



ITHACA COLLEGE

2015 Campus Master Plan

Perkins Eastman

ACKNOWLEDGEMENTS

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2015 Campus Master Plan

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Graphic Ex. 1
Aerial view of Ithaca College,
looking north to Cayuga Lake

INTRODUCTION

Every place tells a story. At Ithaca College, students and faculty tell the school's story through interweaving strands of creative endeavor, knitting together a unique blend of disciplines into a distinctive academic fabric. Utilizing a pedagogy that applies intensive training in the classroom to the world beyond the campus, Ithaca College achieves a balance of local focus and global vision that sets it apart from its peers.

The story of Ithaca College began when Grant Egbert founded a music conservatory on Seneca Street in 1892. Growing and changing over a period of decades, Ithaca College added additional disciplines to the program of study and finally outgrew downtown Ithaca. In 1960, the College began a new chapter, relocating to the rolling slopes of South Hill.

South Hill provides a distinctive setting with a broad perspective that echoes the school's institutional mission. Since relocating 55 years ago, Ithaca College has evolved to incorporate themes of global connectedness and social responsibility and Ithaca's students and faculty have taken on new artistic and professional roles. With a student population that has grown to more than 6,500, the College has reshaped

its campus to become more ecologically connected to the region and culturally connected to the world at large.

The 2015 Master Plan represents an outline to the next chapter to be written in the story of Ithaca College. Building on the school's blend of curricular offerings and creative spirit, the plan will allow Ithaca to move forward with a shared vision for the future. Using the culture of Ithaca College as a foundation, the Master Plan is a framework for future growth and evolution, guiding today's Ithacans as they etch their own tales into the story of Ithaca College.

The production of the 2015 Master Plan was led by Perkins Eastman Architects and included Paulien & Associates educational planners and Mahan Rykiel Associates landscape architects. In partnership with a Master Planning Committee consisting of faculty, students, and staff, this team analyzed a wide array of information over the course of a year to build consensus with the whole community and gain a full understanding of the College in terms of academics, facilities, and culture.

Graphic Ex.2
Sense of Place



Graphic Ex.3
Stewardship



Graphic Ex.4
Four Seasons



Graphic Ex.5
Creativity
Contemporary 'Maker Space'
MIT Beaver Works
© John Horner Photography



STRATEGIC VISION

Ithaca College's unique brand of creativity builds on the school's origins in the performance arts, augmenting this foundation with well-regarded programs in communications, business, health sciences, and the liberal arts. In our contemporary era of rapidly evolving ideas, networks, and technologies, Ithacans must develop an approach to their discipline that enables them to overcome problems with innovative solutions. It is their training in this kind of innovative problem solving that sets Ithaca alumni apart in the global marketplace.

The IC 20/20 Strategic Vision defines a new educational experience to ensure that graduates are prepared for the

professional realm. IC 20/20 synthesizes intensive skills-based training with interdisciplinary collaboration by balancing on-campus advising with access to global opportunities. This strategic vision lays the institutional framework behind the Master Plan.

The IC 20/20 Strategic Vision has implications for the performance of IC's physical assets, which in turn shape the planning principles of the Master Plan. The spaces needed to achieve the vision must respond to the spirit of the institution, the physical conditions of its buildings, and the geography of the South Hill campus.

1

Sense of Place

Craft and reinforce sense of place at all scales.

- Reinforce existing landscape forms
- Increase the density of buildings and activity in the campus core
- Reinforce pathways by making them inviting, memorable and accessible
- Improve connections between outlying residential areas and campus core

2

Stewardship

Integrate stewardship into all campus environmental planning, design, construction & policies.

- Connect landscape, stewardship, facilities and curriculum
- Incorporate environmental site design as it relates to stormwater management
- Expand use of deciduous canopy trees
- Preserve and improve access to Ithaca College Natural Lands

3

Four Seasons

Make the South Hill campus easier to use in all four seasons.

- Seek "indoor/outdoor places" when making connections between buildings
- Create parallel warm/cold and indoor/outdoor circulation routes
- Celebrate exterior spaces by inviting use during all seasons: fire pits, ice skating, etc...
- Continue to utilize a planting palette that provides seasonal interest

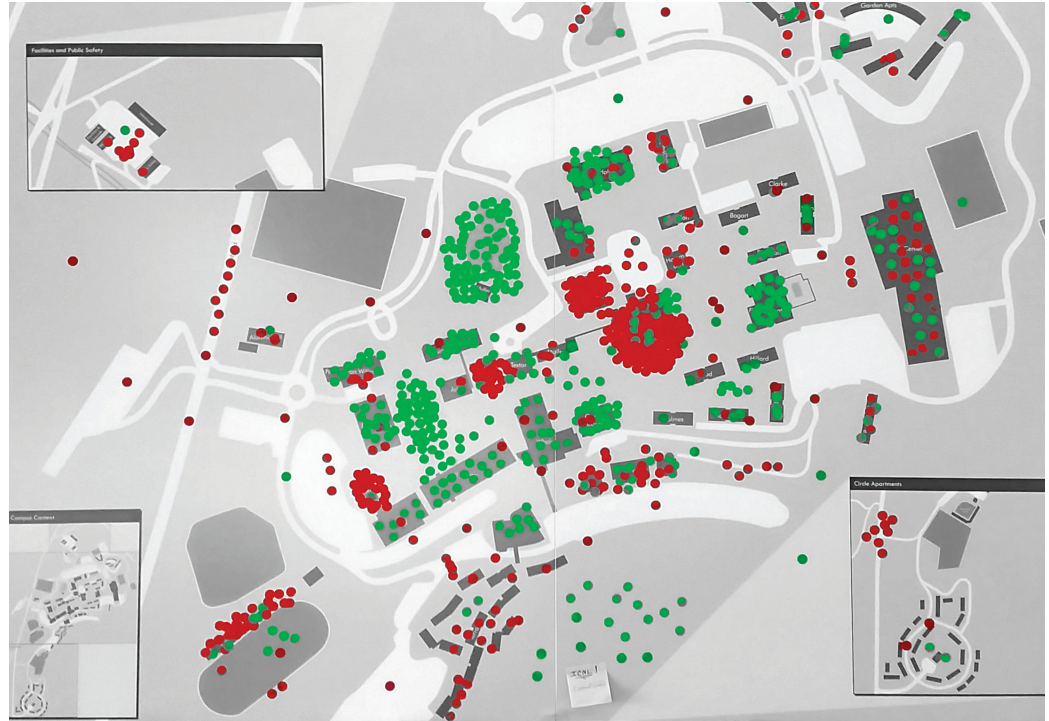
4

Creativity

Promote creativity through interdisciplinary awareness and collaboration.

- Create places along primary circulation paths that support interdisciplinary programming and invite interaction and collaboration
- Create opportunities for happenstance encounters
- Maximize transparency of creativity nodes

Graphic Ex.6
Campus community response map
(green dots represent places that
members of the campus community
consider their favorites; red dots
represent areas where improvement
is desired)



Graphic Ex.7
Left: Town Hall listening session
Right: Students placing green and red dots on the campus map



CAMPUS

South Hill sits above the City of Ithaca—close enough that the College shares an elemental character with the town, but far enough that it is its own distinct community. This allows Ithaca College to capitalize on the world-renowned academic ecosystem it shares with Cornell while retaining the intimacy and feel of a much smaller community.

Thanks to its 1960s origins, the campus has a mid-century modern character. While this style gives the campus a strong architectural foundation, the aging concrete structures from this early period are not universally adored. With some exceptions, the early buildings lack memorable interior spaces and do not take advantage of the site's impressive vistas.

On a macro level, the campus is organized around a series of topographic plateaus that step up South Hill. The upper and lower tiers are used mostly for parking and sports fields, while the middle tiers are home to the main academic buildings and central public open spaces of the campus core. For the most part, pedestrian movement across these flat tiers is easy, but movement up and down the hill is more challenging.

On the west side of the campus, academic and administrative buildings create a density of activity that helps to create a

positive experience. Conversely, the more dispersed residential uses of the Quad dorms on the east side of the campus lack this energy and activity.

There are also challenges with indoor circulation. Places like the Phillips Hall foyer and the interior spine that connects the campus center to Dillingham are functional and rich with activity, but most of the other original campus buildings connect to each other poorly.

The campus landscape also varies in character and quality: There are framed vistas of spectacular beauty, but also locations where views are frustratingly obstructed by buildings or vegetation. The landscape itself consists of three types:

1. Flat meadows and fields
2. Highly landscaped central campus
3. Natural woodlands located on higher slopes

Much of the wooded zone is the Ithaca College Natural Lands, a remarkable asset that sets the College apart from its peers and connects the campus to the ecological character of the Finger Lakes region.

CONDITIONS

Many of the original campus' buildings exceed 50 years of age. In some cases, such as with Whalen Conservatory and Hill Gymnasium, these older buildings have been effectively and attractively updated, enabling these facilities to serve the IC community with a high level of performance. Other older buildings like the Quad dorms and Egbert section of the campus center, however, show their age in terms of both aesthetics and performance.

USER NEEDS

As evident from interviews with students, faculty and staff, the campus largely meets the needs each school, but does not create opportunities to bridge across disciplines and foster collaboration.

Ithaca College has significant deficiencies in Open Labs and Assembly & Exhibit Space; additionally, the Campus Center is overcrowded. From a space needs perspective, this lack of

Sightlines, Ithaca College's independent conditions audit consultant, found that the College's facilities require \$175M in deferred maintenance over the next 10 years in order to address deficiencies. For the Master Plan, these shortcomings can be seen as opportunities to reconfigure and update South Hill for the 21st Century.

effective shared meeting space reinforces the siloing of the schools and makes it harder to pursue interdisciplinary activity.

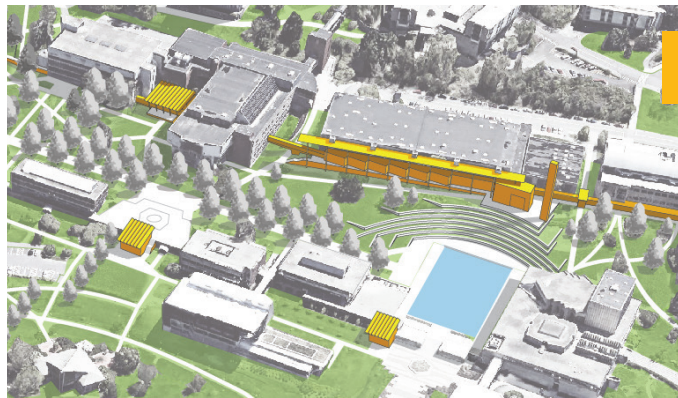
Ithaca's inventory of Athletics space is high, with the recently completed A&E Center contributing to a sizeable surplus. Yet even with the A&E Center, the College is projected to have a net deficiency of about 20,000 assignable square feet in 10 years, suggesting Ithaca College will need to add space to appropriately accommodate programs in the coming decade.

EXPLORATIONS

The Master Plan is a series of inter-related explorations that capitalize on the strengths of the South Hill campus while resolving facility and site issues, furthering the College's Strategic Plan and the goals of IC 20/20.

Explorations include site-specific projects tied to specific buildings or areas and campus-experience explorations that are policies to be deployed across South Hill. The seven explorations shown here represent some of the most significant opportunities to transform the function, operation, and experience of the campus. Section 3 of the Master Plan describes all explorations in detail.

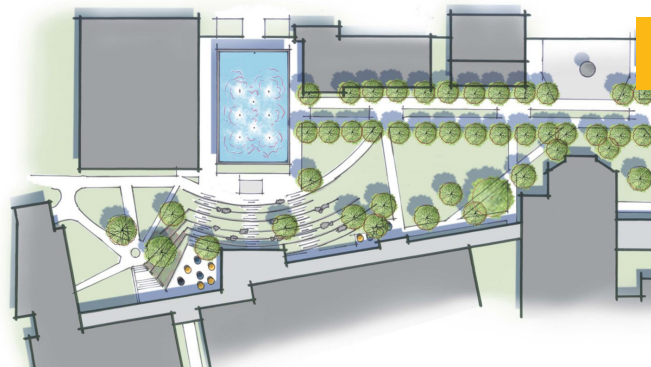
Graphic Ex.8
Conceptual rendering of proposed
South Spine, West Tower, and
Fountain Quad Amphitheater



New South Spine

Build a new indoor connection from the Center for Health Sciences to Gannett Library featuring a series of circulation, study, and “creativity node” spaces for interdisciplinary programming.

Graphic Ex.9
Illustrative plan of proposed
Fountain Quad and West Mall



Fountain Quad Amphitheater

Convert unused slope above Dillingham Fountain into an amphitheater for gathering and public performances. The Quad is anchored by the new West Tower and cafe at Hill Center, terminating the view up into campus.

Graphic Ex.10
Multi-season trails

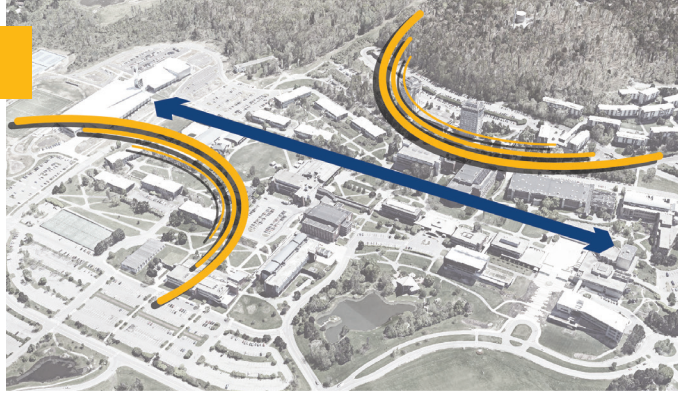


Recreation Trails in Natural Lands

Introduce low-impact multi-season trails with informational signage into the Ithaca College Natural Lands.

Realign Academic and Residential Zones

Relocate housing districts to north and south by demolishing the “quad” housing. Extend academic, administrative, and social functions to the east along the main terrace elevation to Athletics & Events Center.

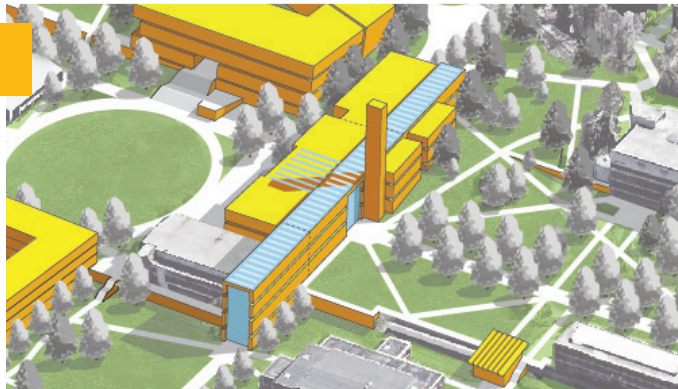


Graphic Ex.11

Blue arrow shows the proposed extension of the academic core; the yellow curves outline proposed residential districts

Creativity Center at Campus Center

Reimagine the Campus Center as the new “Creativity Center”, featuring interdisciplinary resources, food, and meeting spaces anchored around a soaring Creativity Commons and an iconic new tower.

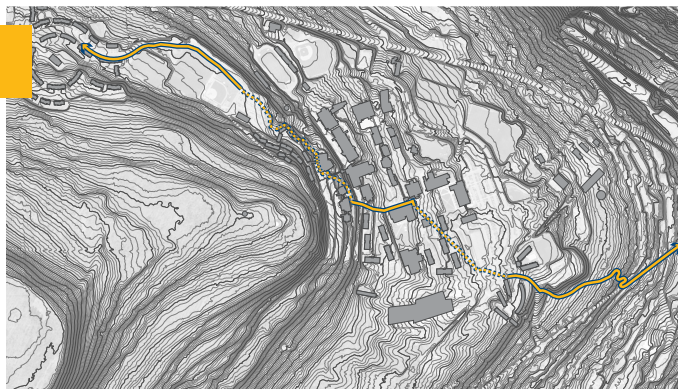


Graphic Ex.12

Conceptual model of new Creativity Center and Central Tower

North-South Connector Across South Hill

Connect existing routes with a new path to make an accessible, attractive, and visually cohesive route from the Circle Apartments at the top of the campus, to Hudson Street at the bottom and Ithaca Commons beyond.

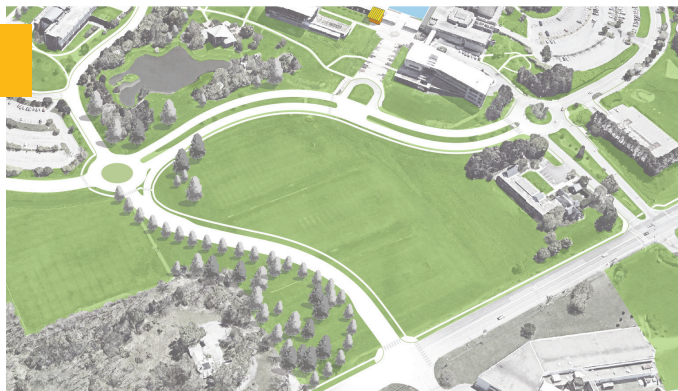


Graphic Ex.13

Topographic map (north to the right) showing route of North-South Connector with existing (solid line) and proposed (dotted line) pathways

New Entrance

Create a more functional, safer, and scenic gateway to the campus by moving the entrance further north on Danby Road. This takes advantage of uphill views and terminates with the Fountains and West Tower.



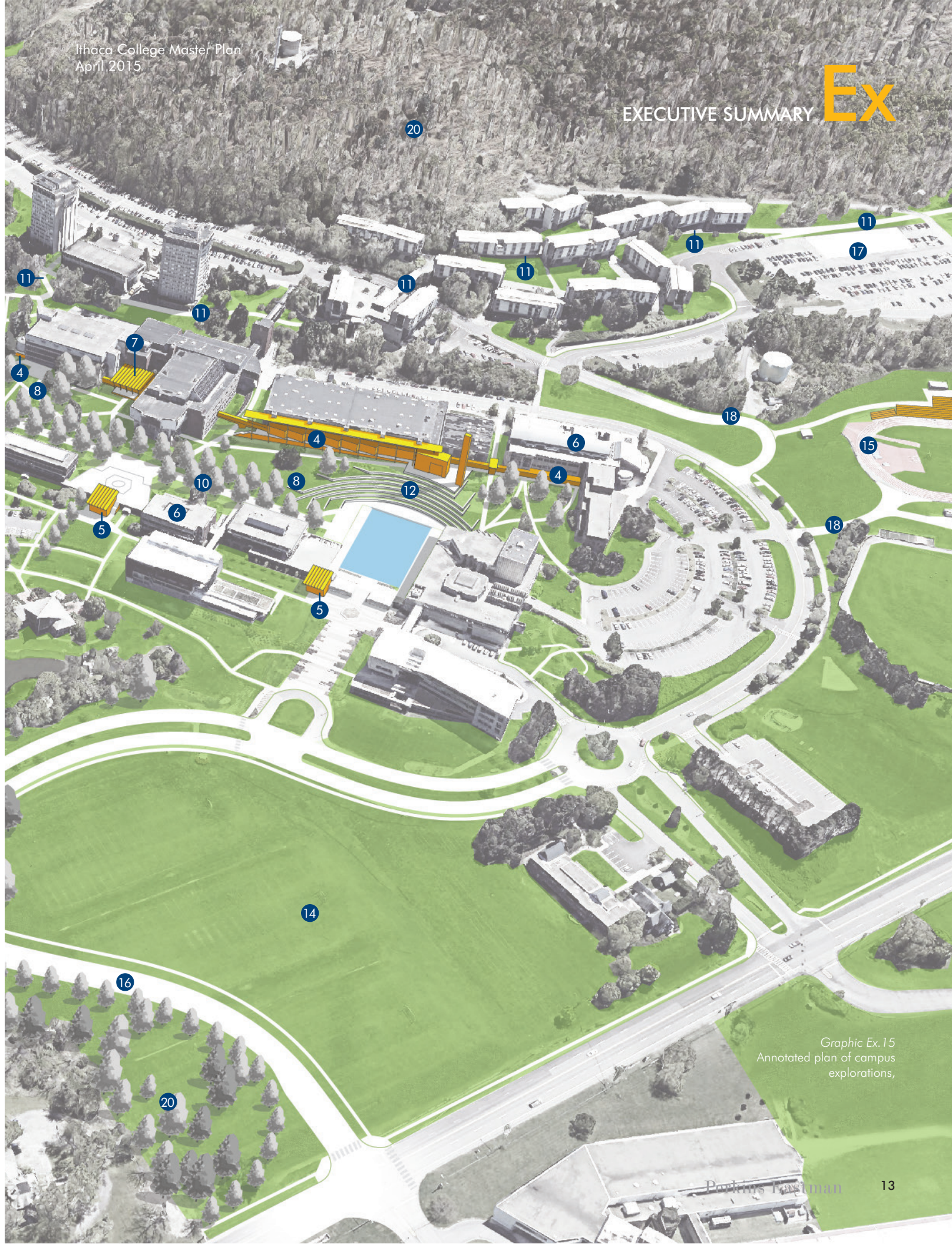
Graphic Ex.14

Conceptual rendering of proposed main entrance from Danby Road



Explorations

- | | | |
|--|--|---|
| 1 Creativity Center / Reimagined Campus Center with Central Tower and Creativity Commons | 7 New Wintergarden | 14 Reconfigured Playing Fields |
| 2 New Student Housing | 8 Four Quads Open Space | 15 Reconstructed Butterfield Stadium and Access Roads |
| 3 Location for Future Academic/ Administrative Building | 9 East Pedestrian Mall | 16 New Campus Entrance |
| 4 New South Spine Connector | 10 West Pedestrian Mall | 17 New Parking Lot |
| 5 Expanded North Spine Connector | 11 North-South Connector Walkway | 18 Realigned Roadway |
| 6 Upgraded Classroom Building | 12 Fountain Quad Amphitheater with Cafe and West Tower | 19 New Service Roadway |
| | 13 New Recreational Open Space | 20 Natural Lands |



Graphic Ex.15
Annotated plan of campus
explorations,



Context

Image 1.1
Undergraduate Enrollment

H&S* ●
Business ●
Communications ●
HSHP ●
Music ●

*includes Division of Interdisciplinary
and International Studies

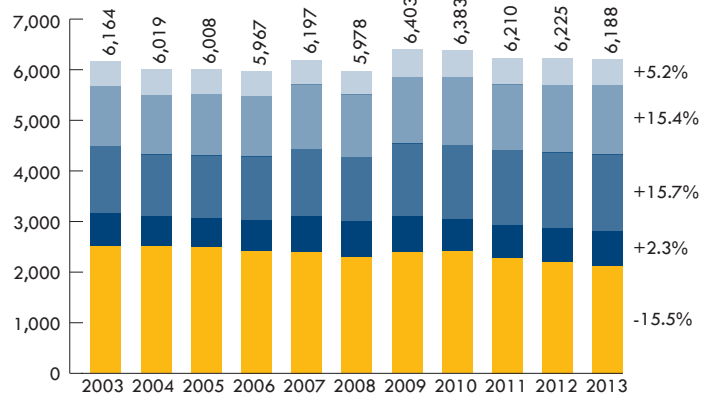


Image 1.2
Graduate Enrollment

H&S* ●
Business ●
Communications ●
HSHP ●
Music ●

*includes Division of Interdisciplinary
and International Studies

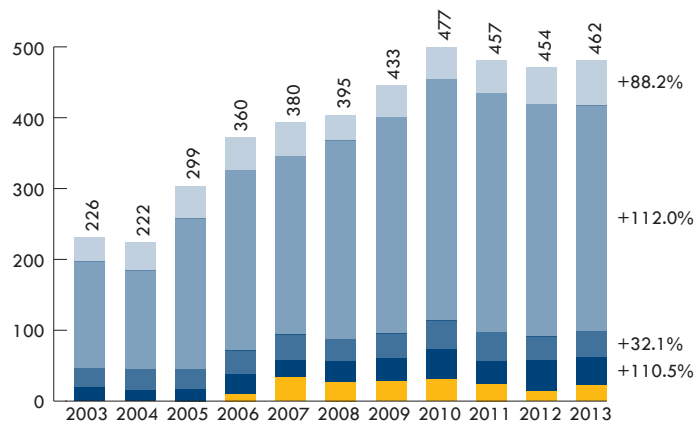
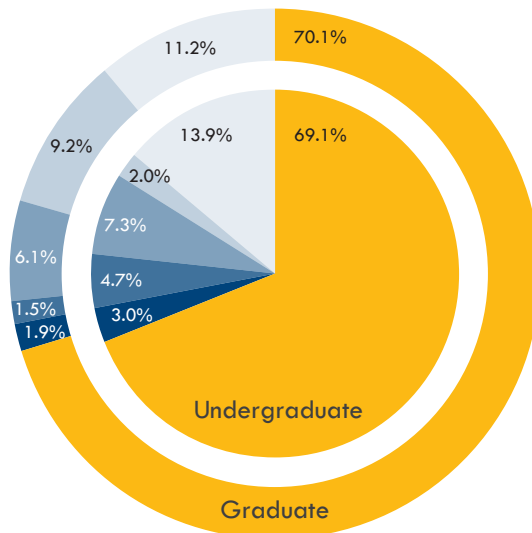


Image 1.3
Student Ethnicity

White ●
Asian ●
Black or African American ●
Hispanic / Latino ●
International (Non-resident Alien) ●
Other ●



ACADEMICS

“To provide a foundation for a lifetime of learning... fostering intellectual growth, aesthetic appreciation, and character development in our students. The Ithaca College community thrives on the principles that knowledge is acquired through discipline, competence is established when knowledge is tempered by experience, and character is developed when competence is exercised for the benefit of others.”

- Ithaca College Mission Statement

The Ithaca College pedagogy unites the breadth of liberal arts with the depth of applied professional training. Programmatically, this approach is delivered via programs in five distinct schools:

- School of Business
- Roy H. Park School of Communications
- School of Health Sciences and Human Performance
- School of Humanities and Sciences
- School of Music

While each school offers graduate level programs, the majority of students enrolled at IC are undergraduates developing skills that relate to professional practice. As part of the IC 20/20 initiatives, these undergraduates participate in an Integrative Core Curriculum regardless of which school they belong to.

Over the past ten years, Ithaca College’s undergraduate population has remained stable between 6,000 and 6,500 students. Over that same period, the graduate population has nearly doubled. Although the absolute number of graduate students is much smaller than the number of undergraduates, much of the growth was fueled by an increase in the size of the Physical Therapy/Occupational Therapy (PT/OT) programs in the School of Health Sciences and Human Performance. Additionally, a satellite campus for PT was relocated from Rochester to the main campus, requiring construction of dedicated facilities like a cadaver lab.

School	Program-Related Space Needs
Business	Trading room, flex labs
Communications	Film & TV studios, recording studios, secure equipment storage, screening rooms
HSHP	PT/OT/Gerontology/Physiology labs, clinics
H&S	Science labs, wet labs, tech labs, seminar rooms, theater performance spaces, set design studios
Music	Practice rooms, recording studios, performance spaces

To supplement this foundational mission, Ithaca College adopted the IC 20/20 Strategic Vision, which defines a new educational experience to ready students for a rapid changing

1. An integrative core curriculum (ICC): Leverage educational opportunities among all five schools.
2. Global learning opportunities: Place students in off-campus learning centers while continuing to take classes taught by IC professors.
3. Residential learning programs: Enhance the first-year experience (FYRE) through integrative service learning opportunities and theme-based programming.
4. Civic engagement and service learning: Provide expanded community service and course-based service learning opportunities.
5. Student and alumni mentoring: Create partnerships between students and alumni to help build professional and social networks.
6. Focused advising for first-year students: Create a Center for Student Advising and Achievement to help students with the integrative core curriculum and link educational choices to professional development.
7. Diversity programming: Encourage individuals from underrepresented groups and international venues to join the college’s students, staff, and faculty.
8. Honors programming: Support a culture of intellectual engagement through curricular, co-curricular and extracurricular opportunities.
9. Alternative learning models and degrees: Create learning opportunities and integrated degree/certificate programs to prepare students to cross over standard boundaries of expertise in the professional world.
10. Commitment to faculty excellence: Support faculty in applying the latest technology and teaching methods.

Graphic 1.4
Formal collegiate character of the
central campus core



Graphic 1.5
Sports fields of lower campus



Graphic 1.6
Woodland hill character of
upper campus



CAMPUS CHARACTER

Physically speaking, Ithaca College's greatest asset is the view. With a spectacular perch above Cayuga Lake, Ithaca College offers vistas that are among the finest on any US campus.

With this view as a backdrop, the Ithaca College campus is laid out as a series of relatively flat terraces extending east to west along the terrain of South Hill. Similar to the Cornell campus across town, these tiers are inhabited by a mix of buildings open spaces, playing fields, and parking lots.

When buildings frame open spaces at a human scale, the campus is vibrant with active pedestrian activity. Such is the case with the Academic Quad, the terrace between Dillingham and Campus Center. The density of the buildings framing this space and the character of the landscape features (like the fountain) help to create a distinctively collegiate atmosphere that supports cultural and academic programs. In contrast to the Academic Quad, most of the other terraces have a more dispersed, suburban character that supports student life less. In some cases, such as around the Park School of Communications or the base of the Towers, the landscape is scaled for cars and parking, rather than for pedestrians.

With campus buildings oriented in relation to the topographic terraces, the campus as a whole can be categorized into three primary types:

1. **Formal Collegiate:** The Academic Quad and other parts of the original campus core exhibit the carefully managed landscape and "outdoor room" characteristics of traditional college campuses.
2. **Meadows & Fields:** Lower sections of the campus and sports fields above the Terrace dorms have a distinct pastoral character. Besides creating opportunities for athletics and recreation, these open zones help maintain views from above and below.
3. **Woodland Hills:** The upper section of South Hill, consisting largely of the Ithaca College Natural Lands, is a vegetated woodland characteristic of the Finger Lakes region. Besides the positive environmental impacts of this woodland, trails through wooded hills are popular among students and faculty and provide a connection to the local ecosystem.

Architecturally, the buildings of Ithaca College fit broadly

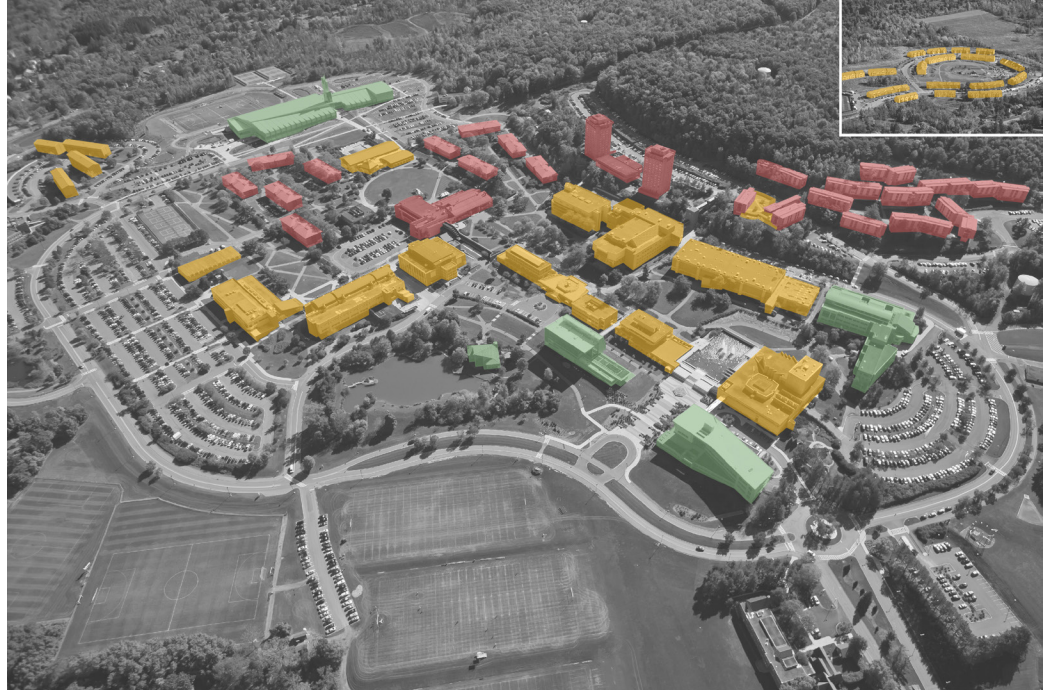
within the modern/contemporary idiom. The original campus, constructed 1960-1975, is of the Brutalist style like many academic and government developments of that era. Named for the French *béton brut*, or "raw concrete," Brutalist buildings like Dillingham, Gannett and the Towers feature heavy concrete construction and minimal ornamentation. Some of the other original buildings, like Friends Hall and Job Hall, are softened somewhat with the application of brick, and this combination of materials set the tone for much of the later campus development.

A second phase of campus construction, which began in 1981 with the construction of Smiddy Hall and continued through the 1990s, is defined by a functional and anonymous 1980s modernism marked by an increased use of brick and a greater cognizance of the importance of interior connectivity. This period saw the introduction of buildings that served specialized programs, such as the Park Communications School and Center for Health Sciences. There were also significant upgrades and additions that transformed the Campus Center with the addition of Phillips Hall and the renovation and expansion of Whalen Center for Music.

The most recent phase of building on the Ithaca Campus embraces sustainability as a central tenet of design and has created some of the most memorable buildings on the campus. A prime example of this recent phase is the Park Center for Business and Sustainable Enterprise, a LEED Platinum building with exceptional environmental performance completed in 2008. The Park Center was joined by the Peggy Ryan Williams Center in 2009 and the Athletics & Events Center in 2011 as LEED certified green buildings on the IC campus. With their sleek glass and metal construction and exposed sustainable features, these buildings have helped to usher in a new era of design on South Hill.

The newest generation of buildings on the Ithaca Campus have also established a precedent for architecture with a stronger visual connection between indoor and outdoor space. This stronger indoor/outdoor connection adds value to the campus experience by leveraging the power of Ithaca's site and view to enhance the interior environment.

Graphic 1.7
Building need as Net Asset Value,
via Sightlines. Red buildings have
the greatest need, and green
the least.



Graphic 1.8
Space needs calculations

Space Type	2013 Assignable SF	2013 Need (6,723 students)	Surplus/ (Deficit)	2023 Need (7,000 students)	Surplus/ (Deficit)
Classroom & Service	89,563	84,573	4,990	85,697	(3,866)
Teaching Labs & Service	75,815	78,811	(2,996)	79,383	(3,568)
Open Labs & Service	36,481	53,784	(17,303)	56,000	(19,519)
Research Labs & Service	19,613	21,600	(1,987)	21,600	(1,987)
Academic Offices & Services	121,183	113,355	7,828	115,335	5,848
<i>Academic Space Subtotal</i>	<i>384,845</i>	<i>399,185</i>	<i>(14,340)</i>	<i>407,015</i>	<i>(22,170)</i>
Other Dept Space	42,190	47,062	(4,872)	49,000	(6,810)
Administrative Offices & Service	97,364	91,555	5,809	91,710	5,654
Library	53,651	55,472	(1,821)	56,564	(2,913)
PE/Recreation	58,037	79,902	(21,865)	83,117	(25,080)
Athletics	144,415	92,000	52,415	92,000	52,415
Assembly & Exhibit	29,226	37,788	(8,562)	39,450	(10,224)
Student Center	53,637	60,507	(6,870)	63,000	(9,363)
Physical Plant	24,892	32,964	(8,072)	33,455	(8,563)
Health Care Facilities	2,908	3,361	(453)	3,500	(592)
<i>Support and Auxiliary Space Subtotal</i>	<i>464,130</i>	<i>453,549</i>	<i>10,581</i>	<i>462,796</i>	<i>1,334</i>
CAMPUS TOTAL	848,975	852,734	(3,759)	869,811	(20,836)

CONDITIONS

A critical input to this Master Plan was the evaluation of the physical condition of Ithaca's facilities by Sightlines. Sightlines is an independent conditions audit consultant that has worked with more than 450 educational institutions across the United States to benchmark capital spending, operations, and staffing.

At Ithaca College, Sightlines identified \$175M in deferred maintenance projects that will be required over the next 10 years. Many of the most urgent projects are in the original dormitories: the Quads, Towers, and Terraces. Two areas

beyond the scope of Sightlines' study also impact Ithaca College's capital priorities: Sports fields and Butterfield Stadium and costs associated with Americans with Disabilities Act (ADA) compliance.

The Sightlines study found that many building deficiencies will demand attention within the next 1-3 years. This finding impacts the Master Plan significantly. On one hand, such needs will draw capital investment away from new construction projects. On the other hand, the option of avoiding deferred maintenance by replacing or significantly renovating space offers the opportunity to address strategic objectives.

USER NEEDS

Another critical input for Master Planning is the evaluation of user needs—the needs of the people as opposed to the needs of buildings. The user needs assessment for this Master Plan was conducted by educational programmers Paulien & Associates, who combined qualitative findings from numerous focus group interviews with a quantitative assessment of IC's class schedule and observed classroom use.

Incorporating this data into a comprehensive utilization model for the campus, Paulien & Associates compared Ithaca College to benchmarks developed through work with more than 600 campuses, revealing areas in which Ithaca College has surpluses and deficiencies in its facilities portfolio in relation to the campus population. (Paulien & Associates full findings can be found in Appendix A.)

The headline finding from Paulien & Associates' study is that Ithaca College has significant deficiencies in the quantity and performance of:

1. Open lab space
2. Assembly and exhibit space
3. Campus center space

Collectively, these spaces are where meeting and gathering take place, and the combined effect of deficiencies in all three kinds of space is acutely felt by students and faculty alike.

The shortage of flexible collaboration space also impacts the abilities to students and faculty to collaborate across schools. The lack of effective shared meeting/conferencing space reinforces the siloing of the schools and makes it harder to pursue interdisciplinary activity.

Ithaca College was found to have less physical education and recreation facilities that would be expected, but the inventory of space for athletics is much higher per student than comparable institutions. (The recently completed A&E Center creates a sizeable surplus.)

These quantitative findings align with qualitative observations from focus group interviews that the Fitness Center and other recreational facilities are overcrowded, while the A&E Center is frequently underutilized. From a strategic standpoint, it is therefore desirable to find ways of increasing opportunities to provide additional recreational opportunities. This could be accomplished through the creation of outdoor recreation facilities, or by increasing the flexibility of the A&E Center.

In total, Paulien & Associates projected a net deficiency of about 20,000 assignable square feet in 10 years, suggesting Ithaca College will need to add space to appropriately accommodate academic programs in the coming decade.





Planning Principles



NON-MATERIAL
AGENDA
NOT STUFF
BEHAVIOR

CROSS FERTILIZING
HIGHEST PERFORMERS

ALTER
CURRICULUM
NECESSARY
CHANGES TO THE
ORGANIZATION.

EXTENSION AND
DEPTH
DEDICATED FOR
PRACTITIONER
ABLE TO GO BEYOND
CURRICULUM.

• MESSY
• TACTILE

"OWNABLE"
SPACE
USABLE
FOR PERSONAL
PURPOSES...
AKIS FROM LARGE
PUBLIC TO SMALL
PRIVATE

UTILITARIAN
SPACE
NOT DESIGN-LED

SPACE
TOOLS
DUALCENCIES

TECHNICALLY
INTEGRATED

FACILITATION
OF
POTENTIAL

NATURE IN
AND OUT OF
SPACE

ASYMMETRY
DISRUPTION

5 SENSES

WATER

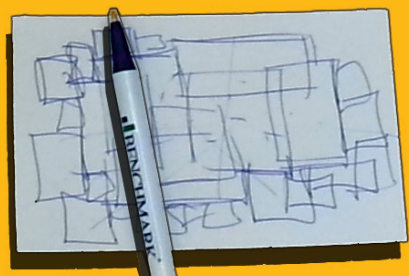
LIGHT

WELLNESS

DIVERSE
SPACES

WELCOME
ENFOLDING
FRIENDLY

PUBLICNESS



NATURE
INTEGRATION
INSIDE OUT

STIMULATION

SENSORY

HEART

SOCIALLY
ATTRACTIVE
CIRCUMSTANCES

Connectivity

CONTINUITY

FLUIDITY
MOVEMENT

SCALE-ABLE

MUTABLE

ACTION

CURR

TRA

SO

P

Graphic 2.1
Idea cards from the creativity
workshop with Joe Rohde

PRINCIPLES

At Ithaca College, the foundation of the physical transformations of the Master Plan is grounded in principles based on the College's institutional mission and the specific geography of South Hill.

The kickoff of the master planning process was a creativity brainstorm led by Disney Imagineer Joe Rohde. Rohde led a diverse group of campus stakeholders through an exercise in place-based story-telling that culminated in a card-based idea sharing workshop. Rohde's main theme was narrative—how the form of a place should tell a story that is durable and captures the imagination. For Ithaca, this means defining the integral character of the school and building the plan from there—not the other way around.

Building on the lessons of that day, the planning team reached out to the Ithaca College community to learn the story of the

school. The principles described in the following pages reflect what was learned from the day with Joe Rohde as well as findings from focus group interviews and town hall meetings that came later. By using these principles to drive campus design, Ithaca College will:

1. Craft and reinforce sense of place at all scales
2. Integrate stewardship into campus environmental planning
3. Make the campus easier to use in all four seasons
4. Promote creativity through interdisciplinary awareness and collaboration

Graphic 2.2

Photos of the Ithaca College that
express the campus's sense of place



Graphic 2.3

Above left: Green roof on the Peggy
Ryan Williams Center

Below left: Exposed creek adjacent
to the Fitness Center displaying
ecological functions

Right: Student project in Ithaca
College Natural Lands



SENSE OF PLACE

Ithaca College's cultural DNA is tied to South Hill, Ithaca, and the Finger Lakes landscape. The campus topography, organized around distinct terraces, takes advantage of views and vistas to create a memorable sense of place. Zones of meadows, woodlands, and landscaped open space help connect the campus to the character of the region.

Anchoring the campus in the geography of upstate New York helps define the institution for visitors, residents, and alumni, fostering lifelong relationships between the institution and its people.

Campus Today:

- Terraces take advantage of views and vistas
- Attention to sustainable landscape practices
- Ithaca College Natural Lands brings regional ecology into campus
- Pedestrian experience and automobile circulation conflict at edges of campus core

Goals:

- Reinforce primary landscape types (campus, meadow/field, woodland) to create an interesting and dynamic campus
- Densify the core to promote interaction and activity
- Concentrate activity on central east-west terraces
- Reinforce horizontal and vertical paths to make them inviting and accessible
- Better connect outlying residential areas to campus core
- Separate vehicular from pedestrian circulation
- Reframe entry to graciously cue/introduce landscape and setting

STEWARDSHIP

Sustainable principles are core to Ithaca College's culture and deeply embraced by the campus community. Plans for the campus should help the College steward natural resources to not only protect them ecologically, but also to ensure that they can support academic programs and student life.

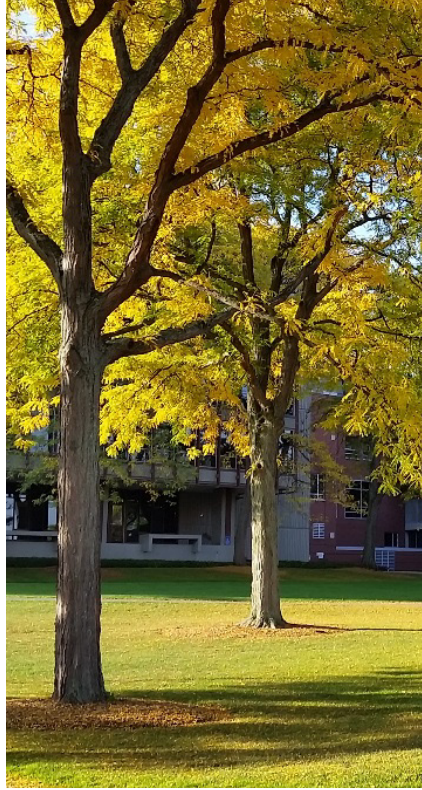
Campus Today:

- Green roof technologies on newer campus buildings
- Native plants used in campus landscaping
- Incorporation of lower maintenance landscapes
- Preservation and programming of Ithaca College natural lands
- Stormwater runoff issues
- Heat-island effect of large parking expanses

Goals:

- Connect environmental stewardship to curriculum in order to enrich academic programs with uniquely local elements
- Incorporate environmental site design (ESD) as it relates to stormwater management to protect campus from flooding
- Emphasize and expand use of deciduous canopy trees in parking lots to reduce heat island effect
- Preserve and improve access to Ithaca College Natural Lands

Graphic 2.4
Ithaca College in fall and winter



Graphic 2.5
Above: Business School cafe

Below left: Study area in CHS

Below right: Students lacking
adequate collaboration space in the
Park School of Communications



FOUR SEASONS

Ithaca shines in every season—the seasonal change in the campus helps create a diversity of experiences. Yet these variations also create challenges, especially related to mobility, social activity, and operations in cold weather.

Campus Today:

- Enormously compelling natural environment/setting with seasonal variation
- Excellent maintenance/care of grounds
- Some effective interior circulation for cold-weather months
- Not all buildings do a good job connecting pleasant interior spaces to the exterior
- Campus Center does not visually connect to outdoors
- Buildings cannot open up to take advantage of mild spring and fall days
- Pedestrian connectivity to Circle and Garden Apartments is not user-friendly

Goals:

- Create parallel warm/cold, indoor/outdoor circulation routes so that campus functions are not interrupted as seasons change
- Seek “indoor/outdoor places” when making connections between buildings to facilitate collaboration all year round
- Create exterior spaces that build community by inviting use during all seasons with more sense of difference and character: fire pits, ice skating, etc...
- Engage exterior spaces with interior ones so that Ithaca’s character is realized even when indoors
- Continue to utilize planting palette that provides seasonal interest

CREATIVITY

The range of programs at IC sets up opportunities for the creative intersection of disciplines. 21st century education will not be solely focused on skills, but also the ability to connect disparate ideas and creatively solve problems in new ways. Creating spaces that foster this kind of interdisciplinary problem-solving is a central tenet of the Master Plan.

Campus Today:

- Ongoing implementation of IC 20/20 and the Integrative Core Curriculum
- Emergence of resources like the Gannett Digital Media Lab and Center for Teaching Excellence
- Campus crossroads at Phillips Hall foyer and Emerson Suites is an effective heart of campus
- Buildings designed as individual colleges and lack spaces for interdisciplinary collaboration
- Too many opaque walls, prevents “passive awareness” of other activities
- Collaboration spaces are not located on daily paths of campus community
- Few places exist for flexible experimentation
- Few outdoor spaces are well suited for collaboration/social interaction

Goals:

- Create places along primary circulation paths that invite interaction and collaboration
- Create opportunities for happenstance encounters
- Maximize transparency of creativity nodes

PART I

The spatial articulation of the preceding principles take the form of a parti, or design framework. The master plan translates the planning principles into broad landscape and architectural moves connected to the specific geography and facilities of the South Hill campus.

Graphic 2.6
Current campus configuration



IC Today

- Today, campus activity is centered on Academic Quad
- Housing distributed in four zones
- Entry experience is brief and utilitarian

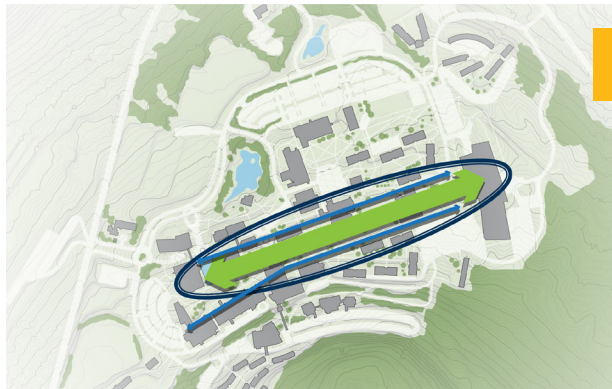
Graphic 2.7
Extension of campus core axis



Clarify What Works Best

- Extend terrace/axis to A&E
- Experientially connect quads

Graphic 2.8
New spine



New South Spine

- Link buildings with new walkway to create interior spine to south of primary open spaces

Supercharge the Center

- Reinforce campus center as heart of the campus



Graphic 2.9
New campus core

Realign Campus Zones

- Redefine housing zones into two areas to create residential communities with a distinct character and experience
- Concentrate academic and cultural buildings on core of campus to create a critical mass of activity



Graphic 2.10
Housing zones

Create Path Up and Down the Hill

- Connect far corners of the campus with a principal diagonal that intersects the center
- Improve north-south connectivity up and down the hill



Graphic 2.11
Primary diagonal route with smaller connector routes

Define Quad Character

- Articulate 4 distinct open spaces along central axis
- Create quad identities



Graphic 2.12
Quad locations





Explorations



Graphic 3.1
Business School Cafe

PLANNING EXPLORATIONS

Based on the parti, the planning team explored a series of projects that would achieve the spatial transformations needed to realize the planning principles. These explorations range from large, place-based moves that would require substantial investment to inexpensive small-scale moves that could be applied across the campus to achieve a cascade-like effect.

While realities are such that pursuing all explorations simultaneously is unfeasible, each project in and of itself is possible. Through an adaptive, multi-year approach, the implementation all projects is a realistic goal. Capital investments for the explorations proposed herein should be coordinated with the deferred maintenance needs of existing

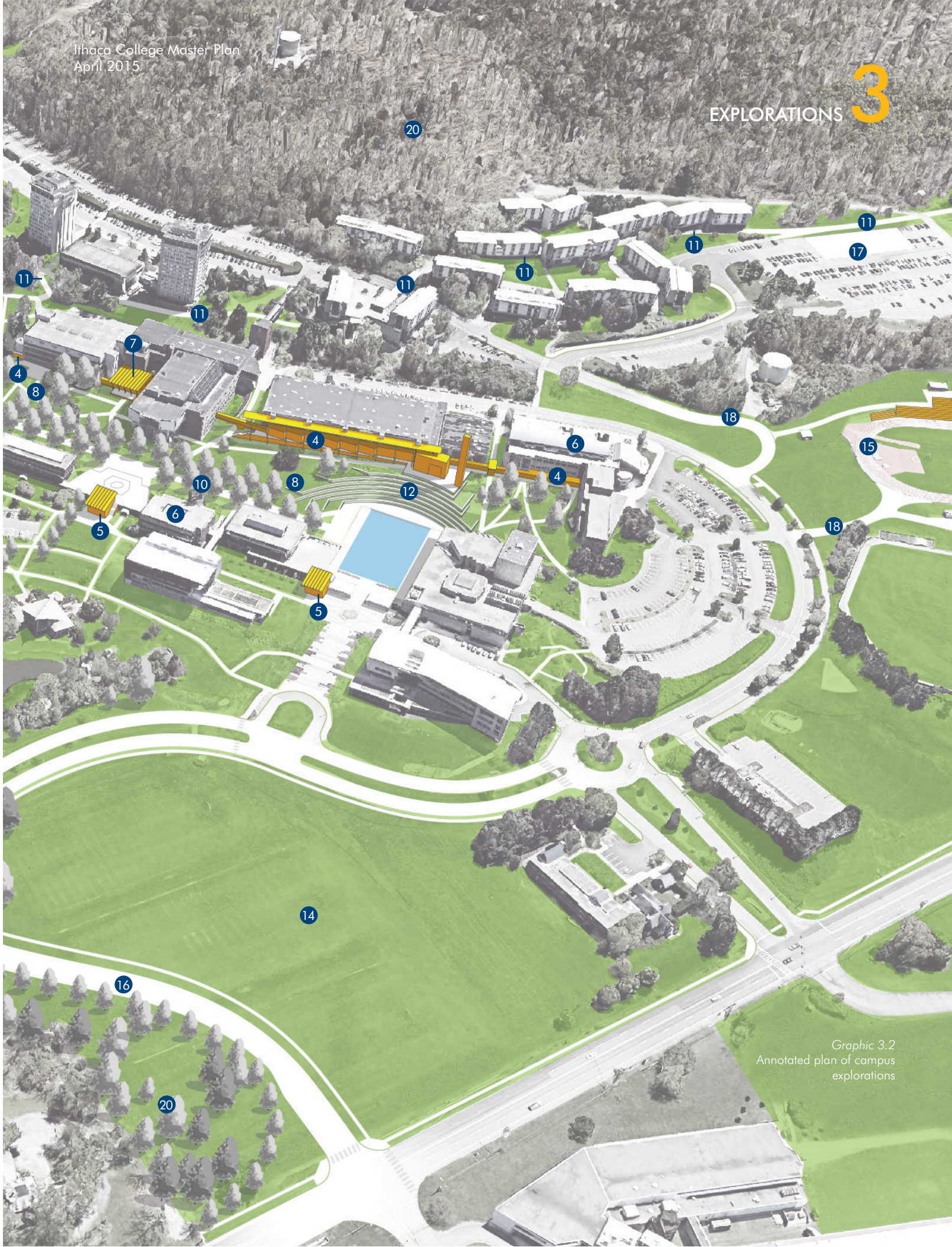
facilities identified in the Sightlines conditions audit. In fact, there are many cases where the combination of new projects and deferred maintenance can be pursued together to create the greatest impact for Ithaca College.

In sum, the Master Plan is a framework for the transformation of the South Hill Campus. Though the Master Plan's explorations are conceptual, they are grounded in real physical conditions and address real community needs. Executing the plan will result in a campus that tells the story of the school through the form of the campus itself.



Explorations

- | | | |
|--|--|---|
| 1 Creativity Center / Reimagined Campus Center with Central Tower and Creativity Commons | 7 New Wintergarden | 14 Reconfigured Playing Fields |
| 2 New Student Housing | 8 Four Quads Open Space | 15 Reconstructed Butterfield Stadium and Access Roads |
| 3 Location for Future Academic/ Administrative Building | 9 East Pedestrian Mall | 16 New Campus Entrance |
| 4 New South Spine Connector | 10 West Pedestrian Mall | 17 New Parking Lot |
| 5 Expanded North Spine Connector | 11 North-South Connector Walkway | 18 Realigned Roadway |
| 6 Upgraded Classroom Building | 12 Fountain Quad Amphitheater with Cafe and West Tower | 19 New Service Roadway |
| | 13 New Recreational Open Space | 20 Natural Lands |



Graphic 3.2
Annotated plan of campus
explorations

Graphic 3.3

Left: The business school lounges provide “content spaces” for informal meetings and teaming

Right: The interior spine between Dillingham and the Campus Center is effective as a circulation route, but does not offer places to connect and have a conversation



Graphic 3.4

Left: The Dillingham cafe is a good example of a collaboration node created in an existing space through the addition of seating and food service

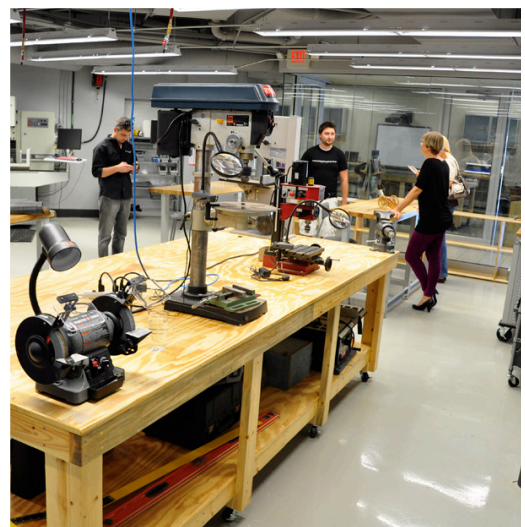
Right: Amenities like an outdoor piano can transform an unused space into a place that fosters creative endeavors



Graphic 3.5

Left: The Cambridge Creativity Center demonstrates how food and flexible configurations curate spaces that foster creativity

Right: Traditional shop tools and digital tools like laser cutters and 3D printers make up a digital fabrication lab or “fab lab”



CREATIVITY NETWORK/LANDSCAPE

The cultivation of creativity and interdisciplinary collaboration are two central objectives of IC 20/20. It is the College's determination that themes of creativity are both the future of the world's advanced economies as well as one of the College's cultural strengths.

As such, the Ithaca College campus should be a place where creativity can readily flourish. The master plan recognizes that creativity happens at many scales, and in many modes. Such a planning framework needs to foster creativity without being suffocatingly prescriptive. The plan also recognizes the key principle that simply building facilities that support creativity is not sufficient: the College must endeavor to create interdisciplinary human connections which will populate and utilize the opportunities created by re-imagining facilities.

The master plan approaches creativity as a network, one that balances, connects, and agitates ideas concurrently within small groups and in campus-wide conversations. On the one hand, there needs to be a central hub of creativity—a place where people can go to access critical resources and find collaborators. On the flip side, there need to be places across campus for people and ideas to informally collide and develop. The physical result of this approach consists of four spatial elements:

- 1. Content:** A fine grain of dispersed departmental support spaces—room for deep thinking.
- 2. Connections:** Circulation routes that connect departments and nodes—allowing for passive awareness and fostering happenstance interactions.
- 3. Collaboration:** Nodes embedded between academic buildings and disciplines—programmed for interdisciplinary semi-public activities.
- 4. Curation:** A central hub with access to advanced tools, technology, spaces, and food—focused on leveraging social activity to advance and disseminate ideas.

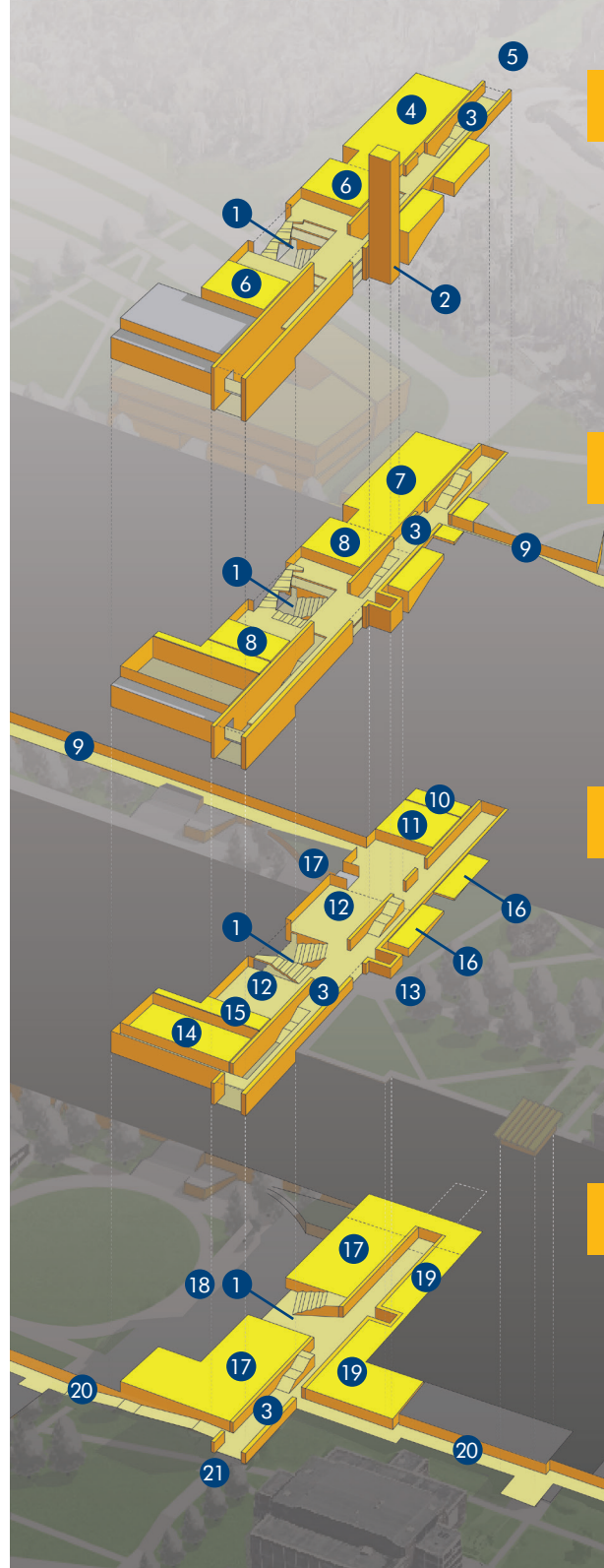
The aggregation of these four types of space elements comprise IC's creativity network. The College already has the foundation of such a network in place: the campus center is a logical location for a central hub, and various locations like the Business School Cafe, Dillingham Cafe, and Gannett Library are gathering places that act as nascent creativity nodes.

Yet on the whole, the network is unrealized: the campus center is too crowded to take on new roles, and connective routes across the campus function as single-purpose utilitarian corridors. The master plan addresses these deficiencies by widely deploying these space elements across the campus with almost every exploration. Additionally, these spaces are filled with a diverse and flexible array of furnishing and specialty pieces, such as cafes, stages, and pianos.

These elements work in concert to provide a full range of programmed and on-demand space. Together, they allow numerous opportunities for students, faculty and staff to explore ideas and realize creative connections to address tomorrow's challenges.

Graphic 3.6

1. Creativity Commons & Atrium
2. Central Tower
3. Cayuga View Atrium & Stairs
(North-South Connector)
4. Classroom/Meeting Areas
5. South Access to
North-South Connector
6. Student/Discipline
Organization Areas
7. Center for Teaching & Learning
8. Group Study Areas
9. South Spine
10. Loading/Service Area
11. Main Kitchen
12. Dining Commons
13. Connection to Whalen Quad
and West Pedestrian Mall
14. Ballroom
15. Ballroom Service
16. Student Services
17. Creativity Workshops
18. Connection to Oval Quad
19. Back of House Support Areas
20. North Spine
21. North Access to
North-South Connector



Fourth Level

Programmed with a mixture of classroom, meeting, and student organization space. Includes at-grade connections to open space and North-South Connector walkway to the south.

Third Level

Programmed with a mixture of study commons and group study environments. Includes connections to the new South Spine to the west.

Second Level

Programmed with the bulk of the facilities' food service and study commons spaces. This level is the main crossroads of the entire campus. It includes connections to Whalen Quad open space to the west, the South Spine to the east, and loading/servicing to the south.

First Level

Programmed with the bulk of the facilities' "creativity hub components" to create the "Creativity Commons", a multi-story space that is both a campus-wide resource and forum. Includes connections to the North Spine, as well as the Oval Quad open space to the east, and views to the north.

CAMPUS CENTER AS CREATIVITY HUB

While the four elements of the creative network are imbued throughout the master plan, the “Hub” element deserves special exploration as it is a unique opportunity for Ithaca College. Its focus on “curation” means that it needs to pull, connect, and advance ideas from across the College, and then disseminate them back into the campus community. This entails the need for a powerful programmatic draw, and a convenient campus location for most of the community.

Given the role of creativity and its centrality to IC 20/20 and the College’s future, it is logical that this hub be a key physical feature of the campus. In the interest of creating this programming draw, the master plan proposes a co-location of key programming components.

The creativity hub’s need for a powerful programmatic draw and a convenient campus location matches up with the existing Campus Center. The master plan thusly explores whether Egbert and Phillips Halls can be re-imagined as this hub, and whether this re-imagining is also an appropriate vehicle to address the inadequacies of the existing Campus Center.

Programming Considerations when translating the creativity hub’s components onto a re-imagined campus center facility:

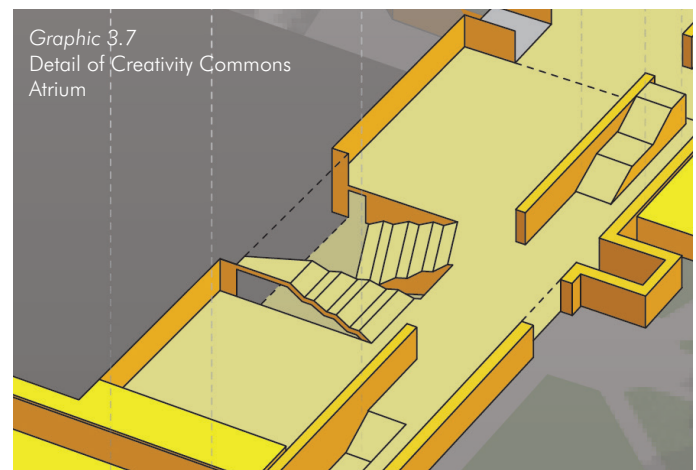
- Anchor core of creativity hub around a central space where everybody comes to or passes through
- Provide a wide array of social set-ups: alone-together seating, dyad and triad seating, booth and bench seating, and group project rooms in a heterogeneous spatial mix
- Space should be programmable for different activities and events, but work well informally on a daily basis
- Food is the key, and should be included at multiple scales from dining halls to coffee carts
- Kitchen and eating areas should be co-located on a ground floor, visible to the outside and next to collaboration spaces
- Permit self-organization/self-authorship

Design Considerations:

- Be memorable and visually accessible
- Clearly articulate spatial relationships to the campus; ensure easy access
- Design for passive awareness with lots of transparency
- Create multiple, smaller commons instead of a single big one
- Maximize openness and natural light in collaboration and work areas
- Make individual spaces simple and flexible to host different users
- Cue/engender behavior through programming

As proposed in this plan, the new four-story Creativity Center emerges from the hillside just downhill from the Towers Residence Halls, into a dynamic, light-filled facility with ample visual connection to the campus landscape.

The facility is organized around the central Creativity Commons on the first floor. This commons is bracketed and activated by the northern and southern circulation spines. It is envisioned as a soaring, light filled atrium that connects all four floors of the facility. The center is bisected by visual axes, one running east to west, the other running south to north and capturing expansive views of Cayuga Lake.



Graphic 3.7
Detail of Creativity Commons
Atrium

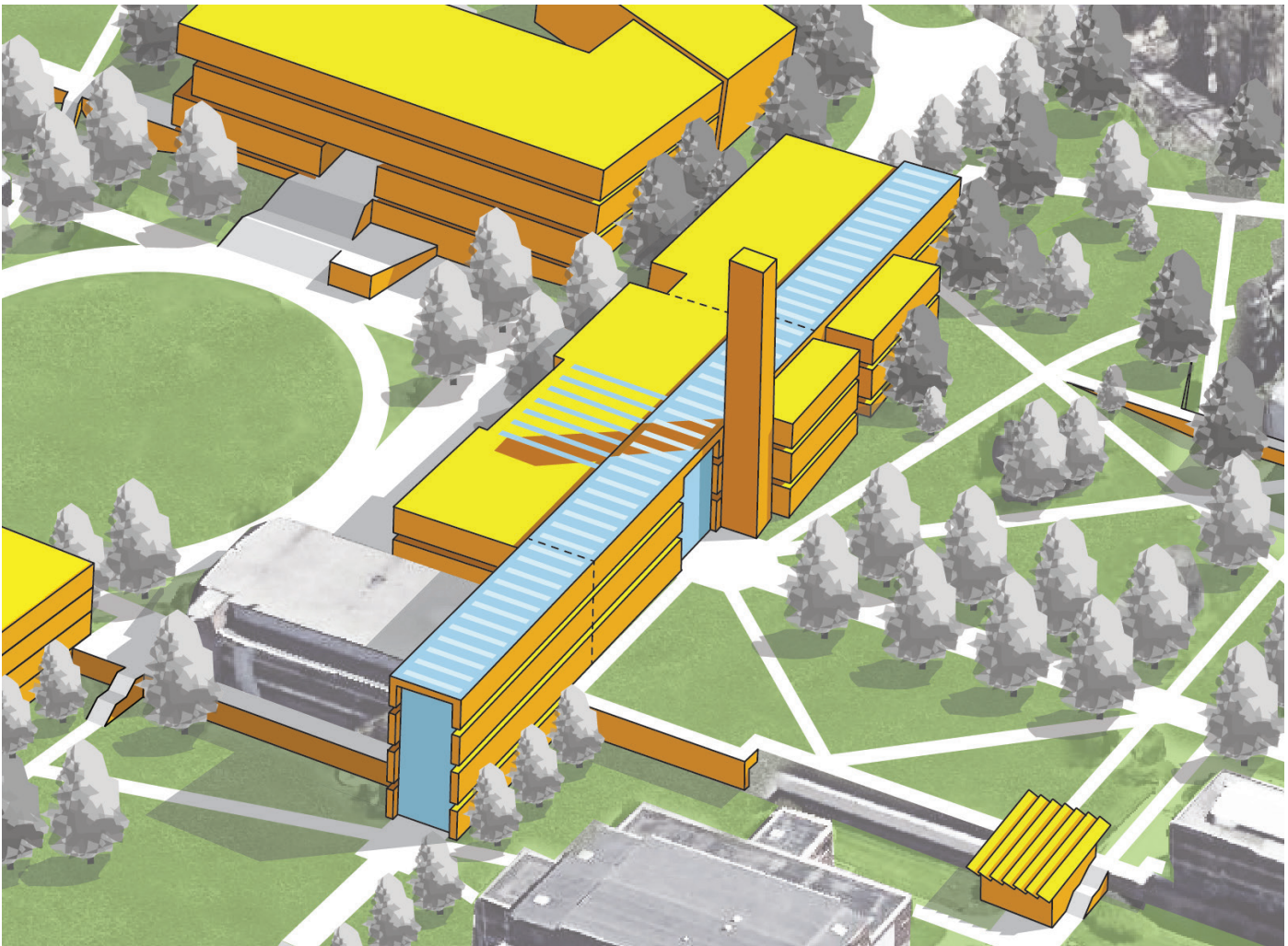
CREATIVITY HUB PHASING

This new facility is a complicated undertaking due to existing site and programmatic constraints—most notably that the campus cannot do without the facility’s food service and meeting capabilities.

The master plan phases the Campus Center renovation so that the facility is completely overhauled with uninterrupted food service while also crafting a facility that anchors the campus-wide creativity network. This is accomplished in three sequential phases, with the College having the ability to pause or terminate the project at the end of each phase.

Even before any projects are initiated in the Campus Center, the College could experiment with new furniture and technology. This would help to introduce the campus community to new concepts and develop a better understanding of students’ and faculty’s specific needs. In the short term, Ithaca College can begin to experiment with configurations that support creativity by using space in Gannett Library and Handwerker Gallery.

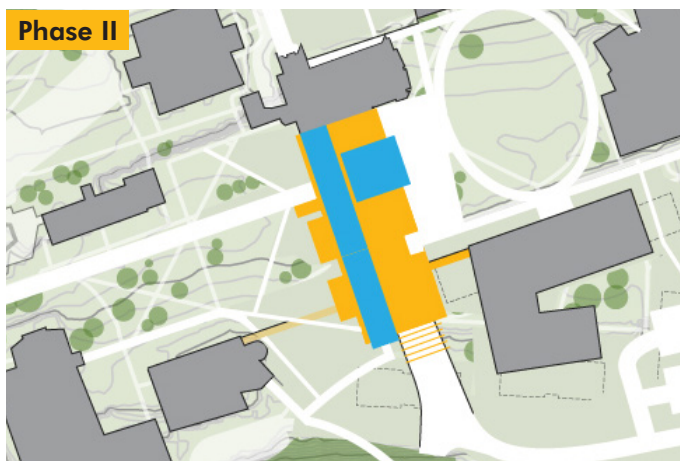
Graphic 3.8
3D Conceptual rendering of
re-imagined Creativity Center





Graphic 3.9
Phase I

The first phase of the renovation is the construction of a new facility uphill to the south of the existing campus center. This new facility is multi-level, with entrances on multiple levels to relate to the various open spaces, buildings, and circulation routes that surround it. Service access to this new building comes from the south via an extension of the service road that currently passes south of the Quad dorms.



Graphic 3.10
Phase II

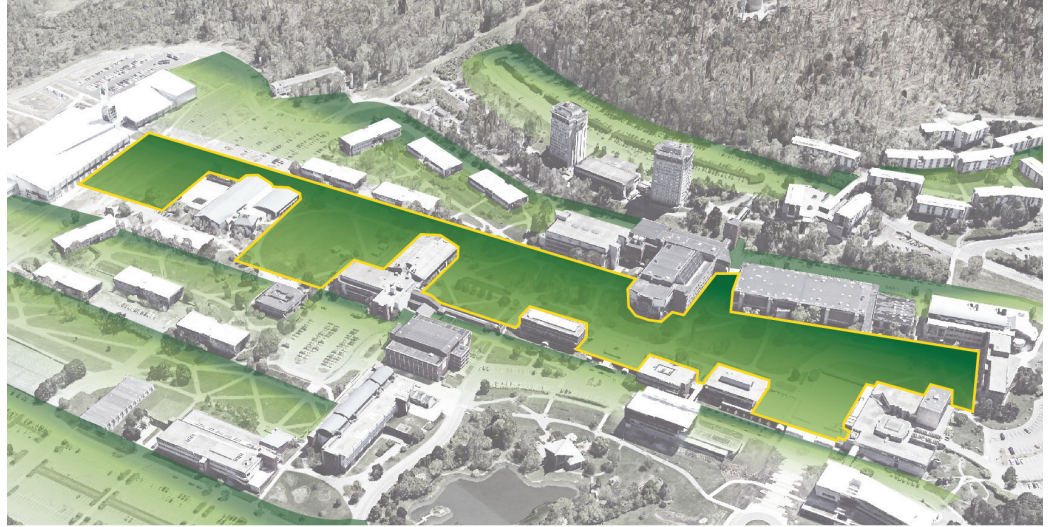
With food service and some dining seating now housed by the new facility built in Phase 1, Egbert Hall is vacated and replaced with a new structure. This new edifice offers collaboration spaces and technical labs needed for the campus creativity hub. Opportunities abound for an open atrium and transparency between the east and west sides of the campus.



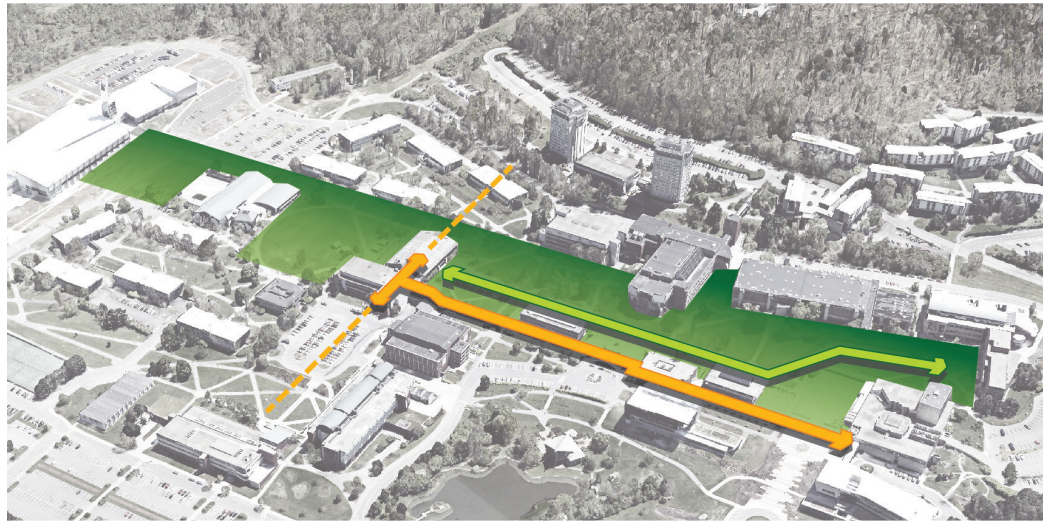
Graphic 3.11
Phase III

With enhanced dining and the creativity hub in place, a renovation of Phillips Hall reconciles the new buildings with the existing (northern) spine by demolishing the present loading dock and North Foyer. These spaces are replaced by the northern end of the “Cayuga View” (north-south) atrium, a reconfigured/rationalized connection to the existing northern spine to the west, and the extension of the northern spine to the east. Additionally, the current IC Square space is preserved re-purposed for expanded creativity center resources.

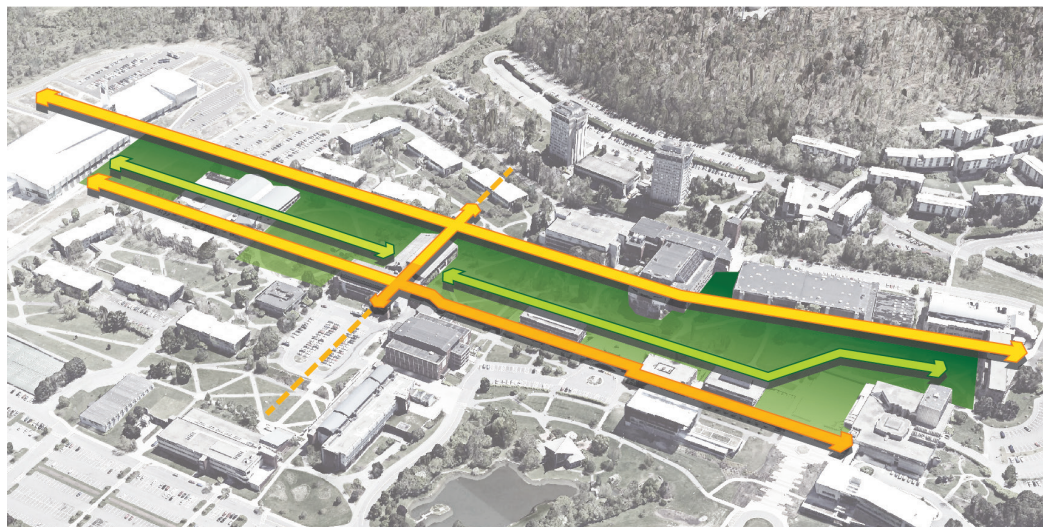
Graphic 3.12
The Academic Quad sits on the
central topographic terrace



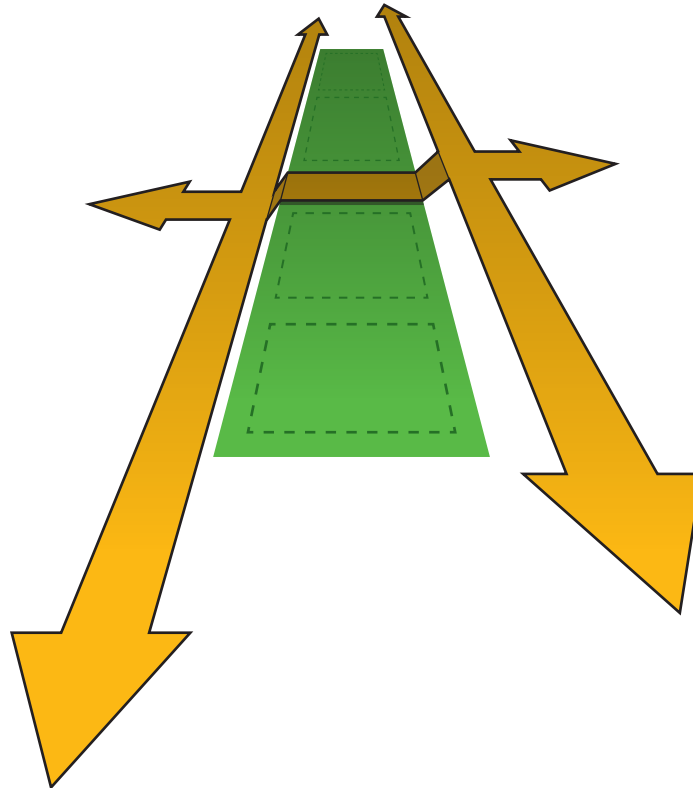
Graphic 3.13
Existing outdoor path (green) and
indoor path (yellow)



Graphic 3.14
Conceptual extension of
existing paths



Graphic 3.15
Conceptual diagram showing
relationship of 4 quads, interior
spines, and North-South Connector



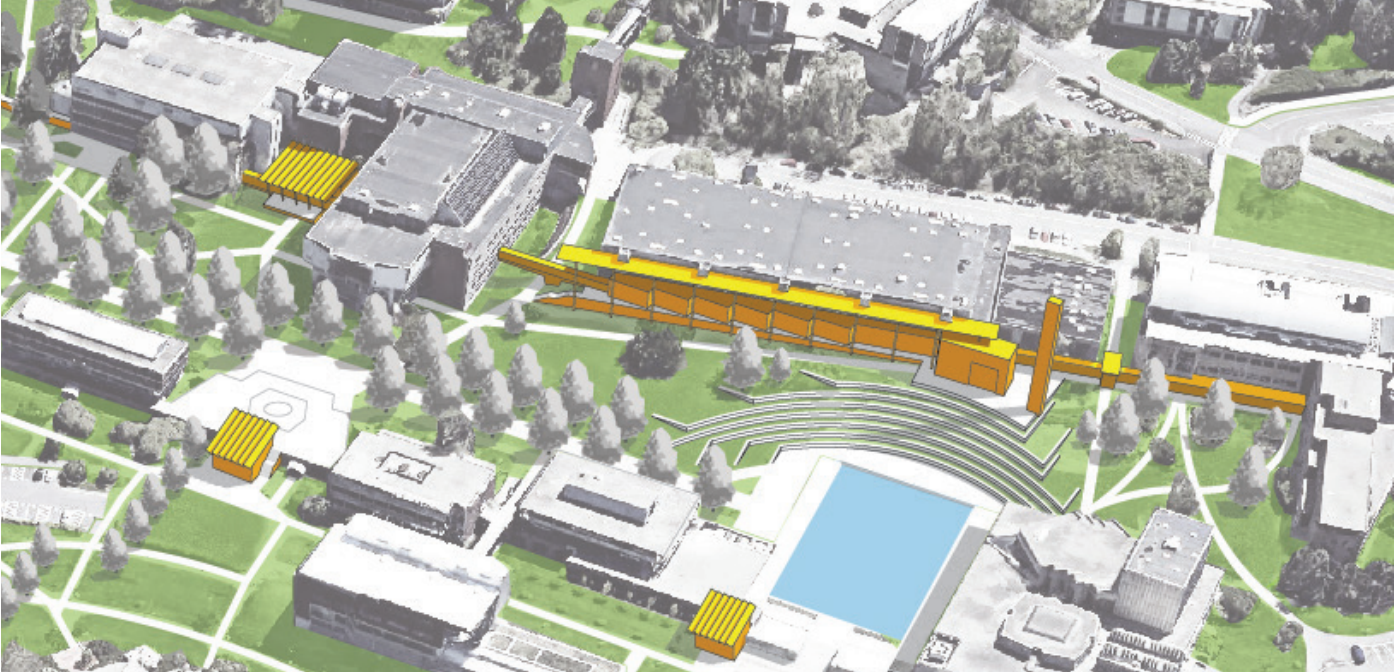
EXTEND THE AXIS

For social activity, the Academic Quad is Ithaca College's most dynamic and successful place. Much of this success stems from the dense mix of buildings that frame the open space of the Academic Quad and the internal circulation spine that connects the campus core in cold weather months.

As the campus is configured today, this interior spine terminates at the Campus Center, a place that really should be the center of a linear spine—not the end. Due to its configuration, however, Campus Center interrupts the flow of people, meaning that both the outdoor space of the Academic Quad and the existing spine end in the middle of campus.

The Master Plan extends the existing interior spine through the campus center and into the residential precinct to the east, and also creates a new South Spine to connect the buildings on the uphill side of the Academic Quad.

New construction and renovations projects on the east side of campus should extend these pathways to the A&E Center, helping to tie that facility into the rest of the campus.



Graphic 3.16
Above: Conceptual rendering of
proposed South Spine

Graphic 3.17
Left: Pavilions would add gathering
space to existing interior walkways

Right: Operable doors provide
insulation in winter, and indoor/
outdoor space in warmer months



Graphic 3.18

Left: Transparent facade creates
outdoor feel with
indoor temperatures

Right: Potential for winter
garden between Gannett Library
and Whalen Conservatory



NEW SOUTH SPINE

The South Spine connects existing spaces with a climate controlled walkway. Nominally a circulation route, the spine also functions as a linkage in the school's creativity network with small-scale gathering areas distributed along it.

Furthermore, the route's elevation above the open space provides views over the campus and down to Cayuga Lake. Designed with operable windows at key locations, the South Spine offers a distinct indoor/outdoor experience that enlivens the everyday experience of the campus.

The pathway achieves several objectives:

- Links existing spaces to facilitate interdisciplinary awareness
- Create areas that support interdisciplinary programming and "neutral zones" that connect departments, schools, and disciplines
- Opens up to the environment in warm weather
- Creates opportunities for small-scale gathering places that foster creative activities
- Coordinates with landscape features to better connect indoor and outdoor space

Along the new south spine, a wintergarden can be built in the space between Whalen Conservatory and Gannett Library. This atrium-type space will provide:

- A semi-outdoor venue for musical practice and performance
- A snack bar and cafe seating
- An environment to support informal interdisciplinary collaboration

In addition to the new South Spine, the existing North Spine that runs between Dillingham and the Campus Center also offers opportunities to provide space for creative endeavors. Without dramatically altering the circulation patterns, the addition of "pavilions" with seating and gathering space at key nodes along the North Spine would add space for happenstance encounters and productive engagement. By strategically placing these nodes between departments and adjacent to learning environments, such an improvement would facilitate collaboration and enable interdisciplinary break-outs.

Leveraging the existing spine makes these "pavilions" a cost-effective near-term project that would continue to yield dividends even after the new South Spine is completed.

Graphic 3.19
Ithaca College's central open
spaces provide a strong
sense of place



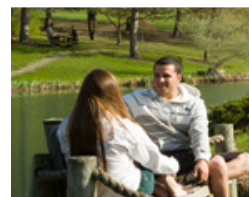
Graphic 3.20
Quads could be defined by
elemental forces

QUADS BY ELEMENT



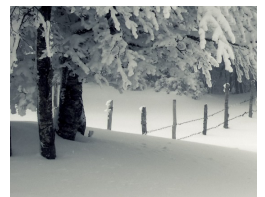
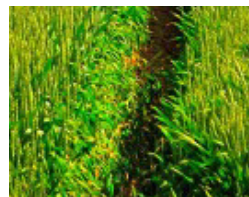
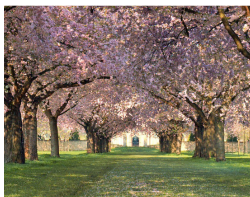
Graphic 3.21
Quads could be defined by class
year: first-year, sophomore,
junior, senior

QUADS BY CLASS YEAR



Graphic 3.22
Quads could be defined by seasons

QUADS BY SEASON



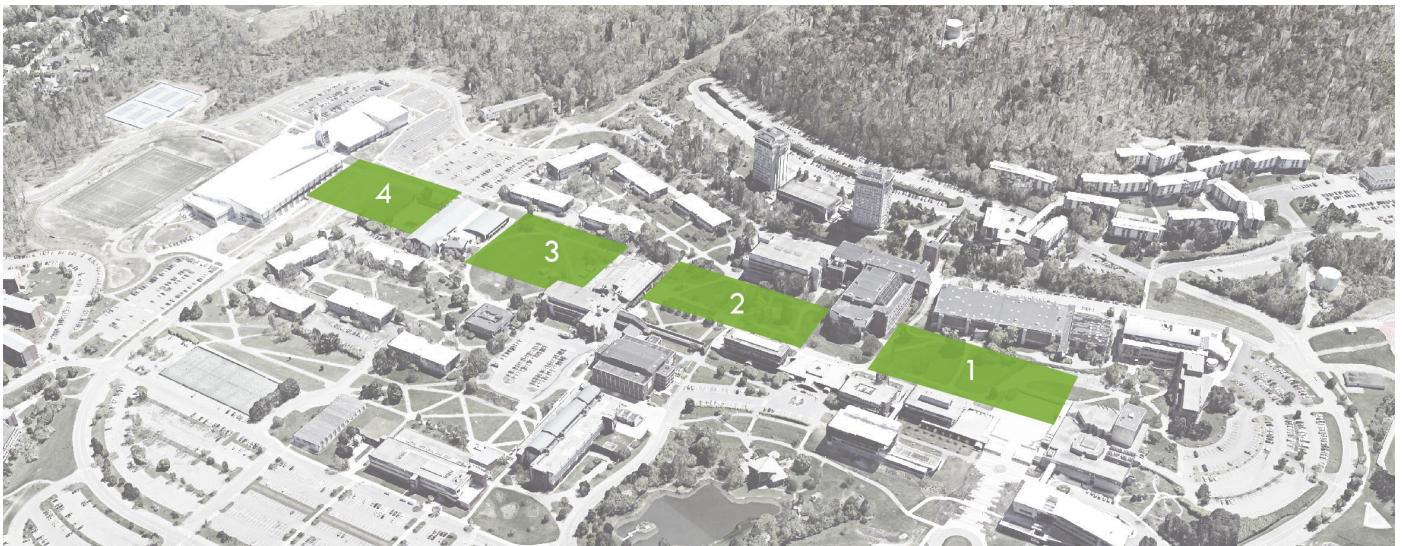
FOUR QUADS

Ithaca College's public open spaces would be transformed and revitalized through the creation of a sequence of different but complementary open spaces within the core of the campus. The four spaces are organized and connected along well-defined east/west "malls" structured with formal tree planting; one along the north side of the western two quads; the other along the south side of the eastern two quads.

Redefining the core campus open space as four distinct quads would help create a broader range of experiences and create opportunities for more variation and interest on the South Hill campus. Distinct quad identities supports the creation of traditions and practices associated with each space, much as the "Senior Splash" centers around the Dillingham Fountain today.

- Highlight a different element, season, or class with each quad
- More intimate and better defined spaces
- Provide distinct seasonal variation for each quad through planting and design
- Associate rituals and activities with each quad
- Link west and east malls through formal tree plantings

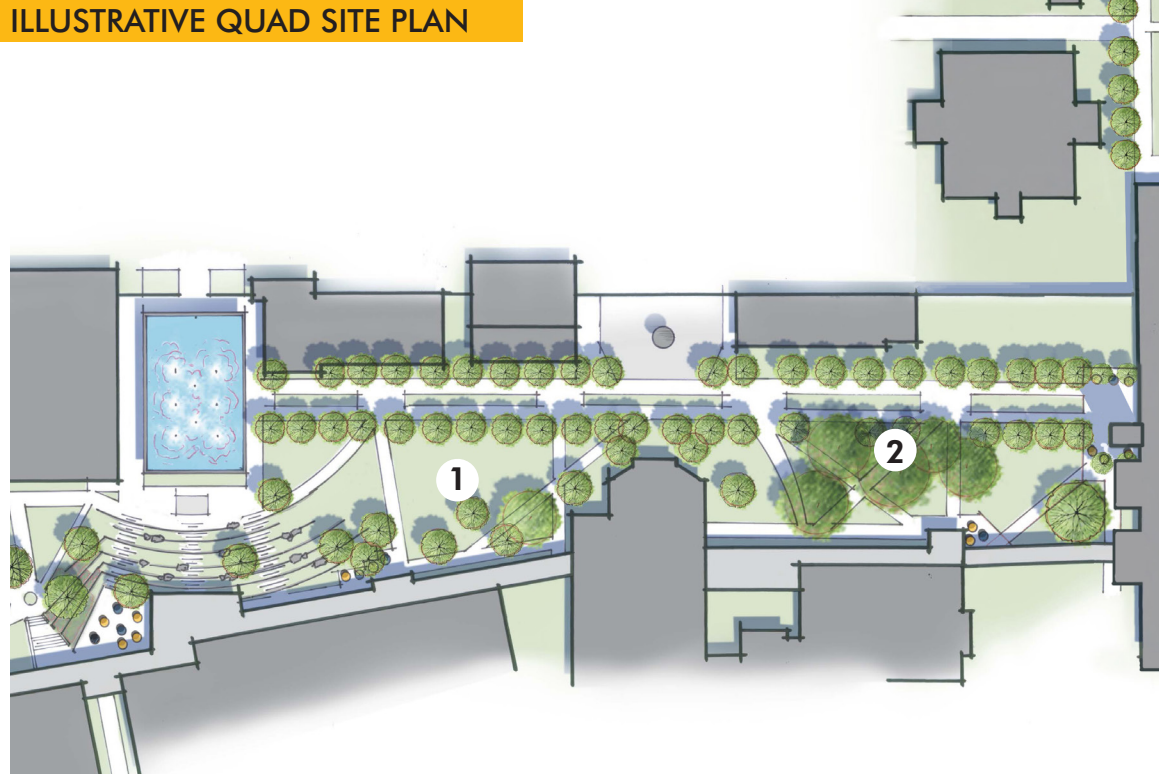
Graphic 3.23
Aerial view showing locations of the four quads



Graphic 3.24
Illustrative plan showing:

1. Outdoor amphitheater and formal tree planting along western mall
2. informal seating and tree planting along western mall
3. Flexible open space and larger length of daylight creek, as well as east mall plantings
4. New social zones and tree plantings for east mall

ILLUSTRATIVE QUAD SITE PLAN



Graphic 3.25
Existing Conditions: Fountain Quad



Graphic 3.26
Existing Conditions: Whalen Quad

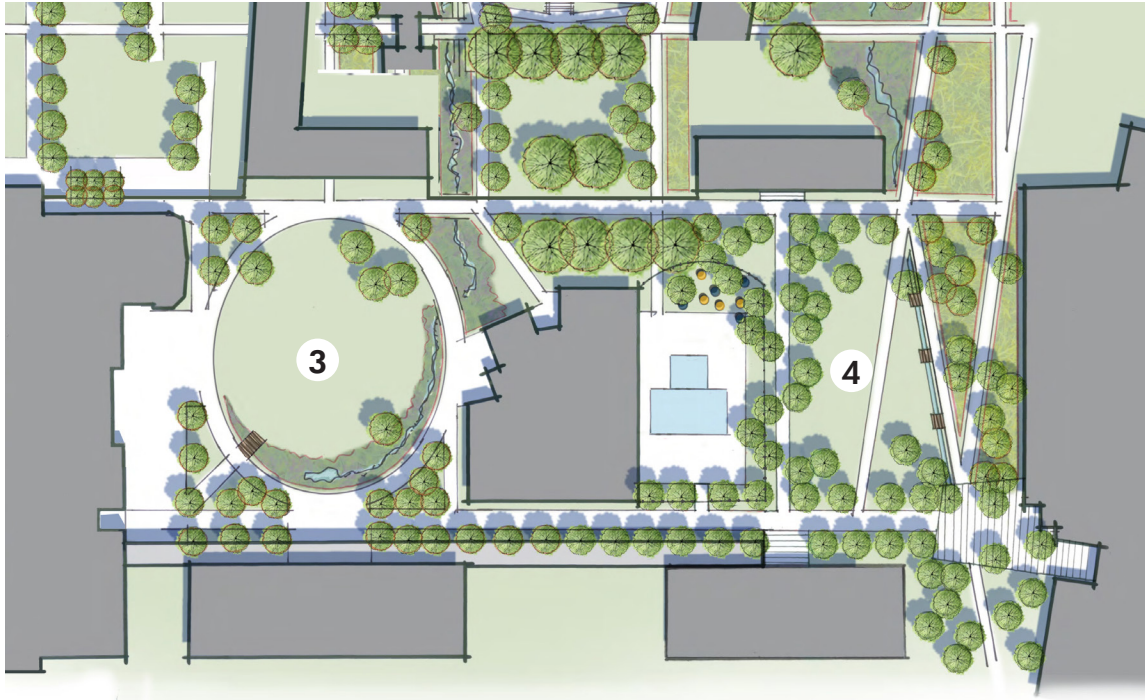


1: Fountain Quad

The fountain is an icon of the Ithaca College campus and the open space around it is heavily traversed by students from all directions. The panoramic view to the fountain and Lake Cayuga dramatically unfolds as pedestrians enter the space from the south between CHS and the Hill Center Gymnasium.

2: Whalen Quad

This space includes one of the most traditional and iconic campus landscapes: broad lawn accented by tall canopy trees. This space is an important crossroads area for students traveling east-west and to the south toward the Towers.



3: The Oval

The broad canopies of mature London Plane trees help to define the edges of this space. The Oval functions as a flexible events space, taking on a variety of roles in warmer months. Adjacent to student housing, this is a great space for informal recreation.



4: Athletics Quad

Existing grading results in a series of unrelated spaces that provide little opportunity for use and activity. The low-mow landscapes in this space are effective but lack well-defined, “clean” edges. The earthen mounds adjacent to the A&E building, while interesting forms, fragment the space. Furthermore, the small ornamental trees atop the mounds are out of scale with the large building.

Graphic 3.27
Existing Conditions: The Oval

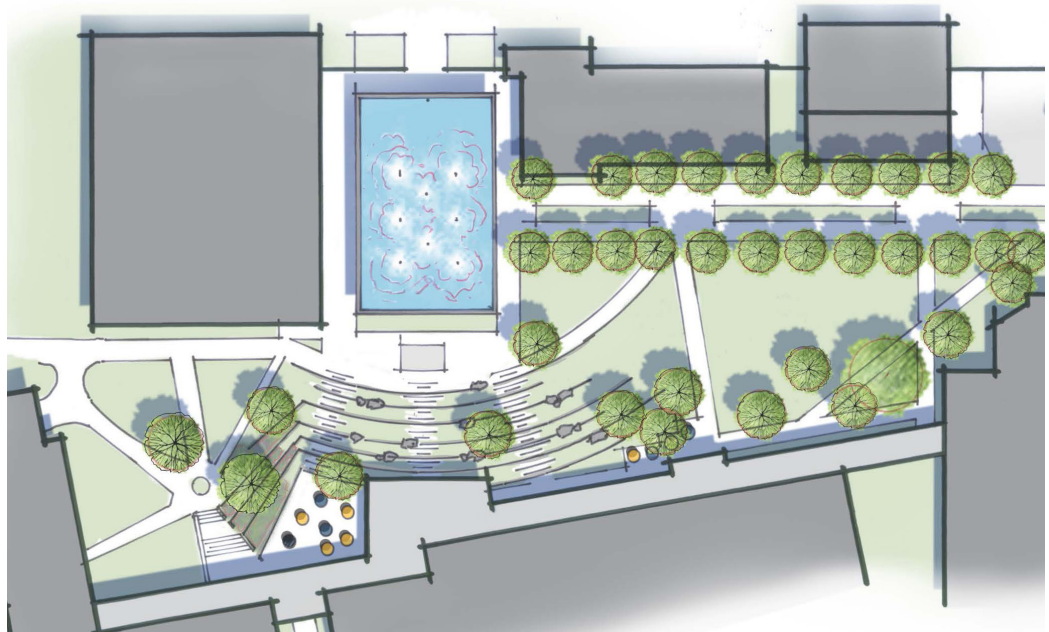
Graphic 3.28
Existing Conditions: Athletics Quad

FOUNTAIN QUAD

The redesigned Fountain Quad is a gathering space, particularly at higher elevations that take advantage of views to the fountain and Lake Cayuga—Ithaca College’s most iconic view—and activity along the West Mall. The architectural treatment of landform as an amphitheater is functional in terms of both grade transition and social activity. Informally placed shade trees frame vistas, provide shade and contrast to the more formal West Mall.

- Panoramic views, including the seminal Ithaca College vista up and down South Hill
- Crossroads for a multitude of programming
- Interaction with fountain
- Performance space (amphitheater) acts a linchpin between musical/vocal activities of Whalen and theater/performing arts activities of Dillingham
- Connection to CHS Atrium, Hill Gymnasium Stairwell, and other adjacent buildings
- Fountain and proposed West Tower act as West Mall anchors

Graphic 3.29
Illustrative plan showing outdoor
amphitheater and formal tree
planting along western mall



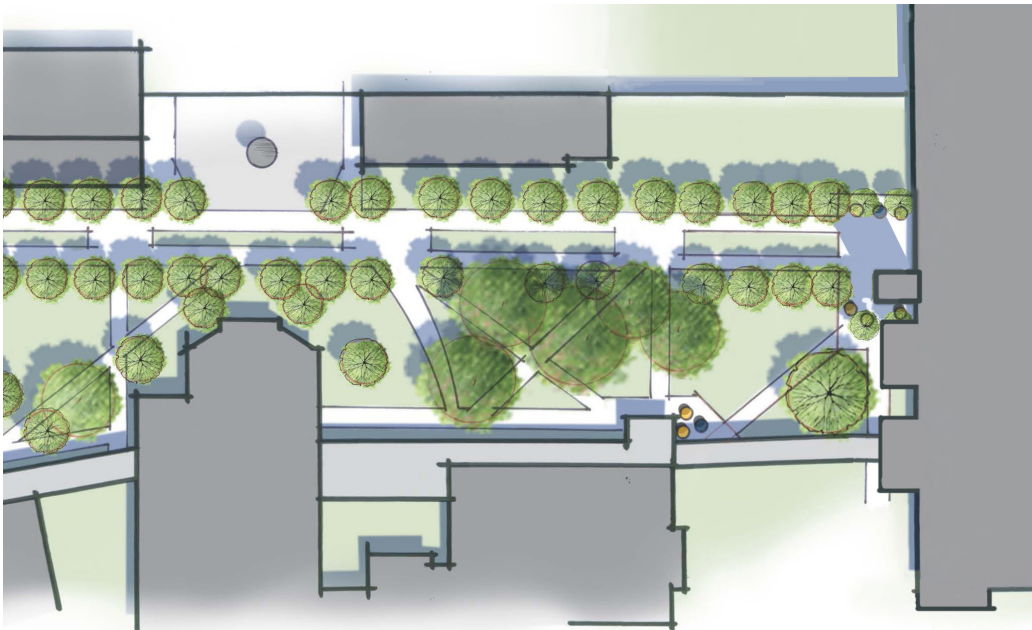
Graphic 3.30
Examples of outdoor
campus amphitheaters



WHALEN QUAD

An improved Whalen Quad preserves and enhances tree groves, structured by the formal plantings of the West Mall. The campus center serves as east anchor to West Mall, and gathering areas near prominent building entrances facilitate people-watching where the activity of the quad can be observed.

- Tree grove creates iconic collegiate gathering space
- Compact and informal gathering areas overflow from Textor Ball, interior spaces of the Campus Center, and Gannett Library
- Cafe seating activates the western edge of the Campus Center and Gannett Library
- Informal music spaces enliven public space
- West Mall connection to Fountain Quad
- Gannett Library and Whalen Conservatory are linked via winter garden



Graphic 3.31
Illustrative plan showing informal seating and tree planting along western mall



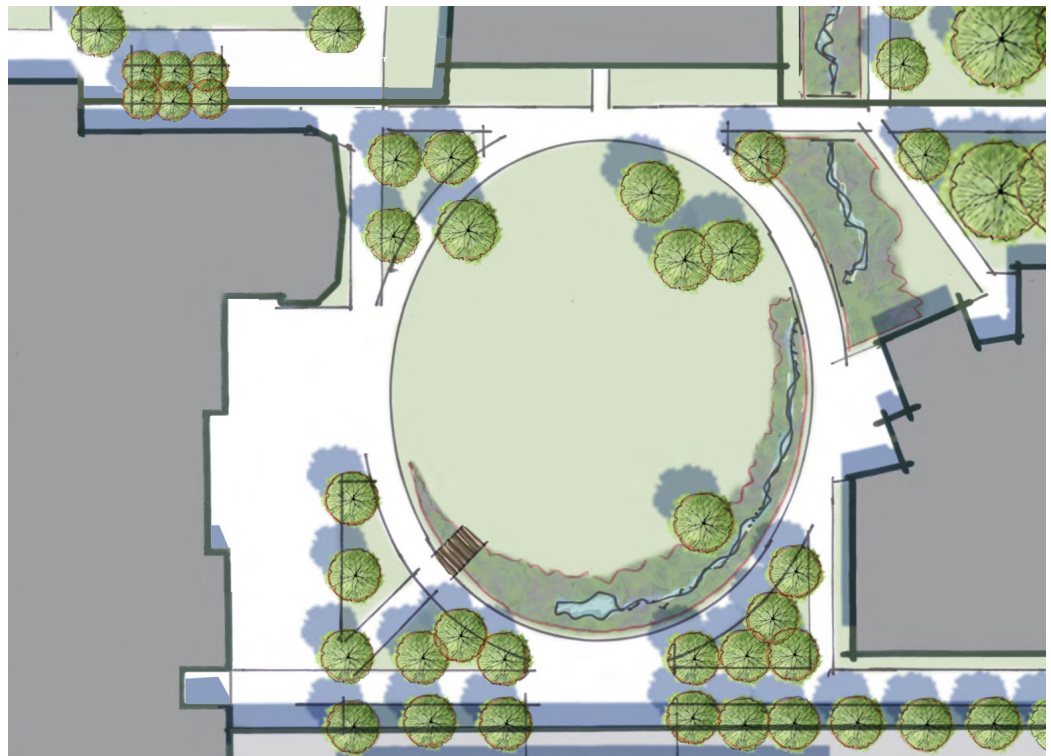
Graphic 3.32
Examples of outdoor campus seating

THE OVAL

The Oval features exposed natural systems through an extension of the day-lighted stream and pedestrian walks that engage natural systems. A broad, open lawn allows provides flexibility for a variety of activities and special events along with gathering and seating from which to observe activity within the quad.

- Broad flexible lawn available for varied activities
- Community interacts with hydrologic systems (daylit creek)
- Activates east side of Creativity Commons with outdoor experience
- Mature London Plane trees frame space
- Flat lawn provides recreation space for student housing
- East Mall connects to A&E Quad

Graphic 3.33
Illustrative plan showing flexible
open space and larger length of
daylit creek, as well as east
mall plantings



Graphic 3.34
Examples of on-campus exposed
ecological functions



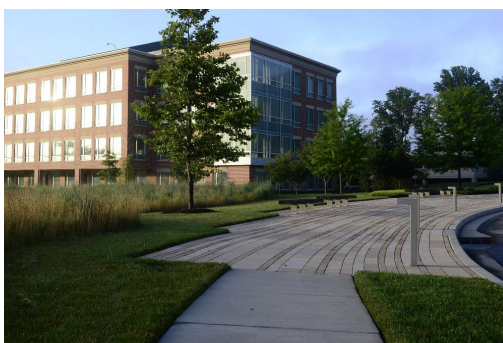
ATHLETICS QUAD

The athletics quad is flattened to provide an expanded lawn for passive play. An expanded gathering area at entrance to the A&E center helps to connect it to the central parts of the campus. Clusters of canopy trees accentuate the remaining earthen mounds and provide shade for students to sit and observe activity.

- Meadows and native plantings
- Reduced number of mounds transition from formal campus core to scaled plantings on remaining landforms
- Interfaces with swimming pool lawn
- A&E Center tower serves as East Mall “anchor”
- Outdoor spaces visually and programmatically engages with Fitness Center and A&E Center



Graphic 3.35
Illustrative plan showing new social zones and tree plantings for east mall



Graphic 3.36
Examples of formally managed low mow plantings and earthen mounds for activities

Graphic 3.37

Left: Example of a central campus mall at Lehigh University

Right: Proposed typical cross sections of malls at Ithaca College



Graphic 3.38

Left: Example of a walkway similar in character to the proposed primary walk type

Below: Proposed cross section of a primary walk adjacent to a bio-retention area



Graphic 3.39

Left: Example of a walkway similar in character to the proposed secondary walk type

Right: Proposed cross section of a secondary walk.



Malls

Contained within the core campus, the malls structure the east/west organization of the four quads. The East Mall organizes the Oval and Athletics Quad and the West Mall organizes the Fountain and Whalen Quads. The malls are places in and of themselves but closely related to the quads.

- East/west connection of four quads
- Consistent design theme campus-wide
- 10'-24' width (divided/undivided)
- Axial
- Formal definition
- Significant terminus at each end

Primary Walks

Primary walks are formally or informally defined depending upon the topography and character of spaces in which they are located.

- Link campus districts
- Consistent design theme campus-wide
- Varies (12'-18')
- Formal or informal definition

Secondary Walks

- Link areas within districts
- Consistent design theme throughout districts
- 8'-12' width
- Formal or informal definition

Tertiary Walks

- Connect buildings to primary and secondary walks
- 6'-8' width
- Formal or informal definition

PATHWAY HIERARCHY

Engagement with the IC Community revealed many issues with campus circulation. At the most basic level, people find that pathways are difficult to use: they are steep, signage and wayfinding are unclear, and in inclement weather they can be unsafe. All of these problems are multiplied for individuals with limited mobility, for whom parts of the campus are inaccessible.

From an experiential standpoint, there is little joy to Ithaca College's walkways. While there are moments when a beautiful view suddenly appears, there are even more places where a path feels completely utilitarian. There is little clarity regarding which paths are "main streets" for crossing the campus and which are for specific purposes like biking or service vehicles.

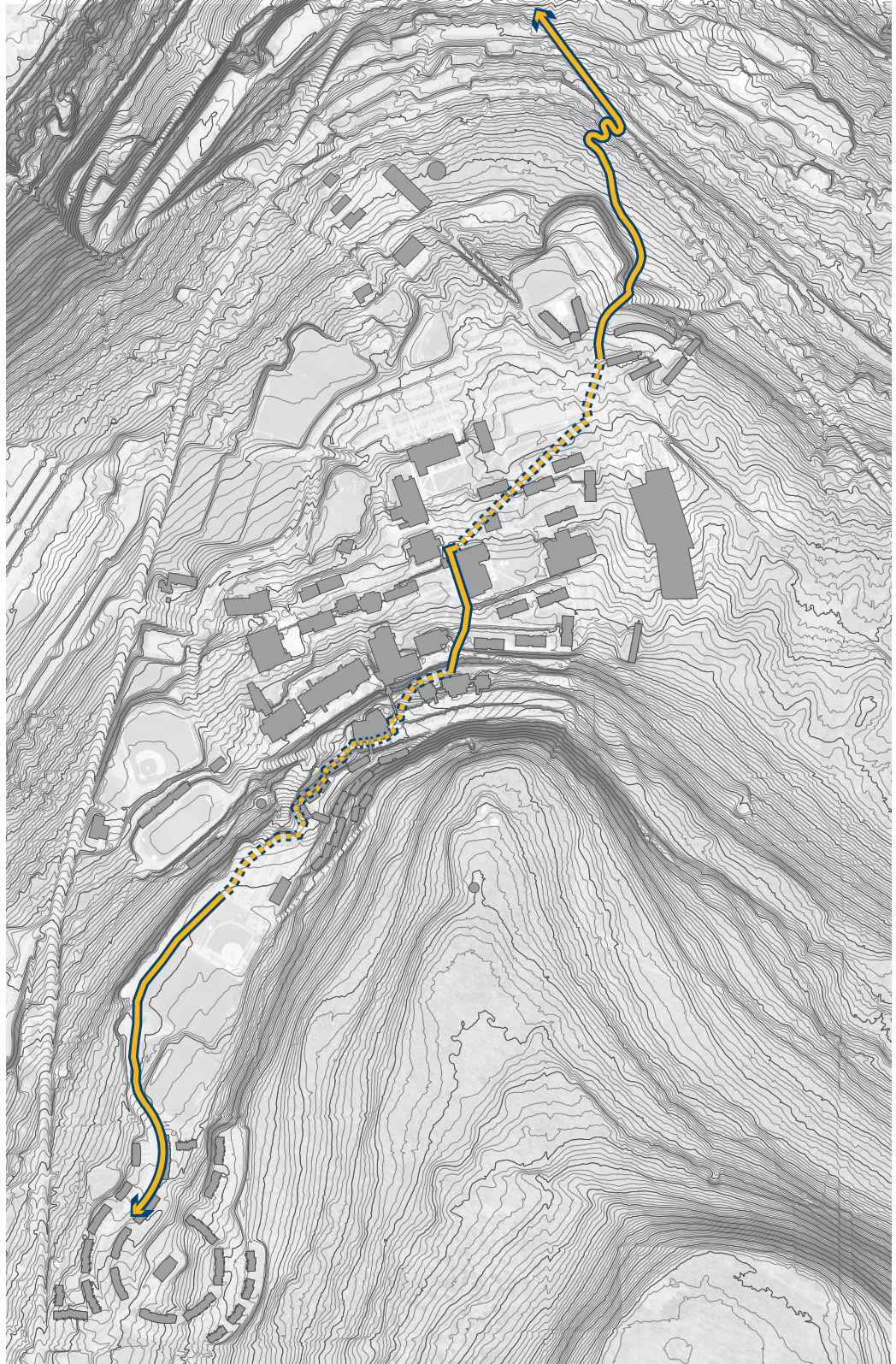
The pathway hierarchy established by the master plan clarifies routes through campus. From formal malls to connecting walks, this hierarchy defines main routes through campus and improves access to all buildings and activity centers.

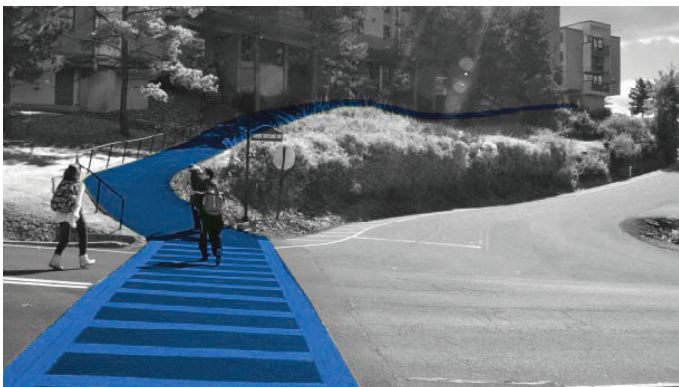
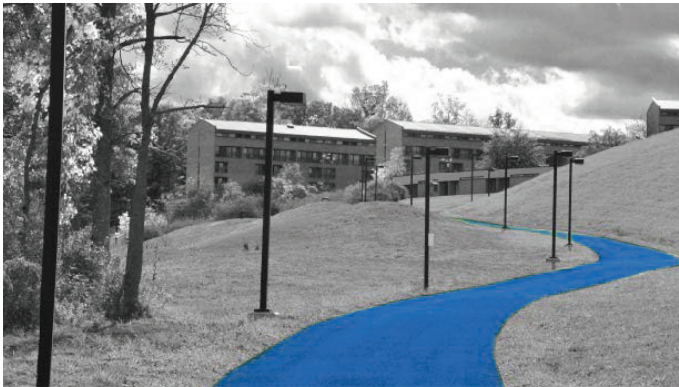
Graphic 3.40

Full route for the North-South connector. Existing paths are shown with a solid line, proposed paths are shown with a dotted line

Graphic 3.41

Opposite page: Various locations where existing routes could be improved or new routes created to create a diagonal route across campus





NORTH-SOUTH CONNECTOR

The most critical Primary Walk in the Master Plan is a continuous North-South Connector that links the far corners of the campus through the Creativity Center. Extending from the Circle Apartments to Hudson Street, this path will provide a clearly marked and universally accessible route perpendicular to the campus' central East-West axis.

A primary North-South route across campus will simplify on-campus circulation and clarify pathway hierarchy. For example, it will be obvious which route is cleared of snow first in the winter and which path prospective students will take on their tours of campus.

Over time, this path will also help to reduce the dependency on autos for Circle Apartment residents as well as encourage students to avoid Danby Road (96B) when walking to Ithaca's downtown.

Additionally, the path will

- Improve connections at Terrace Dining
- Improve connection between Creativity Center and Gannett Library
- Connect with Downtown Ithaca via Hudson Street
- Formalize path past Park Communications
- Enhance path from Creativity Center up to Towers/Terraces
- Improve connection to Circle Apartments

REALIGN

The academic and administrative buildings on the west side of the campus have a density that helps to create a critical mass of complementary activities. In contrast, the dispersed residential uses of the Quad dorms on the east side of the campus lack this energy and activity.

This master plan realigns campus functions so that buildings with academic, social, and recreational functions are concentrated on the central axis, generally at the same topographic elevation. At the same time, a critical mass of residential buildings are sited downhill to the Northeast and uphill to the Southwest in order to create more concentrated residential precincts.

The realignment has three parts:

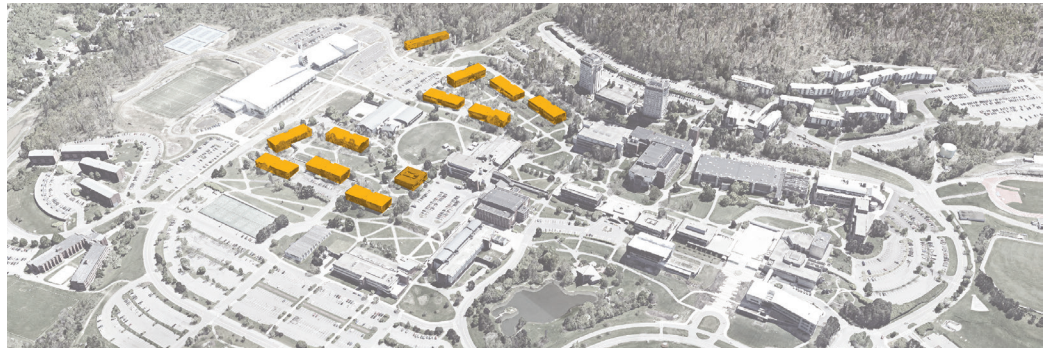
Part 1: Remove aged dorms over time

Part 2: Introduce new buildings to frame open spaces and extend the academic core to the east

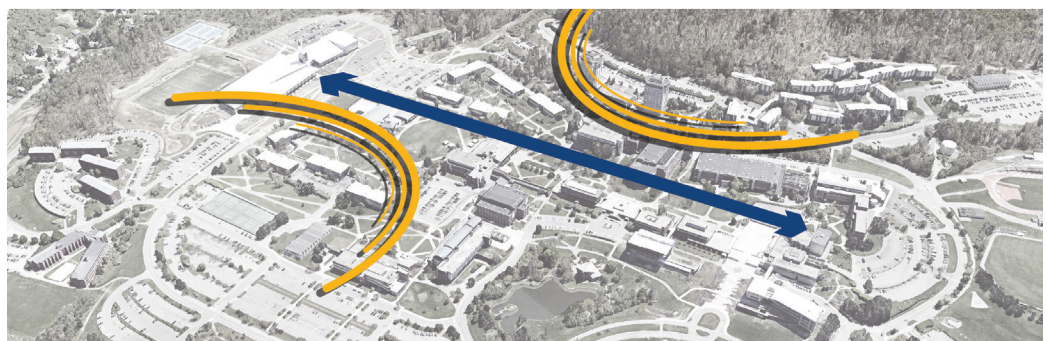
Part 3: Densify residential zones

This realignment also enables a series of additional secondary moves, including the demolition of temporary buildings housing administrative spaces (Rothschild and Terrace 13) and the re-stacking of East Tower.

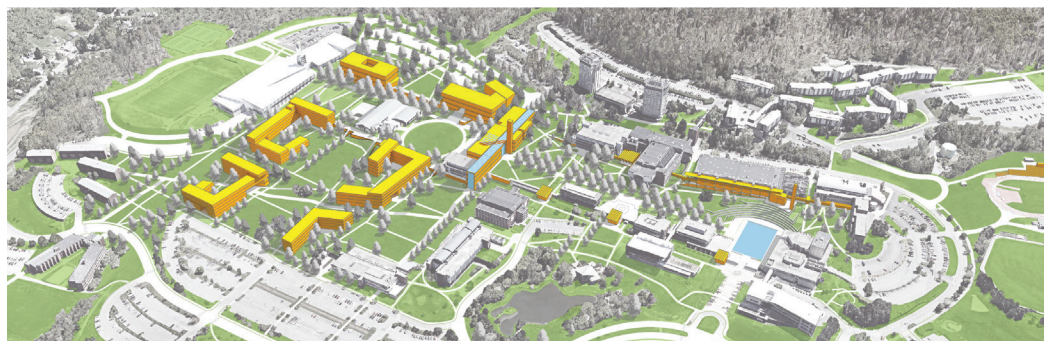
Graphic 3.42
Phased demolition/replacement of quad dorms (highlighted)



Graphic 3.43
New academic buildings along primary axis (blue arrow)

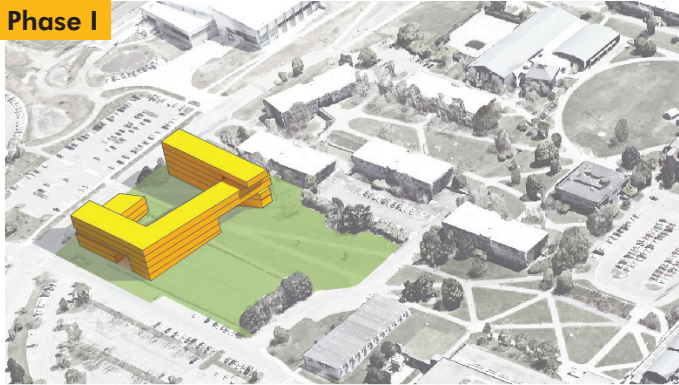


Graphic 3.44
Focused residential districts



Graphic 3.45
Opposite: Housing realignment phasing

Phase I

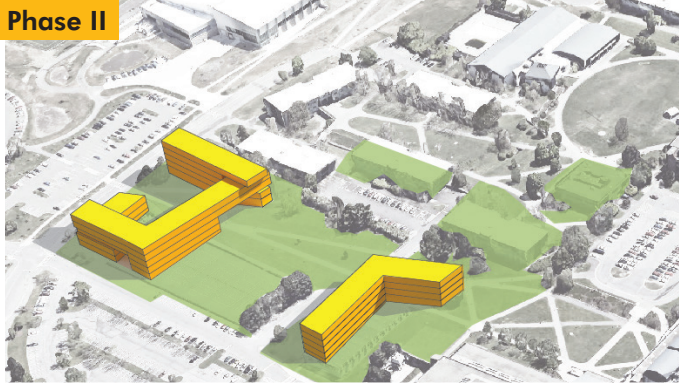


New Housing on Site of Tennis Courts

The first phase of realignment begins with new housing on the existing tennis courts. This adds capacity equivalent to three quad dorms without losing any beds.

This move permits the demolition of two upper quad dorms, and enables the campus center transformation to proceed (p 40). It also allows residents to vacate T13 and/or several floors of the East Tower. Backfilling those spaces with administrative uses enables the demolition of Rothschild Place and T13.

Phase II

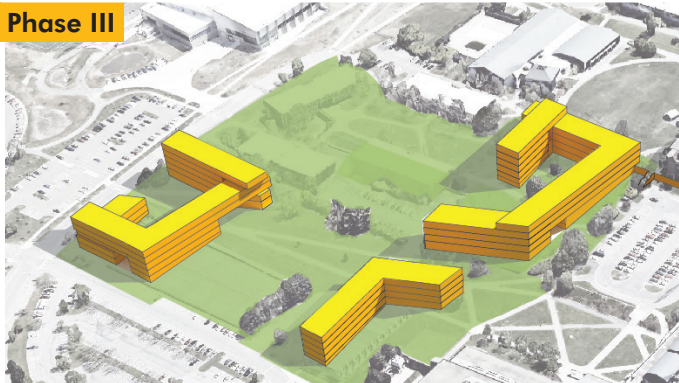


New Housing on Site of Rothschild Place

The second phase of realignment is enabled by the demolition of Rothschild Place, which is no longer needed to house administrative functions. On the site of Rothschild, a second residential structure would be built with capacity equivalent to two quad dorms (including a health center).

This housing/health center enables Ithaca College to vacate two additional lower quads and the Hammond Health Center.

Phase III

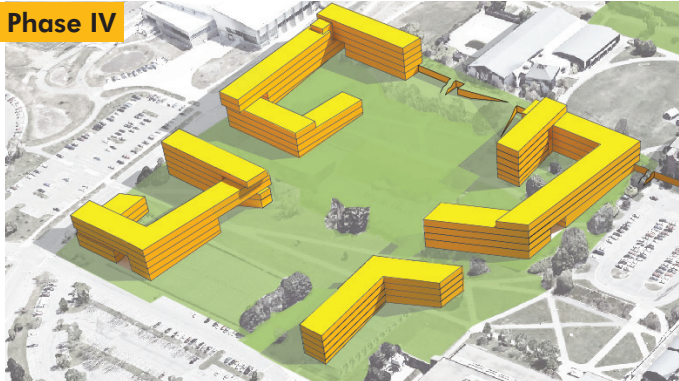


New Housing on Site of Hammond Health Center

The third phase of the realignment involves construction of a large residential building that accommodates the equivalent of at least three quads on the site of the Hammond Health Center. Framing the Oval Quad's open space, this dorm connects to the existing interior north spine and helps extend the campus core to the east.

Construction of this housing enables the College to vacate the remaining lower quads.

Phase IV



New Housing on Site of Lower Quads

The final phase of the housing realignment is construction of large residential building that accommodates the remaining beds in the upper quads and Boothroyd, extends the spine east, and frames the Athletics Quad.

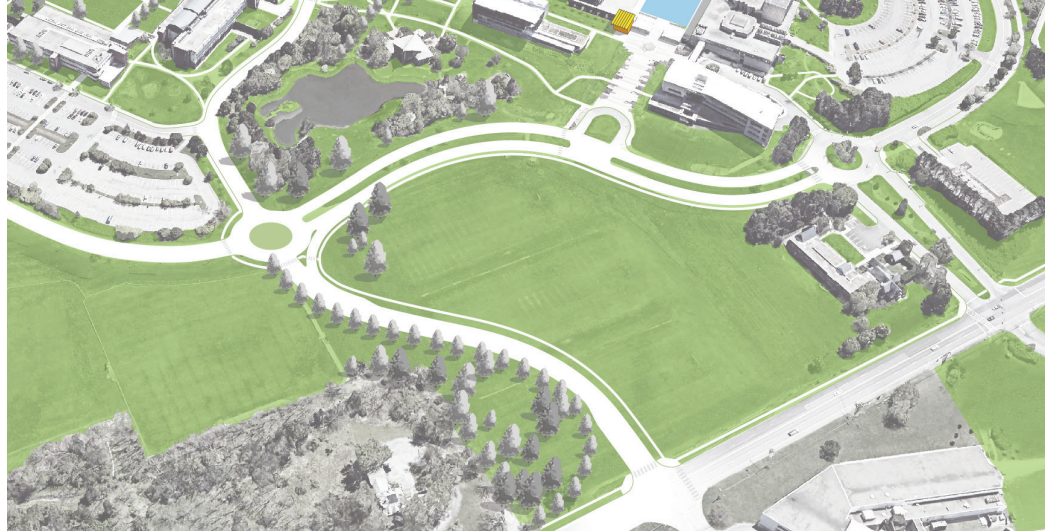
By vacating the upper quads, space is made available for future academic buildings that will link to the new South Spine and frame the campus' open space. Additionally, it makes it possible to demolish Boothroyd, enabling reconfiguration of the campus' perimeter road

Graphic 3.46

Above: Approximate route of new entrance road

Below left: Current first impression upon entry

Below right: View from proposed campus entry



Graphic 3.47
Examples of seasonal outdoor recreation



ENTRANCE

As it is currently configured, the entrance to Ithaca College from Danby Road is not a welcoming experience. Immediately after entering the campus, drivers are confronted with a rotary. Particularly for first time visitors, the experience can be confusing, especially as the admissions building and visitor lot are in different directions.

The Master Plan moves the entrance downhill to align with the parking lot that currently sits between Yavits Field and the Allen fields. (See route on opposite page.) Such a configuration offers:

- Scenic approach to the campus
- Direct access to the perimeter road
- Visitor drop off at a modern and attractive part of the campus
- Clearer wayfinding

SEASONAL RECREATION

The student body of Ithaca College is extremely active in terms of athletics and outdoor activities. These two factors, combined with the splendid natural landscape of the campus itself, suggest that Ithaca College could more aggressively develop opportunities for outdoor seasonal recreation.

Outdoor basketball courts, for example, would align with student demand and reduce the load on the fitness center during warmer months. Designating spaces and providing resources for shuffleboard, croquet, or other recreational activities would also enhance campus life with new activities in the summer, spring, and early fall.

Courts and fields for warmer months could be complemented with an ice skating rink and trail networks for cross-country skiing and snow-shoeing in the winter. Taking advantage of the Ithaca College Natural lands, such trails would help to provide year-round opportunities for outdoor recreation, providing a new amenity and reducing strain on indoor facilities.

Graphic 3.48

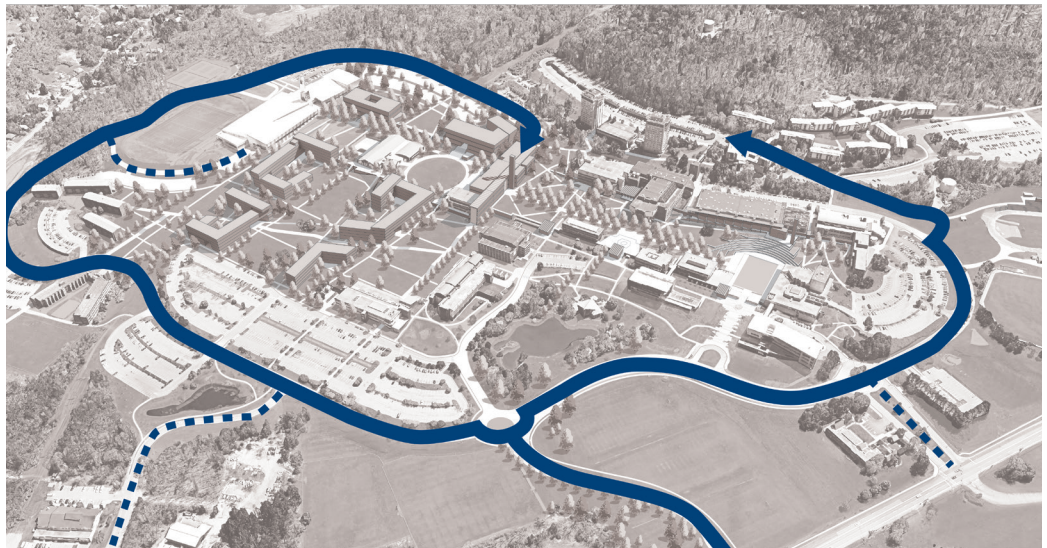
Left: Pedestrian-Automobile conflict
at Campus Center loading dock

Right: Parking in between A&E
Center and central campus



Graphic 3.49

Adjusted perimeter road



Graphic 3.50

Butterfield Stadium



ADJUSTED PERIMETER ROAD & PARKING

Several of the explorations in the Master Plan contribute to the goal of creating a pedestrian-friendly campus core and moving automobile traffic to the campus perimeter. These include the new entrance, the realignment of campus zones, shifted service routes, and the reconfiguration of the Campus Center into the Creativity Center—as well as shifts to the existing perimeter road.

Accordingly, the Master Plan makes significant changes to the perimeter road:

- Relocate automobile routes around to the Garden Apartments and Emerson Dorm
- Move main Campus Center loading dock and service to south side of Creativity Center
- Relocate A&E center service access and parking
- Reconfigure access to J-Lot and upper entrance to Whalen Conservatory
- Reduce automobile access to south side of CHS and the Hill Center Gymnasium

With every change in configuration, the plan displaces and replaces parking at a 1-to-1 ratio, so that the net parking capacity is unchanged after each move.

BUTTERFIELD STADIUM

Butterfield stadium was among the first components of South Hill to be used by Ithaca College and its incredible views of Lake Cayuga are among the finest on the campus. The stadium hosts some of the campus' most memorable events, including commencement and the Cortaca Jug game.

Yet Butterfield Stadium has serious issues: erosion of the stone edge of the field of play impinges on the track, and service facilities are inadequate to serve crowds at full capacity.

In the Master Plan, access to the stadium is reconfigured for both the public and for service. The stadium and its attendant facilities (toilets, concession, locker rooms) are replaced or upgraded. These updated facilities should not be used for any unrelated academic programs.

The renovation/replacement of Butterfield Stadium and its associate service facilities could be pursued as a stand-alone project.

Graphic 3.51
Seasonal public space
programming in various
Northeastern college towns



Graphic 3.52
Examples of fire pits to activate
public space in cool weather



SEASONAL PUBLIC SPACE PROGRAMMING

Even public space rich with amenities and character will be underutilized without programming to structure activity and events. Connecting events to seasonal variation helps to create activity all year round and helps to mark the passage of each year.

Whether through regular events like Dartmouth's Winter Carnival or smaller scale activities like acapella arch sings, public space programming turns empty spaces into active places that students remember long after they leave the campus.

FIRE PITS

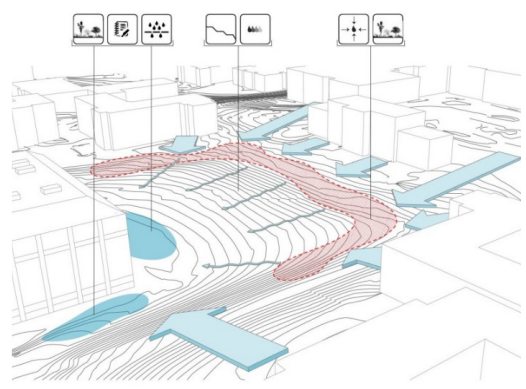
While there are times when Ithaca's bitter cold will inevitably move social activity inside, the fall and spring seasons have many days when it is only just a little too cold to be outside. Outdoor fire pits can tip the scales on these days, not only warming campus residents, but creating focal points for gathering and activity.

Fueled by gas and equipped with safety features that reduce risk, contemporary outdoor fire pits are an easy way to expand the time of year when outdoor activity is possible.

In particular, the outdoor patios of the Terrace Dining Hall and protected courtyards of the Terrace Dorms are well suited to this kind of intervention. The Terrace Dining Hall already draws a critical mass of activity, and the side and rooftop courtyards could easily host small-scale social activity. Similarly, the wooded hillside character of the Terraces' courtyards align with the informal nature of fire pits. While numerous locations on the campus would benefit from fire pits, the Terraces are a logical place to start.

Graphic 3.53
Left: A rain garden

Right: Example of an integrated
stormwater management plan



Graphic 3.54
Examples of grade changes used
as place-making



Graphic 3.55
Examples of successful canopy trees
at Ithaca College



Graphic 3.56
Examples of low mow landscapes
with manicured edges



INTEGRATE STORMWATER MANAGEMENT

South Hill's soils and shape make it susceptible to flooding during periods of heavy precipitation. As stewards of a sustainable campus, Ithaca College should embrace the presence of water and integrate stormwater management features into campus landscape plans.

Examples of such features include rain gardens, bioswales, and drainage features exposed to the public—so called “daylit creeks.”

Ithaca's success with the exposed creek adjacent to the Fitness Center serves as an example for future improvements that create a more dynamic campus experience and highlight sustainable ecological performance. Incorporating similar elements into re-imagined residential zones will help add character and ecological awareness to the interstitial spaces of that new construction.

CELEBRATE TOPOGRAPHY

The Ithaca College campus is defined by its hillside character, yet on much of the campus, the slopes are seen as something to be overcome, not enjoyed. To truly take advantage of the campus' steepness and views, the school must plan paths and stairwells as meaningful places, rather than just expedient ways to change elevation.

A diversity of ADA-compliant routes includes the primary North-South Connector as well as interior spines and elevators in buildings. Thus the addition of hillside seating, switchback paths, and gracious stairways enables the College to celebrate topography and enhance the sense of place while improving accessibility for all.

CANOPY TREES

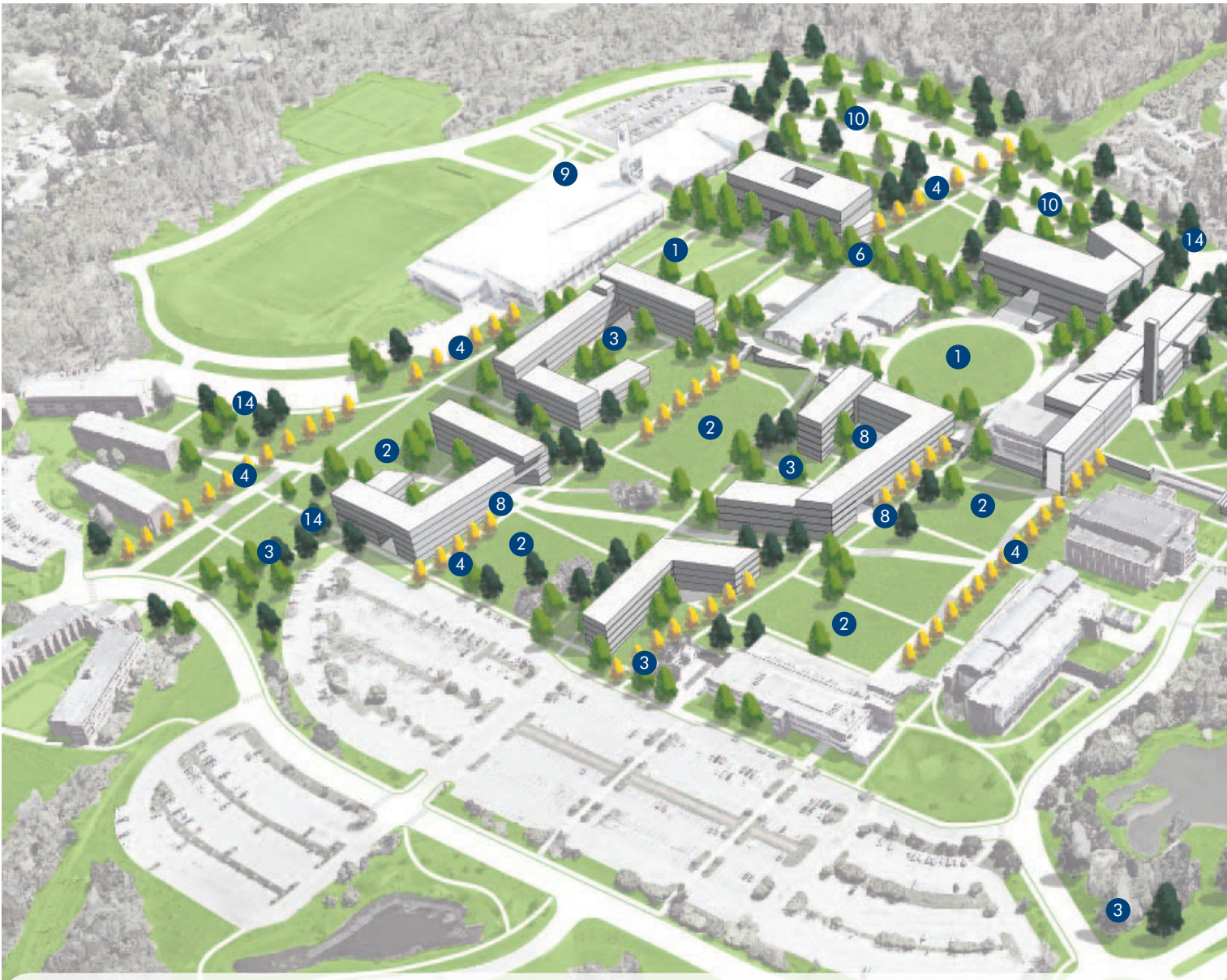
One of the simplest and most effective means of improving a campus is through the strategic planting of canopy trees. Avoiding locations where they obscure views or push up pavement, the planting of canopy trees helps to foster the sense of “outdoor rooms” which are often the most memorable campus public spaces on a campus.

Additionally, larger trees help stabilize soils and provide habitat for wildlife, enhancing South Hill's ecological function.

LOW MOW LANDSCAPES

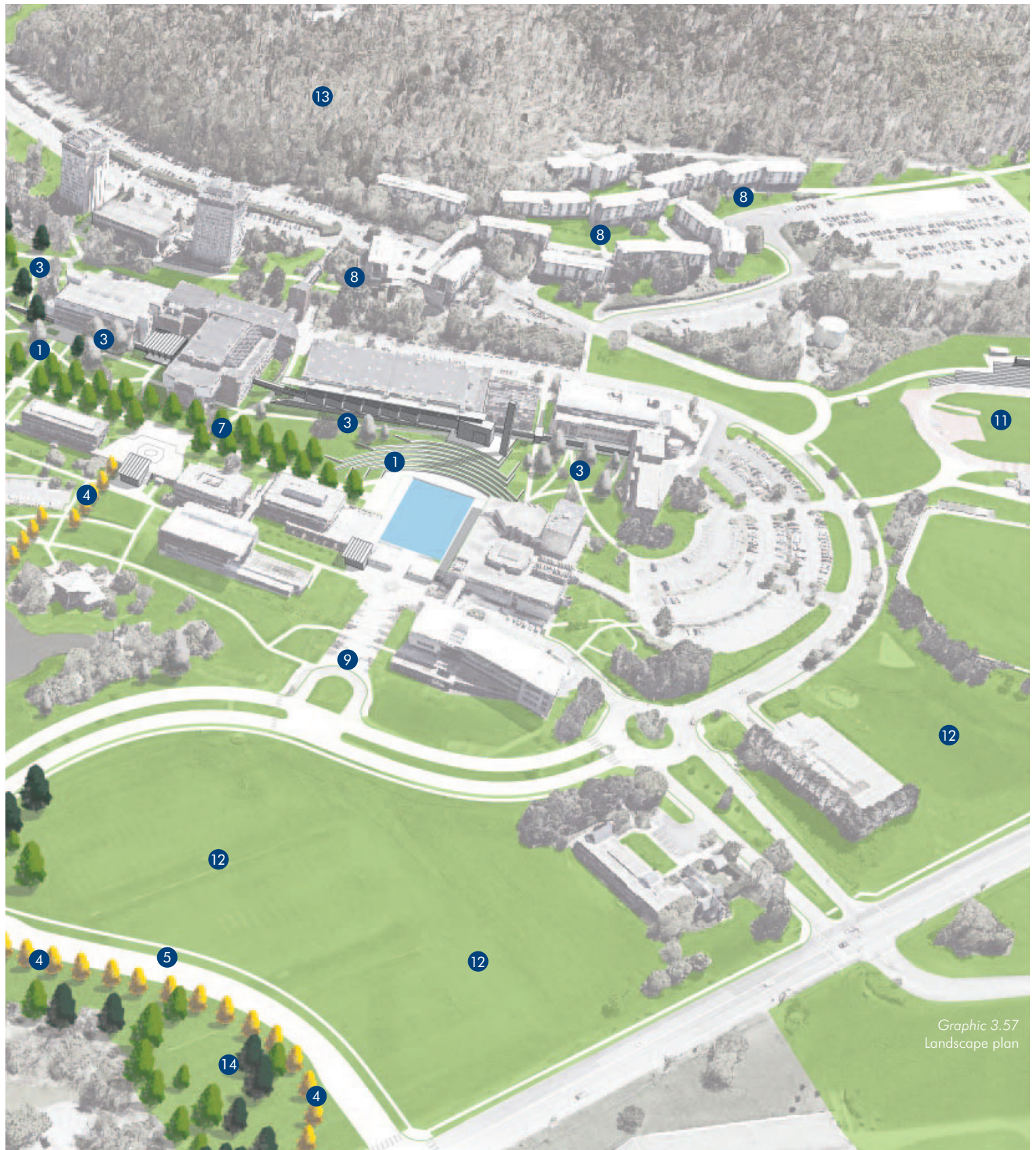
To reduce the significant resource demands of traditional grass lawns, low mow landscapes offer an alternative method of creating a pastoral campus feel. These plantings feature tall grasses that undulate in the wind and retain their structure and volume in winter months.

When used with more manicured edges, low mow landscapes can combine the refined character of traditional campuses with the sustainable performance of contemporary green design.



Landscape Features

- | | |
|----------------------------------|--|
| 1 Four Quads Open Space | 8 Firepits/Seasonal Outdoor Gathering Space |
| 2 Flat Recreation Field | 9 Visitor Drop Off |
| 3 Informally Spaced Canopy Trees | 10 Shade Trees in Parking to Reduce Heat Island Effect |
| 4 Formal Tree Plantings | 11 Reconstructed Butterfield Stadium |
| 5 New Campus Entry | 12 New Recreational Open Space/
Reconfigured Playing Fields |
| 6 East Pedestrian Mall | 13 Natural Lands |
| 7 West Pedestrian Mall | 14 Dense Evergreen Planting for Screening |



Graphic 3.57
Landscape plan

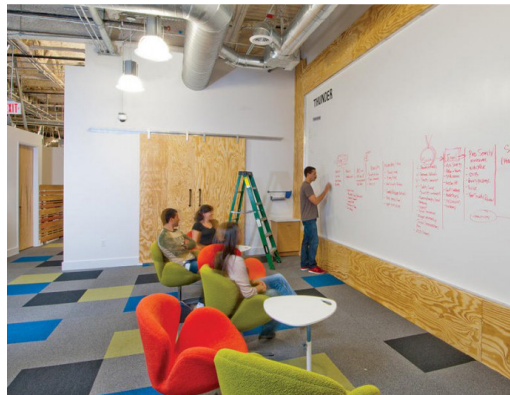
Graphic 3.58
Example of learning environment
with mobile technology and
writeable surfaces



Graphic 3.59
Left: Examples of moveable furniture
Right: Plug and play technology



Graphic 3.60
Examples of writable surfaces and
reconfigurable furniture



UPGRADE CLASSROOM FURNITURE & MEDIA

The methods of teaching and learning are constantly evolving. Ithaca College's classrooms must support this evolution—the college's programs have particularly strong demands in terms of advanced technologies and pedagogies.

Engagement with students and faculty revealed a series of classroom design objectives:

- Environmental comfort in terms of temperature and noise
- Plentiful writable surfaces
- Easy-to-use technology to support the specific pedagogical needs of each discipline
- Cameras and lecture-capture technology to facilitate distance learning for students engaged in off-campus internships or study abroad programs

Ithaca College must upgrade classroom furniture and media to match the practices in the classroom. In particular, the College must restructure classrooms so that they can pivot from a model where the instructor acts as a “sage on a stage” to one where they are a “guide on the side.” This means using mobile tables and chairs and configuring rooms with multiple teaching walls.

It is also essential to provide spaces and programs for instructor training so that professors are able to fully utilize new classrooms and the technology they contain. While the provision of such spaces and programs in the Library make sense in the short term, the proposed Creativity Center's center for teaching and learning is ultimately the most suitable place to house these kinds of training facilities.



CONCLUSION

Ithaca College sits at a pivotal moment in its history. From humble origins as a downtown conservatory, the College has evolved into a hilltop academy home to numerous programs of distinction and enviable views of Lake Cayuga. With a coherent vision for its future anchored in creativity and social responsibility, Ithaca College has already turned a new page in its institutional story. Architecturally, however, some the buildings that enabled Ithaca's move to South Hill are no longer aligned with the needs of the College.

Seizing this situation as an opportunity to address deferred maintenance and to clarify campus organization, the Master Plan restores the central axis of the campus as an organizing principle and lays out a framework for future growth and improvement. Through major place-based moves coordinated with small-scale interventions, the Master Plan reinforces the South Hill's strengths while addressing its weaknesses, adding layers of creativity, collaboration, and continued academic excellence to a remarkable campus and community.

APPENDIX A

Detailed User Needs Utilization Study

PAULIEN & ASSOCIATES, INC.

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SPACE NEEDS ANALYSIS + GUIDELINES Updated October 28, 2014

The space needs analysis which is part of the master planning process included the consultant team meeting with a wide variety of campus leadership, faculty, staff, and students. Facilities information was provided by Ithaca College, as was information on staffing and courses. The consultant conducted analyses to study the utilization of instructional spaces and quantify the need for all major categories of space.

Information was also summarized by individual school and for Administration and General Use space as a complete group of the non-school functions. The table which follows summarizes these findings. The explanation that follows the table describes the space guidelines used for each of the major space categories.

SPACE CATEGORY	Existing ASF	2013 <i>Student Headcount = 6,723 Staff Headcount = 1,648</i>			Target Year <i>Student Headcount = 7,000 Staff Headcount = 1,673</i>		
		Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space							
Classroom & Service	89,563	84,573	4,990	6%	85,697	3,866	4%
Teaching Laboratories & Service	75,815	78,811	(2,996)	(4%)	79,383	(3,568)	(5%)
Open Laboratories & Service	36,481	53,784	(17,303)	(47%)	56,000	(19,519)	(54%)
Research Laboratories & Service	19,613	21,600	(1,987)	(10%)	21,600	(1,987)	(10%)
Academic Offices & Service	121,183	113,355	7,828	6%	115,335	5,848	5%
Other Department Space	42,190	47,062	(4,872)	(12%)	49,000	(6,810)	(16%)
<i>Academic Space Subtotal</i>	<i>384,845</i>	<i>399,185</i>	<i>(14,340)</i>	<i>(4%)</i>	<i>407,015</i>	<i>(22,170)</i>	<i>(6%)</i>
Academic Support Space							
Administrative Offices & Service	97,364	91,555	5,809	6%	91,710	5,654	6%
Library	53,651	55,472	(1,821)	(3%)	56,564	(2,913)	(5%)
P.E./Recreation	58,037	79,902	(21,865)	(38%)	83,117	(25,080)	(43%)
Athletics	144,415	92,000	52,415	36%	92,000	52,415	36%
Assembly & Exhibit	29,226	37,788	(8,562)	(29%)	39,450	(10,224)	(35%)
Physical Plant	24,892	32,964	(8,072)	(32%)	33,455	(8,563)	(34%)
<i>Academic Support Space Subtotal</i>	<i>407,585</i>	<i>389,681</i>	<i>17,904</i>	<i>4%</i>	<i>396,296</i>	<i>11,289</i>	<i>3%</i>
Auxiliary Space							
Student Center	53,637	60,507	(6,870)	(13%)	63,000	(9,363)	(17%)
Health Care Facilities	2,908	3,361	(453)	(16%)	3,500	(592)	(20%)
<i>Auxiliary Space Subtotal</i>	<i>56,545</i>	<i>63,868</i>	<i>(7,323)</i>	<i>(13%)</i>	<i>66,500</i>	<i>(9,955)</i>	<i>(18%)</i>
CAMPUS TOTAL	848,975	852,734	(3,759)	0%	869,811	(20,836)	(2%)

ASF = Assignable Square Feet

www.paulien.com

SPACE GUIDELINES

CLASSROOMS & SERVICE

Classrooms are defined as any room primarily used for scheduled instruction requiring no special equipment and referred to as a “general purpose” classroom, seminar room, or lecture hall. Classroom service space directly supports one or more classrooms as an extension of the classroom activities, providing media space, preparation areas, or storage.

Prior to 2000, many guidelines for classroom space were developed at a time when tablet armchair classrooms were the predominant seating preference. These guidelines called for 15 assignable square feet (ASF) per student station which is significantly lower than what today’s active instructional environments require.

Paulien & Associates finds that increasing numbers of faculty employ group learning techniques within the classroom. The contemporary classroom requires flexibility and consideration of factors such as embedded technology and adequate front of room depth to provide appropriate view angles from student seats, multiple fronts of room to support student group work, adequate circulation within the space, and ergonomic aspects such as larger chairs and increased space between seats. The flexibility needs increase the amount of space required in a classroom.

A guideline of 19 ASF per station is recommended, which supports a contemporary classroom model with features as noted in the previous paragraph. The guideline is an average to account for a mix of instructional environments that include auditoria, classrooms, and seminar spaces each of which would have the various factors previously noted.

Classroom space requirements are determined by a formula that takes the target utilization of 30 hours per week, multiplies it by the target student station occupancy of 65% and divides the result into the 19 square feet per student station. This calculation produces a guideline of 1.03 ASF per weekly student contact hour (WSCH) for lecture courses. That factor produced the classroom space needs findings.

Utilization at Ithaca College was quite substantial. The classrooms were used an average of 32 hours per week with 67% of the seats filled when courses were held. Two buildings averaged use 40 hours per week or above. The highest use was achieved in Job Hall and the Park Center for Business. Friends Hall with 18 classrooms averaged 38 hours per week. The lowest use was in Ford/Whalen and the Athletics and Events Center (one classroom).

TEACHING LABORATORIES & SERVICE

Teaching laboratories are defined as rooms used primarily by regularly scheduled classes that require special purpose equipment to serve the needs of particular disciplines for group instruction, participation, observation, experimentation, or practice. Station sizes in teaching laboratories vary by discipline. Space requirements are calculated with a formula that is similar to those used to determine classroom space requirements, except that the ASF per student station and weekly room hour expectation varies by discipline.

The scheduled weekly room hour average for teaching laboratories is generally found to be less than the scheduled use of classrooms due to the need for preparation time of specialized equipment prior to class and after class. Conversely, the student station occupancy is normally higher as the number enrolled in a laboratory exercise is more closely monitored, safety being a key issue as well as the limitations of faculty observation.

Utilization goals usually range between 20 and 24 weekly room hours with some factors assuming lower amounts for upper division labs. A widely used 80% student station occupancy target acknowledges that teaching laboratory sections require substantial investment related to the construction cost and equipment and, therefore, the expectation is that more seats should be filled on average.

Teaching laboratory utilization for Ithaca College averaged 19 hours per week with 59% of the seats filled. The highest use was in Ford/Whalen. The lowest use was in Williams Hall where six laboratories averaged eight hours per week.

The teaching laboratory space per student station guideline is based on approximately 50 different subject areas, which for Ithaca College's analysis ranges from 40 to 150 ASF. The space guidelines for teaching laboratories consider the types and amounts of space required given the unique activities of the discipline.

As an example, the guideline of 65 ASF per station for Biological Sciences supports a contemporary science laboratory model. Science facilities being constructed have a higher ASF per station than those of fifty years ago. Previously, science laboratories were configured to be static environments with island benches. The laboratory now must support the flexibility required by collaborative learning models. The allocation of 65 ASF per station provides space in a Biology laboratory for the student work station, equipment areas around the room, casework for storage, and the instructional area or areas with screens or LCD displays, room controls, and teaching laboratory support.

OPEN LABORATORIES & SERVICE

The space classified as Open Laboratories includes rooms that are open for student use and that are not used on a regularly scheduled basis. These rooms may provide equipment to serve the needs of particular disciplines for group instruction in informally or irregularly scheduled classes. Alternatively, these rooms are used for individual student experimentation, group activities, observation, or practice in a particular field of study.

Types of rooms included in this category include computer laboratories, language laboratories, independent art studios, music practice rooms, and tutorial and testing facilities.

Open laboratory space is determined as an ASF per student headcount. A guideline of 8 ASF per student headcount was applied at Ithaca College. This was deliberately set near the higher end of the scale (typical range is 4 ASF per student to 10 ASF per student) because of the strong desire for creative/collaborative spaces at Ithaca College. Currently the space available is approximately two-thirds of that guideline and does not seem to the consultant sufficient to deal with a curriculum where students work independently and in small groups outside of class time for many of their class assignments.

RESEARCH LABORATORIES & SERVICE

Research laboratories are rooms used for unscheduled laboratory experimentation or training in research methods and observation. The research may be conducted by either faculty or students for both funded and non-funded research. This room type does not have utilization expectations.

Ithaca College has been providing individual research laboratories of modest size for its laboratory based professors. This project assumes that those allocations will continue and provides space for a few more laboratories to be added as faculty growth requires.

ACADEMIC AND ADMINISTRATIVE OFFICES & SERVICE

The guideline application for office space needs is based upon employee types and the additional application of space amounts for office service and conference space needs. Office space includes private offices and workstations. Office service space includes work rooms (i.e., printer areas, copy machines, office supplies) and office storage (i.e., file rooms). The amount of conference room space at Ithaca College seems very tight. The master planning meetings often had to be moved to less well located or desirable rooms that were available during a time block. The guideline application suggests that more conference room space should be added as building enhancements are made. Having this space available for central scheduling is highly recommended. It could be desirable to have a nearby department serve as the facility manager for that space in terms of being aware of needs for upkeep.

The space guideline accounts for but provides zero space for positions such as custodial staff that do not require office space. Music faculty that require larger studio offices have been

allocated larger spaces. Conference room and office support areas such as printer/copier work rooms are generated based on the number and type of staff at the College.

OTHER DEPARTMENT SPACE

The space classified as Other Department Space includes all other space assigned to a department that has not been included in the classroom, laboratory, or office space classifications.

These consist of a variety of spaces including: study rooms; food facilities; meeting rooms; locker rooms (non-athletic); media production; clinic space; demonstration rooms; animal quarters; greenhouses; learning center space; lounges; and central technology spaces. Due to the diversity of these spaces and the different ways various campuses might classify these spaces, the guideline is based on the types and amounts of space typical for an institution of the given enrollment.

The consultant observed and learned from interviews with a mix of administrators, faculty, and students that there appears to be insufficient space for project work. Some of that space would come out of this guideline; therefore, a guideline of 7 ASF per student was applied for other department space for all campus units which had such space. This provides a need of about 5,000 ASF of additional space in this category. The existing space the consultant finds varies widely across institutions. The amount at Ithaca College is among the lower ASF per student numbers observed.

LIBRARY

Spaces such as stack areas, study space, staff offices, and processing or technical areas are considered library.

The necessity of the library space in today's educational settings is sometimes questioned during spatial studies. As consultants, we often hear that on-line resources can be accessed from anywhere, negating the need for bricks and mortar. The concern in such thinking is that while students and faculty are increasing their use of electronic media, there is an even greater need for support of the academic community through space in which to gather and the continuation of librarians as the purveyors and facilitators of information. The contemporary library is best defined as a blend of the traditions of the past – structure and service – integrated with digital media.

The guidelines for library space use one set of factors for collections, another for readers, and a third for service space. The following text describes each type of space within a library and the aspects of a contemporary library that are considered to determine appropriate guidelines.

Study space includes reader stations for undergraduate and graduate students. A guideline of 15% of the on-campus undergraduate student headcount and 10% of the on-campus graduate

Space Guidelines
Page 6

student headcount was used to determine the number of study stations. Reader stations for 2% of the faculty are included. These usually serve those doing intensive scholarship.

Study stations are an important component of campus libraries. They support the library's role as an academic support environment, but also foster interaction among students and enhance the sense of community on a campus. Various types of study stations are needed in a library: individual focused; individual relaxed; and interactive or group. Examples of the various environments include carrels; counter height seating along windows; lounge furnishings for casual interaction and relaxed study; tables for group meetings with access to overhead projectors, plasma screens, and white boards to support the students' work; and benches or chairs within the stacks. The consultant also has seen campuses use immensely popular rocking chairs throughout the library.

The factor for collections, which is a significant contributor to the space needed in a library, is based on the storage needs. One set of factors can be applied for traditional browsing stacks, another for compact storage, and a third for high-density book depositories. The traditional browsing stacks require more space than the other models. While this model accounts for efficiencies gained with very large collections, the amount of space will always be greater as the stacks are separated by circulation space. The traditional browsing model was applied at Ithaca College, as the campus did not express other intentions for housing its collection. The assumption was that collections culling will balance the addition of new volumes.

The library service space guideline includes technical services as well as office space for library staff. The space for cafes or food operations is generated as library service space. A metric of 5% of the total collection and study space is used.

P.E./RECREATION

This category includes spaces for recreation and/or physical education and related support areas. Examples of this type of space include multipurpose courts, climbing walls, fitness equipment areas, racquetball or handball courts, and dance studios for activities such as Pilates or yoga. Each undergraduate student, twenty-five percent (25%) of all graduate students, and fifteen percent (15%) of all non-student staff receive 12.1 ASF for P.E./Recreation space. The guideline generates more space than is assigned to these two categories in the Hill Center and the Recreation facility. Significant space in Hill is assigned to Athletics. Half the swimming pool area in the Athletic and Events Center is now assigned to recreation to reflect its shared use.

Application of the PE/Recreation guideline results in a deficit of over 20,000 ASF at the existing enrollment and 25,000 ASF at the target enrollment. Providing recreation access to the field house area in the Arts and Events Center could be a way of adding recreation opportunities on the campus. If that happens, reclassifying a percentage of the large field house space could meet much of this guideline need.

ATHLETICS

This category includes spaces such as athletic practice and competition with associated seating and service. Guidelines for Athletic space are based on various metrics, including benchmarks of comparable institutions. The Athletics guideline of 92,000 ASF comes from the benchmarking average of similarly sized institutions which are competing in Division III and for which the consultant has done analysis or received information in benchmarking studies.

Ithaca College has made a major investment in the Athletics & Events Center. This puts Ithaca College toward the high end for Division III athletics programs at campuses of Ithaca College's size. If in the future more recreation use can be made of the Athletics and Events Center this would allow some of those spaces to be shown as serving the recreation program and reducing the amount assigned to Athletics.

ASSEMBLY & EXHIBIT

Assembly space is defined as any room with an academic focus designed and equipped for the assembly of large numbers of people. This includes theaters, auditoriums, concert halls, and arenas. Exhibit spaces are used for exhibition of materials, works of art, or artifacts intended for general use primarily in support of academic endeavors although such space may be used for events open to the community outside the campus.

The guideline has a core allowance of 22,450 ASF for institutions with a minimum of 5,000 student FTE and an active fine arts program. It then allows for an additional six (6) ASF per student FTE over the 5,000 FTE minimum. This guideline also adds 5,000 ASF for institutions with an active music program.

Ithaca College has made a strong investment in its Performing Arts programs. This guideline suggests that some additional space in these categories would be reasonable.

PHYSICAL PLANT

Physical Plant space typically includes room use codes for shops, central storage, and central services, but can also include other space types assigned to physical plant.

The factors considered when determining the appropriate guideline include: use of just-in-time purchasing methods to decrease warehousing needs; increased interior storage capacity due to climate; and types of facilities being maintained.

These factors suggest a guideline of four (4%) percent of all square footage on campus, minus existing physical plant, be used to drive master plan needs in this category. This guideline shows that more space in this category could be justified. There has been some discussion of bringing central storage spaces onto the campus, which are now in leased spaces off site.

STUDENT CENTER

Student centers are comprised of various types of space. The primary purpose of these spaces

Space Guidelines
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comprehensive student center include: food service, bookstore, lounge, recreation space like video game rooms, billiards, etc., meeting space, and student government/club space.

The guideline is nine (9) ASF per student, which is a guideline widely used but at the low end of the range of guidelines for student centers.

HEALTH CARE FACILITIES

The student Health Care Facilities provide a range of health care and wellness programs. The space currently assigned to the unit has some circulation issues which impact the ability to easily access all parts of the suite. A look at ways in which space could be made more usable is encouraged. The most widely used guideline the consultant has found regarding Health Care Facilities is 0.5 assignable square feet per student. These numbers produce slightly more space than is currently allocated to that function at Ithaca College.

ITHACA COLLEGE

Space Needs Analysis

Ithaca College

Roy H. Park School of Communications

SPACE CATEGORY	Existing ASF	2013			Target Year		
		Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space							
Classroom & Service	7,011	8,153	(1,142)	(16%)	8,260	(1,249)	(18%)
Teaching Laboratories & Service	6,461	6,306	155	2%	6,306	155	2%
Open Laboratories & Service	3,910	7,206	(3,296)	(84%)	7,503	(3,593)	(92%)
Academic Offices & Service	12,086	16,575	(4,489)	(37%)	16,735	(4,649)	(38%)
Other Department Space	12,376	19,721	(7,345)	(59%)	20,534	(8,158)	(66%)
<i>Academic Space Subtotal</i>	41,844	57,961	(16,117)	(39%)	59,338	(17,494)	(42%)
Academic Support Space							
Assembly & Exhibit	3,821	4,940	(1,119)	(29%)	5,158	(1,337)	(35%)
<i>Academic Support Space Subtotal</i>	3,821	4,940	(1,119)	(29%)	5,158	(1,337)	(35%)
TOTAL	45,665	62,901	(17,236)	(38%)	64,496	(18,831)	(41%)
<i>Total without Classrooms</i>	38,654	54,748	(16,094)	(42%)	56,236	(17,582)	(45%)

ASF = Assignable Square Feet

ITHACA COLLEGE

Space Needs Analysis

Ithaca College

School of Business

SPACE CATEGORY	Existing ASF	2013			Target Year		
		Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space							
Classroom & Service	8,173	7,168	1,005	12%	7,333	840	10%
Open Laboratories & Service	703	1,296	(593)	(84%)	1,349	(646)	(92%)
Academic Offices & Service	9,021	7,115	1,906	21%	7,115	1,906	21%
Other Department Space	742	1,182	(440)	(59%)	1,231	(489)	(66%)
TOTAL	18,639	16,761	1,878	10%	17,028	1,611	9%
<i>Total without Classrooms</i>	<i>10,466</i>	<i>9,593</i>	<i>873</i>	<i>8%</i>	<i>9,695</i>	<i>771</i>	<i>7%</i>

ASF = Assignable Square Feet

ITHACA COLLEGE

Space Needs Analysis

Ithaca College

School of Health Sciences and Human Performance

SPACE CATEGORY	Existing ASF	2013			Target Year		
		Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space							
Classroom & Service	19,276	9,802	9,474	49%	9,967	9,309	48%
Teaching Laboratories & Service	19,904	17,843	2,061	10%	18,189	1,715	9%
Open Laboratories & Service	13,088	24,120	(11,032)	(84%)	25,113	(12,025)	(92%)
Research Laboratories & Service	1,893	2,205	(312)	(16%)	2,205	(312)	(16%)
Academic Offices & Service	24,651	16,840	7,811	32%	17,000	7,651	31%
Other Department Space	8,160	13,003	(4,843)	(59%)	13,539	(5,379)	(66%)
<i>Academic Space Subtotal</i>	86,972	83,813	3,159	4%	86,013	959	1%
Academic Support Space							
P.E./Recreation	19,248	33,382	(14,134)	(73%)	34,726	(15,478)	(80%)
Assembly & Exhibit	396	512	(116)	(29%)	535	(139)	(35%)
<i>Academic Support Space Subtotal</i>	19,644	33,894	(14,250)	(73%)	35,261	(15,617)	(80%)
Auxiliary Space							
Health Care Facilities	1,200	1,387	(187)	(16%)	1,444	(244)	(20%)
<i>Auxiliary Space Subtotal</i>	1,200	1,387	(187)	(16%)	1,444	(244)	(20%)
TOTAL	107,816	119,094	(11,278)	(10%)	122,718	(14,902)	(14%)
<i>Total without Classrooms</i>	88,540	109,292	(20,752)	(23%)	112,751	(24,211)	(27%)

ASF = Assignable Square Feet

ITHACA COLLEGE

Space Needs Analysis

Ithaca College

School of Humanities and Sciences

SPACE CATEGORY	Existing ASF	2013			Target Year		
		Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space							
Classroom & Service	42,357	55,384	(13,027)	(31%)	56,041	(13,684)	(32%)
Teaching Laboratories & Service	37,966	44,358	(6,392)	(17%)	44,417	(6,451)	(17%)
Open Laboratories & Service	11,295	20,815	(9,520)	(84%)	21,673	(10,378)	(92%)
Research Laboratories & Service	17,720	19,395	(1,675)	(9%)	19,395	(1,675)	(9%)
Academic Offices & Service	54,876	53,085	1,791	3%	54,045	831	2%
Other Department Space	2,959	4,715	(1,756)	(59%)	4,910	(1,951)	(66%)
<i>Academic Space Subtotal</i>	167,173	197,752	(30,579)	(18%)	200,481	(33,308)	(20%)
Academic Support Space							
Assembly & Exhibit	12,827	16,585	(3,758)	(29%)	17,314	(4,487)	(35%)
<i>Academic Support Space Subtotal</i>	12,827	16,585	(3,758)	(29%)	17,314	(4,487)	(35%)
TOTAL	180,000	214,337	(34,337)	(19%)	217,795	(37,795)	(21%)
<i>Total without Classrooms</i>	137,643	158,953	(21,310)	(15%)	161,754	(24,111)	(18%)

ASF = Assignable Square Feet

ITHACA COLLEGE

Space Needs Analysis

Ithaca College

School of Music

SPACE CATEGORY	Existing ASF	2013			Target Year		
		Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space							
Classroom & Service	12,746	4,066	8,680	68%	4,096	8,650	68%
Teaching Laboratories & Service	11,484	10,304	1,180	10%	10,471	1,013	9%
Open Laboratories & Service	5,107	9,412	(4,305)	(84%)	9,799	(4,692)	(92%)
Academic Offices & Service	20,549	19,740	809	4%	20,440	109	1%
Other Department Space	3,756	5,985	(2,229)	(59%)	6,232	(2,476)	(66%)
<i>Academic Space Subtotal</i>	53,642	49,507	4,135	8%	51,038	2,604	5%
Academic Support Space							
Assembly & Exhibit	10,043	12,985	(2,942)	(29%)	13,556	(3,513)	(35%)
<i>Academic Support Space Subtotal</i>	10,043	12,985	(2,942)	(29%)	13,556	(3,513)	(35%)
TOTAL	63,685	62,492	1,193	2%	64,594	(909)	(1%)
<i>Total without Classrooms</i>	50,939	58,426	(7,487)	(15%)	60,498	(9,559)	(19%)

ASF = Assignable Square Feet

ITHACA COLLEGE

Space Needs Analysis

Ithaca College

Administration and General Use

SPACE CATEGORY	Existing ASF	2013			Target Year		
		Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)	Guideline ASF	Surplus/ (Deficit)	Percent Surplus/ (Deficit)
Academic Space							
Open Laboratories & Service	2,378	4,382	(2,004)	(84%)	4,563	(2,185)	(92%)
Other Department Space	14,197	22,624	(8,427)	(59%)	23,555	(9,358)	(66%)
<i>Academic Space Subtotal</i>	16,575	27,006	(10,431)	(63%)	28,118	(11,543)	(70%)
Academic Support Space							
Administrative Offices & Service	97,364	91,555	5,809	6%	91,710	5,654	6%
Library	53,651	55,472	(1,821)	(3%)	56,564	(2,913)	(5%)
P.E./Recreation	26,823	46,520	(19,697)	(73%)	48,392	(21,569)	(80%)
Athletics	142,253	142,253	0	0%	147,886	(5,633)	(4%)
Assembly & Exhibit	2,139	2,766	(627)	(29%)	2,887	(748)	(35%)
Physical Plant	24,892	32,406	(7,514)	(30%)	37,090	(12,198)	(49%)
<i>Academic Support Space Subtotal</i>	347,122	370,972	(23,850)	(7%)	384,529	(37,407)	(11%)
Auxiliary Space							
Student Center	53,833	60,507	(6,674)	(12%)	63,000	(9,167)	(17%)
Health Care Facilities	1,708	1,974	(266)	(16%)	2,056	(348)	(20%)
<i>Auxiliary Space Subtotal</i>	55,541	62,481	(6,940)	(12%)	65,056	(9,515)	(17%)
TOTAL	419,238	460,459	(41,221)	(10%)	477,703	(58,465)	(14%)

ASF = Assignable Square Feet

ITHACA COLLEGE

**Roy H. Park School of Communications
Office Space Guideline Application**

Staffing Type	Office Guideline ASF per Headcount	2013			TARGET YEAR			Existing ASF
		FTE	Head- count	Total Guideline ASF	FTE	Head- count	Total Guideline ASF	
Dean	240	0.00	1	240	0.00	1	240	
Assoc Dean	200	0.00	2	400	0.00	2	400	
Director	150	0.00	10	1,500	0.00	10	1,500	
Chair	150	0.00	6	900	0.00	6	900	
Associate Chair	125	0.00	1	125	0.00	1	125	
Assoc Director	125	0.00	1	125	0.00	1	125	
Faculty	125	0.00	46	5,750	0.00	47	5,875	
Instructor	125	0.00	3	375	0.00	3	375	
Professional	120	0.00	11	1,320	0.00	11	1,320	
Engineer	110	0.00	4	440	0.00	4	440	
Technical	110	0.00	1	110	0.00	1	110	
Secretarial & Clerical	100	0.00	9	900	0.00	9	900	
Lecturer/Adjunct	40	0.00	24	960	0.00	24	960	
Total Office Space				13,145			13,270	10,278
<i>Total Service Space</i>				<i>1,900</i>			<i>1,920</i>	<i>1,105</i>
<i>Total Conference Room Space</i>				<i>1,530</i>			<i>1,545</i>	<i>703</i>
TOTAL		0.00	119	16,575	0.00	120	16,735	12,086
Surplus/(Deficit)				(4,489)			(4,649)	

ITHACA COLLEGE

School of Business

Office Space Guideline Application

Staffing Type	Office Guideline ASF per Headcount	2013			TARGET YEAR			Existing ASF
		FTE	Head- count	Total Guideline ASF	FTE	Head- count	Total Guideline ASF	
Dean	240	0.00	1	240	0.00	1	240	
Assoc Dean	200	0.00	1	200	0.00	1	200	
Asst Dean	200	0.00	1	200	0.00	1	200	
Director	150	0.00	1	150	0.00	1	150	
Chair	150	0.00	5	750	0.00	5	750	
Faculty	125	0.00	23	2,875	0.00	23	2,875	
Instructor	125	0.00	2	250	0.00	2	250	
Professional	120	0.00	3	360	0.00	3	360	
Secretarial & Clerical	100	0.00	2	200	0.00	2	200	
Lecturer/Adjunct	40	0.00	12	480	0.00	12	480	
Total Office Space				5,705			5,705	5,521
<i>Total Service Space</i>				<i>780</i>			<i>780</i>	<i>734</i>
<i>Total Conference Room Space</i>				<i>630</i>			<i>630</i>	<i>2,766</i>
TOTAL		0.00	51	7,115	0.00	51	7,115	9,021
Surplus/(Deficit)				1,906			1,906	

ITHACA COLLEGE

**School of Health Sciences and Human Performance
Office Space Guideline Application**

Staffing Type	Office Guideline ASF per Headcount	2013			TARGET YEAR			Existing ASF
		FTE	Head- count	Total Guideline ASF	FTE	Head- count	Total Guideline ASF	
Dean	240	0.00	1	240	0.00	1	240	
Assoc Dean	200	0.00	1	200	0.00	1	200	
Director	150	0.00	6	900	0.00	6	900	
Chair	150	0.00	11	1,650	0.00	11	1,650	
Associate Chair	125	0.00	1	125	0.00	1	125	
Assoc Director	125	0.00	1	125	0.00	1	125	
Asst Director	125	0.00	1	125	0.00	1	125	
Faculty	125	0.00	49	6,125	0.00	50	6,250	
Instructor	125	0.00	3	375	0.00	3	375	
Professional	120	0.00	6	720	0.00	6	720	
Secretarial & Clerical	100	0.00	15	1,500	0.00	15	1,500	
Lecturer/Adjunct	40	0.00	33	1,320	0.00	33	1,320	
Crafts & Trades	0	0.00	1	0	0.00	1	0	
Total Office Space				13,405			13,530	19,304
<i>Total Service Space</i>				<i>1,900</i>			<i>1,920</i>	<i>4,099</i>
<i>Total Conference Room Space</i>				<i>1,535</i>			<i>1,550</i>	<i>1,052</i>
TOTAL		0.00	129	16,840	0.00	130	17,000	24,455
Surplus/(Deficit)				7,615			7,455	

ITHACA COLLEGE

**School of Humanities and Sciences
Office Space Guideline Application**

Staffing Type	Office Guideline ASF per Headcount	2013			TARGET YEAR			Existing ASF
		FTE	Head- count	Total Guideline ASF	FTE	Head- count	Total Guideline ASF	
Dean	240	0.00	1	240	0.00	1	240	
Assoc Dean	200	0.00	2	400	0.00	2	400	
Asst Dean	200	0.00	1	200	0.00	1	200	
Director	150	0.00	6	900	0.00	6	900	
Chair	150	0.00	23	3,450	0.00	23	3,450	
Associate Chair	125	0.00	2	250	0.00	2	250	
Faculty	125	0.00	218	27,250	0.00	224	28,000	
Instructor	125	0.00	7	875	0.00	7	875	
Visiting Professor	125	0.00	2	250	0.00	2	250	
Visiting Researcher	125	0.00	4	500	0.00	4	500	
Postdoctoral	60	0.00	2	120	0.00	2	120	
Predoctoral	60	0.00	3	180	0.00	3	180	
Professional	120	0.00	15	1,800	0.00	15	1,800	
Research Technical	110	0.00	3	330	0.00	3	330	
Secretarial & Clerical	100	0.00	22	2,200	0.00	22	2,200	
Lecturer/Adjunct	40	0.00	77	3,080	0.00	77	3,080	
Crafts & Trades	0	0.00	3	0	0.00	3	0	
Other (no office needed)	0	0.00	11	0	0.00	11	0	
Total Office Space				42,025			42,775	48,194
<i>Total Service Space</i>				<i>6,220</i>			<i>6,340</i>	<i>2,846</i>
<i>Total Conference Room Space</i>				<i>4,840</i>			<i>4,930</i>	<i>3,836</i>
TOTAL		0.00	402	53,085	0.00	408	54,045	54,876
Surplus/(Deficit)				1,791			831	

ITHACA COLLEGE

School of Music

Office Space Guideline Application

Staffing Type	Office Guideline ASF per Headcount	2013			TARGET YEAR			Existing ASF
		FTE	Head- count	Total Guideline ASF	FTE	Head- count	Total Guideline ASF	
Dean	240	0.00	1	240	0.00	1	240	
Assoc Dean	200	0.00	1	200	0.00	1	200	
Director	150	0.00	1	150	0.00	1	150	
Chair	150	0.00	4	600	0.00	4	600	
Asst Director	125	0.00	1	125	0.00	1	125	
Faculty (Music)	185	0.00	66	12,210	0.00	69	12,765	
Professional	120	0.00	9	1,080	0.00	9	1,080	
Technical	110	0.00	1	110	0.00	1	110	
Secretarial & Clerical	100	0.00	3	300	0.00	3	300	
Lecturer/Adjunct	40	0.00	41	1,640	0.00	42	1,680	
Total Office Space				16,655			17,250	19,423
<i>Total Service Space</i>				<i>1,740</i>			<i>1,800</i>	<i>808</i>
<i>Total Conference Room Space</i>				<i>1,345</i>			<i>1,390</i>	<i>318</i>
TOTAL		0.00	128	19,740	0.00	132	20,440	20,549
Surplus/(Deficit)				809			109	

ITHACA COLLEGE

**Administration and General Use
Office Space Guideline Application**

Staffing Type	Office Guideline ASF per Headcount	2013			TARGET YEAR			Existing ASF
		FTE	Head- count	Total Guideline ASF	FTE	Head- count	Total Guideline ASF	
President	300	0.00	1	300	0.00	1	300	
Vice President	240	0.00	4	960	0.00	4	960	
Associate Vice President	240	0.00	7	1,680	0.00	7	1,680	
Provost	240	0.00	1	240	0.00	1	240	
Assoc Provost	200	0.00	2	400	0.00	2	400	
Assistant Provost	200	0.00	3	600	0.00	3	600	
Executive/Administrative	150	0.00	3	450	0.00	3	450	
Director	150	0.00	66	9,900	0.00	66	9,900	
Assoc Director	125	0.00	24	3,000	0.00	24	3,000	
Asst Director	125	0.00	39	4,875	0.00	39	4,875	
Faculty	125	0.00	1	125	0.00	1	125	
Instructor	125	0.00	2	250	0.00	2	250	
Professional	120	0.00	291	34,920	0.00	292	35,040	
Technical	110	0.00	1	110	0.00	1	110	
Research Technical	110	0.00	1	110	0.00	1	110	
Secretarial & Clerical	100	0.00	123	12,300	0.00	123	12,300	
Police Officer	30	0.00	21	630	0.00	21	630	
Lecturer/Adjunct	40	0.00	1	40	0.00	1	40	
Library Personnel (Office Space in Libra	0	0.00	30	0	0.00	31	0	
Crafts & Trades	0	0.00	181	0	0.00	185	0	
Other (no office needed)	0	0.00	2	0	0.00	2	0	
Total Office Space				70,890			71,010	77,431
<i>Total Service Space</i>				<i>11,380</i>			<i>11,400</i>	<i>11,273</i>
<i>Total Conference Room Space</i>				<i>9,285</i>			<i>9,300</i>	<i>8,660</i>
TOTAL		0.00	804	91,555	0.00	810	91,710	97,364
Surplus/(Deficit)				5,809			5,654	

ITHACA COLLEGE

Classroom Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
Athletics and Events Center									No. of Rooms = 1
AE-142	110	1,099	32	34	14	134	4.2	7	60%
<i>Average</i>		<i>1,099</i>	<i>32</i>	<i>34</i>	<i>14</i>		<i>4.2</i>	<i>7</i>	<i>60%</i>
<i>Total</i>		<i>1,099</i>	<i>32</i>			<i>134</i>		<i>7</i>	
Center for Health Sciences									No. of Rooms = 6
CHS-104	110	556	22	25	17	216	9.8	14	69%
CHS-105	110	621	25	25	24	1,044	41.8	41	103%
CHS-201	110	369	20	18	13	506	25.3	39	65%
CHS-202	110	764	31	25	20	981	31.6	48	65%
CHS-203	110	1,516	32	47	23	923	28.8	38	75%
CHS-212	110	1,625	57	29	19	586	10.3	29	35%
<i>Average</i>		<i>909</i>	<i>31</i>	<i>28</i>	<i>19</i>		<i>22.8</i>	<i>35</i>	<i>71%</i>
<i>Total</i>		<i>5,451</i>	<i>187</i>			<i>4,255</i>		<i>209</i>	
Center for Natural Sciences									No. of Rooms = 7
CNS-112	111	1,247	97	13	52	1,736	17.9	32	56%
CNS-115	110	632	60	11	31	1,001	16.7	31	54%
CNS-1A	110	572	21	27	12	300	14.3	25	58%
CNS-1B	110	572	33	17	18	457	13.9	26	54%
CNS-1C	110	549	34	16	17	524	15.4	33	47%
CNS-206	110	2,028	99	20	50	2,065	20.9	37	57%
CNS-333	110	747	34	22	20	841	24.7	43	58%
<i>Average</i>		<i>907</i>	<i>54</i>	<i>18</i>	<i>29</i>		<i>18.3</i>	<i>32</i>	<i>55%</i>
<i>Total</i>		<i>6,347</i>	<i>378</i>			<i>6,924</i>		<i>226</i>	
Dillingham									No. of Rooms = 2
DILL-006	110	638	30	21	15	504	16.8	33	51%
DILL-008	110	637	28	23	18	546	19.5	31	63%
<i>Average</i>		<i>638</i>	<i>29</i>	<i>22</i>	<i>17</i>		<i>18.1</i>	<i>32</i>	<i>57%</i>
<i>Total</i>		<i>1,275</i>	<i>58</i>			<i>1,050</i>		<i>64</i>	
Ford/Whalen									No. of Rooms = 15
JJWCM-1103	110	584	16	37	7	49	3.1	8	38%
JJWCM-1207	110	1,153	46	25	13	236	5.1	19	27%
JJWCM-2102	110	799	20	40	12	203	10.2	15	68%
JJWCM-2105	111	939	71	13	27	995	14.0	30	47%
JJWCM-2201	110	411	16	26	14	254	15.9	20	79%
JJWCM-2304	110	338	16	21	9	130	8.1	15	54%
JJWCM-2310	110	333	18	19	12	218	12.1	18	67%
JJWCM-2312	110	333	18	19	10	178	9.9	17	58%
JJWCM-2328	110	337	16	21	14	258	16.1	18	90%
JJWCM-2330	110	645	31	21	20	391	12.6	19	66%
JJWCM-3105	110	2,900	150	19	21	233	1.6	11	14%

ITHACA COLLEGE

Classroom Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
JJWCM-3302	110	803	32	25	21	550	17.2	28	61%
JJWCM-3304	110	796	32	25	9	255	8.0	27	30%
JJWCM-3311	110	354	14	25	4	12	0.9	3	29%
JJWCM-3320	110	427	21	20	15	314	14.9	20	77%
<i>Average</i>		743	34	24	14		8.3	18	56%
<i>Total</i>		11,152	517			4,275		267	

Friends									No. of Rooms = 18
FRND-102	110	451	23	20	14	653	28.4	45	64%
FRND-103	110	673	34	20	16	698	20.5	44	47%
FRND-104	110	223	12	19	7	257	21.4	34	64%
FRND-201	110	674	27	25	17	794	29.4	43	69%
FRND-203	110	440	23	19	20	691	30.0	34	89%
FRND-205	110	670	27	25	23	825	30.5	36	85%
FRND-207	110	665	27	25	7	50	1.9	8	24%
FRND-208	110	393	16	25	14	625	39.0	41	95%
FRND-209	110	398	16	25	12	465	29.1	36	80%
FRND-210	110	665	27	25	21	808	29.9	39	78%
FRND-301	110	449	24	19	16	739	30.8	44	71%
FRND-302	110	451	24	19	19	851	35.4	43	82%
FRND-303	110	456	22	21	15	650	29.5	42	70%
FRND-304	110	458	28	16	21	817	29.2	39	74%
FRND-306	110	509	30	17	20	889	29.6	45	66%
FRND-307	110	393	25	16	17	749	30.0	42	71%
FRND-308	110	398	19	21	18	721	37.9	36	105%
FRND-309	110	715	41	17	24	962	23.5	40	59%
<i>Average</i>		505	25	21	17		27.5	38	74%
<i>Total</i>		9,081	445			12,242		689	

Gannett									No. of Rooms = 3
GANE-110	110	545	21	26	14	506	24.1	34	70%
GANE-112	110	687	29	24	21	646	22.3	31	73%
GANE-115	110	946	28	34	25	611	21.8	25	89%
<i>Average</i>		726	26	28	20		22.6	30	76%
<i>Total</i>		2,178	78			1,762		89	

Hill Center									No. of Rooms = 6
HILL-104	110	1,616	138	12	60	1,778	12.9	34	38%
HILL-107	110	1,509	52	29	21	893	17.2	40	43%
HILL-G05	110	753	48	16	22	299	6.2	14	46%
HILL-G06	110	555	19	29	5	28	1.5	6	27%
HILL-G10	110	430	24	18	16	609	25.4	39	66%
HILL-G75B	110	801	24	33	15	149	6.2	10	62%

ITHACA COLLEGE

Classroom Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
<i>Average</i>		944	51	23	23		12.3	24	49%
<i>Total</i>		5,664	305			3,757		141	
Job Hall									No. of Rooms = 2
JOB-160	110	1,044	24	44	16	701	29.2	44	67%
JOB-161	110	1,042	49	21	29	1,341	27.4	45	61%
<i>Average</i>		1,043	37	32	23		28.0	44	64%
<i>Total</i>		2,086	73			2,042		88	
Park Center for Business									No. of Rooms = 6
BUS-103	110	1,328	63	21	35	1,465	23.3	44	53%
BUS-104	110	1,319	63	21	33	1,470	23.3	45	52%
BUS-105	110	1,336	41	33	26	577	14.1	20	69%
BUS-111	110	2,143	106	20	41	1,779	16.8	44	39%
BUS-204	110	1,148	48	24	24	1,062	22.1	45	50%
BUS-206	110	899	32	28	23	979	30.6	41	75%
<i>Average</i>		1,362	59	24	30		20.8	40	55%
<i>Total</i>		8,173	353			7,331		238	
Park Communication									No. of Rooms = 10
PARK-218	110	509	16	32	15	210	13.1	14	94%
PARK-228	110	443	11	40	17	259	23.5	15	155%
PARK-270	110	896	20	45	20	861	43.1	42	103%
PARK-273	110	743	22	34	20	630	28.6	30	95%
PARK-275	110	796	20	40	17	523	26.1	32	82%
PARK-277	110	655	26	25	20	902	34.7	44	79%
PARK-279	110	665	34	20	27	925	27.2	34	81%
PARK-281	110	658	34	19	21	787	23.1	37	62%
PARK-283	110	667	19	35	15	575	30.2	41	74%
PARK-285	110	648	31	21	23	966	31.2	40	77%
<i>Average</i>		668	23	31	20		28.5	33	86%
<i>Total</i>		6,680	233			6,637		328	
Smiddy Hall									No. of Rooms = 8
SMID-108	110	441	18	25	16	627	34.8	41	85%
SMID-109	110	982	39	25	17	788	20.2	47	43%
SMID-111	110	381	24	16	19	725	30.2	39	77%
SMID-112	110	432	26	17	17	765	29.4	47	63%
SMID-113	110	473	20	24	19	762	38.1	41	93%
SMID-114	110	470	35	13	21	913	26.1	42	62%
SMID-115	110	483	19	25	15	175	9.2	12	77%
SMID-325	110	495	30	17	22	848	28.3	39	73%

ITHACA COLLEGE

Classroom Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
<i>Average</i>		520	26	20	18		26.5	38	70%
<i>Total</i>		4,157	211			5,601		307	
Textor Hall									No. of Rooms = 3
TEXT-101	111	1,119	116	10	55	1,460	12.6	29	43%
TEXT-102	111	2,507	241	10	99	2,410	10.0	24	42%
TEXT-103	111	1,799	112	16	44	1,161	10.4	26	41%
<i>Average</i>		1,808	156	12	66		10.7	26	42%
<i>Total</i>		5,425	469			5,030		79	
Williams Hall									No. of Rooms = 18
WILL-202	110	684	27	25	20	833	30.9	39	80%
WILL-211	110	715	32	22	20	747	23.3	36	66%
WILL-218	110	709	28	25	23	878	31.4	39	81%
WILL-219	110	348	16	22	10	414	25.8	37	71%
WILL-221	110	888	40	22	25	1,106	27.7	44	63%
WILL-222	110	715	32	22	24	918	28.7	38	76%
WILL-224	110	369	19	19	10	250	13.1	24	56%
WILL-225	111	1,708	134	13	69	1,935	14.4	27	53%
WILL-302	110	715	30	24	21	745	24.8	36	69%
WILL-303	110	888	19	47	24	783	41.2	33	126%
WILL-309	110	888	24	37	19	575	24.0	30	81%
WILL-310	110	715	32	22	23	804	25.1	34	75%
WILL-313	110	715	29	25	17	591	20.4	36	57%
WILL-314	110	888	20	44	9	210	10.5	24	44%
WILL-317	110	592	28	21	20	745	26.6	38	71%
WILL-319	110	888	36	25	25	905	25.1	36	70%
WILL-320	110	715	29	25	21	570	19.7	28	70%
WILL-323	111	1,256	75	17	25	493	6.6	20	34%
<i>Average</i>		800	36	25	22		20.8	33	71%
<i>Total</i>		14,396	650			13,497		595	
AVERAGE		792	38	24	21		18.7	32	67%
TOTAL		83,164	3,989			74,536		3,327	
NO. OF ROOMS		105							

ITHACA COLLEGE

Teaching Laboratory Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
Center for Health Sciences									No. of Rooms = 8
CHS-207	210	2,255	34	66	27	626	18.4	24	78%
CHS-208	210	1,696	40	42	22	726	18.1	33	55%
CHS-211	210	2,234	40	56	31	637	15.9	23	70%
CHS-303	210	1,426	17	84	13	245	14.4	20	72%
CHS-304	210	1,344	16	84	12	46	2.9	4	72%
CHS-308	210	1,188	16	74	13	115	7.2	9	80%
CHS-311	210	1,179	32	37	19	462	14.4	24	60%
CHS-404	210	1,111	44	25	5	60	1.3	13	10%
<i>Average</i>		1,554	30	59	18		12.2	19	62%
<i>Total</i>		12,433	239			2,917		149	
Center for Natural Sciences									No. of Rooms = 13
CNS-102	210	1,123	22	51	20	294	13.4	15	91%
CNS-105	210	1,086	22	49	20	282	12.8	14	89%
CNS-107	210	1,001	20	50	18	162	8.1	9	90%
CNS-109	210	995	16	62	13	117	7.3	9	81%
CNS-110	210	1,068	20	53	19	225	11.3	12	94%
CNS-202	210	1,139	22	52	20	316	14.4	16	93%
CNS-204	210	1,142	46	25	17	499	10.9	31	36%
CNS-211	210	778	16	49	0	0	0.0	0	0%
CNS-212	210	1,008	20	50	15	135	6.8	9	75%
CNS-302	210	877	16	55	14	280	17.5	22	78%
CNS-305	210	2,024	22	92	15	327	14.8	22	67%
CNS-307	210	1,856	24	77	20	321	13.4	16	83%
CNS-308	210	1,435	28	51	11	80	2.9	7	42%
<i>Average</i>		1,195	23	55	15		10.3	14	73%
<i>Total</i>		15,532	294			3,038		182	
Cerrache Fine Arts Building									No. of Rooms = 7
ART-106	210	656	12	55	7	62	5.2	7	71%
ART-107	210	829	12	69	12	118	9.9	10	96%
ART-109	210	753	15	50	13	281	18.7	21	88%
ART-111	210	361	15	24	7	69	4.6	11	43%
ART-115	210	505	15	34	14	217	14.5	16	91%
ART-126	210	1,081	20	54	14	518	25.9	34	77%
ART-127	210	1,276	20	64	13	265	13.3	21	63%
<i>Average</i>		780	16	50	11		14.0	17	76%
<i>Total</i>		5,461	109			1,531		120	
Dillingham									No. of Rooms = 6
DILL-013	210	1,891	76	25	12	339	4.5	28	16%
DILL-014	210	1,687	67	25	16	727	10.8	46	23%
DILL-015	210	1,049	42	25	9	112	2.7	12	22%
DILL-025	210	886	35	25	12	398	11.2	32	35%

ITHACA COLLEGE

Teaching Laboratory Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
DILL-038	210	1,453	58	25	18	690	11.9	39	31%
DILL-219	210	1,098	12	92	12	188	15.7	16	101%
<i>Average</i>		1,344	48	36	13		8.4	29	33%
<i>Total</i>		8,064	291			2,453		173	
Ford/Whalen No. of Rooms = 6									
JJWCM-1101	210	400	16	25	7	171	10.7	26	41%
JJWCM-1102	210	400	16	25	8	217	13.6	26	52%
JJWCM-3102	210	2,881	144	20	30	1,511	10.5	38	28%
JJWCM-3104	210	2,087	36	58	25	978	27.2	35	78%
JJWCM-4306	210	1,746	60	29	15	324	5.4	24	23%
JJWCM-4308	210	2,283	40	57	11	398	10.0	34	29%
<i>Average</i>		1,633	52	36	16		11.5	30	42%
<i>Total</i>		9,797	312			3,599		183	
Hill Center No. of Rooms = 1									
HILL-G75	210	825	28	29	21	593	21.2	27	78%
<i>Average</i>		825	28	29	21		21.2	27	78%
<i>Total</i>		825	28			593		27	
Park Communication No. of Rooms = 7									
PARK-137	210	831	33	25	16	90	2.7	6	45%
PARK-138	210	819	33	25	16	877	26.8	54	50%
PARK-140	210	474	19	25	16	177	9.3	11	83%
PARK-141	210	380	15	25	11	102	6.7	9	75%
PARK-168	210	594	16	37	11	268	16.8	24	70%
PARK-184	210	521	20	26	15	149	7.4	10	72%
PARK-269	210	587	17	35	15	666	39.1	45	86%
<i>Average</i>		601	22	28	14		15.2	23	68%
<i>Total</i>		4,206	153			2,328		160	
Williams Hall No. of Rooms = 6									
WILL-010	210	645	26	25	9	224	8.7	24	37%
WILL-104	210	354	14	25	12	30	2.1	3	85%
WILL-118	210	1,267	32	40	26	314	9.8	12	82%
WILL-127	210	317	12	26	10	25	2.1	3	83%
WILL-214	210	301	13	23	9	23	1.7	3	69%
WILL-215	210	307	11	28	10	25	2.3	3	91%
<i>Average</i>		532	18	28	13		5.9	8	59%
<i>Total</i>		3,191	108			640		46	

ITHACA COLLEGE

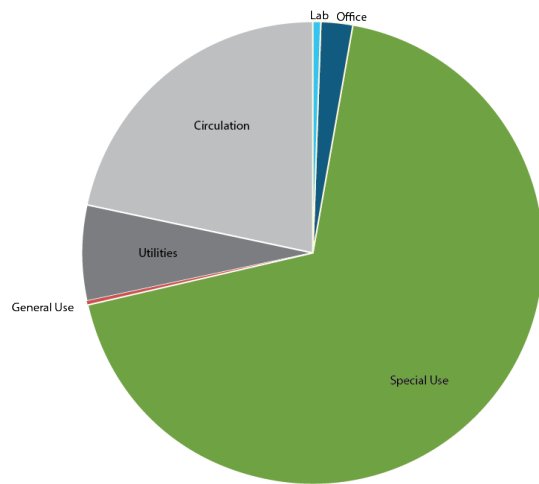
Teaching Laboratory Utilization Analysis by Building

Room Id	Room Use Code	Assignable Sq. Ft.	No. of Stations	Assignable Sq. Ft. Per Station	Average Enrollment	Weekly Student Contact Hours	Weekly Seat Hours	Weekly Room Hours	Hours in Use Student Station Occupancy %
AVERAGE		1,102	28	44	15		11.1	19	59%
TOTAL		59,509	1,534			17,099		1,039	
NO. OF ROOMS		54							

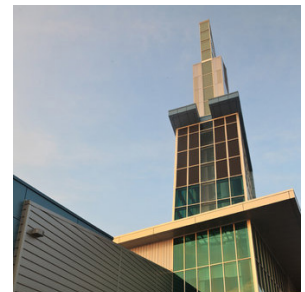
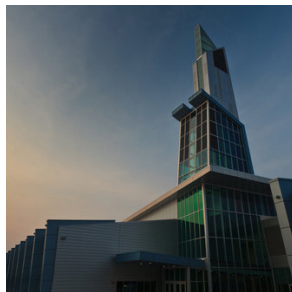
APPENDIX B

Building Profiles

ATHLETICS AND EVENT CENTER

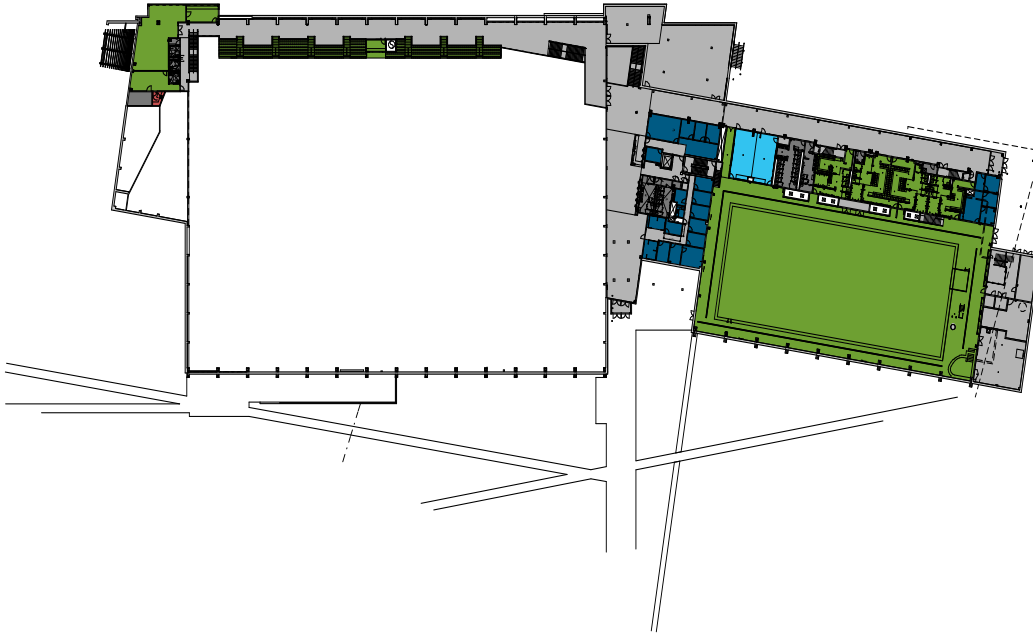


Use	Total Sq Ft
Lab	1,068
Office	3,551
Special Use	112,319
General Use	342
Utilities	10,816
Circulation	35,214
Total	163,310



ATHLETICS AND EVENT CENTER

Ground Floor Plan

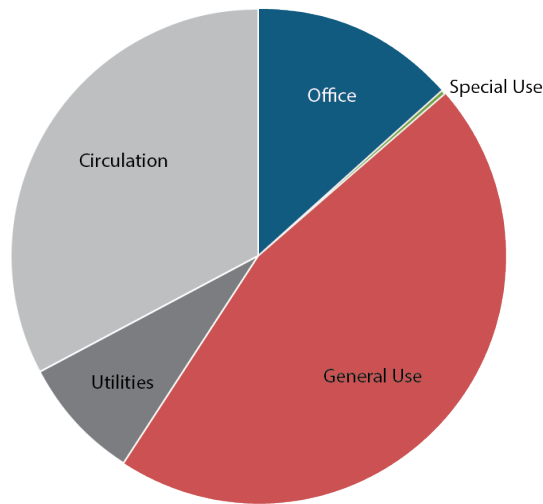


Lower Level Floor Plan

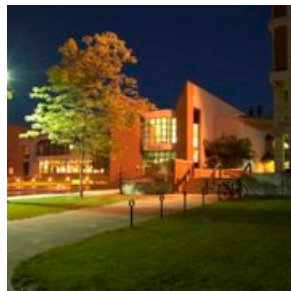


- Lab
- Office
- Special Use
- General Use
- Utilities
- Circulation

CAMPUS CENTER

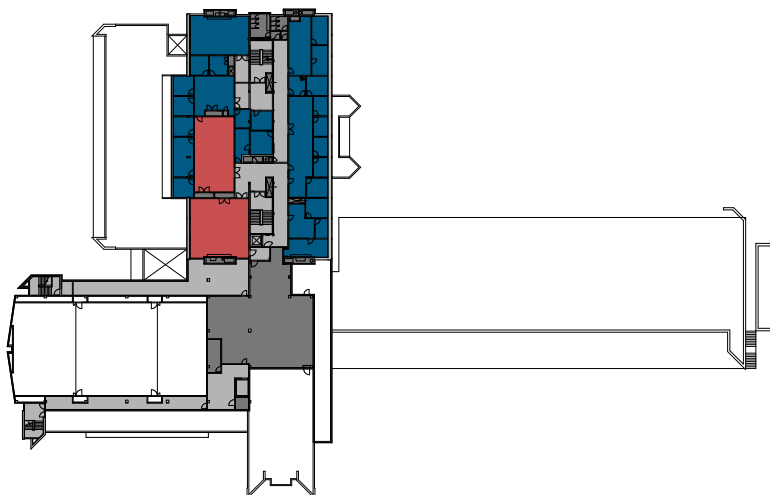


Use	Total Sq Ft
Office	14,681
Special Use	175
General Use	49,012
Utilities	8,686
Circulation	35,308
Total	107,862

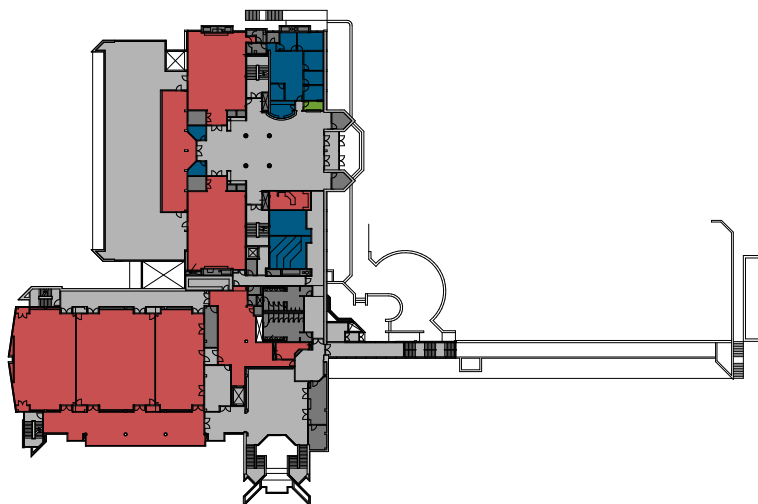


CAMPUS CENTER

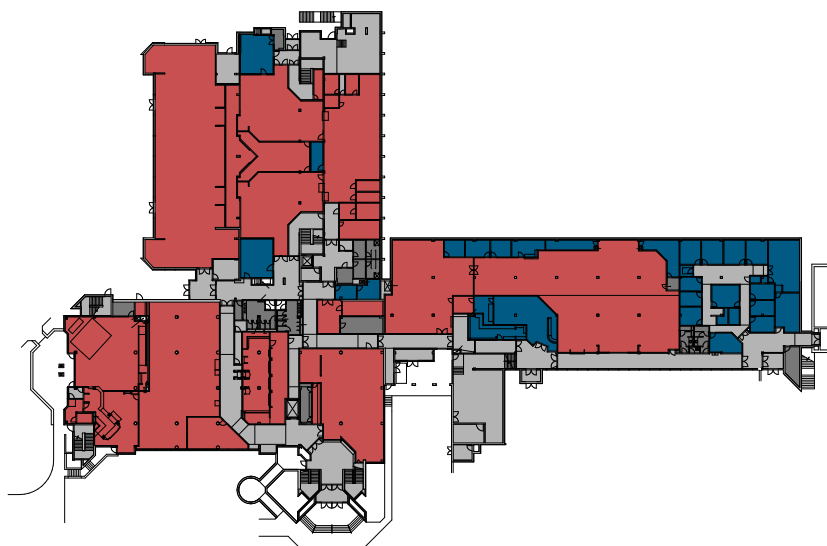
3rd Floor Plan



2nd Floor Plan

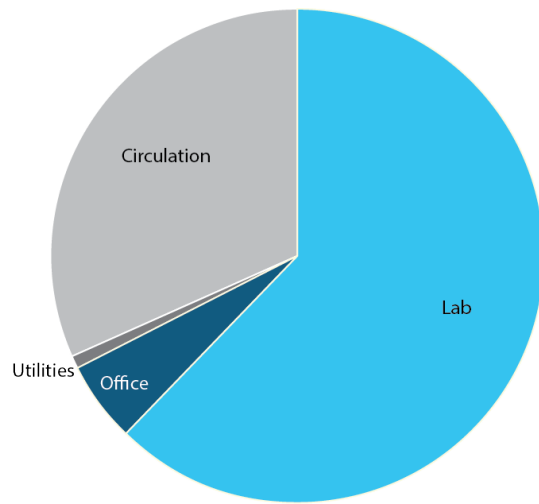


1st Floor Plan



- Office
- Special Use
- General Use
- Utilities
- Circulation

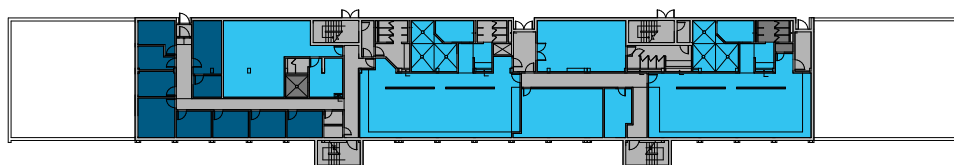
CERRACHE CENTER



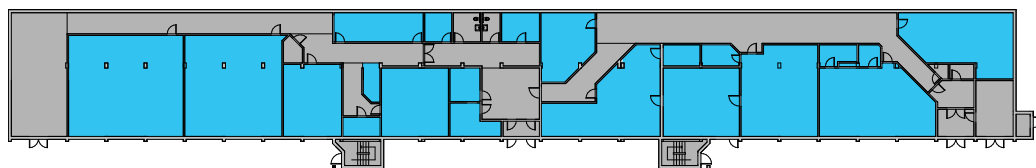
Use	Total Sq Ft
Lab	14,047
Office	1,242
Utilities	161
Circulation	7,108
Total	22,558



CERRACHE CENTER



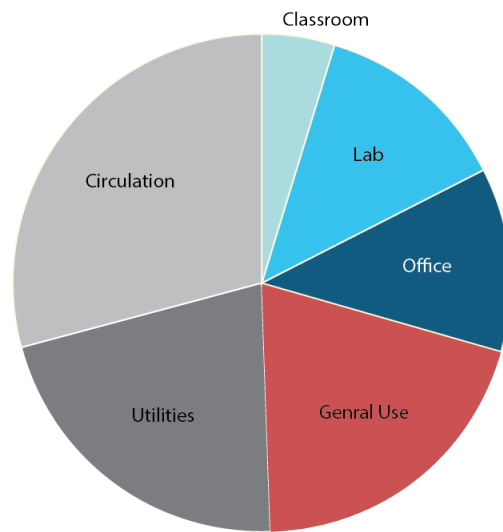
2nd Floor Plan



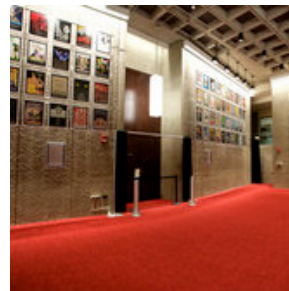
1st Floor Plan

- Lab
- Office
- Utilities
- Circulation

THE DILLINGHAM CENTER

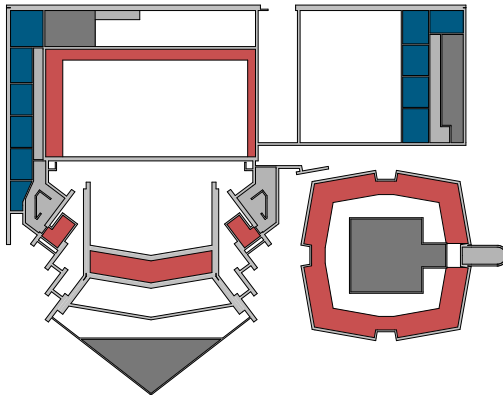


Use	Total Sq Ft
Classroom	3,732
Lab	9,704
Office	8,890
General use	15,254
Utilities	16,092
Circulation	22,037
Total	75,709

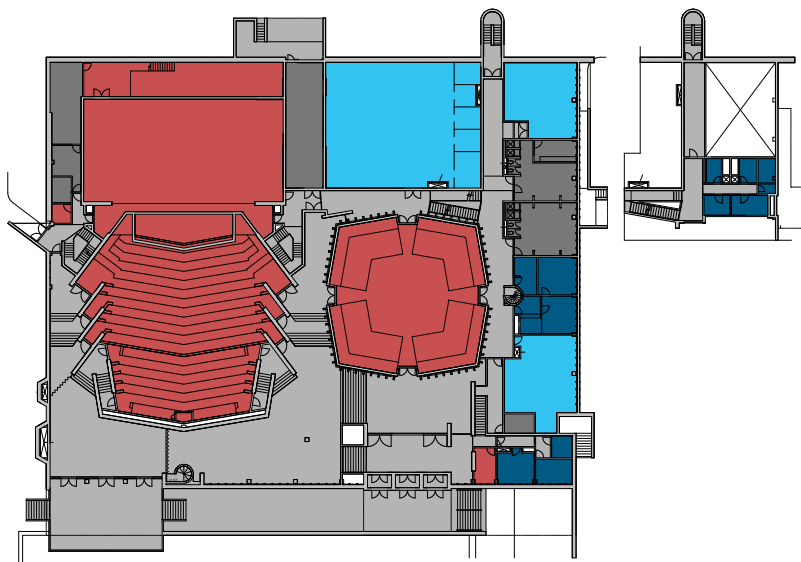


THE DILLINGHAM CENTER

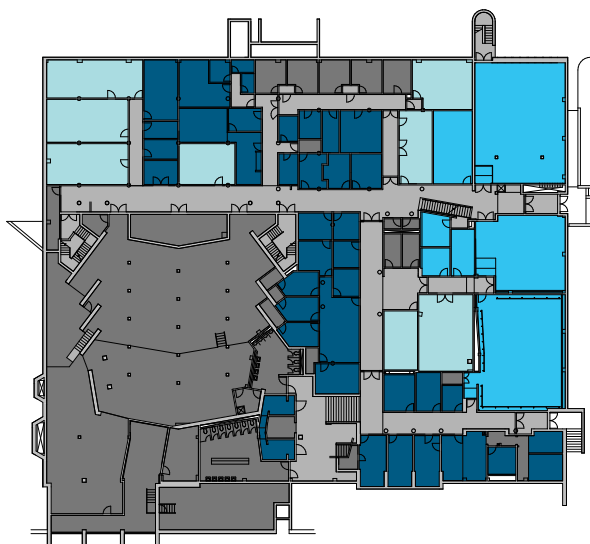
3rd Floor Plan



2nd Floor Plan

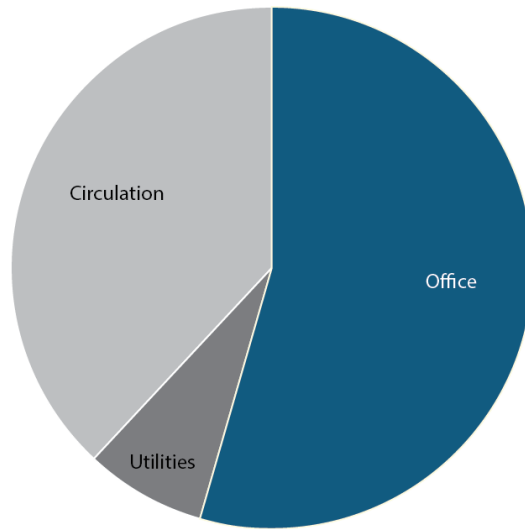


1st Floor Plan

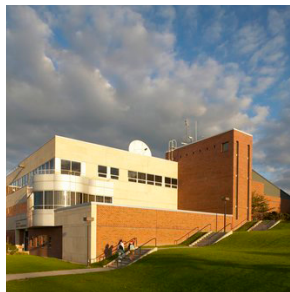


- Classroom
- Lab
- Office
- General Use
- Utilities
- Circulation

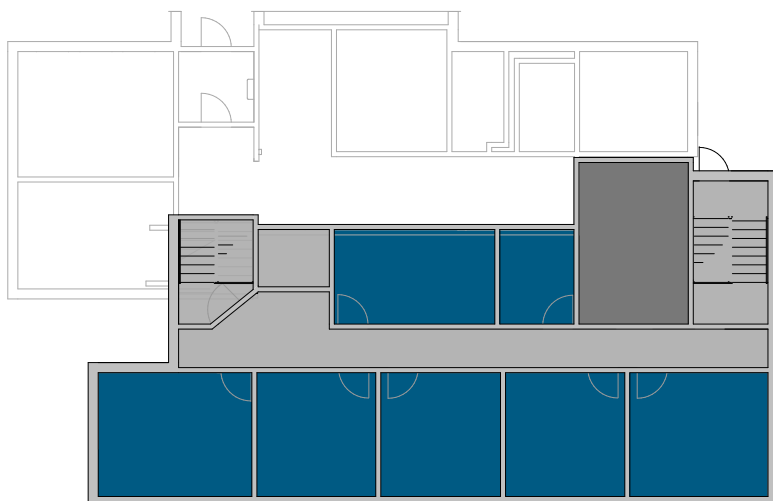
FACILITIES ADMINISTRATION



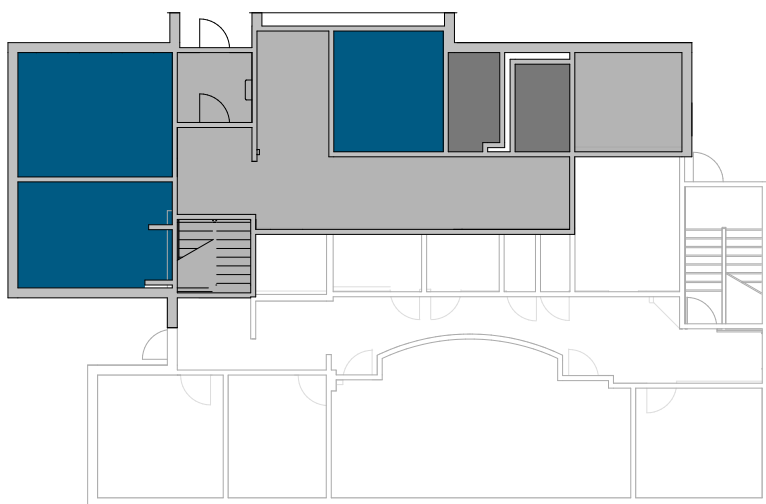
Use	Total Sq Ft
Office	2,484
Utilities	333
Circulation	1,723
Total	4,904



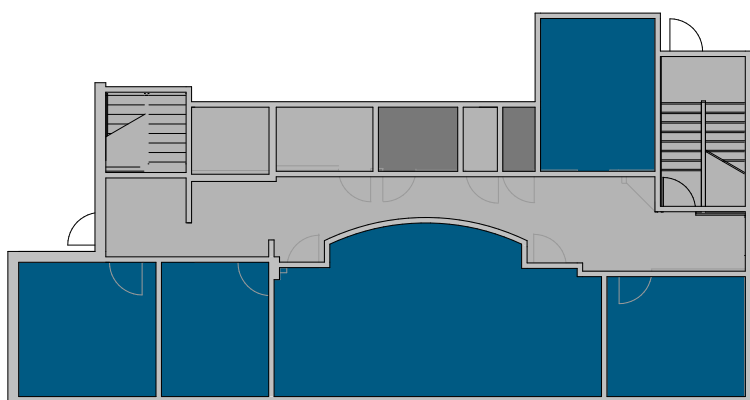
**FACILITIES
ADMINISTRATION**



3rd Floor Plan



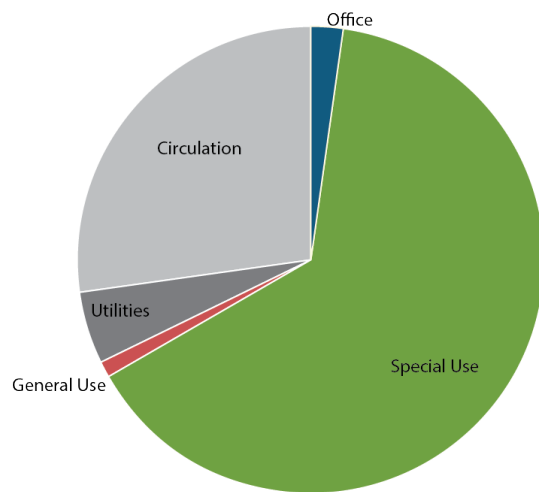
2nd Floor Plan



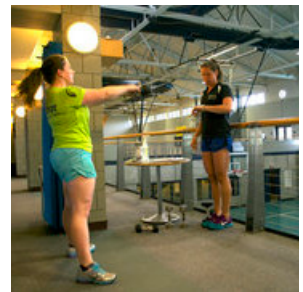
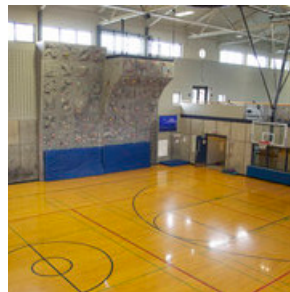
1st Floor Plan

- Office
- Utilities
- Circulation

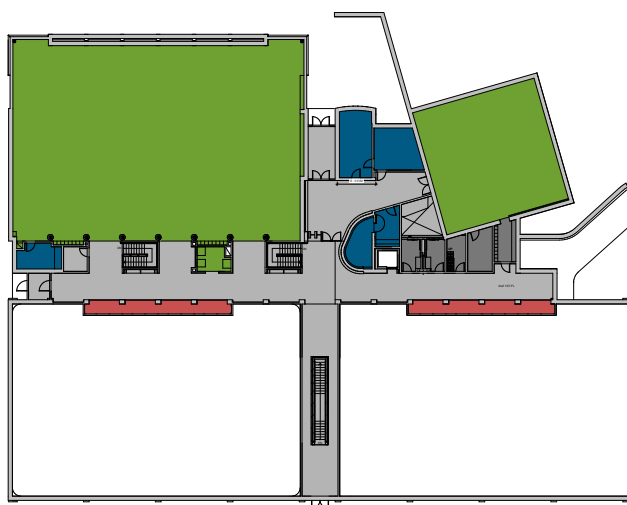
FITNESS CENTER



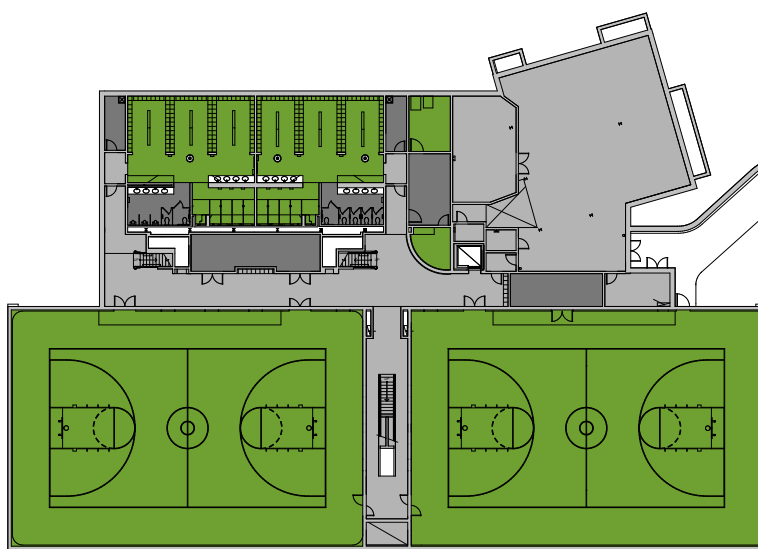
Use	Total Sq Ft
Office	896
Special Use	25,576
General Use	489
Utilities	1,947
Circulation	10,726
Total	39,634



FITNESS CENTER



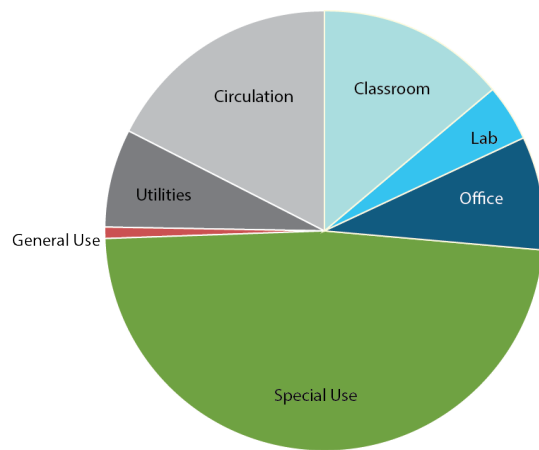
2nd Floor Plan



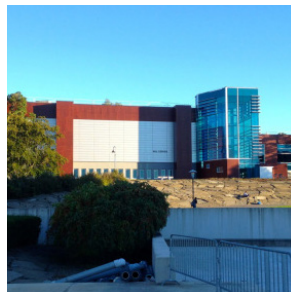
1st Floor Plan

- Classroom
- Lab
- Office
- Special Use
- General Use
- Utilities
- Circulation

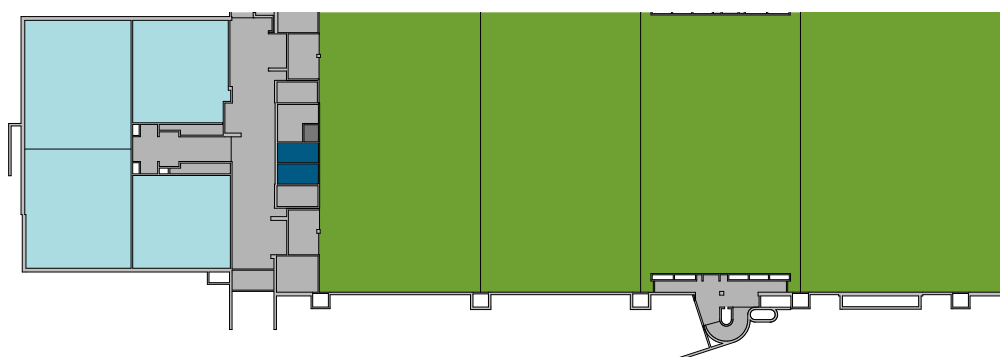
HILL CENTER



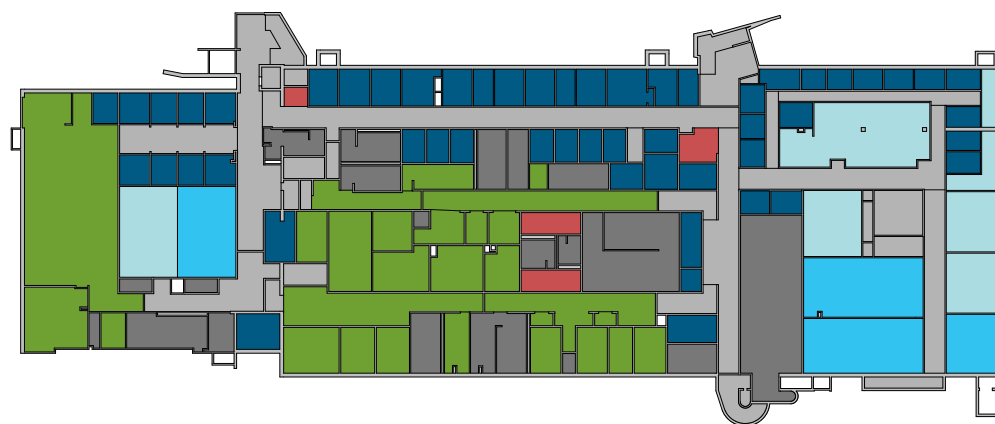
Use	Total Sq Ft
Classroom	12,510
Lab	3,700
Office	7,464
Special Use	42,792
General Use	657
Utilities	6,354
Circulation	15,515
Total	88,992



HILL CENTER



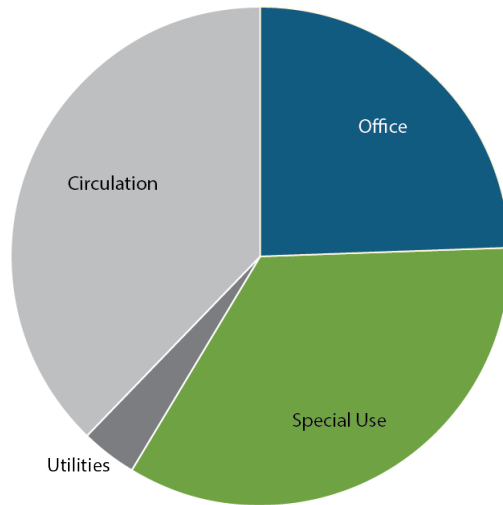
Ground Floor Plan



Lower Level Floor Plan

- Classroom
- Lab
- Office
- Special Use
- General Use
- Utilities
- Circulation

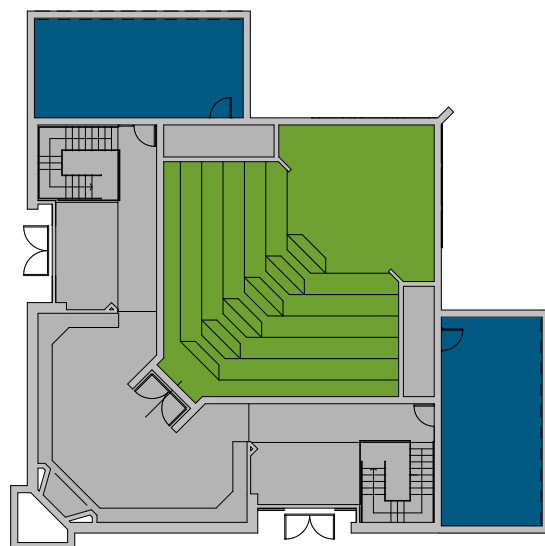
MULLER CHAPEL



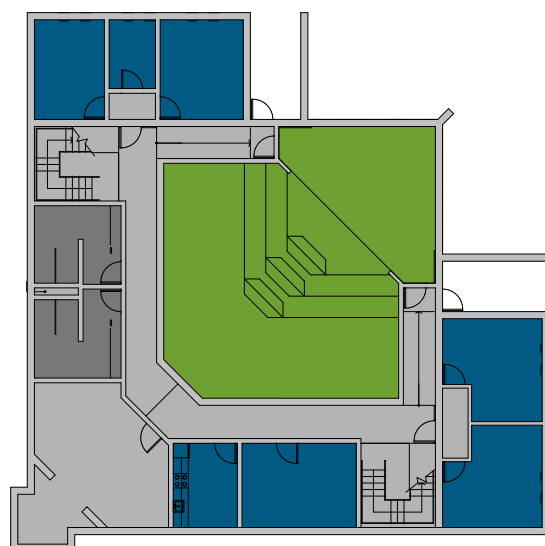
Use	Total Sq Ft
Office	1,849
Special Use	2,552
Utilities	267
Circulation	2,819
Total	7,487



MULLER CHAPEL



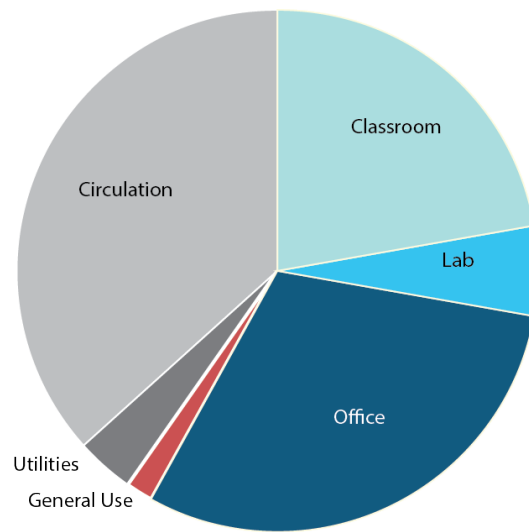
2nd Floor Plan



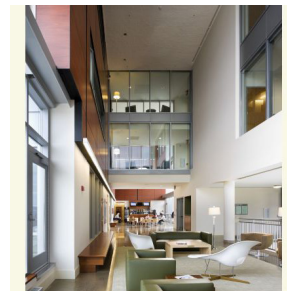
1st Floor Plan

- Office
- Special Use
- Utilities
- Circulation

PARK CENTER FOR BUSINESS AND SUSTAINABLE ENTERPRISE

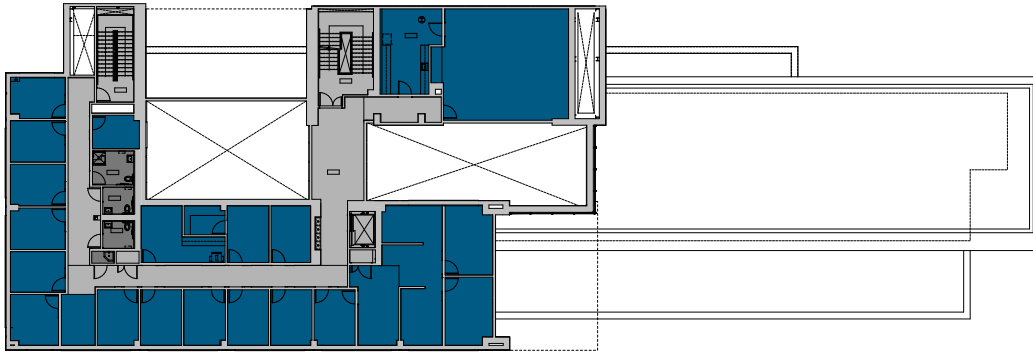


Use	Total Sq Ft
Classroom	6,981
Lab	1,674
Office	9,394
General Use	569
Utilities	1,077
Circulation	11,380
Total	31,075

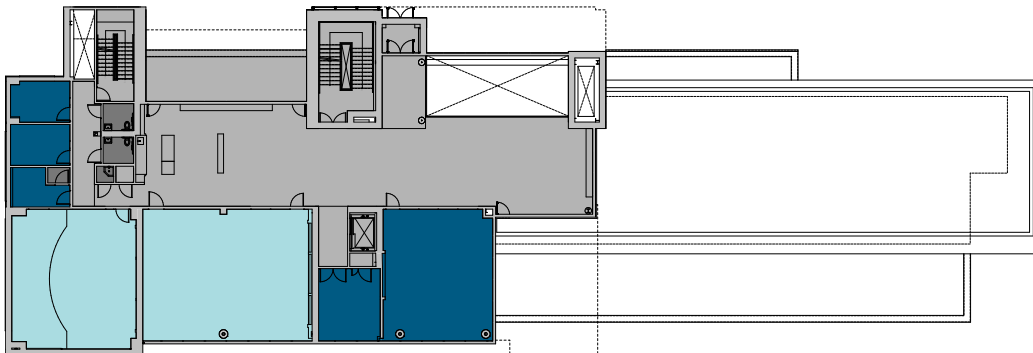


**PARK CENTER FOR
BUSINESS AND
SUSTAINABLE
ENTERPRISE**

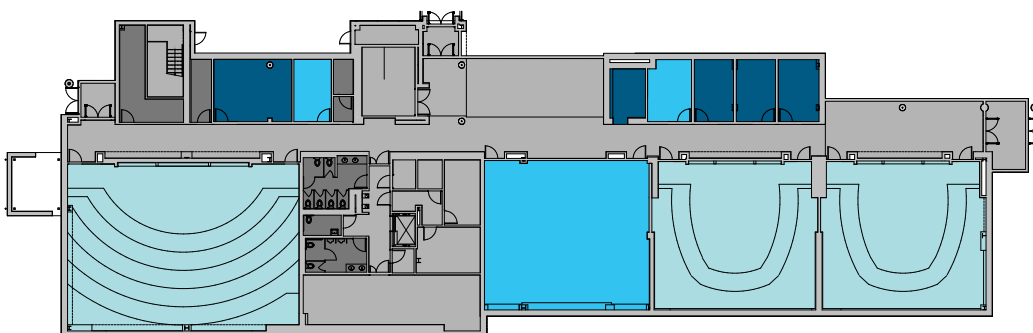
3rd Floor Plan



2nd Floor Plan



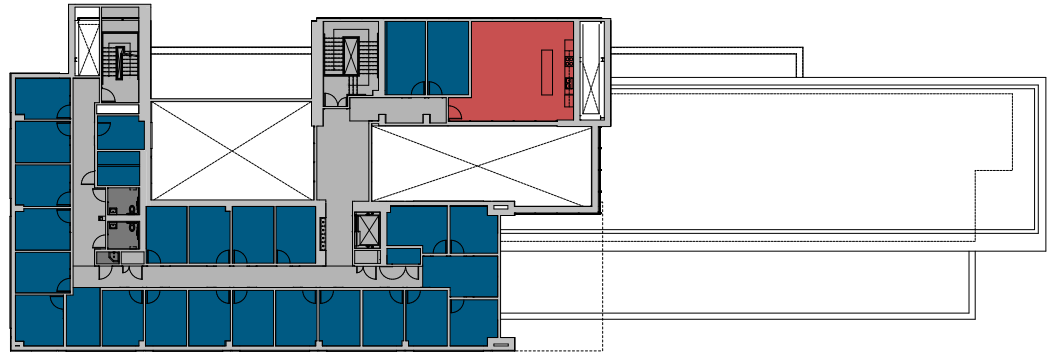
1st Floor Plan



- Classroom
- Lab
- Office
- General Use
- Utilities
- Circulation

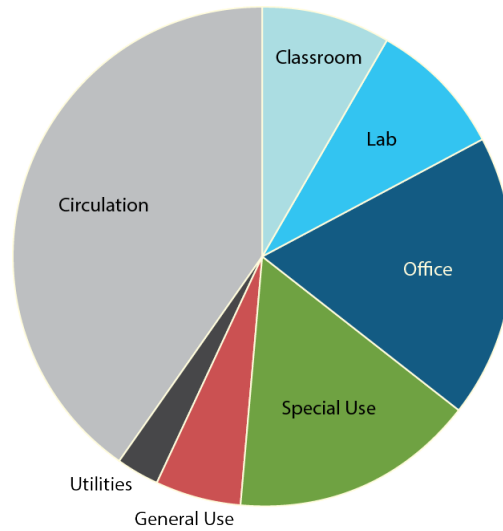
PARK HALL OF COMMUNICATIONS

4th Floor Plan

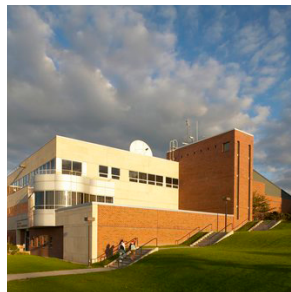


- Classroom ●
- Lab ●
- Office ●
- General Use ●
- Utilities ●
- Circulation ●

PARK HALL OF COMMUNICATIONS

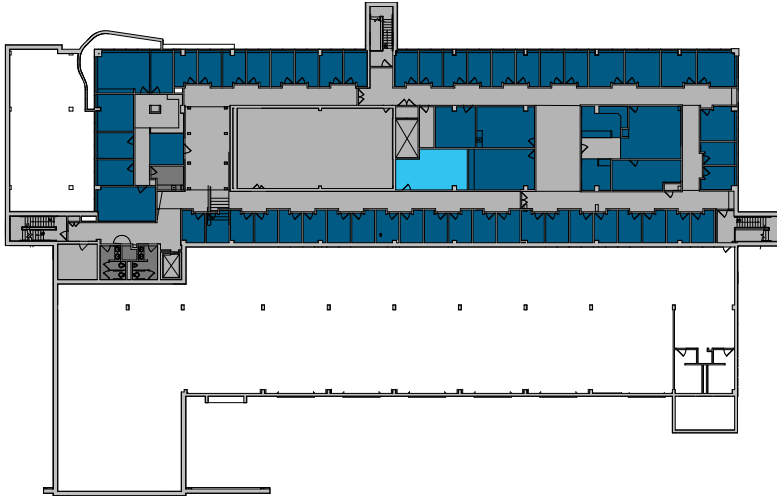


Use	Total Sq Ft
Classroom	6,334
Lab	6,609
Office	13,416
Special Use	11,861
General Use	4,004
Utilities	2,186
Circulation	29,704
Total	74,114



PARK HALL OF COMMUNICATIONS

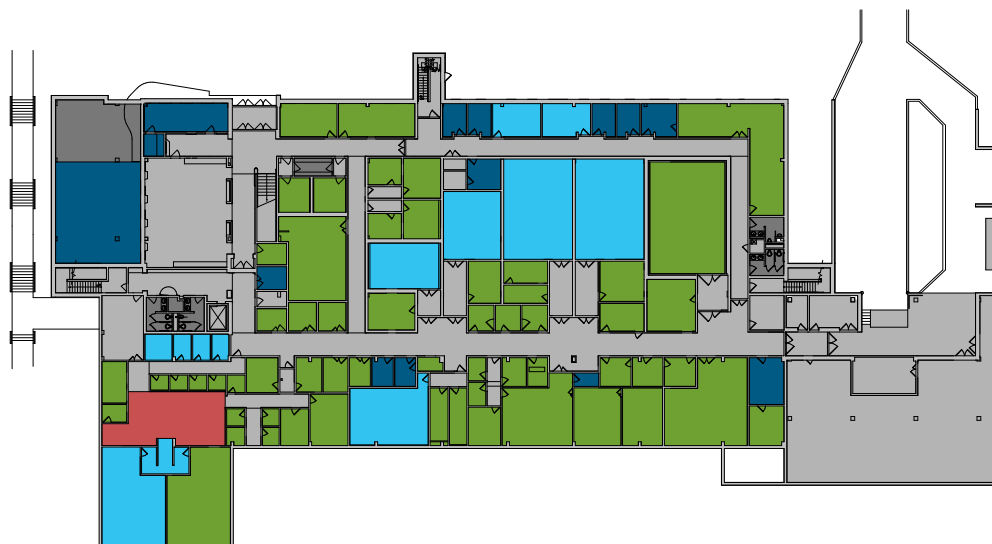
3rd Floor Plan



2nd Floor Plan

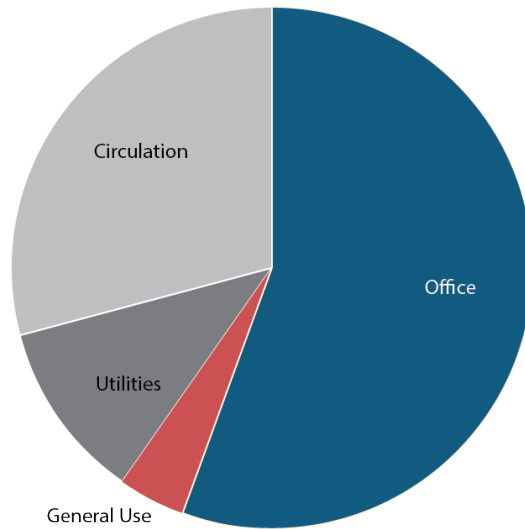


1st Floor Plan



- Classroom
- Lab
- Office
- Special Use
- General Use
- Utilities
- Circulation

PEGGY RYAN WILLIAMS CENTER

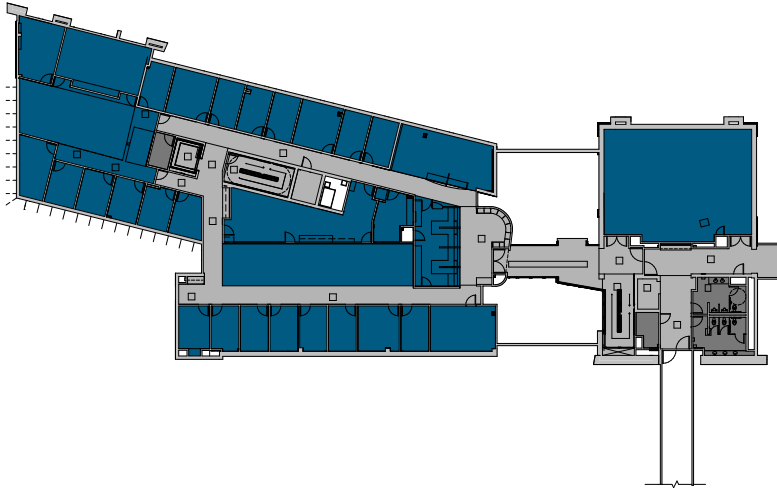


Use	Total Sq Ft
Office	28,717
General Use	2,174
Utilities	5,671
Circulation	14,936
Total	51,498

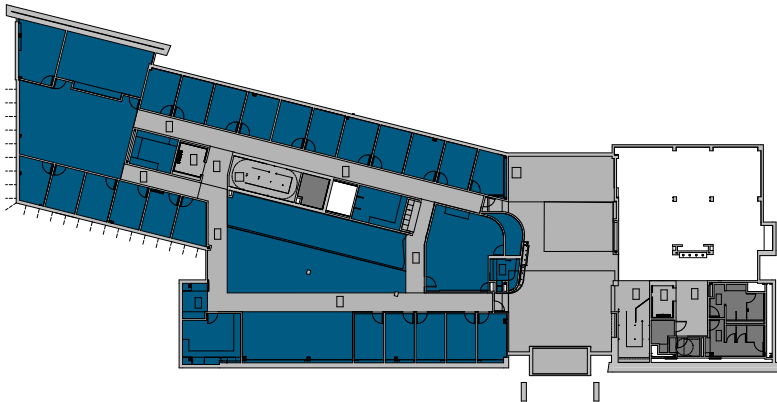


**PEGGY RYAN
WILLIAMS CENTER**

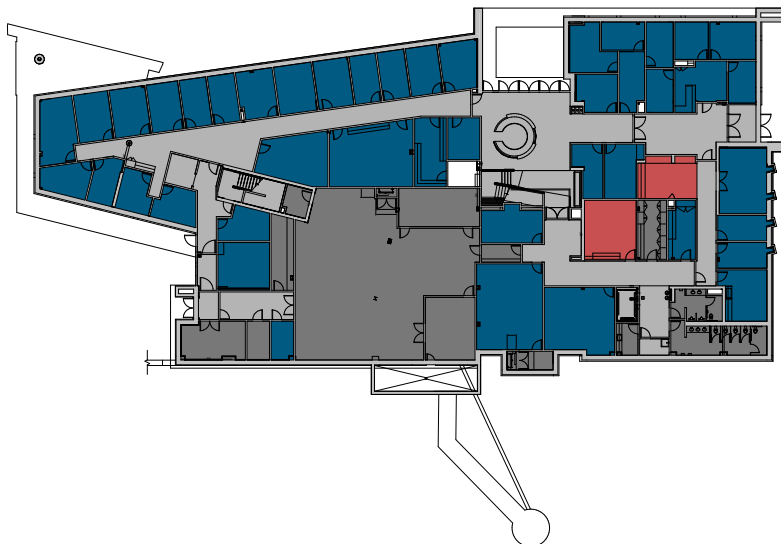
3rd Floor Plan



2nd Floor Plan

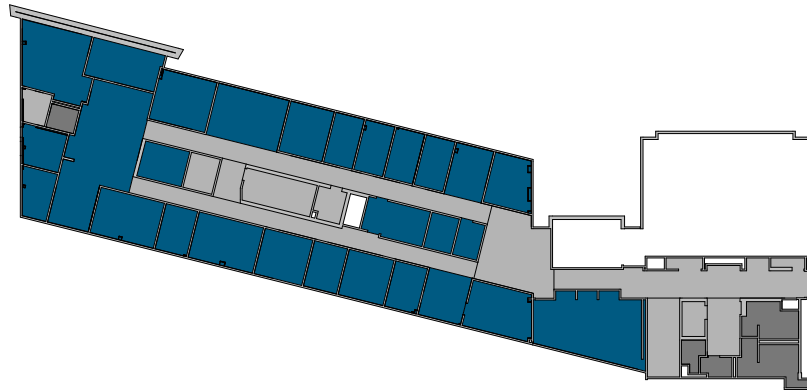


1st Floor Plan



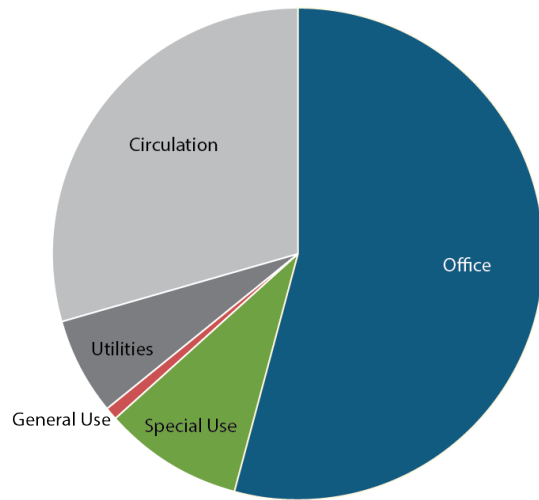
- Office
- General Use
- Utilities
- Circulation

PEGGY RYAN
WILLIAMS CENTER

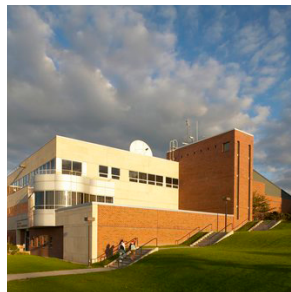


- Office ●
- General Use ●
- Utilities ●
- Circulation ●

PUBLIC SAFETY AND GENERAL SERVICES

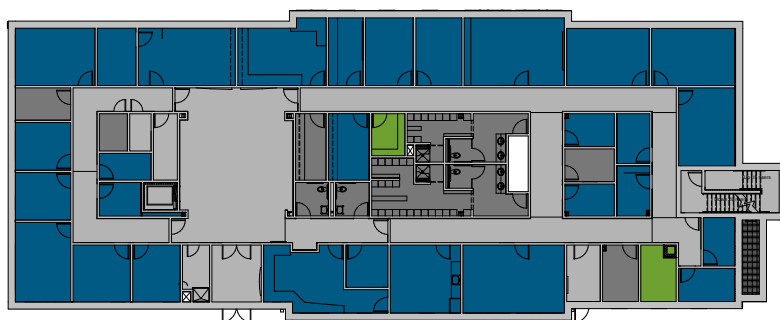


Use	Total Sq Ft
Office	11,039
Special Use	1,841
General Use	182
Utilities	1,306
Circulation	5,959
Total	20,327

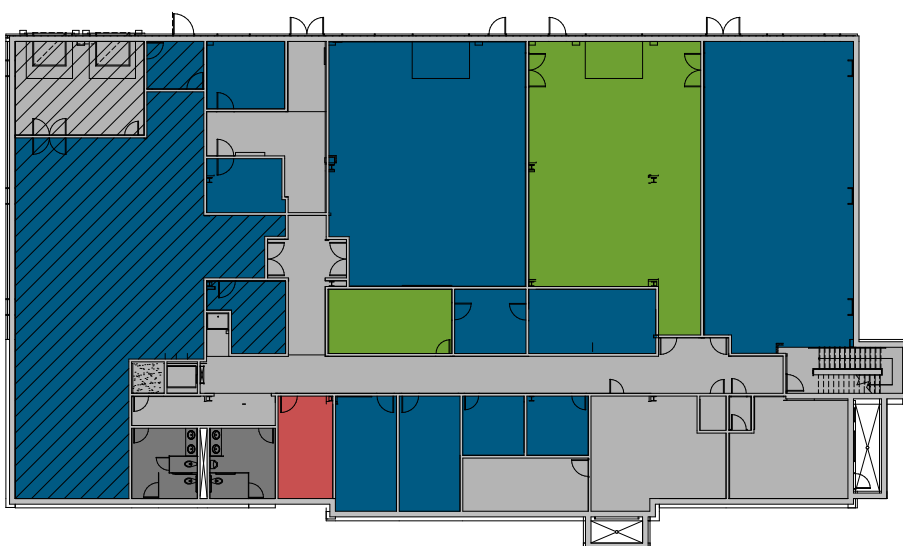


PUBLIC SAFETY AND GENERAL SERVICES

2nd Floor Plan

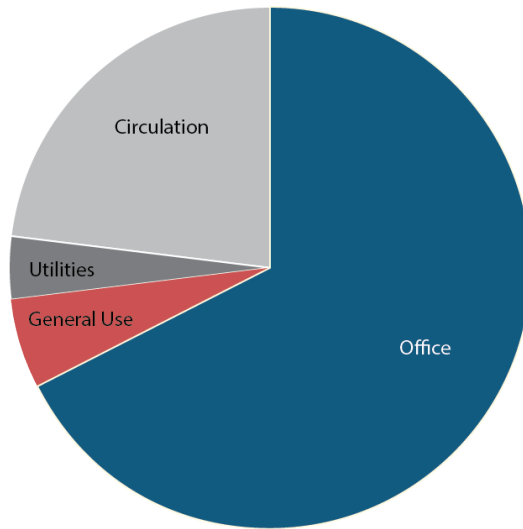


1st Floor Plan

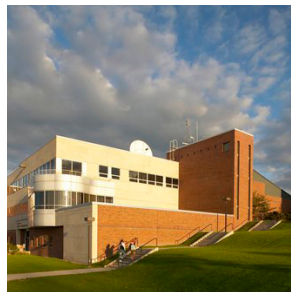


- Office
- Special Use
- General Use
- Utilities
- Circulation

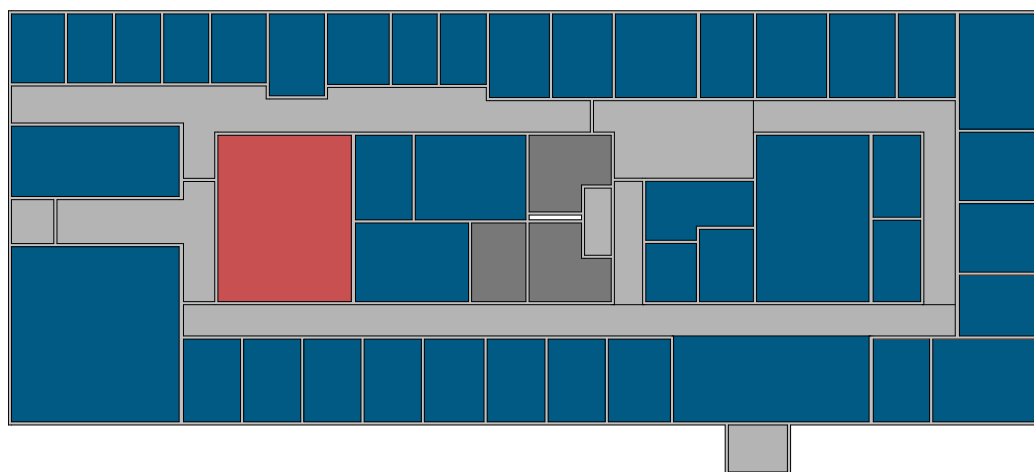
ROTHSCHILD



Use	Total Sq Ft
Office	6,766
General Use	564
Utilities	386
Circulation	2,303
Total	10,019



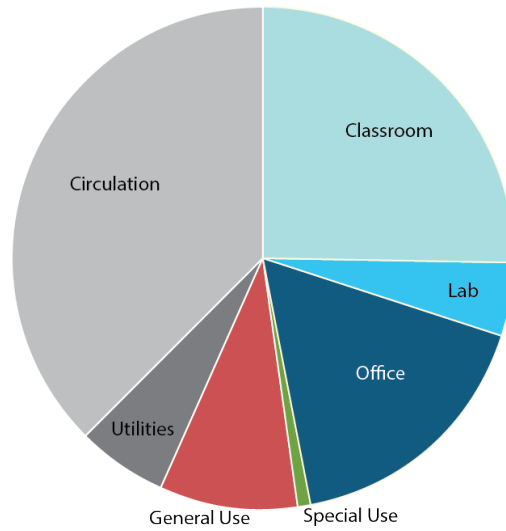
ROTHSCHILD



1st Floor Plan

- Office
- General Use
- Utilities
- Circulation

WHALEN CENTER FOR MUSIC

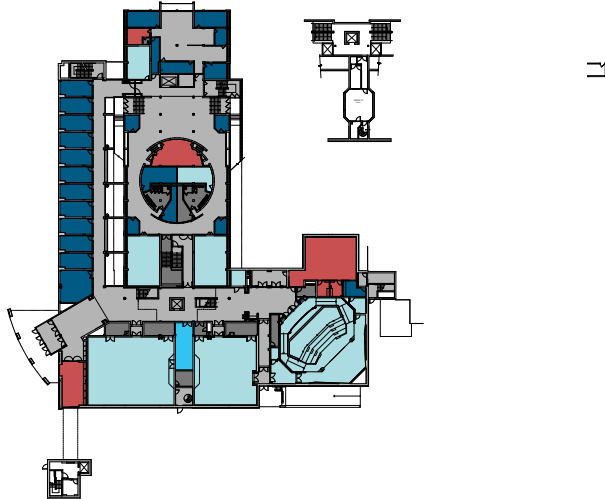


Use	Total Sq Ft
Classroom	30,916
Lab	5,842
Office	20,796
Special Use	826
General Use	11,140
Utilities	69,09
Circulation	45,701
Total	112,130

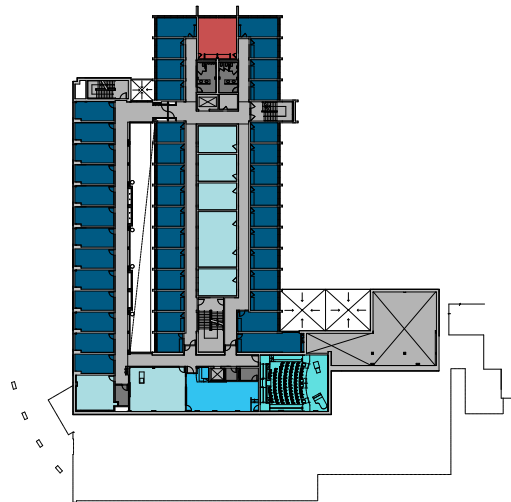


WHALEN CENTER FOR MUSIC

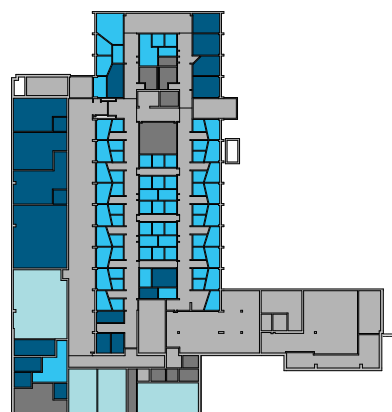
3rd Floor Plan



2nd Floor Plan



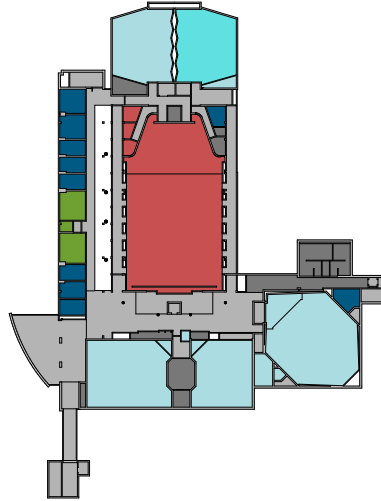
1st Floor Plan



- Classroom
- Lab
- Office
- Special Use
- General Use
- Utilities
- Circulation

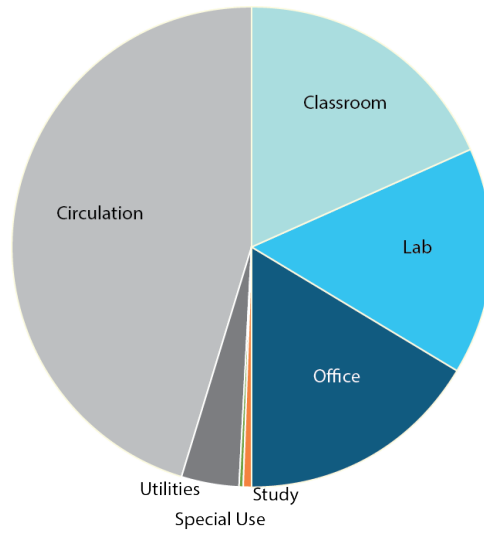
WHALEN CENTER FOR MUSIC

4th Floor Plan



- Classroom ●
- Lab ●
- Office ●
- Special Use ●
- General Use ●
- Utilities ●
- Circulation ●

WILLIAMS HALL

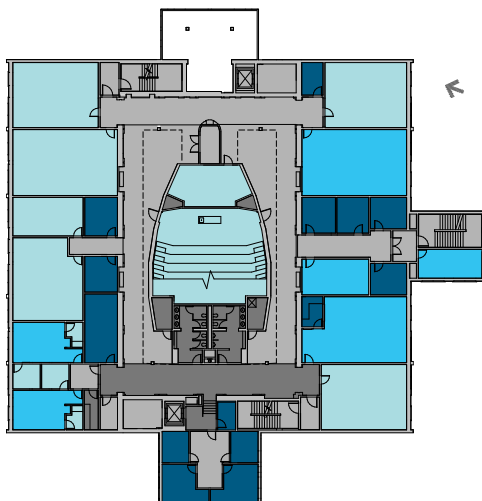


Use	Total Sq ft
Classroom	13,506
Lab	11,227
Office	11,928
Study	366
Special Use	225
Utilities	2,765
Circulation	33,029
Total	73,046

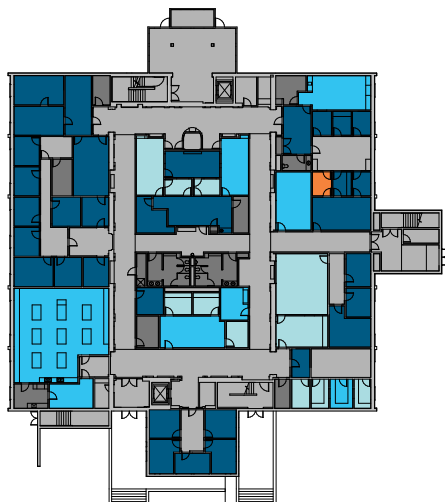


WILLIAMS HALL

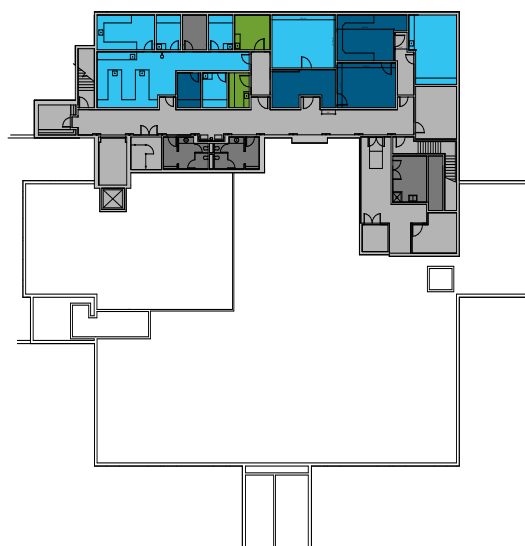
3rd Floor Plan



2nd Floor Plan



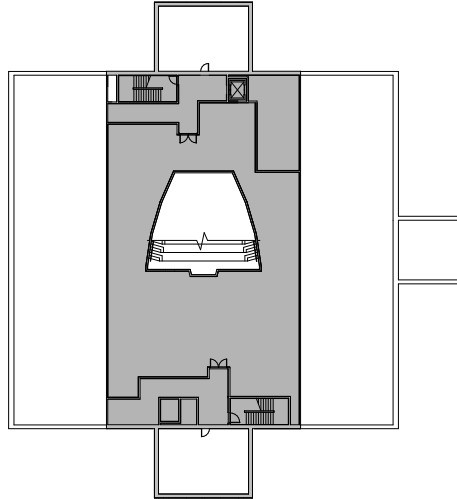
1st Floor Plan



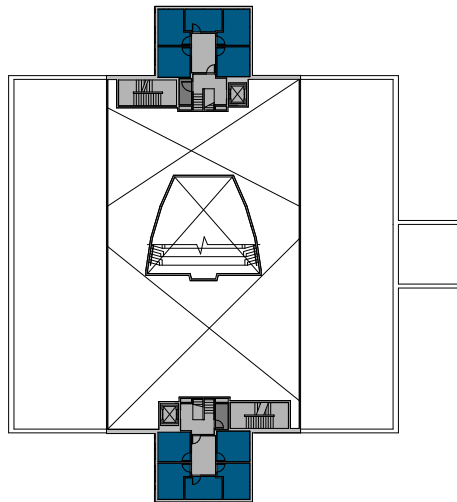
- Classroom
- Lab
- Office
- Special Use
- Study/Library
- Utilities
- Circulation

WILLIAMS HALL

6th Floor Plan

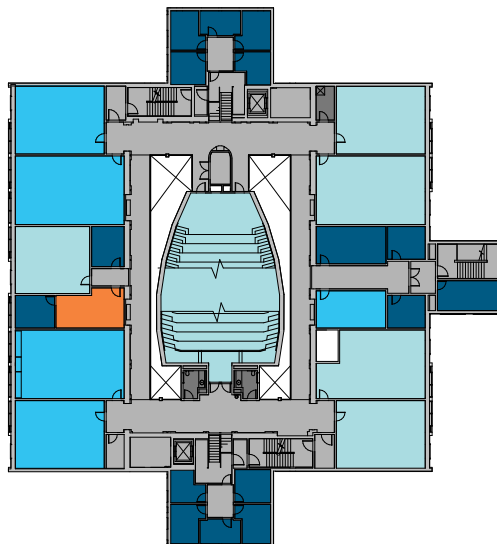


5th Floor Plan



4th Floor Plan

- Classroom
- Lab
- Office
- Special Use
- Study/Library
- Utilities
- Circulation





Perkins Eastman