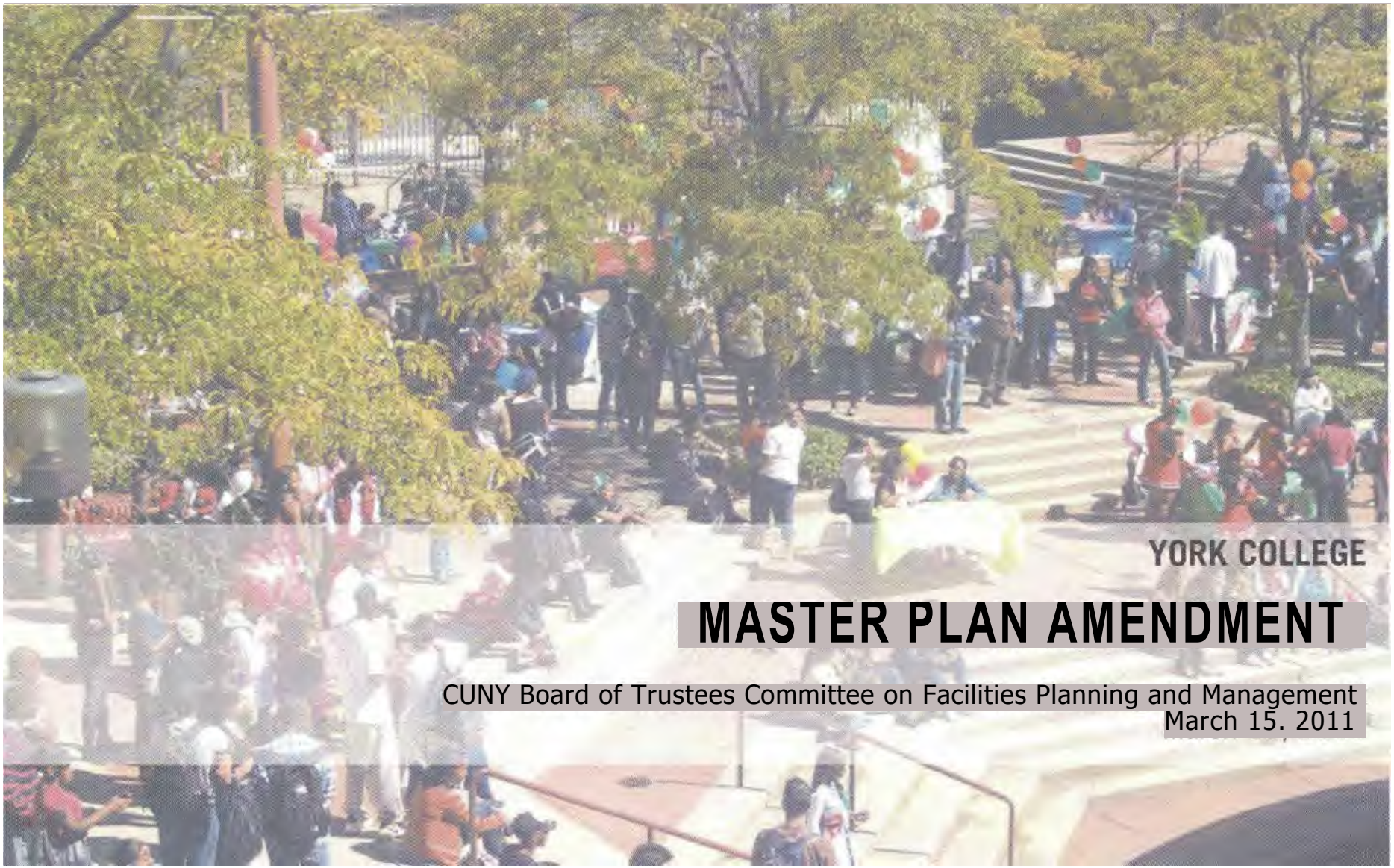


YORK COLLEGE

MASTER PLAN AMENDMENT

CUNY Board of Trustees Committee on Facilities Planning and Management
March 15. 2011

PERKINS
+WILL

215 Park Ave. South, New York, NY 10003 www.perkinswill.corn

CONTENTS

List of Figures and Illustrations

Acknowledgements

Foreword from the President

EXECUTIVE SUMMARY

A Overview of Academic Mission
B Campus Location
C Campus History 8
D Master Plan Methodology
E Master Plan Goals & Objectives
F Current & Projected Space Needs 12
G Summary of the Master Plan

GOALS & OBJECTIVES

Leadership Vision & Themes 27
Master Plan Goals & Objectives 28

CURRENT & PROJECTED SPACE NEEDS

Introduction 33
B Existing Campus Inventory
Space Assessment 36
D Benchmarking Comparable Institutions 38
E Current & Projected Enrollment 40
F Classroom & Computer Lab Needs 43
rya Academic Departments Needs 45

BUILDING & SITE CONDITIONS

Overview 5
Building Vignettes
C Building Conditions Assessment 60
Campus Infrastructure 62
Site Circulation 64
F Site Open Space 68
G Site Development Summary 70

PROJECTED REDEVELOPMENT

Introduction
B Shared Activities & Student Services 75
C Student & Administrative Services 80
D Business & Information Systems 82
E Health & Behavioral Sciences 84
F Arts & Sciences 88
G Campus Services 94
H Classrooms & Computer Labs 98
I Summary Tables of Master Plan Goals & Strategies

6 SITEWORK

A Introduction 05
B Circulation Framework 106
C Open Space Framework 118
D Landscape Guidelines 122

IMPLEMENTATION

A Overview 131
B Cost Analysis 132
C Short-Term Projects 134
D Intermediate-Term Projects 136
E Long-Term Scenario 138

APPENDICES

A.1 Campus Spatial Profile
A.2 Campus Central Plant Options
A.3 Opportunities & Constraints Report

LIST OF FIGURES AND ILLUSTRATIONS

1.6,1 Location Map
1.B.2 Campus Environs Map
1.C.1 Local Area Prior to Construction
1.C.2 Acquisition Map
1.C.3 Master Plan 1975
1.C.4 Master Plan Amendment 1996
1.C.5 Master Plan 1975 View of Commons
1.F.1 Existing Space by Building
1.F.2 Academic Space by Building
1.F.3 Existing Campus Plan
1.F.4 Overall Space Assessment
1.F.5 Comparative Ratios NASF!FTEs - CUNY Senior Colleges
1.G.1 Current: Concentrated
1.G.2 Future: Distinct
1.G.3 Academic Core Grand Plaza
1.G.4 159th Street Pedestrian Corridor Potential View
1.G.5 Planted Boulevard Overlay
1.G.6 160th Street Potential Redevelopment
1.G.7 Project Vision: Academic Village & Conference Center
1.G.8 Academic Core Exterior View
1.G.9 Academic Core Program Stack
1.G.10 Project Vision: School of Pharmacy
1.G.11 West Campus Long-Term Overview
1.G.12 Summary Schedule of Projects
1.G.13 Recommended Master Plan
3.6.1 Campus Space Distribution
3.6.2 Campus Buildings Inventory
3.6,3 Academic Support Space Ratio by Building
3.B.4 Existing Campus Academic / Support Ratio
3.C.1 Overall Space Assessment
3.C.2 Overall Space Assessment
3.0,1 Comparative Ratios NASFIFTEs - COPLAC institutions
3.0,2 Comparative Ratios NASF/FTEs - CUNY Senior Colleges
3.0,3 Benchmarking - CUNY Senior Colleges
3.E.1 Ethnic Composition of Enrollment
3.E.2 Enrollment by Borough
3.E.3 FTE and Headcount Enrollment
3.E.4 NYC Population Projections 2010-2020
3.E.5 Projected High School Graduation Rates
3.F.1 Composite Instructional Contact Hours Space Needs for Classroom and Computer Labs
3,0.1 Academic Department Space Need
3.G.2 Academic Departments Organized by Ratio of Space Deficit to Existing Space
4.C.1 Building Conditions Map
4.0,1 Existing Campus Infrastructure Plan
4.E.1 Transit Circulation
4.E.2 Vehicular Circulation
4.E.3 Pedestrian Bike Circulation
4.E.4 Building Use Intensity
4.F.1 Passive & Active Open Spaces
4.F.2 Access & Security
44:.;.1 Site Zoning Map
4,G.2 Developable Site Map
5.6,1 Project Vision: Academic Village & Conference Center
5.B.2 Academic Village Program Synergies
5.B.3 Academic Village & Conference Center Space Allocation
5.C.1 Proposed One-Stop Student Services
5.0.1 Allocation for School of Business & Information Systems
5.E.1 Science 2nd Floor Space Types
5.E.2 Proposed Science Building Program
5.E.3 Proposed Site for School of Pharmacy
5.E.4 Proposed School of Pharmacy
5.E.5 Project Vision: CUNY School of Pharmacy at York College
5.F.1 Existing Diagram Academic Core
5.F.2 Academic Core Diagram Program Vacating to Academic Village
5.F.3 Academic Core Diagram Program Vacating to Sci. Bldg. & Moving Internally
5.F.4 Academic Core Stack Program
5.F.5 Renewal of Academic Core
5.F.6 Overview of West Campus Development
5.F.7 Proposed Academic Core Extension
5.G.1 Beaver Road Parking Option
5.G.2 South Lot Parking Option
5.G.3 Campus Plant Recommendations Summary
5.H.1 Propoised Gen'l Academic Space in Academic age & Conf. Center
5.H.2 Proposed Upgrades to Computer Lab Use
5.H.3 "Smart" Technology Classroom Upgrades
5.1.1 Summary Table of Master Plan Goals & Strategies
5.1.2 Flowchart Sequence of Master Plan Strategies
6.A.1 Vision Plan
6.B.1 Raingarden on Furmanville Avenue in Queens
6•6.2 Open Space & Circulation Framework—Long-Term
6.6.3 Entrance at Archer Avenue
6.B.4 Archer Avenue Underpass
6.6.5 Tunnel Sample Image 1
6.6.6 Tunnel Sample Image 2
6.6.7 Sample Paving
6.13.8 York College Site Diagram: Entrances and Intersections
6.6.9 Sample Intersection Streetscape
6.6.10 Planted Boulevard Overlay Liberty Avenue.
6.6.11 Proposed Section Liberty Avenue
6.6.12 Existing View Liberty Avenue
6.6,13 Proposed View Liberty Avenue
6.6.14 Planted Boulevard Overlay 160th Street
6.8.15 Proposed Section 160th Street
6.B.16 Existing View 160th Street
6.B.17 Proposed View 160th Street
6,6.18 Planted Boulevard Overlay Guy R. Brewer Boulevard
6.6.19 Proposed Section Guy R. Brewer Boulevard
6.6.20 Existing View Guy R. Brewer Boulevard
6.6.21 Proposed View Guy R. Brewer Boulevard
6.6.22 Existing View 159th Street

6.13,23 Pedestrian Street Portland, OR

6.B.24 Pocket Park Portland, OR 116
6.B.25 Proposed View 159th Street 117
6.C.1 Open Space Framework Short-Term - 118
6.C.2 Open Space Framework Intermediate-Term 7,18
6.C.3 Open Space Framework Long-Term 119
6.C.4 Academic Core Building Courtyard 120
6.C.5 Pettygrove Park Portland, OR 120
6.C.6 Paley Park Manhattan 120
6.C.7 South Road Fence 121
6.C.8 Fence and Planting 121
6.C.9 Fence/Trellis Combination 121
6.D.1 Street Light Samples 123
6.D.2 Pedestrian Pole Light Samples 123
6.D.3 Pedestrian Bollard Sample 123
6.0.4 Pedestrian Bollard Sample 123
6.0.5 Sample Outdoor Benches 124
6.D.6 Receptacle from Landscape Forms 125
6.D.7 Receptacle from Landscape Forms 125
6.D.8 Sample Bicycle Racks 125
7.B.1 Cost Analysis Breakdown 132
7.B.2 Cost Analysis Breakdown (continued) 133
7.C. 1 Cost Analysis - Short-Term 134
7.C.2 Short-Term Projects Plan 135
7.D.1 Cost Analysis - Intermediate-Term 136
7.D.2 Intermediate-Term Projects Plan 137
7.E.1 Cost Analysis - Long-Term 138
7.E.2 Existing York College Campus Plan 140
7.E.3 Recommended Master Plan 141

ACKNOWLEDGEMENTS

The City University of New York

Department of Design, Construction & Management	Iris Weinshall, Vice Chancellor for Facilities Planning, Construction & Management Judy Bergtraum, Deputy to the Vice Chancellor for Facilities Planning, Construction & Management Robert Lemieux, Executive Director, Design, Construction & Management Meghan Moore-Wilk, Director of Space Planning Max Pizer, Assistant Director of Design, Construction & Management Michelle Williams, Project Coordinator
York College	Marcia V. Keizs, President Ivelaw Lloyd Griffith, Provost and Senior Vice PresHdent, Academic Affairs Jerold Posman, Senior Vice President and Chief Operating Officer Janis Jones, Vice President, Student Development Dolores Swerin, Vice President, Advancement Ronald Thomas, Dean, Administrative Affairs Panayiotis Meleties, Dean, School of Arts and Sciences Harry Rosen, Acting Dean, School of Business and Information Systems Dana Fusco, Acting Dean, School of Health and Behavioral Sciences Aghajan Mohammadi, Director of Institutional Research and Assessment Earl Simons, Assistant to the Vice President of Institutional Advancement Noel Gamboa, Director of Facilities Operations

Master Plan Team

Perkins+Will - Campus Planners	Tony Alfieri, Associate Principal Krisan Osterby, Senior Campus Planner Ben Sparer, RLA Karina Moya Laura Lyndgaard
Scott Blackwell Page, Architect - Educational Planner	Scott Blackwell Page
Joseph R. Loring & Associates, Inc. - MEP / Campus Infrastructure	Steve Kenah, Principal Rajesh Shah, PE
VJ Associates - Cost Estimator	Vijay Desai, President Anup Kumar

FOREWORD FROM THE PRESIDENT

Office of the President

A Message from President Marcia V. Keizs

York College is living its motto "On the Move." Rapid and effective change management is rvasive throughout every aspect of the institution. The benefits of establishing, and then building upon, levels of achievement and performance are evident in progress involving student enrollment, faculty recruitment, reorganizing the academic program, successful fundraising, and upgrading and redesigning the campus.

Since fall 2006, York's enrollment has increased by 25 percent. The number of first-time freshmen has grown by more than 50 percent during this time period, while the College has twice raised its admissions standards. The high school averages and SAT scores of entering students have risen substantially. In addition, since 2006 the York College Foundation has provided merit scholarship assistance to almost 350 students.

Changing the balance of full and part-time faculty has been a priority. Since 2007, York has recruited 80 new full-time faculty. The total number of full-time faculty has increased 25 percent, making the percentage of instruction delivered by full-time personnel the highest among the CONY senior colleges. This infusion of new faculty has benefited faculty-student interaction in and outside the classroom, changed the delivery of teaching and advising of students, and strengthened the concept of a completely integrated "small college" academic community.

In fall 2009, York reorganized its 17 academic units into three distinct Schools: Business and Information Systems; Health and Behavioral Sciences; and Arts and Sciences. The rationale for the reorganization is to transform and accentuate important areas of study, especially in Business and Allied Health ;state-of-the-art nursing laboratories are being constructed to make the BS in Nursing a stellar program); create fund-raising opportunities for all academic programs; boost curricular, co-curricular, and pedagogical innovation; and further burnish the reputation of the College. York continues to receive recognition for its unique program in Aviation Management, which graduated its first class in spring 2010. CONY has also announced that York will be the home of a School of Pharmacy, only the second public institution of its kind in New York State.

The Master Planning Process provides a roadmap for an upgrade of the campus physical facilities and structure allowing it to keep pace with the projected enrollment changes, infusion of new faculty, and increased student activities. Spaces within buildings and around the campus will be made more accessible and student centered, and there will be a significant commitment to environmental awareness.

The centerpiece of the Master Plan is the replacement of the 40,000-square-foot Classroom Building with a Student Academic Village and Conference Center (AVCC) that will be four times larger in size. The Master Plan and AVCC will be the impetus for a triple transformation: how learning takes place; how the entire college looks; and a change in the overall nature of Jamaica, Queens.

In concert with the Master Plan, York is undertaking a strategic planning initiative. This will enable the College to coordinate its physical facilities with a re-envisioning of its academic, student and community programs. In combination, York's Master Plan and Strategic Plan will continue to keep the college on the move toward realizing the powerful vision of its founders — as a transformative urban higher-education institution and cultural hub.

94-20 Guy R. Brewer Boole. and •Jur_aica, New York 11451 •718-262-2350 •Fax 718-262-2352 • www.york.cuny.edu

EXECUTIVE SUMMARY

CONTENTS

A Overview of Academic Mission 3
B Campus Location 5
C Campus History 8
D Master Plan Methodology 18
E Master Plan Goals & Objectives
F Current & Projected Space Needs 12
G Summary of the Master Plan 15

A Overview of :ork College & its Academic Mission

York College enriches lives and enables students to grow as passionate, engaged learners with the confidence to realize their intellectual and human potential as individuals and citizens.

STRATEGIC PLAN MIS

Students arriving at York become active participants in the continuing success of public higher education in New York City. York is especially attentive to the academic goals of first-generation college students in earning an undergraduate degree. A notable experience for York students is the student-centered, individual approach found at the College. Community is cultivated within and beyond the student body, engaging a supportive alumni network as well as the Jamaica and Queens communities.

York College is located in the city's most diverse borough. The school's population represents this dynamic mosaic. Students come from over 120 countries, speaking 86 languages amongst them with at least 41% born outside the United States The majority, 65%, are Queens residents. In recent years, more students have been entering as freshman under the age of 20, reflecting a trend toward a more traditional entrance age for college students.

In 2009, York College enrolled 7,740 students (5,571 student FTEs), of whom 63% are full-time. The College's full-time faculty number 205, with several new key hires, including the Dean for the School of Business and Information Systems, who previously served as the Chair of The Business Department at Baruch College,

In 2010, York College issued its Strategic Plan for 2010-2020, following a year-long process undertaken by the Strategic Planning Committee. The document sets forth York's academic mission, vision, values, goals and initiatives for the next 10 years. It serves as an important reference for this Master Plan Amendment.

Highlights of the Strategic Plan Goals:

Enhance and expand opportunities for engaging, rigorous and transformative learning experiences.

Integrate student support services throughout all stages of student life to ensure student success at York College / CUNY.

Ensure a culture of development and continuous improvement through appropriate and meaningful assessment.

4. Develop and implement an institutional advancement and financial model to support York College's programs, students, faculty, staff, and facilities.

Ensure the planning and building of facilities that meet and sustain the long range strategic needs of York College in concert with the surrounding community.

Degree Programs

Students must earn 35-40% of total credits from the general education requirements to complete a baccalaureate degree at York College. Together with a mandatory first-year program, this ensures that the core of the undergraduate experience is firmly grounded in a well-rounded, liberal arts and sciences curriculum.

The following table lists the numerous and varied degrees offered at York. With the exception of one, all are baccalaureate degrees, demonstrating York's foundation as a four-year undergraduate institution. Additionally, a number of certificate programs exist that extend the teaching and education focus of many undergraduate degrees. York College is the only school in the CUNY system to offer a combined BS/MS in Occupational Therapy.

Established at York College through a grant from the Port Authority of New York and New Jersey in 2003, the CUNY Aviation Institute has since developed a Bachelor of Science degree in Aviation Management. More recently, York has introduced three new programs: pharmaceutical sciences, journalism and nursing.

Professional programs have flourished at York with critical mass emerging in the health sciences family of programs, including medical technology/ clinical laboratory science, physician assistant, nursing with nursing clinicals, occupational therapy and pharmaceutical science.

MASTER DEGREES

Occupational Therapy (BS / MS)

BACCALAUREATE DEGREES

Accounting
African-American Studies
Anthropology
Art History
Aviation Management
Biology
Biotechnology
Business Administration
Chem istry
Childhood Education Program
Clinical Laboratory Science / Medical Technology
Communications Technology
Community Health Education
Computer Science
Economics
English
Environmental Health Science
French
Geology
Geology - Earth Science / Education 7-12
Gerontological Studies & Services
Health Promotion Management
History
Information Systems Management
Interdisciplinary Studies
Journalism
Marketing
Mathematics
Mathematics Education
Movement Science
Music
Nursing
Pharmaceutical Science
Philosophy
Physical Education
Physician Assistant
Physics
Political Science
Psychology
Social Work
Sociology
Spanish
Speech and Communication Theatre Arts
Studio Art
Teaching Certification in Biology 7-12
Teaching Certification in Chemistry 7-12
Teaching Certification in Health Education K-12
Teaching Certification in Spanish
Teacher Education, Childhood Education
Teacher Ed., Childhood Ed. Bilingual Extension

CERTIFICATE PROGRAMS

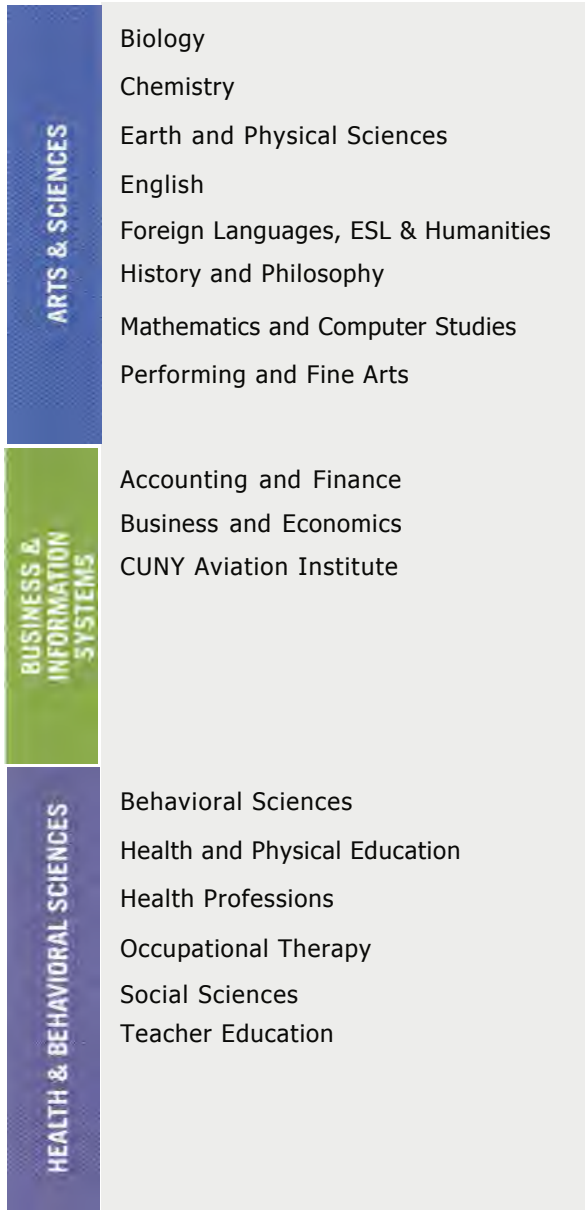
Biology Education
Chemistry Education
Child and Youth Workers
Mortgage Finance
Physics Education
Spanish for Professional Purposes
Survey Research

PREPARATORY PROGRAMS

Academic Development
English as a Second Language (ESL)

SPECIAL PROGRAMS

Academic Computing
Cultural Diversity
Pre-Engineering
Writing Program



Structure of the Schools

In 2009, the CUNY Board of Trustees approved the restructuring of York College's academic departments into the schools model. In doing so, the College promotes identification of academic leadership at York College and in each school, an identifiable family of programs.

From 16 departments, the College established three academic schools:

+ Arts & Science
+ Business & Information Systems

  Health & Behavioral Sciences

The table at left lists the departments plus the Aviation Institute, organized by school. This reorganization has another function in preparing York to attract sponsorship of its programs for scholarships and endowments, offering naming opportunities to future donors.

B Campus Location

York College is located in Jamaica, Queens, bordered on the north by the downtown Jamaica central business district. In September 2007, the City Council adopted the Department of City Planning's plan for the Special Downtown Jamaica District, which rezoned 368 blocks, the first major update to area zoning since 1961. The Jamaica Plan seeks to harness the neighborhood's role as a transportation hub, encouraging a mix of residential, business and community developments in the mid-rise scale, while preserving the low-rise character of the surrounding residential neighborhood. The most immediate effect of the re-zoning will occur around the Long Island Rail Road / AirTrain terminal, which will allow development of up to 12.0 FAR. The campus and the neighborhood have the opportunity to build on shared strengths.

Transportation

The campus is exceptionally well situated with respect to public transit of all modes, regional transit and private vehicles. The subway exit to MTA lines E/J/Z at the Jamaica Center-Parsons/ Archer station is steps from the gateway entrance arch of York College. As a major transfer point to Queens buses, the terminal is one stop beyond the Jamaica Station of the Long Island Rail Road, another key transfer point to the MTA AirTrain connection to JFK International Airport.

FIGURE .8.1 Location Map

FIGURE 1.8.2 Campus Environs Map

Campus Environs

The elevated tracks of the LIRR define both the northern and western boundaries of the campus, forming a visual barrier from Jamaica's commercial corridor to the north. The resulting LIRR underpasses distinguish York's primary arched gateways. Several civil service institutions lie outside the northwest corner of campus on Archer Avenue, including the US Social Security Building, SSA's Northwest Service Center, and The Queens County Family Court. On York's own property is the US FDA Northeast Regional Lab. Manufacturing and light industrial districts flank the campus on the east and west, while a residential neighborhood borders the southern campus perimeter.

Within a 1/4 mile, or 5-minute walk, transit connections and the retail corridor of Jamaica Boulevard are available. Within a 1/2 mile, or 10-minute walk, King Park and Manor Museum, the Jamaica YMCA and the Queens Central Library (QPL) are accessible.

C Campus History

The Board of Higher Education of The City University of New York (CUNY) established its fifth senior college in 1966 as "Alpha College." The College began in rented facilities in Bayside in 1967 and was renamed York College by its first president. The Regional Plan Association's Jamaica Center Report, published in 1968, instituted the planning for a sweeping revitalization of the physical area that would become the York College campus.

The 1968 Acquisition Map (below) identifies the existing residential parcels, which would be condemned for the York College Urban Renewal Area on a total of 49.8 acres. Early advocates of locating the College in Jamaica, Queens, included local business, community, and religious leaders.

The Master Plan for York College approved by the Board of Trustees of The City University of New York in 1975 was never fully realized, but its initial concepts, functional relationships and spirit of place can be sensed at the present day campus. Instead of a central quad enclosed by academic and administrative components, the first implemented building combined all of these separate functions and internalized a pedestrian street. The original vision of outdoor commons emblematic of collegiate gathering spaces turned inward, ultimately shielding social interactions from the community's view. The southeast Site 9 was also never developed for dormitories, although the 1996 Master Plan Amendment attempted to revive this part of campus to include a student union. From the amendment, the re-adaptation of St. Monica's Church for the Child Care Building and the US FDA Building at York College were both instituted.

FIGURE 1.C.1 Local Area Prior to Construction

FIGURE 1.C.2 Acquisition Map

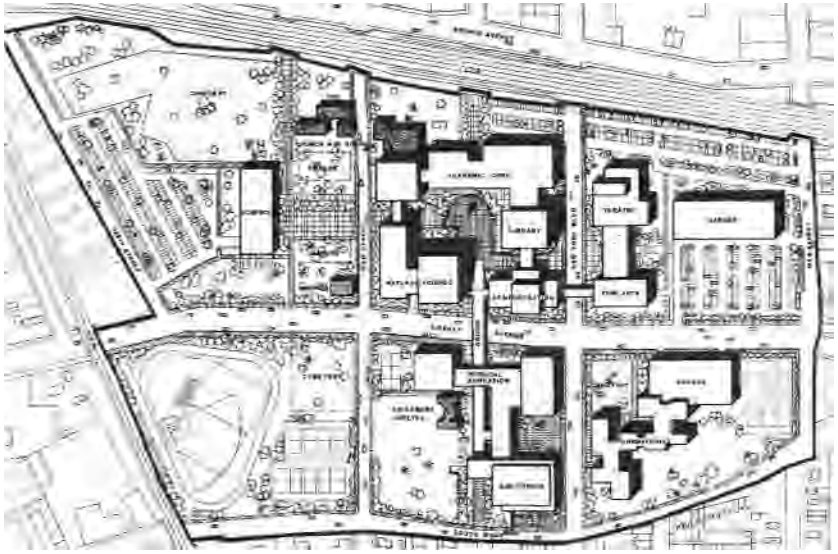


FIGURE 1.C.3 Master Plan 1975

FIGURE LCA Master Plan Amendment 1996

D Master Plan Methodology

The Master Plan process represents an ongoing exchange between the College, CUNY and the design team. As a reiterative series of inquiries, proposals and responses, an overall solution takes shape that coalesces into a campus vision.

Analysis of enrollment projections and existing facilities provide the initial imprint of space need, while interviews conducted with campus constituencies further molded the context for that space need. Implications of cost and required campus infrastructure were layered into the dialogue to further define the College's overall space needs.

Four principal areas of information provided inputs for the analysis: campus conditions assessment. institutional research, interviews and meetings, and other resources.

Campus Conditions Assessment

In consultation with various faculty, staff and CUNY representatives, the Master Plan team assessed the physical conditions of the campus. The campus plan archives provided background drawings. Site visits and interviews were conducted with maintenance and operations personnel. Findings are presented under section: 4 Building & Site Conditions.

Institutional Research

The design team's educational programming consultant worked with Dr. Ivelaw Griffith, Provost /Senior VP of Academic Affairs, and Dr. Aghajan Mohammadi, Director of Institutional Research, in order to determine current and projected enrollment, classroom utilization rates and student demographics. The basis for matching space with need began with the College's physical space inventory, or PSI. The CUNY Office of Space Management maintains a database that documents all built space, classifies space types and records the assigned department for each space. The consultant team surveyed the existing buildings and as various campus projects were initiated, spaces in the inventory were re-assigned to reflect current conditions and occupants at the time of the survey.

Finally, the team received enrollment projections for each academic department from the College. These projections were reviewed and approved by the Offices of the Executive Vice Chancellor and University Provost and the Office of the Associate Vice Chancellor for Budget and Finance.

FIGURE 1.C.5 Master Plan 1975 View of Commons

From these studies, a campus space allocation was developed and a picture of campus trends from present to 2018 emerged.

The findings presented under section: 3 Current & Projected Space Needs, are supported by the appendix: A.1 Campus Spatial Profile.

Interviews and Meetings

Interviews of leadership and representatives from academic departments were complemented by meetings with senior administration, student representatives, operations and maintenance.

In September 2009, a visioning session held with the Master Plan executive committee was followed by a series of workshop meetings as an opportunity both to convey information about the Master Plan in progress and to solicit feedback

from stakeholders. The four focus groups engaged in the workshops included community, academics, student life and operations. The themes and feedback gathered from these meetings factored into the establishment of priorities going forward through the Master Plan process.

Other Resources

Strategic Plan for 2010-2020; York College Strategic Planning Committee. June 2010.

Findings and Recommendations; N.Y.S. Commission on Higher Education; June 2008.

York College Master Plan Study; Gruzen Samton, Architects; September 1996.

York College Master Plan 1975; Snibbe, Tafel, Lindholm Associates; November 1970.

E. Master Plan Goals & Objectives

The goals and objects of the 1996 Master Plan Study have been revisited by the senior leadership of York College with CUNY and Perkins+Will. The principal statements remain valid and continue to guide the current recommended scope of projects. The Master Plan Amendment shall meet the following objectives, with an expanded discussion

presented under section: 2 Goals & Objectives:

. ENHANCE THE VISIBILITY AND PHYSICAL IMAGE OF THE CAMPUS FROM THE SURROUNDING COMMUNITY

2. PROVIDE SUFFICIENT FACILITIES TO MEET CAMPUS PROGRAMMATIC REQUIREMENTS

EXISTING FUNi; NAL DEFICIENCIES

Ar **'11PACT OF PROJECTS**

York College will be an academic institution with an excellent reputation for producing high quality students. The Master Plan should guide CUNY and the college toward a transforming facility that allows for that eventuality.

F Current & Projected Space Needs

By 2018, York College is projected to increase student FTE enrollment by 47%. Recent enrollment trends have shown tremendous growth in metropolitan New York schools, fueled in part by population influx and immigration. There are additional drivers of growth more specific to this institution. New programmatic offerings in pharmaceutical science, health professions and aviation management are factors in York's anticipated growth. A chief objective for implementation of the plan is to "right-size" facilities at the right time. For this reason, programmatic need is considered at three interval periods. Appropriate types of academic space are required to render departments functional, while a proportion of administrative and campus service space is required to support the overall increase in students.

In every sense, the Academic Core serves a vital role, representing 70% of overall campus space and 84% of academic, departmental, and instructional space on campus. New construction proposed in the Master Plan will help to alleviate some of this reliance, but the Academic Core will remain the heart of academic life at York.

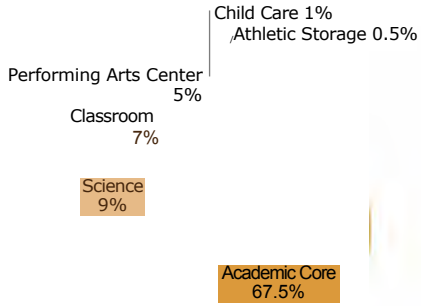


FIGURE F.1 Existing Space by Building

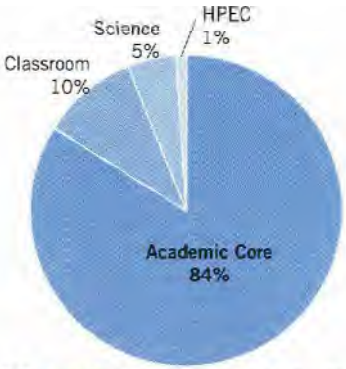


FIGURE 1.F.2 Academic Space by Building

FIGURE 11.8 Existing Campus Plan

(as NASF)	Existing 2009	Need 2009	Projected 2013	Projected 2018	Projected (+/-)
Student FTEs	5,561	5,561	6,193	7,450	
Classroom & Computer Lab	64,604	77,101	87,044	96,387	+36,021 sf
Arts & Sciences	79,718	83,132	93,918	103,538	+23,580 sf
Business & Information Systems	4,796	5,320	5,880	7,540	+224 sf
Health & Behavioral	33,318	41,355	55.648	57,510	+21,997 sf
Sciences	10,592	12,925	12,925	12,925	+2,333 sf
Adult & Continuing Education		*10,992*	*14,295*	*15,969*	
Academic NASF per Student FTE	*36*	*41*	*44*	*40*	
Support Space	**324,563**	**378,427**	**414,095**	**432,826**	**+108,264 sf**
Centers & Institutes	6,359	11,924	17,918	17,918	+11,559 sf.
Hosted Entities	28,249	34,231	34,231	34,231	+5,982 sf
Information Technology	14,920	17,193.	17,193	17,193	+2,273 sf
Library	62,923	52,740	66,453	71,427	+8,504 sf
Athletics	54,112	59,399	59,399	59,399	+5,287 sf
Assembly & Exhibition	32,877	40,235	40,235	40,235	+7,358 sf
Student Activity	33,845	57,303	65,222	72,040	+38,195 sf
Child & Family Center	5,776	3,476	4,461	6,646	+870 sf
Student Services	28,502	31,464	33,858	34,613	+6,111 sf
Administrative Services	20,261	23,763	23,925	23,925	+3,664 sf
Campus Services	36,739	46,700	51,200	55,200	+18,461 sf
Vacant Space	116				
Total NASF	525,110	606,791	657,028	702,734	+177,624 sf
NASF per Student FTE	*94*	*109*	*106*	*94*	

FIGURE 1.E4 Overall Space Assessment

Space Assessment

The Overall Space Assessment in Figure 1. F.4 identifies existing and future space need summarized into academic or support space categories. The table provides current, intermediate and long-term projections of space need based on criteria that accounts for characteristics specific to York College. A summary of the space deficit indicates that the College will need approximately 177,624 NASF of additional space over the next ten years.

FTE Full-Time Equivalent

NASF Net Assignable Square Feet

GSF Gross Square Feet

Benchmarking

Among CUNY's senior colleges, the upper range of space ratios is generally applicable to institutions with wider graduate research components than York. At 94 net assignable square feet per student FTE, York College will be appropriately sized for the number of students enrolled to support its 4-year undergraduate offerings.

To gauge overall findings, the ratio of net assignable space per full-time equivalent student is a tool for comparison against comparable institutions. When weighed against the senior colleges of CUNY (Figure 1.F.5), York will still remain in line with peers for net assignable space per student FTE.

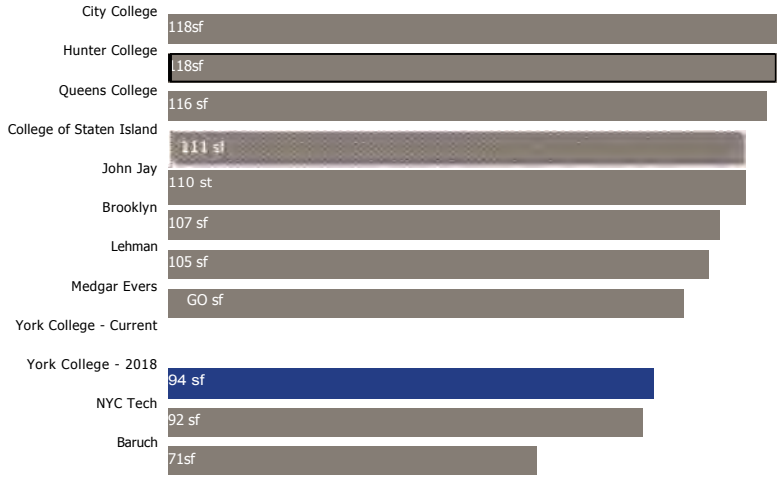


FIGURE LE5 Comparative Ratios NASF/FTEs - CUNY Senior Colleges

Peer Institution Selection Groups

COPLAC Council of Public Liberal Arts Colleges

CUNY The City University of New York

G Summary of the Master Plan

Statement Intent

This Master Plan Amendment is an update of the 1996 Amendment. It is intended to provide strategies to manage change over time while supporting the mission of York College. It reflects the capital budget process by allocating projects in five-year funding cycles. The plan defines the goals for short, intermediate and long-term periods. To account for economic uncertainty and evolving priorities within the greater university, proposed projects have been sequenced with alternate options and also with provisions for projects that can occur independently.

Current Conditions

The existing campus inventory comprises seven buildings with 937,783 total gross square feet and provides 525,110 net assignable square feet of academic and support space for the College. Two buildings dating from the early 1970s are Classroom, built as a temporary building, and Science, whose second floor currently hosts the Queens High School for the Sciences. The Academic Core Building, Health & Physical Education Complex, Athletic Field Storage and the Performing Arts Center were designed and completed between 1982 and 1990. Lastly, the Child Care building, which reuses the historic facade of St. Monica's Church, opened in 2009.

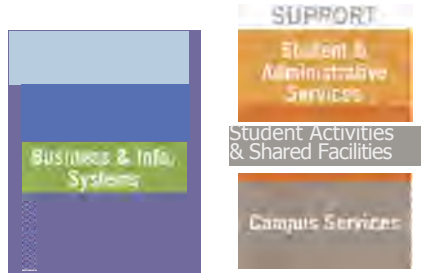
The construction of the Academic Village and Conference Center project will eliminate one of the campus' temporary structures, the Classroom Building. The remaining temporary structure, the Science Building, has had portions recently renovated and is still a viable building to receive future investment.

The Academic Village project must also address one of the fundamental Master Plan goals: enhance the visibility and physical image of the campus, which in its current condition, requires remedy.

Although additional construction will augment the campus' overall capacity, the continued reliance on the Academic Core is a necessity. Investment in its renewal will serve to extend the building's useful lifespan and enhance the College's ability to deliver its academic mission.

The Queens High School of the Sciences will relocate from the Science Building to a new site in the neighborhood, contiguous with the campus, possibly on one acre of Site 9, which the College has offered to set aside for this purpose.

PROGRAM FAMILIES



Projected Redevelopment

The Master Plan translates academic goals and programmatic need into a long-term physical plan that is in keeping with the character the College seeks to convey: a student-focused institution with an emphasis on academic excellence.
The framework begins by dividing the campus program into manageable planning units or program families, defined by academic divisions and support service groups. A principal objective for improvements to the campus is consolidation of related programs into their respective program families to complement York's recent academic reorganization. In properly locating and coordinating facilities requiring similar services, the goal is that incremental renovation projects should not require multiple, temporary moves and unnecessary maneuvers of building infrastructure, adding complexity and cost.

The plan recommends setting aside " neighborhoods" within the campus to promote identity for each of York College's three schools, which will reinforce York's recent reorganization. At present, all academic departments are concentrated in the Academic Core, which presents difficulty in readily identifying programs, due to its large scale and vertical organization. As the College grows and adds new facilities, this plan proposes a framework to both distinguish school identities and allow coherent expansion to occur in designated "neighborhoods".

The School of Health and Behavioral Sciences will build its presence near the FDA, an important partner institution, and the Science Building,

which already contains nursing and health professions class labs. The anticipated relocation of the high school offers additional laboratory and departmental office space in the Science Building. Future building opportunity exists on Liberty Avenue for further expansion or for the establishment of a new School of Pharmacy to be located at York College.

The School of Business and Information Systems will relocate to the planned Academic Village and Conference Center. As the School of Business and Information Systems encompasses a relatively small group of programs, this facility will accommodate the school's projected long-term growth.

The School of Arts & Sciences, containing the core elements of the liberal arts curriculum, will remain in the Academic Core. These departments will gain valuable expansion space as other programs relocate to distinct " neighborhoods". If the College fully realizes its projected growth, the opportunity to build an extension to the Academic Core would provide program swing-space to allow further renovation of the existing building, including additional biology and science class labs and general classrooms.

In terms of quantity and quality of classrooms, the goal is to bring York to parity with its aspirational peers. As instructional delivery relies increasingly on use of computer labs, the current adequate capacity will soon reverse, becoming a deficit when the Classroom Building is demolished. Utilization analysis of the existing classrooms reveals that more efficient use can be achieved through adjustments in scheduling and by matching section enrollments more closely with room capacity. In the longer term, re-evaluation of space standards is recommended to align evolving pedagogy styles with an appropriate space allocation per station in classrooms. Some existing classrooms in the Academic Core will be upgraded to computer lab classrooms, while any remaining classrooms without "smart" technology will receive upgrades. The construction of a new Academic Village and Conference Center will further add to the College's stock of advanced classrooms and computer labs.

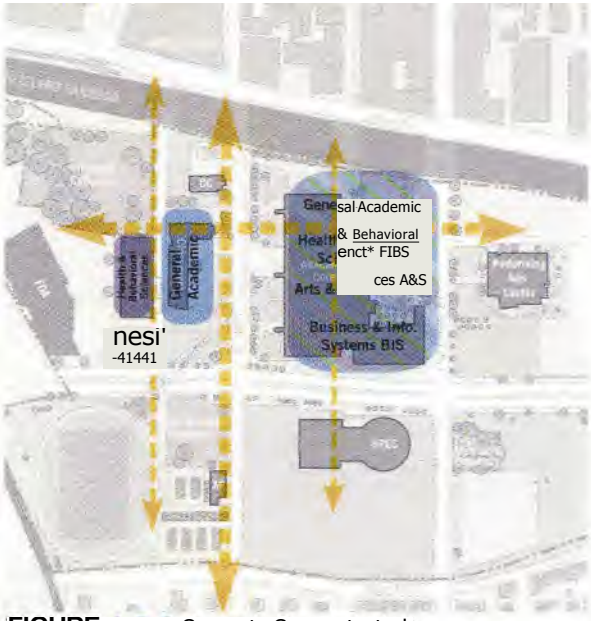


FIGURE Current: Concentrated

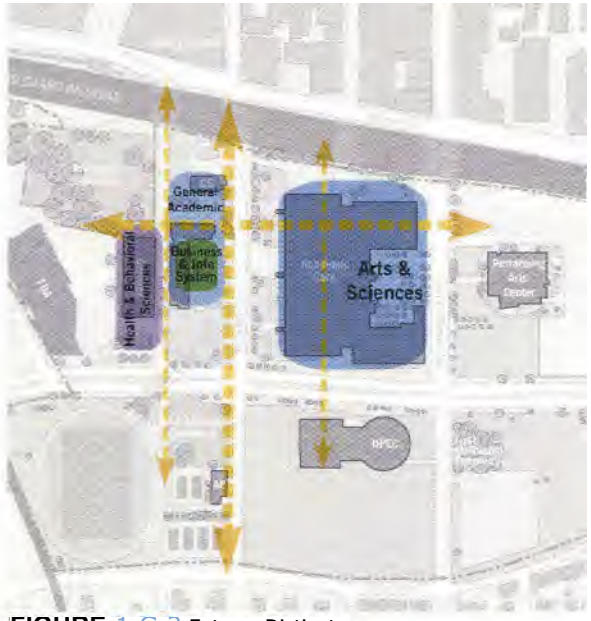


FIGURE 1.G.2 Future: Distinct

Sitework

York College possesses a natural amenity that most urban colleges lack: open space. The Master Plan includes open space planning and guidance, providing a framework for site improvements, landscape and site furnishings at both the street edge and at courtyard spaces.

The Academic Core's grand plaza is a successful outdoor performance space. While the condition of it requires additional investment and it works for the events that they have, it greatly needs to be improved. Additional courtyard spaces should be enhanced to increase use of York's outdoor gathering spaces, including the reopening of the College's Union Hall plaza entrance. It would also be advantageous to York if the LI RR reactivates its Union Hall Station. The new Academic Village should likewise engage the pedestrian promenade on 159th Street as the arrival corridor from York's primary arched gateway. Several concepts to activate this entrance to the College grounds are explored in this plan.

In coordination with NYC Department of Transportation, street and median projects that incorporate plantings will help the campus create a more appealing and green experience from bus transit, vehicular corridors and pedestrian ways. Together the sitework strategies are intended to produce a more welcoming image for students, faculty, visitors and the greater Jamaica community.

FIGURE 1.G.3 Academic Core Grand Plaza

FIGURE 1. Planted Boulevard Overlay

FIGURE 4 159th Street Pedestrian Corridor Potential View

FIGURE 160th Street Potential Redevelopment

Implementation of Key Projects

Renovate & Reconfigure Existing Spaces

51,830 NASF

Project Intent

The College can undertake several renovation projects immediately. Underutilized or inactive spaces should be addressed to enable their full use, while the work poses little disruption. The anticipated departure of the D.O.E. will allow for the renovation of a large area of space in the Science Building. Additionally, the fact that the health and weight rooms in the HPEC are under-utilized will allow them to be taken off line.

Project Scope

The second floor of the Science Building will be renovated either as the new School of Pharmacy or to expand the Health Professions and Occupational Therapy Programs. Several Biology labs and the greenhouse in the Academic Core will be renovated. Exercise rooms in HPEC will be renovated. Ahead of the Academic Village project, upgrades for classrooms and computer labs in the Academic Core should take place.

Implementation Strategy

Existing utility infrastructure in the Academic Core, HPEC and Science Building will support the renovations with distribution upgrades to suit revised layouts and uses.

FIGURE 1.G.7 Project Vision: Academic Village & Conference Center (alongside the existing Food & Drug Administration Building)

Academic Village & Conference Center

90,000 NASF / 160,000 GSF

Project Intent

The opportunity to fulfill long-held priorities will be realized in a new facility at York College, serving both instructional delivery and community needs. This plan provides a conceptual program and guidelines for siting and locating this project appropriately within the campus. A priority for the Academic Village and Conference Center project is to create a more student-friendly setting by establishing courtyards and greenspaces that are welcoming.

Project Scope

The new building will create the following spaces:

State-of-the-art classrooms and computer labs

Departmental space for the School of Business and Information Systems

+ One-stop student services with a complement of admissions and career services

A student union, including lounge, study, club spaces, cafe, conference center

Several centers including the Small Business Development Center

Implementation Strategy

To facilitate construction, the Classroom Building occupying the project site will be vacated and demolished. Expansion capacity in the Academic Core central utility plant allows extension of site distribution services to the new building.

FIGURE (7, P Academic Core Exterior View

Academic Core Renovations

30,325 NASF
Project Intent

Completion of the Academic Village project creates opportunities to begin selective renovation of the Academic Core, with a special focus on programming for the School of Arts & Sciences.

The renewal of the Academic Core will produce a more coherent organization of program and space types, allowing required building services to be distributed into vertically stacked areas more efficiently. Through focus group workshops, several qualities, such as dynamism, collaboration, and vibrancy, were identified by all constituencies as the positive social and academic characteristics exhibited in the Academic Core. These aspects are worth advancing through renovation investment that will extend the lifespan of this building.

Project Scope

Vacated space on each level, combined with an effort to consolidate fragmented academic departments, provides necessary expansion for English, Mathematics, Physics, Chemistry, History, Foreign Languages, Biology and Fine/ Performing Arts. Student services will relocate to the Academic Village, allowing contiguous first-level space in G-wing to become the student study and an information commons of the library. As the library has recently consolidated from a portion of the third floor, remaining areas of H-wing can be fully utilized as administrative and student services.

implementation Strategy

Renovations in the building will be supported, utilizing existing utility infrastructure with upgrades to the distribution system to suit alterations in layout and use. Figure 1.G.9. illustrates the stacking organization of the redeveloped building.

FIGURE f tG.9 Academic Core Program Stack

School of Pharmacy at York College

51,300 NASF / 90,000 GSF

20,000 NASF / 35,000 GSF Alternate Option

Project Intent

Since 2000, the US FDA's Regional Offices and Field Laboratory has been an important partner institution, enhancing research opportunities for faculty and students. If the establishment of the CU NY School of Pharmacy progresses, a new facility for pharmaceutical and health science will be required.

Project Scope

It is proposed that a new facility be constructed to include classroom laboratories, research laboratories, department offices, lab support space, general classrooms, computer lab rooms, and study commons space.

Implementation Strategy

The appropriate site fronts Liberty Avenue, south of the Academic Village and Science Building, reinforcing the west campus as a "neighborhood" for the School of Health and Behavioral Sciences. Addition to capacity in the campus' central plant and extension of distribution infrastructure via the Academic Village will serve this project efficiently. An alternate scenario of smaller scope and reduced funding proposes this project as an addition to the Science Building.

FIGURE 1,G.10 Project Vision: School of Pharmacy

Academic Core Extension

37,500 NASF / 65,000 GSF

Project Intent

This project will address the front-door aesthetic quality issues of the main building on 160th Street. As an addition, the extension will provide swing space to continue internal renovation of the Academic Core and eliminate the need for a temporary building.

Project Scope

The project will provide additional instructional classrooms, computer labs, offices for the continuing education program, and biology teaching and research labs as new construction.

Implementation Strategy

The addition will be supported by the Academic Core's central plant with extension of distribution services. The generous setback on 160th Street offers suitable width for construction.

FIGURE West Campus Long-term Overview

Public/Private Incubator Complex

130,000 NASF / 228,000 GSF

Project Intent

Beyond the Academic Village and Conference Center, additional possibilities for community engagement exist at York. The recommended plan, Figure 1.G.13, identifies sites for public/ private ventures and the appropriate location for partner institutions.

Project Scope

Other potential initiatives include developing an incubator site with connections to York's academic offerings through a public/private partnership at either Site 9 at the southeast corner of campus, or at the southwest parcel on Liberty Avenue.

Implementation Strategy

This project can be conceptualized in several phases on either of two potential campus properties. While undeveloped, Site 9 would place the incubator complex adjacent to the potential site of the Queens High School for the Sciences. Alternatively, a site south of Liberty Avenue offers close proximity to the FDA Northeast Regional Laboratories, academic health professions programs, and somewhat better access to regional transit. This site is usable if the existing outdoor track is relocated to the HPEC field.

Athletics & Recreation Opportunities

5,600 NASF / 456,000 GSF

Project Intent

If the incubator complex is located on the present outdoor track site, an alternate track site could be developed behind the HPEC building. Interest in establishing softball/baseball facilities has been expressed at York. Development of athletics and recreation facilities on Site 9 could promote shared access by the relocated high school and community.

Project Scope

South Lot parking capacity could be expanded, made more convenient and secure by relocating the lot to the southwest corner of campus. Relocation and consolidation of tennis and the athletic field storage to Site 9 also clears the remainder of the west campus for development of a public/private partnership.

Implementation Strategy

The outdoor facility projects would be preceded by installation of groundwater detention tanks below the HPEC fields, over which a new track can be installed. The south end of the former track site and soccer field would then be available for the new South Lot parking, after which ball fields, tennis and storage building can be constructed at Site 9.

				Project Construction Cost Estimate
1	Academic Village & Conference Center Includes demolition of Classroom Building and renovation of 159th Street	90.000	160,000	$130.6 million
2	Renovate and Reconfigure Existing Spaces	51,830	n/a	$25.1 million
3	Academic Core Renewal Renovations	40,235	n/a	$17.7 million
3A	Related renovations in Science Bldg.	4,600	n/a	$2.5 million
4	Sitework Projects			
	Courtyard / Commons		23,800	$0.6 million
	Street Edges		10,000	$0.4 million
	Street Medians & Crosswalks		71,500	$0.7 million
5	CUNY School of Pharmacy at York College	51,300	90,000	$72 million
	Alternate; addition to Science Building	*20,000*	*35,000*	*$28 million*
6	Academic Core Extension	37,500	65,000	$52 million
7	Public / Private Partnership Incubator	130,000	228,000	$188 million
	Complex			
		5,600	456,000	$13 million
8	Athletics & Recreation Opportunities			

Costs Qualifications: Estimates are construction cost only, in October 2010 dollars, and include no soft costs, no escalation, no design fees, no FF&E costs.

FIGURE 1.G.12 Summary Schedule of Projects

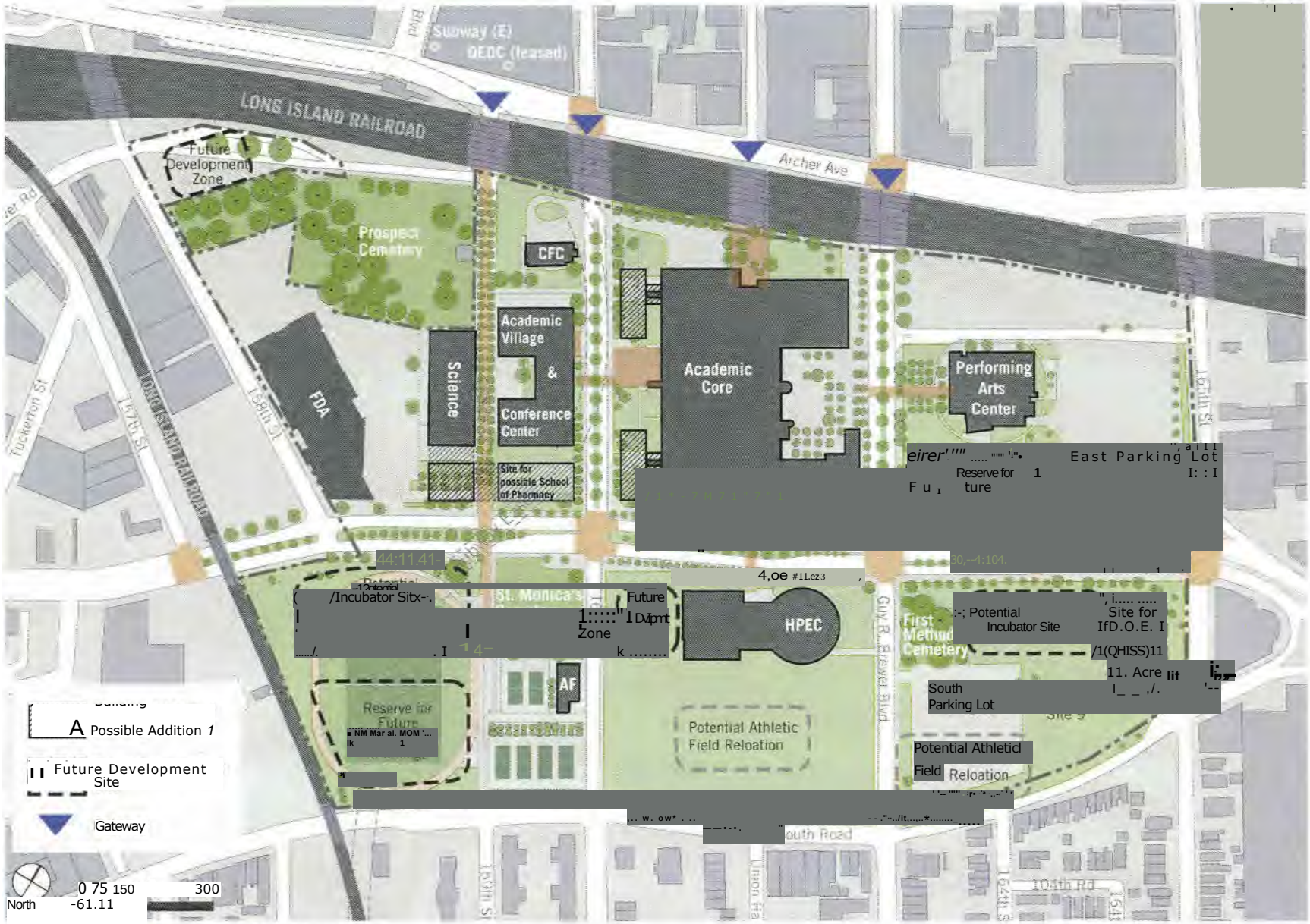


FIGURE I—GA.3 Recommended Master Plan

GOALS OBJECTIVES

CONTENTS

A Leadership Vision & Themes 27
B Master Plan Goals and Objectives 28

A Leadership Vision and Supporting Themes

York College will be an academic institution with an excellent reputation for producing high quality students. The Master Plan should guide CUNY and the college toward a transforming facility that allows for that eventuality.

In September 2009, a visioning session held with the executive committee of York College, CUNY and Perkins+Will provided a moment to revisit and reconsider the goals and objectives put forth in the 1996 Master Plan Amendment. Those principal statements of goals remain valid, but many supporting objectives have been supplemented to reflect the current needs and perceptions of the campus.

The senior leadership visioning session was followed by a series of workshop meetings held with four focus groups consisting of members from the community, academics, student life and operations. The three basic themes, at right, emerged.

The supporting themes and updated Master Plan goals and objectives serve to influence and guide the scope of projects that will transform York College over the next ten years.

STU ENT FOCUS

- Enveloping students
- Fostering interpersonal relationships
- Mentorship
- Low-student:faculty ratio

ACA EMIG FOCUS

- Areas of excellence: health sciences
- Specific programs: aviation management
- Emphasis on undergraduate research

COM UNITY FOCUS

- Faculty are engaged in addressing public policy
- Service learning for students; practice learning for faculty
- A center for public policy: both hosted and self-generated

B Goals & Objectives

The Master Plan Amendment shall meet the following objectives:

ENHANCE THE VISIBILITY AND PHYSICAL AGE OF THE CAMPUS FROM THE SURROUNDING CO MUNITY

- Improve pedestrian access and arrival
- Address visual impact of the LIRR
- Establish/ameliorate the edge condition of the campus
- Identify design elements emblematic of the college
- Develop student friendly campus, uses/orientation at grade level
- Weave together campus elements into a unified framework
- Create an identifiable landmark that establishes York as a designation and builds in the rebranding of Jamaica

PROVIDE SUFFICIENT FACILITIES TO MEET CAMPUS PROGRAMMATIC REQUIREMENTS

- Support anticipated growth from 5,571 FTEs to approximately 7,450 FTEs (+34%)
- Add the spaces necessary for student and faculty research
- Program for wellness of both mind and body
- Provide for spaces that support creativity, both structured and otherwise
- Create student support functions that don't currently exist, including a "one-stop shop" and a drop-in center for IT operations.
- Provide athletic facility, within reason, future development of softball
- Create an appealing environment for dining and expand food service options on the west side of campus

3. CORRECT EXISTING FUNCTIONAL: DEFICIENCIES

- Resolve pedestrian vehicular conflicts and "bridge" or stitch the campus together in both literal and figurative terms
- Commission and execute a campus wayfinding program
- Improve parking including quantity, distribution and access
- Create a distinctive Honors experience, but not necessarily with a residential component
- Provide adequate support resources for faculty research/ development
- Install pedagogical technology that promotes innovation

ADDRESS THE IMPACT OF FUTURE CAMPUS PROJECTS

- Academic Village and Conference Center
- School of Pharmacy timeframe: 3-5 years core program
- Subway easement
- Basement dewatering
- Observatory
- Tuskegee Gallery
- Library improvements
- Head Start program
- High School for the Sciences
- Athletic fields improvement

CURRENT & PRO CTED SPACE NEEDS

CONTENTS

A Introduction 33
B Existing Campus Inventory 34
C Space Assessment 36
D Benchmarking Comparable Institutions 38
E Current & Projected Enrollment 40
F Classroom & Computer Lab Need 43
G Academic Department Need

A Introduction

The current and projected space needs are an assessment of space and facility challenges that exist at York College from the current period through 2018.

To arrive at the space assessment, the existing physical space inventory was analyzed in the context of current enrollment and projected enrollment. The application of space guidelines arrives at the aggregate space required by the College. The picture is incomplete, however, without also refining the model for characteristics that are unique to the College, its programs and priorities. The resulting space assessment provides further understanding of how the College can better use facilities and plan for its future needs.

The sources used to develop the campus space program include:

- Detailed interviews conducted by the consulting team with academic and non-academic groups, including related staffing projection discussions;
- Physical Space Inventory (PSI), tabulating all spaces in campus buildings;
- Weekly Student Contact Hours (WSCH), generated from the College's fall 2009 course schedule;
- Current and projected FTEs, the measure of instructional workload from student credit hours used in evaluating and estimating resource adequacy;
- Space Guidelines, using a combination of CUNY Space Guidelines and other national standards, as existing CUNY guidelines are in the process of update.

Existing Campus Inventory

To develop a plan that meets the programmatic needs of York College, the process begins with an analysis of the campus' existing inventory of net assignable square footage (NASF). Whereas gross square footage (GSF) accounts for the exterior building area, NASF excludes common areas (corridors, stairways, restrooms, mechanical space) that cannot be assigned to a particular department or program.

The table at right reflects the physical space inventory provided by CUNY Office of Space Management. Due to more recent revisions, changing status of projects on campus and verifications of space use made by the consultant team, adjustments to the inventory have been incorporated into the assessment that follows.

Academic Core	1982*	363,430	245,886	657,783	55%
Health & Physical Education Complex	1990	53,561	19,270	80.767	66%
Science Building	1971	39,625	16.355	61,773	64%
Classroom Building	1974	24,768	11,373	39,004	64%
Performing Arts Center	1987	33,160	23,292	76,712	43%
Child Care / St. Monica's	2008	5,776	2,957	10,608	54%
Athletic Field Storage	1990	3,336	1,166	4,960	67%
Totals as noted in CUNY PSI		523,656	843,955	931,607	

FIGURE 3.6.2 Campus Buildings Inventory

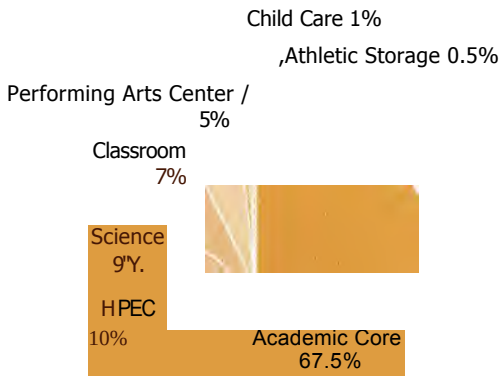


FIGURE 3.6.1 Campus Space Distribution

NASF	Net Assignable Square Footage
NSF	Net Square Footage (assignable plus non-assignable)
GSF	Gross Square Footage
Building Efficiency	Ratio of net assignable to gross square footage
	Occupied 1986

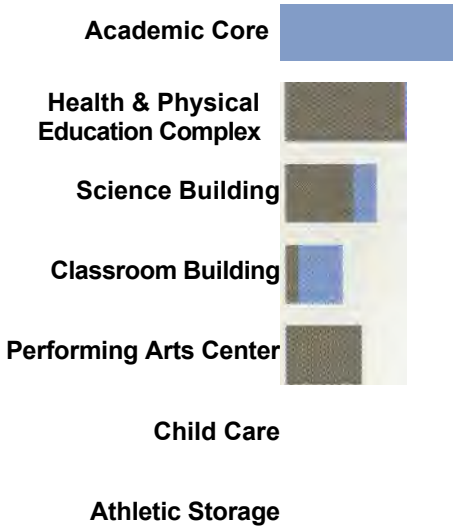


FIGURE 3,8.3 Academic/Support Space Ratio by Building

The inventory of the campus has two components: academic space and support space. Academic space is required to allow academic departments and programs to function and to respond to increasing enrollment with facilities that serve new faculty, instructional capacity and research. Support space is required to support enrollment with administrative and student services, physical campus and building services and shared facilities benefitting the entire college community and its neighbors.

The typical ratio of these components is 40% academic to 60% support. York's facility use is close to this average, but will experience pressure to add academic space as the current upward trend in enrollment continues. Adequate academic space is critical to maintain instructional delivery and quality, whereas certain types of support space, such as the Athletics Complex or Performing Arts Center, do not require duplication to serve a somewhat expanded student body.

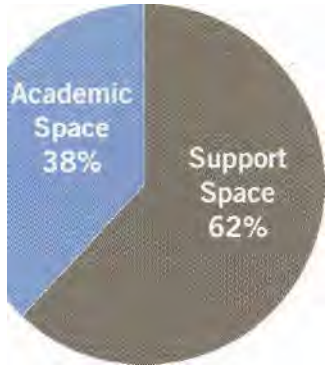


FIGURE 3.8.4 Existing Campus Academic/Support Ratio

C Space Assessment

Space Assessment

The Space Assessment is essential in identifying further aspects of quality of space in addition to aggregate quantity. The space assessment provides current, intermediate and long-term projections of space need based on criteria that accounts for characteristics specific to York College. The total net need is represented not by functional space type, but according to individual departments and divisions. In analyzing each academic department, the range of requisite functional space types is factored specifically for that department, including quantity of classroom space, class laboratories, offices, research and support space. The implications of actual and anticipated faculty lines, enrollment, contact hours and utilization of space are factors in constructing a highly detailed picture of the institution.

	Existing 2009	Need 2009	Projected 2013	Projected 2018	Projected (+1-)
Student FTEs	5,561	5,561	6,193	7,450	
(as Net Assignable SF)					
Classroom & Computer Lab	64,604	77,101	87,044	96,387	+31,783 sf
Arts & Sciences	79,718	83,132	93,918	103,538	+23,820 sf
Business & Information Systems	4,796	5,320	5,880	7,540	+2,744 sf
Health & Behavioral Sciences	33,318	41.355	55,648	57,510	+24,192 sf
Adult & Continuing Education	10,592	12.925	12,925	12,925	+2,333 sf
Contingency		*10,992*	*14,295*	*15,969*	
Academic NASF per Student FTE	*35*	*42*	*44*	*39*	
Support Space	**324,563**	**378,428**	**414,095**	**432,827**	**+108,264 s**
Centers & Institutes	6.359	11,924	17.918	17,918	+11,559 sf
Hosted Entities	28.249	34,231	34,231	34,231	5.982 sf
Information Technology	14,920	17,193	17,193	17,193	+2,273 sf
Library	62,923	52,740	66,453	71,427	+8,504 sf
Athletics	54,112	59,399	59,399	59,399	+5.287 sf
Assembly & Exhibition	32,877	40,235	40,235	40,235	+7,358 sf
Student Activity	33,845	57,303	65,222	72,040	+38,195 sf
Child & Family Center	5,776	3,476	4,461	6,646	+870 sf
Student Services	28,502	31,464	33,858	34,613	+6,111 sf
Administrative Services	20,261	23,763	23,925	23,925	+3,664 sf
Campus Services	36,739	46,700	51,200	55,200	+18,461 sf
Vacant Space	116				
	517,707	609,253	683,805	726,696	+208,989 sf
Total **NASF**					
NASF per Student FTE	*93*	*110*	*110*	*98*	

FIGURE 3.C.1 Overall Space Assessment

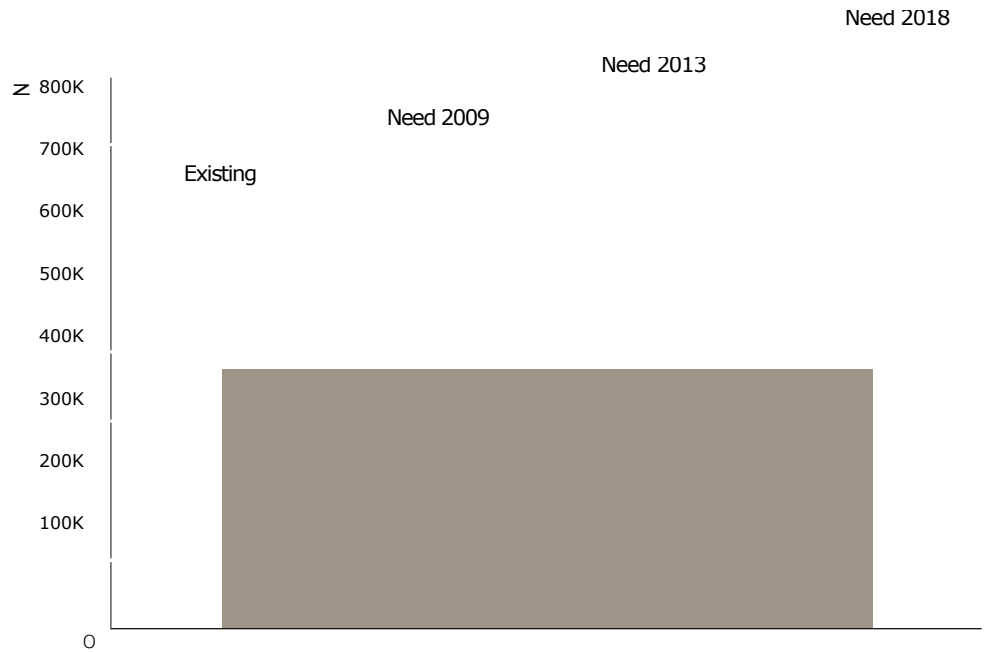


FIGURE 3.C.2 Overall Space Assessment

The Overall Space Assessment (Figure 3.C.1) summarizes the complete campus program provided in appendix: A.1 Campus Spatial Profile. The projected space shortfall indicates that the College will need approximately 209, 000 additional NASF over the next ten years. Returning to the two components of space, academic and support, Figure 3.C.2 illustrates that academic space need is increasing at a faster rate than support facility types. It is projected that a 42% increase in space is required to meet the College's needs by 2018.

FTE Full-Time Equivalent

NASF Net Assignable Square Feet

GSF Gross Square Feet

Benchmarking Comparable Institutions

Benchmarking

To gauge overall findings, the ratio of net assignable space per full-time equivalent student is a tool for comparison against comparable institutions. If enrollment reaches the long-term projection of 7,450 FTEs, then York will rank lower amongst peer members of the Council of Public Liberal Arts Colleges, as indicated in Figure 3.D.1. However, a more relevant comparison that considers urban institutions and the scarcity of space available to them is that of the CUNY system to which York belongs. When weighed against the senior colleges of CUNY (Figure 3.D.2), York will still remain in line with peers for net assignable space per student FTE.

Moreover, among CUNY's senior colleges, the upper range of space ratios is generally applicable to institutions with wider graduate research components than York. At 94 net assignable square feet per student FTE, York College will be appropriately sized for the number of students enrolled to support its 4-year undergraduate offerings.

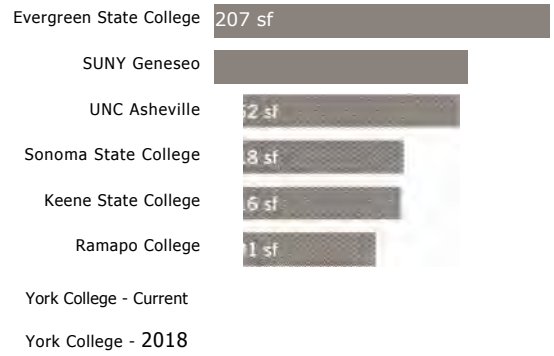


FIGURE .U.1 Comparative Ratios NASF/FTEs - **COPLAC Institutions**

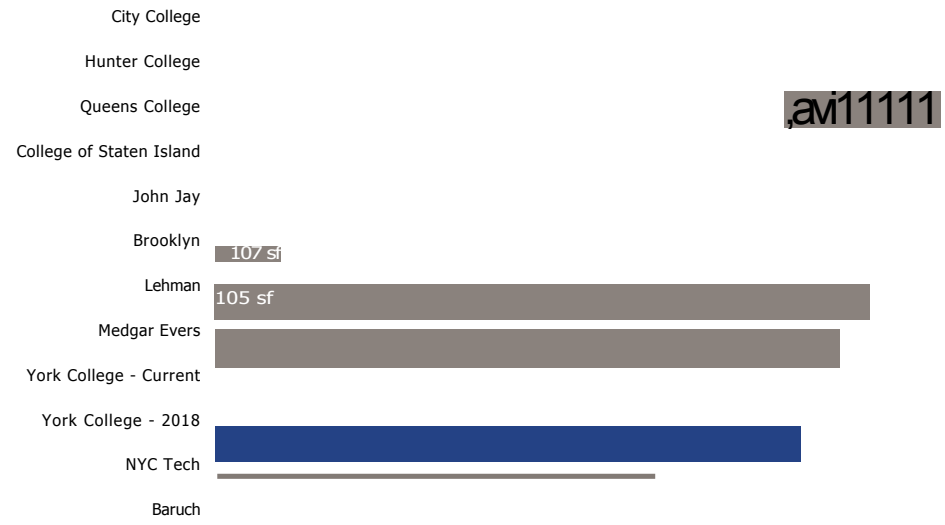


FIGURE .D.2 Comparative Ratios NASF/FTEs - CUNY Senior Colleges Master Plan Recommended Space

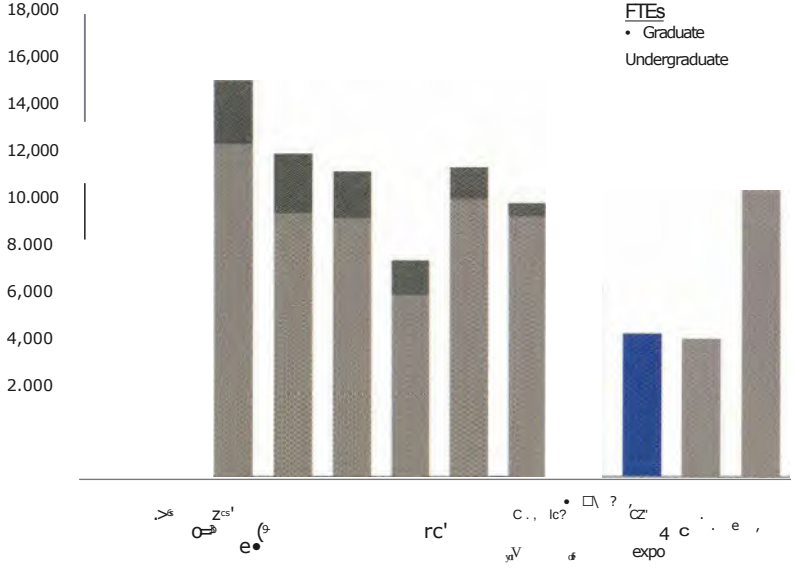
Peer Institution Selection Groups

COPLAC Council of Public Liberal Arts Colleges

CUNY The City University of New York

FIGURE 3.D.3 Benchmarking - CUNY Senior Colleges

Benchmarking - CUNY-Senior Colleges	Student FTEs	Undergraduate	Graduate	Total Nonresidential NASFTotal	Existing Space Non Residential NASF/Student FTEs
Hunter Col lege	16,115	12,126	3,989	1,438,905	89 sf
Baruch	12,784	10,294	2,490	880,152	69 sf
Queens College	15,410	12.930	2,480	1.387,158	90 sf
Brooklyn	12,549	10,260	2.289	1.394,194	111 sf
City College	11,869	10,082	1,787	1.561,122	132 sf
Lehman	8,423	7,078	1,345	845,256	100 sf
John Jay	12,042	10,813	1,229	505,782	42 sf
College of Staten Island	10,648	10,136	512	677.688	64 sf
York College - 2018	7,450	7,124	326	699,080	94 sf
York College - Current	5,561	5,539	22	525,110	94 sf
Medgar Evers	5,355	5,355		273,893	51 sf
NYC Tech	11,146	11,146		669,518	60 sf
Average NASF/FTEs not including York College					*83* sf
Median NASF/FTEs not including York College					*89* sf



The table, Figure 3.D.3, lists CUNY senior colleges in order by graduate FTE enrollment. Similarly, the related graphic illustrates that York is not among the CUNY colleges with large graduate degree and research programs. Those components, typically in science-related disciplines, carry higher space requirements, translating into a greater ratio of space per

student FTE. In this context, a look back at the ratio of NASF/FTE in Figure 3.D.2 supports the view that York will be adequately sized for its projected student enrollment.

Current & Projected Enrollment

Current Enrollment

York College's current enrollment is ethnically and racially diverse, which the charts at right (Figure 3.E.1) illustrate, in both undergraduate and graduate categories. The majority of students (65.3%) live in Queens, the most ethnically diverse borough of the city.

The age of students has moved closer to a traditional college age. In 2009. 36% of students attending York were under 20-years old. In the CUNY system, only the College of Staten Island has a greater proportion of under 20-year-olds. The college experience is entirely unfamiliar for many, as 23% of students are the first in their families to attend college and 52% are among the first generation of their families to attend college. Of undergraduates, 63% are full-time, while 92% of graduate students are full-time. From CUNY's 2010 Student Experience Survey, 32% report working for pay on at least a part-time basis.

Projected Enrollment

Enrollment is projected to grow substantially in terms of both headcount and FTEs. The total projected FTEs to 2018 will grow by 34%. Although graduate enrollment will increase by nearly 300 FTEs, this will still represent only 4% of the student body in 2018, reinforcing the need for York to focus on undergraduate degree programs.

Influences on Enrollment Growth

Immigrant population growth is a known driver in New York City. Queens, in particular, experiences

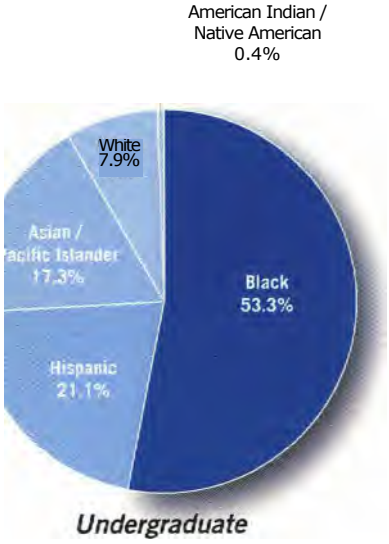


FIGURE 3.E. Ethnic Composition of Enrollment (CUNY Office of Institutional Research & Assessment: Fall 2009)

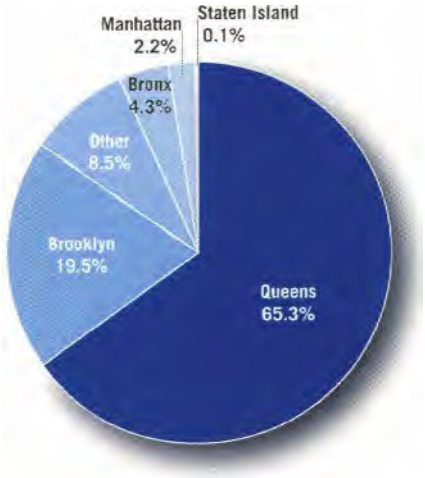


FIGURE 3_E 2 Enrollment by Borough (York Office of Institutional Research: Fall 2009)

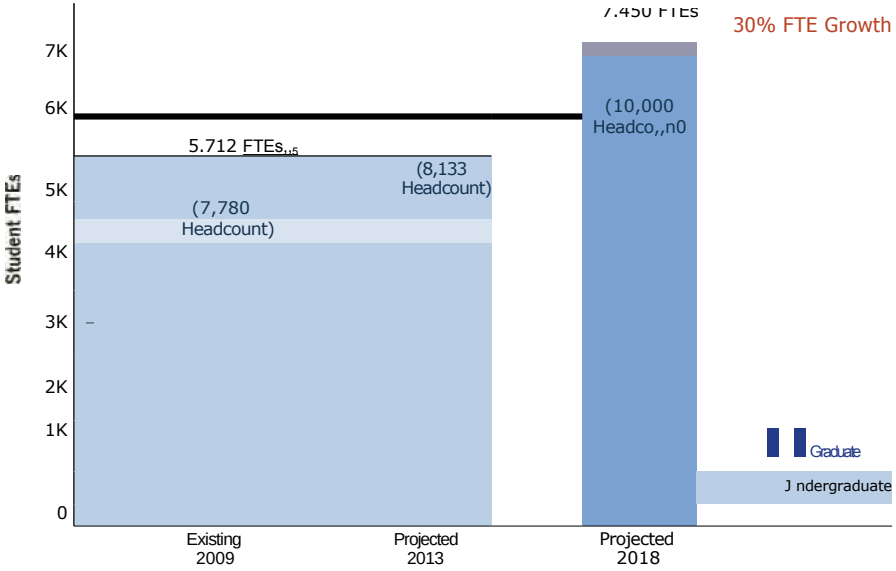


FIGURE .L.3 FTE and Headcount Enrollment

FTE Full-Time Equivalent is calculated as:

Undergraduates = full-time + 1/3 part-time

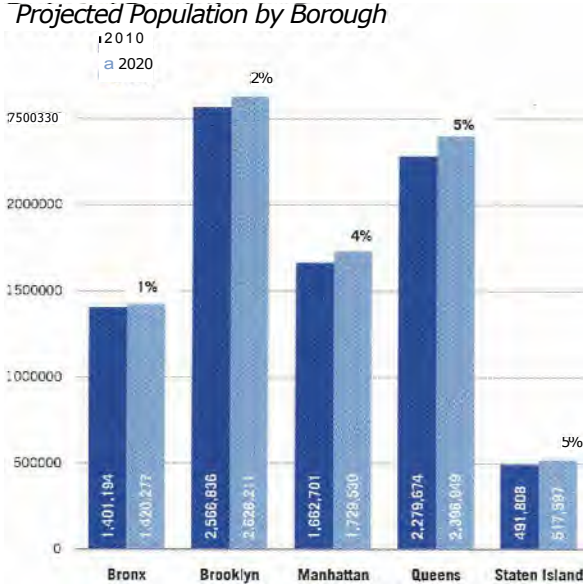
Graduates and First Professionals = full-time + 0.4% part-time

a disproportionate amount of newcomers from other countries. At least 41% of York's students were born outside of the United States. While city population trends indicate that outflows outnumber inflows in recent years, the higher birth rate of immigrants is a potentially mitigating factor.

The inherent economy of a local commuting population is another influence on enrollment growth. In the recent economic downturn, CUNY schools have experienced such elevated demand that system-wide enrollment caps were activated for 2009 admissions. An urban campus with excellent transit connections is an attractive option in times of economic difficulty. Socially, it has become more common for more young adults to remain living at home, which allows family funds to be conserved for tuition rather than for dormitory expenses.

York does not have a residential component and dormitories are not expected to be a priority of future development. Non-residential college facility needs differ as certain attendant services are unnecessary. Somewhat counter-intuitively, the expected effect on peak loads is modulating even though York is essentially a commuter campus. For example, dining services at commuter colleges typically experience a surge in lunchtime dining with little need in the evening. As the scheduling of classes adjusts to accommodate both expanded program offerings and continuing education, the facilities should adapt to allow for evening cafe service.

Projected Population by Borough



Projected School-Age Population (5-17)

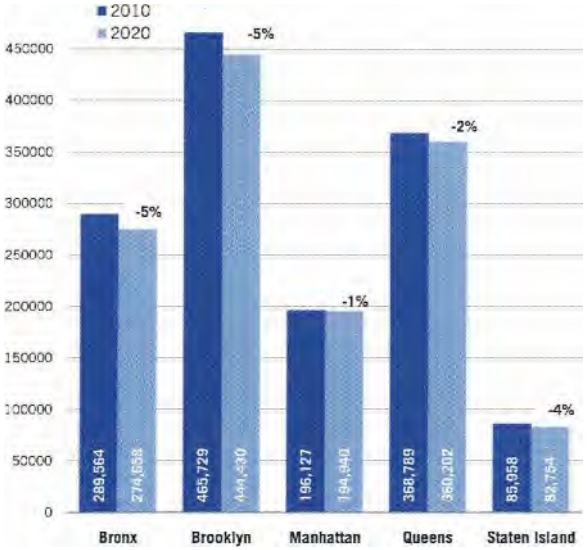


FIGURE Li.E.4 NYC Population Projections 2010-2020 (NYC Department of Planning: 2006)

As enrollment rises through 2018, projected population data indicates that New York City will experience an overall increase in the next ten years. However, both projected school-age population and high school graduation rates will decline. A greater portion of anticipated enrollment growth may come from other sources not fully captured in population projections, including more immigration to Queens, increases in international students, online offerings and students from neighboring counties with more stable rates of high school graduates who choose to continue their education in New York City.

Projected High School Graduation Rates

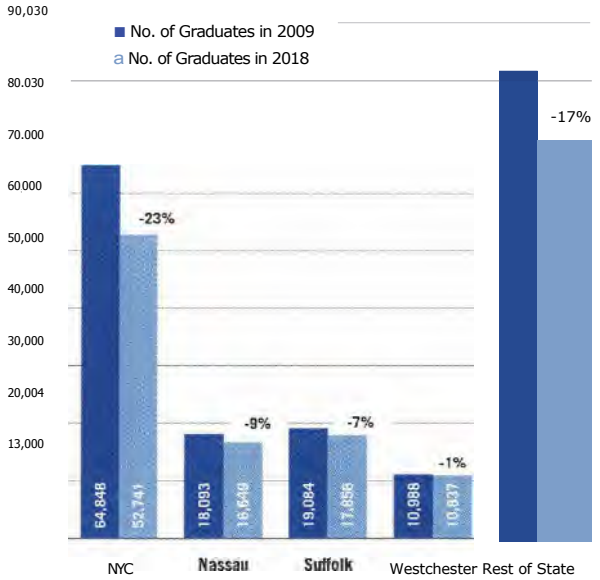


FIGURE i,E.5 Projected High School Graduation Rates (NYS Education Department: 2008)

F Classroom & Computer Lab Needs

General academic spaces on campus include classrooms and computer labs that are not claimed by individual departments. These types of spaces represent the principal means of academic delivery. A significant shortfall of classrooms and computer labs is projected, due to both enrollment growth and evolving quality standards for instruction.

Classrooms

The College has undertaken a selective program of technology upgrades in classrooms as funds become available, and as facility scheduling permits work to be performed. With a goal of addressing all classrooms, about one third have already been equipped to a "smart" standard with computer, interactive panel, large screen or interactive whiteboard, and audiovisual equipment. Flat-floor classrooms that range from 30- to 72- seat capacities have been favored over the large fixed-seat, stepped-floor lecture halls. Reasonable session sizes and a sense of focus on the individual are associated with an education at York. Larger lecture halls are available, but the majority are not fully utilized. Future classroom capacity should be adaptable, with the ability to subdivide some larger spaces with flexible partitions.

A basic formula is used to evaluate York College's instructional needs based on student contact hours:

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

The current CUNY average station size for classrooms is 16 NASF per station size per FTE. However, as the College moves from tablet armchair classrooms to flexible, re-configurable spaces, the design team recommends moving toward a station size of 20 NASF per station size per FTE. The CUNY standard for classroom use is 30 contact hours per station per week at 80% efficiency, which produces a station usage goal of 24 contact hours per week. The total existing contact hours for classroom instruction is 55,428 and the anticipated 2018 contact hour total is 93,509.

These parameters translate into the following space requirements at right (Figure 3.F.1). By 2018, the instructional classroom required will be 84,980 NASF.

Computer Labs

The College's computer labs for instruction are concentrated in the Classroom Building, which includes five instructional labs and one computer lab used as a college-wide drop-in lab. The college-wide network system is facilitated by the network hub or MDF (Main Data Facility), which is located in the Academic Core's room 2E03, that also serves as an instructional computer lab. More than 90% of all scheduled computer lab use is taking place in only three of seven possible instructional computer lab rooms. A move to decentralize and establish several hubs for computer labs on campus could ease the heavy reliance on an oversubscribed stock

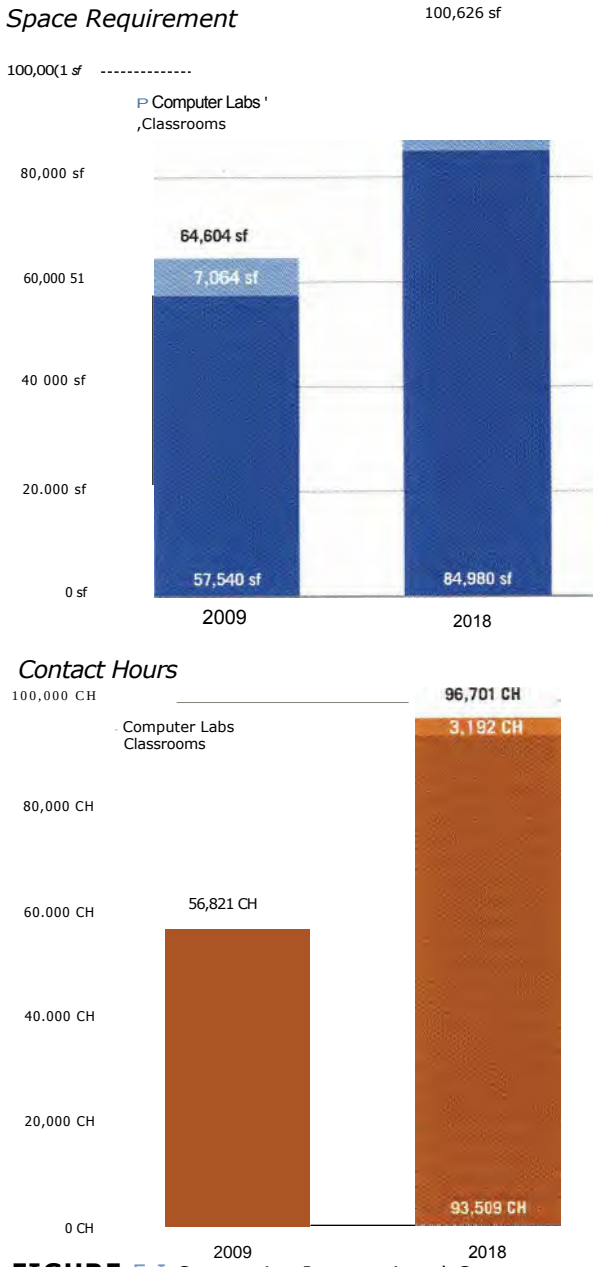


FIGURE F I Composite Instructional Contact Hours, Space Needs for Classroom and Computer Labs

of labs, but a re-assessment of anticipated computer integration in the delivery of courses is also necessary. For example, "Introduction to Computing" is not held in a computer lab, but a general classroom.

The methodology applied to calculate computer lab space need is similar to that used for classroom space. Several factors in the calculation vary when applied to computer lab rooms. A larger lab station size is assumed for computer usage. While CUNY is in the process of developing new space standards, the Master Plan assumes 36 NASF per station per student for computer labs. The existing CUNY lab station usage goal is 19.2 contact hours per station per week, which is based on a target use of 24 hours per week at 80% efficiency.

The total existing contact hours for computer lab instruction is 1.393 and the anticipated 2018 contact hour total is 3,192.

These parameters translate into the space requirements shown in Figure 3.F.1. By 2018, the instructional computer lab space required will be 15,646 NASF.

G Academic Department Needs

The need to add academic space accompanies the need for classrooms and computer labs. A deficit of more than 48,000 NASF is anticipated to serve academic departments directly. Figure 3. G.1, at left, lists the total quantity of space required by each academic department, organized by school division.

Some departments depend less on general academic classrooms and more on the department-controlled class laboratories and attendant support spaces for instructional delivery. Without accommodating departmental space for these departments, their programs will not function or realize their projected levels of growth. Candidates requiring significant new departmental space include health professions, nursing, occupational therapy, biology, performing and fine arts. Newer initiatives in programs such as nursing and pharmaceutical sciences will compound the space pressures on these departments.

(as Net Assignable SF)	Existing 2009	Need 2009	Projected 2013	Projected 2018	Total (+1-)	Change
Arts & Sciences	79,718	82,892	93,678	103,298	+23;580 sf	
Biology and Chem,sty	16,206	17.415	24,1C3	27,493		70%
Chemistry	16,353	14,732	15,982	18.236	+1,883 sf	12%
English	7,318	8,085	8,285	9,005	4-1,687 st	23%
Performing and Fine Arts	12,503	18.345	18,412	20,265	-7,762 st	62%
Foreign Languages	5,280	5,200	6,020	6,360	+1,080 sf	20%
History Philosophy	1,481	2,600	2,700	2,913	+1.432 sf	97%
Mathematics and Computer Science	6,001	5,880	6,693	7,068	+1.067 sf	18%
Earth and Physical Sciences	14,576	10,635	11.485	11,960	-2:616-:.f	-18%
Business & Information Systems	4,796	3,910	4,190	5,020	+224 of	
Business and Economics						
Accounting and Finance	4,691	3,360	3,640	4,470	-221 sf	-5%
Aviation Institute	105	550	55C	550	+4-45 st	424%
1111 Health & Behavioral Sciences	40,826	46,038	61,010	62,823	+21,997 sf	
Behavioral Sciences	10,539	8,733	9,138	9,543	-997 sf	-9%
Health Professions	7,239	11,135	14,813	15,288	8,049 sf	111%
Nursing	2,416	3,508	6,955	7,338	+4.922 sf	204%
Occupational Therapy	6,333	6,865	10,635	10,960	-4,627 at	73%
Physical Education	4,181	5,290	6,620	6,695	+2,514 at	6C%
Social Science(s)	5,063	4.683	6,063	6,063	+1,000 st	20%
Social Work	2,325	2,875	3,513	3,663	+1,338 sf	58%
Teacher Education	2,730	2,950	3,275	3,275	+545 sf	20%
Pharmacy Program						
Adult & Continuing Education	10,592	12,925	12,925	12,925	+2,333 sf	
Continuing Education	10,592	12,925	12,925	12,925	+2,333 at	22%
Contingency		*10,901*	*13.048*	*14,235*		
Academic ASP per Student FTC	*36*	*41*	*44*	*40*		

FIGURE 3.a,1 Academic Department Space Need

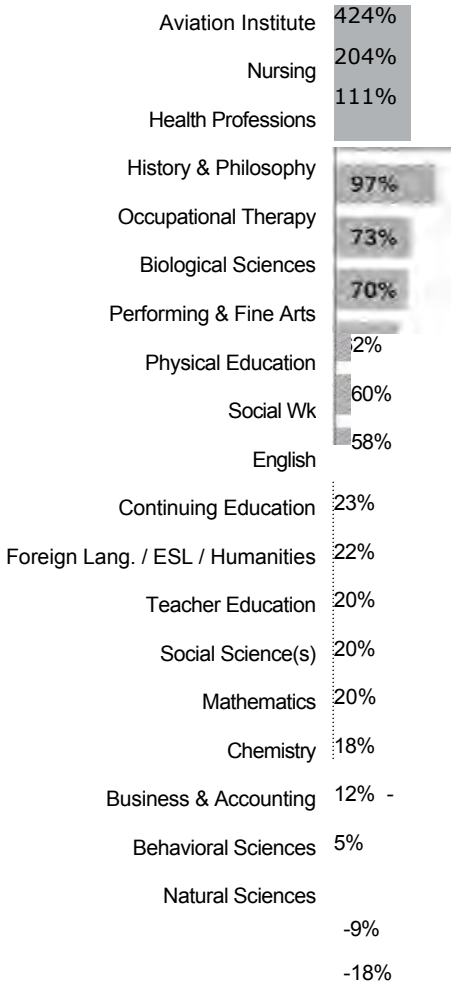


FIGURE 3.G2 Academic Departments Organized by Ratio of Space Deficit to Existing Space

A number of departments will experience more modest space shortfalls, but the quantity of space is no less significant. For History and Philosophy, which is a small department, a need to add 1,450 NASF translates to nearly doubling (+97%) the existing department space. The chart at left (Figure 3.G.2) ranks the ratio of additional space required to the existing quantity held by each department.

For departments with an existing space surplus, consolidation may be appropriate with the intent of "right-sizing" departmental spaces, class laboratories and research areas.

4 BUILDING SITE CONDITIONS

CONTENTS

A Overview 49
B Building Vignettes 50
C Building Conditions Assessment 60
Campus Infrastructure 62
B Site Circulation 64
F Site Open Space 68
G Site Development Summary 70

A Overview

The previous section analyzed the quantity of existing and future space needs. This section examines the quality of spaces in each building to offer ways of improving, enhancing and adding to the campus building inventory.

A vignette for each building begins with a brief statement describing the building and its current uses, followed by program considerations that may influence the building's destiny, including notable deficiencies in condition, physical facility constraints, anticipated changes in enrollment, pedagogical trends and technology applications.

Accompanying each building vignette is a table summarizing the current occupant groups and net assignable square footage (NASF) for each program. For the purposes of the Master Plan, the FDA building is not considered, as it is currently under long-term lease to the FDA.

Building Vignettes

Site Locator Plan

0[1] Academic Core (AC)

363,430 NASF / 657,783 GSF

The Academic Core represents 70% of the assignable space of the campus. Correspondingly, the building presents the primary image of the College and is the place where students form the majority of their college experiences at York. Designed in 1981, constructed through the mid-1980s and occupied in 1986, the Academic Core reflects the financially strained era in New York that preceded its creation.

The original campus Master Plan envisioned a series of buildings to house the myriad functions of a 4-year college. Budget crisis in the mid-1970s curtailed implementation of that plan and produced a not-uncommon concept of the times: the megastructure. A megastructure is large enough to contain disparate space types, from science laboratories to cafeterias and sculpture studios, while reducing the overall construction cost by remaining a single envelope. However, the long-term result is that necessary renovation disrupts adjacent occupants and requires additional "swing space," short in supply, for temporary relocation of existing users.

The Academic Core is a heavily-utilized building containing nearly 84% of the academic and instructional space on campus. Internal adaptation over its 25-year history has created a structure where organization is not readily comprehensible. Pockets of residual space are often populated by unrelated programs. Better wayfinding would generally aid navigation, but an overall assessment indicates a need to untangle the Academic Core's organization and to enable logical expansion of departments in the future.

A few spaces could be addressed immediately without disrupting adjacent users, including two under-utilized Biology class labs and the inactive (unusable) greenhouse. A number of spaces that have been reclaimed from atrium circulation do not appear to be compliant with life safety codes, as the partitions of these spaces onto the corridor must be 1-hour fire rated assemblies extending to deck or slab above. Future renovations in the building would place such areas under scrutiny and the College will need to consider replacement of the partitions with compliant assemblies.

As a complex building, the Academic Core must accommodate a vertically stacked program with sufficient services. The building contains the central physical plant that also connects piped chilled and hot water services to the HPEC and PAC buildings. A currently active project will devise a long-term solution to address the level of the site's groundwater table, which has risen steadily since groundwater source pumping in Jamaica ceased in 1996. Part D, Campus Infrastructure, of this section expands central plant conditions and capabilities.

Building Systems

Mechanical (2) 1,000-ton, (1) 500-ton electric centrifugal chillers, manufactured by York. (6) PCHWP. (7) SCHWP, (6) CWP, (8) cooling towers. The heating system includes (3) 15,000 MBH at 450 HP gas/oil HTHW boilers, manufactured by Bryant, (3) HWP. 17 AHUs are distributed with (4) on level 3, (7) on level 4, (4) on level 5.

Electrical Electrical service is (3) 5,000 Amp at 27 KV; 480 V distribution. Emergency power is supplied from diesel-powered emergency generator (930 KW). The fire alarm system uses Edwards (GE) EST-3 fire alarm panel.

			Propo
General Academic	Classrooms & Lecture Halls	46,189	46,371
	Computer Labs	0	7,297
Arts & Sciences			
Biological Sciences	Offices, Class Labs & Research	16,206	27,435
Chemistry	Offices, Class Labs & Research	16,353	17,308
Earth & Physical Science	Offices, Class Labs & Research	14.576	8,798
Mathematics & Comp Science	Academic Offices, Class Labs	6,001	6,978
English	Academic Offices, Class Labs	7,318	8,798
Foreign Languages, ESL & Humanities	Academic Offices, Class Labs	5.280	6,276
History / Philosophy	Academic Offices	1,481	2,521
Performing & Fine Arts	Academic Offices, Class Labs, Studio, Special Use	12,503	16,445
Business & Information Systems			
Accounting, Business & Econ.	Offices. Class Labs & Research	4,691	0
Aviation Institute	Offices, Class Labs & Research	105	0
Health & Behavioral Sciences			
Health Professions	Offices, Class Labs & Research	4,896	0
Nursing	Offices, Class Labs & Research		0
Occupational Therapy	Offices, Class Labs & Research	6,333	0
Physical Education	Offices, Class Labs & Research	4,123	4,123
Political Science & Psychology	Offices, Class Labs & Research	10,539	10.539
Teacher Education	Offices, Class Labs & Research	2,730	2.864
Social Science(s)	Offices, Class Labs & Research	5,063	957
Social Work	Offices, Class Labs & Research	2,381	2,381
Adult & Continuing Education			
Continuing Education		7.421	3.271
	Total Academic NASF	169,189	178,140

Plumbing/Fire Protection Domestic cold water service is from 6" diameter supply. Fire sprinkler system is fed from 6" FSP at the corner of Liberty and Guy R. Brewer Boulevard with 60 HP fire pump and 3 HP jockey pump. Gas service is 4" diameter supply for boilers, laboratories, and booster for boilers.

partment	Space Type	Existing NASF	Proposed NASF
Centers & Institutes			
Academic Skills Immersion & School Outreach Programs	Administrative Offices	1,185	1,750
York Early College Academy	Administrative Offices	178	580
Center for Excellence in Teaching	Administrative Offices	580	0
Men's Center	Administrative Offices	415	0
Scholarships Center	Administrative Offices	1,293	0
Women's Resource Center	Administrative Offices	377	0
Writing Center	Administrative Offices	1.127	1,127
CUNY Language Immersion Program	Administrative Offices	0	3,267
Information Technology	Instructional Support	13,677	13.782
Library	Study, Stack, Offices	62,923	63.456
Student Activity			
Bookstore	Merchandising, Offices	4,171	0
Honors Lounge	Student Faculty Services	337	0
Lounge	Student / Faculty Services	1,672	1,672
Food & Dining Services	Student / Faculty Services	20,258	20,258
Student Organizations	Student / Faculty Services	2,189	0
Newspaper	Student / Faculty Services	260	0
Welcome Center	Student / Faculty Services	611	611
Student Government	Student / Faculty Services	2,304	0
Student Life	Student / Faculty Services	1,400	0
Student Services			
Academic Advising	Administrative Offices	1,273	1,273
Admissions	Administrative Offices	3,392	0
Bursar	Administrative Offices	2.431	0
Career Development	Administrative Offices	798	0
Counseling	Administrative Offices	3.335	2,504
Financial Aid	Administrative Offices	2,306	0
Health and Medical Services	Student i Faculty Services	1.255	2,655
Registrar	Administrative Offices	3,618	4,618
SEEK	Administrative Offices	4,965	4.965
Student Support Services	Administrative Offices	1,816	2,614
Students with Disabilities Services	Administrative Offices		2,200
Testing Center	Administrative Offices	3,313	3,053
Administration Services	Administrative Offices	20,261	21,692
Campus Services	Offices, Operations	32,281	32,545
	Total Support NASF	195,421	184,622

02 Performing Arts Center (PAC)

The Performing Arts Center, designed in 1987 and opened in 1990, is York College's premier venue for music, dance and theatre performance. The PAC supports regional productions and is a resource for community events, such as Queens high school graduation ceremonies. The facilities include a 1,358-seat theater, known as "Main Stage" theatre, and a 152-seat space, known as " Little Theatre". Parking for PAC use is available adjacent to the building in the College's main lot, East Lot.

The masonry, steel and glass building is in good condition following a two-phased renovation project to remedy several life safety issues: secondary egress deficiency, ADA-compliance and fire protection/fire alarm deficiencies. The renovation project enabled public assembly and introduced a canopied roof platform. No additional major investment is recommended at this time.

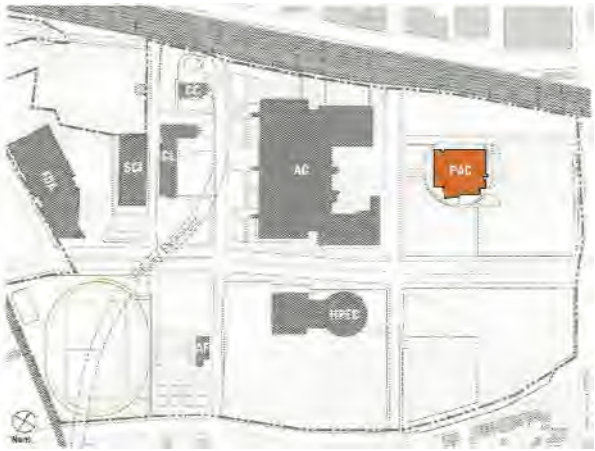
The programmed uses of the PAC are appropriate for the building and do not include academic departmental spaces. Therefore, the building encounters minor student traffic with some pass-thru pedestrian traffic from the parking lot when no events occur.

Building Systems

Mechanical The central physical plant in the Academic Core provides building heating and chilled water service via 4" +/- HTHW (use 2 heat exchangers) and 5" +/- CHW direct buried piping across Guy R. Brewer Boulevard. Future expansion to this building would not be supported by this existing piping capacity. The mechanical equipment room contains (5) NC units. Pneumatic control is tied back to the Academic Core's Building Management System.

Electrical Electrical service is 4,000 Amp at 460 V. Emergency power is supplied from the emergency generator (800 Amp panel) located in the Academic Core. The building fire alarm system is new, series Edwards (GE).

Plumbing/Fire Protection Domestic cold water service is from 4" diameter supply. Fire sprinkler system is fed from (2) 6" FSP at the corner of Liberty and Guy R. Brewer Boulevard with 60 HP fire pump and 3 HP jockey pump. The building receives no gas service.



Site Locator Plan

e Type			
Center for Performing Arts	Assembly & Exhibition Space	26,881	26,881
Auditorium	Assembly & Exhibition Space	5.996	5,996
Public Safety	Campus Services	74	74
Buildings & Grounds	Campus Services	209	209
	Total NASF	33,160	33,160

03 Health & Physical Education Complex (HPEC)

Completed in 1991, the Health & Physical Education Complex provides the indoor athletic and recreation facilities for the College. The HPEC facilities include: 2,500-person capacity gymnasium, locker rooms, indoor track, fitness center and six-lane heated swimming pool. The concrete and steel structure is clad in red brick masonry with exposed concrete at the circular shaped base. The main gymnasium's double-height circular space is spanned by exposed steel space-framing, while the indoor track encircles the second level of the gym.

The building has a number of minor deficiencies including exit doors and operating hardware in need of repair. Elsewhere, roofing repair in progress will limit further damage observed to balcony ceiling finishes in the pool room and in other spaces. The swimming pool has been recently re-grouted and cleaned.

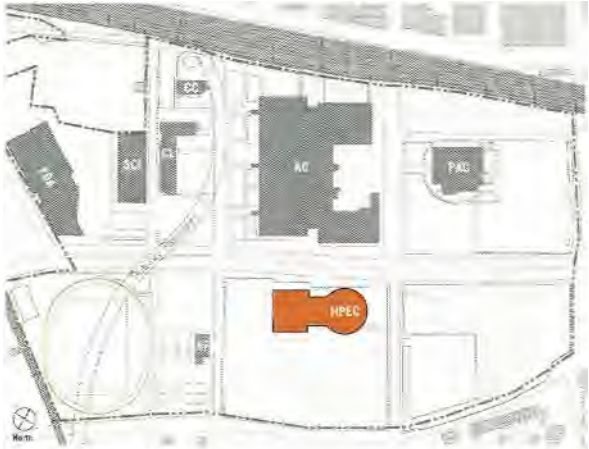
The fitness center has sufficient deficiencies to recommend upgrade and renovation. The two rooms of the fitness center have water damaged ceilings, worn wall/floor finishes, and inefficient lighting that is also an unfavorable downlight type for the usage of the spaces. While serviceable, some of the existing fitness equipment is outdated and not well-spaced for proper use.

Building Systems

Mechanical The central physical plant in the Academic Core provides building heating and chilled water service via 4" +/- HTHW (utilizing 3 heat exchangers) and 5" +/- CHW direct buried piping across Liberty Avenue. Future expansion to this building would not be supported by this existing piping capacity. Temperature controls (TSBA Controls) are not connected to the central BMS in the Academic Core and requires personnel for direct control. The third floor mechanical equipment room contains (4) AHUs; pool-pak unit is not in operation.

Electrical Electrical service is 2,000 Amp at 208 V. Emergency power is supplied from the emergency generator (400 Amp panel) located in the Academic Core. The building fire alarm system is old, Edwards (ACME).

Plumbing/Fire Protection Domestic CW service is from 4" dia. supply with duplex booster pump and hydropneumatic tank. The fire sprinkler system is fed from 6" dia. FSP with 15 HP booster pump. The building has 4" diameter gas service and utilized a gas-fired domestic HW heater.



Site Locator Plan

General Academic	Classrooms	1,776	1,776
Athletics & Recreation	Athletic Facilities	51,744	51,744
Buildings & Grounds	Campus Services	41	41
	Total NASF	53,561	53,561

Science Building (SCI)

The Science Building was constructed in 1971 as the first campus facility with the Classroom Building. The two-story red brick and steel building with basement has exposed aggregate concrete roof overhangs. Although intended as a temporary structure, the building has received a number of upgrades and other investment over the years, which has extended the building's lifespan. Portions of the first floor and basement are currently undergoing renovation for class laboratories to be used by the nursing program. This updated program allocation is reflected in the proposed square footage allocation of program in the table at right.

The second floor currently houses the Queens High School for the Sciences with science teaching labs, classrooms, administrative offices and support space. Thus, the entire floor falls under education use group occupancy, which entails more restrictive life safety code provisions than the more typical business use occupancy applied to the other college facilities. The College has indicated to the Department of Education that it intends to vacate the high school from this building to help alleviate the College's increasing program space need and has offered one acre of the Site 9 parcel to be available for development of a dedicated high school facility on campus.

The vacated high school spaces can easily support reprogramming for science class laboratory use, other instructional services and administrative offices. A renovation project involving the entire floor would enable a comprehensive review of system upgrades.

Building Systems

Mechanical The building services are stand-alone and not connected to the central physical plant in the Academic Core. Heat is provided by (2) 100HP gas/oil HW boilers, manufactured by Eastmond and dating from 2004. The cooling system consists of (2) multistack, 80-ton +/- split system chiller with roof-mounted condensers, (7) rooftop DX units, (4) pipe fan coil units in rooms.

Electrical Electrical service is 4,000 Amp at 208 V. The building does not have emergency power generation, but uses battery back-up power. The building has a new, Edwards (GE) EST2 fire alarm system.

Plumbing/Fire Protection Domestic cold water service is from 4" diameter supply. Fire sprinkler system is fed from 4" diameter FSP. The building's science labs have both gas and air service.

Site Locator Plan

		Existing SF	Proposed
General Academic	Classrooms	5,355	3,496
Health Professions	Academic Offices, Class Labs, Research, Special Use	2,343	13,043
Nursing	Academic Offices, Class Labs	2,416	6,916
Social Science(s)	Academic Offices	0	4,916
Small Business Development Center	Administrative Offices	1,523	0
Continuing Education	Academic Office	101	0
Queens High School for the Sciences (D.O.E.)	Administrative Offices, Classrooms, Class Labs	19,449	0
Sophie Davis School of Biomedical Education	Academic Offices, Class Labs	1,151	823
CUNY Language Immersion Program	Academic Offices, Class Labs	3.051	0
Information Technology	Technology Support	427	313
Student Activity	Lounge (Student)	643	643
CUNY Public Safety	Campus Services	497	0
Public Safety & Security	Campus Services	870	0
Buildings & Operations	Campus Services	1,799	
	Total NASF	39,625	39,663

Administrative Offices	4,587
Class Laboratories	4,217
Classrooms	8,367
Support Services	2,278
Subtotal NASF	lq 44q

Classroom Building

05 Classroom Building (CL)

Constructed in 1974, the Classroom Building was intended to serve as a temporary classroom building until permanent buildings of the original Master Plan could be implemented. As the extent of the building program was curtailed through the 1980s, use of the Classroom Building continued and the building now contains classrooms. computer labs, continuing education instructional space, and a Head Start day care program that is not part of the College's child care service.

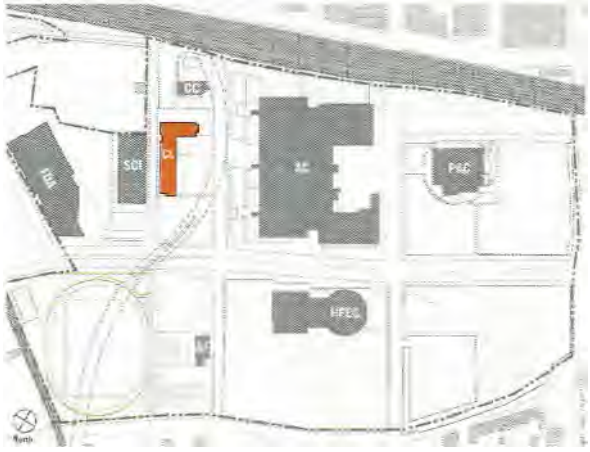
The two-story masonry and steel structure consists of grade beam construction and load-bearing concrete block exterior walls with areas of stucco parge. An elevator was installed in 1984. The building and its systems are outdated, having exceeded the useful lifespan of a temporary facility, and it does not merit additional capital investment, The prominent and central site of the Classroom Building, which stands between the 159th Street pathway and the Academic Core on 160th Street, would be a suitable opportunity for new construction to create greater density on campus. Demolition of this building is recommended and would remove a temporary structure from the campus inventory and clear the path to construct more usable square footage to the College than the current building provides.

Building Systems

Mechanical The building contains stand-alone services with a mechanical equipment room at grade, no chiller system and no boiler unit. The mechanical system consists of (4) split-systems with DX cooling and electric heating coil in duct/unit and roof-mounted condensing units. Package terminal air conditioning with louvered thru-wall units service the classrooms.

Electrical Electrical service is 2500/1250 Amp at 280 V. Emergency power is supplied by a 100KW diesel generator at grade.

Plumbing/Fire Protection Domestic cold water service is 3" diameter supply. Fire sprinkler system is fed from (1) 6" FSP from 160th Street. The building gas supply is 1 1/4" diameter for a kitchen stove on the first floor.



Site Locator Plan

siDepartm		Existi	
General Academic	Classrooms	4,220	0
General Academic	Computer Labs	7,064	0
Continuing Education	Academic Offices, Classrooms, Special Use	8,070	0
Head Start Day Care	Administrative Offices, Classrooms	4.598	0
Information Technology	Technology Support	816	0
			0
	Total NASF	24,768	0

06 Athletic Field Storage (AF)

The Athletic Field Storage building, occupied in 1991, serves as a maintenance and storage facility for athletics and recreation uses. Located adjacent to the tennis courts and across 160th Street from the athletic fields, the AF building also contains athletics department offices and campus service space. The building is in good condition for continued use as designated.

Building Systems

Mechanical The building is supported by stand-alone HVAC systems, and not connected to campus central BMS.

Electrical Emergency power is supplied by battery back-up.

Plumbing/Fire Protection Domestic cold water is provided from mains at 160th Street. Sanitary waste is gathered and discharged to the NYC sewage system by way of sewers on 160th Street.

Site Locator Plan

ort Department	Space Type	Existing NASF	Proposed NASF
Athletics	Offices, Athletic Storage	2,368	2,368
Buildings & Grounds	Campus Services	968	968
	Total NASF	3,336	3,336

07 St. Monica's/Child Care Center (CC)

St. Monica's Church, built in 1857, once stood on the site of the Child Care Center, which officially opened in 2009. The current steel and glass structure incorporates the remaining red brick facade and bell tower of the original church, which received listed status in 1979 by the NYC Landmarks Preservation Commission and placed on the National Register of Historic Places in 1980.

The Child Care Center is currently permitted by NYC DOH, Bureau of Child Care, for a maximum of 20 children, but has capacity for 107 from ages 6 months through 10 years-old. The center has a outdoor playspace adjacent to the building that is fenced, maintaining appropriate separation and security. As a newly constructed building, there are no notable deficiencies, as initial ADA/ ramp issues have been resolved.

Building Systems

Mechanical The building is connected to the central BMS system in the Academic Core.

Electrical Electrical service is fed from 159th Street. Emergency power is not supplied by generator, but by battery back-up. The fire alarm is inter-connected to the Academic Core.

Plumbing/Fire Protection Domestic cold water is provided from mains at 160th Street. Sanitary waste is gathered and discharged to the NYC sewage system by way of sewers on 160th Street.

Site Locator Plan

Early Childhood / Day Care Services	Student / Faculty Support Service	5,776	5,776
	Total N AS F	5,776	5,776

Building Conditions Assessment

The preceding building vignettes provide an indication of each building's overall potential for continued use. As previously noted, the FDA building is not within the scope of this evaluation. The Building Conditions Map (Figure 4. C.1) at right presents this status on the campus map and establishes a hierarchy that is taken into account in the redevelopment schemes that follow in section: **5 Projected Redevelopment.**

Category	*Description*	*Inventory*
Existing to Remain	Buildings of recent construction or rehabilitation that adequately fulfill their purpose.	St. Monica's/Child Care Building, Performing Arts Center, Athletic Field Storage
Minor Rehabilitation and Reprogramming	Buildings that need upgrade of interior finishes, perhaps some exterior work, but whose internal systems are still viable. Similarly, buildings that can be reconfigured to house new functions, but require minor architectural upgrades.	Health & Physical Education Complex
	Buildings that are structurally sound and whose internal systems are viable, but require more significant architectural modifications and upgrades to adapt to new functions.	Academic Core, Science Building
	Buildings that are so structurally limited that they cannot be adapted to meet anticipated campus needs. Also, buildings whose systems have so far exceeded their useful lifespan that no additional money should be spent on their rehabilitation. This category includes candidates for demolition.	Classroom Building


LONG ISLAND RAILROAD
Parsons Blvd
QEOC (leased)
Archer Ave
Merrick Blvd
Beaver Rd
Tuckerton St
Prospect Cemetery
CC
Science
Classroom
FDA
Academic Core
Performing Arts Center
Liberty Ave
HPEC
St. Monica's Cemetery
AF
First Methodist Cemetery
Guy R. Brewer Blvd
South Road
Union Hall
104th Rd
North
0 75 150 300

D Campus Infrastructure

The campus functions with a hybrid of centralized and distributed services. A central campus plant serves three out of seven buildings. The remainder are supported by stand-alone MEP systems.

The existing central plant is located in the sub-level of the Academic Core, York's largest building, which represents 70% of the College's total gross square footage (931,607 GSF). The existing central plant provides heating/cooling services via chilled water and high temperature hot water (340 degrees Fahrenheit) loop from the Academic Core to the Health & Physical Education Complex and the Performing Arts Center. The existing piping connections to these buildings are direct buried piping encased in insulated steel conduit across Guy R. Brewer Boulevard and Liberty Avenue. Combined, the central plant supports more than 815,000 GSF or 88% of the total space on campus. Existing space in the sub-cellar boiler and chiller areas, and at the roof cooling tower area expand the capacity of the plant, but in the sub-cellar this is limited to single unit expansions, not multiples.

A central building management system (BMS) controls four buildings: Academic Core, Science, Performing Arts Center and St. Monica's/Child Care Building. The system was intended to also control the Health & Physical Education Complex, but was never connected. The system vendor is Siemens.

Con Edison electrical transformer vaults are located in front of the Academic Core on Guy R. Brewer, opposite the main parking lot entrance.

An emergency power generator in the Academic Core plant serves the Academic Core, Health & Physical Education Complex and Performing Arts Center. The remainder of campus buildings employ battery back-up systems. Installed fire alarm systems in each building are EST2 or EST 3, with dial-up to the central station. Fire alarm systems are not interconnected, but may be able to be connected through the security network.

Sanitary waste is gathered and discharged to the New York City sewage system by way of sewers in the surrounding streets. In the Academic Core, the sanitary riser system is further served by two duplex sump pumps. Roof drainage is collected and connected to the main sewer system below grade. Each storm leader is individually trapped prior to connection to the combined sewer system leader main.

The Academic Core is fitted with a chemical neutralization system to collect acid waste drainage from lab sinks. cup sinks, etc. in chemistry and biology labs and neutralize wastes before discharge to street sewer system.

The surrounding campus streets provide connection points to the city utilities systems. Along the de-mapped 159th Street pedestrian mall runs an existing electrical, 6" sanitary sewer, 15" storm sewer, 6" water, 12" gas, 6" gas (retired). Along 160th Street, 12" sanitary storm sewer, 6" gas (retired), electrical, 6" water supply. Along both Liberty Avenue and Guy R. Brewer Boulevard, available utility services include 6" gas supply, telephone, electrical, 3'6" sanitary storm sewer and 12" water service.

A subway easement runs diagonally through the outdoor track site, across the Liberty Avenue end of the Classroom Building site and turns up 160th Street. In addition to the tunnel, subway ventilation grating exists along both sides of 160th Street sidewalk and a section of 159th Street sidewalk near Liberty Avenue. An existing subway emergency hatch exit is located on the sidewalk at the end of a walkway in front of the Classroom Building. Subsurface investigation and comprehensive survey of the easement is recommended to determine the extent of development constraint for this area.

The water table level in the vicinity has risen steadily over the last 15 years. In 1996, the wells operated by the Jamaica Water Supply Company were shut down and ceased to draw groundwater for public water supply. This has resulted in substantial flooding and infiltration in the Academic Core sub-level. The NYCDEP has declined to resume groundwater withdrawal in Southeast Queens due to the site contamination of chlorinated hydrocarbons (PERC) at a former dry cleaning operation in the area. Monitoring wells were installed at York to gauge water table elevation, groundwater quality conditions and other groundwater hydrology analysis. Under

a separate dewatering project, the College is developing a long-term solution to divert the water to a series of tanks. Immediate measures were recently implemented that include routing trenches in the slab and raising equipment on concrete pads. The situation has improved and the accumulation of groundwater in the Academic Core is being successfully controlled at present.

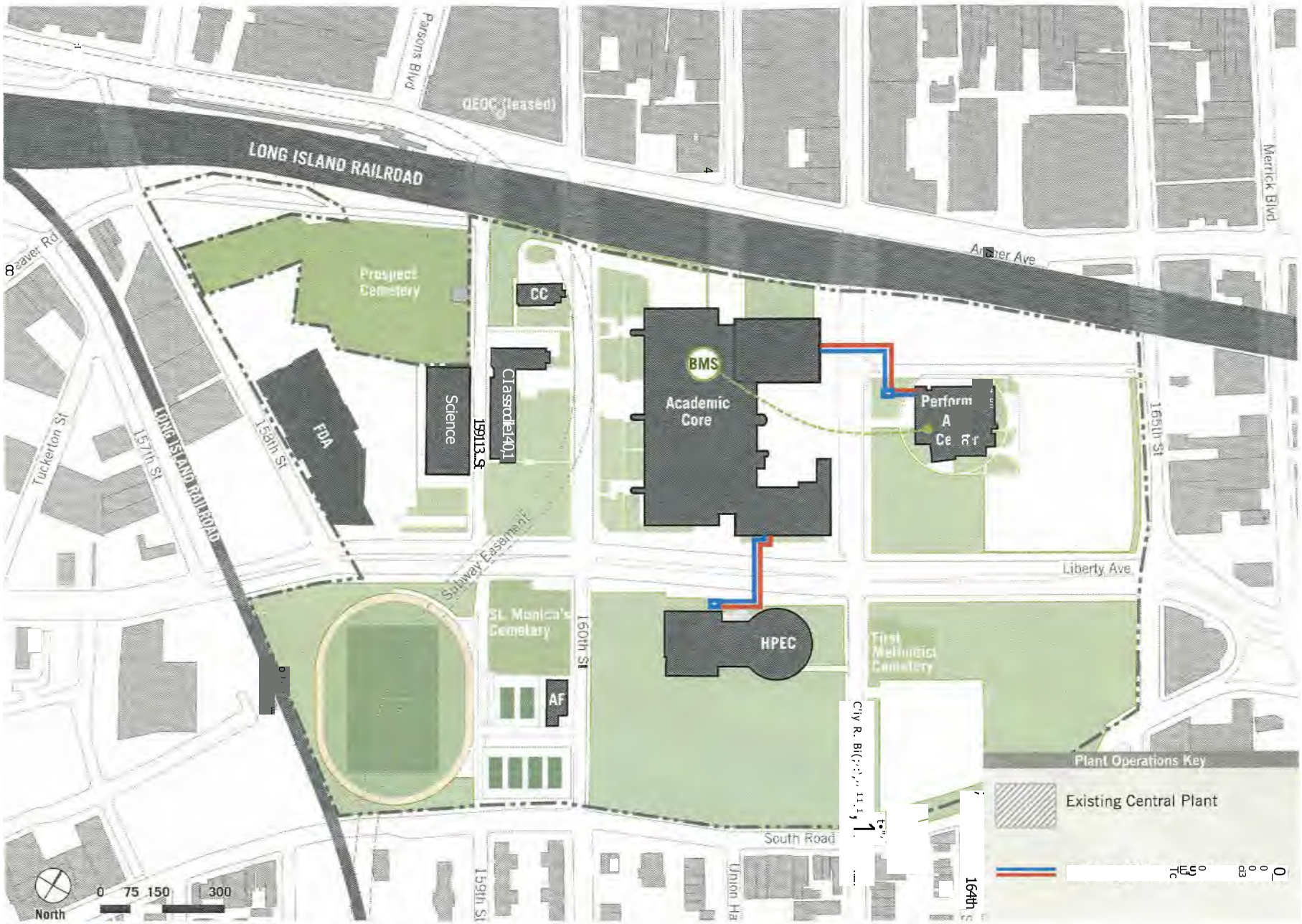


FIGURE 4.D.1 Existing Campus Infrastructure Plan

Site Circulation

Modes of Arrival

Multiple modes of transportation provide access to the campus. Public transit is the most widely used and there are many options. In the case of bus travel, many routes have stops in front of campus buildings. The LIRR entrance archways to campus sit along Archer Avenue, a busy bus route with nearly all buses serving the Jamaica area terminating at the corner of Parsons Boulevard and Archer Avenue. Nearly 49 bus lines operate within Downtown Jamaica. The Jamaica Center Parsons/Archer Station is located within 250 feet of the York College archway at 159th Street and is a major transfer point between the subways below and the bus station above. Three subway lines terminate here, including E, J, and Z lines.

Extended Connections

One stop away. a 20-minute walk, or 0.7 miles is the Sutphin Boulevard/Archer Avenue subway station, an important transfer hub between the Long Island Railroad's Jamaica Station and the AirTrain to JFK Airport. Approximately 200,000 people pass through Jamaica Station daily on the LIRR traveling between five counties including Manhattan, Brooklyn, Queens, Nassau and Suffolk.

About 400 feet and a 2-minute walk from the College's main entrance at 159th Street stands the LIRR's Union Hall Street Station, which closed in the mid-1970s. Since that time, this sector of Jamaica Center has attracted significant public and private investment plus retail development. With the presence of the US Social Service Administration, FDA's Northeast Regional Lab, and Queens Family Court all within a 5-minute walk, consistent demand generators exist, in addition to York College itself. The potential re-opening of the Union Hall Street Station would be beneficial to York College, providing better accessibility from areas serviced by LIRR. This would enable shorter travel times than the subway for reliably scheduled trips in uncrowded trains at peak-hours, and would encourage less personal automobile use to the campus.

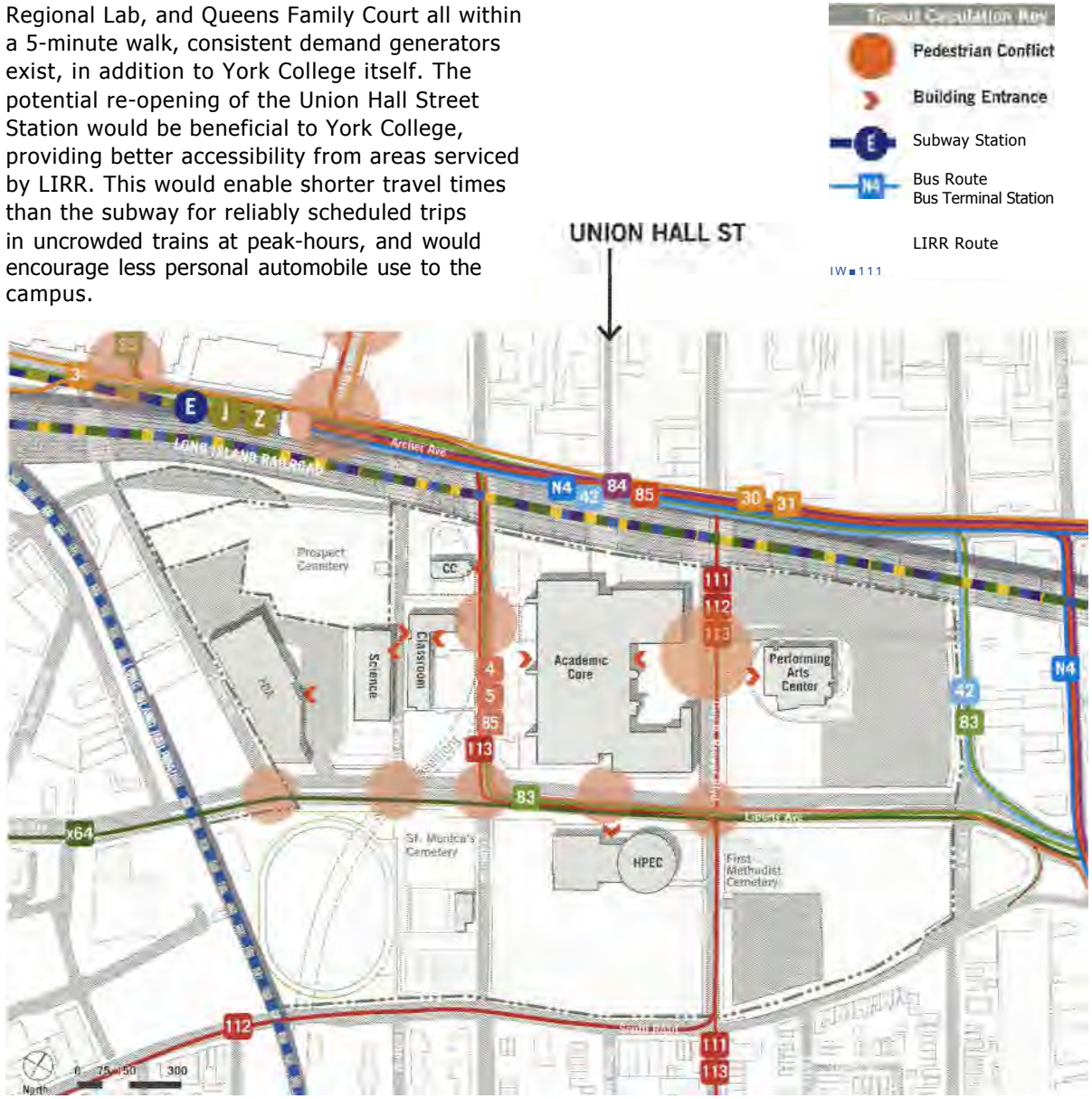


FIGURE 1..E.1 Transit Circulation

Vehicular Circulation

The College campus occupies 6 superblocks in Jamaica, Queens. Local feeder streets lead to major arteries and roadways in the vicinity, including the Van Wyck Expressway (1-678) and Grand Central Parkway (GCP). Heavy traffic in the north- and south-bound directions typically occurs on Sutphin, Parsons, Guy R. Brewer and Merrick Boulevards. In the east- and west-bound directions, traffic builds on Hillside, Jamaica, and Liberty Avenues. Afternoon rush hours can be particularly intense.

Traffic calming measures would be beneficial in decreasing the intensity of fast-moving traffic flow on the public streets that divide the campus instructional buildings, athletic zones and the parking lots.

Parking Lots

York College is served by East Parking and South Parking lots. The two lots can accommodate about 1,000 cars. Both are secured and staffed with weekday closing times at 11:15 P.M. East Parking Lot is open weekends from 6:00 A.M. through 10:00 P.M. or 8:00 P.M. Parking permits are issued by the Public Safety Office. In 2007, as one of its first Green Initiatives, the College designated preferred parking for hybrid vehicles at the main East Parking Lot. Most

students depend on public transportation modes, not personal automobiles, and existing lots are currently adequate for daily volumes. On-street parking has not been an overlap issue with the surrounding neighborhood.

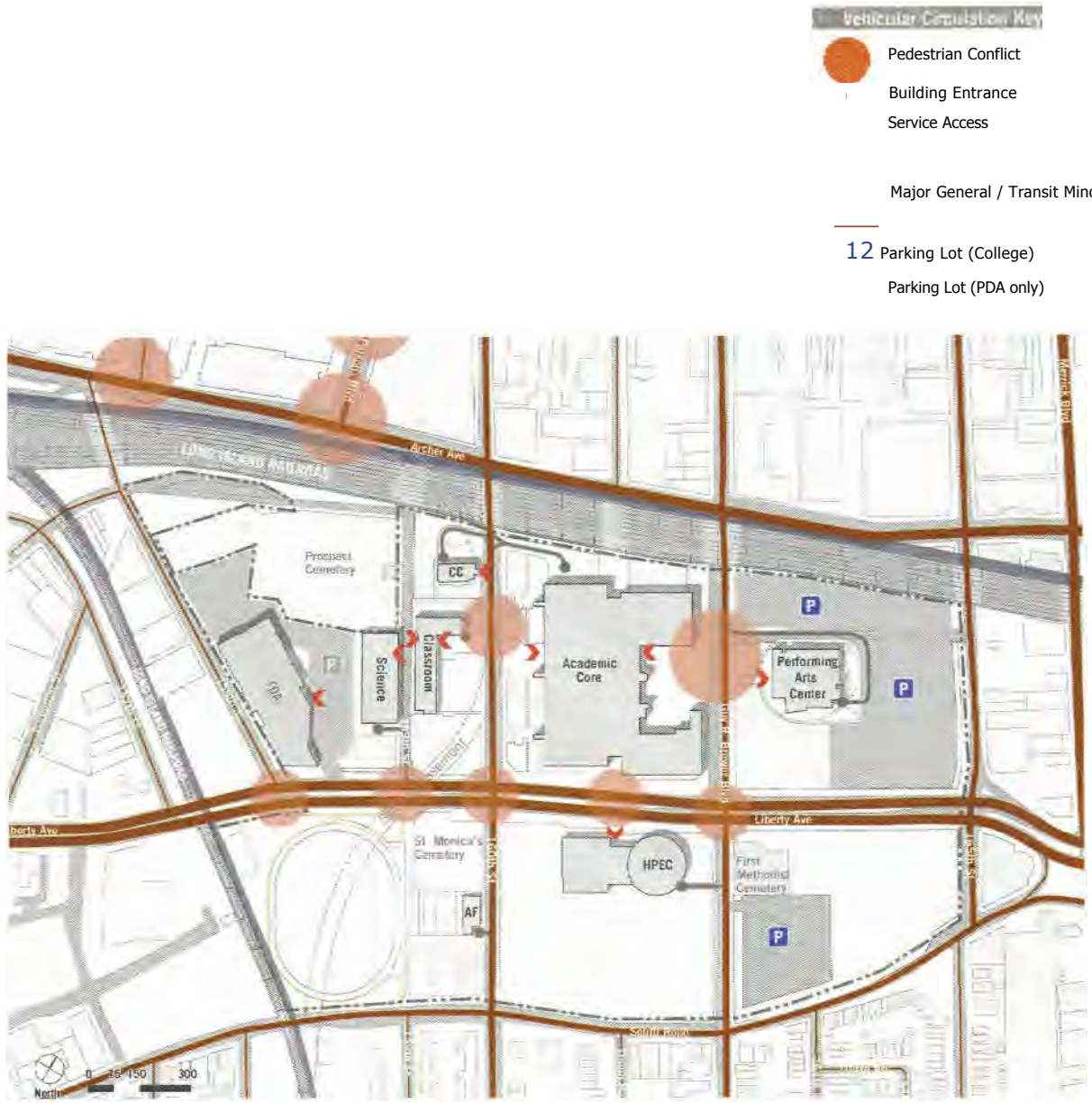


FIGURE 4.E.2 Vehicular Circulation

Areas of Pedestrian Conflict

Areas of pedestrian conflict are marked in all three circulation maps to highlight the intersections that require further scrutiny and improvement in the future.

In 2008, NYC DOT released a Safe Streets Report that identified Parsons Boulevard, particularly the intersections at Jamaica Avenue and at Archer Avenue, within the top 20 highest pedestrian crash locations for the years 2003-2005.

In 2008 a York instructor, on his way from the South Lot parking area to the Science Building. was clipped by a car. In spring of 2010, a York student was the victim of a tragic hit and run incident on campus that resulted in his paralysis. With an expected increase in enrollment and rising participation in campus events from the external community, improving pedestrian safety should be addressed by the College, and the NYC DOT.

Traffic-calming measures should be implemented that can better coordinate the flow of people, transit and vehicles passing through or accessing the campus.

Bicycle Routes

No dedicated bike lanes currently exist in this area. However, the official 2010 NYC Bicycling Map indicates planned routes are proposed along Liberty Avenue. 160th Street and Guy R. Brewer Boulevard. In another Green Initiative project, the campus has already installed 6 bicycle racks. Bike racks exist on the 159th Street pedestrian mall and outside the Academic Core on Guy R. Brewer Boulevard.

FIGURE 4.E3 Pedestrian / Bike Circulation

Building Use Intensity

Pedestrian circulation patterns can be correlated with the intensity level of campus building use. The most heavily used building is the Academic Core, which contains 84% of academic space and an entrance on all four sides of the building to its principal internal circulation space, the atrium. The next highest use buildings are the Science Building, containing the High School, and the Classroom Building. While these three buildings contain nearly all the academic space on campus, the Health & Physical Education Building also provides the school's indoor recreational facilities, drawing user interest outside typically scheduled class hours. The Performing Arts Center usage only reaches peak activity when performance events are scheduled, which are often outside class hours.

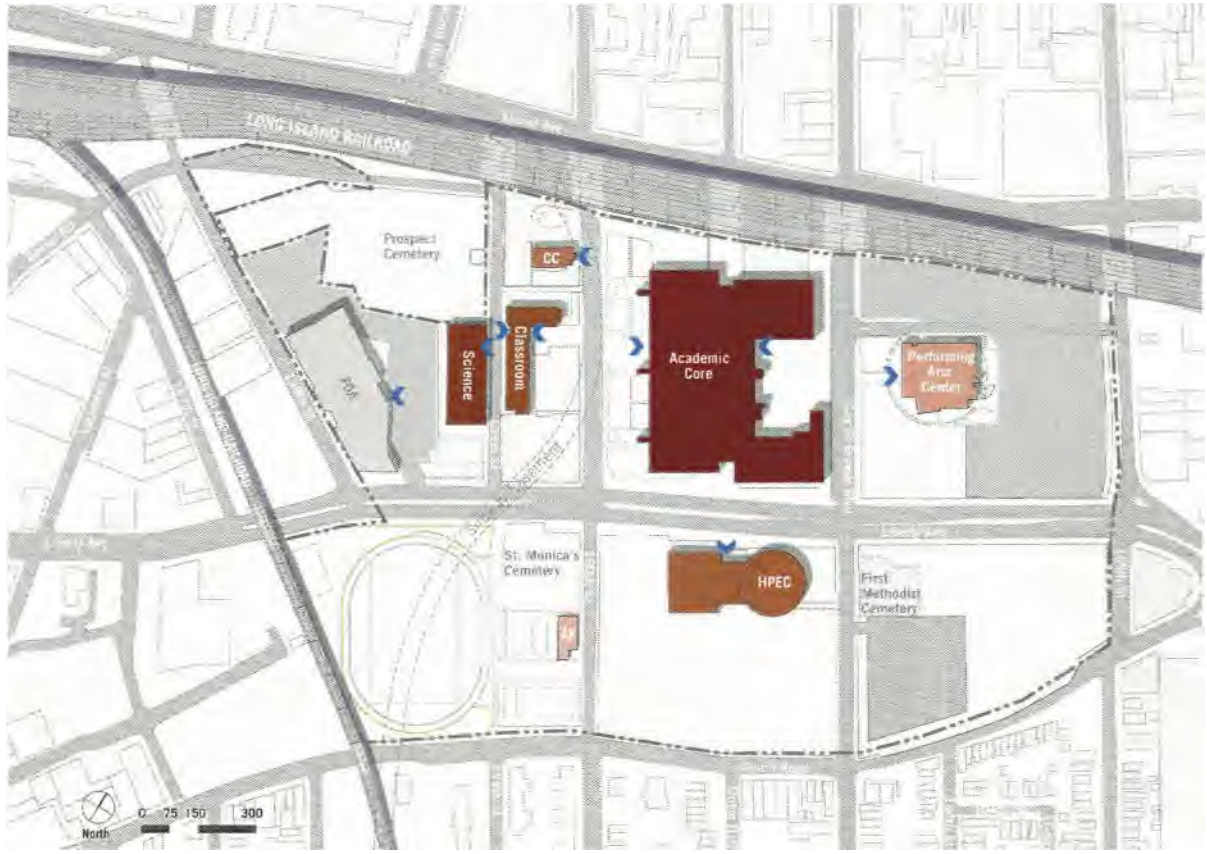


FIGURE 4.E.4 Building Use Intensity

F Site Open Spaces

Passive and Athletic Open Spaces

A number of open space types exist at the campus. Areas of passive hardscape are the primary experience for students and faculty. The Grand Plaza of the Academic Core is successfully used for performance, such as the annual JazzFest, and more commonly attracts people reading or relaxing on its benches. Access to passive green areas is restrictive and the presence of fencing within the campus perimeter discourages student use of green spaces. The largest inactive open space is the undeveloped portion of Site 9. The athletic fields and the outdoor track have notable deficiencies, such as divots and sink holes, which are attributable to ongoing groundwater issues. Even if a long-term solution to this is implemented, repair of the lawns, artificial turf and track surfacing should be addressed.

In the various outdoor spaces, types of installed site furnishings, fixtures and site lighting are inconsistent. A more uniform family of standards would help to unify parts of the campus.

The map at right (Figure 4.F.1) illustrates the following types of open spaces:

Passive hardscape, typically paved concrete or unit pavers with some site furnishings and lighting.

+ Green passive areas, not actively engaged by students, contain lawn, shrubs, plantings and trees.

Athletics areas, including the tennis courts, outdoor track complex and athletic fields behind the HPEC.

Outdoor Track and Field

Gate at 159th St & Archer Ave

FIGURE 3.F.1 Passive & Active Open Spaces

Site Access and Perimeter Control

The College properties are currently controlled at the street perimeter with a combination of fence styles, manned guard booths and gates.

The campus standard is an iron fence, non-historical in style, that is in keeping with the vocabulary of the campus' architecture. The 159th Street archway from Archer Avenue uses a stainless steel rolling gate that is inconsistent with the finish and style of the standard used elsewhere. Site 9 and the athletic fields have utilitarian chainlink fencing in varying heights. Prospect Cemetery and St. Monica's Cemetery have historical wrought iron fencing, deteriorated in parts.

Public Safety maintains a 100% ID check policy to gain entry to campus buildings. The campus community must present a valid York College ID, while visitors must present a valid picture ID and sign in at public safety booths. The principal checkpoints to the Academic Core are the guard booths located at the perimeter gates. Security at the perimeter has enabled the College to allow free entry at the student cafeteria leading to the outdoor plaza as well as the re-opening of roll-down gates in the breezeway to the Administration H-wing of the Academic Core.

Review of the campus gates schedule indicates most gates are open through 11:15 P.M. during the weekdays and 6:00 P.M. or 8:00 P.M. on weekends. The Union Hall Street archway to the Academic Core is currently inactive and unmanned, which gives a negative view of the main building from Archer Avenue. If the LIRR station at this area re-opened, further incentive would exist to rehabilitate this entrance.

Gate at 159th St & Archer Ave

Academic Core Entry Security

1.1150
- 7P

FIGURE 4.F.2 Access & Security

Site Development Summary

Future development opportunities of the campus have many influences and qualifications to consider. The following tables and map (Figure 4. G.1) summarize the zoning constraints on campus properties. The site is built to roughly 20% of its allowable potential. However, that magnitude of unbuilt volume is tempered by many of the building and site conditions discussed in the preceding pages. The map on the following page (Figure 4.G.2) provides an overview of developable parcels as well as non-developable or restricted development lots, such as the cemeteries. The challenged development category denotes unbuilt sites with existing evidence of damage from an elevated water table level and also applies to the subway tunnel easement. Future development is still possible on these sites, but will carry additional project requirements for subsurface investigation, agency approval and/or remediation costs.

Site S stics

Campus Site Area	43.5 Acres / 1,894,511SF
Zoning District	R-6
Block / Lot	10104 / 43
Academic Core	
Performing Arts Center	10152 / 66, 10154 / 91
HPEC	10118/34,10119/28
FDA Site	10099/80, 10116/9, 10099 / 102
Science Building	10099 / 52
Child Care / Classroom	10103 / 16
Outdoor Athletics	10115/95, 10116/26
Cemetery / Vacant Lot	10117/25, 10117/26
Beaver Rd Lot	10099 / 1
Site 9	10159/3, 10160/1

Use Group	3 college / community facility
Max FAR	4.8 (community use facility)
Allowable FA	9,093,650 GSF
Max Lot Coverage	70% corner 60% through/interior lot

FIGURE 7.G. Site Zoning Map

Finally, in the course of the stakeholder workshop meetings held with members of academic, student, operations and community groups, development frameworks were presented. The three options represent not building proposals, but physical framework options used to engage in debate for advantages and disadvantages of:

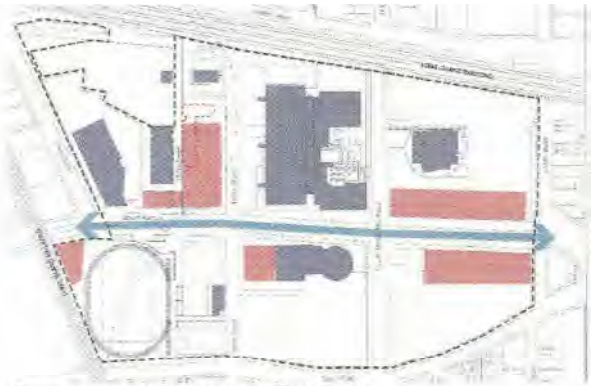
Expansion across Liberty Avenue

2 Expansion across 160th Street

Expansion across Guy R. Brewer Boulevard

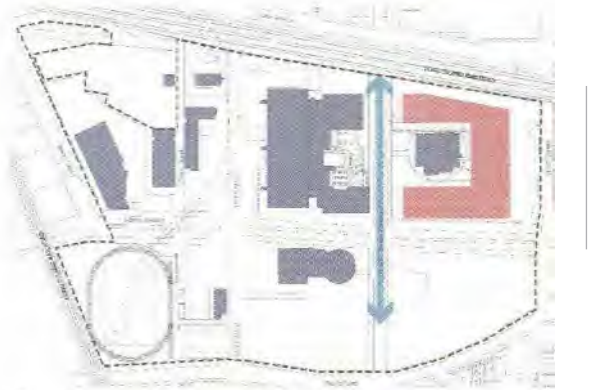
A consensus emerged around the notion of engaging the street more directly with future building to bridge the distance between community and academia. Another indicator to take forward into the development of the Master Plan acknowledged the west campus as the focus of future development, making Framework 3 the least appealing of the three options. The elements of the plan proposed in the following sections draw upon aspects suggested in both Framework Options 1 and 2.

FIGURE 4.G.2 Developable Site Map



Development Framework Option 1

Development Framework Option 2



Development Framework Option 3

PROJECTED REDEVELOPMENT

CONTENTS

A Introduction 75
B Student Activities & Shared Facilities 86
C Student & Administrative Services 80
D Business & Information Systems 82
E Health & Behavioral Sciences 84-
F Arts & Sciences 88
Campus Services 94
H Classrooms & Computer Labs 98
Summary Tables of Master Plan Goals & Strategies 100

A Introduction

The Master Plan is a long-term physical plan for the College that synthesizes academic goals and programmatic needs with existing physical conditions, implementation logistics and cycles of funding sources. The intent of the document is to become an effective planning tool for the coming years.

In the preceding section, the campus buildings were examined for qualitative conditions and capabilities. A working plan for redevelopment is proposed by first dividing the campus into manageable planning units. In organizing each department into groups of program families, linkages and potential adjacencies emerge. On the following pages, a section for each program family describes primary goals and strategies for redevelopment. A graphic bar accompanies each section placing the proposed strategies into one of three Master Plan phases.

A summary table at the end of this section provides a flowchart for sequencing all of the proposed strategies and projects for each phase of the Master Plan.

Departments & Programs

Assembly & Exhibition, Bookstore, Student Activities & Organizations, Student Government, Library, Food & Dining, Lounge, Newspaper, Athletics & Recreation, Continuing Education, Day Care Services

Student Services Advising, Admissions, Bursar, Career Services, Financial Aid, Registrar, Counseling, Health Services, Support Services, SEEK, Students with Disabilities *Administrative Services* Administrative Affairs, Alumni, Office of the President, Provost, Budget, Business Office, Institutional Research, Purchasing, Human Resources, Public Relations, Legal, Grants, Student Affairs

Behavioral Sciences, Health Professions, Nursing, Occupational Therapy, Physical Education, Teacher Education, Social Sciences and Social Work

Accounting, Business & Economics, Marketing, Aviation Management

Biology, Chemistry, English, Foreign Language, ESL, Humanities, Mathematics, Natural Sciences, Music, Performing & Fine Arts, History & Philosophy

Information Technology, Educational Technology, Media Services, Campus Facilities Planning, Building Operations & Grounds, Public Safety & Security, Central Receiving & Storage

General Academic Classrooms, Lecture Halls, Seminar Rooms, Computer Labs

Student Activities & Shared Facilities

Goals

Create an identifiable landmark that establishes York as a destination and builds in the rebranding of Jamaica.

York College is intrinsically related to its neighborhood and was created in part for the neighborhood's renewal. Over the years, York has brought excellent educational opportunities to Jamaica, but it does not have a physical presence that corresponds with its high-quality academics.

Create an appealing option for food service on the west side of campus.

While the Academic Core contains the main dining area and convenience cafe, a supplemental option for dining should be developed for the west side of campus. A successful aspect of the Starbucks convenience cafe is that its seating space is not enclosed, but open to the Academic Core's atrium circulation. Similarly, this feature could be incorporated elsewhere so that seating areas with power outlets and wireless connection would be available as an extension of student lounge and study space after cafe service hours.

Provide a new hub for student life that makes the campus more student-friendly.

The many student groups and organizations of York College have long required expanded facilities. As the enrollment grows, a long-sought student union should provide space for student activities to breathe and flourish.

Provide athletic facility, within reason, future development of softball

The outdoor athletics and recreation facilities at York have notable deficiencies. The outdoor track and athletic practice fields both exhibit signs of damage from groundwater issues. Interest in a home facility for softball competition remains strong to support the College's team.

Strategy

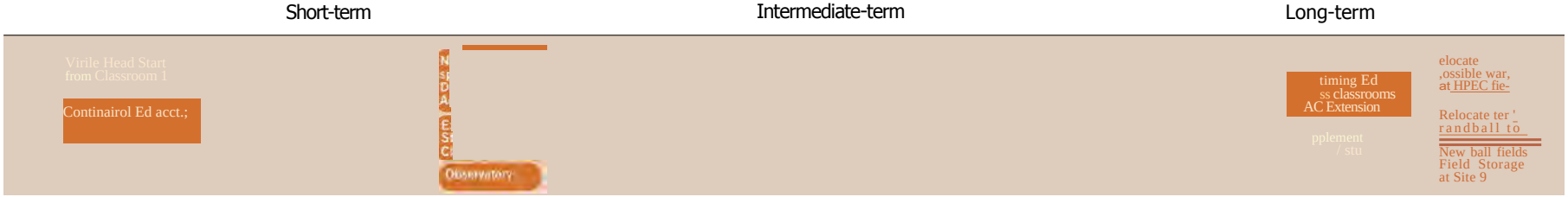
Short-Term

New facilities created in the Academic Village and Conference Center will offer both instructional delivery and community enrichment by recognizing potential synergies between programs (Figure 5.B.2). The conference center will provide a community resource that can double as lecture space when conferences are not scheduled. The events in the conference facility will be able to draw on shared amenities as needed, including an exhibition gallery space, a cafe with limited serving capacity, other classrooms for seminars or meetings, as well as a business center and public lounges or pre-function space. To maximize the range of conference center usage, flat-floor space will offer the most multi-functioning potential.

The relocation of the Small Business Development Center and the School of Business and Information Systems with the new conference center extends the level of community engagement at York. An expanded bookstore that may find a private operating partner will also benefit from an accessible and visible location in an area with few such retail outlets. An opportunity to incorporate an earlier observatory project should be explored at the roof level of the new building.

A destination and identifiable presence in the new building will be activated by relocating and expanding student activities out of the Academic Core to the new Academic Village. This student union will become a hub for student life, student government, the newspaper and student clubs offices and lounge space.

As a counterpoint to the main dining services in the Academic Core, the Academic Village should have a cafe that can serve both the daily student population in the Academic Village and visiting groups that attend conference functions and special events. Proposed space allocations for programming the Academic Village are provided (Figure 5.B.3) for reference.



The site proposed for the Academic Village is prominent and strategic, connecting the campus' arched gateway with 160th Street and the Academic Core entrance plaza. The ground floor of the Academic Village should communicate with adjacent outdoor spaces, as it will become an embedded feature of the pedestrian experience. Likewise, construction will impact the 159th Street pedestrian promenade substantially, a refurbishment of which should be included in the scope of the Academic Village and Conference Center project. This can coordinate with other site strategies in the Master Plan that propose development of courtyards with plantings to offer additional places for outdoor gathering. The new building will occupy the northern half of the site and leave a parcel on Liberty Avenue available for new construction planned for the School of Pharmacy or School of Health & Behavioral Sciences.

Several steps must be taken to facilitate construction of the new building. Classroom Building, built as a temporary facility in 1971, currently sits on the proposed site. Prior to its demolition, several occupants must vacate the building. The Head Start program will relocate, possibly elsewhere in the neighborhood. As an external, hosted entity, York is not responsible for its move off-campus. While the Continuing Education program may access classrooms in the Academic Core by scheduling more evening hours, there is a need to replace 2,800 NASF for staff offices and a learning center. One option is to lease space off-campus until the Academic Village is completed and vacated space becomes available in the Academic Core. Another option should consider renovating existing spaces in the Academic Core occupied by programs with decreasing space needs. Some internal consolidation may be appropriate for the SEEK program, Educational Technology (ICIT) and Psychology.

Independently, the College can implement a renovation of the two fitness center rooms, 3, 348 NASF, in the Health & Physical Education Complex. The project would replace worn finishes, lighting, and include MEP repairs or upgrades.

Intermediate Term Projects

Recent consolidation of the Library from the H-wing should continue in the intermediate-term by reprogramming space in G-wing. The first floor of G-wing will be available for renovation into student study/information commons of the Library. An option for some of this area is to renovate a small portion for Continuing Education use. An outline of this reprogrammed area is shown on the adjacent page for planning reference.

***Long Term** Projects*

Student lounge and study space should be supplemented with each new construction opportunity. This could arise in the several long-term projects, including a proposed School of Pharmacy and proposed Academic Core Extension, described with following program groups.

Continuing Education could add administrative space and access additional general classrooms in a proposed Academic Core Extension. This would allow the program to fully rejoin the main campus, if the College opts to lease space in the short-term.

Places for gathering

Touch-down spaces with connectivity

FIGURE 5.B.1 Project Vision: Academic Village & Conference Center

A long-term initiative to develop a public/private partnership incubator at York College could be located on the present site of the outdoor track. In this event, an opportunity would arise to redevelop outdoor athletics and recreation facilities on other parts of the campus. The field behind the HPEC is an appropriately sized parcel to relocate the track. The potential to build softball/baseball fields could be implemented adjacent to the future high school on Site 9. This would provide greater opportunity to share resources with other community groups.

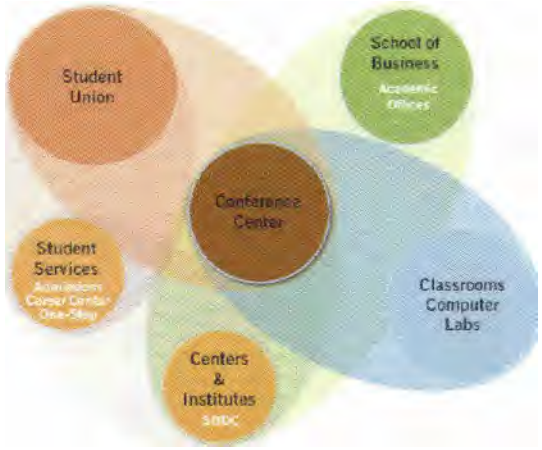


FIGURE 5.6.2 Academic Village Program Synergies

FIGURE x.B.3 Academic Village & Conference Center Space Allocation

	Space Type	Proposed
Academic Space		
General Classrooms	Classrooms, Lecture & Seminar Rooms	11,600
Computer Labs	Class Labs (Computer Labs)	7,000
School of Business & Information Systems	Academic Offices, Class Labs	5,020
Centers & Institutes		
Center for Excellence in Teaching & Leadership	Administrative Offices	1,900
Men's Center	Administrative Offices	900
Scholarship Center	Administrative Offices	1,750
Small Business Development Center	Administrative Offices	2,000
Women's Center	Administrative Offices	500
Information Technology	Computer & Media Support	410
Assembly & Exhibition		
Conference Center	Assembly Space	4,500
Conference Center Administration	Administrative Offices	500
Gallery	Exhibition Space	1,950
Pre-Function	Lobby, Circulation	1,200
Building Business Center	Administrative Offices	600
Student Activities		
Bookstore	Merchandising, Offices, Storage	8,400
Food & Dining Services	Administrative Offices	4,500
Honors Lounge	Administrative Offices	750
Student Lounge	Administrative Offices	5,850
College Newspaper	Administrative Offices	450
Student Government	Administrative Offices	2,300
Student Life	Administrative Offices	1,850
Student Organizations	Administrative Offices	7,700
Student & Administrative Services		
Admissions	Administrative Offices	4,350
Career Development One-	Administrative Offices	1,530
Stop Student Services	Administrative Offices (Fig. 5.B.1, p. 78)	3,130
Bursar	Administrative Offices	450
Student Affairs, Vice President	Administrative Offices	2,090
Campus Services	Campus Services	800
Contingency		4,000
	Total NASF	90,000

C Student & Administrative Services

Goals

Create student support functions, that are not adequately represented.

The number of services has grown over time, but without additional room to grow in the Academic Core, some still lack dedicated space. With the opening of the Child Care building, the student child care service has an appropriately separate location. The Office of Students with Disabilities Services, however, lacks enough resources to support its users' requirement for independence and reasonable accommodation.

Consolidate resources with shared synergies.

Disparate locations of student and administrative services should be simplified. Consolidation should take advantage of synergies found between programs. Users will benefit from easier access to related services and circulation will be less cumbersome, particularly during the traditionally busy periods of advisement and registration.

Use the process of consolidation to renovate and renew the Academic Core.

As the largest building on campus, it is impractical and infeasible to upgrade the building wholesale. Yet significant improvements can be made in a series of renovation projects, as consolidation creates vacated areas that are ready for reprogramming.

Strategy

Short-Term

One-stop student services will be created in the Academic Village and Conference Center project to meet registration needs for most students. Transaction counters should consider a modest measure of acoustical privacy between stations. Separate consultation units will deliver additional privacy for conversations that may also involve parents or another advisor. The area for queuing can share space with self-service terminals for online account access. The figure below provides a draft program for reference, which aligns with the one-stop total given in the complete building program provided in the preceding section.

As the hub of the student union, the one-stop center with bursar and financial aid departments will be convenient to students. Back-of-house registrar functions can remain in the Academic Core. The Master Plan recommends that the VP of Student Affairs locate in the Academic Village, maintaining access to the office's constituents, the students. Additionally, Admissions, Career Development and the Scholarship Center will gain " front-door" presence at the Academic Village, as will the Center for Excellence in Teaching and Learning (CETL).

Other programs relocating to the Academic Village share synergies of mission. The Men's Center and the Women's Resource Center have related missions and will have room to grow in this new setting.

Intermediate-Term Projects

After programs occupy the completed Academic Village, consolidation can begin in the Academic Core. The library has vacated much of the third floor H-wing.

Long-Term Projects

In the long-term scenario, an addition or new building is envisioned for the School of Pharmacy at York College. An administrative office for FDA Collaboration would be located in that project, adjacent to the FDA building. The placement would expand an important relationship and institutional partnership.

Short-term

Intermediate-term

Long-term

An Open Door to Support

One-stop Student Services

Administrative Support Space	Director	160
	Assistant Director	260
	Administrative Assistant	160
	College Assistant	320
	Workroom	150
	Consultation units (2)	160
	Circulation / Waiting	600
Student Service Space	Counter Space (10 stations)	500
	Self-Service Terminals (15)	600
	Filing / Storage	200
	Coat Closet	20
	Total NASF	3,130

FIGURE S.C.a Proposed One-Stop Student Services

D Business & Information Systems

Goals

Promote the newly organized school.

The former division of Professional Programs previously included the Accounting and Business departments. An independent profile could be developed that will promote the newly organized school and attract the sponsorship of potential donors.

Another impetus for promotion is the inclusion of a new program in Aviation Management, which is well-positioned for numerous industry links in Jamaica, Queens, and the greater New York area.

Respond to evolving technological needs.

Flexibility and adaptable spaces are only some of the changes currently emerging at well-known institutions offering business programs. Technology integration is also important.

Strategy

Short-Term

The School of Business & Information Systems will be located in the new Academic Village and Conference Center, which will provide visibility beyond the boundaries of the campus. As the school becomes associated with Academic Village and Conference Center, York will achieve a broader goal of the Master Plan to disentangle the presently concentrated organization found in the Academic Core.

Synergy exists between the Small Business Development Center's activities, the new conference center facility and the community outreach goals of the School of Business and Information Systems. Collocating these program components will work together to engage the community and promote the long-standing success of public service at York College.

Although total required departmental space is modest at 5,020 NASF, the general classroom space required is closer to 11,000 NASF. The BIS programs will take advantage of the array of technologically leading-edge classrooms to be built in the Academic Village. Changes in technology needs are also a reflection of increasing group-based work, which relies on more generous allowance of space per student (20-30 square feet per station), flexible table arrangements and individual connectivity for power and data.

The space allocation for the School of Business & Information Systems will satisfy the long-term projected need for these programs. Figure 5.D.1 outlines a breakdown of departmental space with a complete profile for reference in appendix: Al Campus Spatial Profile.

Contingency space that does not require natural daylight could be used to accommodate special use for aviation training. The ability to install an industry-standard aviation simulator unit at York could attract external interests for contract usage, becoming a self-funding operation that also benefits students of the program.

Short-term	intermediate-term	Long-term

Adaptable Learning Environment

Donor Signage Opportunities

FIGURE = El 1 Allocation for School of Business & Information Systems

DePattirieht'	Space Type	Proposed NASF
Departmental Offices	Chair / Professor	200
	Professor	390
	Associate Professor	910
	Assistant Professor	600
	Lecturer	390
	Adjunct Faculty CUNY	400
	Office Assistant	80
	Workroom	300
	Storage	150
	Conference Room	600
Research Space	Faculty Research Space / Research Staff	400
Aviation Institute	Director	200
	Coordinator	60
	Office Assistant	40
	Storage	100
	Waiting / Internal Circulation	200
	Total NASF	5,020

E Health & Behavioral Sciences

Goals

Promote the newly organized school.

As one of the three academic schools, Health & Behavioral Sciences should be extricated from the Academic Core to create a physical identity on campus. Proximity to existing and potential partnership institutions should be considered.

Consolidate resources with shared synergies.

Several health-related programs can take advantage of overlapping facility needs. Consolidating HBS will enable the College to fully use its resources in renewed spaces.

Right-size departments whose space needs differ from current assignment.

To meet expected enrollments, some departments will require significant expansion in steady intervals of time, while others should be adjusted to match an already diminished need.

Strategy

Short-Term

Space exigencies at York are already great and will become more acute over the next 10 years. The College has submitted a request to the NYC Department of Education that the Queens High School for the Sciences vacate its current location in the Science Building. York will be able to repurpose these spaces for the School of Health & Behavioral Sciences.

Once vacated, the Master Plan recommends renovation of the former high school space on the second floor to bring the infrastructure, technology and layout in line with standards suitable for undergraduate level instruction. Figure 5.E.1 describes the existing space types occupied by the High School, which as a science-focused program is already supported by piped lab services. Renovation will help to address the programmatic space need of the School of Health and Behavioral Sciences. The Master Plan identifies the second floor to be used as class laboratories and departmental space for either Health Professions and Occupational Therapy departments or for the establishment of the CUNY School of Pharmacy at York College.

Space allocations for both options are given in Figure 5.E.2. In either scenario, the Science Building will continue to build an identity on campus for the related programs of the School of Health and Behavioral Sciences.

Intermediate-Term

The Small Business Development program located on the first floor of the Science Building will relocate once the Academic Village is complete. These offices can be renovated for Social Sciences if the option to locate health professions to the second floor is chosen. Otherwise, SBDC can serve as additional Health Professions space. The intent of bringing further HBS programs to the Science Building is to reinforce the independent identity of the school. The CUNY Language Immersion Program would be better located in the Academic Core, adjacent to other language learning resources. This CLIP space in the Science Building could then house Social Work and Social Science programs. Some social science space will need to remain in the Academic Core, where the former Honors Lounge and Scholarships spaces can offer academic office expansion.

Long-Term

The long-term scenario for a School of Pharmacy could be realized either as a new building on its own, or as an addition to the Science Building. Siting the project on Liberty Avenue, south of the Academic Village and Science Buildings, would be an opportunity to build closer ties to the FDA and continue to develop a "neighborhood" for health-related professions and sciences. Proposed space allocations are given in Figure 5.E.3 for both options. Future funding availability will be a primary determinant of the scale of this project.

Skills Teaching Laboratory

Simulation Class Laboratory

FIGURE 5.E..1 Science 2nd Floor Space Types

Classrooms	4,587	0
Administrative Offices	4,217	5,000
Class Laboratories	8,367	10,000
Support Space	2,278	2,500
Research Space	0	1,950
Total SCI 2nd Flr. NASF	19,449	19,450

FIGURE Proposed Science Building Program

General Academic	Classrooms	5,355	3,496	3,496
Health Professions	Academic Offices, Class Labs, Research, Special Use	2,343	0	13,043
Nursing	Academic Offices, Class Labs	2,416	6,916	6.916
Occupational Therapy	Academic Offices	0	0	8,750
Pharmacy (seed space for School)	Academic Offices	0	19,450	0
Social Science(s)	Academic Offices	0	5.048	5,048
Small Business Development Center	Administrative Offices	1.523	0	0
Continuing Education	Academic Office	101	0	0
Queens High School for the Sciences (D.O.E.)	Administrative Offices, Classrooms Class Labs	19,449	0	0
Sophie Davis Scnool of Biomedical Education	Academic Offices, Class Labs	1,151	823	823
CUNY Language Immersion Prog.	Academic Offices, Class Labs	3,051	0	0
Information Technology	Technology Support	427	313	313
Student Activity	Lounge (Student)	643	643	643
CUNY Public Safety	Campus Services	497	0	0
Public Safety & Security	Campus Services	870	0	0
Buildings & Operations	Campus Services	1,799	1,036	1,036
	Total NASF	39,625	39,795	39,795

Pharmaceutical Sciences Learning and Research

FIGURE .E.3 Proposed Site for School of Pharmacy

FIGURE 5.E.4 Proposed School of Pharmacy

Department	Addition NASF	Building NASE,,..,
General Academic		
Classrooms	0	4,000
Computer Labs	0	2,500
Administrative Offices	4,000	10,000
Class Laboratories	10,000	20,000
Lab Support	2,000	6,000
Pharmacy		
Research Space	3,000	5,000
Resource Library	0	1000
Library		
Student Study	O	800
Lounge Space	1,000	2,000
Student Activity		
Total NASF	20,000	51,300
Total GSF @ 57% Efficiency	35,000	90,000

FIGURE 5.E.5 Project Vision: CUNY School of Pharmacy at York College

Arts & Sciences

Goals

Facilitate department expansion.

As noted earlier, health professions and their related programs are experiencing tremendous growth. The preparation for such programs. requires that students have a solid foundation in core areas of science, including biology and chemistry. There will be concomitant growth in these departments that should be accommodated with additional administrative, class laboratory and research space.

Programs that need more modest space increases include English, Mathematics, and Foreign Languages, ESL and Humanities. As space responds to facilitate the growing departments, the Academic Core will be further identified as the home of the School of Arts & Sciences.

Align facilities to existing use.

While the aggregate quantity of need is less dramatic, several departments currently operating with space deficits should gain room to breathe and grow. Programs to be correctly accommodated include History and Philosophy as well as Fine & Performing Arts.

Renovate or replace deficient teaching labs.

Several science teaching labs are not well-utilized and should be renovated to bring them to current standards so that they can enjoy greater use. Similarly, the quality of support space for labs should correspond.

Strategy

Short-Term

Coinciding with the College's reorganization into three academic schools, the Master Plan recommends relocating the School of Business and Information Systems, plus the majority of the School of Health and Behavioral Sciences, out of the Academic Core, which should strengthen its identity as the location of the School of Arts & Sciences.

Before the Academic Village and Conference Center is built, immediate opportunities exist to upgrade facilities for Arts & Sciences. Utilization analysis of Biology teaching laboratories indicates that two class labs are not adequately used and can be renovated with little impact on currently scheduled instruction. Likewise, the greenhouse on the fourth floor of the Academic Core is inactive and can be rebuilt to address glazing, equipment and moisture control issues without disruption of the department's activities.

Finally, if health professions and Occupational Therapy programs relocate as recommended out of the Academic Core, their former lab spaces would be available for reprogramming. Located in the E-F zone of the first floor, these labs could be renovated for Biological Science class laboratories, aligning the building's science facilities in a vertical stack, which is advantageous in delivering required piped services. The increased need for Biology labs and program space also coincides with rising interest in health professions programs, such as nursing, which includes biology as a prerequisite.

Intermediate-Term

Reprogramming opportunities will open in the Academic Core when programs relocate to the Academic Village & Conference Center. At the same time, a few internal moves can facilitate greater cohesion of the building's reorganization. The former accounting and business offices on the second floor offer growth space for Mathematics, and for the English department to consolidate remnant space from the first floor. The vacated English and Admissions space on the first floor is well-located for Performing & Fine Arts to add several class labs, including printmaking and design studios, as well as departmental offices. The History & Philosophy department will be able to expand its offices to the former Women's Resource Center and Men's Center spaces on the third floor and a former Social Science space.

The amount of space occupied by programs vacating to the Academic Village is more than 28,000 NASF. In addition to high-visibility student service functions, such as Admissions, Financial Aid and Career Development, several support-focused centers will relocate. This includes the Men's Center, Women's Resource Center and Scholarships Center. The new building will become the home of the student union with student life/activities, student government and the bookstore, vacating a sizable portion of the Academic Core's first level, which can become student study and information commons of the library. The building's H-wing will then consistently stack library functions.

Spaces to Foster Critical Thinking Skills

Class Laboratories for Sciences

As Humanities programs consolidate on the third floor, the CUNY Language Immersion Program, currently in the Science Building, could be collocated with Humanities and occupy the space of Social Science programs when they move to the Science Building.

Long-Term

The long-term recommendation for the Academic Core is that it should be organized in coherent, vertically stacked districts:

- Administrative & Student Services
- Humanities
- Shared/Mixed Facilities & Dining
- Sciences
- Library

Further in time, a potential 4-story extension of the Academic Core building facing 160th Street could add facilities in new construction rather than as a renovation of existing space. The extension could provide special use and class laboratory spaces for Biology, Chemistry, Performing & Fine Arts; a visible center in the community for Continuing Education; and supplemental classroom, shared student study and cafe services.

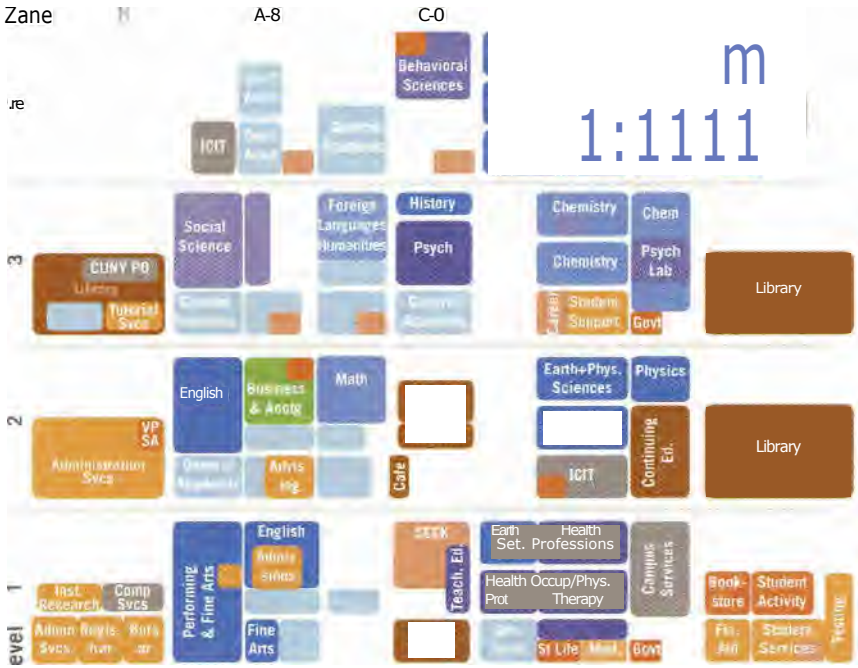


FIGURE 5.Ei Existing Diagram Academic Core

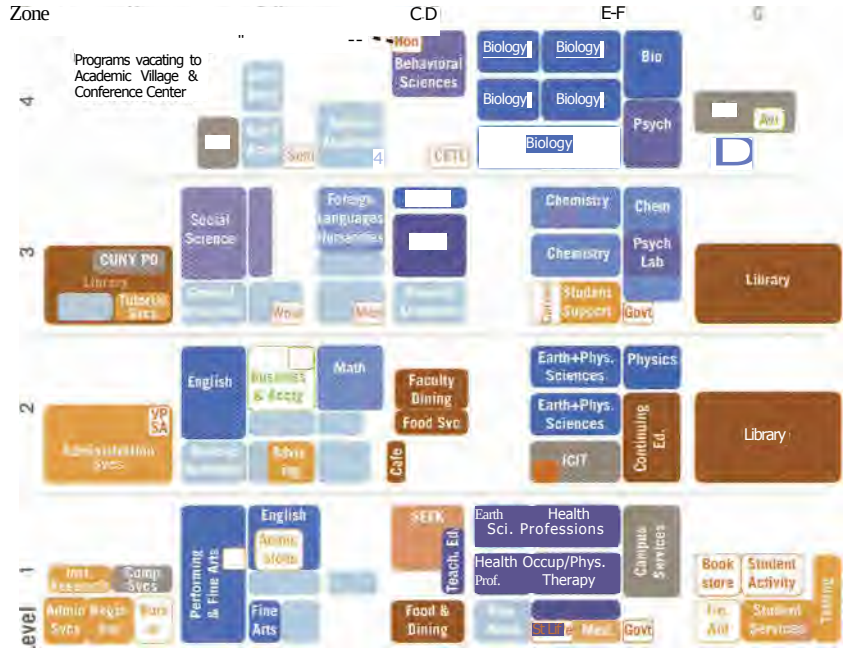


FIGURE 5.F.2 Academic Core Diagram Program Vacating to Academic Village

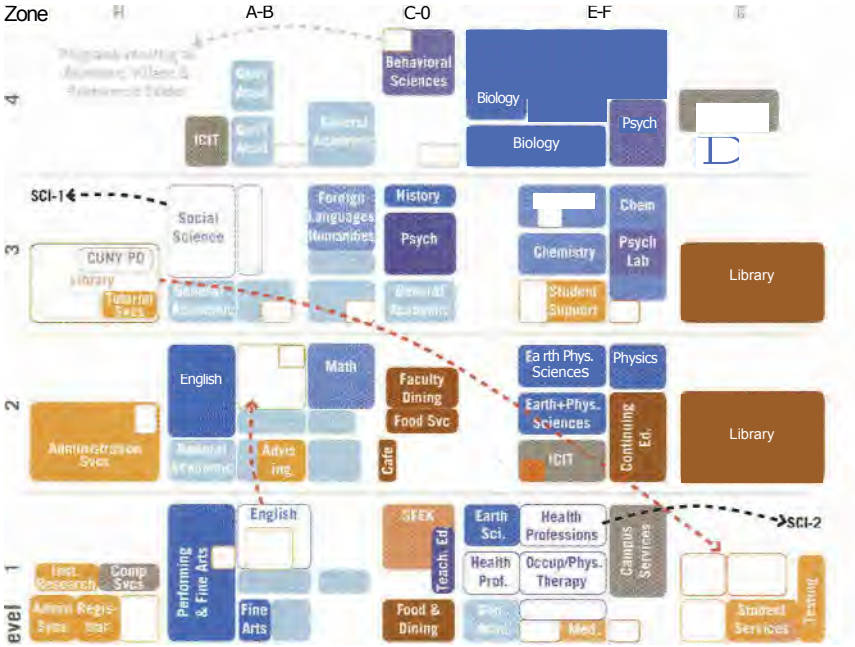


FIGURE 5.E3 Academic Core Diagram Program
Vacating to Science Building and Moving Internally

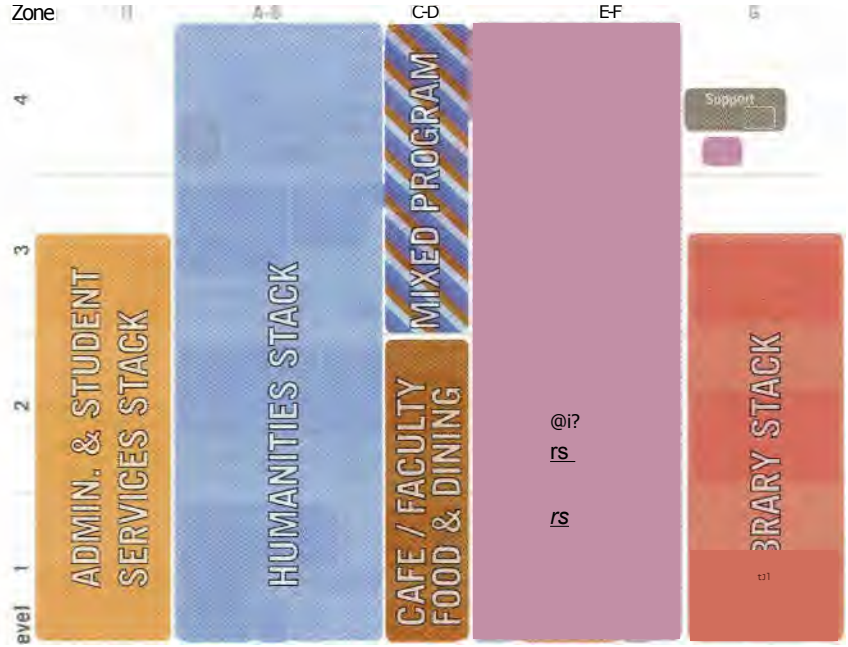


FIGURE 5E4 Academic Core Stack Program

FIGURE Renewal of Academic Core

Image: www.bing.com/maps

FIGURE 5,F.7 Proposed Academic Core Extension

		sed ASF
General Academic	Classrooms	8,000
	Computer Labs	2,400
Biological Sciences	Administrative Offices	5,000
	Class Laboratories	
	Lab Support	
	Research	
Chemistry	Administrative Offices	4,000
	Class Laboratories	
	Lab Support	
Performing & Fine Arts	Class Labs, Offices	
Continuing Education	Administrative Offices	8,000
	Classrooms	
	Resource Center	
Library	Student Study / Information Commons	1,650
	Administrative & Instructional Space	250
Food & Dining Services	Cafe	4,500
Student Activities	Lounge	1,200
Campus Services	Building Operations & Grounds	1,200
	Central Stores	500
	Public Safety	800
	Total NASF	37,500
	Total GSF	65,000

FIGURE,f. Overview of West Campus Development

G Campus Services

Goals

Support new facilities with the latest technology.

As new construction and existing space renovation projects proceed, current technology infrastructure should be installed to support users with up to date services.

Improve the experience of the physical campus.

For students, faculty and the community, the physical image of York College is an important opportunity to engage visitors as they approach or pass through the campus. An inviting and welcoming exterior environment should also incorporate attractive improvements in campus security and circulation.

Expand the operating efficiency of facilities.

A complement to York's sustainability efforts is the commitment to increasing the operating efficiency of its facilities. The Academic Core is already a central resource providing heating and cooling services to other parts of the campus. By expanding this loop system, energy usage is reduced and cost savings will be realized.

Strategy

Individual short-, intermediate- and long-term strategies are commonly supporting elements of larger projects encompassing multiple types of programs. For example, IT/Media Service will be a support element in the Academic Village and Conference Center project, serving media requirements for a variety of conference, seminar and lecture spaces.

Site related strategies are incorporated into a more comprehensive outlay of recommendations in the section: **6 Sitework & Open Space.** The following campus service strategies are organized in components for parking services and campus physical plant.

Parking

Parking facilities are currently adequate for the campus, providing about 1,000 spaces between the main East Lot and supplemental South Lot. Additional opportunities for parking were examined, including a campus lot located on the demapped section of Beaver Road, adjacent to Prospect Cemetery. Although this site could potentially accommodate a maximum of 120 vehicles, it is secluded and obscured by the mature trees in the neighboring cemetery, making security problematic. Moreover, vehicle access to the lot is quite close to the LIRR underpass, which makes frequent turns in or out impractical. The site is currently leased to an outside business and no recommendations were made to change that arrangement.

FIGURE 5,G.1 Beaver Road Parking Option

A long-term option to relocate the South Lot has been explored if a public/private incubator complex were to be developed on the west side of campus. Relocating parking to the west would provide a shared resource for the users of the incubator and the College, while reducing the number of pedestrian street crossings necessary to reach the main campus buildings. Additionally, the proposed site would accommodate spaces for more than 250 vehicles.

FIGURE 5.G.2 South Lot Parking Option

Campus Central Plant

The City University of New York (CUNY) retained Perkins+Will and their consultants to work with them to develop an amendment to the 1975 Master Plan for York College. As a component of the broader Master Plan effort, Perkins+Will and Joseph R. Loring & Associates, consulting engineers, conducted a review of the campus' physical infrastructure and building systems, including meetings with CUNY central administration and interviews with college operations staff.

Each of the proposed projects in the Master Plan Amendment has associated implications for campus infrastructure. Prior to making recommendations to support individual projects, the Master Plan team reviewed existing systems in place and factors that impact the campus as a whole. A long-term solution to contain the groundwater level in the Academic Core sub-level is a principal concern.

The existing central plant is located in the Academic Core, York's largest building, containing 84% of the College's academic space. The existing central plant provides emergency power, and heating/cooling services to the Academic Core as well as the Health & Physical Education Complex and the Performing Arts Center. Combined, the central plant supports more than 815,000 GSF or 88% of the total space on campus. Three campus central plant options have been explored, which have been summarized in the tables below. An expanded evaluation of options is presented in section: **4 Buildings and Site Conditions.**

1. Build a new large central plant for the entire campus on the west side of campus.

Pros	Cons
Can plan for groundwater control in new building (only)	Lower net-to-gross = increased project cost & less academic space
Not dependent on existing plant	Added staffing & maintenance burdens
	Requires MIA/DOT permission on (3) streets
	Displacesicompromises future campus projects
	Campus shutdown or swing space required
	Academic Core sublevel still compromised
	ineffective land use

2. Create a second plant for the west campus.

Pros	Cons
No MIA 1 DOT permission	Lower net-to-gross = increased project costs & less academic space
160th Street not disturbed	Added staffing & maintenance burdens
	Cannot fully utilize until long-term
	Limited west development without crossing Liberty Ave
	Must still implement long-term groundwater solution

3. Expand the existing central campus plant.

Pros	Cons
Higher building efficiency, lower cost	Requires MTA & DOT permission
Builds on existing resource	Must implement long-term groundwater solution
Central BMS-controls reduce operational burdens.	
Economize energy use = decrease energy costs	
Not limited to west campus	
No extra cost to install extra pipe capacity. available for future building project.	
160th Street is disturbed only once	

Master Plan Recommendation Summary: Campus Central Plant

SHORT4 R

1. Academic Village & Conference Center

Add 750T chiller/250HP HTHW boiler and cooling tower to expand the existing central plant in the Academic Core; install distribution piping, with extra capacity (12" CHW / 8"HTHW), across 160th Street to connect the new building.

Pros	Cons
More efficient net-to-gross ratio, provides higher construction value	Requires MTA & DOT permission to install piping on 160th St.
Builds on an existing resource, the central plant, which also supports several other buildings.	Long-term groundwater solution must be implemented.
BMS-controlled, central plant reduces operational burdens.	
Economy in energy utilization, results in decreased energy costs.	
Future expansion is not limited by committing to west district plant.	
No extra cost to install extra pipe capacity, available for future building project.	
160th Street is disturbed only once to install piping, minimizing the disturbance to area	

2. Renovate and reconfigure existing space (AC/HPEC/SCI)

Renovations in Academic Core, HPEC & Science will be supported by existing utility infrastructure; upgrade distribution to suit new layout/use.

7,

ED ATE-T

3. Academic Core Renovations

Supported by existing utility infrastructure; upgrade distribution to suit new layout and use

4. Site Improvement No

central plant services involved.

LONG-TERM

5. School of Pharmacy

Existing piping size (installed project #1) supports extension of campus heating and cooling loop from Academic Village. Replace project #1 chiller/ boiler units with new 1500T chiller and cooling tower and 480HP HTHW boiler in central plant, which will include capacity for project #6.

6. Academic Core Extension

Building addition supported by capacity added with School of Pharmacy expansion. Extend distribution to new addition.

7. Public/Private Incubator Complex

Stand-alone building services with dedicated chiller/boiler plant.

8. Athletics & Recreation Opportunities

Small athletic field storage building with stand-alone local heating and cooling systems; no impact on central plant anticipated.

FIGURE _ Campus Plant Recommendations Summary

H Classrooms & Computer Labs

Goals

Respond to changing technology needs.

As new construction and existing space renovation projects proceed, current technology infrastructure should be installed to support users with up to date services. Classrooms and computer labs will need more media and technology support for increased use of multimedia, computers and internet.

Meet the expanding need for classrooms.

For students, faculty and the community, the physical image of York College is an important opportunity to engage visitors as they approach or pass through the campus. An inviting and welcoming exterior environment should also attractively incorporate improvements in campus security and circulation.

Strategy

Short-Term

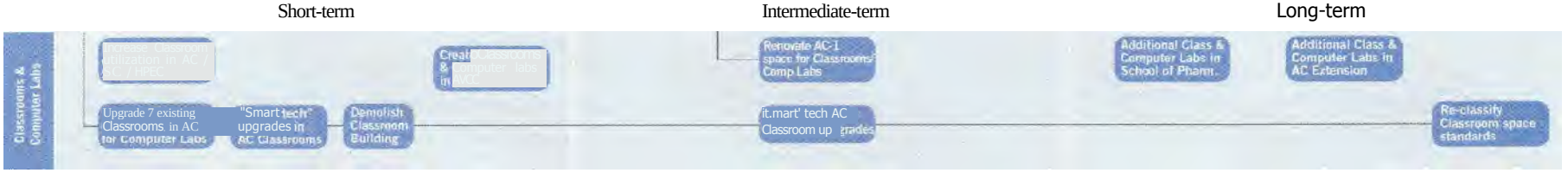
An ongoing effort to equip general classrooms with "smart" technology should continue, with priority given to upgrading a number for computer lab use, as an existing stock of computer labs will be lost to build the Academic Village. Figure 5. H.2, on the opposing page, offers candidate spaces in the Academic Core for this adaptation in use. The list given in Figure 5.H.3 provides priority for second floor classrooms in the Academic Core to receive "smart" technology updates in this period. The Academic Village & Conference Center to be constructed should add a range of classroom types to the College's inventory, offering flexibility to accommodate different section sizes and pedagogical styles. The range offered in table Figure 5.H.1, also suggests alternate capacities for larger spaces that could be reconfigurable for either generous or narrow seat spacing.

IntermediateTerm

The remainder of existing classrooms, including larger lecture spaces, can be upgraded along with other renovations in the Academic Core, when the new stock of classrooms created in the Academic Village will assume more demand load. During

Technology Equipped Classrooms

Reconfigurable for Project-Based Work



Meet Demand for Computer Labs

FIGURE 5.H.1 Proposed General Academic Space in the Academic Village & Conference Center

Space Type	QTY	Area	Proposed NASF
Classroom (45-seat)	6	900	5,400
Classroom (80-seat) / Lecture (130-seat)	2	1,600	3,200
Classroom (60-seat) / Lecture (100-seat)	1	1,200	1,200
Seminar (30-seat)	3	600	1,800
Computer Lab: Teaching	6	1,000	6,000
Computer Lab: Application	2	500	1,000
Total NASF			18,600

FIGURE 5.H.2 Proposed Upgrades to Computer Lab Use

rig e T pe			
Classroom	Computer Lab	AC-1C07	725
Classroom	Computer Lab	AC-1E03	992
Classroom	Computer Lab	AC-1E07	987
Classroom	Computer Lab	AC-2C04	948
Classroom	Computer Lab	AC-3A04	822
Classroom	Computer Lab	AC-3C04	946
Classroom	Computer Lab	AC-3C06	952
	Total NASF		6,372

FIGURE 5.H.1 "Smart" Technology Classroom Upgrades

	Space Type	Room No.	Upgra NASr
Short-term	Classroom	AC-2A03	603
	Classroom	AC-2A06	598
	Classroom	AC-2A08	597
	Classroom	AC-2801	599
	Classroom	AC-2 B02	618
	Classroom	AC-2 B03	841
	Classroom	AC-2 B07	637
	Classroom	AC-2CO3	618
	Classroom	AC-2CO5	617
	Classroom	AC-2C06	618
	Classroom	AC-2C15	536
	Classroom	AC-2D07	568
	Classroom	AC-3 B02	929
Intermediate	Classroom	AC-1803	619
	Classroom	AC-1B04	581
	Classroom	AC-1CO2	432
	Classroom	AC-1CO3	619
	Classroom	AC-1CO5	567
	Classroom	AC-1E02	613
	Classroom	AC-1E04	593
	Classroom	AC-1E06	611
	Classroom	AC-3CO2	794
	Classroom	AC-3CO3	618
	Lecture Hall	AC-4M07	1,353
	Lecture Hall	SCI-131	1,361
	Lecture Hall	SCI-133	1 361
	Total NASF		18,491

the Academic Core renewal, vacated first floor student service areas in the G-wing will be renovated for library study commons, continuing education program and general academic classrooms. Proximity to the continuing education department will enable easier transitions between evening-scheduled classes and reduce the scope for monitoring evening security.

Long-Term

In the longer outlook, classroom and computer lab space will be supplemented in the School of Pharmacy and Academic Core Extension projects. The School of Pharmacy will include classrooms, but the amount will vary, based on whether the project is pursued as an addition or larger building.

Finally, the long-term recommendation is for the College to re-assess the capacity of its classrooms and re-classify them based on a space-per-station allowance of 20 NASF/FTE, which will take into account the ultimate implications of integrated technologies and project-based learning styles in its classrooms and computer labs.

Summary Tables of Master Plan Goals & Strategies

	Quantity	Quality	Technology / Pedagogy
Student Activities & Shared Facilities	Provide a new hub for student life that makes the campus more student-friendly. With increasing enrollment, allow student activities to breathe and flourish.	Create an identifiable landmark that establishes York as a destination and builds in the rebranding of Jamaica.	Equip new shared and public areas with connectivity to create appeal and extend their functionality.
Student & Administrative Services	Create student support functions that are not adequately represented. Some services require separate and discreet spaces.	Consolidate resources with shared synergies, relocating to new space with "front-door" presence.	Continue to incorporate web-based and electronic delivery of services. offering convenience in a one-stop student services.
	Satisfy the long-term space need for the school as it repositions within the new Academic Village & Conference Center.	Promote the newly organized school. Coordinate its location with community engagement.	Provide business programs with flexibility for project-based learning and spaces that integrate technology.
Health & Behavioral Sciences	"Right-size" departments whose space needs differ from current assignments, distributing future space to meet demand.	Create an identifiable landmark for York, making a more student-friendly campus.	Meet technological and pedagogical needs for specialized class laboratory environments in new and renovated spaces.
Arts & Sciences	Facilitate department expansion. Accommodate department space exigencies, including modestly sized departments.	Renovate or replace deficient teaching labs.	Reorganize the Academic Core to coherently align services to program requirements.
	Extend the number of buildings supported by the campus central plant to capture operating efficiencies.	Improve the experience of the physical campus with courtyard, site and street edge improvements.	Support new construction and central plant expansion with energy economizing technology.
	Meet the expanding need for classrooms and computer labs.	Right-size target capacities and expand the selection of available instruction spaces.	Respond to changing technology needs. Install the infrastructure to support upgraded "smart" classrooms.

FIGURE 5,1.1 Summary Table of Master Plan Goals & Strategies

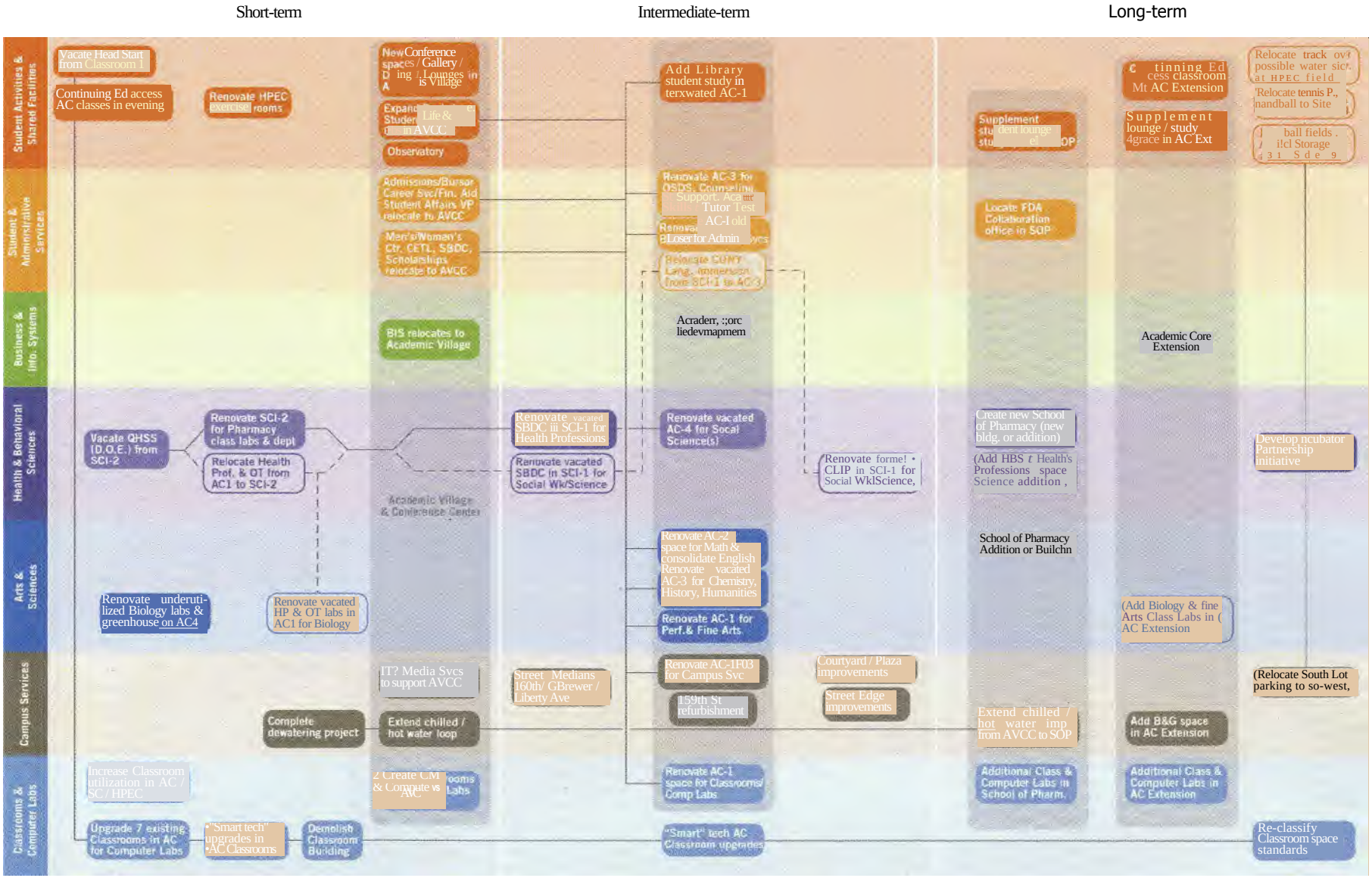


FIGURE 5J.2 Flowchart Sequence of Master Plan Strategies

SITEWORK & OPEN SPACE

CONTENTS

A Introduction
B Circulation Framework
C Open Space Framework
ID Landscape Guidelines 122

Introduction

York College possesses a natural amenity that most urban colleges lack—open space. This section provides open space planning and guidance to preserve and enhance this valuable amenity, while solidifying York's identity through a cohesive approach for site improvements. The open space framework plan also creates the unifying foundation for all future growth and development over the next several decades.

The following section:

- Defines the campus circulation, including vehicular, bicycle and pedestrian;
- Identifies opportunities for improving the access to campus;
- Enhances visitor/user experience through streetscape improvements;
- Addresses the edge condition between campus and the surrounding neighborhood/community;
- Proposes an interconnected network of courtyards and plazas;
- Recommends a series of guidelines for lights, furnishing and plants;
- Demonstrates the campus character through a vision plan and perspective views.

FIGURE 6.A.1 Vision Plan

Circulation Framework

Overview

The campus circulation framework defines future development. Streets, roads and walks weave campus facilities and open space together. The Circulation Framework Plan utilizes existing vehicular routes, identifies new pedestrian routes, and proposes strategies for new emblematic design elements to establish an identifiable campus zone. Multiple levels of circulation are overlaid to create spaces and corridors that are friendly and functional to various users.

Strategies for vehicular circulation:

Utilize existing urban morphology

Restructure the street (cross)section to include green boulevards and rain gardens, accommodate street tree infill, and reduce/remove on-street parking.

Strategies for campus and community entries:

Take advantage of the existing tunnels/ entrances beneath the Long Island Railroad corridor to create a series of distinctive gateways

Use intersections and crosswalks as an opportunity to create a series of identifiable landmarks that employ traffic calming tools.

Strategies for pedestrian circulation:

- Strengthen the existing primary corridor along 159th Street
- Augment circulation through two mid-block routes, connecting primary academic buildings from east to west.

Vehicular Circulation

Primary Route

Liberty Avenue is the primary vehicular route through campus as well as an important community connector. The street defines an axis for development from 165th Street to 157th and 158th Streets. The existing street alignment bends at the point where Liberty Avenue enters/ exits campus, signaling a point of transition.

Secondary Routes

Guy R. Brewer Boulevard and 160th Street run north-south through campus. These streets serve the campus and community as secondary vehicular routes. These streets provide important links to commercial zones and community transit within Jamaica. They should be utilized as a prime opportunity for improving the visual identity and access to York College.

Street improvements should coordinate with future city development plans, which include multi-modal strategies such as an on-street bike route on 160th Avenue.

FIGURE 1 Raingarden on Furmanville Avenue in Queens (image: NYC DPR)

Pedestrian Corridors

Guy R. Brewer Boulevard and 160th Street continue to be shared pedestrian routes. 159th Street should be maintained and enhanced as the major pedestrian entrance and route. This corridor should eventually extend through the south half of campus. Pedestrian connectivity should be strengthened from east to west at various points across campus, creating mid-block connections between 159th, 160th and Guy R. Brewer, as well as bridging campus buildings and linking outdoor and indoor amenities.

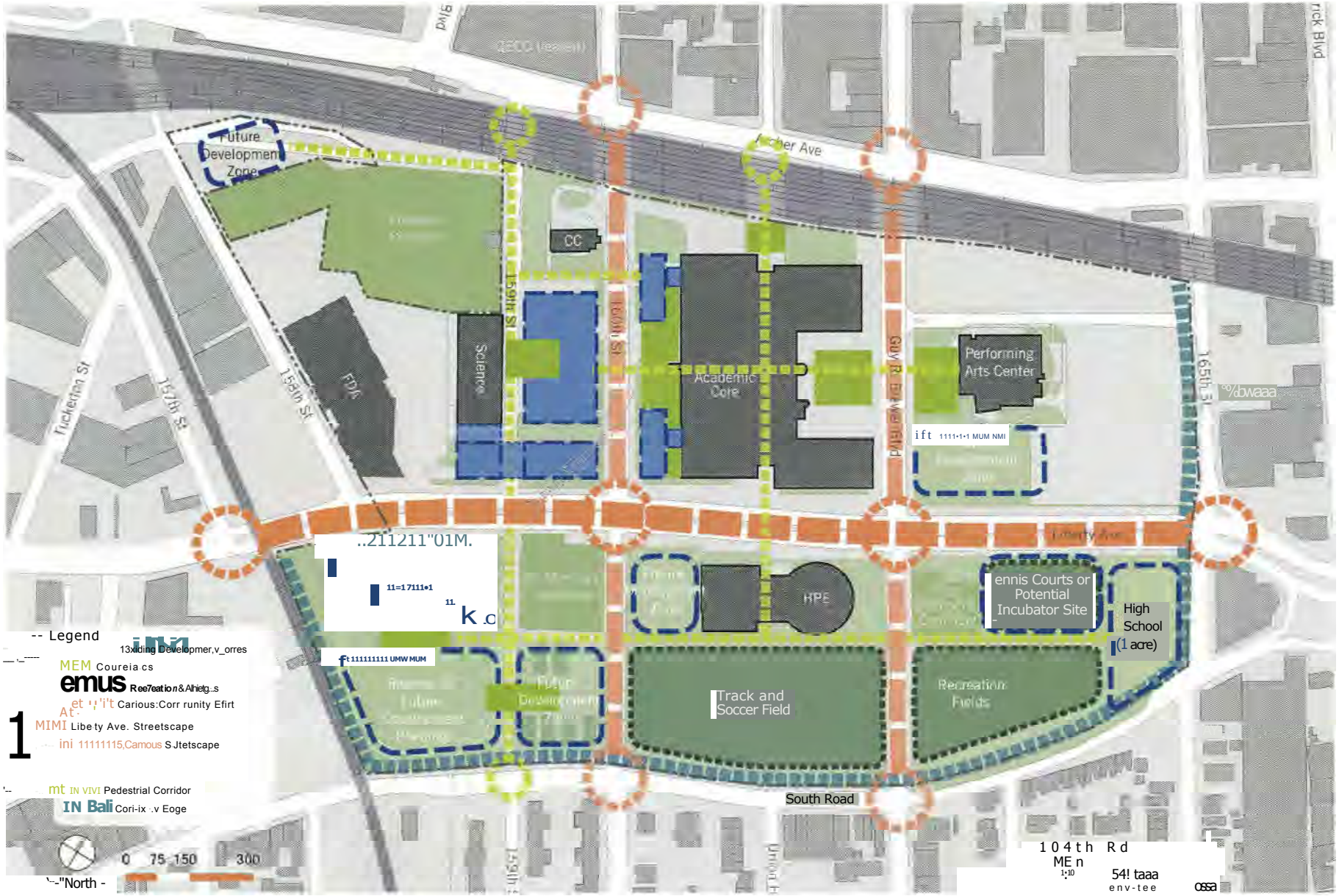


FIGURE 6.B.2 Open Space & Circulation Framework—Long-Term

Accessing the Campus: Gateways

The Long Island Railroad borders York College's campus to the north along Archer Avenue. Several points of entry beneath the elevated tracks provide distinct gateways into campus. These entry points currently exist at the intersections of 159th Street, 160th Street, and Guy R. Brewer Boulevard. The entrance at 159th Street, restricted to pedestrians, has limited access and should create an exceptional sense of arrival and place.

Several precedents have been identified in the adjacent images that use light and surface treatment to create a dynamic alternative to an otherwise mundane experience.

As the design for the Archer Avenue entrance is explored, a creative treatment to the fagade of the elevated railroad that promotes the College's image and identity along the entire stretch bordering the campus should be developed. Approaches to funding should include identifying grants for the arts.

The currently gated underpass at the intersection of Union Hall Street and Archer Avenue should be re-opened and improved as an iconic gateway as the courtyard north of the Academic Core Building is developed.

FIGURE 6.8.3 Entrance at Archer Avenue

FIGURE 5.8.5 Tunnel Sample Image 1: Clean lines, simple geometry and directional light create a welcoming entrance.

FIGURE 5.13.4 Archer Avenue Underpass

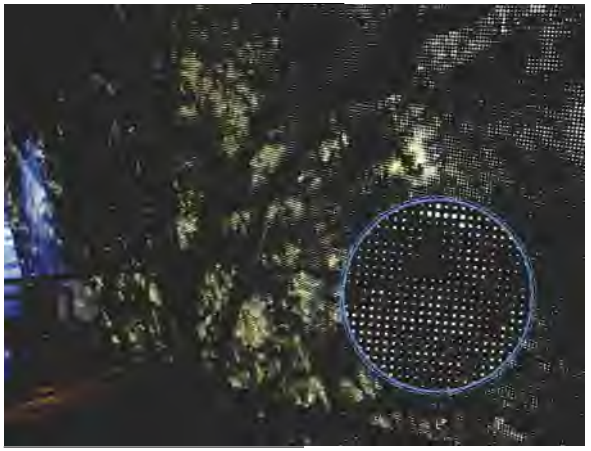


FIGURE Tunnel Sample Image 2: Backlit, perforated metal panels designed by Hitoshi Abe. (image: Daici Ano/Fwd Inc)

Accessing the Campus: Crosswalks

There are eleven intersections identified within the campus boundary and along the perimeter that are strategic locations for improvement. Through properly implemented design, these intersections should create a visually heightened zone for vehicles, encourage heightened awareness as drivers pass through, and provide safer crossing areas for pedestrians.

The unique design of York's campus intersections is a key strategy to enhance the visibility and physical image of the campus from the surrounding community. Along with other strategies in this section, the intersections create a zone that is critical to the understanding of the campus extents within the context of the Jamaica neighborhood. Repeating a unique pavement pattern at each of the intersections anchors the zone, while also drawing drivers' attention to the intersection of cross traffic and pedestrian crossing areas. Within the campus, the crosswalks create a sense of cohesion between the separate blocks.

FIGURE 6.8.7 Sample Paving: Paved intersection and crosswalk. (image: www.landscapeonline.com)

FIGURE 6.118 York College Site Diagram: Campus Entrance and Intersections

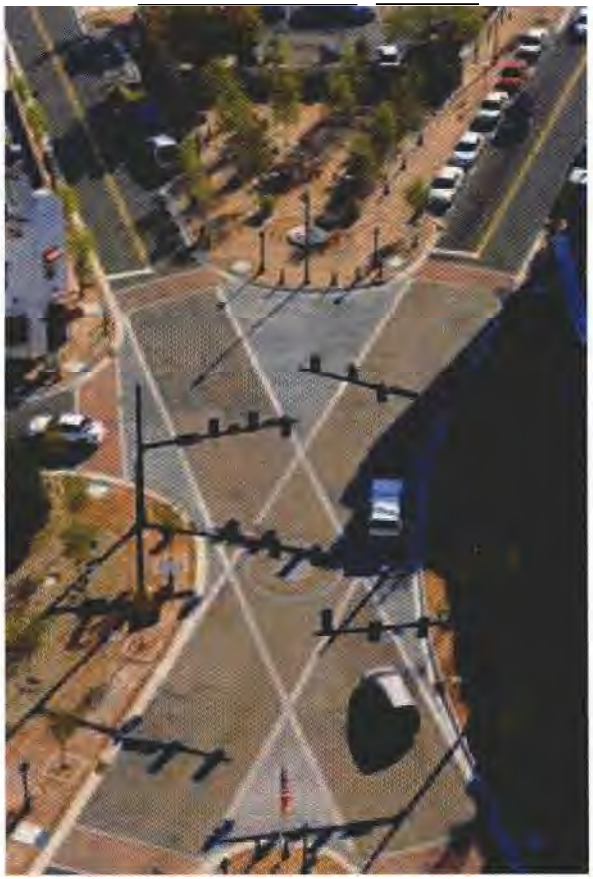


FIGURE 6.8.9 Sample Intersection Image: A downtown streetscape combining standard paving and decorative pavements. (Photo by Cameron Davidson for Kimley-Horn and Associates, Inc.)

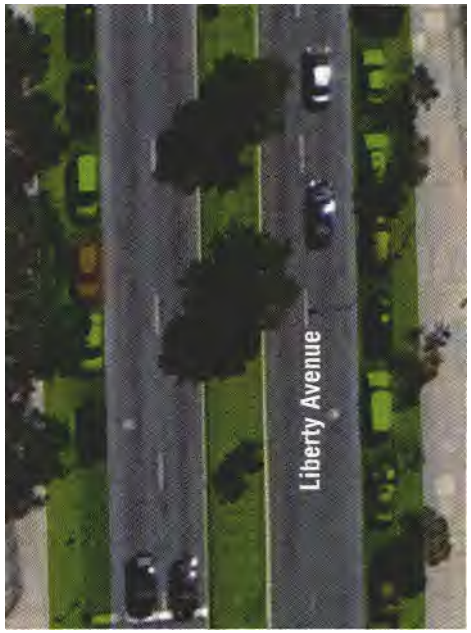


FIGURE n.B.1C Planted Boulevard Overlay

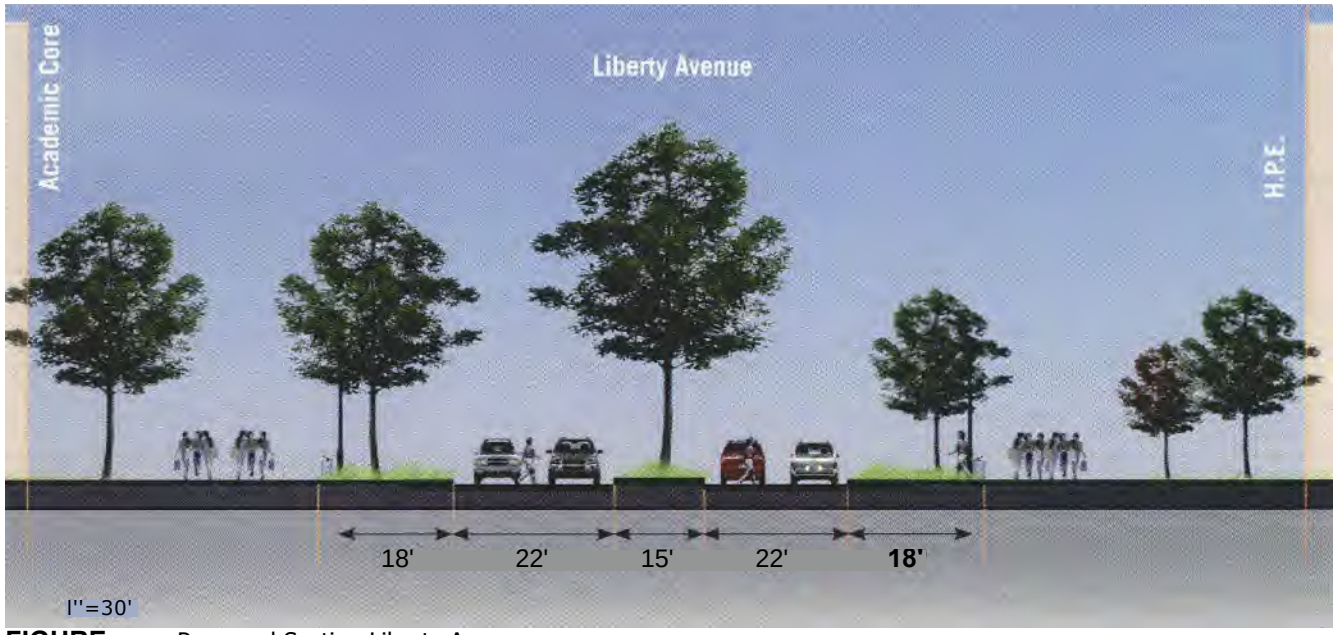


FIGURE . , „ _ Proposed Section Liberty Avenue

Liberty Avenue Streetscape

Liberty Avenue is the primary vehicular route through campus as well as an important community connector.

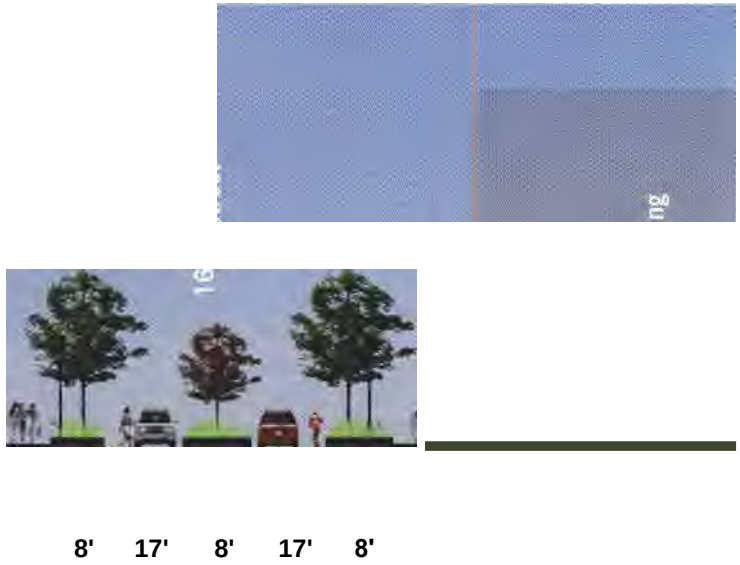
Recommended streetscape improvements include removing on-street parking within the campus boundaries, enhancing the existing street trees with structural soil (consisting of gap-graded gravels, clay loam and a stabilizing agent, which allows for a compacted pavement base that is root penetrable), planting additional trees, creating a buffer zone with boulevard rain gardens extending the length of campus. and defining intersections and crosswalks with pavers. While intersections will serve as a physical bridge between the north and south halves of campus, the streetscape improvements will create a visual connection.

FIGURE 6,E3A.2 Existing View Liberty Avenue, (image: Google Streetview)

FIGURE 6.B.13 Proposed View Liberty Avenue

FiNIMIER **I FIETRUDIMMIIMEMEMEM**

FIGURE 6.13.1z Ranted Boulevard Overlay 160th Street



1" = 30'

FIGURE Proposed Section 160th Street

160th Street Streetscape

160th Street runs north-south through campus and is a primary bus route. Future city plans designate this street for on-street bike paths as part of a multi-modal improvement plan.

Recommended streetscape improvements include removing on-street parking to create a planted median, enhancing the existing street trees with structural soil (consisting of gap-graded gravels, clay loam and a stabilizing agent, which allows for a compacted pavement base that is root penetrable), planting additional trees, creating a buffer zone with boulevard rain gardens extending the length of campus, marking one-street bike lanes, and defining intersections and crosswalks with pavers. Due to the subway and utility easements crossing beneath 160th Street, raised planters are proposed where necessary to accommodate the restricted depth for planting.

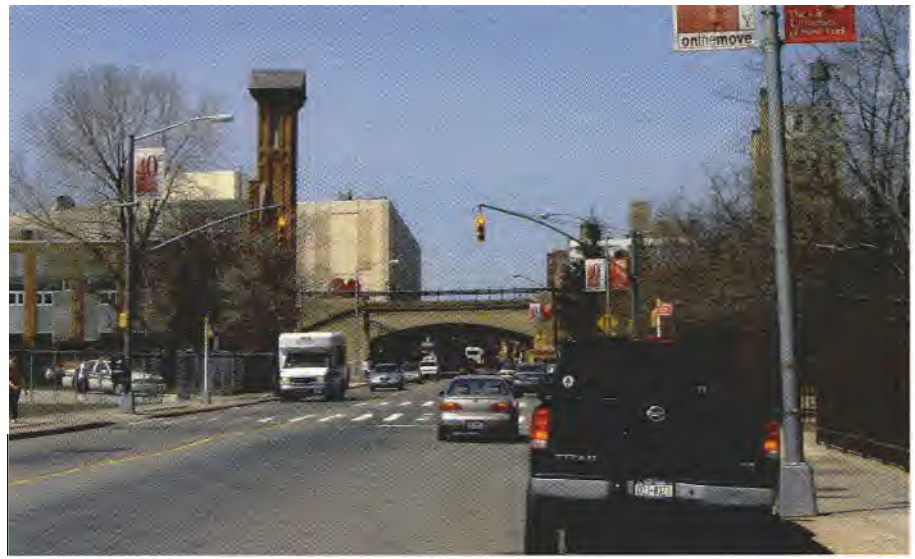


FIGURE 6.8.16 Existing View 160th Street

FIGURE 6.B.17 Proposed View 160th Street

FIGURE «.B .lc Planted Boulevard Overlay Guy R. Brewer Boulevard

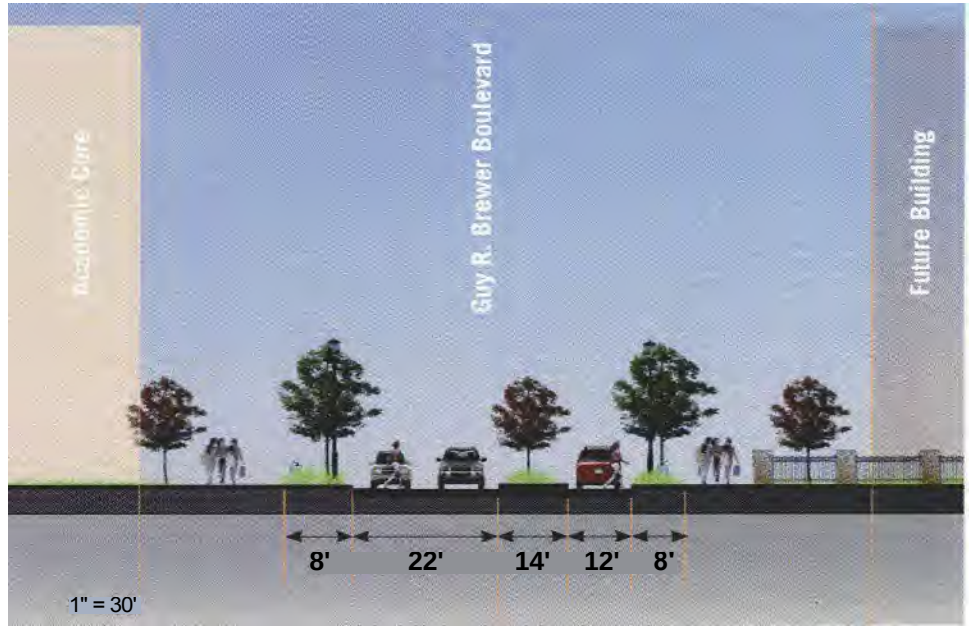


FIGURE Proposed Section Guy R. Brewer Boulevard

Guy R. Brewer Boulevard Streetscape

Guy R. Brewer Boulevard runs north-south through campus and is a major connector street in the Jamaica neighborhood. The existing street is three lanes with on-street parking.

Recommended streetscape improvements include removing on-street parking to create a planted median, enhancing the existing street trees with structural soil (consisting of gap-graded gravels, clay loam and a stabilizing agent, which allows for a compacted pavement base that is root penetrable), planting additional trees, creating a buffer zone with boulevard rain gardens extending the length of campus, and defining intersections and crosswalks with pavers. Raised planters are proposed if necessary to accommodate the restricted depth for planting due to utility easements.

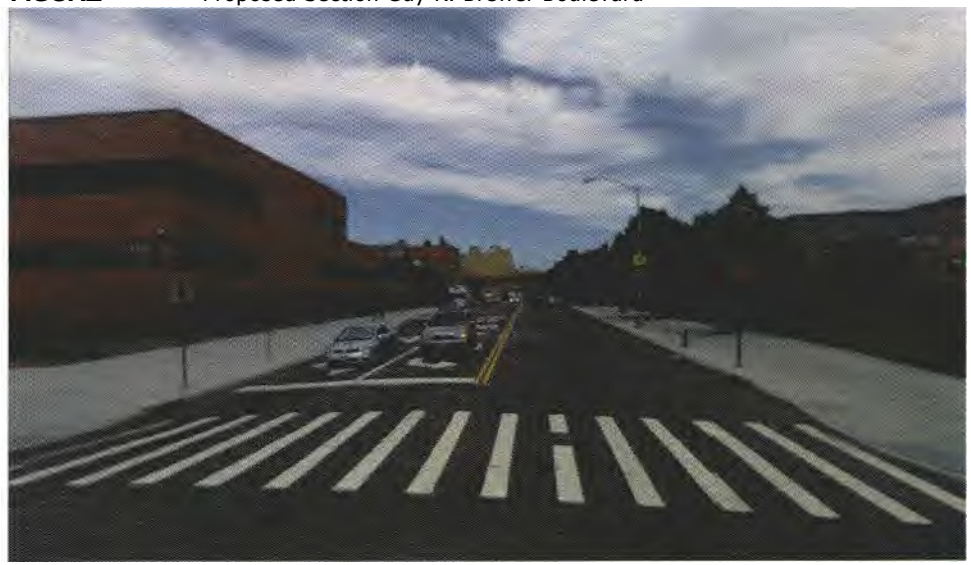


FIGURE .B.20 Existing View Guy R. Brewer Boulevard

FIGURE 6.B.21 Proposed View Guy R. Brewer Boulevard

159th Street Pedestrian Corridor

The 159th Street Pedestrian Corridor extends from Archer Avenue to Liberty. The walkway is a previously de-mapped city street. The head of the corridor at Archer Avenue is the primary pedestrian entrance point from the subway. Its extension creates a critical axis of pedestrian circulation to South Road.

This walkway is a valuable asset and, with minor investments, it can be transformed into a green corridor. Recommended improvements include enhancing corridor trees with structural soil (consisting of gap-graded gravels, clay loam and a stabilizing agent, which allows for a compacted pavement base that is root penetrable), in-filling existing trees to increase canopy coverage, reducing impervious surface with planted beds and pervious pavers, replacing pole lights with bollards, and replacing site furnishing with a unifying family of benches, trash receptacles and bike racks as indicated in *6.D Design Guidelines.*

As the south half of campus is developed, the 159th Street Corridor should extend to South Road and connect the campus' north and south halves.

FIGURE Existing View 159th Street

FIGURE 6.B.23 Pedestrian Street Portland, OR

FIGURE 6.B.24 Pocket Park Portland, OR

FIGURE 6.B.25 Proposed View 159th Street

C Open Space Framework

Overview

The Open Space Framework diagram illustrates the overall recommended structure of the campus landscape. In conjunction with the surrounding buildings, open spaces help to organize a campus environment and define a campus identity. A variety of open spaces provide places for learning, gathering, and celebration.

The campus Open Space Framework diagram identifies and delineates three key types of campus open space: courtyards and outdoor rooms, recreation and athletics, and community edge.

The proposed phasing of Open Space improvements correspond with section: 7 Implementation. Projects are focused on enhancing the image and experience of the campus core in the short and intermediate-term. Long-term enhancements expand through the south of campus after streetscape improvements are implemented. While these diagrams demonstrate the sequence and evolution of circulation and open space improvements, section: 7 Implementation gives a more detailed and in-depth cost analysis in conjunction with new facilities and additions/renovations.

FIGURE 6.C.1 Open Space Framework Short-term

FIGURE 6.C.2 Open Space Framework Intermediate-Term

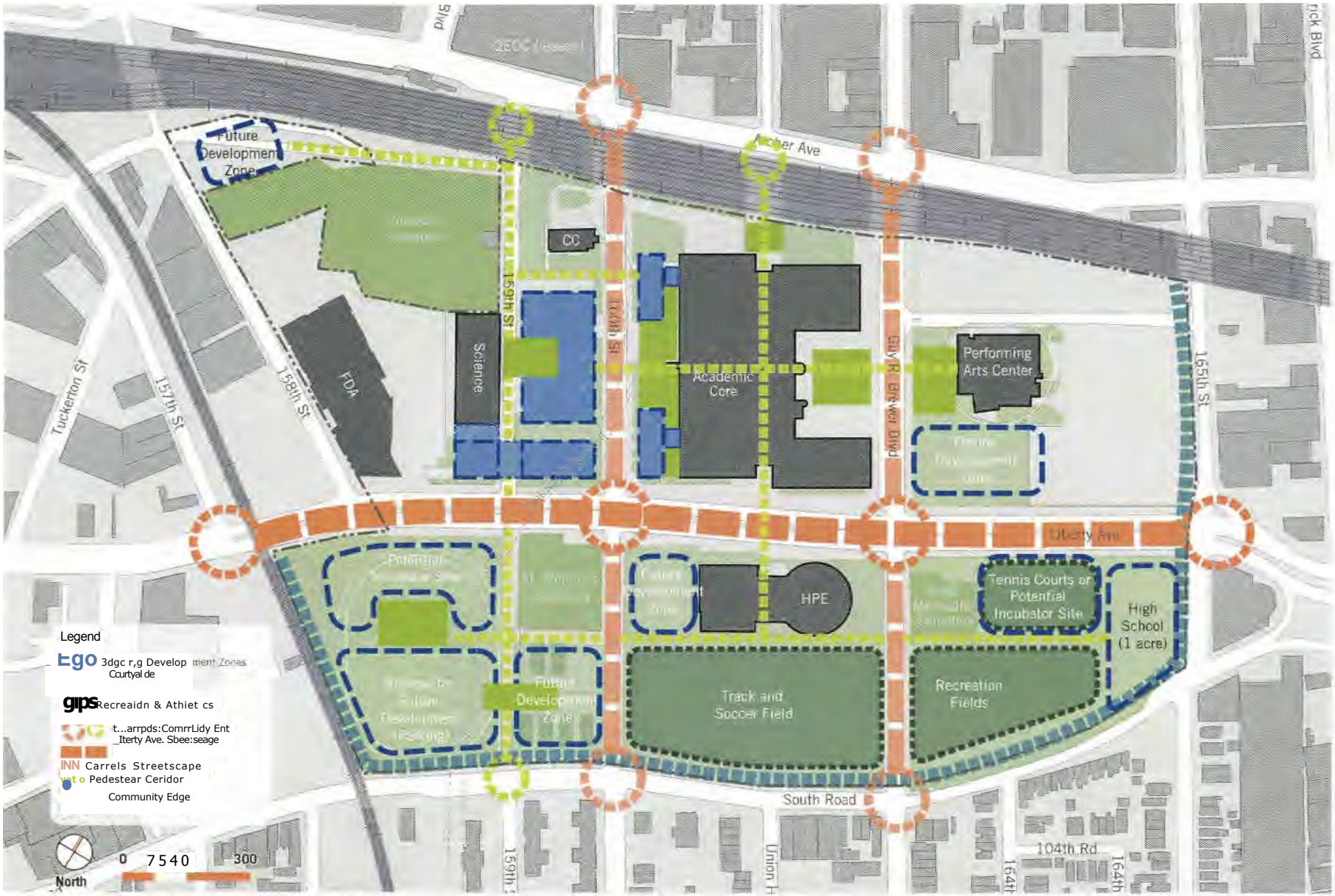


FIGURE it- C„3 Open Space Framework Long-Term

FIGURE Academic Core Building Courtyard

Courtyards and Outdoor Rooms

The York College campus has several existing courtyards. The Open Space Framework Plan expands these courtyards into a network or chain of outdoor rooms that connect along pedestrian corridors. These spaces knit together the academic buildings, and improve the functionality of the existing courtyards.

The Performing Arts Center has a small existing courtyard at the main entrance facing Guy R. Brewer Boulevard. This courtyard should be expanded to the street, giving the building a more public and inviting facade, as well as using open space to visually link the area between the Performing Arts Center and the Academic Core Building. The courtyard can serve as an expanded lobby space during performances and events, or as an independent auxiliary outdoor performance space.

The Academic Core Building encloses the primary campus courtyard on three sides. This courtyard is generously sized, but is not comfortable for users, due to its vast hardscape, multiple stairs and grade changes. Several precedents have been identified to help guide renovations to this courtyard. Pettygrove Park uses curvilinear planting areas with an informal closed tree canopy to create an oasis within downtown Portland, OR. Paley Park in Manhattan, NY is a formally organized pocket park. enclosed on three sides, with a centerpiece waterfall. The park is framed with trees and vegetation, while the waterfall drowns out city noise.

Opportunities to create additional outdoor gathering space are identified to the north and west of the Academic Core Building. A renovated and expanded courtyard at the north side of the building would activate an otherwise unused area. provide an opportunity to re-open the LIRR tunnel, and create another pedestrian gateway.

A courtyard on the west side of the building would enhance the building entrance and better connect to 160th Street. The courtyard could be framed by future additions to the Academic Core. and—more importantly—would create an outdoor activity zone between this building and the New Academic Village Building across the street.

The new Academic Village Building should frame a new courtyard facing the main pedestrian corridor on 159th Street. The courtyard would tie the Academic Village to the Science Building and link students to the main pedestrian entrance on Archer Avenue.

FIGURE 6.C.5 Pettygrove Park Portland, OR

FIGURE u Paley Park Manhattan

Recreation & Athletics

Recreation and athletic fields are currently located along the southern perimeter of campus. Fields should remain in this general area, but should shift over time to the east to address stormwater management concerns, enabling a closer proximity to the HPEC building and allows for the expansion of Incubator Development Sites tied to the College and the FDA. Relocating

the track and soccer fields and tennis courts nearer to the future high school also provides the opportunity to share this resource.

In order for the proposed incubator complex and parking lot to be developed, an alternate track and soccer field site behind the HPEC building must be utilized. Tennis courts can be moved to Site 9 just east of the First Methodist Cemetery. Ball fields or recreational sports fields can also be developed on Site 9.

Community Edge

York's gated campus is enclosed with tall chain link fences along the southern and eastern edges. By improving the quality of the fence and developing a planted edge, the physical characteristics of the campus perimeter will support the policy of "controlled openness". The iron fence in Figure 6.C.8 is similar to fences within York's campus. The planted boulevard along the sidewalk creates a pedestrian friendly zone to the exterior side of the fence. A fence/ trellis combination defines a transparent and visually interesting edge at the High Line Park. Benches lining the fence also support a friendly peripheral image.

FIGURE 6.C.7 South Road Fence

FIGURE 6.C.8 Fence and Planting

FIGURE 6.C.9 Fence/Trellis Combination with Benches on New York City's High Line Park (image: flickr.com)

Landscape Guidelines

The purpose of the landscape guidelines is to encourage new construction and renovation of outdoor spaces that support the ideals of York College and form a coherent identity of the campus as a whole, These guidelines aspire to define the principles by which the physical spaces of campus will be organized as the campus grows and develops.

Outdoor spaces and gathering areas should be designed to provide people with a variety of settings to enjoy. These areas should take advantage of solar orientation, natural shade elements provided by the building or adjacent vegetation, shade structures and pockets of sunshine. They should further offer a variety of seating opportunities including benches, seat walls, tables, trash receptacles and other appropriate site amenities.

The gathering areas and seating arrangements should be arranged to promote contact, communication, and informal social life, while allowing for casual "people watching" along primary pathways. Carefully coordinated site furnishings and landscape elements will improve comfort as well as the campus appearance.

The following images of lights and site furnishing are representative of a contemporary group of companion styles. Although final selections have not been made, they should be integrated with the modern character of campus architecture.

Plant selection is also a key component of outdoor character. Carefully selected canopy trees. ornamental trees, shrubs and ornamental groundcovers will greatly enhance the enjoyment of outdoor space and improve the distinct campus identity.

Lighting Family

Street lighting should articulate the campus vehicular circulation system (roadways and parking lots) for user orientation and safety in a manner complying with NYC DOT Street Design Manual and other applicable State and Federal guidelines for light distribution. Pedestrian lighting consists of pole lights and bollards, and should be a consistent style across campus.

- Only light areas as required for safety and comfort.

+ Lighting units should be chosen to reduce light pollution, comply with LEED Light Pollution Reduction credit, and are Dark Skies compliant. Full-cutoff fixtures should be selected as campus standards.
+ To comply with the LEED Light Pollution Reduction credit, lighting power densities must not exceed ANSI/ASHRAE/IESNA Standard 90.1-2007 Section 9 (with errata but without addenda). Lighting for physical education spaces such as playing fields shall not exceed the lighting power density requirements per ANSI/ASHRAE/IESNA Standard 90.1-2007 section 9.4.5, exception E.

- LED—or the most efficient fixtures available—should be used for energy savings and lower maintenance.

-4- Lighting units with a standardized style, color, height, diameter and location should be used throughout campus.

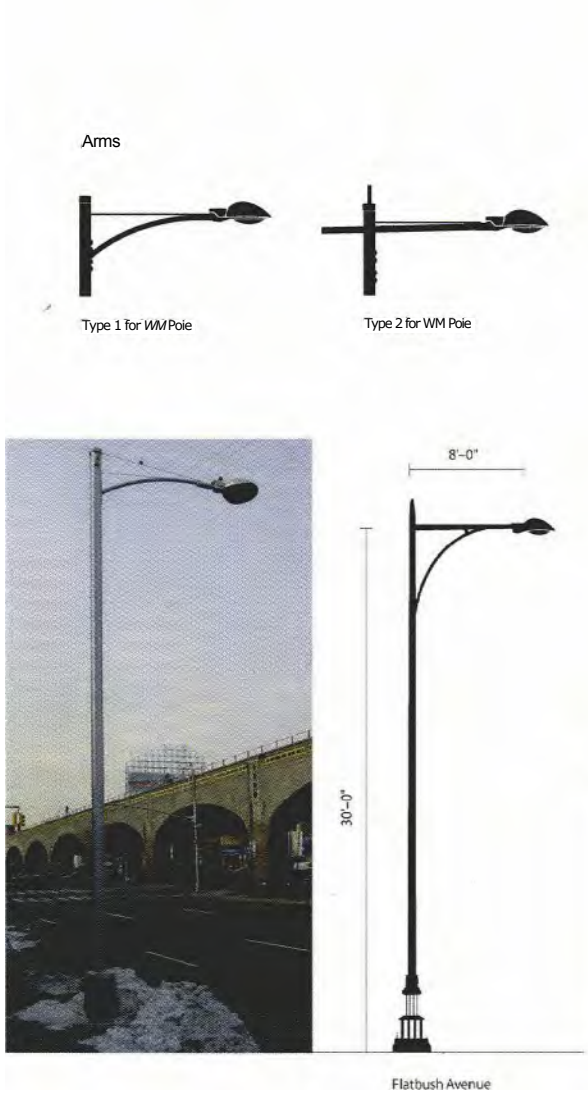


FIGURE 6.0.1 Street Light Samples: The Helm Luminaire, piloted by the NYCDOT in 2008 on Queen's Boulevard.

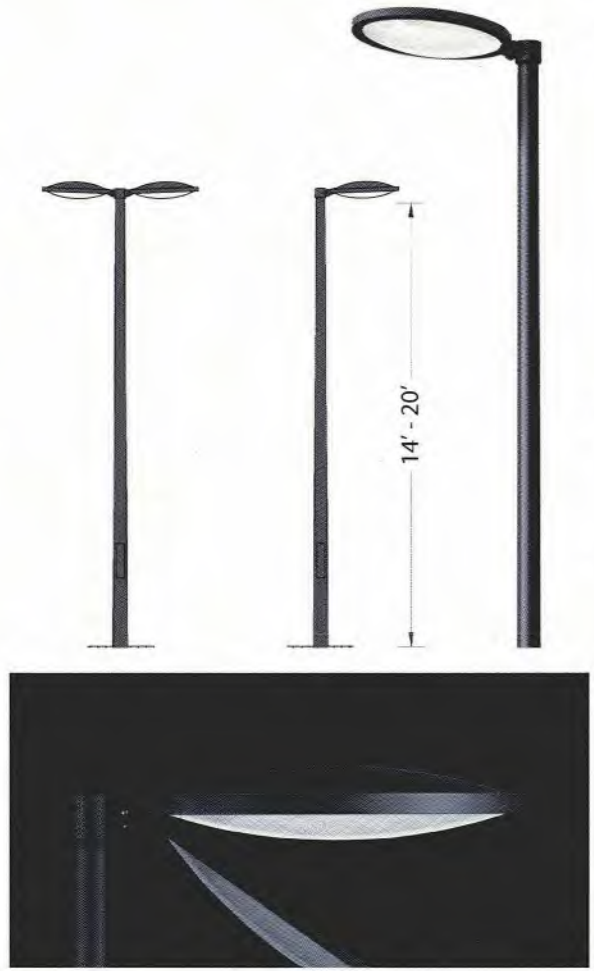


FIGURE O.D.2 Pedestrian Pole Light Samples: Bega Pole-top light is available in a LED or fluorescent option. This luminaire is Dark Skies compliant when fixture is adjusted to a 90° angle.

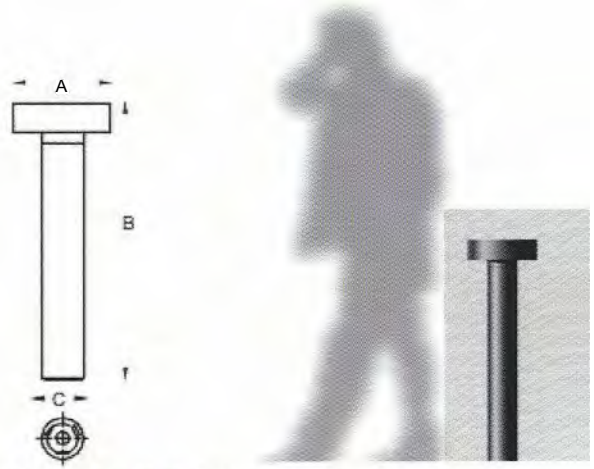


FIGURE -6.0.3 Pedestrian Bollard Sample: Bega bollard is Dark Skies compliant.

FIGURE 6.0.4 Pedestrian Bollard Sample: Bega bollard serves as an alternative that can double as a seating element.

Site Furnishing Family

Standard site furnishings should be selected based on appropriateness for the campus character. Consistent use of standard companion furnishings builds a cohesive style for the campus. Contemporary style furnishings are recommended.

Site furnishings selected should contain pre- or post-consumer recycled content or both. Any paint should contain no or low-VOC amounts for exterior paints. Site furnishings that contain wood should use FSC-certified wood when available and use no or low-VOC finishes, or select a wood species that does not require any finishing.

Benches

+ A campus standard bench should be utilized for the sake of unity.

  The bench selected as the campus standard should be elected for aesthetic appeal, compatibility with the campus architecture and quality and durability of materials. A style with both backed and backless models allows the most flexibility and is recommended.

+ Seating should generally be unobtrusive in exterior spaces and not interrupt traffic flow.

÷ Benches should be securely anchored to minimize theft and vandalism; all benches should be secured to a pad compatible to the adjacent pavement or anchored to concrete bases if set in a landscape area.

Waste Receptacles

Waste receptacles should be located where needed, but should remain visually inconspicuous and should relate to the style of site benches. A consistent style should be used throughout campus with size and features appropriate to the area served.

Waste receptacles should be located at the intersections of major pedestrian corridors, in plaza areas and at building entries.

In order to reflect the College's commitment to environmental responsibility, waste receptacles which have an integrated recycling bin for paper, plastic, and aluminum should be considered standard.

+ The unit should be sturdy and secured to discourage vandalism and to extend the life of the unit. Installation should vary according to location.

÷ A cover is recommended to keep rainwater from infiltrating the receptacle and to maintain a neater appearance.

4- An interior liner is recommended to control insects and facilitate ease of trash removal.

Bicycle Racks

Bicycle racks should be consistent with benches in their design, material and color as well as in the detail for their installation and design of their layout.

FIGURE 5.D.5 Sample Outdoor Benches: Rest Bench from Landscape Form with a Modern Profile

FIGURE Receptacle from Landscape Forms.

FIGURE 6,D.7 Receptacle Options from Landscape Forms.

They should be installed in numbers sufficient to serve each individual building or location.

A simply designed bicycle rack having little visual impact is recommended. When bicycles are not present, the rack should be relatively inconspicuous.

The same make and model of unit should be used throughout campus.

FIGURE Sample Bicycle Racks

Planting Principles

Accentuate key focal points including campus gateways, nodes, building facades and entrances, and special exterior features such as artwork installations.

Define special areas such as plazas and seating/gathering nodes.

Make parking areas more attractive and green.

In selecting plants, priority should be given to the use of hardy native plants, hybrids or adapted species to limit maintenance, increase disease resistance, and to emphasize developing a sustainable landscape.

High-efficiency irrigation systems with weather-based controls shall be used where necessary. The use of captured rainwater should be investigated for high-irrigation areas as ornamental lawns or playing fields. Through plant selection, high-efficiency irrigation systems and captured rainwater use, the amount of total potable water applied to the site should be reduced by 50%, complying with LEED Sustainable Sites credits.

Planting Family

The following is a recommended list of plants consistent with those accepted and provided by the New York City Department of Parks and Recreation, and the Greenbelt Native Plant Center.

Trees:

Shingle Oak
Swamp White Oak
Willow Oak
Silver Linden
Honeylocust
Red Oak
Crimean Linden
Scholar Tree
Gingko

PereiMnials:

Selectively choose perennials and grasses, preferably natives, that are salt and drought tolerant, and provide interest, color, and texture year round.

Structure
dbes
MIX

STREETSCAPES

Perennials:

Sedges
Rushes
Bluestem grass
Indian grass
Milkweed
Aster
Pye-weed
Butterfly Flower
Lobelia
Ironweed
Sunflower
Black Eyed Susan
Rose Mallow
Blue Flag Iris
Goldenrod
Hyssop

Native Piantmgs
Hei2ht-,
Seasor:a, interest
Tc*rani of Ir loading

RAIN GARDENS

Trees:

Pin Oak
Red Oak
River Birch
Silver Linden
Sugar Maple
Red Maple

Ornamental Trees:

Hawthorn
Serviceberry
Dogwood
Redbud

Perennials:

Sedges
Rushes
Bluestem grass
Milkweed
Aster Pye-
weed
Butterfly Flower
Lobelia
Ironweed
Black Eyed Susan
Goldenrod
Hyssop

COMMUNITY EDGES
MliMMIMMINM

IMPLEMENTATION

CONTENTS

A Overview 131
B Cost Analysis 132
C Short-Term Projects 134
D Intermediate-Term Projects 136
E Long-Term Scenario 138

A Overview

In the preceding chapters, the application of academic priorities and enrollment change with current facilities revealed the magnitude of the future needs of the College. Analysis identified further opportunities for meeting these needs. Then, strategies for the redevelopment of programs to accommodate the projected growth were proposed in relation to the facilities and campus infrastructure. The recommended plan provides a potential sequence for projects to occur.

The following section examines the implementation of the plan with respect to cost, funding sources and capital budget periods. The long-term scenario illustrates how the campus might evolve over time.

Cost Analysis

The estimates given in the Cost Analysis Breakdown (Figure 7.B.1-2) are for construction costs only. Several exclusions must be kept in mind, which when factored can easily double total project costs. such as:

- Escalation
- A&E design and project management fees
- Site preparation
- Furniture, fixtures and equipment (FF&E)
- Other soft costs
- Asbestos removal, unless provided

This cost analysis does not factor escalation of costs, but provides estimates in current dollar values for October 2010 as the base year. The current context is an unusual bidding environment, which is reflected in downward trends in recent construction values in New York State. Projected escalation through the duration of the Master Plan is not given in this document, but should be taken into consideration for project implementation. For relevant planning in the near term only, projects undertaken through the other university construction system in NYS (SUCF) assume 3.75% to 4% annual escalation provisions for the next year.

FIGURE 7.B. I Cost Analysis Breakdown

	Project area NASF	GSF	UNIT COSTS	CONSTRUCTION COSTS*
SHORT-TERM				
1 Build Academic Village & Conference Center				$130.6M
1.1 Demolish Classroom Building (incl. abaterrvt premium)	24,768	39,004	$40/sf	$1.6M
1.2 Construct new building $800/sf LS		90,000	160,000	$128.5M
1.3 Renovate 159th St pedestrianized street		20,000	$25/sf	$500K
2 Renovate and reconfigure existing space	51,828			$25.1M
2.1 "Smart' technology upgrades for Comp. Labs in Academic Core	7,000	-	$110/sf	$770K
22 "Smart" technology upgrades for Classrooms in Academic Core	8,000	-	$110/sf	$880K
2.3 Vacate Head Start program from Classroom Bldg.	4,598	-		N/A
2.4 Vacate Continuing Ed. space from Classroom Bldg.	8,100	-	$240/sf	landlord contribution
2.5 Vacate Queens H.S. of Science from Science 2	19,449	-		N/A
Renovate Science 2 for Health Professions class labs & offices	19,449		$650/sf	$12.6M
6B Renovate Science 2 for School of Pharmacy class labs & offices	19,449	-	$650/sf	alternate same cos
2.7 Renovate vacated Academic Core 1 space (if 2.6A chosen)	11,229		$650/sf	$7.3M
2.8 Renovate Biology: 2 labs & greenhouse in Academic Core 4	2,802	-	$650/sf	$1.8M
2.9 Renovate 2 exercise rooms in HPEC INTERMEDIATE-TERM	3,348		$500/sf	$1.7M
3 Academic Core redevelopment / interior renovations				$20.3M
3.1 Renovate vacated spaces on firs 1-4	30,235	-	$550/sf	$16.6M
3.2 'Smart" technology classroom upgrades	10,000	-	$110/sf	$1.1M
3.3 Related renovation projects in Science bldg.	4,623 3,	-		$2.5M
3.4 Renovate vacated CLIP space in Science 1 for Social Work	100 1,	-	$500/sf	$1.6M
3.5 Renovate former SBDC offices for Health Professions	523	-	$650/sf	$990K
4 Site improvements				$1.7M

* Estimates are construction costs only in October 2010 dollar values and include: no escalation, no soft costs, no design fees. FF&E costs.

FIGURE 7.8,2 Cost Analysis Breakdown (continued)

		Project area NASF	GSF	UNIT COSTS	CONSTRUCTION COSTS*
4.1	Courtyard / Commons		23,800	$25/sf	$595K
4.2	Street Edges		10,000	$40/sf	$400K
4.3	Street Improvements, work coordinated with D.O.T.				$695K
	Liberty Ave Medians		18,000	$15/sf	$270K
	Guy R. Brewer Medians		5,500	$15/sf	$83K
	160th St Medians		6,000	$15/sf	$90K
4.4	Crosswalk Surfacing - within campus		14,000	$6/sf	$84K
	Crosswalk Surfacing - outside campus	-	28,000	$6/sf	$168K
LONG-TERM					
5	School of Pharmacy (S.O.P.)				
5.1A	Construct new building	51,300	90,000	$800/sf	$72.0M
5.1B	Addition to Science Building	20,000	35,000	$800/sf	$28.0M
6	Academic Core West Extension (4 floors)	37,500	65,000	$800/sf	$52.0M
7	Public / Private Incubator Complex	130,000	228,000	TBD	TBD
7.1	Build public/private incubator Complex	130,000	228,000	TBD	TBD
8	Athletics & Recreation Opportunities				$13.0M
8,1	Relocate South parking to West lot		90,000	$25/sf	$2.3M
8.2	Install new baseball (1) & softball field (1) at Site 9		105,000	1 LS	$3.4M
8.3	Relocate tennis courts (6) & handball to Site 9		45,000	1LS	$800K
8.4	Construct Athletic Field Storage building at Site 9	5,600	8,000	$300/sf	$2.4M
8.5	Relocate outdoor track to athletic field		208,000	1 LS	$4.1M

Estimates are construction costs only in October 2010 dollar values and include: no escalation, no soft costs, no design fees, FF&E costs.

Short-Term Projects

Renovate & Reconfigure Existing Spaces

51,830 NASF

Project Intent

Renovation projects exist that the College can undertake immediately. Under-utilized or inactive spaces should be addressed to enable their full use, while the work poses little disruption. The anticipated departure of the D.O.E. will allow renovation of a large area of space. Exercise rooms in the HPEC should be modernized.

Project Scope

The second floor of the Science Building will be renovated for establishing either the School of Pharmacy or Health Professions, including Occupational Therapy programs. Several Biology labs and the greenhouse in the Academic Core will be renovated. The Fitness Center in HPEC will be renovated. Ahead of the Academic Village project, upgrades for classrooms and computer labs in the Academic Core should take place.

Implementation Strategy

Existing utility infrastructure in the Academic Core, HPEC and Science buildings will support the renovations with distribution upgrades to suit revised layouts and uses.

Academic Village & Conference Center

90,000 NASF / 160,000 GSF

Project Intent

The opportunity to fulfill long-held priorities will be realized in a new facility at York College, serving both instructional delivery and community needs. This plan provides a conceptual program and guidelines for siting and locating this project appropriately within the campus. A priority for the Academic Village and Conference Center project is to create a more student- friendly setting by establishing courtyards and greenspaces that are student-friendly.

Project Scope

The new building will create the following:

— Conference center

State-of-the-art classrooms

+ Computer labs

- One-stop student services with a complement of admissions and career services

Departmental space for the School of Business and Information Systems

Student union including lounge, study, club spaces and cafe

Several centers including the Small Business Development Center

Implementation Strategy

To facilitate construction, the Classroom Building occupying the project site will be vacated and demolished. Expansion capacity in the Academic Core central utility plant allows extension of site distribution services to the new building.

FIGURE LC.1 Cost Analysis - Short-Term

		Project area NASF	GSF	UNIT COST OCT 2010	CONSTRUCTION COSTS*
1	Build Academic Village & Conference Center				$130.6M
1.1	Demolish Classroom Building:	24,768	39.004	$40/sf	$1.6M
1.2	Construct new building	90.000	160.000	$800/sf +LS.	$128.5M
1.3	Renovate 159th St pedestrianized street		20,000	$25/sf	$500K
2	Renovate and'reconfigure existing space	51,828			$25.1M
2.1	"Smart" upgrades for Comp. Labs in Academic Core	7,000	-	$110/sf	$770K
2.2	"Smart' upgrades for Classrooms in Academic Core	8,000	-	$110/sf	$880K
2.3	Vacate Head Start program from Classroom Bldg.	4,598			N/A
2.4	Vacate Continuing Ed. space from Classroom Bldg.	8,100		$240/sf	landlord contribution
2.5	Vacate Queens H.S. of Science from Science 2	19,449			N/A
2.6A	Renovate Science 2 for Health Prof. class labs & offices	19,449		$650/sf	$12.6M
2.6B	Renovate Science 2 for Pharmacy class labs & offices	19,449	-	$650/sf	alternate, same cost
2.7	Renovate vacated Acad. Core 1 space (if 2.6A chosen)	11,229		$650/sf	$7.3M
2.8	Renovate Bio.: 2 labs & greenhouse in Academic Core 4	2,802		$650/sf	$1.8M
2.9	Renovate 2 exercise rooms in HPEC	3,348	-	$500/sf	$1.7M

" Estimates are construction costs only in October 2010 dollar values and include: no escalation, no soft costs, no design fees, FF&E costs.

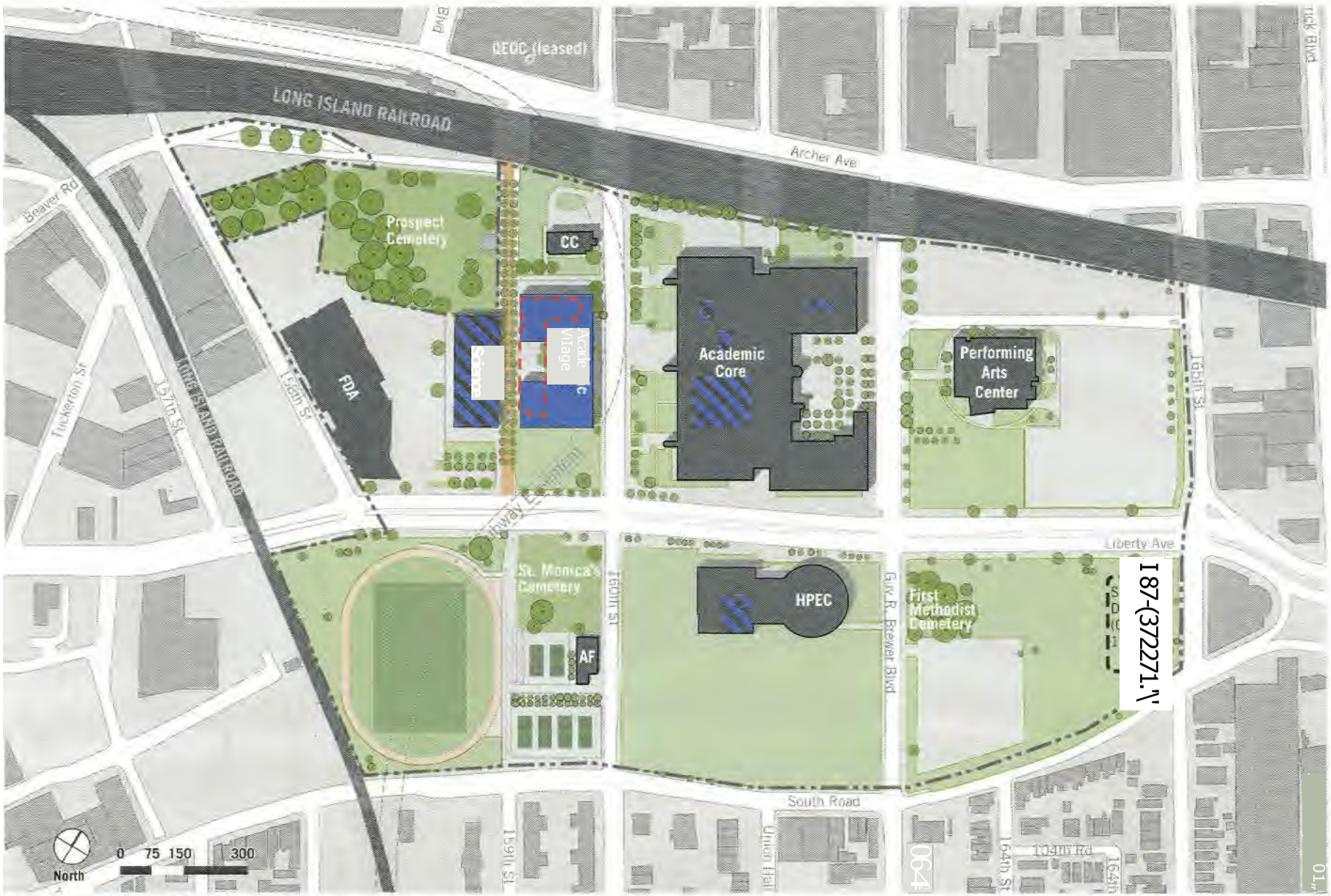


FIGURE 7.C.2 Short-Term Projects Plan

intermediate-Term Projects

Academic Core Renovations

30,325 NASF

Project Intent

Completion of the Academic Village project creates opportunities to begin selective renovation of the Academic Core, with a special focus on programming in the Arts & Humanities.

The renewal of the Academic Core will produce a more coherent organization of program and space types. allowing required building services to distribute to vertically stacked areas efficiently. Through focus group workshops, many qualities were identified by all constituencies that relate to the positive social and academic interactions currently encountered in the Academic Core. These aspects are worth advancing through renovation investment that will extend the lifespan of this building, as it is further identifiable as the central location for the school of Arts & Sciences.

Project Scope

Vacated space on each level combined with an effort to consolidate fragmented academic departments provides necessary expansion for English, Mathematics, Physics. Chemistry, History, Foreign Languages Biology and Fine/ Performing Arts. Student services that will relocate to the Academic Village allow for contiguous first level space in G-wing to become student study and information commons of the library. As the library has recently consolidated from a portion of the third floor, remaining areas of H-wing can be fully utilized as administrative and student services.

Implementation Strategy

Renovations in the existing building will be supported using existing utility infrastructure with upgrades to the distribution system to suit alterations in layout and use. Figure 1.G.6. illustrates the stacking organization of the redeveloped building.

FIGURE . Cost Analysis - Intermediate Term

3 Academic Core redevelopment / interior renovations	30,235		$550/sf	$20.3M
3.1 Renovate vacated spaces on firs 1-4				$16.6M
3.2 "Smart' technology classroom upgrades	10,000	-	$110/sf	$1.1M
3.3 Related renovation projects in Science bldg.	4,623			$2.5M
3.4 Renovate vacated CLIP space in Science 1 for Social Work	3,100		$500/sf	$1.6M
3.5 Renovate former SBDC offices for Health Professions	1,523		$650/sf	$990K
4 Site improvements				**$1.7M**
4.1 Courtyard / Commons	-	23,800	$25/sf	$595K
4.2 Street Edges	-	10,000	$40/sf	$400K
4.3 Street Improvements, work coordinated with D.O.T.				$695K
Liberty Ave Medians	-	18,000	$15/sf	$270K
Guy R. Brewer Medians		5,500	$15/sf	$83K
160th St Medians		6,000	$15/sf	$90K
4.4 Crosswalk Surfacing - within campus		14,000	$6/sf	$84K
Crosswalk Surfacing - outside campus	-	28,000	$6/sf	$168K

* Estimates are construction costs only in October 2010 dollar values and include: no escalation, no soft costs, no design fees, FF&E costs.

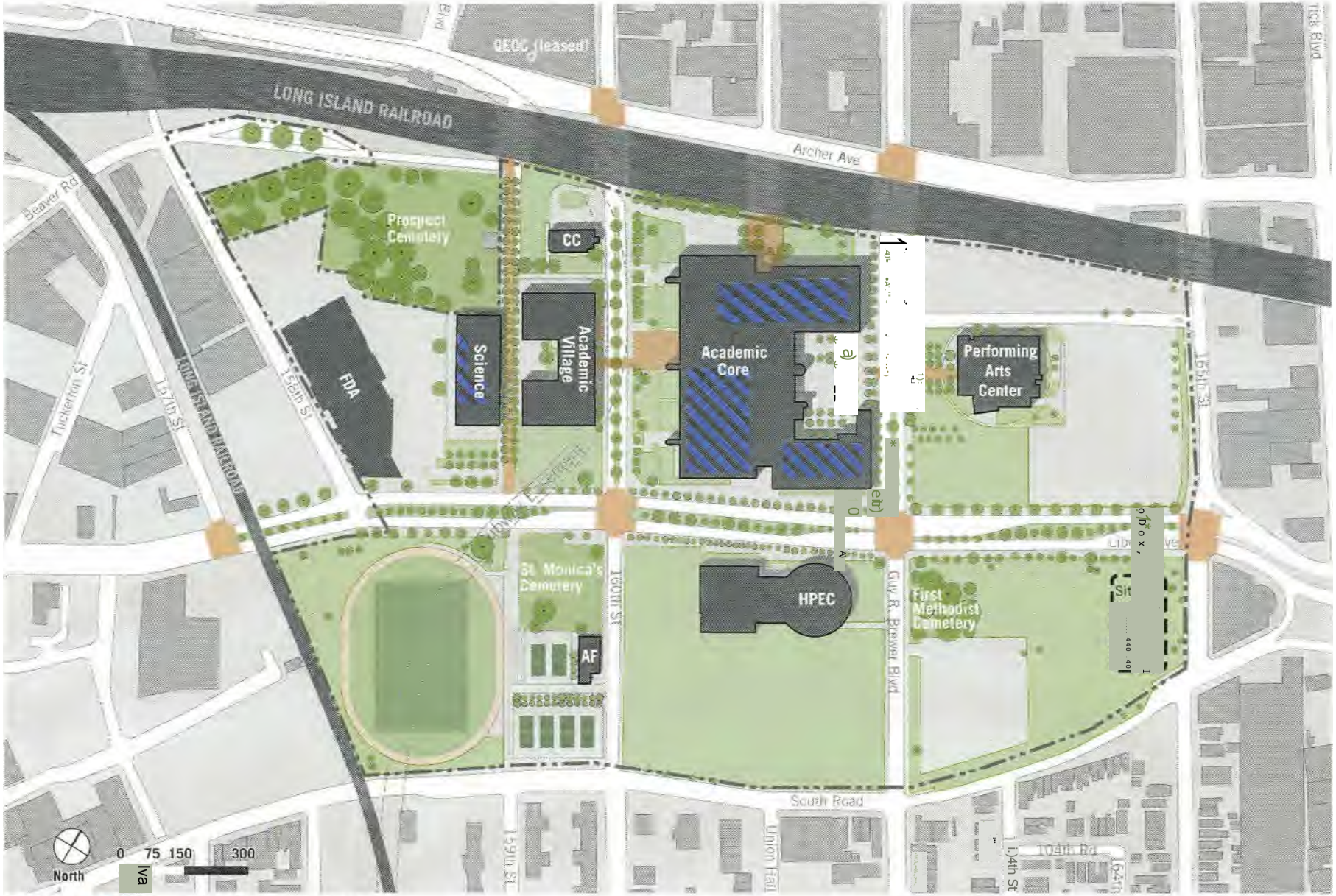


FIGURE 7.D.2 Intermediate-Term Projects Plan

F Long-Term Projects

School of Pharmacy at York College

51,300 NASF / 90,000 GSF

20,000 NASF / 35,000 GSF Alternate Option

Project Intent

Since 2000, the US FDA's Regional Offices and Field Laboratory has been an important partner institution, enhancing research opportunities for faculty and students. If the establishment of the CUNY School of Pharmacy progresses, a new facility for pharmaceutical and health science will be required.

Project Scope

It is proposed that a new facility be constructed to include classroom laboratories, research laboratories, department offices, lab support space, general classrooms, computer lab rooms, and study commons space.

Implementation Strategy

The appropriate site fronts Liberty Avenue, south of the Academic Village and Science Building, reinforcing the west campus as a "neighborhood" for the School of Health and Behavioral Sciences. Addition to capacity in the campus' central plant and extension of distribution infrastructure via the Academic Village will serve this project efficiently. An alternate scenario of smaller scope and reduced funding proposes this project as an addition to the Science Building.

FIGURE 1 Cost Analysis - Long-Term

	Project area NASF	GSF	UNIT COST OCT 2010	CONSTRUCTION COSTS*
5 School of Pharmacy (S.O.P.) 5.				
1AConstruct new building 5.	51,300	90,000	$800/sf	$72.0M
1BAddition to Science Building	20,000	35,000	$800/sf	$28.0M
6 Academic Core West Extension (4 floors)	37,500	65,000	$800/sf	$52.0M
7 Public / Private Incubator Complex	130,000	228,000	TBD	TBD
7.1 Build public/private Incubator Complex	130,000	228,000	TBD	TBD
8 Athletics & Recreation Opportunities		456,000		$13.0M
8.1 Relocate South parking to West lot		90,000	$25/sf	$2.3M
8.2 Install new baseball (1) & softball field (1) at Site 9		105,000	1 LS	$3.4M
8.3 Relocate tennis courts (6) & handball to Site 9		45.000	1LS	$800K
8.4 Construct Athletic Field Storage building at Site 9	5,600	8,000	$300/sf	$2.4M
8.5 Relocate outdoor track to athletic field		208,000	1 LS	$4.1M

* Estimates are construction costs only in October 2010 dollar values and include: no escalation, no soft costs, no design fees, FF&E costs.

Academic Core Extension

37,500 NASF / 65,000 GSF

Project Intent

As the face of the Academic Core on 160th Street, this project will address the front-door aesthetic quality issues of the main building. As an addition, the extension will provide swing space to continue internal renovation of the Academic Core and eliminate the need for a temporary building.

Project Scope

The project will provide additional instructional classrooms, computer labs, offices for the continuing education program, and biology teaching and research labs as new construction.

Implementation Strategy

The addition will be supported by the Academic Core's central plant with extension of distribution services. The generous setback on 160th Street offers suitable width for construction.

Public/Private Incubator Complex

130,000 NASF / 228,000 GSF

Project Intent

Beyond the Academic Village and Conference Center, possibilities for community engagement exist at York. The recommended plan identifies sites for public/private ventures and the appropriate location for partner institutions.

Project Scope

Other potential initiatives include developing an incubator site with connections to York's academic offerings through a public/private partnership at either Site 9 on the southeast of campus or across from the FDA building on the south side of Liberty Avenue (Figure 7,F.2).

Implementation Strategy

This project can be conceptualized in several phases on either of two potential campus properties. While undeveloped, Site 9 would place the complex adjacent to planned site of the Queens High School for the Sciences. Alternatively, a site south of Liberty Avenue offers close proximity to the FDA Northeast Regional Laboratories, academic health professions programs, and access to regional transit. This site is usable if the existing outdoor track is relocated to the HPEC field.

Athletics & Recreation Opportunities

5,600 NASF / 456,000 GSF

Project Intent

If the incubator complex is located on the present outdoor track site, an alternate track site exists behind the HPEC building. Interest in establishing softball/baseball facilities has been expressed at York. Development of athletics and recreation facilities on Site 9 could promote shared access by the relocated high school and community.

Project Scope

South Lot parking capacity could be expanded, made more convenient and secure by relocating to the southwest corner of campus. Consolidating tennis and the athletic field storage to Site 9 also clears the remainder of the west campus for development.

Implementation Strategy

The outdoor facility projects would be preceded by installation of groundwater detention tanks below the HPEC fields, over which a new track can be installed. The south end of the former track site would then be available for the new South Lot parking, after which ball fields, tennis and storage building can be constructed on Site 9.

FIGURE 7.E.2 Existing York College Campus Plan

FIGURE 7.E.3 Recommended Master Plan