	4,200 sf
Office of Converging Technology	Classrooms & Lecture Hall Support	300 sf
Psychology & Neuropsychology	Academic Offices, Class Laboratories & Research Space	37,200 sf
Total NASF		**94,100 sf**
Total GSF (60% Efficient)		**156,833 sf**

D. DIVISION OF ARTS AND HUMANITIES

GOALS

Consolidate departments.

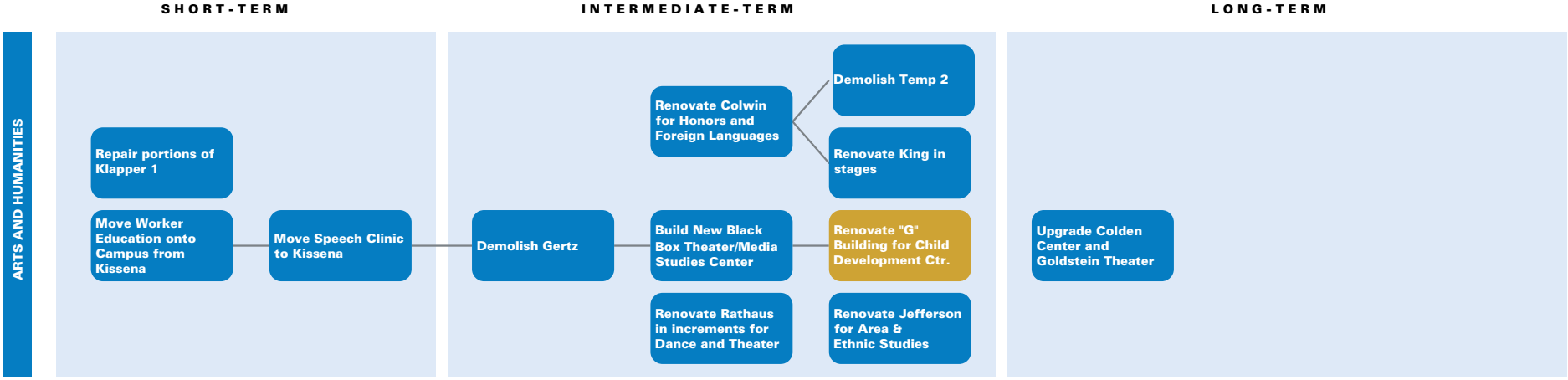
The Division has numerous departments with space allocations under 3,000 NASF. Gathering compatible departments together will allow them to share resources and operate more efficiently.

Improve conditions in Colden Center, which has not been upgraded since its construction in 1960.

Despite the new construction and renovations that have taken place to date, a number of buildings housing the Division of Arts and Humanities are sorely in need of repair. Because funds will not be available for a wholesale replacement of King and Rathaus, a viable strategy must be devised for their renovation.

Respond to changing technological needs.

The Division faces a number of technological challenges. For instance, the campus' performance and broadcast venues are almost 50 years old and need to be brought current with 21st-century technology. The changeover from physical to digital media will impact several departments, particularly in the visual and performing arts. Additionally, even though the College has added to its inventory of "smart" classrooms, it needs many more that can accommodate smaller 24-seat sections and seminars.



STRATEGY

Short-Term

Although the College has not received funding for a large-scale new building as part of the 2004-2009 budget allocation, there are several smaller-scale improvements that can be carried out at modest cost to benefit the Division. First priority should be given to repairing the first floor north face of Klapper, which has been the site of water infiltration and damage to a number of rooms allocated to the Art Department. Once these rooms are repaired they can be redeveloped for other use, possibly digital media labs.

The College should explore ways to relocate as much of the Worker Education program as possible. This new vacant space in Kissena, when combined with available space already there, will make an excellent home for an expanded Speech Clinic, which seeks to grow but cannot in its current space. Such a move will have the added benefit of consolidating the Clinic with the Linguistics and Communication Disorders program already in Kissena while vacating Gertz for other use.

Intermediate-Term

Once Gertz is vacated, the substandard building can be demolished to make way for a modest (2,400 NASF) addition to the Colden Center to house a black box theater, TV studio and Media Studies academic offices (see Fig. 23). Such a plan is in keeping with the overall strategy of targeting new construction for the most technologically demanding programs that cannot be accommodated by renovated space. In turn, the Little Theater and existing TV studio will be vacated, and can facilitate the renovation of Rathaus Hall. Furthermore, G Building will be available for redevelopment as the campus Child Development Center (see *Administration and Student Services, p. 76*).

Fig. 23: New Black Box/Media Studies Building

King Hall: Department	Space Type	Proposed NASF
Drama, Theatre & Dance	Black Box Theatre	2,400 sf
Media Studies	Studios & Academic Offices	2,490 sf
Total NASF		**4,890 sf**
Total GSF (1.7 Multiplier)		**8,313 sf**

V. Projected Redevelopment in Detail

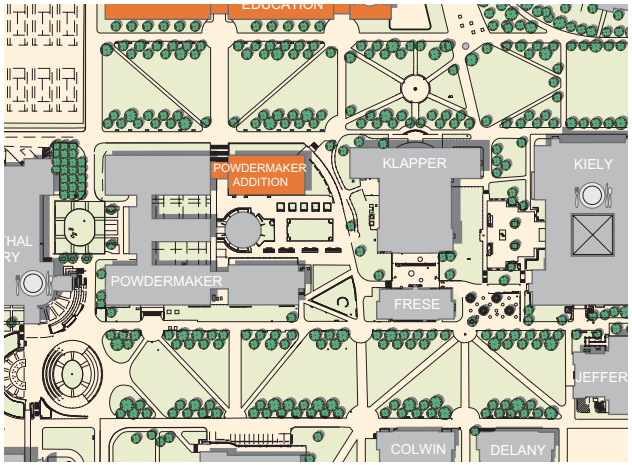


Diagram of Powdermaker Hall with proposed addition

D. DIVISION OF ARTS AND HUMANITIES, continued

A key component to the overall Queens College intermediate-term plan is the construction of a classroom addition to Powdermaker Hall. Although the 2002 renovation of that building contributed greatly to the campus stock of "smart" classrooms, most of the rooms created were designed to hold upwards of 50 students in a lecture format. The College now must address its next pressing need: providing adequate classrooms sized for 35-45 students in a small lecture/seminar format. An addition to Powdermaker Hall makes the best use of available funds: the addition can make use of the existing bathrooms and elevator in Powdermaker to maximize the NASF yield.

While the creation of these "smart" classrooms will have an immediate benefit campus-wide, it will have the added benefit of allowing the College to temporarily take the classrooms in Rathaus offline so they too can be renovated to contemporary standards. As has been noted, when funds are made available for a renovation of Rathaus, the College will have to resort to a phased renovation. Since the building is fully occupied, that can only begin once alternative venues have been created.

The last set of intermediate-term projects foreseen for the Division depends on the anticipated relocation of the Biology Department from Colwin to Remsen Hall. Although ill-suited for science labs, Colwin would make an excellent home for the College's Honors Center, currently located in Temp 2. Such a move will feature the Honors Center prominently on campus and allow the College to vacate and demolish a temporary building that has outlived its useful life. The layout of Colwin Hall, with many points of entry, will give the Center its own front door with controlled access, yet allow the remaining space in the building to be put to other use.

It is recommended that the rest of Colwin Hall be used for Foreign Language Studies. A draft program is included as Fig. 25. As with the Honors Center, gathering these departments together within one of the original 1920's buildings will increase their public profile. It will also foster an economy of means, allowing for shared conference, seminar and other support spaces. Any interior reconfiguration of Colwin should account for eventual improvements to the South Quadrangle. In the short term, the south face of Colwin presents opportunities to activate the area between that building and Razran Hall. Longer term, this building will have two front doors: one to the north and another to the south and therefore should be planned accordingly.

The consolidation described will have the added benefit of vacating pockets of space in Kiely and King. These will prove invaluable as both buildings require renovation that, due to funding constraints, can only be expected to happen in small increments.

The Master Plan recommends that a similar programmatic bundling take place on the second and third floors of Jefferson. Again, in an effort to clear these departments from Kiely, it is proposed to relocate Ethnic and Area Studies adjacent to Jewish Studies and Byzantine and Modern Greek Studies already in Jefferson (Fig. 24). While it is essential for these programs to maintain their individual identities, together they could make use of the reception rooms and gallery proposed as part of a new public Jefferson Hall (see *Administration and Student Services, p. 76*). Such a relationship would foster opportunities for cross-discipline area studies and other initiatives.

Fig. 24: Ethnic and Area Studies within Jefferson Hall

Department	Space Type	Proposed NASF
Auditorium	Assembly	4,000 sf
Byzantine & Modern Greek Studies	Academic Offices	6,700 sf
Classrooms, Lecture Halls & Seminar Rooms		2,500 sf
Irish Studies	Academic Offices	440 sf
Italian American Studies	Academic Offices	450 sf
Jewish Studies	Academic Offices	2,500 sf
LOTE Queens Consortium	Academic Offices	300 sf
Total NASF		**16,890 sf**

Fig. 25: Foreign Language Studies within Colwin

Department	Space Type	Proposed NASF
Classical, Middle Eastern & Asian Languages and Cultures	Academic Offices & Classrooms	4,330 sf
European Languages and Literatures	Academic Offices & Classrooms	4,500 sf
Hispanic Languages and Literatures	Academic Offices & Classrooms	4,100 sf
Total NASF		**12,930 sf**

Long-Term

It is likely that some of these intermediate-term projects will necessarily stretch into the longer term. In particular, both King and Rathaus must be renovated in stages, and the construction of adequate replacements for many programs located in both will take some time. Similarly, although upgrades to both the finishes and equipment in Goldstein Theater and Colden Auditorium are required, these improvements are possible fund-raising opportunities.

E. DIVISION OF SOCIAL SCIENCES

GOALS

Provide for department expansion.

Almost all the departments in the Division are expected to grow significantly over the next ten years. This growth will be beyond that which can be accommodated by Powdermaker Hall. Furthermore, this growth will be evenly distributed across the Division. In particular, the popular new Bachelor of Business Administration (BBA) is driving enrollment increases in Economics and other departments in the Social Sciences.

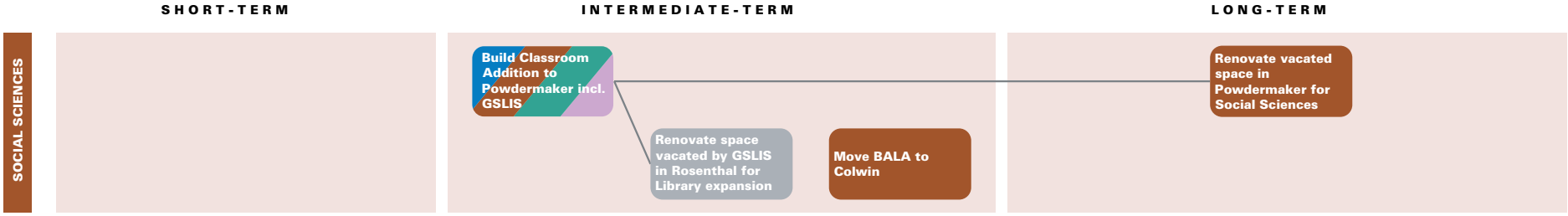
Respond to changing technological needs.

Several departments anticipate significant change in the way classes are taught. For example, the Accounting Department will transition most of its courses out of traditional classrooms and into dedicated computer labs. A similar shift will take place in Anthropology, which will see a decrease in classroom-based cultural components and an increase in lab-based forensics. Likewise, the rise in Web-based media will lead to increased technological needs in most other departments as well, particularly Journalism and GSLIS.

STRATEGY

Short-Term

The recent renovation of Powdermaker has met most of the Division's short-term needs. Some programmatic retooling of that building may be necessary, but there should be a sufficient quantity of space for the immediate future.



Intermediate-Term

The College will have to build for expansion. As has been noted in *Division of Arts and Humanities, p. 84*, the College should build on the strength of Powdermaker Hall by adding another wing primarily dedicated to small "smart" classrooms and computer labs. The College will maximize its construction dollars by building the greatest quantity of usable space and using the bathrooms, elevators and other service spaces in the existing building. Located at the geographic center of campus, Powdermaker will be the hub of academic delivery.

It is also recommended that this addition house an expanded Graduate School of Library and Information Studies (GSLIS). Although this Department has functioned well inside Rosenthal Library, it is growing too large to remain there. Furthermore, that building faces pressures to accommodate expanding reference and student services functions, programs that cannot be relocated to another building. Relocation to the Powdermaker Addition is the best way for GSLIS to remain near to the Library while expanding to its full potential.

One program that will not be brought into Powdermaker is Business and Liberal Arts (BALA), which should remain with the Honors Center as it moves to Colwin (see *Division of Arts and Humanities, p. 86*). As has been noted, the profile of the honors programs will rise once it is relocated from a temporary metal building into one of the original campus structures.

Long-Term

The College will have to build capacity to manage its projected growth. As will be discussed under the *Division of Education, p.90,* the College will need to build a dedicated building for the Division of Education. Relocating this program out of Powdermaker Hall will provide the expansion space needed for the Division of Social Sciences.

F. DIVISION OF EDUCATION

GOALS

Provide for departmental expansion, particularly in Educational and Community Programs (ECP).

Explosive growth is anticipated in ECP. Much of this growth is related to the expanding Counseling. The remainder is attributable to other clinical initiatives and class lab spaces.

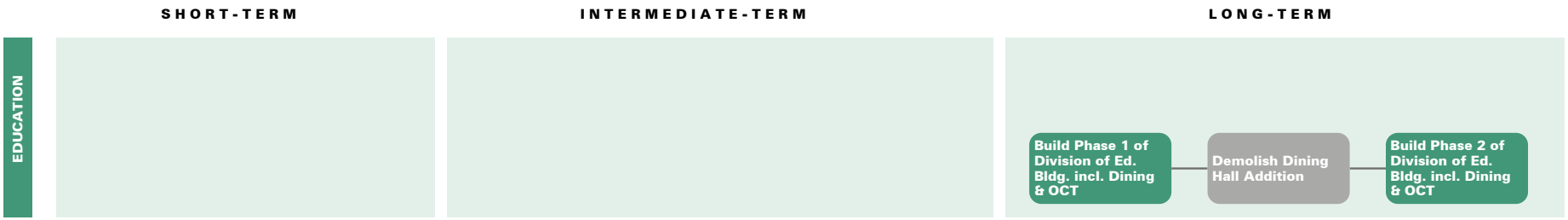
Provide for changing technological needs in response to evolving methods of delivery.

The programs described above constitute new initiatives that do not fit within the space types currently on campus. The quantity of clinical space described requires ancillary support space, including rooms for evaluation, testing, and diagnosis, training facilities, seminar and conference rooms, public waiting areas, and information technology support sites.

STRATEGY

Short-Term

The recent renovation of Powdermaker has met most of the Division's short-term needs. Some programmatic retooling of that building may be necessary, but there should be a sufficient quantity of space for the immediate future.



Intermediate-Term

The College will have to build for expansion. As has been noted in *Division of Arts and Humanities, p. 84*, the College should build on the strength of Powdermaker Hall by adding another wing primarily dedicated to small "smart" classrooms and computer labs.

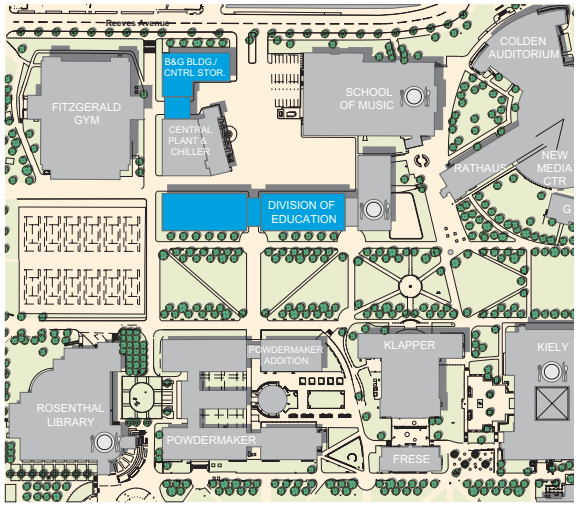
Long-Term

Powdermaker Hall will not be able to accommodate the long-term needs of both the Divisions of Education and Social Sciences. Education represents the most appropriate occupant of a new stand-alone building given the way it is used and accessed as class offerings tend to be discrete rather than interdisciplinary with other Divisions. The many part-time and evening students would benefit from close access to parking, as the proposed site will be convenient to both the existing garage and the consolidated Lot 15. Integrating this program with a new Dining/OCT facility will create programmatic synergies; the stand-alone building can remain open in the evening and on weekends, while several other buildings on campus are closed and locked.

It is recommended that a new mixed-use building be built on the site of the current dining hall (see *Shared Facilities, p. 94*), with three principal components: a replacement for the existing Dining Hall, a replacement for the OCT spaces currently in I Building and a new home for the Division of Education. A draft program is shown in Fig. 26. The new building will function as a campus within the campus. When students arrive for evening classes, they will find food service, computer labs and instructional space all within a single building.

The building as programmed is quite large and would best be planned as a multiphase effort rather than a single project. Phase I should include the demolition of the Dining Hall but not the Addition to the west. This will retain the large hall with some food vending space while clearing to enable construction of a new 4-story building. The first floor will be occupied entirely by food service, with the upper floors reserved for computer labs and the Division of Education Program.

Once this first phase is in place the College will demolish the existing Dining Hall Addition, I Building and central stores to make room for Phase II. Further discussion of the phasing strategy and its impact on



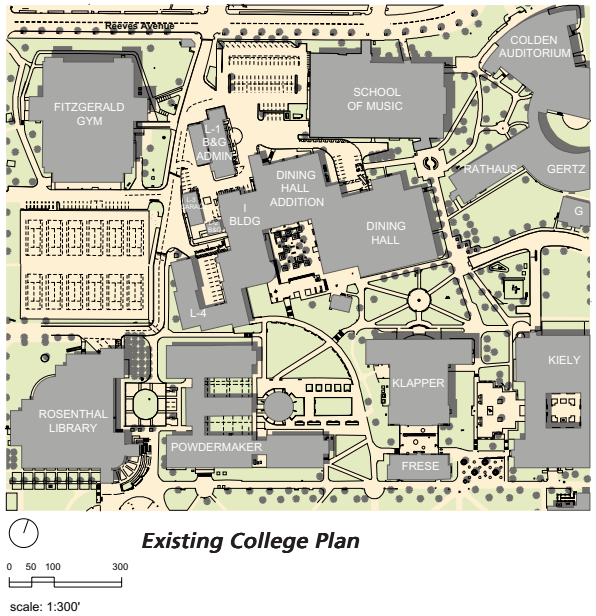
Division of Education Phase II

F. DIVISION OF EDUCATION, continued

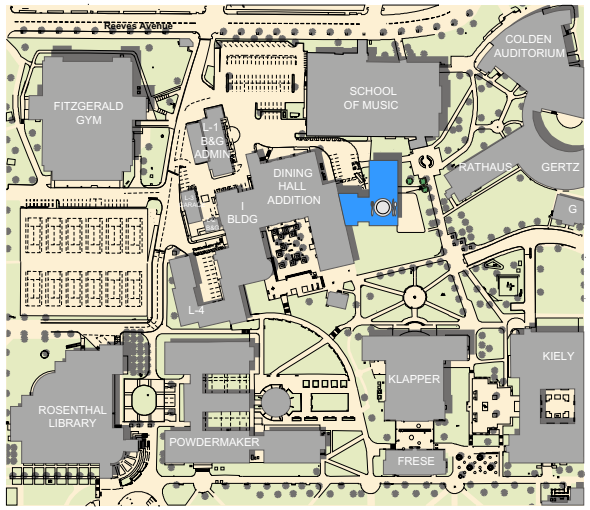
campus food service can be found in *section V.G Shared Facilities, p. 94* and *Appendix 3*.

Fig. 26: Proposed New Division of Education & Dining Facility

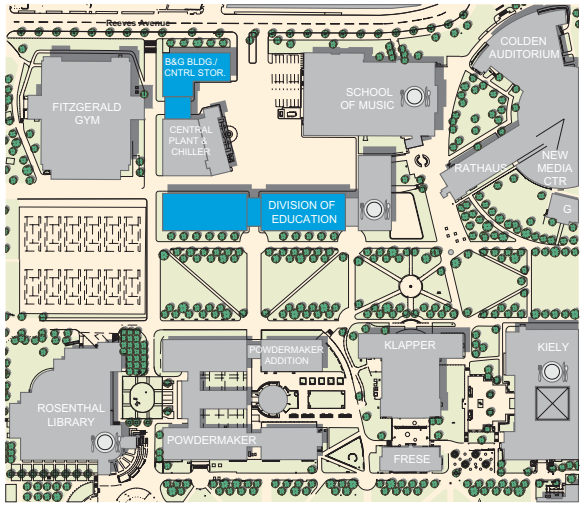
Department	Space Type	Phase I Proposed NASF	Phase II Proposed NASF
Buildings & Grounds	Campus Services & Operations		15,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms		15,000 sf
Educational & Community Programs	Academic Offices, Class Laboratories & Clinic Space		20,192 sf
Elementary & Early Childhood Education	Academic Offices & Class Laboratories	18,382 sf	
Faculty/Staff/Student Services	Student / Faculty Services		1,200 sf
Food & Dining Services	Student / Faculty Services		30,000 sf
Office of Converging Technology	Class Laboratories (Computer Labs)	18,000 sf	
Secondary Education and Youth Services	Academic Offices & Class Laboratories	13,454 sf	
Student Life / Student Activity	Student / Faculty Services		5,000 sf
Education, Dean of	Academic Offices	2,600 sf	
Education	Class Laboratories	2,000 sf	
Total NASF		**54,436 sf**	**86,392 sf**
Total GSF (60% Efficient)		**90,727 sf**	**143,987 sf**



Existing College Plan



Phase I



Phase II

Fig. 27: Phasing of Division of Education Building

G. SHARED FACILITIES

GOALS

Meet the needs of an expanding student population.

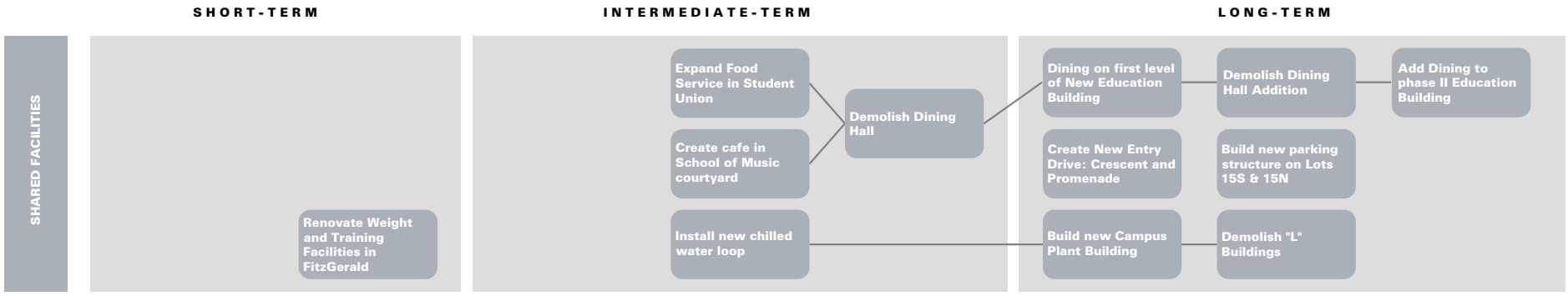
As we have seen, the projected 11% growth in FTEs will require a commensurate increase in academic space. Most shared resources on campus, such as the parking and dining facilities, should be sized according to overall headcount, which is expected to increase by 16%. The space shortfall Queens College can anticipate will therefore be particularly acute in these shared resources.

Replace aging and inadequate facilities to improve campus operating efficiency.

Most of the L buildings on campus have far exceeded their useful lives and should be decommissioned. Some, like the campus store, are little more than temporary sheds and are both inefficient and unattractive. The many single-story service buildings, spread out where space has allowed, could be much more efficiently programmed and designed.

Take advantage of current technologies.

From the gymnasium to the library, the campus' shared facilities require updating to current technology. Behind the scenes, building systems are outdated, relying on an 80-year-old campus loop system. In light of Executive Order 111, which mandates reductions in energy usage, there are a number of improvements the campus could make both campus-wide and within individual buildings to increase operating efficiency and decrease costs.



STRATEGY

For the sake of clarity, individual short-, intermediate-, and long-term strategies have been formulated for individual components of shared facilities. These include the library, gymnasium, dining facilities, campus plant and parking facilities.

Gymnasium

Due to limited resources, improvements in Fitzgerald Gymnasium will necessarily be small-scale, high-impact spot improvements. A prime candidate for such work will be the creation of a fitness and wellness center, starting with a renovation of the space vacated by Health Services and then cycling through the existing training and weight rooms. Longer-term, once the FNES program has been consolidated in Remsen, an additional 3,000 NASF of space will be available for expanded athletics programs.

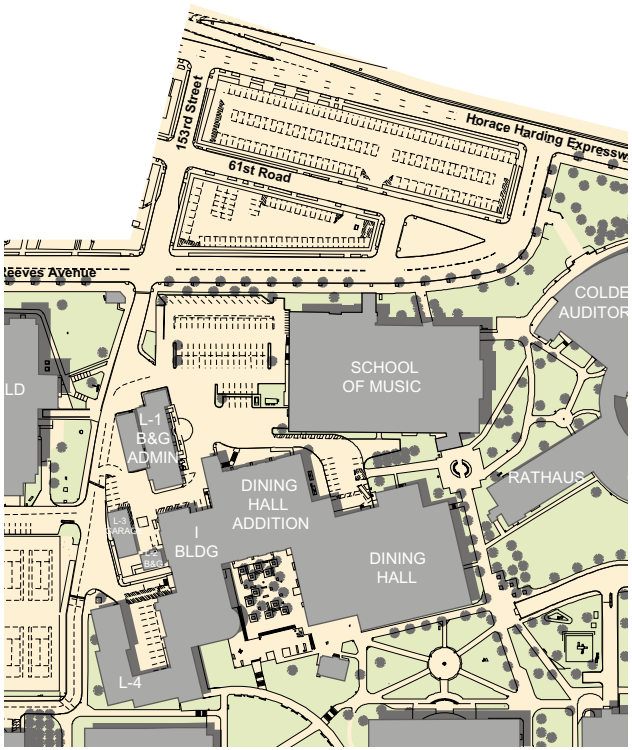
Library

Once GSLIS has been relocated out of Rosenthal the College will have the space to expand reference functions in the Library. The College will also be able to set aside additional group study and computer labs, either for general academic use or directly related to reference functions.

Dining Facilities

In the short-term the College should seek to expand its distributed food service offerings similar to those currently found in SB and Rosenthal. Possible locations include the courtyard in the School of Music and the lower level of the Student Union. Once renovation work is underway in Kiely, the College should consider adding food sales in that building as well, possibly in conjunction with a new enclosed central court.

Once a sufficient quantity of new venues has been created, the College can think about redeveloping the existing Dining Hall in stages. Phase I should include demolishing the original Dining Hall building while leaving the Addition with its single large dining area in service. This will free a valuable site on which to build the first stage of a new dining hall with space for OCT and the Division of Education above. Once Phase I is in place the College can demolish the existing Dining Hall Addition and I Building and replace them with Phase II construction. See *Division of Education, p. 90*, for further discussion of the new Division of Education Building.



G. SHARED FACILITIES, continued

Campus Plant

Despite the limited funding options, the College should continue to explore ways in which a campus-wide loop system for chilled water service might be installed. Such a system would relieve campus operations staff of the burden of maintaining countless chillers and related pumps, free space in or on existing buildings for other use, as well as reduce the cost of future construction projects which now must count chillers in their construction costs. The system can also reduce operating costs as demonstrated by the Burns & Roe Chilled Water Rehabilitation Plan Draft Update Report dated January 2001, representing a campus commitment to the environment with the utilization of a single source for chilled water and heat generation that could yield substantial "green" benefits. By providing a vehicle for vacating the campus shops and transferring storage functions closer to Reeves Avenue, it will improve the campus appearance while facilitating deliveries.

Longer term, the College should build a replacement facility for the many L buildings and central stores which are all in poor condition, of limited use and detract from the image of the campus. A single structure, located immediately off Reeves Avenue, will be able to fulfill the same functions less obtrusively while proving more convenient for service vehicles. In addition there are a number of "front-door" service functions that could be folded into the proposed new building for Dining and Education. Its basement and a portion of the first floor would very appropriately be devoted to programs that would benefit from a direct relationship with both the campus and the service drive to the north. These include the Offices of Facilities, Planning, Management and Construction, the Department of Buildings and Grounds, the Campus Printing Services, and the Campus Telephone Services (Fig 28).

Parking and Circulation

Queens College affiliates and neighbors all agree that there is insufficient parking on or adjacent to campus. While a more detailed parking analysis is included under *Section VI: Sitework, pgs.103-138*, it should be noted that the College would benefit from building multi-story parking on the current sites of lots 15N and 15S.

Similarly, it is frequently noted that the current arrangement of entry and exit drives off Kissena Boulevard lacks clarity, allowing vehicular and pedestrian paths to cross. The proposed arching vehicular drive would simplify circulation patterns and make for both a safer and more attractive front door.

Fig. 28: Proposed New Campus Service Building

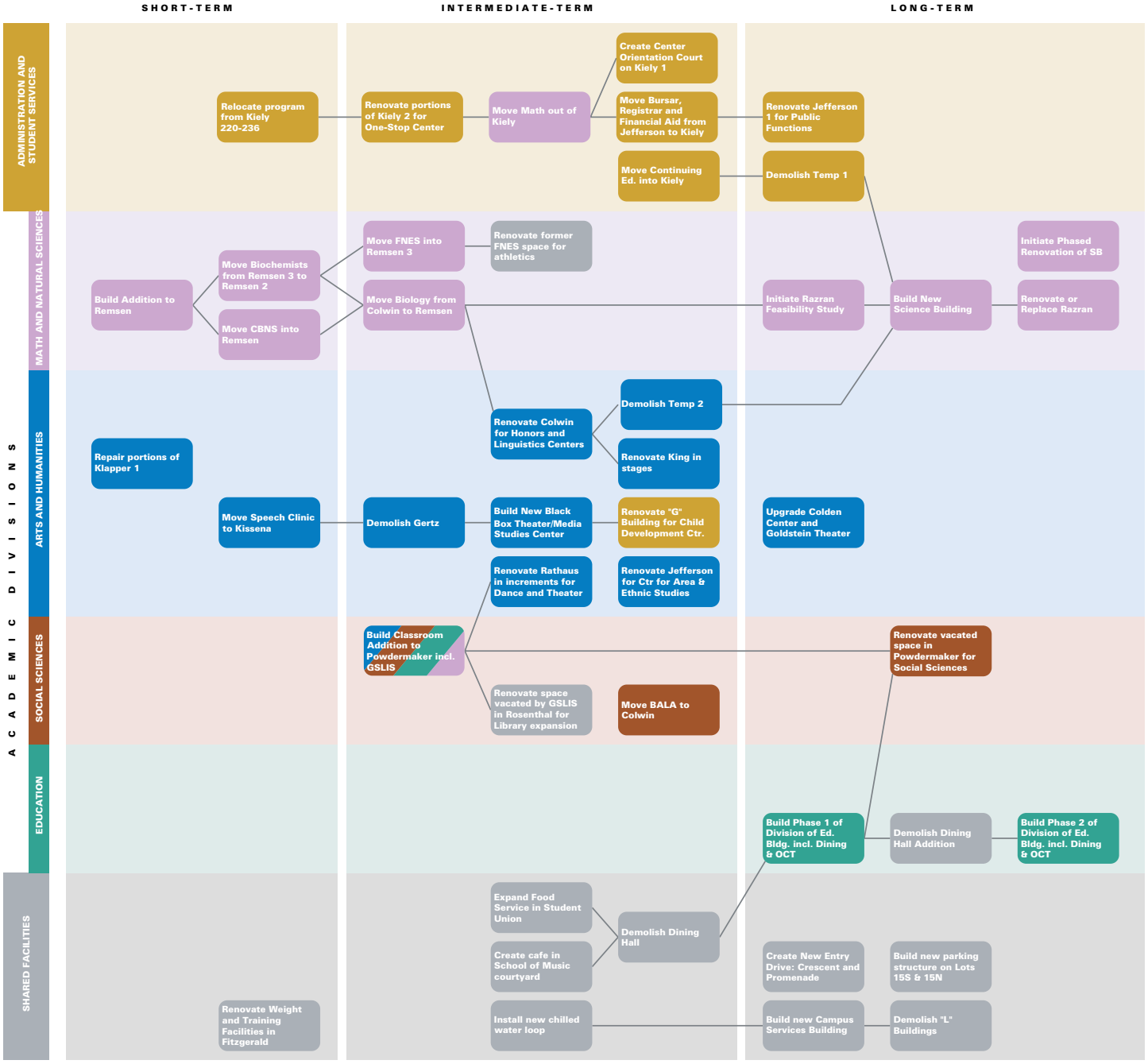
Department	Space Type	Proposed NASF
Campus Facilities & Services	Administrative Offices	2,300 sf
Buildings & Grounds	Campus Services & Operations	20,000 sf
Communications - News Services, Print Shop	Campus Services & Operations	7,500 sf
Central Receiving & Stores	Campus Services & Operations	15,000 sf
Mail Services	Campus Services & Operations	2,000 sf
Security Office	Campus Services & Operations	250 sf
Total NASF		**47,050 sf**
Total GSF (80% Efficient)		**58,813 sf**

H. SUMMARY TABLES OF MASTER PLAN GOALS AND STRATEGIES

	Quantity	Condition	Technology/Pedagogy
ADMINISTRATION AND STUDENT SERVICES	Consolidate programmatic elements into a workable whole; configure the Division with functional adjacencies with each programmatic piece in a space appropriate to its needs.	Use the process of consolidation to faciliate a renovation of 50-year old Kiely Hall.	Transition to web-based delivery of some services. Continue incorporating computers into academic advising and other student support services.
MATHEMATICS AND NATURAL SCIENCES	Provide sufficient expansion space for growing programs while "right-sizing" departments with shrinking enrollment.	Renovate or replace currently sub-par teaching and research labs.	Transition teaching labs to reflect smaller section size; incorporate modern fume hoods and state-of-the-art equipment with dedicated data ports
ARTS AND HUMANITIES	Consolidate departments to achieve economies of means.	Improve conditions in Colden Center, which has not been upgraded since its construction in 1960.	Respond to changing technological needs, particularly increasing "smart" seminar rooms and classrooms and upgrading broadcasting and performance equipment.
SOCIAL SCIENCES	Provide for departmental expansions.	Although the Division is currently located entirely in Powdermaker Hall, ensure that future expansion space is of an appropriate caliber to support the Division.	Support the transition from traditional classroom-based teaching to computer labs and dedicated use class labs.
EDUCATION	Provide for departmental expansion particularly in Education and Community Programs (ECP).	Although the Division is currently located entirely in Powdermaker Hall, ensure that future expansion space consolidates the Division in new facilities.	Provide the appropriate kinds of class lab and special use spaces required by ECP; provide specialized clinics for Counseling and Special Education.
SHARED FACILITIES	Meet the needs of an expanding student population, particularly as headcount growth will surpass increase in FTES.	Renovate or replace aging buildings such as Fitzgerald and the Dining Halls. Invest in new campus service facilities to decrease operating costs.	Respond to changing trends in physical education and information science; take advantage of new technologies to increase campus operating efficiency.

Fig. 29: Table and Flowchart of Master Plan Goals and Strategies

V. Projected Redevelopment in Detail



V. Projected Redevelopment in Detail

H. SUMMARY TABLES OF MASTER PLAN GOALS AND STRATEGIES, continued

Fig. 30
Buildings to be Demolished

H. SUMMARY TABLES OF MASTER PLAN GOALS AND STRATEGIES, continued

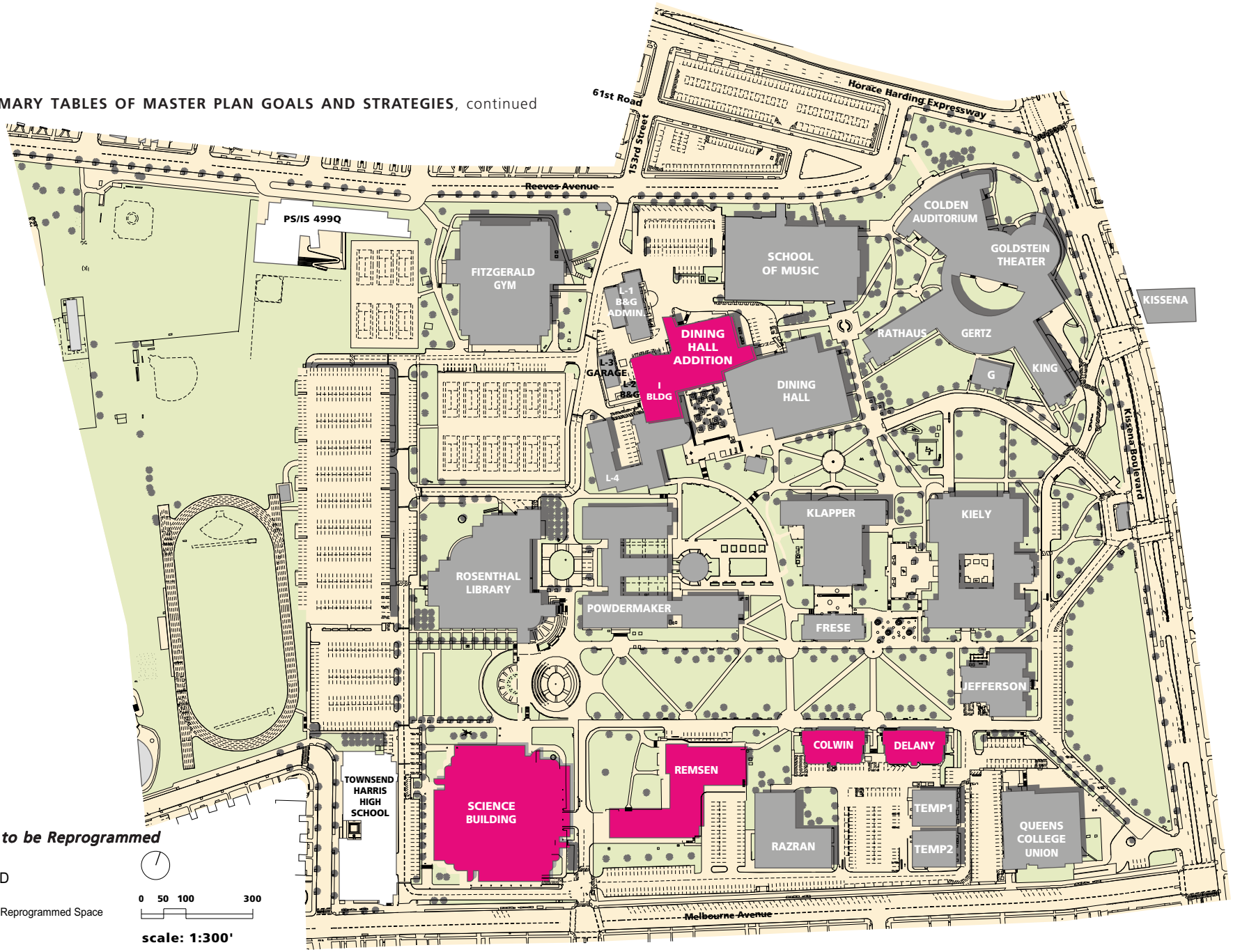


Fig. 31
Buildings to be Reprogrammed

V. Projected Redevelopment in Detail

H. SUMMARY TABLES OF MASTER PLAN GOALS AND STRATEGIES, continued

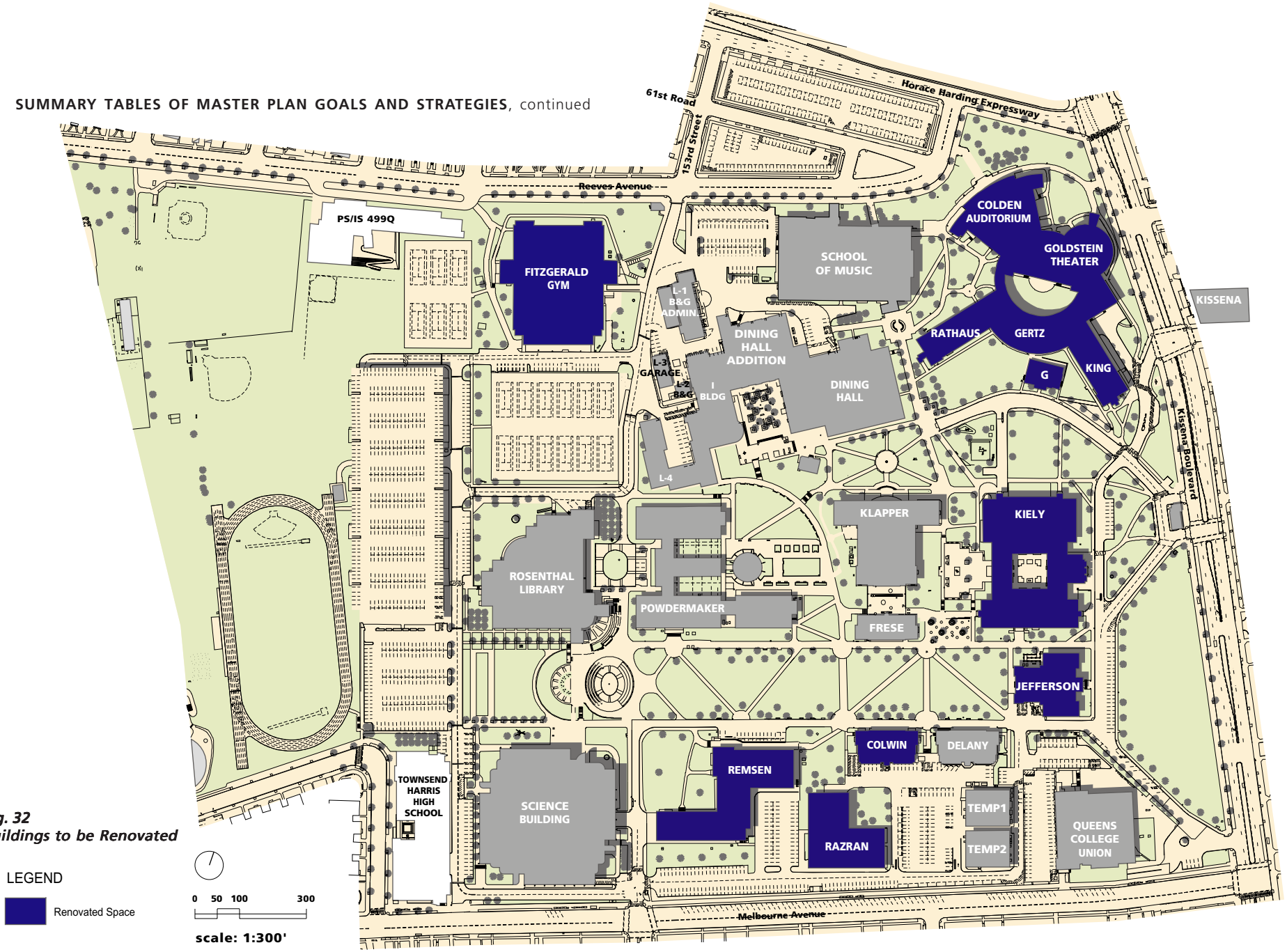


Fig. 32
Buildings to be Renovated

H. **SUMMARY TABLES OF MASTER PLAN GOALS AND STRATEGIES**, continued

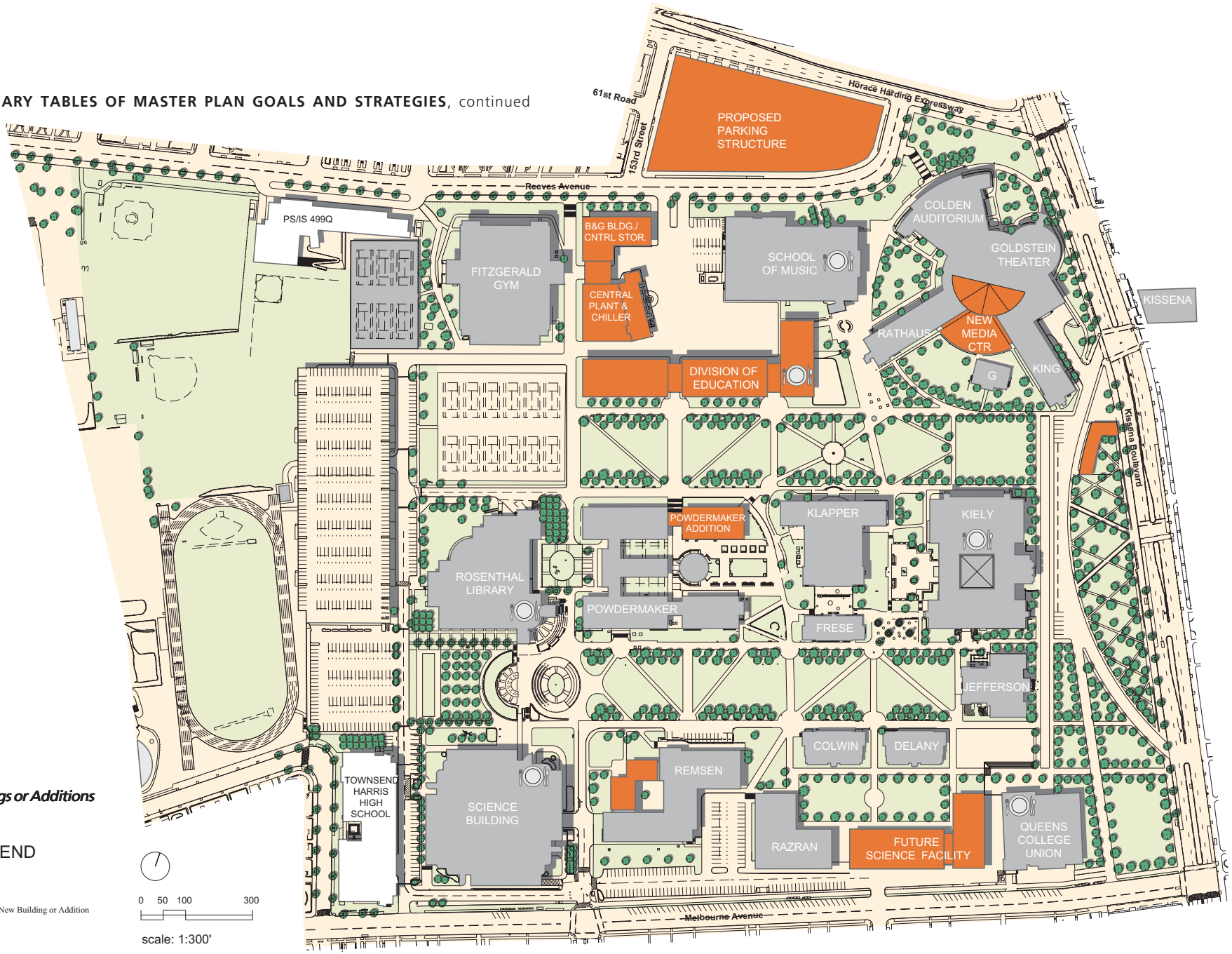


Fig. 33
New Buildings or Additions

V. Projected Redevelopment in Detail

VI. Sitework

VI. Sitework

A. OVERVIEW

The previous sections of the Master Plan have analyzed the campus and presented building strategies to:

1. Accommodate expanding enrollment;
   - consolidate related academic programs and free up space for adaptive reuse
   - identify sites for new construction
2. Prioritize rehabilitation of aging facilities;
3. Enhance the quality of life and amenities for the campus population

This chapter examines site issues relative to infrastructure, pedestrian and vehicular circulation, landscape and site amenities. These elements facilitate access to campus activities and help to create a unified, welcoming setting for the College. The open, generous feeling of the campus creates a spirit of well-being that deserves special care in the development of future projects and in the upkeep and improvement of site features.

Powdermaker Hall Courtyard

B. PEDESTRIAN CIRCULATION

MAIN PROMENADE

The elegant formal front door to the campus is a pedestrian companion piece to the graceful arc of the new vehicular drive. This linear plaza will link the principal public buildings together, including Kiely, Jefferson and the Student Union. It also leaves available a potential building site with high public visibility. This entry promenade is an opportunity to develop a signature feature for Queens College.

PRIMARY PEDESTRIAN CORRIDORS

These wide paved travel corridors serve as the principal circulation spines within the campus. They cross the entire campus and terminate at campus entrances that should have distinctive campus entry gates. As opportunities arise, the vocabularies of paving, lighting and street furniture should be consistent along their lengths and one to the other. The points at which primary pedestrian corridors cross will offer opportunities for clustered site furniture, including way-finding signage. Some of these pathways will be designated for small on-campus electric-powered delivery vehicles.

SECONDARY PEDESTRIAN CORRIDORS

These medium-scale sidewalks are paved in concrete and connect principal building entrances. They do not lead to campus entrances.

PATHWAYS

These tertiary routes facilitate cross traffic on campus. They are paved with simple asphalt and should visually "yield" when crossing primary or secondary corridors.

All pedestrian paths should be kept free of obstructions from benches, garbage and recycling bins set in the flow of traffic.

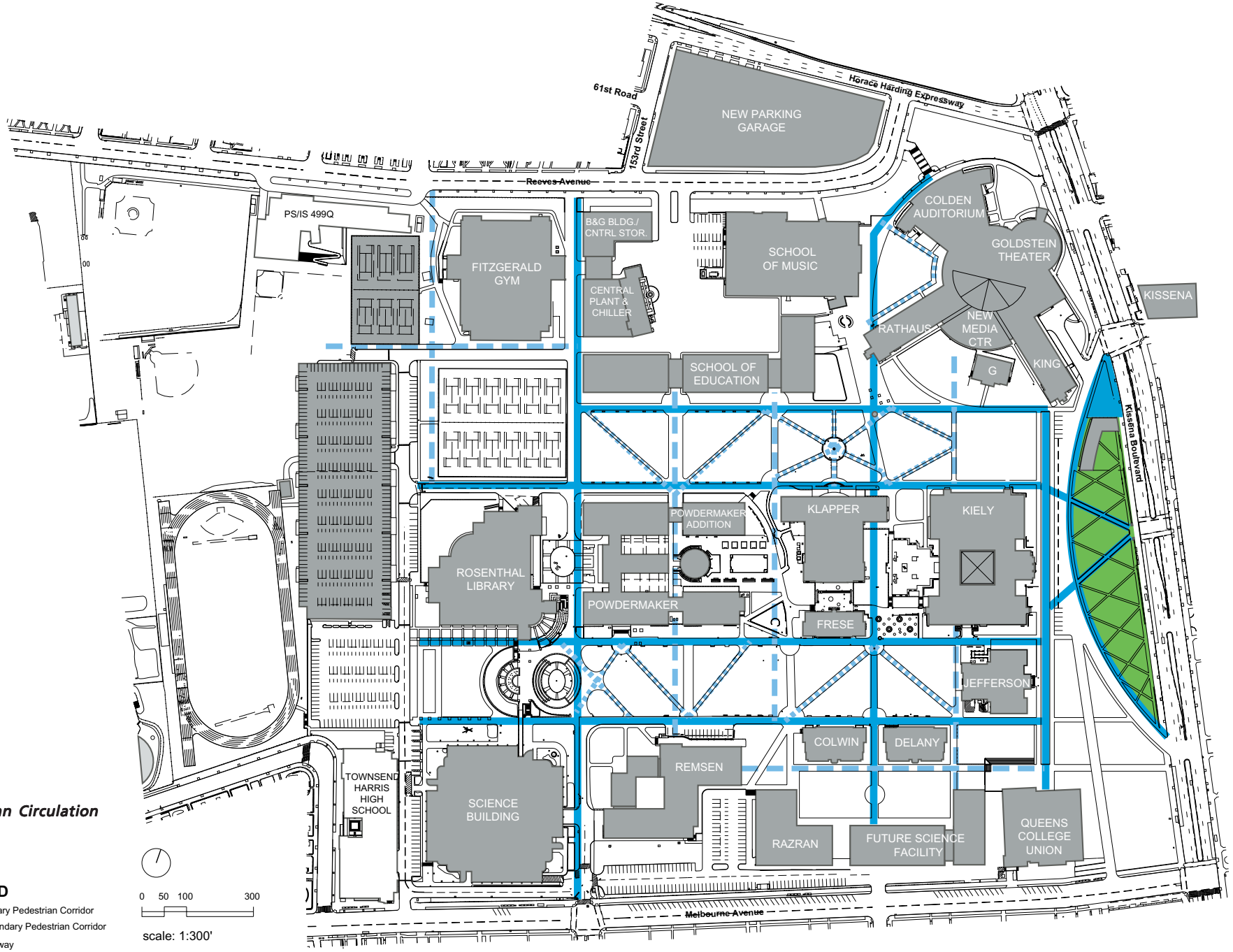


Fig. 34
Pedestrian Circulation

C. VEHICULAR CIRCULATION: ENTERING CAMPUS

MAIN VISITOR ENTRANCE OFF KISSENA (1)

Both the interim (Fig. 33) and long-term (Fig. 34) plans recommend that the main visitor access be maintained at the entrance point across Kissena Boulevard from 65th Avenue.

The long-term goal is for incoming traffic to be routed one-way in front of Kiely and Jefferson Halls. A gently arching vehicular drive will run adjacent to a linear pedestrian promenade to form a distinguished and appropriately scaled arrival. A drop-off zone is provided for momentary standing; a limited number of short-term parking spaces are shown for brief stays and drop-offs and pick-ups for the disabled. A service drive (1a) will turn off to existing long-term parking beneath the Student Union. The crescent entrance drive will exit back onto Kissena Boulevard. Maintaining one-way traffic flow will relieve congestion, provide clarity, and create a welcoming gesture to visitors.

A formal pedestrian entrance to campus will be relocated to the south (1b) along Kissena with a formal drop-off area, away from potential conflicts with cars turning off Kissena Boulevard. A proposed new campus security building would be sited between the vehicular and pedestrian entrances, accessible to both.

Currently, trucks serving the Goldstein Theater loading dock (1c) share this main entrance. Under the new plan they will continue to back in to this loading dock area. Although it might be possible to construct a turnaround able to accommodate a 65-foot tractor trailer, the resultant large, unattractive service area at the College's front gate could not be effectively screened from view. As only a limited quantity of traffic utilizes this loading dock, the red light at the adjacent intersection will provide adequate access for these trucks to back into the Theater loading dock. The College should therefore maintain the existing arrangement.

SERVICE ENTRANCE OFF REEVES (2)

All campus deliveries should be made to a central distribution point adjacent to the existing central plant as part of the College's effort to limit commercial truck traffic on campus. Although we have described one possible option for the reconfiguration of this area, at the appropriate time a parking analysis should be undertaken to maximize the number of parking spaces while allowing adequate truck turning radii.

To eliminate the crossing of pedestrian and vehicular traffic at this busy entrance, a separate pedestrian entrance to the campus is proposed northeast of Fitzgerald (see Fig. 32), with brick piers and a lockable wrought-iron gate. This new entrance will reinforce one of the most important north-south pedestrian

C. VEHICULAR CIRCULATION: ENTERING CAMPUS, continued

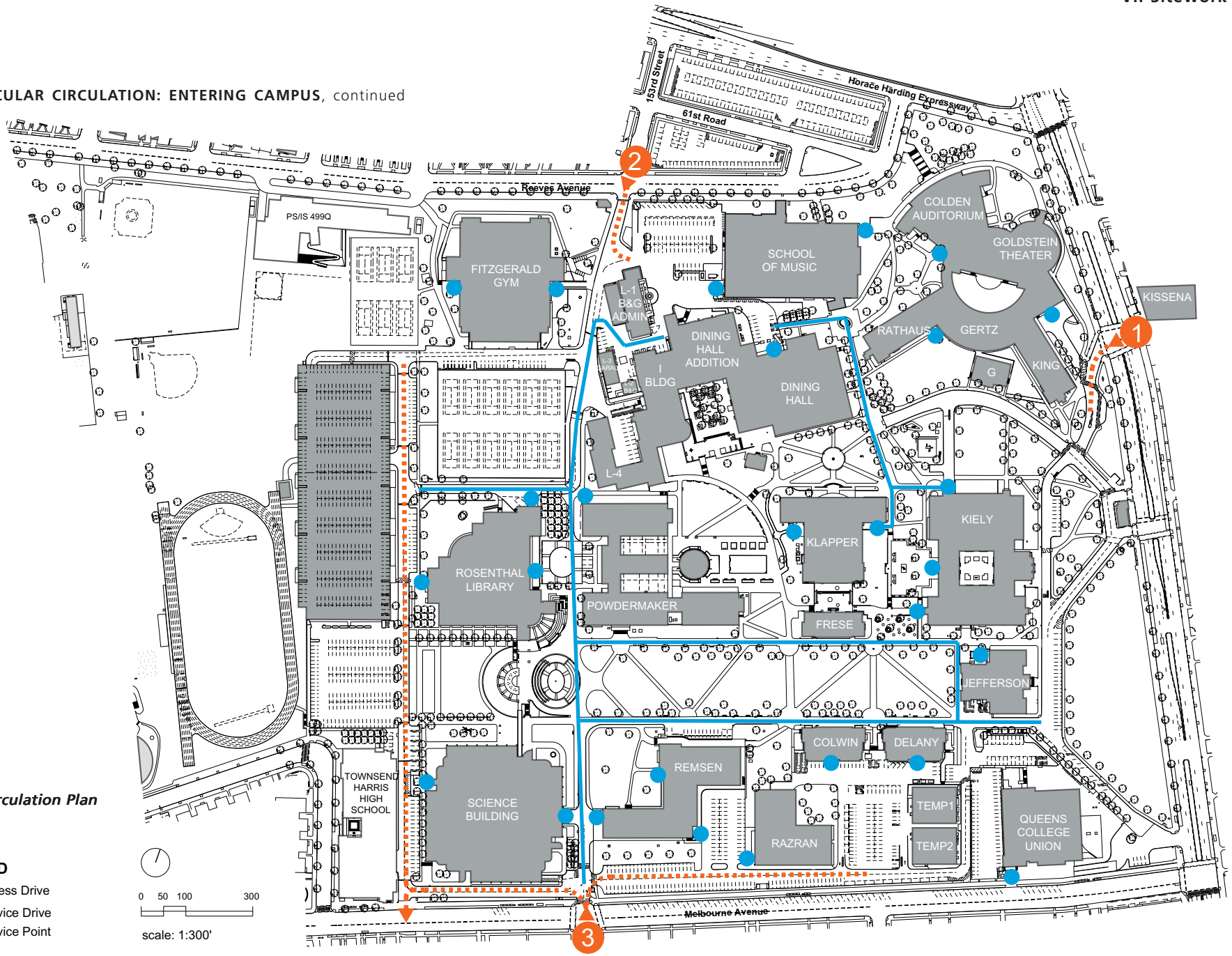


Fig. 35
Interim Circulation Plan

C. VEHICULAR CIRCULATION: ENTERING CAMPUS, continued

axes between Reeves Avenue and the Melbourne entrance. Once the salt pile and garage have been relocated within the service precinct, this north entrance will have a more dignified appearance befitting the campus'
"side door". It is important that both the new entrance and the stairway to Colden Auditorium be attractive and include clear signage so that pedestrians know to use these gates and avoid entering through the campus service drive.

STUDENT/FACULTY ENTRANCE OFF MELBOURNE (3)

We propose the current south gate between SB and Remsen be the main arrival point for students and faculty in cars.

- Cars to be parked in Lots 2 or 7 will be directed immediately east (3d) where they can exit back onto Melbourne at 152nd Street. This path will be useful if parking can be located beneath the proposed new Science Building.
- Cars parking in lots 5, 6 or 7 will be directed west behind SB, then north alongside Townsend Harris High School. A drop-off lane could be installed west of the orchard (3a) for multiple-student carpoolers. When exiting, these cars will drive south between Townsend Harris and SB and exit back onto Melbourne.
- The roadway between SB and Remsen should have removable bollards (3b) to allow passage only by service vehicles at designated times.
- The gate at 153rd Street and Melbourne should be flanked by pedestrian gates with paths of an appropriate gradient as this is a primary point of arrival for students who commute via the Q65 bus.
- An adequately sized drop-off lane and shelter should be installed to the west of this gate (3c) on the north side of Melbourne for cars that are not allowed entry onto campus.

GENERAL FEATURES OF ACCESS POINTS

All vehicular points of entry onto campus should be controllable by lockable wrought-iron gates swinging from flanking piers. The proposed dedicated service entrance off Reeves and the proposed student/faculty entrance off Melbourne should also have guard booths (see p. 111). The 5 mph campus speed limit should be posted at all campus vehicular entries, along with directional signage to long- and short-term parking as applicable.

There should be a coordinated system of entry signage at each vehicular entry point and at each principal corner of the campus that announces the presence of the College and conveys the dignity and importance of the College to the community. There should be a subordinate but clearly visible system of secondary entrance signage that directs traffic to the appropriate entrance by user group: student, faculty, visitor service.

C. VEHICULAR CIRCULATION: ENTERING CAMPUS, continued

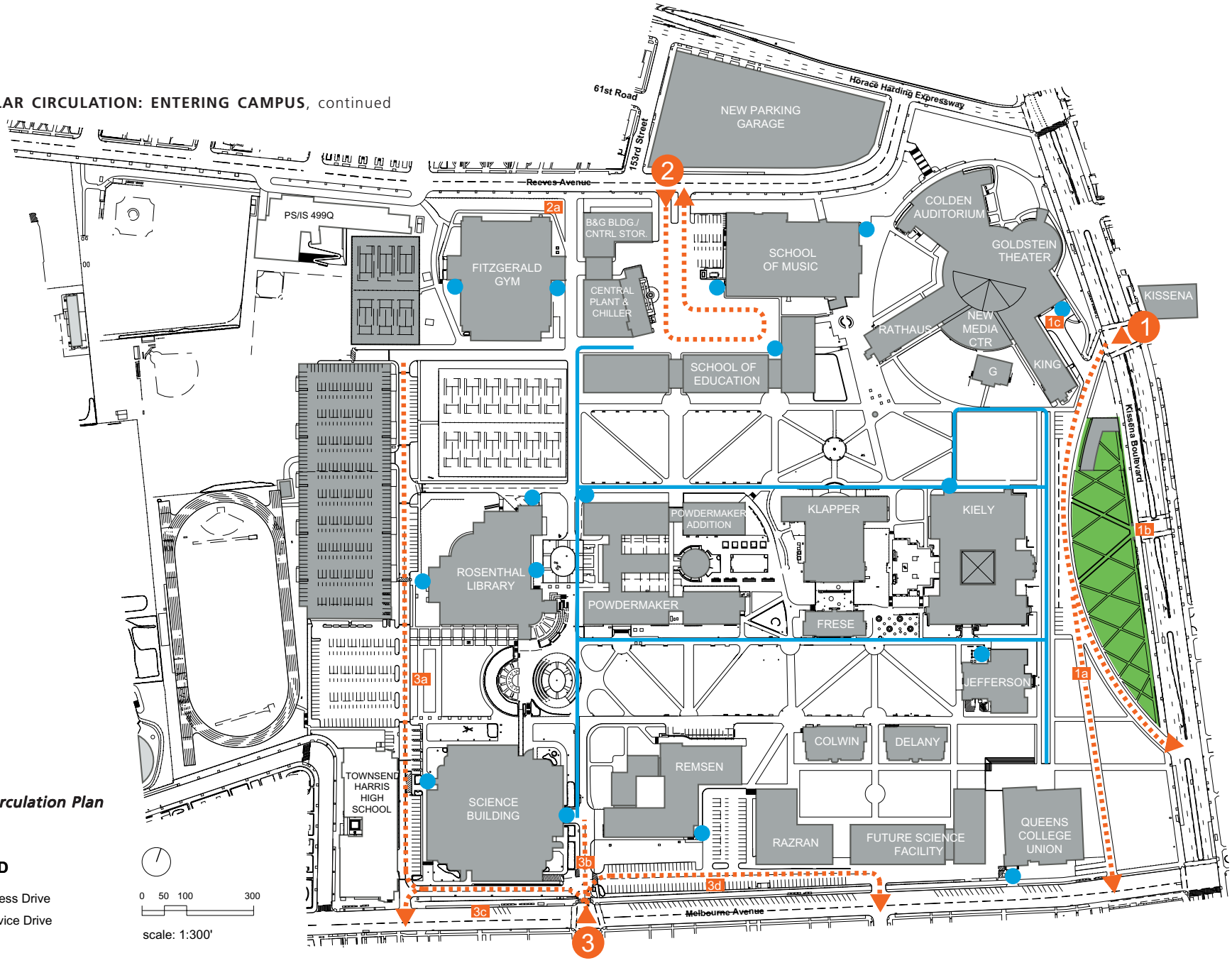


Fig. 36
Long-Term Circulation Plan

D. VEHICULAR ACCESS ON CAMPUS

Once delivery vehicles and student/faculty cars have been directed as outlined above, only campus vehicles will need to drive on campus. Figures 35-37 describes primary corridors that should be designed to support the weight and wear of campus vehicles. If traffic can be confined to certain schedules (e.g., garbage pickup before 8am; delivery of mail and supplies so as not to conflict with student turnover at 2 pm), pedestrian/vehicular conflicts can be minimized. The presence of vehicles on campus will be further mitigated if the College invests in low-impact vehicles such as electric carts for lightweight deliveries such as mail and supplies.

The diagram Fig. 35 on page 109 outlines a proposed path for on-campus vehicles given the current campus configuration. Although not a true loop, it does link all buildings on campus back to the central stores and campus plant buildings. Once the new Buildings and Grounds and Division of Education Buildings are in place, the space between these buildings will be the logical point for campus service vehicles to access the campus interior.

MATERIALS HANDLING: GARBAGE COLLECTION

Although deliveries make up the majority of campus traffic, garbage collection presents a greater visual impact by virtue of the quantity of dumpsters currently distributed around campus. Garbage collection currently requires the largest vehicle in the campus fleet and therefore produces the greatest regular wear on campus paths.

Following are a number of options that exist with regard to trash collection. No matter which option is selected, materials handling should be a significant consideration as existing buildings are reprogrammed and rehabilitated. Collection and receiving points should be located off one of the paths provided. Wherever possible, changes in grade should be exploited to facilitate and yet conceal materials handling. Any new construction behind Delany and Colwin can provide opportunities to more effectively handle truck collection for those buildings as well as Razran and the Union and to keep vehicles off the Quadrangle.

Alternate A1 (Fig. 35):

At present each building has its own dumpster at a point along the designated collection route. The campus garbage truck makes daily rounds and brings garbage to the City dump. This is the current means of garbage collection on campus.

D. VEHICULAR ACCESS ON CAMPUS, continued

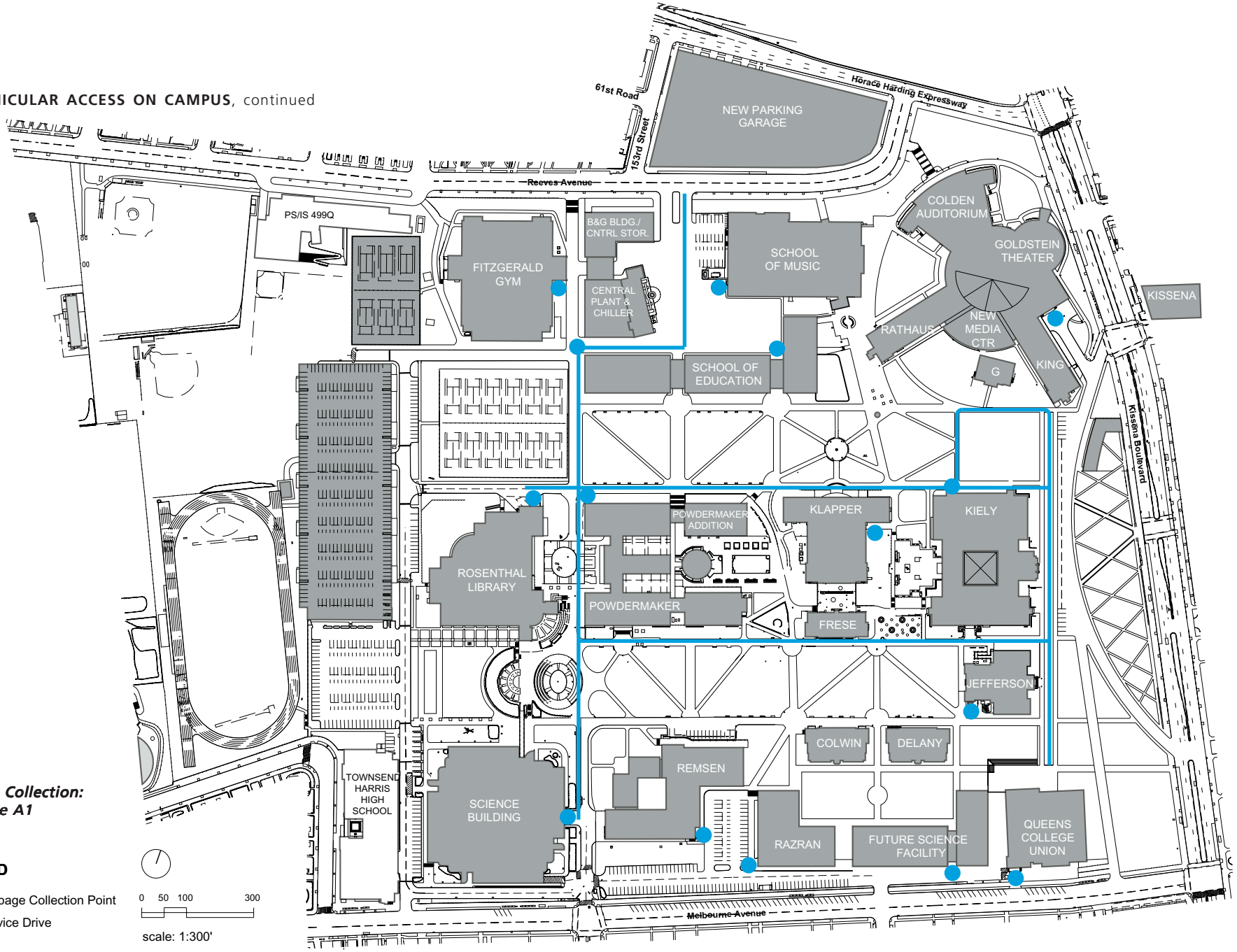


Fig. 37
Garbage Collection: Alternate A1

D. VEHICULAR ACCESS ON CAMPUS, continued

Advantages

- Uses equipment the College already owns.
- Maintenance crews for each building need only bring garbage to a single building collection point. The hauling is done in a single operation.
- The campus does not have to devote the space or labor to maintaining a garbage storage area.

Disadvantages

- Results in no net reduction in the quantity of garbage and recycling bins.
- There is an added cost of labor in transporting garbage off site.
- A greater amount of paved surface must be designed to accommodate the weight of the large garbage truck. Pick-up rounds will have to be carefully scheduled to minimize impact on the campus.

Alternate A2 (Fig. 36):

Each building has its own dumpster at a point along the designated collection route. The campus garbage truck makes daily rounds and brings garbage to a central location on campus for compaction and storage. The City makes collections from that single point at scheduled intervals.

Advantages

- Uses equipment the College already owns.
- Maintenance crews for each building need only bring garbage to a single building collection point. The hauling is done in a single operation.
- The cost of hauling garbage off-campus is assumed by the City.

Disadvantages

- The College must devote campus space to large containers ("easy-packs"), which will require additional screening and control.
- A greater amount of paved surface must be designed to accommodate the weight of the large garbage truck. Pick-up rounds will have to be carefully scheduled to minimize impact on the campus.

D. VEHICULAR ACCESS ON CAMPUS, continued

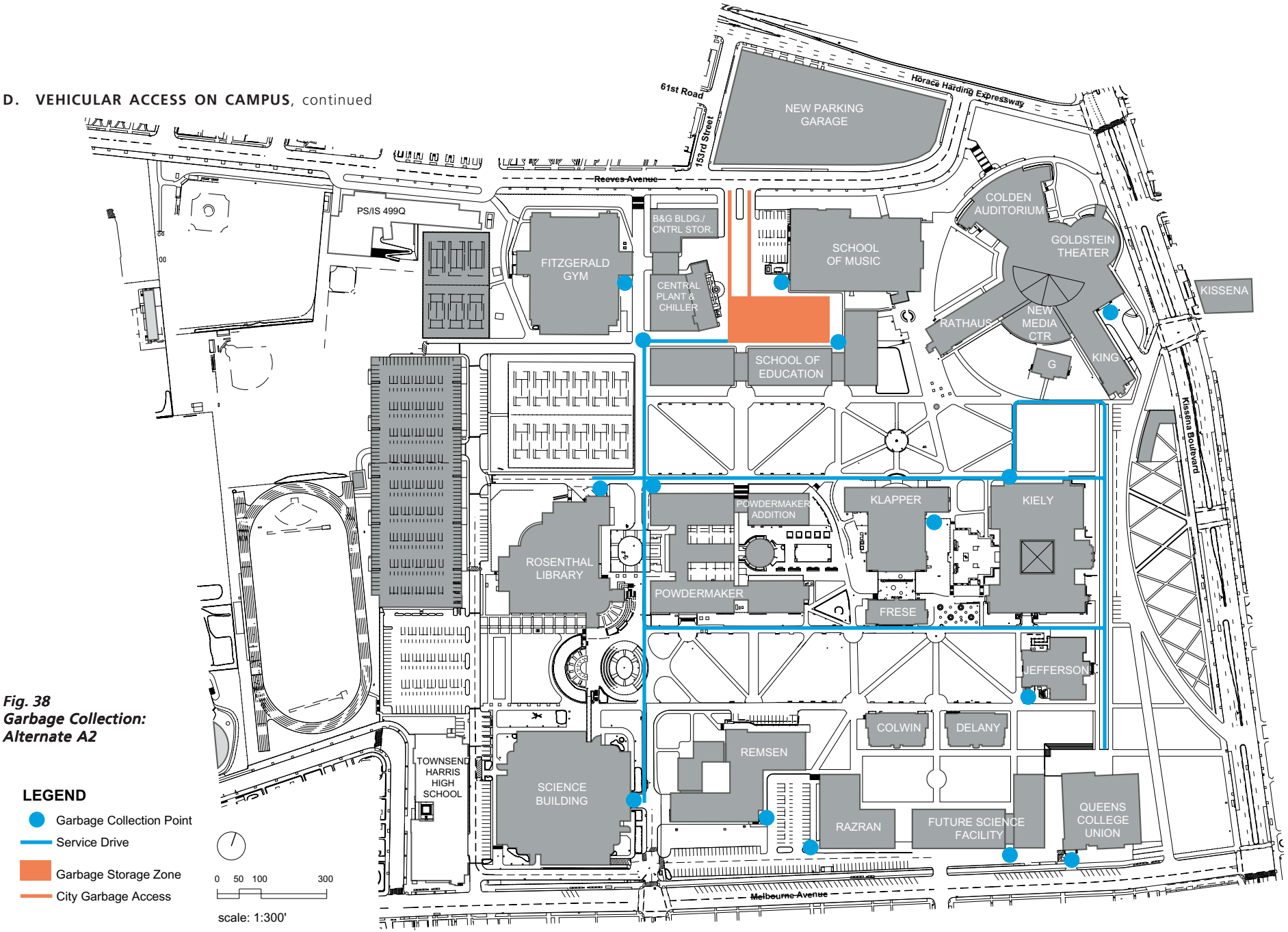


Fig. 38
Garbage Collection: Alternate A2

D. VEHICULAR ACCESS ON CAMPUS, continued

Alternate B1 (Fig. 37):

Establish six garbage collection points on campus. Each collection point will serve several buildings and be sited along a primary collection route. Building maintenance crews will be responsible for bringing garbage from buildings in wheeled dumpsters to collection points. Collection points with buildings that have excessive loads (e.g., Kiely) might have a local "tricycle" utility vehicle for local transfer of garbage. The campus garbage truck will backload dumpsters from these storage points. If an underground corridor is reconstructed this could provide an opportunity to better link Powdermaker service north, to the service area beyond, or west, to a spot near the Rosenthal service area.

Advantages

- Limits the amount of large container traffic on campus.
- Five of the six points can be readily established: Rosenthal, Remsen, Student Union, Dining Hall, Colden.
- A smaller number of places must be screened and kept clean. These places can be discreetly located away from prime areas of pedestrian circulation or recreation.

Disadvantages

- There are considerable expenses associated with this alternate, including purchasing equipment and operating costs.
- Maintenance crews must haul garbage beyond their building to the local collection area.
- The point serving Kiely, Klapper and G Building is difficult to locate discreetly, although the planned relocation of the Child Development Center may provide opportunities for developing building service space within Kiely.
- Frese and Jefferson Halls do not fit neatly into this scheme and may require a motorized "tricycle" delivery cart to bring garbage to the nearest collection point.

LONG-TERM RECOMMENDATIONS

The university should consider a phased replacement of campus delivery vehicles with a low-impact commercially available alternative, such as electric carts. Although they produce more noise, gas-powered "tricycle" delivery carts are also available and will result in less visual and physical impact on the campus.

D. VEHICULAR ACCESS ON CAMPUS, continued

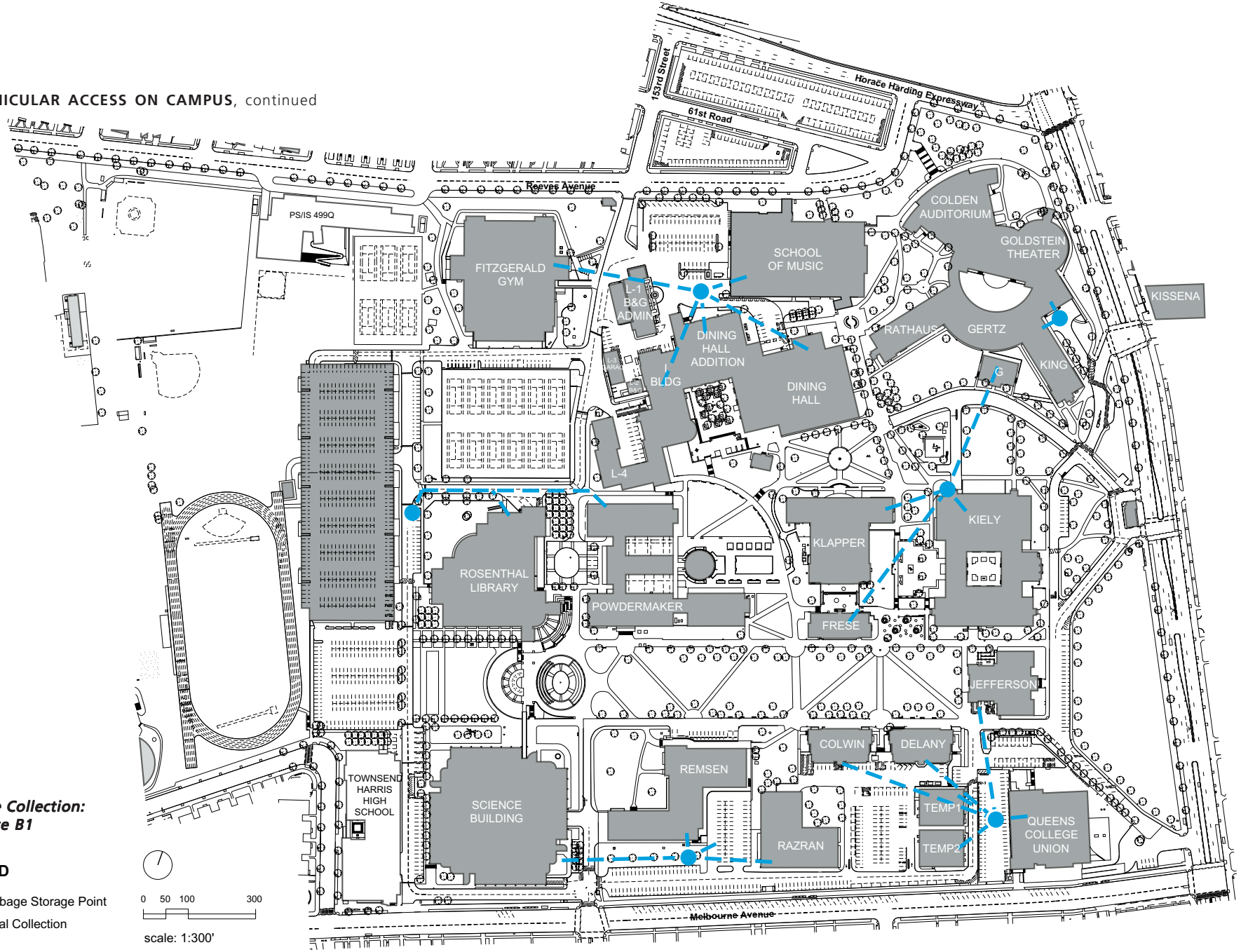


Fig. 39
Garbage Collection: Alternate B1

Fig. 40
Table of Existing Campus Parking

Lot(s)	Location	Handicapped Spots	Non-Handicapped Spots	Total
1	Between Jefferson and the Student Union	20	2	22
1A	In front of Jefferson	23	4	27
1B	Along service drive	13	0	13
2	Behind Remsen and Razran	101	1	102
3	West of the School of Music	62	4	66
4	Behind the Dining Hall	8	1	9
5	Lower Level of Garage	350	3	353
5B	West of the Tennis Courts (10 spaces currently taken for official vehicles)	6	0	6
5C	Between Rosenthal and the Garage	0	15	15
6	West of the Orchard (21 spaces currently blocked due to construction)	138	2	140
6A	Between NSB and Townsend Harris H.S.	20	6	26
7	Between Razran and Temps 1 and 2	100	2	102
8	In front of Remsen	13	3	16
10	The Goldstein Theater Loading Dock	7	0	7
11	North of Kiely Hall	7	2	9
12	In front of Kiely	10	0	10
13	Adjacent to FitzGerald Gym	18	0	18
14	Upper Level of Parking Structure	356	6	362
15S	North of Reeves Avenue	134	4	138
15N	North of 61st Road	62	8	70
16	Adjacent to Kissena Hall	19	0	19
17	Between FitzGerald and the Tennis Courts	29	2	31
		1,496	65	1,561
	Supplemented by:			
	Student Union Parking Field	51	0	
	Student Union Garage			
	Grand Totals	1,547	65	1,561

E. PARKING STRATEGIES

Although parking structures are not the norm on CUNY campuses, Queens College is a commuter campus drawing upon a significant suburban population that relies on automobiles for mobility. Parking is essential to campus life. It is important that lots and structures accommodate adequate numbers of cars and be sited on convenient locations around campus. It is equally important that they be made as physically attractive as possible: for most students they will be the campus "front door," and for the community they will be visible symbols of Queens College.

OPPORTUNITIES FOR SMALLER-SCALE IMPROVEMENTS

Even if no new parking spots are added, there are a number of ways to improve the quality of the existing parking. Security cameras should be added at all indoor and field parking. Whether these cameras are cabled back to a central monitoring station, or if they are blank "dummies," their presence will be a proactive step toward preventing on-campus incidents. Architectural modifications can be made to the existing multi-level parking structure to foster a relationship between the east academic campus and the western recreation fields. "Front" and "rear" doors can be added that set a tone for students arriving by car. The University should consider operating a shuttle bus to bring students to and from the parking lots at nearby Shea Stadium, and/or to and from the closest subway stations (Continental Avenue for the E/F trains and Main Street for the 7 train).

The Master Plan Team has identified five possible sites for future parking at Queens College. Each presents advantages and disadvantages:

SITE A:

Develop lots 15S and 15N at 61st Road that are currently dedicated to on-grade parking as a multi-level parking structure, demapping a portion of 61st Road.
gross square footage: 97,500 sf
potential capacity: 243 cars per level (at one car/400 sf; this figure accounts for the irregularly shaped lot)

Advantages

- Convenient to Colden Center and the School of Music as well as the Long Island Expressway.
- Allows parking to be created with minimal impact on other program areas in one large effort.
- Development of parking becomes a stand-alone project that can receive funding from any available source.
- Will collect cars before they enter the surrounding residential neighborhood.
- The topography will permit installing a pedestrian bridge over Reeves Avenue connecting the second level of parking with the grade level of Colden Auditorium.

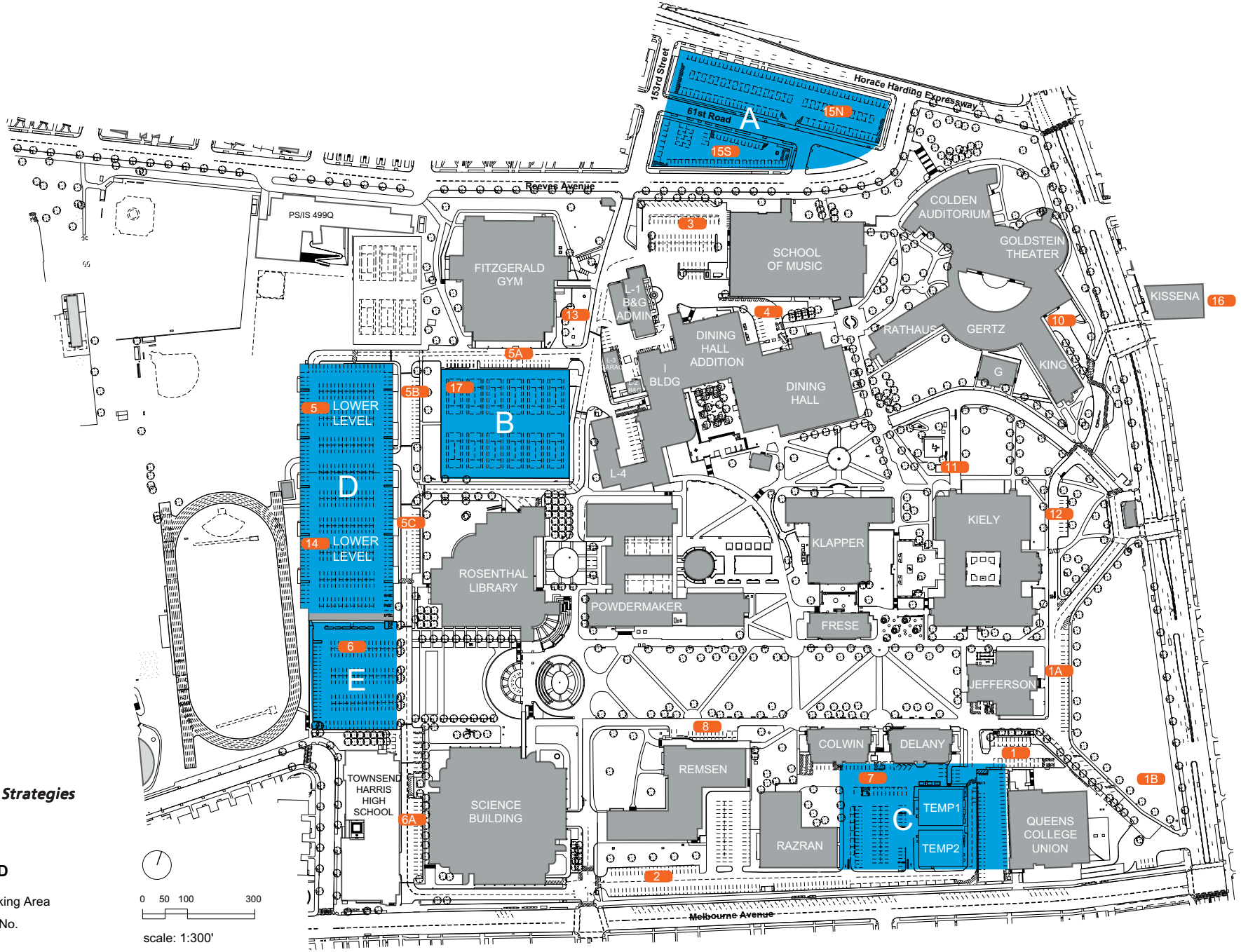


Fig. 41
Parking Strategies

E. PARKING STRATEGIES, continued

Disadvantages

- The triangular site and 15' front yard setback requirements produce a floor plan that is not ideal for parking.
- This parking garage may become the most visible College structure from the adjacent highway. The quality of the finishes and exterior design must rise to the occasion.
- Such a structure would require de-mapping portions of 61st Road and 154th Street.
- Three floors of above-grade parking (two enclosed, one rooftop) would be the most one could build before having to excavate below grade.

SITE B:

Construct below grade parking beneath the tennis courts
gross square footage: 98,350 sf per level
potential capacity: 327 cars per level (at 1 car / 350 sf)

Advantages

- Removes parking from view, while keeping it central to the campus.
- Results in no net loss in open space on campus.

Disadvantages

- Consolidates parking on the western side of campus, leaving the eastern half underserved.
- There is a high cost associated with such excavation, and a disruption in campus function during the period of construction.

E. PARKING STRATEGIES, continued

SITE C:

Construct any number of levels of parking beneath the New Science Building and adjacent plazas, possibly to include one level on grade (level with Melbourne Avenue).
gross square footage: 179,150 sf per level (including plazas; 66,000 sf only under new building)
potential capacity: 511 cars per level (at 1 car/350 sf; 188 cars under new building)

Advantages

- This below-grade parking could be linked to the lot in the basement of the Student Union.
- This parking could be directly accessed off Melbourne Avenue.
- The large rectangular floor plan is an efficient layout for parking.
- There's an economy of means in bundling parking construction with academic construction.
- The garage's roof deck could be landscaped into an attractive courtyard on grade with the current Quad.
- This new parking is virtually invisible to the larger campus and surrounding community.

Disadvantages

- The state does not fund the construction of new parking. Given the complexity of mixing funding sources, a viable implementation strategy will be challenging to achieve.
- About 130 parking spots are displaced while construction is underway.
- The net cost of the garage portion will increase to reflect the cost of the additional column strength needed to support the building above.
- The net cost of the building portion will increase due to the added complexity of placing an academic building atop a parking garage.

SITE D:

Add additional levels to the existing multi-level parking structure.
gross square footage: 116,765 sf per level
potential capacity: 362 cars per level (equal to lot 14)

E. PARKING STRATEGIES, continued

Advantages

- Allows for an economy of resources dedicated to parking, from attendants to security.
- The rectangular floor plan accommodates a maximum number of parking spots.
- If the campus takes shape around a new north quad, there's a great opportunity to design a structure that will become a prominent gateway to the school.

Disadvantages

- The existing parking structure must be structurally retrofit to accommodate the added load.
- Consolidates parking on the western side of campus, leaving the eastern half underserved.
- Even an addition constructed in stages will disrupt the largest locus of parking on campus.
- Blocks views to the west of campus.

SITE E:

Excavate and construct additional levels of parking below the lot west of the Orchard.
gross square footage: 53,000 sf per level
potential capacity: 151 cars per level

Advantages

- Will have no visual impact on the campus or surrounding community.
- The relatively efficient floor plan maximizes parking spots.
- There's an opportunity to link excavated levels with the parking below grade in the multi-level garage to the north.

Disadvantages

- Displaces 132 parking spaces while under construction.
- There is a high cost associated with such excavation.
- Parking is further concentrated on the west side of campus.
- This is a relatively small parcel compared to other available options.

E. PARKING STRATEGIES, continued

Option E1

As an alternate, the College could add approximately 120 parking spaces between rows of trees planted in the Orchard. This option would add much needed parking spaces without excessively detracting from the campus image. The trees will also have an environmental benefit in that they will reduce the heat-island impact that comes from concentrated areas of parking.

CONCLUSIONS: PREFERRED ALTERNATE AND ELIMINATION OF SMALL RANDOM LOTS

Alternate A is the Master Plan Team's preferred solution, representing a balance between feasibility and parking capacity. Option E would be a desirable addition as well, with alternate E1 particularly easy to achieve.

Although it may seem counterintuitive, the College would be well-advised to remove some of the smaller lots from service. While provision must be made for handicapped parking, most spaces in these lots serve an exceedingly small number of people while creating numerous points of pedestrian-vehicular conflict. For example, the 12 recently removed spaces in front of Remsen Hall represented less than 1% of the campus parking inventory but their removal has dramatically improved the appearance of that portion of the Quad. Similarly, the College should prohibit parking along the curved drive in front of G Building. The parallel parking and K-turn maneuvers required to use these spaces are hazardous for pedestrians crossing to King Hall and G Building. The same can be said of the 28 spaces between Fitzgerald Gym and the tennis courts, where cars must back out into the path of students exiting the Gymnasium. For aesthetic reasons, the College should consider removing the 22 spaces that separate the Student Union from Jefferson Hall. This site would be an ideal location for a plaza that ties the Student Union back to the campus rather than a parking lot that further severs that connection.

F. GATHERING SPACES

EXTERIOR SPACES

The Queens College campus has a number of attractive public areas that enrich students' experience while creating distinct places within a larger whole. It is the goal of the Master Plan Team to build on these strengths during future campus development. Classification of these spaces are proposed in the following manner:

Open Quadrangle

One of the defining features of the campus is the attractive large quadrangle used for formal events, such as commencement, as well as active recreation. Development on the north half of campus allow for a similar focal point that will tie new and existing buildings into a coherent whole and provide prominent sites for future development.

Courtyards

Several spaces on campus are enclosed by two or three buildings forming courtyards that allow sizeable groups of students to come together in informal settings. These spaces strengthen the social and academic fabric of a campus by providing intimately scaled places where ideas can be freely exchanged. Such spaces include the plaza (7) and the courtyard (3). We further propose these spaces be enlivened by locating satellite food service facilities (possibly as modest as a pushcart vendor). These plazas will range in size from 22,000 sf to 44,500 sf.

Redevelop existing plazas

1. ***Student Union Plaza.*** Despite the great need for parking on campus, one such outdoor enclosure could be developed between Delany Hall, Jefferson Hall and the Student Union. This plaza would play a role in the "new college front door" while serving as an outdoor room to the Union.

2. ***The Orchard***. Once the temporary structures on this site have been demolished, and provided this area is not developed for parking, it will be a prime location for a campus "back porch," given its proximity to the western parking lots. It could be an excellent space for passive recreation, marking a transition for students entering campus. Installing food service space on the second floor of Rosenthal enhances the concept of this area as a pause space.

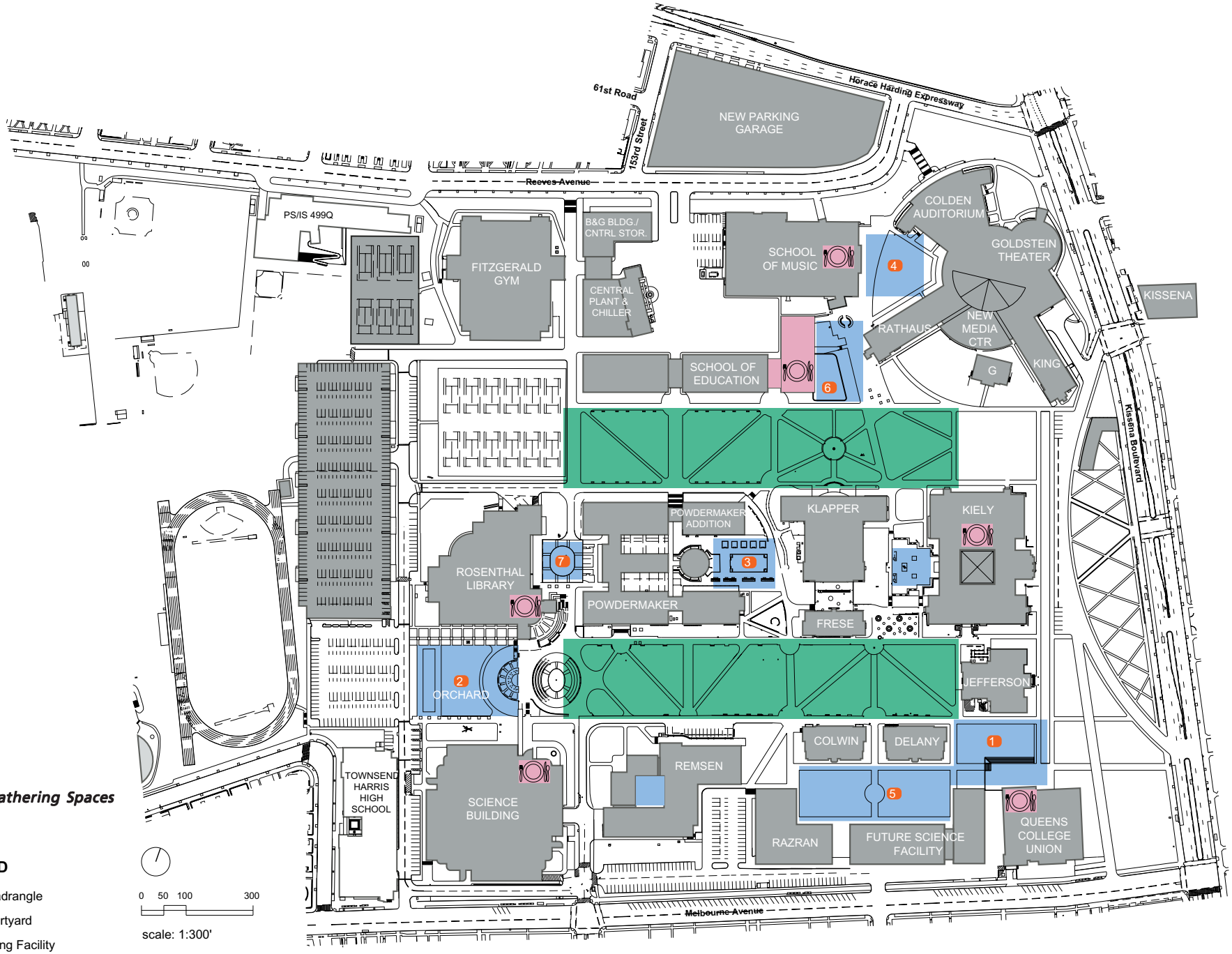


Fig. 42
Campus Gathering Spaces

F. GATHERING SPACES, continued

3. **The raised area between Powdermaker and Klapper**. The eventual reconstruction of the service corridor beneath Powdermaker Terrace and the Powdermaker Addition will provide numerous opportunities (cf.). Above grade, this work will provide the opportunity to create a quiet study court that could serve as an accessory to functions scheduled in the Campbell Dome.

4. **The eventual renovation of Rathaus Hall and Colden Center** will allow the College to activate the attractive yet underutilized lawn between that building and the School of Music. While the campus topography does not permit a sizable outdoor gathering space in front of Colden Auditorium, this space to the west could be reconceptualized as an outdoor forecourt for use before and after performances and events.

5. **The future Science Facility on the south side of campus** will enclose a new courtyard south of Colwin and Delany and would present opportunities to create an intimate courtyard.

6. **A reconstructed dining hall** provides the opportunity to create an adjacent outdoor dining terrace linking the new dining hall with the School of Music and Rathaus Hall.

7. Consistent with the open space strategy, a **courtyard** has been created between Rosenthal Library and Powdermaker Hall. This space accommodates a commissioned artwork.

Nodes

In addition to the aforementioned, the campus should be punctuated by a series of spaces where two or three people can stop and interact. An ensemble of kiosk, bench and wayfinding signage and bulletin boards should be an identifiable landscape feature. If these are designed and become a repeated element throughout the campus, they will make for a more consistent sense of place.

GATHERING SPACES: INTERIOR

Although the exact nature of campus interior spaces is best treated under the design of individual projects, the Master Plan recommends a general direction for the kinds of amenities the College should have, particularly in light of the fact that these spaces influence and draw from the use of their neighboring outdoor spaces.

F. GATHERING SPACES, continued

Indoor Plazas

Just as there are existing outdoor rooms, other spaces may be considered indoor plazas. If programmed properly, interior spaces measuring 500 NASF to 1,500 NASF can significantly enliven outdoor spaces that are set aside as plazas (measuring 20,000 sf – 40,000 sf). For example, a small indoor seating area next to an outdoor dining area means students can continue going to the same place for lunch even in inclement weather. Established patterns of use need not be interrupted. This holds true for study spaces or places where small groups of students might gather to review class notes. When both small and adjacent large spaces are active, a variety of spatial experiences within a given campus place come to life: more intimate places as well as large, open spaces. The College has already begun to install such spaces on campus with great success. The cafés in SB and Rosenthal have proven to be very popular alternatives that activate their building lobbies while offering great convenience to building occupants.

First floor rear of Jefferson: The large bays at the back of Jefferson suggest an inviting interior space that might spill out onto, and therefore enliven, the eastern end of the Quad. This space might be supported by an open lounge and meeting area, cart vending, and sinks.

School of Music: The atrium of the School of Music would make a logical place for pushcart vending of food and drinks. In addition to enlivening the atrium space, such a café could also serve to activate the plaza between the School of Music and the Colden Complex.

Kiely courtyard: This Master Plan has proposed that when Kiely Hall is reconfigured as a student services/ administration building, the interior courtyard should be roofed and the enclosed space used as a distribution point, café and lounge. A limited food service component on the interior could cross through the building to either the courtyard shared with Klapper or on the first floor north side of the building. Such an interior lounge area would prove useful if the first floor lecture halls are reconfigured for use as a conference center. Support areas might include sinks, storage, counters, and refrigerators.

2nd Floor Rosenthal library café: If the Graduate School of Library and Information Studies is relocated to another site, it would be possible to install a 1,200 NASF student lounge that opens directly onto the Orchard. Such a space might include only limited machine vending, although given its proximity to the parking garage and its back porch relationship to the campus, it might also include push-cart vending of prepared foods.

G. SITE CONDITIONS AND OPPORTUNITIES

TOPOGRAPHY

The topography of the campus presents several opportunities that might be explored with future campus development:

Main Quad (1)

It is recommended that the existing main quad be maintained largely as it is: a broad expanse of lawn with a strong axial relationship between Jefferson Hall and the Manhattan skyline. This formal quality should be strengthened with quality finishes and paving edging. Although the hemicycle at the west end has the potential to be a pleasant outdoor space, in its present form it severs the quad from the Orchard and athletic fields beyond. Consideration should be given to some limited modification to this end of the quad that preserves the views across to Manhattan but that ties the east and west sides of campus together.

South Campus (2)

The significant (up to 13 feet) grade change between the main quad and Melbourne Avenue presents a number of architectural opportunities. Any new building on this part of campus could have a main pedestrian entrance on grade with the campus quad and a separate vehicular/service entrance on grade with Melbourne. Raising the ground level even with the main quad could provide a significant amount of below-grade space without the attendant costs of excavation. Such space would be well-suited to parking or other vehicular service space. It could also be utilized for animal facilities for Life Sciences or another program that occupies a large floor-plate but does not require natural light.

New North Quad (3)

The Master Plan Team proposes replicating the shape of the main quad north of Powdermaker and Klapper Halls as a new north quad. Given the existing topography, this field would unfortunately not have comparable vistas to the Manhattan skyline. The focus of this new north quad would be the surrounding buildings and the landscaped areas that define it.

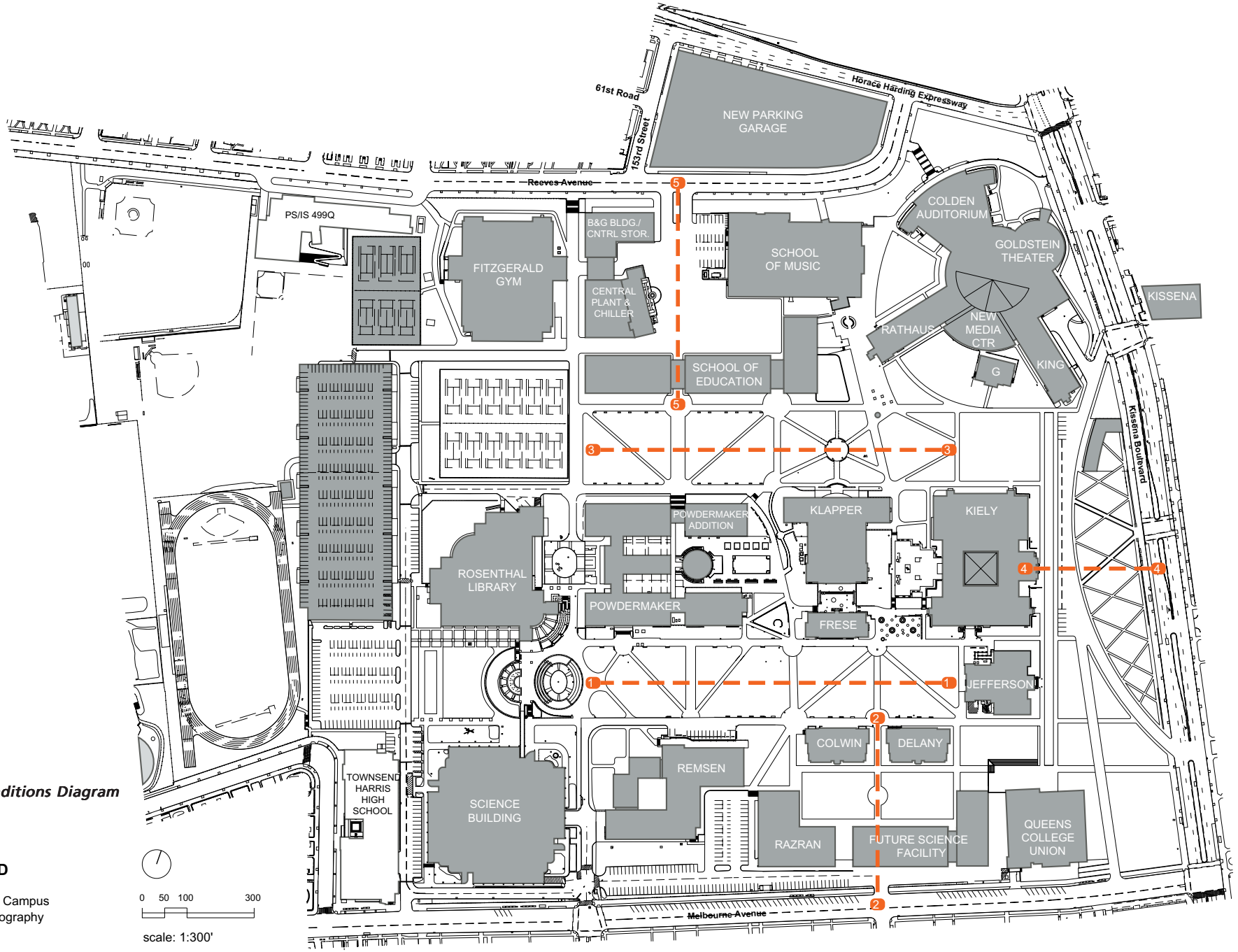


Fig. 43
Site Conditions Diagram

G. SITE CONDITIONS AND OPPORTUNITIES, continued

Campus Entry Drive (4)

The current front lawn along Kissena Boulevard should be reserved as a landscaped park. The Master Plan incorporates this zone into a cultivated green space defined by the arc of the new entrance drive. Given the raked angle at which this parcel is presented to the community, this site is a great opportunity for a formal place of passive recreation, a place to push a stroller or look back on the community. Although by necessity this area will have to be separated from pedestrian traffic along Kissena by fencing, the large pedestrian entry to the park can remain open, allowing use by local residents.

North Campus (5)

There is a similar differential in grade along the north edge of the campus. Any ground floor vehicular access to new construction in this area can effectively be hidden from view, particularly the service turnaround in front of the proposed new Buildings and Grounds building. Similarly, a pedestrian bridge could link the upper level of a new parking structure on lots 15S/15N with the entry-level entrance of Colden Auditorium.

G. SITE CONDITIONS AND OPPORTUNITIES, continued

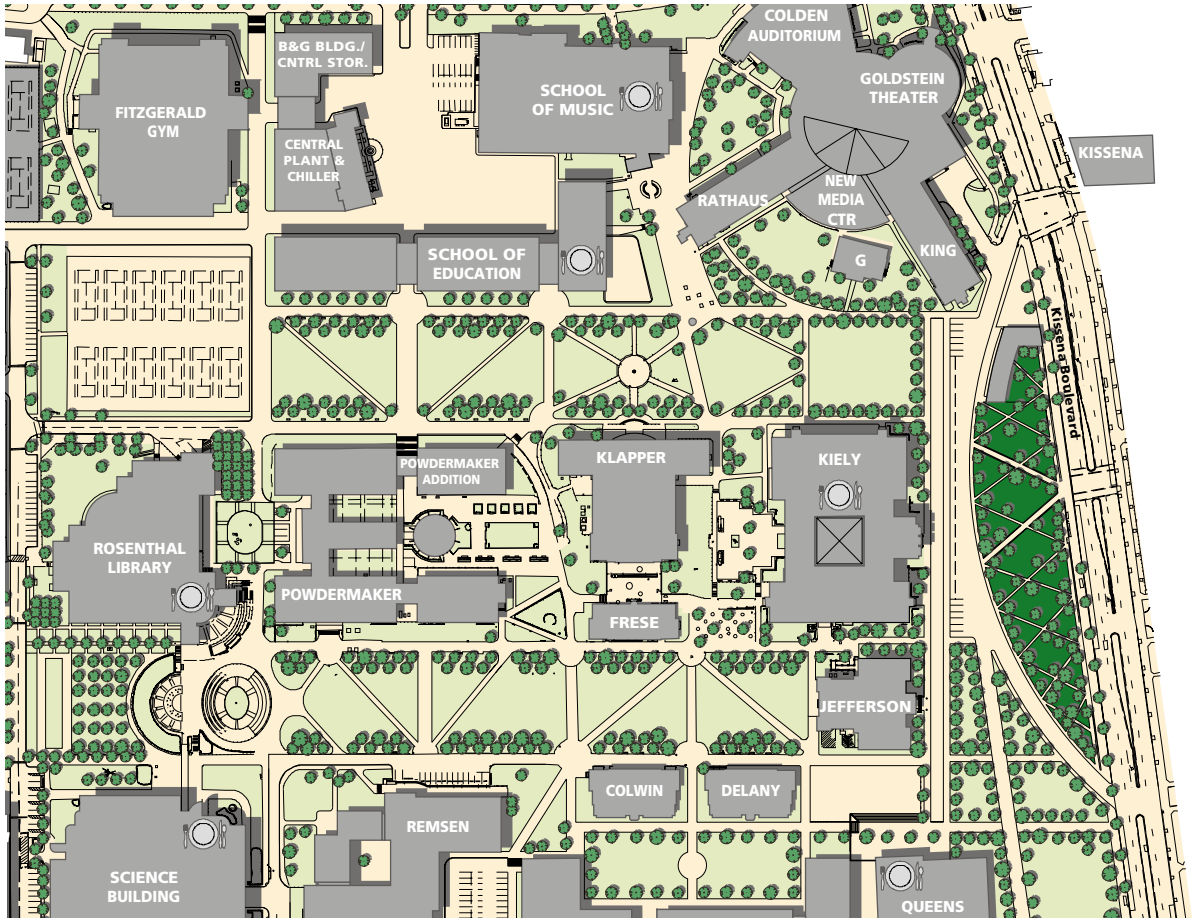


Fig. 44
Campus Entry Park

H. LANDSCAPE GUIDELINES

BACKGROUND

CUNY and Queens College have commissioned a number of planning documents that will influence the long-term look of the campus. These include:

Lighting Recommendations

prepared by Cosentini Associates Lighting Design
dated March 20, 1998
drawing on **Site Lighting Concepts**
prepared by The Saratoga Associates
dated March 1985

Chilled Water Rehabilitation Plan Engineering Report

prepared by Burns & Roe Enterprises
Draft Update Report dated January 31, 2001

Master Plan for Planting and Circulation

prepared by The Saratoga Associates
dated June 1985

The College should arrange for a comprehensive survey to include all campus site utilities and underground runs to aid in the eventual implementation of the Master Plan.

Although the development of a comprehensive and coordinated landscape design is beyond the scope of this Master Plan, it is important to lay out a schematic framework for what such a design should include. To this end, the Master Planning Team has compiled the following set of guidelines, which includes a list of the often-overlooked but essential design points on campus, and recommendations for how these might be considered to realize a consistent and attractive look on campus.

H. LANDSCAPE GUIDELINES, continued

SITE LIGHTING

The College has already invested significantly in the installation of a number of fixtures consistent with the 1985 and 1998 lighting plans. Generally, this provides for traditional turn-of-the-century lighting throughout most of the campus and more functional box-type lumieres at campus drives and parking lots. These plans do make allowance for site-specific lighting, as was installed on the ground floor around Rosenthal Library.

Implementation of these plans should continue. These lighting guidelines should be expanded to include security lighting, and this lighting should be treated within the established vocabulary of turn-of-the-century fixtures or box-lumieres rather than surface-mounted fixtures with exposed conduit.

The College should consider not removing all the mid-century modern aluminum lumieres with decorative steel trim and white dome globes, but rather, reserving some for areas adjacent to the 1950's buildings that will remain intact.

FINISH TREATMENTS

Building Facades

As the existing stucco buildings on campus are renovated, they should be finished in a color that is compatible in tone and color with the precast concrete finish of Powdermaker Hall and the white brick of the many 1950's buildings.

Exterior Metal

Handrails and guardrails should be manufactured of brushed stainless steel for that material's durability and ease of maintenance. When budget does not permit, and in those instances where metal handrails are already in place, color should be dark olive.

ADA Compliance

A number of site elements are required to comply with current accessibility standards, including handrails, guardrails, and ramps. The College would benefit from developing a set of standards on the treatment for each of these elements, in a way that contributes to the overall image of the school. These standards should include the following: standards for color differentials for signage for people with limited but partial vision; standard profiles for signage incorporating Braille text; a standard vocabulary of tactile surface treatments to indicate transitions, including grade changes.

H. LANDSCAPE GUIDELINES, continued

Paving

Main Promenade

The main promenade flanking the campus drive should serve as the campus' formal front door and it should therefore be finished in elegant, durable materials appropriate to an institution such as Queens College. Appropriate materials include decorative stone, e.g. granite or limestone pavers flanked with a concrete or cast stone border.

Primary Pedestrian Corridors

Paving along these routes should be durable enough to support the weight of on-campus materials distribution vehicles, the heaviest likely being the College's garbage truck. Specifically, the following vehicles will likely have occasion to drive along primary pedestrian corridors:

- fire trucks
- bucket trucks to change lightbulbs
- pick-up trucks with plows for snow removal

Ideally, cast composite paving materials such as concrete or asphalt blocks with granite cobblestone or cast curb trims would be used for these high-profile walks. In the interim, the College could pave these drives in asphalt edged with this same granite or cast curb trim, transitioning to pavers as funds become available. Service accessories including manholes and drainage grates should be coordinated with other site furniture (benches, lamp standards, etc.). Depending on their eventual route, these primary pedestrian corridors may require manholes for accessing the campus chilled water loop as well.

Secondary Pedestrian Corridors

Several concrete sidewalks require no special edging or other treatment. Design guidelines recommend where these paths cross primary pedestrian corridors, a change in materials is necessary.

Pathways

Pathways on campus should be asphalt, but edged appropriately according to context. More heavily trafficked campus walks would benefit from a concrete or stone edging, while areas around the athletic fields should be edged in a commercially available rubberized material that recovers if driven over.

Campus Perimeter

The College should also consider the appearance of the sidewalks and tree pits that surround the campus. Although generally in adequate condition there are several areas in high-visibility locations where the area between where the street ends and the sidewalk begins has grown into a scrub zone of weeds and loose cobblestones. The College may consider pressing the City to restore the cobblestones, or to pave these areas evenly.

H. LANDSCAPE GUIDELINES, continued

Edging

The College would greatly benefit from a low border edging at key pathways to channel pedestrian circulation. This is particularly the case around the Dining Hall, the School of Music, and certain portions of the quad where stray traffic has worn away the grass turf, leaving dusty dirt patches. This low fencing could consist of posts spaced 6'-10' apart with chain stretched between that will limit general cross-traffic while permitting students to climb over to sit on the lawn. These chains should sit no higher than 27" off the ground level to comply with ADA restrictions on barriers to paths of travel. This system of low fencing should either be painted black or green to retreat visually.

SITE FURNITURE

The campus would greatly benefit from a consistent vocabulary of site furniture. The recent improvements to the main quad, including new lighting and seating, demonstrate how such a consistent vocabulary can tie the campus together. These pieces should be manufactured of quality materials, preferably pre-engineered, and designed to withstand years of student use and exposure to the elements but requiring minimal maintenance. Flat plank and standing plank benches (similar to those next to "I" Building) should be removed. If maintenance of painted wood units proves impossible, the College should consider installing slats made of recycled plastic in a resin matrix.

While consistency is an important objective, there is room for variety on campus, particularly immediately adjacent to buildings. Given the wide variety of building types, any adjuct exterior spaces should accommodate street furniture that harmonizes with the parent building. Nonetheless, over time freestanding campus furniture should be updated to the Queens College standard.

Proposals for specific elements include the following:

Garbage/Recycling Receptacles

There are currently three kinds of garbage receptacles used on campus: a cast pebble panel over metal structure, woven wire mesh and bright blue recycling bins. A number of metal cans exist on the market today that would present a more dignified look. Although electric blue is well-suited to emergency call boxes, recycling bins would be better off if finished consistent with the remaining painted metal on campus or painted black to retreat visually and simply labeled for the type of recycling (paper, glass/metal, etc.) with the recycling symbol. This visual clarity is important if the College positions garbage bins in the middle of open plazas (i.e., the area between "I" Building and the Dining Hall).

H. LANDSCAPE GUIDELINES, continued

Pay Phones

There are very few outdoor pay phones on campus, and these are awkwardly sited. The College should develop an overall plan of where these amenities should be found, preferably in the lobbies of buildings but in discreet banks screened from the noise of passing traffic. For those located outdoors, the College may consider developing a standard design that protects users from the elements, can be identified from a distance and yet visually retreat. When placing phones on campus, it should be forbidden to string exposed conduit across the faces of campus buildings.

Emergency Call Boxes

The campus has implemented a consistent system of call boxes around campus, appropriately called "blue boxes". Their distinct color and design make them immediately recognizable, yet they are sufficiently neutral so as to not be visually intrusive.

Tree Pits and Tree Grates

The College should develop a vocabulary of tree pits and tree grates, particularly for high-visibility locations on campus, such as the plaza between I Building and the Dining Hall. There is a wide variety of such products commercially available, although these are opportunities for customization, either an administration-sanctioned design or a student-initiated design. Given the high cost of installation, it is not worth adding such treatment around the entire campus perimeter, with the possible exception of the Kissena Avenue frontage.

Bike Racks

A limited number of bike racks are necessary at certain high-visibility locations. Given few students who commute this way, this number can probably be quite low. Bike racks should be consistent in look and finish with the remaining painted metal on campus. For ease of installation, the College should consider a rack with only two anchor points, but with rails of sufficient depth to support a bike from tipping over. There are models that incorporate a row of seating along one side that serves to screen stored bicycles from view.

H. LANDSCAPE GUIDELINES, continued

Screening for Garbage and Outdoor Storage

No matter how carefully planned a system of garbage collection the College implements, some sort of trash dumpster screening will be necessary. Although each location will be unique, materials should always relate to the adjacent building. Materials should also be durable, resistant and of a level of quality that belies their intended use. Such screenings should also be constructed to block views of outdoor storage, such as the salt pile.

Bus Shelter

Although not their responsibility, the College should consider the design and installation of custom "Queens College" bus shelters on Kissena Boulevard and Melbourne Avenue that can accommodate students that commute by City bus. At peak times there are upwards of fifty people waiting. Such a shelter is yet another opportunity to set a tone of a campus front door, and could incorporate campus/neighborhood maps, "Welcome" signage and directions to the Visitors Information Center.

Pedestrian Signage

Although there is some limited signage on campus, the College would benefit from the development of a comprehensive graphics plan consisting of a set palette that functions at a variety of scales. These should include the following:

multi-pane directional placards: a set palette of signs at varying scales including large multi-pane placards to be located at key campus entrance points (e.g., next to Jefferson). These will include a campus map and signage to principal campus destinations, all nearby buildings, and possibly important campus offices, including the Welcome Center and Campus Security. Depending on their location, these might include integral seating or pay phones.

single-pane directional placards to be located at campus intersections. These should list all adjacent buildings and significant departments in the vicinity.

building signage (lawn): The current standard is for metal standard, black placard with white Helvetica lettering building signage.

building signage (facade): The College should set a standard for font and size of stainless steel pin lettering to be located at a consistent location on all campus buildings.

H. LANDSCAPE GUIDELINES, continued

Electronic Wayfinding: The College should also consider an electronic touch screen display system for campus wayfinding. This system could be linked to the campus directory so visitors can locate either campus offices or staff. This system might also be tied to the campus phone system so visitors can contact people directly on campus.

TRAFFIC AND PERIMETER CONTROL ELEMENTS

Bollards

The Master Plan has proposed that only Buildings and Grounds crew be allowed to drive on campus, and even then at limited times. Enforcement of this policy would be greatly facilitated by the installation of removable bollards at several key locations, for example, just inside the Melbourne Avenue Gate, between SB and Remsen. Any new bollards should be more delicate and less visually intrusive than those south of Rosenthal Library. There are a number of commercially available candidates for both fixed and removable bollards.

Speed bumps, parking curbs, bumper corners

The College should select an integrated system of parking control devices, including speed bumps, parking curbs and bumper corners to enhance the look and function of the parking lots. There are a number of commercially available systems, generally made of recycled rubber, that can be stocked and installed as needed. Because the color is integral to the rubber, these purchased items will not fade or degrade as do the current asphalt bumps and curbs. Although there are some speed bumps on campus, campus security believes they are too low and spaced infrequently to enforce compliance with the campus speed limit of 5 mph.

Fences

A frequent complaint of campus security personnel is the inability to control the perimeter of the campus. Although there are brief stretches of wrought-iron fencing, most of the campus edge is bounded by chain-link fencing, at certain points set above concrete wall.

The principal functional problem of this chain-link fencing is that it can be cut, allowing anyone access to the campus. As a long-term goal of campus security is to have the ability to close all but certain designated

H. LANDSCAPE GUIDELINES, continued

entrance points, the Master Plan Team recommends the campus install a more durable and attractive system of fencing.

There are a number of commercially available products that would enhance the appearance and security of the campus. The Master Plan Team recommends two kinds of fencing:

- ***Decorative wrought-iron fencing set in a brick and concrete base flanking high-visibility campus entry points.*** This fencing should be installed along the Kissena Avenue frontage and adjacent to all high-profile entrances. This potentially signature element for the College should be interrupted at intervals by brick piers to visually break up long runs.
- ***Functional steel fencing of panel assemblies attached to steel posts set in a concrete base.*** These are foreseen as a more affordable but still attractive variation of the wrought-iron fence described above, but installed more widely around the campus.

Piers to flank entrances

These should have attached lighting and terminate runs of fencing. These piers should be designed in tandem with a system of perimeter signage for a consistent look. Careful consideration should be given these elements as they will become the campus' front door. These piers should harmonize with the multi-globe turn-of-the-century lumieres.

Wrought-iron lockable gates

These should be designed to harmonize with both the flanking piers and the adjacent fencing. The campus may consider investing in a number of removable bollards to limit vehicular access at certain locations at certain times (e.g., commencement).

Guard booths

These should include CATV displays from cameras monitoring unguarded access points. They should be protected from the weather but allow 360° visual surveillance. Furnishings should include a stool that positions the security officer high enough to see even when seated. Equipment should include two-way radio communication with central campus security as well as the other guard stations on campus, a voice phone line connected to the campus system, and voice connections to the appropriate emergency response lines (police, fire, etc.). Air conditioning should be discreetly incorporated into the design.

H. LANDSCAPE GUIDELINES, continued

Given the quantity of booths around campus and the likelihood they will serve, in part, for visitor orientation, booths should be designed to harmonize with entry piers, signage and lighting to set a tone. There are a number of pre-engineered products on the market that can serve this purpose.

Video monitors

Remote cameras should be evaluated for aesthetics as well as functionality. There are a number softball-sized wide angle cameras available that allow surveillance without being visually intrusive. Conversely, the College may determine highly visible cameras dissuade illegal activity.

VII. Implementation

VII. Implementation

A. OVERVIEW

Having examined what the College seeks to accomplish and how these various projects relate to one another, chapter VII will examine the cost implications for the various short- and intermediate-term projects to understand the magnitude of total need. Next, we will illustrate the aforementioned scenarios to see how the campus might evolve over the years. Finally, we will examine the "ultimate" campus confirm the validity of the recommended strategies for redevelopment.

Jefferson Hall Entry Detail

B. COST ANALYSIS

The cost analysis lists short-term, intermediate-term, and long-term Master Plan projects. Short-term projects include those that can be readily achieved before the State Capital budget in 2009. These projects have either already been funded or are of a manageable scale for the College to achieve through other means. Intermediate-term projects are planned for FY2009 through FY2014. The College should prioritize them to determine which can most likely be funded from alternate sources and seek State funding for the rest. Long-term projects are those that have an indefinite time frame. Needless to say, the farther we look into the future, the more conjectural the estimates.

Although unit prices have been given as of April 2005, it will be important to keep costs of escalation in mind when planning for project implementation. Currently, CUNY is using an annual factor of 3% for escalation. It is the recommendation of the Master Plan Team that a 6% to 10% annual escalation more accurately reflects current trends. It should also be noted that pricing does not include "soft" or project costs that can nearly equal construction costs, such as the following:

- site preparation
- design and installation of telecom systems
- design and project management fees
- furniture, fixtures and equipment (FF&E)

Fig. 45: Cost Analysis Breakdown

ADMINISTRATION AND STUDENT SERVICES

		Project Area (NASF)	Project Area (GSF)	Unit Cost April '05	Const. Costs
Short Term					
1.1	Relocate program from Kiely 220-236	3,140 sf	3,925 sf	$200/sf	$0.8 million
1.2	Renovate portions of Kiely 2 for One-Stop Student Services	3,140 sf	3,925 sf	$225/sf	$0.9 million
Intermediate Term					
1.3	Create Center Orientation Court on Kiely 1	7,460 sf	12,433 sf	$200/sf-$400/sf	$3.7 million
1.4	Move Bursar, Registrar and Financial Aid to Kiely	15,100 sf	23,231 sf	$200/sf	$4.6 million
1.5	Renovate portions of Kiely for Continuing Ed	3,250 sf	5,000 sf	$200/sf	$1.0 million
1.6	Renovate "G" Building for Child Development Center	4,940 sf	12,909 sf	$350/sf	$4.5 million
Long Term					
1.7	Renovate portions of Jefferson for public functions	18,150 sf	29,948 sf	$350/sf	$10.5 million
1.8	Demolish Temp 1	5,815 sf	7,945 sf	$20/sf	$0.2 million

DIVISION OF MATHEMATICS AND NATURAL SCIENCES					
Short Term					
2.1	Build Addition to Remsen	12,500 sf	25,600 sf	$530/sf	$13.6 million
2.2	Renovate part of Remsen for Biochemistry	5,000 sf	7,692 sf	$375/sf	$2.9 million
2.3	Renovate part of Remsen for CBNS	4,700 sf	7,231 sf	$348/sf	$2.5 million
Intermediate Term					
2.4	Move Math out of Kiely	9,350 sf	11,687 sf	TBD	TBD
2.5	Renovate portions of Remsen 3 for FNES	5,200 sf	8,000 sf	$375/sf	$3.0 million
2.6	Renovate portions of Remsen for Biology from Colwin	10,700 sf	16,462 sf	$500/sf	$8.2 million
Long Term					
2.7	Carry out Sciences/Razran Feasibility Study	NA	NA	NA	NA
2.8a	Build Physical Sciences Building	92,200 sf	153,667 sf	$530/sf	$81.4 million
2.8b	Build Life Sciences Building	94,100 sf	156,833 sf	$530/sf	$83.1 million
2.9a	Renovate Razran	31,356 sf	55,297 sf	$250/sf	$13.8 million
2.9b	Replace Razran	32,000 sf	56,000 sf	$400/sf	$22.4 million
DIVISION OF ARTS AND HUMANITIES					
Short Term					
3.1	Repair portions of Klapper 1	1,200 sf	1,846 sf	$200/sf	$0.4 million
3.2	Move Speech Clinic to Kissena from Gertz	3,050 sf	4,692 sf	$325/sf	$1.5 million
Intermediate Term					
3.3	Demolish Gertz	5,496 sf	7,700 sf	$29/sf	$0.2 million
3.4	Renovate Colwin for Honors & Linguistics Centers	20,600 sf	30,430 sf	$350/sf	$10.7 million
3.5	Build New Black Box Theater/Media Studies Center	4,125 sf	7,500 sf	$650/sf	$4.9 million
3.6	Renovate parts of Rathaus for Drama, Theatre & Dance	11,348 sf	17,458 sf	$250/sf	$4.4 million
3.7	Demolish Temp 2	5,335 sf	7,872 sf	$20/sf	$0.2 million
3.8	Renovate King in stages for classrooms	5,500 sf	8,462 sf	$325/sf	$2.8 million
3.9	Renovate Jefferson for Ctr. for Area & Ethnic Studies	12,590 sf	19,369 sf	$350/sf	$6.8 million
Long Term					
3.10	Upgrade Colden Auditorium and Goldstein Theater	44,071 sf	78,718 sf	$350/sf	$27.6 million
DIVISION OF SOCIAL SCIENCES					
Intermediate Term					
4.1	Build Classroom Addition to Powdermaker	50,000 sf	83,333 sf	$400/sf	$33.3 million
	Renovate space in Colwin for BALA (see 3.5)				
Long Term					
4.2	Renovate vacated spaces in Powdermaker for Social Sciences	32,160 sf	53,064 sf	$200/sf	$10.6 million
DIVISION OF EDUCATION					
Intermediate Term					
	Build Classroom Addition to Powdermaker (see 4.1)				
Long Term					
5.2	Build Phase 1 of Division of Education Building	70,000 sf	116,667 sf	$400/sf	$46.7 million
5.3	Build Phase 2 of Division of Education Building	70,828 sf	118,047 sf	$400/sf	$47.2 million
SHARED FACILITIES					
Short Term					
6.1	Renovate weight and training facilities in Fitzgerald	3,000 sf	4,615 sf	$275/sf	$1.3 million
Intermediate Term					
6.2	Renovate former FNES space in Fitzgerald for athletics	2,300 sf	3,538 sf	$275/sf	$1.0 million
6.3	Renovate former GSLIS space for library expansion	4,927 sf	7,580 sf	$300/sf	$2.3 million
6.4	Expand food service in Student Union	1,500 sf	2,308 sf	$350/sf	$0.8 million
6.5	Create café in School of Music courtyard	1,500 sf	2,308 sf	$350/sf	$0.8 million
6.6	Demolish Dining Hall	37,562 sf	46,298 sf	$29/sf	$1.3 million
6.7	Install new chilled water loop				
Long Term					
6.8	Demolish Dining Hall Addition	31,682 sf	43,015 sf	$50/sf	$2.2 million
6.9	Build New Campus Plant Building	47,050 sf	58,813 sf	$500/sf	$29.4 million
6.10	Demolish "L" Buildings	9,995 sf	11,035 sf	$50/sf	$0.6 million
6.11	Create New Entry Drive	NA	NA		$3.0 million
6.12	Build New Parking Structure on Lots 15S and 15N				

Fig. 46: Rendering of future addition to Remsen Hall.

C. SHORT-TERM PROJECTS (THROUGH 2009)

The site plan on the facing page shows the Queens College campus in 2009 with full implementation of its short-term plan. A new addition will have been built adjacent to Remsen Hall that will provide state-of-the-art chemistry teaching and research labs. The addition will allow the College to leverage a significant amount of space in Remsen to facilitate a phased renovation of the building and reuse for other purposes. A one-stop center has been installed in Kiely Hall, the first in a series of projects that will see that building redeveloped with consolidated student services in the base and administrative offices in the tower. Similarly, the College has completed Phase I in the effort to develop a contemporary Wellness Center in Fitzgerald. Other incremental improvements and relocations have taken place to enable future expansion as enrollment grows.

		Project Area (NASF)	Project Area (GSF)	Unit Cost April '05	Construction Costs
1.1	Relocate program from Kiely 220-236	3,140 sf	3,925 sf	$200/sf	$0.8 million
1.2	Renovate portions of Kiely 2 for One-Stop Student Services	3,140 sf	3,925 sf	$225/sf	$0.9 million
2.1	Build Addition to Remsen	12,500 sf	25,600 sf	$530/sf	$13.6 million
2.2	Renovate part of Remsen for Biochemistry	5,000 sf	7,692 sf	$375/sf	$2.9 million
2.3	Renovate part of Remsen for CBNS	4,700 sf	7,231 sf	$348/sf	$2.5 million
3.1	Repair portions of Klapper 1	1,200 sf	1,846 sf	$200/sf	$0.4 million
3.2	Move Speech Clinic to Kissena from Gertz	3,050 sf	4,692 sf	$325/sf	$1.5 million
6.1	Renovate weight and training facilities in Fitzgerald	3,000 sf	4,615 sf	$275/sf	$1.3 million

Indicates projects with state appropriations in place

Fig. 47
Short-Term Projects (through 2009)

D. INTERMEDIATE-TERM PROJECTS (2009-2014)

The campus will continue to evolve as an addition to Powdermaker Hall will add those kinds of spaces most needed to accommodate the projected growth in enrollment, facilitate an upgrade to aging facilities and provide contemporary teaching technologies. Three different scenarios have been posited for the renovation of the King/Rathaus/Gertz complex to increase the likelihood of project implementation. Thanks to preparatory work done in previous years, phased renovations can continue in Fitzgerald, Kiely and Remsen Halls. Furthermore, older legacy buildings such as Colwin and Jefferson can be adapted to more appropriate uses. Efficiencies of scale are realized through consolidation while other programs more suited to off-campus or stand-alone buildings are relocated. Lastly, preparations are made so that, in the next phase, the College is in a position to address the needs of such shared facilities as the campus plant buildings and dining facilities.

		Project Area (NASF)	Project Area (GSF)	Unit Cost April '05	Construction Costs
1.3	Create Center Orientation Court on Kiely 1	7,460 sf	12,433 sf	$200/sf-$400/sf	$3.7 million
1.4	Move Bursar, Registrar and Financial Aid to Kiely	15,100 sf	23,231 sf	$200/sf	$4.6 million
1.5	Renovate portions of Kiely for Continuing Ed	3,250 sf	5,000 sf	$200/sf	$1.0 million
1.6	Renovate "G" Building for Child Development Center	4,940 sf	12,909 sf	$350/sf	$4.5 million
2.4	Move Math out of Kiely	9,350 sf	11,687 sf	TBD	TBD
2.5	Renovate portions of Remsen 3 for FNES	5,200 sf	8,000 sf	$375/sf	$3.0 million
2.6	Renovate portions of Remsen for Biology from Colwin	10,700 sf	16,462 sf	$500/sf	$8.2 million
3.4	Demolish Gertz	5,496 sf	7,700 sf	TBD	$0.2 million
3.5	Renovate Colwin for Honors & Foreign Languages	20,600 sf	30,430 sf	$350/sf	$10.7 million
3.6	Build New Black Box Theater/Media Studies Center	4,125 sf	7,500 sf	$650/sf	$4.9 million
3.7	Renovate parts of Rathaus for Drama, Theatre & Dance	11,348 sf	17,458 sf	$250/sf	$4.4 million
3.8	Demolish Temp 2	5,335 sf	7,872 sf	$20/sf	$0.2 million
3.9	Renovate King in stages for classrooms	5,500 sf	8,462 sf	$325/sf	$2.8 million
3.10	Renovate Jefferson for Area & Ethnic Studies	12,590 sf	19,369 sf	$350/sf	$6.8 million
4.1	Build Classroom Addition to Powdermaker	50,000 sf	83,333 sf	$400/sf	$33.3 million
5.1	Rnovate portions of Kissena for clinical components	5,000 sf	7,692 sf	$325/sf	$2.5 million
6.2	Renovate former FNES space in Fitzgerald for athletics	2,300 sf	3,538 sf	$275/sf	$1.0 million
6.3	Renovate former GSLIS space for library expansion	4,927 sf	7,580 sf	$300/sf	$2.3 million
6.4	Expand food service in Student Union	1,500 sf	2,308 sf	$350/sf	$0.8 million
6.5	Create café in School of Music courtyard	1,500 sf	2,308 sf	$350/sf	$0.8 million
6.6	Demolish Dining Hall	37,562 sf	46,298 sf	$29/sf	$1.3 million
6.7	Install new chilled water loop				

Fig. 48
Intermediate-Term Projects (2009-2014)

E. LONG-TERM SCENARIO (BEYOND 2014)

In the long term the College will continue to build for capacity while replacing and renovating its existing inventory. On the south side of campus, the demolition of Temps 1 and 2 will clear a site for a future science facility. At the appropriate time a feasibility study should be carried out that evaluates the viability of Razran Hall and determines whether the new building should be dedicated to the physical or life sciences. On the north side of campus, the demolition of the Dining Hall will allow the College to build Phase 1 of its new Division of Education Building that will include ground floor dining facilities and replacement space for OCT space currently in I Building. Once Phase 1 is in place the College can demolish I Building and the Dining Hall Addition to allow construction of Phase 2 of the Division of Education Building. Nearby, the College will replace the various L Buildings with a consolidated Campus Service Building and install a chilled water service loop. To the north, a new multi-level parking structure will reduce the quantity of parking displaced into the surrounding community. Major interior renovation projects will continue in Colden Center and Jefferson Hall. Both Colden Auditorium and the Goldstein Theater will receive new auditorium seating and finishes, along with new building systems including HVAC and theatrical lighting and controls. In Jefferson, portions of the first and second floors will be renovated to create a series of public spaces consistent with the existing Wellness Center and Alumni Offices.

		Project Area (NASF)	Project Area (GSF)	Unit Cost April '05	Construction Costs
1.7	Renovate portions of Jefferson for public functions	18,150 sf	29,948 sf	$350/sf	$10.5 million
1.8	Demolish Temp 1	5,815 sf	720 sf	$20/sf	$0.2 million
2.7	Carry out Sciences/Razran Feasibility Study	na	na		
2.8a	Build Physical Sciences Building	92,200 sf	153,667 sf	$530/sf	$81.4 million
2.8b	Build Life Sciences Building	94,100 sf	156,833 sf	$530/sf	$83.1 million
2.9a	Renovate Razran	31,356 sf	55,297 sf	$250/sf	$13.8 million
2.9b	Replace Razran	32,000 sf	56,000 sf	$400/sf	$22.4 million
3.11	Upgrade Colden Auditorium and Goldstein Theater	44,071 sf	78,718 sf	$350/sf	$27.6 million
4.2	Renovate vacated spaces in Powdermaker for Social Sciences (to be performed after 5.2 & 5.3 are accomplished)	32,160 sf	53,064 sf	$200/sf	$10.6 million
5.2	Build Phase 1 of Division of Education Building	70,000 sf	116,667 sf	$400/sf	$46.7 million
5.3	Build Phase 2 of Division of Education Building	70,828 sf	118,047 sf	$400/sf	$47.2 million
6.8	Demolish Dining Hall Addition	31,682 sf	43,015 sf	$50/sf	$2.2 million
6.9	Build New Campus Plant Building	47,050 sf	58,813 sf	$500/sf	$29.4 million
6.10	Demolish "L" Buildings	9,995 sf	11,035 sf	$50/sf	$0.6 million
6.11	Create New Entry Drive	na	na	na	$3.0 million
6.12	Build New Parking Structure on Lots 15S and 15N				

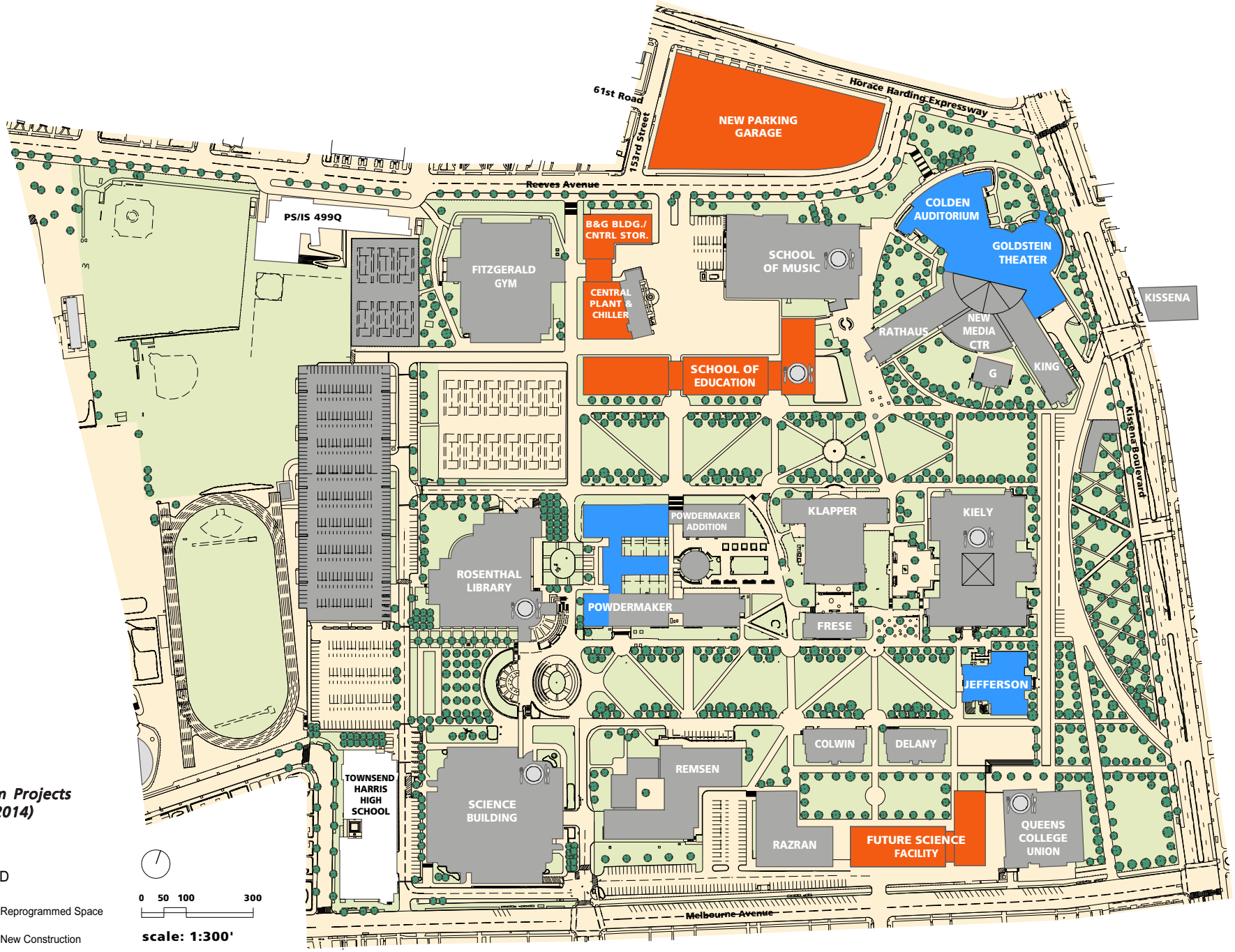


Fig. 49
Long-Term Projects (Beyond 2014)

VII. Implementation

Queens College May 2005

Fig. 50
Existing Queens College Campus
May 2005

Queens College Plan, Fully Implemented

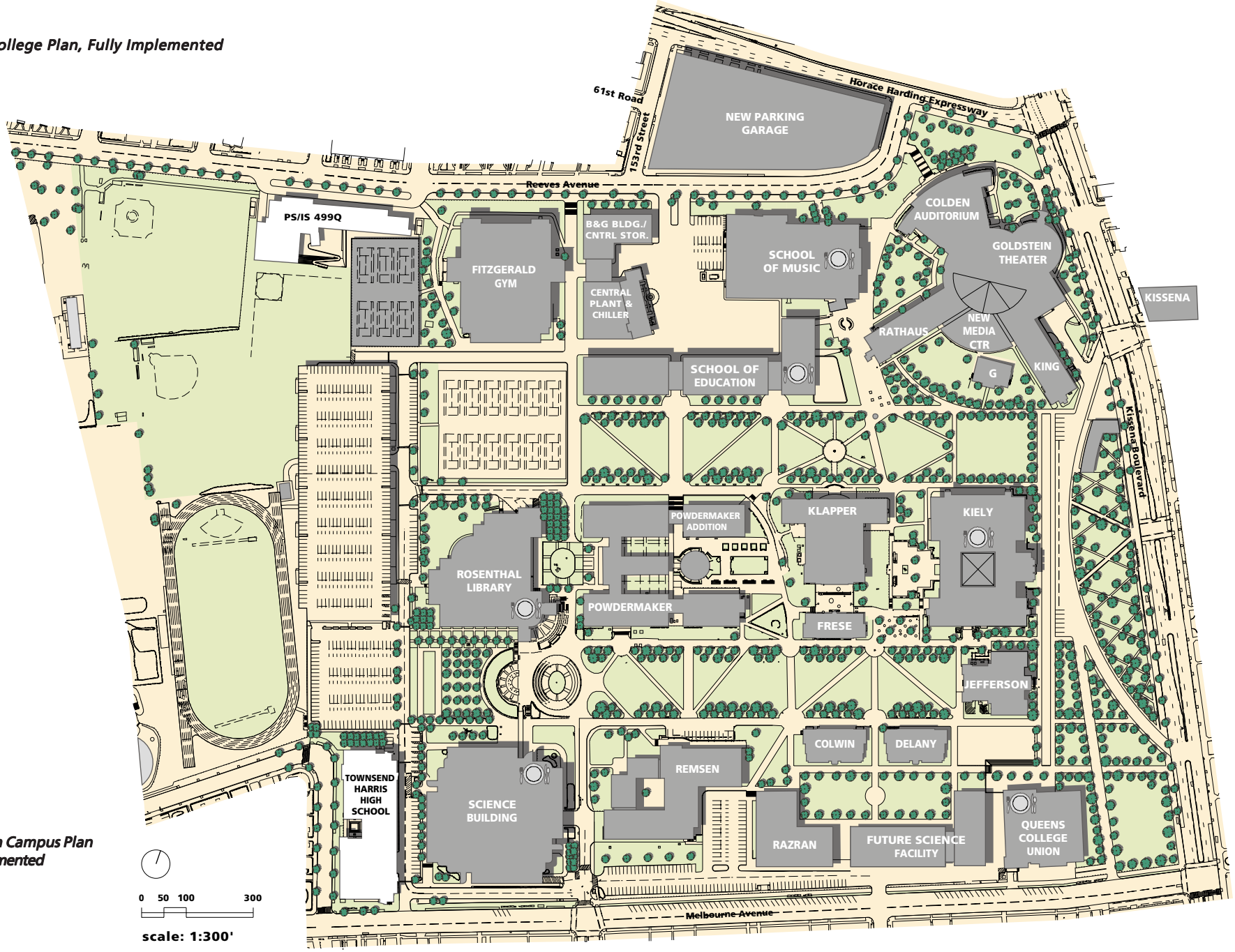


Fig. 51
Long-Term Campus Plan fully implemented

VII. Implementation

Appendices

Queens College Master Plan Update

prepared for:
The City University of New York
The Dormitory Authority of the State of New York

Appendix 1: Opportunities and Constraints

Approved by the Board of Trustees of The City University of New York
February 27, 2006

Mitchell | Giurgola Architects, LLP
Scott Blackwell Page, Facility Programming Consultant

This document is the first of several chapters of the Queens College master plan report, under development by *Mitchell/Giurgola Architects, LLP* for the City University of New York and Queens College. In this phase we have studied the campus from the point of view of its history, present physical condition and architectural character.

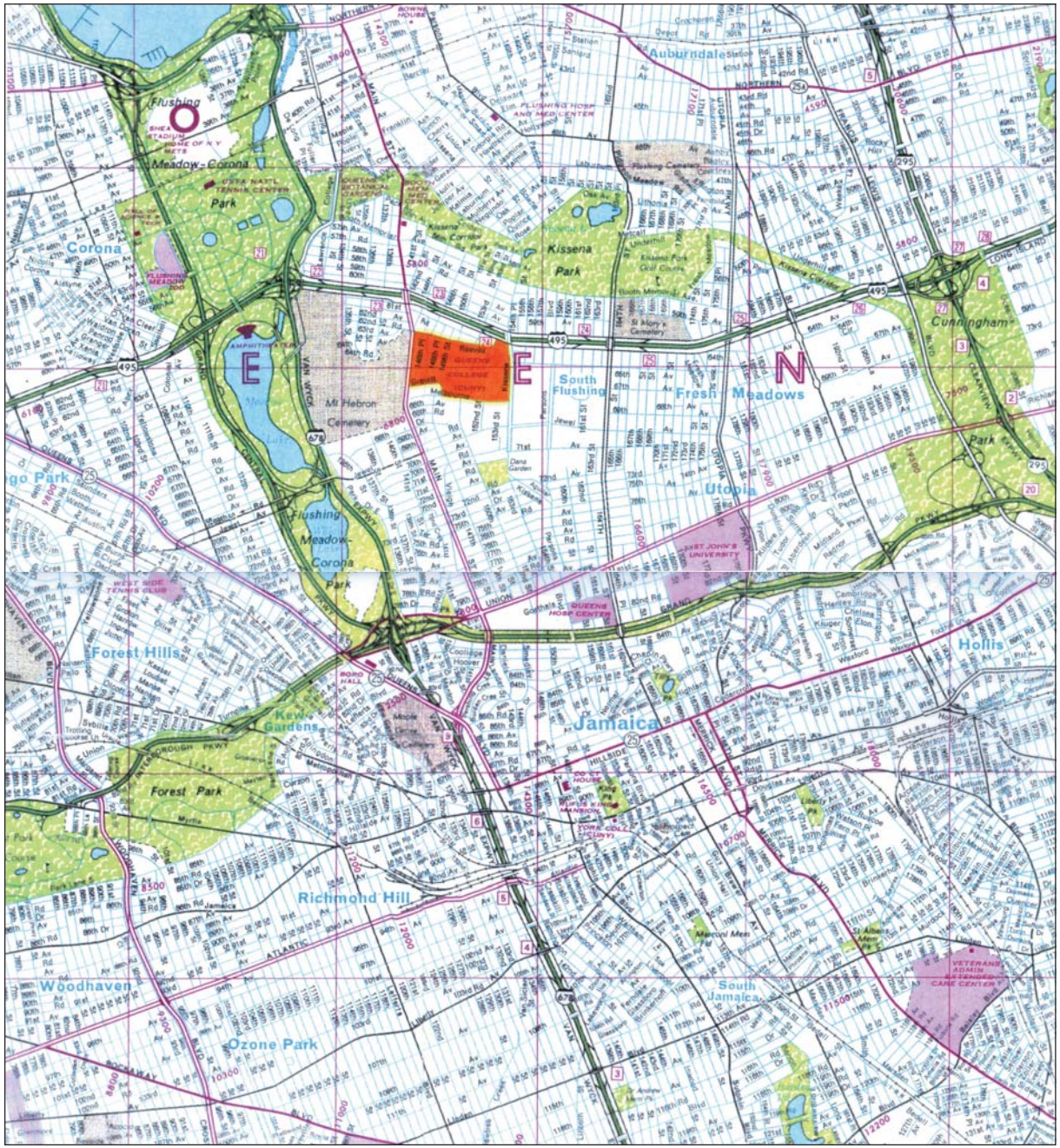
The opportunities and constraints that the college and the design team will have to work with are outlined in the sixteen separate analyses in this report. We have researched the campus history, its status in the Flushing community, access to the campus, and the physical condition of areas immediately adjacent to the campus. We have conducted extensive surveys of the physical condition of the campus, patterns of use by faculty, students and staff and the appropriateness of current programming within certain buildings. Our observations and research also anticipate broad preliminary recommendations for the future development of the campus.

The objective of this Opportunities and Constraints report is to share with Queens College a series of observations and our point of view about the campus and its use.

The analysis that follows sets out to understand the evolution of Queens College and to identify the strengths and weaknesses in the organization of the campus and its physical plant. The conclusions drawn from this analysis will help to inform the planning process.

Queens College is located in Flushing on a gentle hill with a commanding view of the skyline of Manhattan. The 77 acre campus is imbedded in a suburban setting, somewhat remote from commercial areas and only marginally well served by public transportation. The campus is bounded on the east and west by two arterial streets, Main Street and Kissena Boulevard. The Long Island Expressway passes by one corner of the site and represents a major means of access. It also offers a brief glimpse of the campus to highway travelers.

The location of the campus is something of an accident of history, as it was not sited for reasons associated with its mission as an educational institution but rather because of the availability of relatively inexpensive open land. In spite of its strong reputation as one of the key campuses of the CUNY system, the campus presents itself in a neutral, somewhat ambiguous manner, both to its neighbors and to the borough in which it resides. Notwithstanding its student population of over 15,000 and its faculty of over 1,000, the Queens College campus has no presence to speak of from outside and a certain lack of cohesion from within. In the words of Gertrude Stein, “there is no there there.”



N

Opposite Page New York City Map
This Page Queens Area Map

The area that is currently comprised of Queens College and the neighboring John Browne and Townsend Harris High Schools was originally home to the New York Parental School, an institution for troubled boys and truants. Queens College acquired the site in 1937 and has since developed the campus, though without the grace or spatial clarity of the original assembly of buildings. Six of the nine original mission-style buildings, constructed in the early 1900's, remain and form the center of the campus. The major building additions to the campus were, in chronological order: Remsen Hall (Sciences; 1949), Klapper Library (1951), Fitzgerald Gymnasium (1957), the Colden Center (Performing Arts; 1960), the Dining Hall (1961), Powdermaker Hall (Social Sciences; 1962), Kiely Hall (Classrooms and Administration; 1968), Razran (1970), the Student Union (1971), the New Science Building (1986), Rosenthal Library (1988), Klapper Hall expansion (Visual Arts, 1992), and the Copland Music Building (1991). There have been two campus master plans for Queens College: The first, *Queens College Master Plan: 1975*, by Morris Ketchum Architects (1971), illustrated a comprehensive vision for a virtually new campus by 1975. The second, *Queens College Facilities Plan*, by the Gruzen Partnership (1981), proscribed more modest architectural interventions that would keep the original campus structure more intact.

Jefferson Hall, CA. 1937


Jefferson Hall, 1998


Queens College, CA. 1938

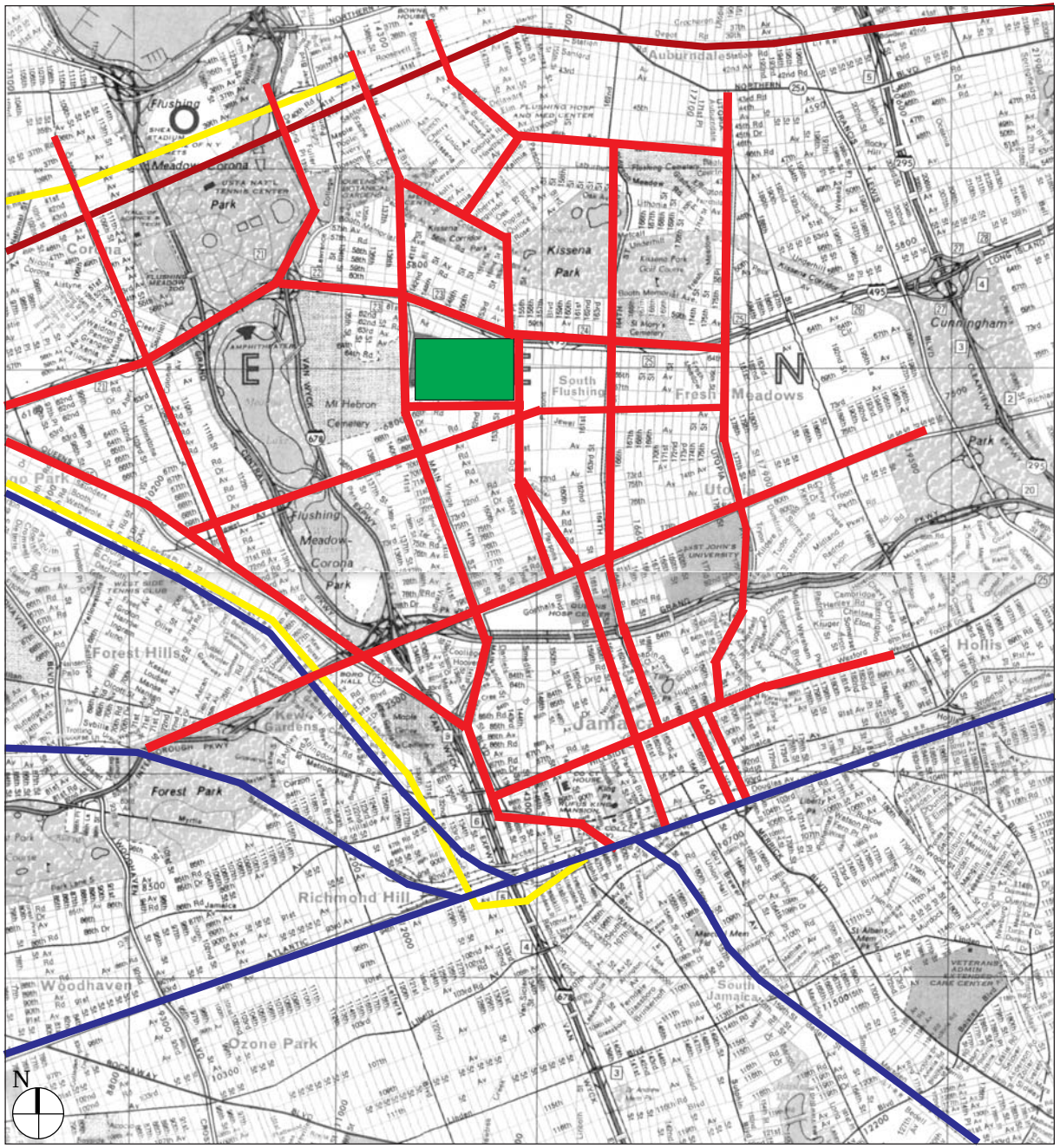
Model showing extent of original campus buildings

Original Campus Buildings, CA. 1907
Original Quad
Original Campus Buildings Demolished

Bus shelter at Melbourne Ave. entrance

Public transportation to the campus is inadequate. There is no direct subway connection. Several bus lines, which serve the immediate neighborhoods and greater Queens, do provide connections to subway and commuter rail lines in Jamaica, Continental Avenue and Main Street Flushing.

Bus stops around the campus have been surveyed to determine pedestrian itineraries to and from campus. There does not appear to be enough commuter movement along particular itineraries to justify a CUNY shuttle service.



Long Island RailRoad
Subway
Bus

Parking Structure

As is the case at any urban university campus, parking at Queens College is a complex problem. In its present form, parking lots are scattered around the campus, creating pedestrian conflicts. While the faculty/staff parking areas indicated in yellow are convenient for their users, they create vehicular movement in areas where it is not desirable and parking in public areas that are unsightly. The parking issue needs to be addressed from four perspectives: 1) how to eliminate sporadic, inefficient and unattractive pocket parking, 2) how to reorganize circulation so that parking areas can be made more easily accessible, 3) how to accommodate visitors such as prospective students, and 4) how to provide additional parking for current and future students, staff and administration.

- Student/Public Parking
- Student/Public Parking
- Faculty/Staff Parking

The existing vehicular access is poorly organized, presents numerous conflicts with pedestrians and does not adequately serve all campus buildings. Service vehicles presently use walking paths to reach many buildings.

The fact that the campus is ringed on three sides by city streets raises the possibility of redirecting some campus traffic back onto the streets to create a safer, less congested and more attractive internal circulation route. This approach will need to take into account the traffic burden that certain facilities external to the campus, place on local streets at peak traffic times, such as Townsend Harris High School and the Long Island Expressway interchange.

Campus loop west of Student Center

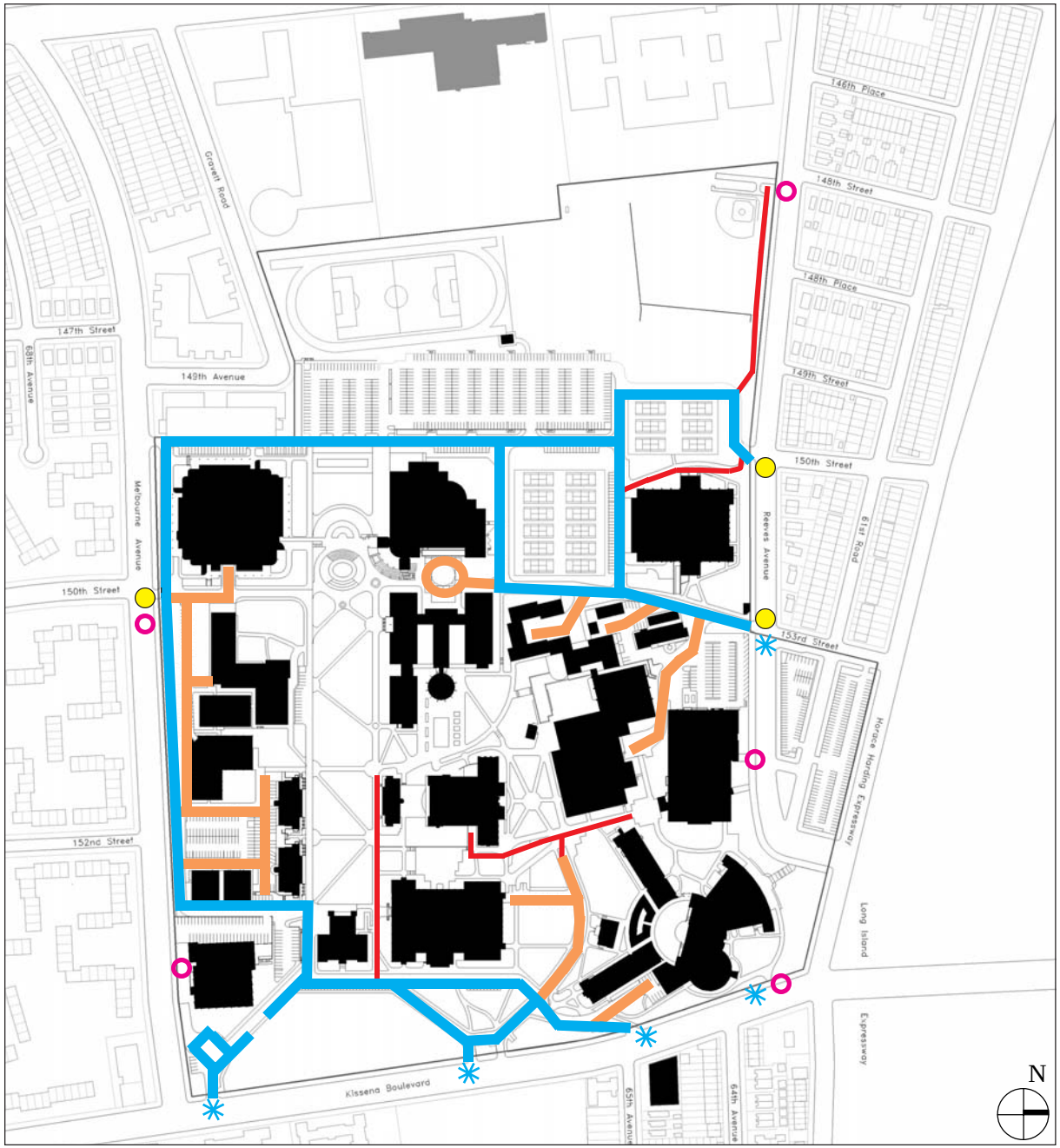
Melbourne Ave. entrance

Security

Security at Queens College is an important consideration in the development of a vehicular and pedestrian circulation scheme. During the typical day there are currently four entrances where vehicles entering and leaving the campus are monitored; this number is reduced during off-hours. Pedestrians entering and leaving the campus through these points are never monitored. Additionally, although the campus is fenced, it is nonetheless relatively porous due to its size and suburban scale. The development of a detailed approach to security and its impact on campus life remains an important issue for the college to address, but is beyond the current scope of this project.

Campus loop south of N.S.B.

Reeves Ave. entrance



Entrances - Campus
- Public
- Student/Faculty/Staff
- Service

Vehicular Circulation
- Student/Public
- Faculty/Staff/Service
- Service Access via Paths

Pedestrian points of entry to the campus are not clearly marked and many are simply a by-product of vehicular entries.

The pedestrian system establishes clear east-west axis; however, north-south itineraries are less clear. Signage has not been developed to orient or direct pedestrians to their destinations, and building entrances are frequently poorly delineated.

Presently not all campus paths correspond with actual pedestrian itineraries. Conversely, ad-hoc pathways have been created where no sidewalks exist.

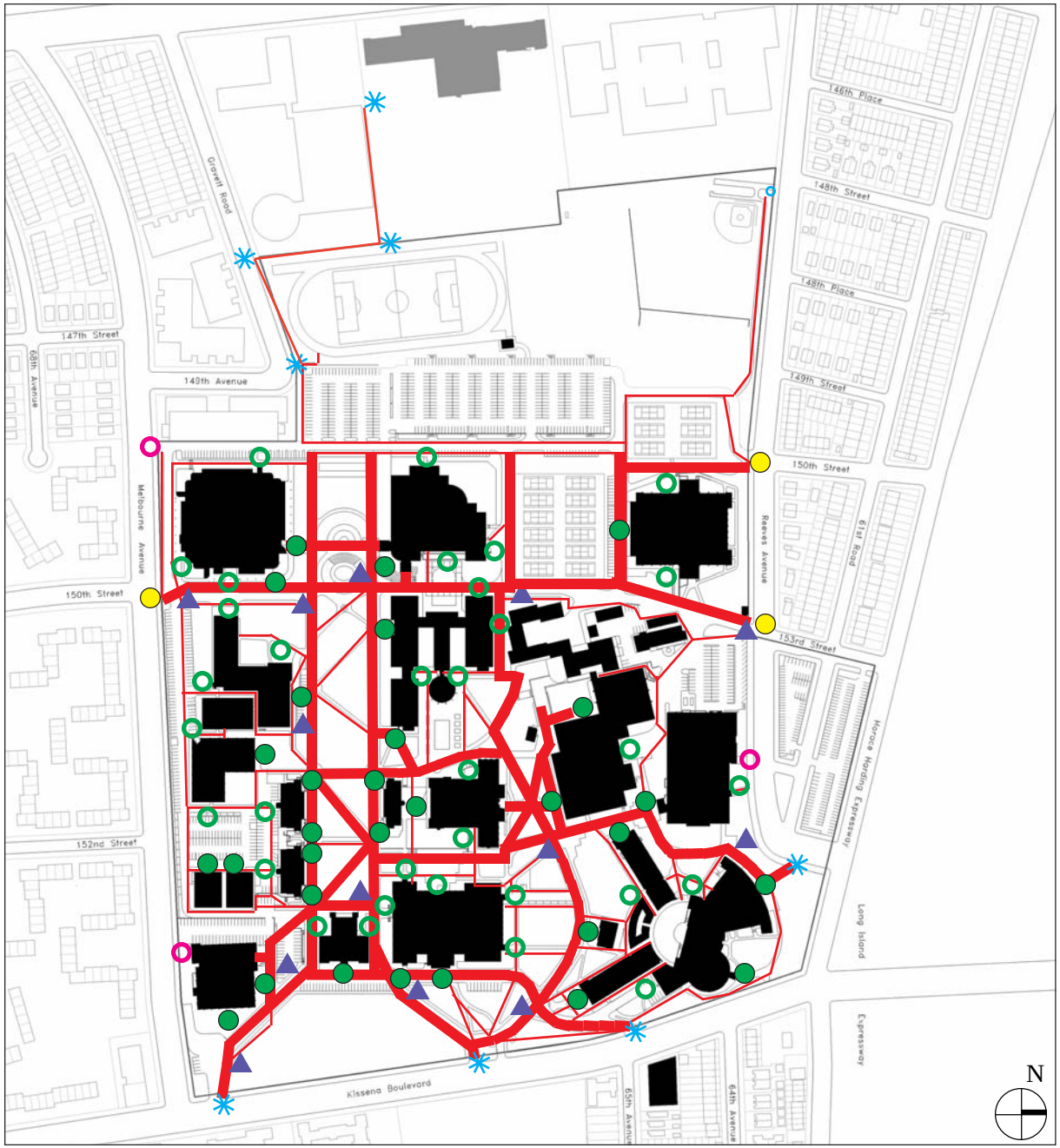
A set of guidelines for the introduction of entrance gates, signage, street furniture (benches, lamp-posts, gates), as well as new and varied paving, to reinforce hierarchies of primary and secondary circulation will be developed to overcome present shortcomings.

Ad-hoc pathway around Colden Center

Walkway along steam tunnel

Steps to Campbell Plaza

Walkway at Cooperman Plaza



Ad-hoc west entry, Athletic Fields

Pedestrian Circulation
Primary
Secondary
Points of Pedestrian/Vehicular Conflict

Entrances - Campus
Public
Student/Faculty/Staff
Service

Entrances - Buildings
Primary
Secondary/Service

The present edge conditions of the campus are poor, creating a sloppy image for the College. Given the low profile of the campus, the nearly 1.5 miles of fence surrounding the campus set the tone for all who visit there. They consist primarily of chain link, barbed wire and concrete, in various states of repair.

Two small sections of the perimeter, one near the Music Building and the other adjacent to Townsend Harris High School, have handsome wrought iron fencing in new condition. Replacing the chain link and concrete with wrought iron and brick piers and base walls, would add immeasurably to a more positive image of the campus.

① *Fence at Reeves Ave. & 153rd St.*

② *Sidewalk at 61st road*

③ *Wrought iron & chain link*

④ *T.H. High School fence*

⑤ *Fence at Athletic Fields*

6 *Reeves Ave. pedestrian gate*

Wrought Iron
Concrete & Chain Link
Chain Link

There are few buildings or structures that serve as campus landmarks to identify the college and orient visitors. Landmarks are an important component of any college experience, serving to mark places of aspiration, achievement and distinction.

Among the most prominent landmarks at Queens College are the towers of Jefferson Hall and Rosenthal Library. Kiely Hall, the smokestack and the north façade of the Music Building have become landmarks visible from beyond the campus.

There is one electronic sign announcing Queens College events. Otherwise, there are no appropriate signs announcing the campus, points of entry, parking, nor perimeter fencing to add any distinction to the campus. A welcoming, functional front entrance is needed.

Positive images this page, negative images opposite.

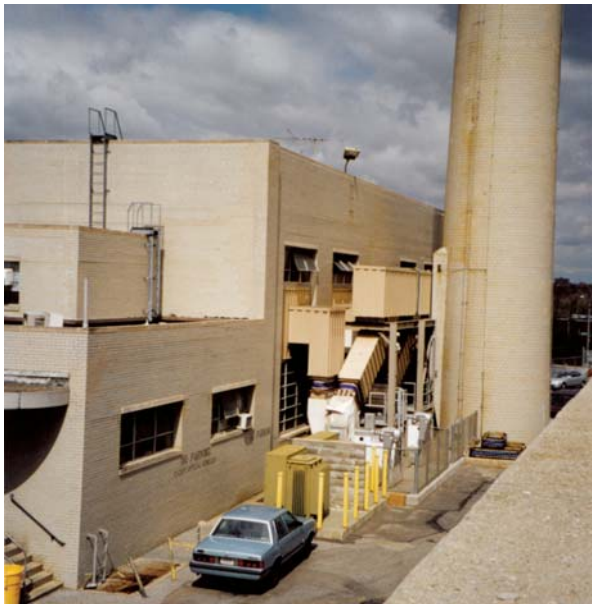
Rosenthal Library clock tower

Jefferson, Kiely Hall

Music Building

Klapper Hall

Service Entrance, Razran Hall



Power Plant

In addition to campus landmarks, there are some buildings that contribute to a positive campus image and some that detract from it. The original mission buildings are consistent stylistically and in their scale, creating a generous quad space that is at once formal and inviting. Several of the more recent academic buildings add to the unity of the overall campus. These include Rosenthal Library, the New Science Building, the Music Building, Colden Center, and Klapper Hall. Even if they are unremarkable as individual buildings Remsen Hall, Kiely Hall, King Hall and Rathaus Hall do not detract from the college setting. Unfortunately, the majority of the other structures are incoherent and clumsy in their scale and architectural style. Several buildings that are candidates for renovation have the potential to contribute to a positive image for the campus.

Razran & Student Union

Guard house at gate 3

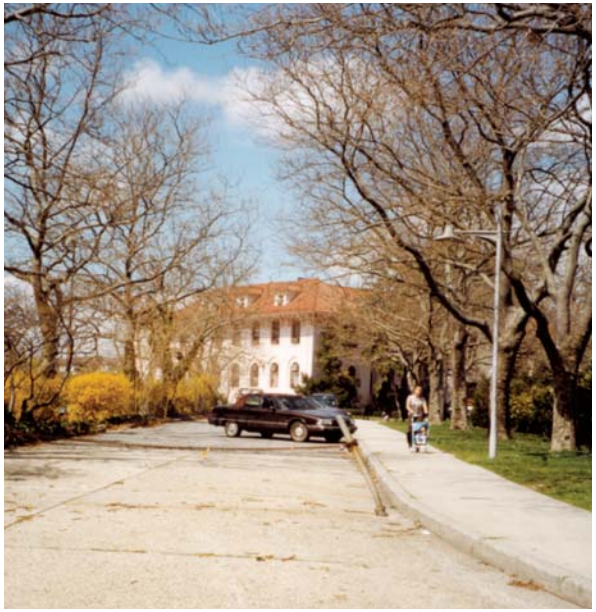
Colden Center signage

The overriding impression left upon the visitor to Queens College is that of a spacious green campus. There are several outdoor spaces that contribute to a positive campus image, including the Quad, Dining Hall Plaza, and the spaces north and south of Klapper Hall. Much of the open space towards the east side of the campus is generously planted with large shade trees, and has a gently sloping, almost bucolic character. The main offenders to the campus image are the spaces dedicated to surface parking and/or vehicular circulation. These consist primarily of the south side of the campus, the juncture of the south east corner of the quad and the Student Union, and the service corridor leading from the Reeves Avenue entrance east to the Dining Hall and south to Powdermaker Hall. In general, the eastern half of the campus, with its mature trees and older buildings, has a more pleasant atmosphere than the western portion of the campus, with its larger contemporary buildings, more expansive open spaces and undernourished plantings.

Positive images are shown on this page, negative images are shown on facing page.

Quad looking East

Outdoor gathering space at Rosenthal Library



Mature trees near Jefferson Hall

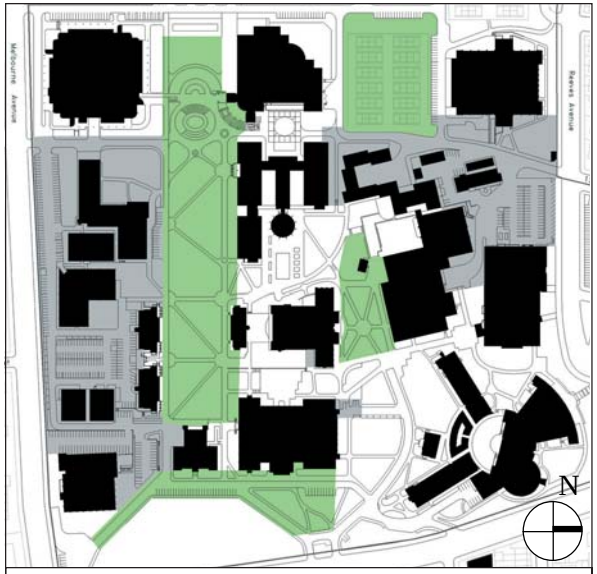
Dining Hall & Klapper Hall plaza

Razran & Temp building parking

Student Center parking

Area between N.S.B. & Remsen Hall

Service area parking



There are various types and uses of the main outdoor spaces at the college. These can be loosely divided into the following categories:

Active:
There are several areas popular with students and faculty, both because of their physical and spatial characteristics and their proximity to college amenities. The most significant are the area between the Student Union and Jefferson Hall, (see photo #1) and the area stretching from Dining Hall Plaza to the north side of Klapper Hall. (see photo #2) The first is, in fact a parking lot and would benefit from some landscaping. The second has a successful, artist-designed plaza that needs only some shade giving planting to soften it.

Passive:
The majority of the remaining open space not dedicated to parking or circulation is generally in good condition, consisting of gently sloping lawns, ground cover, numerous flowering shrubs and trees, and a number of mature shade trees. (see photo #3)

Hardscape:
Several paved areas (some with seating), associated with some of the larger campus buildings, accommodate active outdoor gathering and create pleasant counterpoints to the planted areas. For future improvements it will be important to set standards for paving materials and patterns. (see photo #4)

① *Active gathering space, Student Union*

② *Active gathering space, Klapper Hall*

③ *Passive gathering space*

④ *Dining Hall plaza hardscape*

(5) *Ceremonial Space*

Ceremonial:

a.) The Quad is both the symbolic and functional heart of the campus and is the historic location of campus ceremonies. (see photo #5)

b.) The outdoor amphitheater in the Colden Center has the potential to accommodate organized events though not in its presently degraded condition.

- Ceremonial
- Active
- Passive
- Hardscape
- Athletic

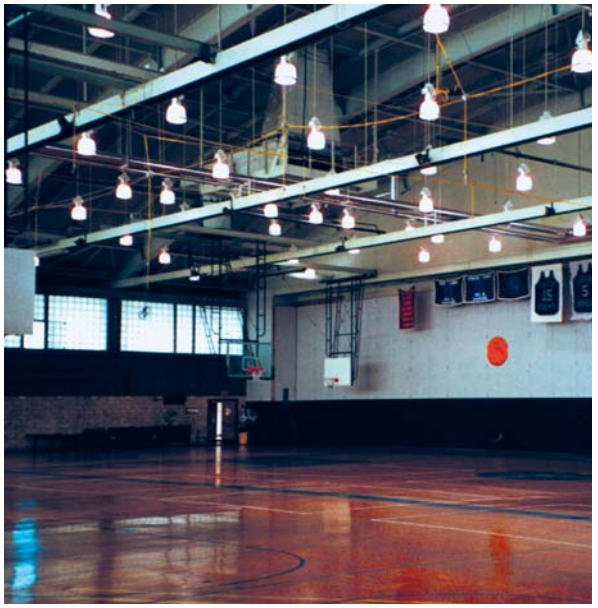
The distribution of building uses on campus is important to gaining an understanding of student and visitor itineraries. Patterns of use will be important to the siting of future structures. The buildings located to the south of the quadrangle house the science disciplines and those north of the quadrangle accommodate the arts and humanities.

Mixed use, community-oriented buildings are located on the north side of campus and raise interesting questions with respect to access and perception by non-college users. Just as access to the campus is unclear for its academic users, patrons of the arts who come to visit the various recital halls or museum have difficulty finding their destination. A well-designed way-finding system is a critical need for the College.

Amenities are located primarily in the Dining Hall, the Fitzgerald Gymnasium and Student Union. They create dynamic focal points and offer important opportunities to enrich campus life, as well as a design challenge to its formal and functional clarity.

Renovation to satisfy evolving functional need and to create a sense of welcome are important to the improvement of the quality of life on campus.

① *Dining Hall interior*



② *Fitzgerald Gym*

③ *Academic buildings south side of Quad*

④ *Academic buildings north side of Quad*

5 *Student Union*

- Administration
- Academic
- Service
- Amenity
- College & Community

Three temporary buildings (see photo #1) occupy the south side of the campus. They are unsightly and inefficient. Their demolition is recommended and would not create a significant programmatic impact on the remaining buildings. In fact, without them a large new building site will be created, and the potential for remediation of the south campus will be enhanced.

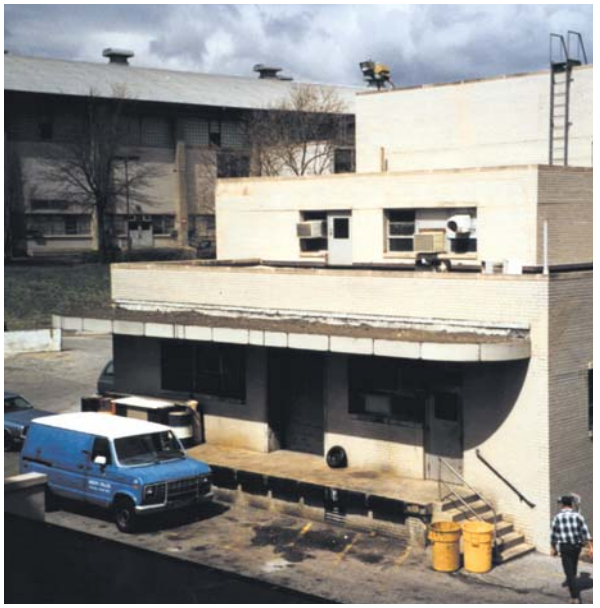
The service buildings north of Powdermaker Hall, (see photo #2) though in fair condition, present an impediment to any improvements to the buildings, circulation and open spaces in their vicinity, and should be torn down. Programmatic components will need to be relocated.

Razran Hall, (see photo #3) adjacent to the temporary buildings, is an inappropriate, windowless building that was never intended to remain in the condition in which it is now used. While it is structurally sound it should be analyzed to determine whether its demolition might not be more cost-effective than its renovation.

Another candidate is the addition to Building I, (see photo #4) one of the original mission style buildings on campus, which is difficult to program and destroys the architectural character of the original building.

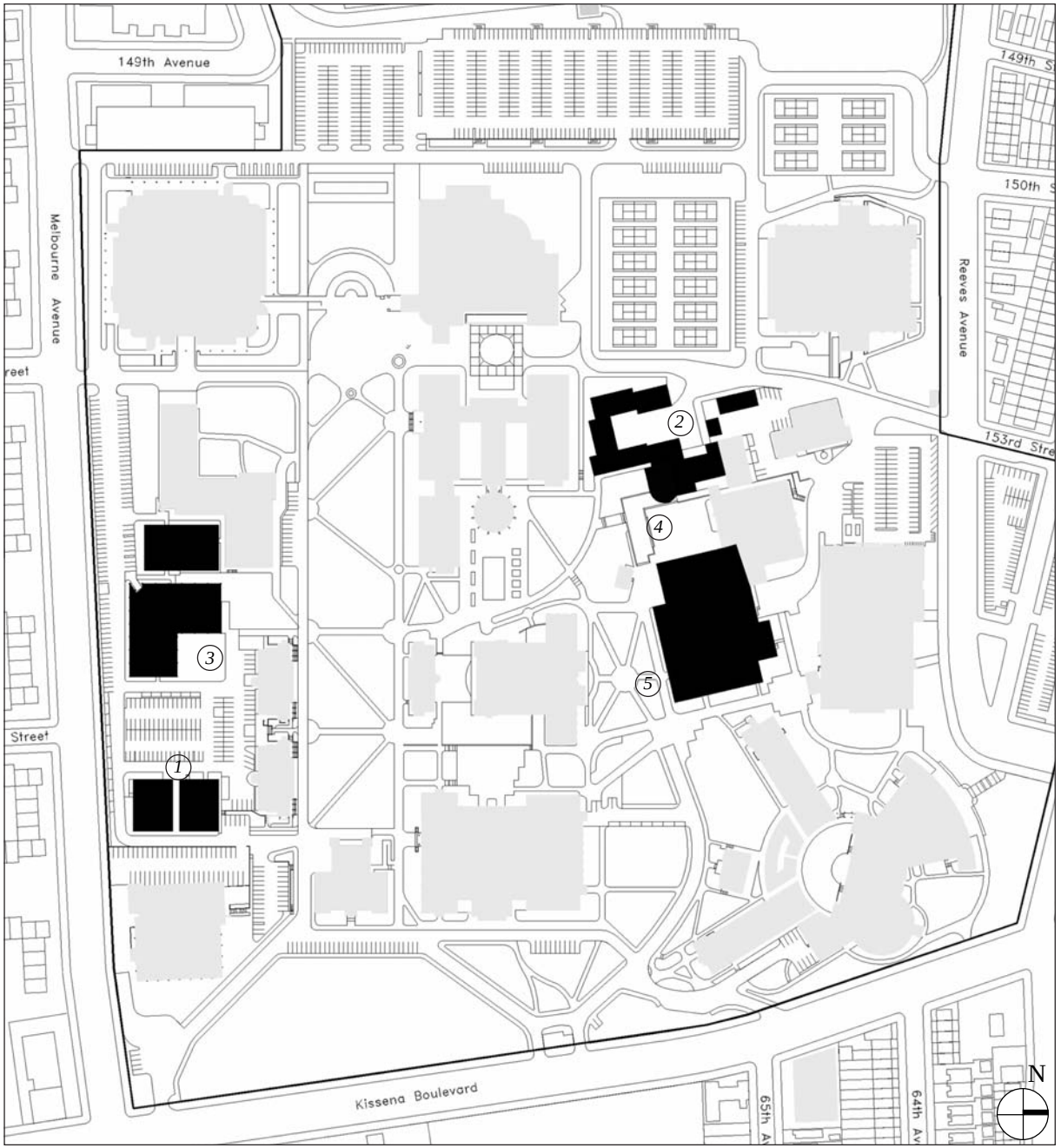
The final candidate for major alteration, if not demolition, is the Dining Hall, (see photo #5) which is inefficient in plan and has an awkward relationship to its surroundings.

(1) *Temporary Buildings*


(2) *Service Buildings*


(3) *Razran Hall*

(4) *I Building addition*



5 *Dining Hall*

Buildings to be Demolished
Buildings to Remain

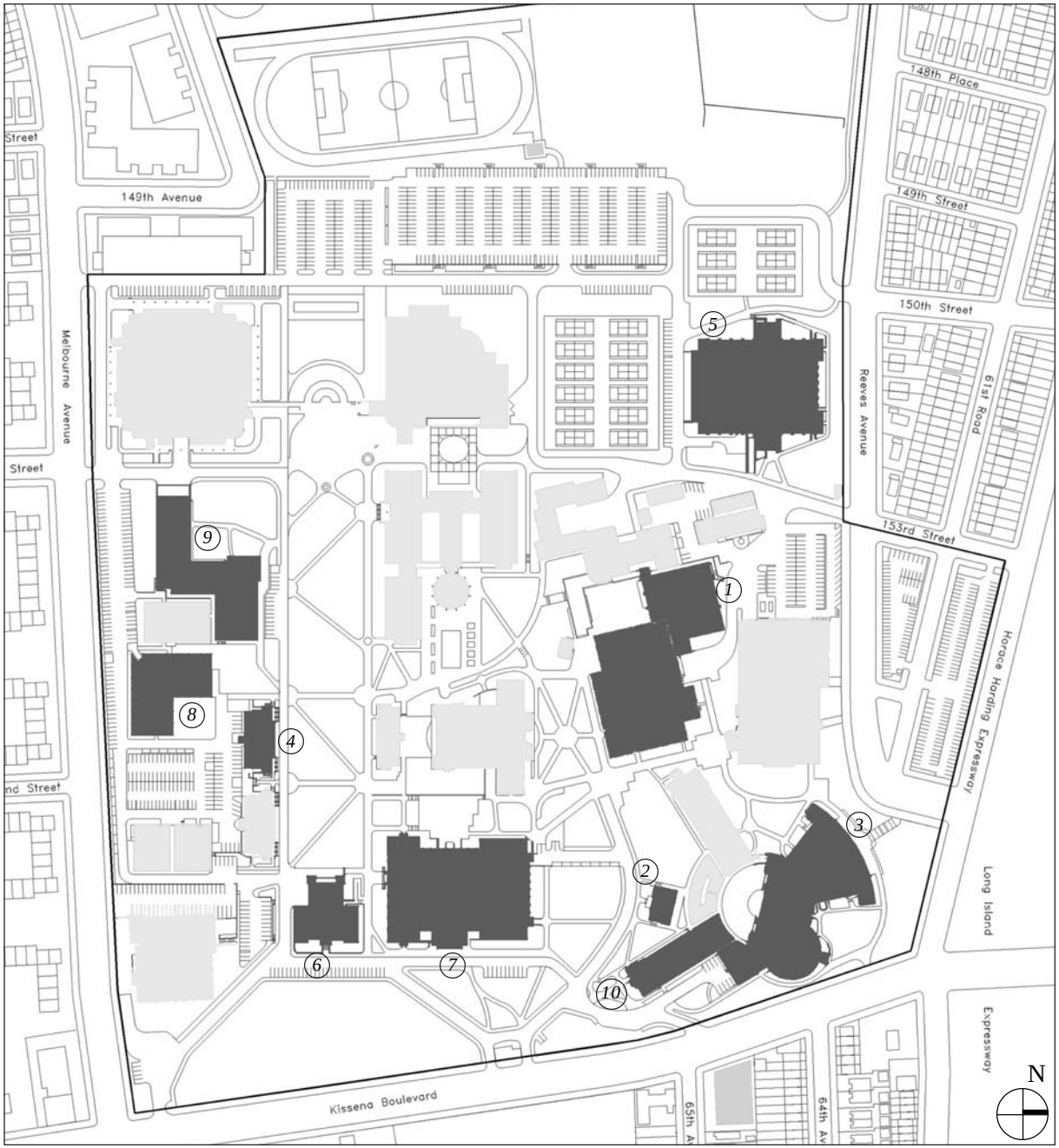
Several campus buildings are presently in degraded physical condition, cannot adequately contribute to an efficient overall campus building use, or detract architecturally from the image of the campus. Among the candidates for renovation are Bookstore/Central Store, Building G, Colden Center (see photo #3), Colwin Hall (see photo #2), Fitzgerald Gymnasium (see photo #4), Jefferson Hall, Kiely Hall, Razran (if it is determined that renovation is more appropriate than demolition), and Remsen Hall (see photo #1).

① *Remsen Hall laboratory*

② *Colwin Hall*

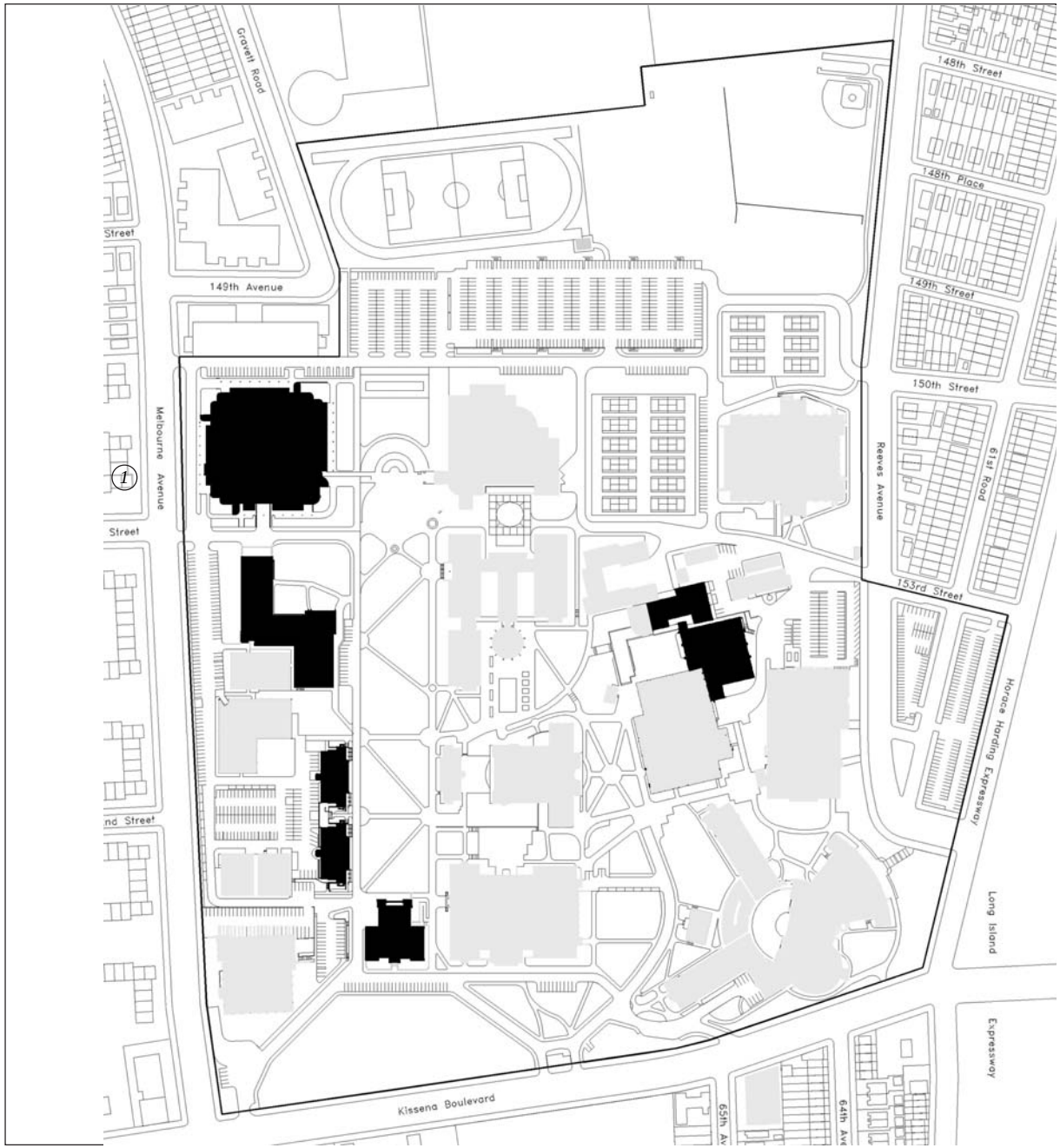
③ *Colden Center*

④ *Fitzgerald Gym*



1. Bookstore/Central Store
2. Building G
3. Colden Center
4. Colwin Hall
5. Fitzgerald Gymnasium
6. Jefferson Hall
7. Kiely Hall
8. Razran
9. Remsen Hall
10. Rathaus Hall

Irrespective of their physical condition, several campus buildings need to be reprogrammed to provide better functional adjacencies; some will require significant physical improvements, as well. These will include Remsen Hall, the New Science Building, Colwin Hall, Jefferson Hall and Building I.

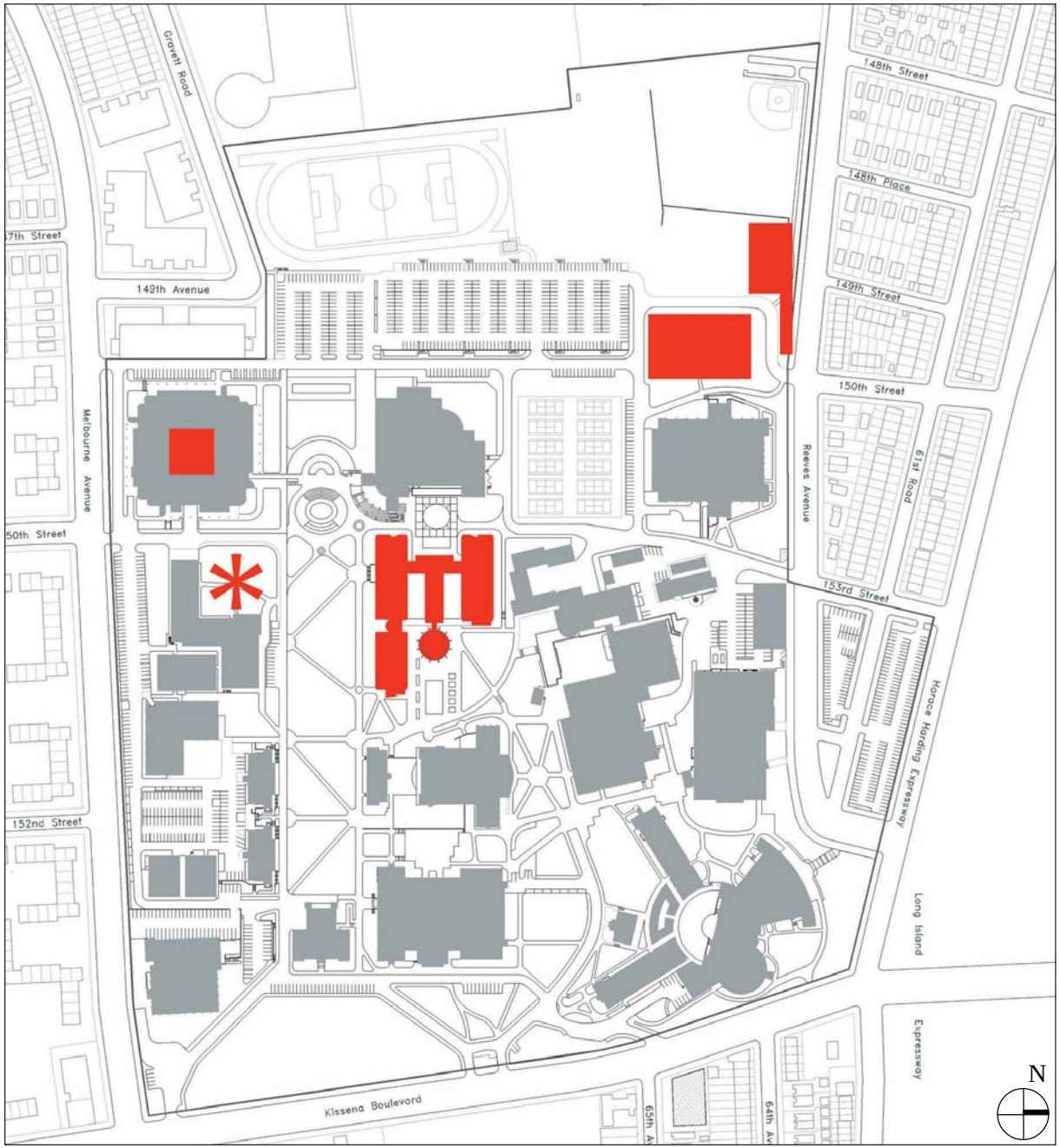


1 *New Science Building*

Candidates for Reprogramming

Projects currently under construction include Powdermaker Hall renovation, and the tennis court enclosure . Projects currently being planned include the Center for the Biology of Natural Systems, the Center for Molecular and Cellular Biology, and the Queens College School for Math, Science, and Technology. These projects will be incorporated into the Master Plan.

① *New entry, Powdermaker Hall*


Gravett Road
148th Street
148th Place
149th Street
150th Street
149th Avenue
Melbourne Avenue
Reeves Avenue
61st Road
153rd Street
50th Street
152nd Street
Horace Harding Expressway
Long Island
Expressway
Kissena Boulevard
N
Buildings Funded or Under Construction

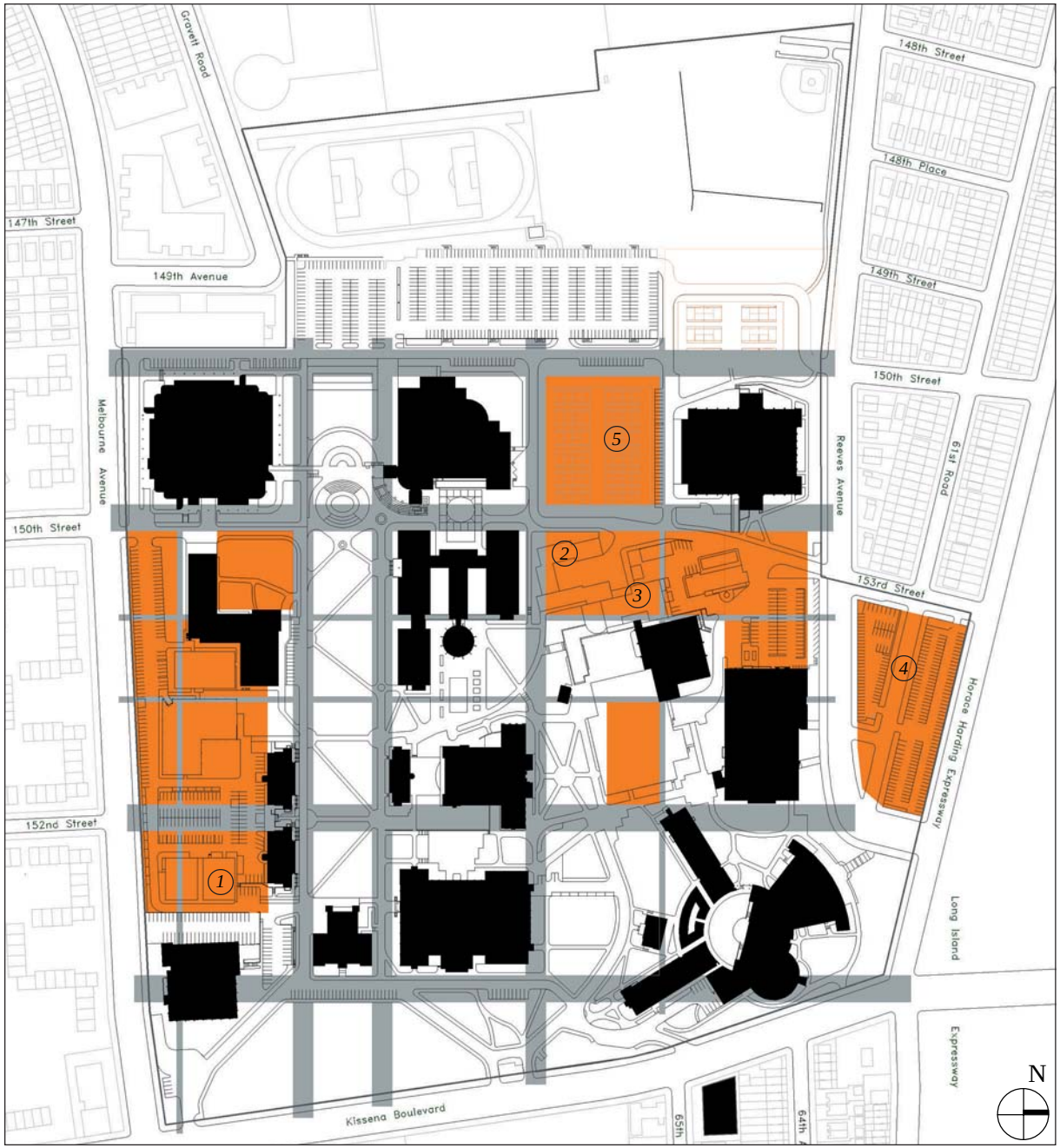
Under the assumption that the College anticipates growth over time, it will be important to identify potential sites for future buildings that will build upon the framework and guidelines of the Master Plan. The sites indicated here are diagrammatic but represent the three basic zones where new building or space development would be both possible and beneficial.

① *Campus parking south side*

② *Area north of Powdermaker Hall*

③ *Service Buildings*

④ *Colden Center parking*



⑤ *Tennis Courts*

Building Sites
Circulation Corridors

Queens College Master Plan Update

prepared for:
The City University of New York
The Dormitory Authority of the State of New York

Appendix 2: Proposed Campus Program by Building

Approved by the Board of Trustees of The City University of New York
February 27, 2006

Mitchell | Giurgola Architects, LLP
Scott Blackwell Page, Facility Programming Consultant

Proposed Campus Program by Building			
Colden Auditorium			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Building & Grounds	Campus Services & Operations	94 sf	200 sf
Colden Center for the Performing Arts	Assembly & Exhibition Space	20,842 sf	22,000 sf
Total Net Assignable		**20,936 sf**	**22,200 sf**
Total Gross Square Feet		**42,266 sf**	**42,266 sf**

Colwin Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Biology	Academic Offices, Class Laboratories & Research Space	18,969 sf	0 sf
Classical, Middle Eastern & Asian Languages and Cult	Academic Offices	0 sf	4,330 sf
Classrooms, Lecture Halls & Seminar Rooms	Classroom & Seminar Rooms	0 sf	0 sf
European Languages and Literatures	Academic Offices	0 sf	4,500 sf
Hispanic Languages and Literatures	Academic Offices	0 sf	4,100 sf
Honors College	Administrative Offices	0 sf	4,400 sf
BALA	Academic Offices	0 sf	2,400 sf
Building & Grounds	Campus Services & Operations	190 sf	200 sf
Total Net Assignable		**19,159 sf**	**19,930 sf**
Total Gross Square Feet		**30,653 sf**	**30,653 sf**

Proposed Campus Program by Building			
Delany Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Africana Studies	Academic Offices	390 sf	0 sf
Building & Grounds	Campus Services & Operations	479 sf	600 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	2,848 sf	1,700 sf
College Now Program	Administrative Offices	1,033 sf	1,000 sf
Continuing Education Program	Academic Offices	264 sf	0 sf
Freshman Year Initiative	Administrative Offices	4,043 sf	4,000 sf
Office of Career Development and Internships	Administrative Offices	860 sf	900 sf
SEEK - Academic	Academic Offices & Class Laboratories	7,288 sf	9,000 sf
Student Life / Student Activity	Student / Faculty Services	221 sf	300 sf
Writing Across the Curriculum (WAC)	Academic Offices	237 sf	250 sf
Total Net Assignable		**17,663 sf**	**17,750 sf**
Total Gross Square Feet		**30,402 sf**	**30,402 sf**

Dining Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Building & Grounds	Campus Services & Operations	1,290 sf	0 sf
Food & Dining Services	Student / Faculty Services	36,178 sf	0 sf
Office of Convergent Technology	Instructional Support	94 sf	0 sf
Total Net Assignable		**37,562 sf**	**0 sf**
Total Gross Square Feet		**46,298 sf**	**0 sf**

Proposed Campus Program by Building			
Dining Hall Addition (Demolished)			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Book Store	Student / Faculty Services	12,791 sf	0 sf
Central Receiving & Stores	Campus Services & Operations	10,805 sf	0 sf
Mail Services	Campus Services & Operations	1,360 sf	0 sf
Office of Convergent Technology	Administrative Offices	6,713 sf	0 sf
Total Net Assignable		**31,669 sf**	**0 sf**
Total Gross Square Feet		**44,723 sf**	**0 sf**

Field House			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Athletic Programs	Recreation & Athletic Facilities	508 sf	500 sf
Total Net Assignable		**508 sf**	**500 sf**
Total Gross Square Feet		**725 sf**	**725 sf**

Fitzgerald Gymnasium			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Athletic Programs	Recreation & Athletic Facilities	104,707 sf	108,700 sf
Building & Grounds	Campus Services & Operations	5,687 sf	5,700 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	1,152 sf	1,150 sf
Family, Nutrition and Exercise Sciences	Academic Offices, Class Laboratories & Research Space	2,311 sf	0 sf
Health Service Center (Immunization)	Student / Faculty Services	1,676 sf	0 sf
Total Net Assignable		**115,533 sf**	**115,550 sf**
Total Gross Square Feet		**175,538 sf**	**175,538 sf**

Proposed Campus Program by Building			
Frese Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Building & Grounds	Campus Services & Operations	424 sf	420 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	1,979 sf	2,000 sf
Counseling and Advisement Center	Administrative Offices	3,259 sf	3,200 sf
Curricular Guidance (Scholastic Standards)	Administrative Offices	631 sf	630 sf
Health Services Center	Administrative Offices	1,067 sf	1,100 sf
International Student Services	Administrative Offices	761 sf	760 sf
Office of Career Development and Internships	Administrative Offices	1,787 sf	1,790 sf
Staff & Faculty Lounge	Student / Faculty Services	372 sf	400 sf
VP of Student Affairs	Administrative Offices	910 sf	900 sf
Total Net Assignable		**11,190 sf**	**11,200 sf**
Total Gross Square Feet		**20,153 sf**	**20,153 sf**

G Building			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Child Development Center	Student / Faculty Services	0 sf	5,000 sf
Journalism	Academic Offices & Class Laboratories	1,720 sf	0 sf
Media Studies	Academic Offices & Class Laboratories	3,220 sf	0 sf
Total Net Assignable		**4,940 sf**	**5,000 sf**

Proposed Campus Program by Building			
Gertz Speech Clinic (Demolished)			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Office of Convergent Technology	Instructional Support	68 sf	0 sf
Speech & Hearing (Center)	Clinic	5,428 sf	0 sf
Total Net Assignable		**5,496 sf**	**0 sf**
Total Gross Square Feet		**7,706 sf**	**7,706 sf**

Goldstein Theater			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Goldstein Theater	Assembly & Exhibition	18,930 sf	18,930 sf
Total Net Assignable		**18,930 sf**	**18,930 sf**
Total Gross Square Feet		**48,624 sf**	**48,624 sf**

Heating Plant			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Building & Grounds	Campus Services & Operations	2,011 sf	2,000 sf
Total Net Assignable		**2,011 sf**	**2,000 sf**
Total Gross Square Feet		**19,094 sf**	**19,094 sf**

Proposed Campus Program by Building			
I Building			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Building & Grounds	Campus Services & Operations	9,034 sf	0 sf
Office of Convergent Technology	Administrative Offices	5,937 sf	0 sf
Office of Convergent Technology	Class Laboratories	8,264 sf	0 sf
Total Net Assignable		**23,235 sf**	**0 sf**
Total Gross Square Feet		**41,414 sf**	**0 sf**

J Building			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Upward Bound	Academic Offices	1,775 sf	1,780 sf
Total Net Assignable		**1,775 sf**	**1,780 sf**
Total Gross Square Feet		**2,449 sf**	**2,449 sf**

Proposed Campus Program by Building			
Jefferson Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Admissions (includes Information Center)	Administrative Offices	3,759 sf	5,200 sf
Auditorium	Assembly & Exhibition	0 sf	4,000 sf
Alumni Affairs	Administrative Offices	0 sf	4,500 sf
Building & Grounds	Campus Services & Operations	557 sf	1,000 sf
Bursar Office	Administrative Offices	5,115 sf	0 sf
Byzantine & Modern Greek Studies	Academic Offices	2,002 sf	6,700 sf
Classrooms, Lecture Halls & Seminar Rooms	Classroom & Seminar Rooms	0 sf	2,500 sf
Communications - News Services	Campus Services & Operations	6,016 sf	0 sf
Development Office	Administrative Offices	0 sf	2,700 sf
Financial Aid	Administrative Offices	3,824 sf	0 sf
Graduate Admissions	Administrative Offices	1,565 sf	1,750 sf
Irish Studies	Academic Offices	200 sf	440 sf
Italian American Studies	Academic Offices	0 sf	450 sf
Jewish Studies	Academic Offices	1,115 sf	2,500 sf
Registrar	Administrative Offices	5,916 sf	0 sf
Security Office	Campus Services & Operations	1,961 sf	0 sf
Total Net Assignable		**32,030 sf**	**31,740 sf**
Total Gross Square Feet		**49,299 sf**	**49,299 sf**

Proposed Campus Program by Building			
Kiely Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Academic Senate	Administrative Offices	724 sf	800 sf
Academic Support Center	Academic Offices	553 sf	950 sf
Academic Support Lab	Academic Offices & Class Laboratories	1,613 sf	2,150 sf
Accounting/Accounts Payable	Administrative Offices	1,256 sf	2,400 sf
Admissions (includes Information Center)	Administrative Offices	1,139 sf	0 sf
Adult Collegiate Education (ACE)	Academic Offices	1,062 sf	1,000 sf
Affirmative Action	Administrative Offices	267 sf	360 sf
Alumni Affairs	Administrative Offices	2,656 sf	0 sf
Anthropology	Academic Offices & Class Laboratories	711 sf	0 sf
Art	Academic Offices	598 sf	0 sf
Budget	Administrative Offices	371 sf	0 sf
Building & Grounds	Campus Services & Operations	1,633 sf	1,800 sf
Bursar Office	Administrative Offices	221 sf	4,600 sf
Business Office	Administrative Offices	177 sf	280 sf
Calandra Institute		226 sf	
Child Development Center	Student / Faculty Services	2,169 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	34,087 sf	20,100 sf
Communications - Design Services	Administrative Offices	1,610 sf	1,850 sf
Communications - News Services (includes Photo Serv	Campus Services & Operations	914 sf	0 sf
Continuing Education Program	Academic Offices	2,961 sf	10,000 sf
Dean of Academic Support & Development	Administrative Offices	281 sf	675 sf
Dean of Arts & Humanities	Administrative Offices	675 sf	675 sf
Development Office	Administrative Offices	894 sf	0 sf
Disabled Student Services (SEEDS)	Administrative Offices	363 sf	600 sf
English as a Second Language (ESL)	Academic Offices	727 sf	2,100 sf
English Language Institute (ELI)	Academic Offices	1,156 sf	1,500 sf
European Languages and Literatures	Academic Offices	1,122 sf	0 sf
Film Studies	Academic Offices	669 sf	0 sf
Financial Aid	Administrative Offices	0 sf	4,500 sf
Goldstein Theater	Assembly	92 sf	0 sf
Health Service Center (Immunization)	Student / Faculty Services	440 sf	2,200 sf
Hispanic Languages and Literatures	Academic Offices	3,300 sf	0 sf
Human Resources/Payroll	Administrative Offices	3,222 sf	3,600 sf
Institutional Research	Administrative Offices	411 sf	
International Student Services	Administrative Offices	419 sf	
Jewish Studies	Academic Offices	245 sf	0 sf

Proposed Campus Program by Building			
Kiely Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Legal Office	Administrative Offices	735 sf	850 sf
Mail Services	Campus Services & Operations	199 sf	200 sf
Mathematics	Academic Offices	9,326 sf	0 sf
Office of Convergent Technology	Instructional Resources	10,921 sf	14,000 sf
Office of the President	Administrative Offices	4,371 sf	4,500 sf
Office of the Provost	Administrative Offices	2,625 sf	2,600 sf
One Stop Center	Administrative Offices	0 sf	3,150 sf
Purchasing/Property Management	Administrative Offices	1,768 sf	1,800 sf
Registrar	Administrative Offices	0 sf	6,000 sf
Research & Graduate Studies, Dean of	Administrative Offices	712 sf	0 sf
Research & Sponsored Programs	Administrative Offices	3,154 sf	3,200 sf
Security Office	Campus Services & Operations	944 sf	3,000 sf
Staff & Faculty Lounge	Student / Faculty Services	680 sf	700 sf
Student Life / Student Activity	Student / Faculty Services	446 sf	500 sf
Summer Session	Administrative Offices	538 sf	550 sf
Telephone Services	Campus Services & Operations	224 sf	300 sf
Testing	Administrative Offices	717 sf	3,150 sf
The Advising Center	Administrative Offices	2,947 sf	4,550 sf
Unassigned	Unassigned	532 sf	0 sf
VP Finance & Administration	Administrative Offices	1,736 sf	1,800 sf
VP of Student Affairs	Administrative Offices	662 sf	850 sf
Weekend College	Administrative Offices	552 sf	870 sf
Writing Center	Academic Offices & Class Laboratories	1,159 sf	350 sf
Total Net Assignable		**113,912 sf**	**115,060 sf**
Total Gross Square Feet		**216,088 sf**	**216,088 sf**

Proposed Campus Program by Building			
King Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage Including New Addition**
Classical, Middle Eastern & Asian Languages and Cult	Academic Offices	5,845 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	3,735 sf	5,500 sf
European Languages and Literatures	Academic Offices	2,525 sf	0 sf
Interpertation Journal		274 sf	300 sf
Media Studies	Academic Offices & Class Laboratories	4,181 sf	9,490 sf
Office of Convergent Technology	Class Laboratories (Computer Labs)	0 sf	4,000 sf
Total Net Assignable		**16,560 sf**	**19,290 sf**
Proposed Addition (GSF)			**4,600 sf**
Total Gross Square Feet		**33,154 sf**	**37,754 sf**

Kissena Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Anthropology	Academic Offices & Class Laboratories	443 sf	0 sf
Asian Studies / Asian American Center	Academic Offices	1,341 sf	0 sf
Building & Grounds	Campus Services & Operations	149 sf	300 sf
Campus Facilities & Services	Administrative Offices	1,945 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	2,565 sf	2,400 sf
Comparative Literature	Academic Offices	2,122 sf	0 sf
Irish Studies	Academic Offices	288 sf	0 sf
Latin American Area Studies	Academic Offices	930 sf	0 sf
LEAP (Labor Education & Advisement Program)	Administrative Offices	3,422 sf	4,500 sf
Linguistics & Communications Disorders	Academic Offices, Class Laboratories & Clinic Space	3,399 sf	11,600 sf
Michael Harrington Center	Academic Offices	716 sf	2,100 sf
Unassigned	Unassigned	3,474 sf	0 sf
Total Net Assignable		**20,794 sf**	**20,900 sf**
Total Gross Square Feet		**32,913 sf**	**32,913 sf**

Proposed Campus Program by Building			
Klapper Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage Including New Addition**
American Studies (English)	Academic Offices	140 sf	300 sf
Art	Academic Offices & Class Laboratories	48,737 sf	41,000 sf
Building & Grounds	Campus Services & Operations	2,744 sf	2,700 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	5,292 sf	5,200 sf
Educational & Community Programs	Academic Offices, Class Laboratories & Clinic Space	221 sf	0 sf
Elementary & Early Childhood Education	Academic Offices & Class Laboratories	1,318 sf	0 sf
English	Academic Offices & Class Laboratories	12,082 sf	12,200 sf
Godwin-Ternbach Museum	Assembly & Exhibition Space	10,749 sf	12,800 sf
Office of Convergent Technology	Class Laboratories (Computer Labs)	0 sf	7,500 sf
Secondary Education and Youth Services	Academic Offices	607 sf	0 sf
Women's Studies	Academic Offices	219 sf	440 sf
Total Net Assignable		**82,109 sf**	**82,140 sf**
Total Gross Square Feet		**177,937 sf**	**177,937 sf**

Powdermaker Hall

Proposed Campus Program by Building				
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Program Square Footage for 50,000 GSF Addition**	**Proposed Square Footage After Division of Ed Bldg**
Accounting & Information Systems	Academic Offices & Class Laboratories	4,091 sf	4,091 sf	5,280 sf
Anthropology Total	Academic Offices, Class Laboratories & Research Space	7,765 sf	7,765 sf	13,096 sf
Building & Grounds	Campus Services & Operations	1,860 sf	1,860 sf	2,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	27,859 sf	40,000 sf	40,000 sf
Economics	Academic Offices	5,000 sf	5,000 sf	7,710 sf
Education, Dean of	Academic Offices	3,218 sf	3,226 sf	0 sf
Educational & Community Programs	Academic Offices, Class Laboratories & Clinic Space	3,474 sf	3,474 sf	0 sf
Elementary & Early Childhood Education	Academic Offices & Class Laboratories	18,332 sf	17,552 sf	0 sf
Faculty/Staff/Student Services	Student / Faculty Services	1,952 sf	2,500 sf	2,500 sf
Food & Dining Services	Student / Faculty Services	419 sf	750 sf	750 sf
History	Academic Offices	5,016 sf	5,016 sf	5,300 sf
Journalism	Academic Offices & Class Laboratories	0 sf	0 sf	2,720 sf
Library & Information Studies	Academic Offices & Class Laboratories	0 sf	8,322 sf	9,292 sf
Office of Convergent Technology	Class Laboratories (Computer Labs)	4,322 sf	12,000 sf	17,800 sf
Philosophy	Academic Offices	3,724 sf	3,724 sf	3,420 sf
Political Science	Academic Offices & Research Space	3,952 sf	3,952 sf	6,195 sf
Secondary Education and Youth Services	Academic Offices & Class Laboratories	8,500 sf	7,908 sf	0 sf
Social Science Quantitative Studies Center	Research Space	0 sf	0 sf	1,200 sf
Social Sciences	Conference Space	974 sf	974 sf	1,500 sf
Social Sciences, Dean of	Administrative Space	752 sf	752 sf	900 sf
Sociology (Labor Studies)	Academic Offices, Class Laboratories & Research Space	7,612 sf	5,706 sf	11,525 sf
Student Life / Student Activity	Student / Faculty Services	8,054 sf	11,000 sf	11,000 sf
Telephone Services	Campus Services & Operations	930 sf	930 sf	930 sf
Urban Studies	Academic Offices, Class Laboratories & Research Space	3,104 sf	3,104 sf	7,305 sf
Total Net Assignable		**120,910 sf**	**149,606 sf**	**150,423 sf**
Proposed Addition (GSF)			**49,000 sf**	**49,000 sf**
Total Gross Square Feet		**241,524 sf**	**290,524 sf**	**290,524 sf**

Proposed Campus Program by Building			
Queens Student Union			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Accounting/Accounts Payable	Administrative Offices	881 sf	900 sf
Bookstore	Student / Faculty Services	0 sf	12,500 sf
Building & Grounds	Campus Services & Operations	1,230 sf	1,500 sf
Faculty/Staff/Student Services	Student / Faculty Services	1,004 sf	1,000 sf
Kaplan Testing	Non-Institutional Agencies	3,372 sf	3,500 sf
Student Government	Student / Faculty Services	2,660 sf	3,500 sf
Student Life / Student Activity	Student / Faculty Services	10,137 sf	10,200 sf
Student Union	Student / Faculty Services	57,276 sf	48,000 sf
Unassigned	Unassigned	3,038 sf	0 sf
Total Net Assignable		**79,598 sf**	**81,100 sf**
Total Gross Square Feet		**197,466 sf**	**197,466 sf**

Rathaus Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Buildings & Grounds	Campus Services & Operations	679 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	11,307 sf	10,400 sf
Comparative Literature	Academic Offices	0 sf	2,280 sf
Drama, Theatre & Dance	Academic Offices & Class Laboratories	11,348 sf	10,460 sf
Office of Convergent Technology	Instructional Support	24 sf	200 sf
Total Net Assignable		**23,358 sf**	**23,340 sf**
Total Gross Square Feet		**42,300 sf**	**42,300 sf**

Proposed Campus Program by Building			
Razran Hall			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Affirmative Action	Administrative Space	389 sf	0 sf
Animal Facilities	Research Space	3,506 sf	0 sf
Biology	Academic Offices	1,547 sf	0 sf
Building & Grounds	Campus Services & Operations	206 sf	500 sf
Center for Unlimited Enrichment (CUE)	Academic Offices	654 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	6,273 sf	10,000 sf
History	Academic Offices	2,268 sf	0 sf
Journalism	Academic Offices	423 sf	0 sf
Mathematics	Academic Offices, Class Laboratories & Research Space	0 sf	11,700 sf
Office of Convergent Technology	Class Laboratories (Computer Labs)	0 sf	5,000 sf
Physics	Class Laboratories	5,531 sf	0 sf
Psychology	Research Space	9,676 sf	0 sf
Science Tutoring Center	Academic Offices & Class Laboratories	0 sf	3,600 sf
Unassigned	Unassigned	1,227 sf	1,000 sf
Total Net Assignable		**31,700 sf**	**31,800 sf**
Total Gross Square Feet		**55,344 sf**	**55,344 sf**

Proposed Campus Program by Building

Remsen Hall

Department	Space Type	May 2005 Existing Square Footage	Proposed Square Footage
Biology	Class Laboratories	719 sf	10,000 sf
Building & Grounds	Campus Services & Operations	1,210 sf	1,200 sf
CBNS (Interim Move to Remsen, then SB)	Research Space	0 sf	0 sf
Chemistry & Biochemistry	Academic Offices, Class Laboratories & Research Space	43,641 sf	40,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	10,915 sf	15,500 sf
Dean of Mathematics & Natural Science	Administrative Offices	2,191 sf	2,100 sf
Family, Nutrition and Exercise Sciences	Academic Offices, Class Laboratories & Research Space	10,777 sf	16,000 sf
Office of Convergent Technology	Classrooms & Lecture Hall Support	232 sf	300 sf
Science Tutoring Center	Academic Offices & Class Laboratories	295 sf	0 sf
Telephones & Booths	Student / Faculty Services	0 sf	100 sf
Total Net Assignable		**69,980 sf**	**85,200 sf**
Proposed Addition (GSF) (Addition currently under design)			**25,400 sf**
Total Gross Square Feet		**130,787 sf**	**156,187 sf**

Rosenthal Library

Department	Space Type	May 2005 Existing Square Footage	Proposed Square Footage
Benjamin Rosenthal Library	Library	156,729 sf	156,000 sf
Building & Grounds	Campus Services & Operations	1,785 sf	2,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	3,921 sf	4,000 sf
Faculty/Staff/Student Services	Student / Faculty Services	279 sf	2,500 sf
Graduate School of Library & Information Technology	Academic Offices, Class Laboratories & Research Space	4,927 sf	0 sf
Louis Armstrong Archives	Assembly & Exhibition Space	2,500 sf	3,000 sf
Office of Convergent Technology	Computer Labs	667 sf	3,200 sf
Security Office	Campus Services & Operations	178 sf	200 sf
Unassigned	Unassigned	0 sf	0 sf
Total Net Assignable		**170,986 sf**	**170,900 sf**
Total Gross Square Feet		**241,524 sf**	**241,524 sf**

Proposed Campus Program by Building			
School of Music			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Aaron Copland School of Music	Academic Offices & Class Laboratories	26,249 sf	24,600 sf
Benjamin Rosenthal Library	Library (Music Departmental Library)	10,406 sf	10,400 sf
Building & Grounds	Campus Services & Operations	1,065 sf	1,100 sf
Central Receiving & Stores	Campus Services & Operations	222 sf	220 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	4,415 sf	5,600 sf
Faculty/Staff/Student Services	Student / Faculty Services	1,583 sf	2,000 sf
LeFrack Concert Hall	Assembly & Exhibition Space	10,807 sf	10,800 sf
Total Net Assignable		**54,747 sf**	**54,720 sf**
Total Gross Square Feet		**116,523 sf**	**116,523 sf**

Science Building			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Animal Facilities	Research Space	2,833 sf	9,100 sf
Biology	Academic Offices, Class Laboratories & Research Space	24,275 sf	37,300 sf
Building & Grounds	Campus Services & Operations	2,948 sf	4,000 sf
CBNS	Research Space	0 sf	4,500 sf
Chemistry & Biochemistry	Academic Offices, Class Laboratories & Research Space	9,258 sf	5,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Lecture Halls	14,936 sf	20,000 sf
Computer Science	Academic Offices, Class Laboratories & Research Space	10,065 sf	0 sf
Family, Nutrition and Exercise Sciences	Academic Offices, Class Laboratories & Research Space	1,713 sf	4,200 sf
Food & Dining Services	Student / Faculty Services	1,446 sf	2,500 sf
Health Professions	Academic Offices	497 sf	600 sf
Office of Convergent Technology	Class Laboratories (Computer Labs)	5,157 sf	8,000 sf
Office of Convergent Technology	Classrooms & Lecture Hall Support	1,477 sf	1,500 sf
Physics	Academic Offices, Class Laboratories & Research Space	23,308 sf	0 sf
Psychology & Neuropsychology	Academic Offices, Class Laboratories & Research Space	18,588 sf	37,200 sf
School of Earth & Environmental Sciences	Academic Offices, Class Laboratories & Research Space	21,820 sf	0 sf
Unassigned	Unassigned	0 sf	4,200 sf
Total Net Assignable		**138,321 sf**	**138,100 sf**
Total Gross Square Feet		**252,189 sf**	**252,189 sf**

Proposed Campus Program by Building			
Temporary #1 (Demolished)			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	3,038 sf	0 sf
Continuing Education Program	Academic Offices & Class Laboratories	2,707 sf	0 sf
Food & Dining Services	Student / Faculty Services	70 sf	0 sf
Total Net Assignable		**5,815 sf**	**0 sf**
Total Gross Square Feet		**7,945 sf**	**0 sf**

Temporary #2 (Demolished)			
Department	**Space Type**	**May 2005 Existing Square Footage**	**Proposed Square Footage**
Business & Liberal Arts (BALA)	Academic Offices	1,558 sf	0 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	223 sf	0 sf
CUNY Honors College (CHC)	Administrative Offices	3,332 sf	
Honors in Math & Natural Science	Administrative Offices	70 sf	
Honors in the Humanities	Administrative Offices	152 sf	0 sf
Total Net Assignable		**5,335 sf**	**0 sf**
Total Gross Square Feet		**7,872 sf**	**0 sf**

Proposed Campus Program by Building			
Proposed New Building			
New Campus Service Building			
Department	**Space Type**		**Proposed Square Footage**
Campus Facilities & Services	Administrative Offices		2,300 sf
Buildings & Grounds	Campus Services & Operations		20,000 sf
Communications - News Services	Campus Services & Operations		7,500 sf
Central Receiving & Stores	Campus Services & Operations		15,000 sf
Mail Services	Campus Services & Operations		2,000 sf
Security Office	Campus Services & Operations		250 sf
Total Net Assignable		**0 sf**	**47,050 sf**
Total Gross Square Feet (80% Efficient)			**58,813 sf**

Proposed New Building		
New Center for the Division of Education & Dining Facility		
Department	**Space Type**	**Proposed Program Square Footage for New North Building**
Building & Grounds	Campus Services & Operations	15,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	15,000 sf
Educational & Community Programs	Academic Offices, Class Laboratories & Clinic Space	20,192 sf
Elementary & Early Childhood Education	Academic Offices & Class Laboratories	18,382 sf
Faculty/Staff/Student Services	Student / Faculty Services	1,200 sf
Food & Dining Services	Student / Faculty Services	30,000 sf
Office of Convergent Technology	Class Laboratories (Computer Labs)	18,000 sf
Secondary Education and Youth Services	Academic Offices & Class Laboratories	13,454 sf
Student Life / Student Activity	Student / Faculty Services	5,000 sf
Education, Dean of	Academic Offices	2,600 sf
Education	Class Laboratories	2,000 sf
Total Net Assignable		**140,828 sf**
Total Gross Square Feet (60% Efficient)		**234,713 sf**

Proposed Campus Program by Building		
Proposed New Building		
New Physical Science Building		
Department	**Space Type**	**Proposed Square Footage**
Building & Grounds	Campus Services & Operations	2,000 sf
Classrooms, Lecture Halls & Seminar Rooms	Classrooms & Seminar Rooms	5,000 sf
Computer Science	Academic Offices, Class Laboratories & Research Space	15,400 sf
Office of Convergent Technology	Administrative Offices	18,000 sf
Office of Convergent Technology	Class Laboratories (Computer Labs)	5,000 sf
Office of Convergent Technology	Classrooms & Lecture Hall Support	300 sf
Physics	Academic Offices, Class Laboratories & Research Space	24,600 sf
School of Earth & Environmental Sciences	Academic Offices, Class Laboratories & Research Space	21,900 sf
Total Net Assignable		**92,200 sf**
Total Gross Square Feet (60% Efficient)		**153,667 sf**

Queens College Master Plan Update

prepared for:
The City University of New York
The Dormitory Authority of the State of New York

Appendix 3: Proposed Campus Program by Department

Approved by the Board of Trustees of The City University of New York
February 27, 2006

Mitchell | Giurgola Architects, LLP
Scott Blackwell Page, Facility Programming Consultant

Space Assessment **Draft** 25-Jul-05

Queens College - Master Plan

Proposed Campus Program by Department				
Student FTEs	**11,539**	**12,344**	**12,773**	
Space Type	**Existing Space Fall 2003 / 2004**	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Instructional & Departmental Research				
Classroom & Computer Labs	160,397 sf	180,797 sf	190,708 sf	(30,311) sf
Arts & Humanities	130,624 sf	122,510 sf	126,684 sf	3,940 sf
Ethnic & Area Studies	6,808 sf	15,761 sf	15,761 sf	(8,953) sf
Mathematics & Sciences	217,732 sf	223,430 sf	236,058 sf	(18,326) sf
School of Education	32,452 sf	46,960 sf	54,629 sf	(22,177) sf
Social Sciences	51,871 sf	73,889 sf	79,175 sf	(27,304) sf
Subtotal Instructional	**599,884 sf**	**663,346 sf**	**703,014 sf**	**(103,130) sf**
NASF per FTE	52 sf	54 sf	55 sf	

Proposed Campus Program by Department				
Student FTEs	**11,539**	**12,344**	**12,773**	
Space Type	**Existing Space Fall 2003 / 2004**	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Support				
Academic Support	18,661 sf	27,569 sf	28,236 sf	(9,575) sf
Continuing Education	8,292 sf	13,600 sf	13,600 sf	(5,308) sf
Special Programs	17,227 sf	25,683 sf	26,303 sf	(9,076) sf
Library	169,635 sf	154,925 sf	166,238 sf	3,398 sf
Physical Education	101,526 sf	107,757 sf	107,757 sf	(6,231) sf
Assembly & Exhibition	74,727 sf	78,135 sf	78,135 sf	(3,408) sf
Student Faculty Services	135,298 sf	127,500 sf	128,000 sf	7,298 sf
Children's Development Center	2,169 sf	5,131 sf	5,616 sf	(3,447) sf
Student Services	34,559 sf	47,578 sf	49,132 sf	(14,573) sf
Administration	35,654 sf	41,591 sf	41,591 sf	(5,937) sf
Technology	19,756 sf	30,197 sf	31,290 sf	(11,534) sf
Campus Services	78,193 sf	99,500 sf	106,800 sf	(28,607) sf
Subtotal Support	**695,697 sf**	**759,166 sf**	**782,697 sf**	**(87,000) sf**
NASF per FTE	60 sf	62 sf	61 sf	
Current Vacant Space	**7,478 sf**	**0 sf**	**0 sf**	**7,478 sf**
Total NASF	**1,303,059 sf**	**1,422,512 sf**	**1,485,712 sf**	**(182,653) sf**
NASF per FTE	113 sf	115 sf	116 sf	

Note

Existing NASF excludes Parking beneath Student Union, Temp 3, Modular Buildings and CBNS Lease

Proposed Campus Program by Department				
Classroom & Computer Lab Space				
	Existing Space Fall 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Classroom & Lecture	135,123 sf	102,776 sf	102,041 sf	33,082 sf
Computer Lab Space	25,274 sf	59,525 sf	70,726 sf	(45,452) sf
Large Lecture Discount		18,496 sf	17,941 sf	
Total	**160,397 sf**	**180,797 sf**	**190,708 sf**	**(30,311) sf**
Projected FTES	11,539 FTES	12,344 FTES	12,773 FTES	
Allocation per FTES	14 sf	15 sf	15 sf	

Proposed Campus Program by Department				
Arts & Humanities				
	Existing Space Fall 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Art	49,335 sf	38,115 sf	40,819 sf	8,516 sf
Class Mideast & Asian Literatures & Cultures	5,845 sf	4,330 sf	4,330 sf	1,515 sf
Comparative Literature	2,410 sf	2,110 sf	2,280 sf	130 sf
Drama, Theatre, and Dance	11,348 sf	12,860 sf	12,860 sf	(1,512)sf
European Languages & Literatures	3,647 sf	4,470 sf	4,470 sf	(823)sf
English	12,082 sf	12,170 sf	12,170 sf	(88)sf
Hispanic Languages & Literatures	3,300 sf	4,100 sf	4,100 sf	(800)sf
Linguistics & Communication Disorders	8,827 sf	10,452 sf	11,622 sf	(2,795)sf
Media Studies	7,401 sf	9,360 sf	9,490 sf	(2,089)sf
Music, Aaron Copland School of	26,429 sf	24,543 sf	24,543 sf	1,886 sf
Total	**130,624 sf**	**122,510 sf**	**126,684 sf**	**3,940 sf**

Proposed Campus Program by Department				
Ethnic & Area Studies				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Academic Departments				
Africana Studies	390 sf	320 sf	320 sf	70 sf
Asian Studies / Asian American Center	1,341 sf	2,533 sf	2,533 sf	(1,192)sf
American Studies	140 sf	320 sf	320 sf	(180)sf
Center for Byzantine & Modern Greek Studies	2,002 sf	6,708 sf	6,708 sf	(4,706)sf
Center for Jewish Studies	1,360 sf	2,483 sf	2,483 sf	(1,123)sf
Irish Studies	200 sf	440 sf	440 sf	(240)sf
Italian American Studies (On-Site)	226 sf	440 sf	440 sf	(214)sf
Latin American & Latino Studies	930 sf	1,328 sf	1,328 sf	(398)sf
Women's Studies	219 sf	440 sf	440 sf	(221)sf
World Studies	0 sf	0 sf	0 sf	0 sf
Total	**6,808 sf**	**15,010 sf**	**15,010 sf**	**(8,202)sf**
Contingency (2.5%)		751 sf	751 sf	
Grand Total	**6,808 sf**	**15,761 sf**	**15,761 sf**	**(8,953)sf**

Proposed Campus Program by Department				
Mathematics & Sciences Space Assessment				
	Existing Space 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Academic Departments				
Biological Sciences	45,797 sf	43,376 sf	47,246 sf	(1,449)sf
Chemistry & Biochemistry	52,523 sf	41,190 sf	43,260 sf	9,263 sf
Computer Science	10,065 sf	14,639 sf	15,329 sf	(5,264)sf
Family Nutrition & Exercise Science	14,801 sf	18,328 sf	20,158 sf	(5,357)sf
Mathematics	9,326 sf	11,100 sf	11,640 sf	(2,314)sf
Physics & Astronomy	28,797 sf	23,217 sf	24,587 sf	4,210 sf
Psychology & Neuropsychology	28,264 sf	36,268 sf	37,128 sf	(8,864)sf
School of Earth & Environmental Sciences	21,820 sf	21,803 sf	21,843 sf	(23)sf
Animal Facilities	6,339 sf	8,060 sf	9,110 sf	(2,771)sf
Total	**217,732 sf**	**217,981 sf**	**230,300 sf**	**(12,568)sf**
Contingency (2.5%)		5,450 sf	5,758 sf	
Grand Total	**217,732 sf**	**223,430 sf**	**236,058 sf**	**(18,326)sf**

Proposed Campus Program by Department				
School of Education				
Summary	**Existing Space 2003 / 2004**	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Education & Community Programs	3,695 sf	13,148 sf	20,192 sf	(16,497)sf
Elementary & Early Childhood	19,650 sf	18,252 sf	18,382 sf	1,268 sf
Secondary Education & Youth Services	9,107 sf	13,324 sf	13,454 sf	(4,347)sf
Total	**32,452 sf**	**44,724 sf**	**52,028 sf**	**(19,576)sf**
Contingency (5%)		2,236 sf	2,601 sf	
Grand Total	**32,452 sf**	**46,960 sf**	**54,629 sf**	**(22,177)sf**

Proposed Campus Program by Department				
Social Science Space Assessment				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Academic Departments				
Accounting	4,091 sf	5,070 sf	5,280 sf	(1,189)sf
Anthropology	8,476 sf	12,276 sf	13,096 sf	(4,620)sf
BALA	1,558 sf	2,362 sf	2,362 sf	(804)sf
Business (Incorporated into Economics)	0 sf	0 sf	0 sf	0 sf
Economics	5,000 sf	6,650 sf	7,710 sf	(2,710)sf
History	7,284 sf	5,300 sf	5,300 sf	1,984 sf
Journalism	2,143 sf	2,720 sf	2,720 sf	(577)sf
Library & Information Studies	4,927 sf	8,322 sf	9,292 sf	(4,365)sf
Philosophy	3,724 sf	3,420 sf	3,420 sf	304 sf
Political Science	3,952 sf	5,730 sf	6,195 sf	(2,243)sf
Sociology	7,612 sf	10,055 sf	11,525 sf	(3,913)sf
Social Science Quantitative Studies Center	0 sf	1,200 sf	1,200 sf	(1,200)sf
Urban Studies	3,104 sf	7,265 sf	7,305 sf	(4,201)sf
Total	**51,871 sf**	**70,370 sf**	**75,405 sf**	**(23,534)sf**
Contingency (5%)		3,519 sf	3,770 sf	
Grand Total	**51,871 sf**	**73,889 sf**	**79,175 sf**	**(27,304)sf**

Proposed Campus Program by Department				
Academic Support Space Assessment				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Academic Departments				
Academic Support Center	848 sf	950 sf	950 sf	(102)sf
Academic Support Lab	1,613 sf	2,153 sf	2,153 sf	(540)sf
Adult Collegiate Education	1,062 sf	1,000 sf	1,000 sf	62 sf
Advising Center	2,947 sf	3,900 sf	4,550 sf	(1,603)sf
College Now	1,033 sf	925 sf	925 sf	108 sf
Freshman Year Initiative	4,043 sf	3,925 sf	3,925 sf	118 sf
Health Professions	497 sf	563 sf	563 sf	(66)sf
Honors & Scholarships	3,476 sf	4,375 sf	4,375 sf	(899)sf
Science Tutoring Center	467 sf	3,588 sf	3,588 sf	(3,121)sf
Scholastic Standards	631 sf	631 sf	631 sf	0 sf
Summer Session	538 sf	538 sf	538 sf	0 sf
Testing Center & Test Center	717 sf	3,138 sf	3,138 sf	(2,421)sf
Weekend College	552 sf	863 sf	863 sf	(311)sf
Writing Center	237 sf	350 sf	350 sf	(113)sf
Total	**18,661 sf**	**26,897 sf**	**27,547 sf**	**(8,886)sf**
Contingency (2.5%)		672 sf	689 sf	
Grand Total	**18,661 sf**	**27,569 sf**	**28,236 sf**	**(9,575)sf**

Proposed Campus Program by Department				
Continuing Education				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Continuing Education	5,932 sf	10,000 sf	10,000 sf	(4,068)sf
English as a Second Language	1,204 sf	2,100 sf	2,100 sf	(896)sf
English Language Institute	1,156 sf	1,500 sf	1,500 sf	(344)sf
Total	**8,292 sf**	**13,600 sf**	**13,600 sf**	**(5,308)sf**

Proposed Campus Program by Department				
Special Programs				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Caumsett Center for Environmental Teaching & Research (Off-Site)	0 sf	0 sf	0 sf	0 sf
Harrington Center	716 sf	2,100 sf	2,100 sf	(1,384)sf
Center for Unlimited Enrichment	654 sf	750 sf	750 sf	(96)sf
Center Bio Nat Sys (Organized Research)	0 sf	3,938 sf	4,529 sf	(4,529)sf
Kaplan Testing	3,372 sf	3,372 sf	3,372 sf	0 sf
Labor Education & Advisement Program	3,422 sf	3,500 sf	3,500 sf	(78)sf
SEEK	7,288 sf	9,000 sf	9,000 sf	(1,712)sf
Upward Bound	1,775 sf	1,800 sf	1,800 sf	(25)sf
Subtotal	**17,227 sf**	**24,460 sf**	**25,051 sf**	**(7,824)sf**
Contingency (5%)		1,223 sf	1,253 sf	
Grand Total	**17,227 sf**	**25,683 sf**	**26,303 sf**	**(9,076)sf**

Proposed Campus Program by Department				
Library				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Administrative Space		21,300 sf	22,875 sf	
Collection Space		84,660 sf	92,960 sf	
Study Space		48,965 sf	50,403 sf	
Subtotal	**169,635 sf**	**154,925 sf**	**166,238 sf**	**3,398 sf**

Athletics & Recreation				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Intercollegiate Athletics & Physical Education	101,526 sf	107,757 sf	107,757 sf	(6,231)sf
Total	**101,526 sf**	**107,757 sf**	**107,757 sf**	**-6,231 sf**

Proposed Campus Program by Department

Assembly & Exhibition

	Existing 2003 / 2004	Projected 2009 / 2010	Projected 2014 / 2015	Projected Deficit or Surplus
Colden Center for the Performing Arts	20,842 sf	21,500 sf	21,500 sf	(658)sf
Godwin -Ternbach Museum	13,591 sf	15,591 sf	15,591 sf	(2,000)sf
Goldstein Theater	19,022 sf	19,022 sf	19,022 sf	0 sf
LeFrack Concert Hall	19,022 sf	19,022 sf	19,022 sf	0 sf
Louis Armstrong Archives	2,250 sf	3,000 sf	3,000 sf	(750)sf
Total	**74,727 sf**	**78,135 sf**	**78,135 sf**	**(3,408)sf**

Student Activity Space

	Existing 2003 / 2004	Projected 2009 / 2010	Projected 2014 / 2015	Projected Deficit or Surplus
Bookstore	12,791 sf	12,500 sf	13,000 sf	(209)sf
Food & Dining Services	38,303 sf	40,000 sf	40,000 sf	(1,697)sf
Student Government	2,660 sf	3,000 sf	3,000 sf	(340)sf
Student Life / Student Activity	27,836 sf	27,000 sf	27,000 sf	836 sf
Student Union	53,708 sf	45,000 sf	45,000 sf	8,708 sf
Total	**135,298 sf**	**127,500 sf**	**128,000 sf**	**7,298 sf**

Proposed Campus Program by Department				
Child Development Center				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Child Development & Family Services Center	2,169 sf	5,131 sf	5,616 sf	(3,447)sf
Total	**2,169 sf**	**5,131 sf**	**5,616 sf**	**(3,447)sf**

Proposed Campus Program by Department				
Student Services				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Admissions	4,428 sf	4,800 sf	5,184 sf	(756)sf
Bursar & Revenue Accounting	4,772 sf	5,500 sf	5,500 sf	(728)sf
Career Development & Internships	1,787 sf	3,400 sf	3,672 sf	(1,885)sf
Counseling & Advising Center	3,529 sf	3,700 sf	3,996 sf	(467)sf
Disabled Student Services	363 sf	600 sf	600 sf	(237)sf
Financial Aid	3,824 sf	4,300 sf	4,300 sf	(476)sf
Graduate Admissions	1,565 sf	1,600 sf	1,728 sf	(163)sf
Health Services	1,676 sf	2,200 sf	2,200 sf	(524)sf
International Student Services	761 sf	950 sf	950 sf	(189)sf
Minority Student Affairs	0 sf	350 sf	350 sf	(350)sf
One Stop Shop	0 sf	3,138 sf	3,138 sf	(3,138)sf
Peer Advisors	3,175 sf	3,175 sf	3,175 sf	0 sf
Registrar	5,916 sf	6,200 sf	6,200 sf	(284)sf
Special Services	363 sf	1,500 sf	1,500 sf	(1,137)sf
Student Development Programs	0 sf	1,500 sf	1,500 sf	(1,500)sf
Student Union Administration	2,400 sf	2,400 sf	2,800 sf	(400)sf
Subtotal	**34,559 sf**	**45,313 sf**	**46,793 sf**	**(12,234)sf**
Contingency (5%)		2,266 sf	2,340 sf	
Grand Total	**34,559 sf**	**47,578 sf**	**49,132 sf**	**(14,573)sf**

Proposed Campus Program by Department				
Administrative Space				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Academic Senate	724 sf	800 sf	800 sf	(76)sf
Accounting & Accounts Payable	2,137 sf	2,400 sf	2,400 sf	(263)sf
Affirmative Action	656 sf	560 sf	560 sf	96 sf
Alumni Affairs & Special Events	2,656 sf	4,500 sf	4,500 sf	(1,844)sf
Budget Office	371 sf	420 sf	420 sf	(49)sf
Business Affairs	4,834 sf	4,260 sf	4,260 sf	574 sf
Business Office	177 sf	280 sf	280 sf	(103)sf
Communications - Design Services	1,610 sf	1,850 sf	1,850 sf	(240)sf
Corporate & Foundation Relations	0 sf	0 sf	0 sf	0 sf
Dean of Academic Support & Development	281 sf	675 sf	675 sf	(394)sf
Dean of Arts & Humanities	675 sf	1,526 sf	1,526 sf	(851)sf
Dean of Education	3,218 sf	3,500 sf	3,500 sf	(282)sf
Dean of Graduate Studies	712 sf	750 sf	750 sf	(38)sf
Dean of Mathematics& Natural Sciences	2,191 sf	2,100 sf	2,100 sf	91 sf
Dean of Social Sciences	1,726 sf	1,526 sf	1,526 sf	200 sf
Human Resources & Payroll	3,222 sf	3,600 sf	3,600 sf	(378)sf
Institutional Research	411 sf	480 sf	480 sf	(69)sf
Labor Relations & Special Counsel	735 sf	850 sf	850 sf	(115)sf
Office of the President	4,632 sf	5,000 sf	5,000 sf	(368)sf
Office of the Provost	2,625 sf	3,250 sf	3,250 sf	(625)sf
Purchasing & Property Management	1,768 sf	1,800 sf	1,800 sf	(32)sf
Research & Sponsored Programs	3,154 sf	2,683 sf	2,683 sf	471 sf
Study Abroad Programs	0 sf	0 sf	0 sf	0 sf
VP Finance & Administration	1,736 sf	1,800 sf	1,800 sf	(64)sf
VP of Student Affairs	1,572 sf	1,900 sf	1,900 sf	(328)sf
Subtotal	**35,654 sf**	**39,610 sf**	**39,610 sf**	**(3,956)sf**
Contingency (5%)		1,981 sf	1,981 sf	
Grand Total	**35,654 sf**	**41,591 sf**	**41,591 sf**	**(5,937)sf**

Proposed Campus Program by Department				
Technology				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Office of Convergent Technology	18,602 sf	27,633 sf	28,726 sf	(10,124)sf
Telephone Service	1,154 sf	2,564 sf	2,564 sf	(1,410)sf
Total	**19,756 sf**	**30,197 sf**	**31,290 sf**	**(11,534)sf**

Campus Services				
	Existing 2003 / 2004	**Projected 2009 / 2010**	**Projected 2014 / 2015**	**Projected Deficit or Surplus**
Buildings & Grounds	53,492 sf	70,000 sf	75,000 sf	(21,508)sf
Campus Facilities & Services	1,945 sf	2,000 sf	2,300 sf	(355)sf
College Security	4,154 sf	4,500 sf	4,500 sf	(346)sf
Communication - News Services	6,016 sf	7,500 sf	7,500 sf	(1,484)sf
Health & Environmental Safety	0 sf	500 sf	500 sf	(500)sf
Mail Services	1,559 sf	2,000 sf	2,000 sf	(441)sf
Procurement, Property & Auxiliary Services (Central Stores)	11,027 sf	13,000 sf	15,000 sf	(3,973)sf
Total	**78,193 sf**	**99,500 sf**	**106,800 sf**	**(28,607)sf**