

CAMPUS FRAMEWORK | FULL REPORT



VISION FOR EXCELLENCE

2017-2037

SYRACUSE UNIVERSITY

FOREWORD

May 15, 2017

Dear Syracuse University Community:

I am pleased to share with you the Syracuse University Campus Framework. Many hundreds of you have worked hard over the past three years on the Framework, including in the 11 months since the draft overview was released to the community last June. I am deeply grateful to you.

The Campus Framework was conceived in June 2014 as part of the three-pronged Fast Forward Syracuse initiative which also included the Academic Strategic Plan and Operational Excellence. The overarching goal of the Campus Framework is to ensure that the campus physical landscape, buildings, and infrastructure align with and support the priorities of the Academic Strategic Plan and our institutional mission and vision.

This document provides a roadmap for achieving that goal. It addresses immediate needs but also maps out how we envision the campus landscape evolving in the years ahead. Through implementation of the Campus Framework, we will further advance learning and scholarship, enhance access, and support an outstanding student experience for our diverse campus community.

In today's challenging higher education environment, great universities do not remain static. They embrace change and the evolving needs and expectations of students, our communities, and the world. This Campus Framework lays out a vision for how we will maximize our physical spaces and resources to better support a world-class student and faculty experience and scholarship. It is aspirational, but it is achievable. By design, it is dynamic and incremental and will accommodate future priorities in the years and decades ahead.

We could not have done this work without the time, talent, and dedication of so many of you. This is an exciting time for the University. Thank you for being a part of it, and I look forward to your continued involvement as we implement this ambitious plan.

Sincerely,



Kent Syverud
Chancellor and President

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Kent Syverud
Chancellor and President

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INTRODUCTION



SHAW QUADRANGLE
LOOKING WEST

FAST FORWARD SYRACUSE

CAMPUS FRAMEWORK

In 2014, Syracuse University embarked on a major University-wide initiative to usher the campus through the 21st century. Fast Forward Syracuse, a guide for the future and a guide to help ensure the success of Syracuse University in the context of a changing and challenging higher education environment, has three major components developed concurrently: the Academic Strategic Plan, the Campus Framework, and the Operational Excellence Program. The Campus Framework is intended to serve as an aspirational plan to guide the future of the physical campus and provides a structure for rejuvenation, ensuring that each building and open space supports learning, social development, and vibrancy.

An employee-led Advisory Group provided direction to Sasaki and Associates throughout the planning process. The work consisted of three distinct stages: analysis, scenarios, and implementation strategies. During the analysis stage, the consultant team established a dialogue with University stakeholders and reviewed existing background information about the campus and its surrounding environments. Sasaki also sought input from members of the campus community through online surveys, including the MyCampus survey, which had more than 3,000 participants. During the scenarios stage, the Advisory Group refined the design principles and developed a range of strategies to address the student experience, residential life, academic and research environments, mobility, and campus character. Finally, during the implementation strategies stage, the team established a plan to achieve the goals set forth in the Campus Framework.

The Framework was guided by the University's mission and the themes in the Academic Strategic Plan:

- The Student Experience:** Provide all students with a world-class learning experience that prepares students for future success
- Discovery:** Promote creativity and discovery attuned to important challenges and emerging needs
- Internationalization:** Enter the campus, engage with the world
- Commitment to Veterans and Military-Connected Communities:** Distinguish Syracuse as the premier university for veterans, military-connected students, and families
- Innovation:** Nurture an entrepreneurial culture
- One University:** Galvanize institution-wide excellence

Syracuse University's entire campus is a learning environment—inside, outside, downtown, on the Hill; it's all part of the University experience. The Campus Framework establishes a roadmap for the campus. It is meant to guide future potential development and decision-making for the physical campus and surrounding area for decades to come, making sure that each building and open space reinforces learning, social development, and vibrancy. At the same time, the University's campus also needs to embody the University's mission and identity. The alignment of the Campus Framework with the new Academic Strategic Plan allows close coordination of decisions for the physical environment.



VISION: SYRACUSE UNIVERSITY ASPIRES TO BE A PRE-EMINENT AND INCLUSIVE STUDENT-FOCUSED RESEARCH UNIVERSITY, PREPARING ENGAGED CITIZENS, SCHOLARS, AND LEADERS FOR PARTICIPATION IN A CHANGING GLOBAL SOCIETY.

UNIVERSITY MISSION

As a university with the capacity to attract and engage the best scholars from around the world, yet small enough to support a personalized and academically rigorous student experience, Syracuse University faculty and staff support student success by:

- Encouraging global study, experiential learning, interdisciplinary scholarship, creativity, and entrepreneurial endeavors
- Balancing professional studies with an intensive liberal arts education
- Fostering a richly diverse and inclusive community of learning and opportunity
- Promoting a culture of innovation and discovery
- Supporting faculty, staff, and student collaboration in creative activity and research that address emerging opportunities and societal needs
- Maintaining pride in our location and history as a place of access, engagement, innovation, and impact

DELIVERABLES

As part of the Fast Forward Syracuse campus master planning initiative, Syracuse University partnered with Sasaki Associates in October 2014 to assist with campus planning and identify guidelines to better support the University’s academic and research mission. Sasaki Associates is a Boston-based, award-winning integrated architectural planning and design firm.

In early conversations with Sasaki leadership, members of the Campus Framework Advisory Group expressed the importance that this document be a living, breathing, and constantly evolving roadmap for the future growth of the University. As a result, the name became the Campus Framework. The document will remain in a working document in “draft” form and will continue to evolve over time. It is expected to be dynamic and yet maintain its integrity for a 20-year period.

The project’s scope of work was limited primarily to Main Campus and did not include extensive planning for South Campus, the Nancy Cantor Warehouse, and other auxiliary facilities. As is consistent with industry standards, Sasaki’s work did not include financial planning for the proposed projects. Because a separate team was charged with modelling possibilities for possible Dome renovations, the Campus Framework does not address the Dome project, except as it related to the larger plan.

The Campus Framework is a long-term plan meant to guide future campus development for the next 20 years. To stay relevant in the constantly changing world, the plan is designed to be flexible. In the near term, the Campus Framework identifies strategic investment opportunities in key catalytic projects. Many of these projects reinforce the Academic Strategic Plan that was developed concurrently with the Campus Framework, and all of the near-term projects reinforce the goals of the campus and design principles at the outset of this project. In the long term, and as new needs are identified, the Campus Framework provides additional suggestions for possible future space opportunities and development sites. These plans are preliminary and evolving, and may change to accommodate future priorities.

This report includes conceptual buildings and designs that reflect the identified goals of the Campus Framework:

- **SUPPORT ACADEMIC EXCELLENCE**
- **ENRICH ALL ASPECTS OF STUDENT LIFE**
- **CREATE A DIVERSE AND VIBRANT CAMPUS SETTING**

DEVELOPMENT

The Campus Framework process consisted of three distinct stages: analysis, scenarios, and implementation strategies.

1 Analysis

The Campus Framework process commenced in 2014 with an analysis stage, which was conducted by Sasaki in partnership with the Campus Framework Advisory Group. The analysis stage established a dialogue with University stakeholders and reviewed existing background information about the campus and its surrounding context. During this four-month period, interviews were conducted with many campus senior administrators and academic leaders to understand the core issues facing the University today. In addition, the Campus Framework team conducted a thorough review of the physical campus and surrounding context, including historic resources that document the evolution of the campus, current space utilization, and mobility. Finally, the team surveyed campus users. Students, faculty, and staff were invited to complete an online MyCampus survey, identifying popular campus venues, circulation paths, and providing a qualitative evaluation of the campus. Faculty members were invited to complete a digital collaboration survey, illuminating collaborative relationships across colleges, schools, and disciplines. An all-campus presentation and dialogue was held during the analysis process to keep the campus community up to date. The analysis stage concluded with the formation of preliminary planning principles to guide the rest of the planning process.

During the analysis stage, the Campus Framework Advisory Group met in October, December, and January. The input received during these meetings and presentations established the groundwork for the next stage of the plan development.



PARTICIPANTS IN THE CAMPUS FRAMEWORK OPEN HOUSE SHARED THEIR FEEDBACK DURING THE EVENT.

2 Scenarios

During the scenarios stage of the Campus Framework, the preliminary planning principles were refined and finalized. A range of planning and design strategies was developed and tested for the Syracuse University campus. Sasaki then presented a preferred scenario to the Advisory Group for further refinement and development. The preferred scenario was developed in greater detail, addressing specific priorities on the campus. Identified priorities included the student experience, residential life, academic parity, research, mobility, universal access, and campus character, and how these elements complement each other to support the overall campus setting. Redevelopment opportunities, infill sites, and open spaces were all explored to determine their impact on the overall function. The goal of this stage was to reach consensus on a preferred direction for the Campus Framework to then begin defining implementation strategies.

The team met with the Advisory Group and other campus leaders in February, March, and April of 2015 to present and refine the planning scenarios. In addition, two open-house meetings were held at the beginning and conclusion of this stage of work, presenting progress and soliciting feedback from the greater campus community.

3 Implementation Strategies

The third stage of the planning process established guiding principles to achieve the goals set forth in the Campus Framework. These include space utilization optimization with program moves and strategic building renovations, growth and acquisition strategies, and plans for campus design, transportation, sustainability, energy, landscape, and building development projects. Implementation strategies are informed by current and imminent needs, project impact, and available and projected funding. Guiding principles were refined over the course of several months, based on comments from the Advisory Group, senior campus leadership, and the Board of Trustees.



CAMPUS FRAMEWORK GOALS

The Campus Framework plan works in coordination with the University’s Academic Strategic Plan to shape, guide, and manage the Syracuse University campus environment and its physical form in support of the University’s mission. It seeks to foster an inclusive range of strategies to address the student experience, integrate accessibility and mobility, and improve the academic and research environments. Three overarching goals for the Campus Framework were developed, building on discussions with University students, faculty, staff, academic leaders, and Trustees:

SUPPORT ACADEMIC EXCELLENCE

Strengthen the global legacy of learning and investigation by creating 21st-century academic and research environments across the University.

ENRICH ALL ASPECTS OF STUDENT LIFE

Foster student success through a holistic residential experience, engaging student life centers, a comprehensive academic and administrative support network, and a diverse array of health and wellness offerings.

CREATE A DIVERSE AND VIBRANT CAMPUS SETTING

Continue to enrich the environment with high-quality placemaking, buildings, and landscapes, distinguished by design excellence.

SUPPORT ACADEMIC EXCELLENCE

Syracuse University has a robust history of responsiveness to the times and to the evolving needs of students and the world. The University’s Academic Strategic Plan provides a thematic structure for responding to those needs in ways that build on our historic strengths and identify areas for growth. The Campus Framework complements and supports the Academic Strategic Plan and its strategic priorities, which position the University for long-term success.

The plan is organized around six overarching themes:

- **The Student Experience:** Providing all students with a highly distinctive, multifaceted educational experience that cultivates in them the skills and competencies needed to succeed in an increasingly complex and interconnected world.
- **Research and Discovery:** Expanding research and creative scholarship to advance knowledge, enrich learning, generate experiential opportunities, and magnify our impact in the world.
- **Internationalization:** Fostering an international community of scholars who engage with one another and learn from diverse perspectives and backgrounds, and who pursue global scholarship.
- **Veterans and Military-Connected Communities:** Distinguishing Syracuse as the premier university for veterans and military-connected students through program initiatives, targeted research, and services that align with their needs and aspirations.
- **Innovation:** Nurturing an entrepreneurial culture that drives productive change, empowers the University to respond nimbly to emerging opportunities, and inspires creative problem-solving.
- **One University:** Promoting excellence across University operations by supporting professional development and advancement, and affirming each person’s role in achieving the University’s mission and vision.

Together, the Campus Framework and Academic Strategic Plan empower transformative learning and scholarship and further distinguish Syracuse University as a place of excellence.



ENRICH ALL ASPECTS OF STUDENT LIFE

Enriching all aspects of student life is a theme reflected throughout the Campus Framework. Today’s students are seeking a whole experience, one that allows students to balance their academics, extracurricular activities, social and philanthropic commitments, and health and wellness.

The Campus Framework seeks to foster student success through a holistic residential experience, engaging student life activities, a comprehensive academic and administrative support network, and a vast array of centrally and conveniently located health and wellness resources.

Creating connected and multidimensional spaces via renovations and enhancements to student life facilities is a critical component of a lively campus community and engaged student body. With an expanded, vibrant student center that brings together elements that enhance student life—first-year experience, Greek life, student organizations, career development, cultural centers, leadership—students have a cohesive and nurturing space to grow, build community, and put their learning—inside and outside the classroom—to practice.

New and renovated residential facilities allow for closer access to student life services and vital resources on campus, as well as spaces for residential staff and advisors to host educational, engaging programming that builds connections and fosters inclusive communities. Learning communities can expand, further advancing students’ academic, personal, and professional growth through integrated academic and co-curricular experiences.

The central hubs of student life, student recreation, health and wellness, and student business services empower Syracuse University students to create their own unique experience with the support of dedicated student affairs professionals. As the Division of Enrollment and the Student Experience seeks to deliver a seamless and unsurpassed experience to Syracuse students—from their first introduction to the University through Commencement—the Campus Framework is key to bringing that aspiration to life.



CREATE A DIVERSE AND VIBRANT CAMPUS SETTING

The Campus Framework aspires to incorporate strategic placemaking in partnership with a new vision for existing campus spaces. Though creative redesigns to modernize older buildings and placement of new resources for students, faculty, and staff, the future campus will better utilize existing properties while exploring new space opportunities.

The Framework seeks to retain a broad spectrum of buildings and spaces, while capitalizing on existing corridors and pathways. At the same time, some existing structures will be redesigned to incorporate atriums and glass fronts to better engage with those pathways. The result is an intentional integration of the civic spaces with the learning spaces.

As part of our commitment to sustain an inclusive campus community, the University is using the Campus Framework planning process to address the wide spectrum of differences represented in our student body, including ethnicity, military backgrounds, cultural traditions, disability status, sexual orientation, and gender identity.

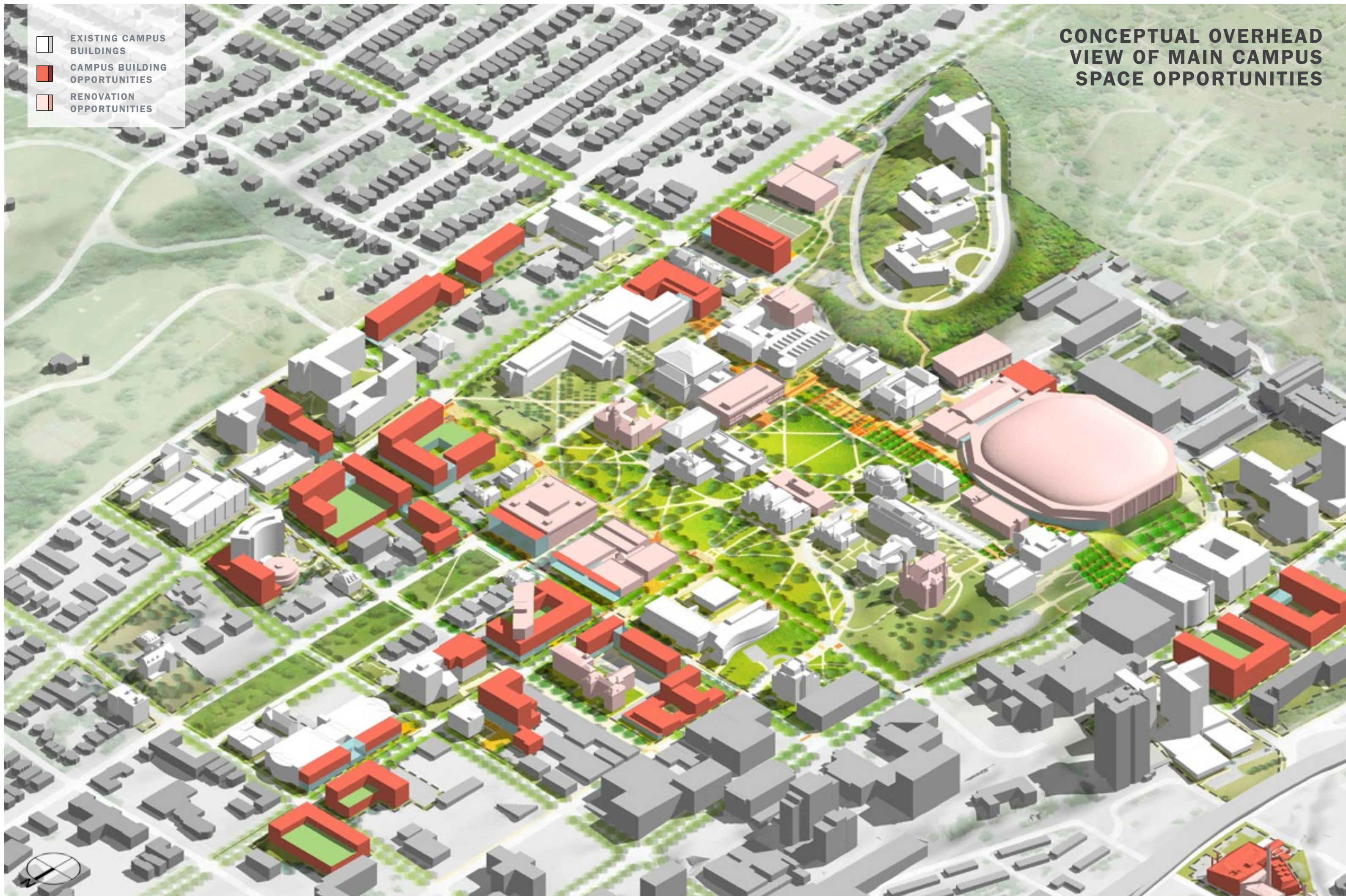
The Campus Framework acknowledges these diverse perspectives and continues to renovate current and develop new spaces that are thoughtful and intentional in their design and purpose, and further create a safe, welcoming, and comfortable environment for all members of our campus community.

Syracuse’s commitment to diversity and inclusion is rooted in the belief that an education informed by multiple points of view, life experiences, ethnicities, cultures, and belief systems is essential to academic excellence and a vibrant campus setting.

**WE ACKNOWLEDGE, WITH RESPECT,
THE ONONDAGA NATION, THE INDIGENOUS
PEOPLE ON WHOSE ANCESTRAL LANDS
SYRACUSE UNIVERSITY NOW STANDS.**



VISION



CAMPUS FRAMEWORK VISION

The Campus Framework works in coordination with the University’s Academic Strategic Plan to reinvigorate our physical campus, with the goal of creating a more robust, connected academic core campus offering many different experiences, from academics to student life to athletics. The Campus Framework envisions Syracuse University as a more connected campus enriched with a vibrant public realm and state-of-the-art learning and living spaces that enable innovative research and a thriving culture of collaboration. Syracuse University has long been known as the Campus on the Hill, but today the University has expanded well beyond the historic Main Campus core. Athletics buildings and fields, administrative offices, and approximately one-third of all on-campus student housing are located on South Campus. Satellite buildings integrate facilities for the College of Visual and Performing Arts and community facing programs in downtown Syracuse. To support the University’s strategic mission and principles, the Campus Framework creates a flexible strategy for reinvestment and change in the coming decades. The Framework builds on the historic footprint of the campus, reinforcing the architectural legibility and sustainability of Main Campus.

To foster a holistic student experience—one that marries academic, research, and student life—over time, first- and second-year undergraduate housing will be relocated to Main Campus, and major academic and student life investments will be focused around the core of Main Campus. This dramatic, long-term transformation will enable the creation of 21st-century facilities that support modern academic pedagogies and research, and re-center student and residential life around the academic core of the University. At the same time, it will anchor Syracuse University’s presence in the city near medical and veterans institutions, the downtown area, and campus neighborhoods.

BUILDING ON HISTORY, IMAGINING OUR FUTURE

Historic Structure

While the University’s origins began with a clear, compact core, over time growth has led to a less distinct campus with porous edges to the city. This integration with the city will be celebrated through reinforcement of the campus edges to ensure that they mirror the prominence and grandeur of the campus core. In 1873, the Hall of Languages was constructed to house the new Campus on the Hill at the head of University Avenue. As the University grew, the monuments of Old Row—such as von Ranke Library (today known as Tolley Humanities Building)—were erected on either side of the Hall of Languages, expanding along the front lawn—the open space between the Old Row and the Einhorn Family Walk, formerly University Place. Today, the grand architecture of these buildings reinforces the traditional feel of the campus. Further growth was organized around formal open spaces. Academic buildings encircled the formal campus quadrangle, providing a destination for social engagement, and Walnut Park connected a residential district for faculty and staff to the University. In the last half-century, campus expansion has created a new “front door” on Waverly Avenue, though the space is characterized by “back-of-house” uses. Seated in front of the Old Row, the “New Row” today forms an entrance for the campus on Waverly Avenue but the frontage is characterized by service access and parking.

Existing Campus

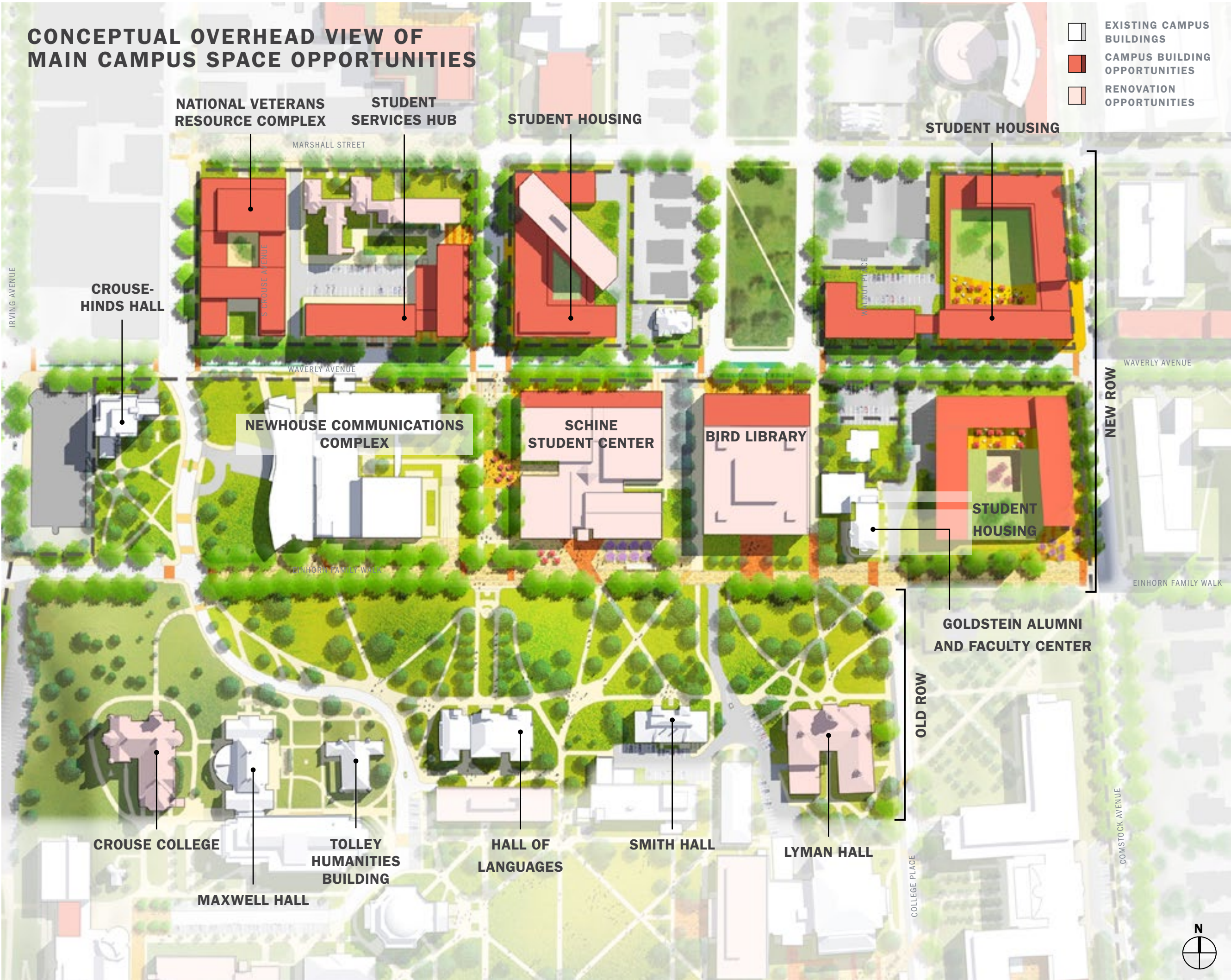
Syracuse University consolidates most academic, administrative, and some housing facilities on Main Campus and utilizes nearby South Campus to provide additional student housing, administrative buildings, and athletics and recreation facilities.

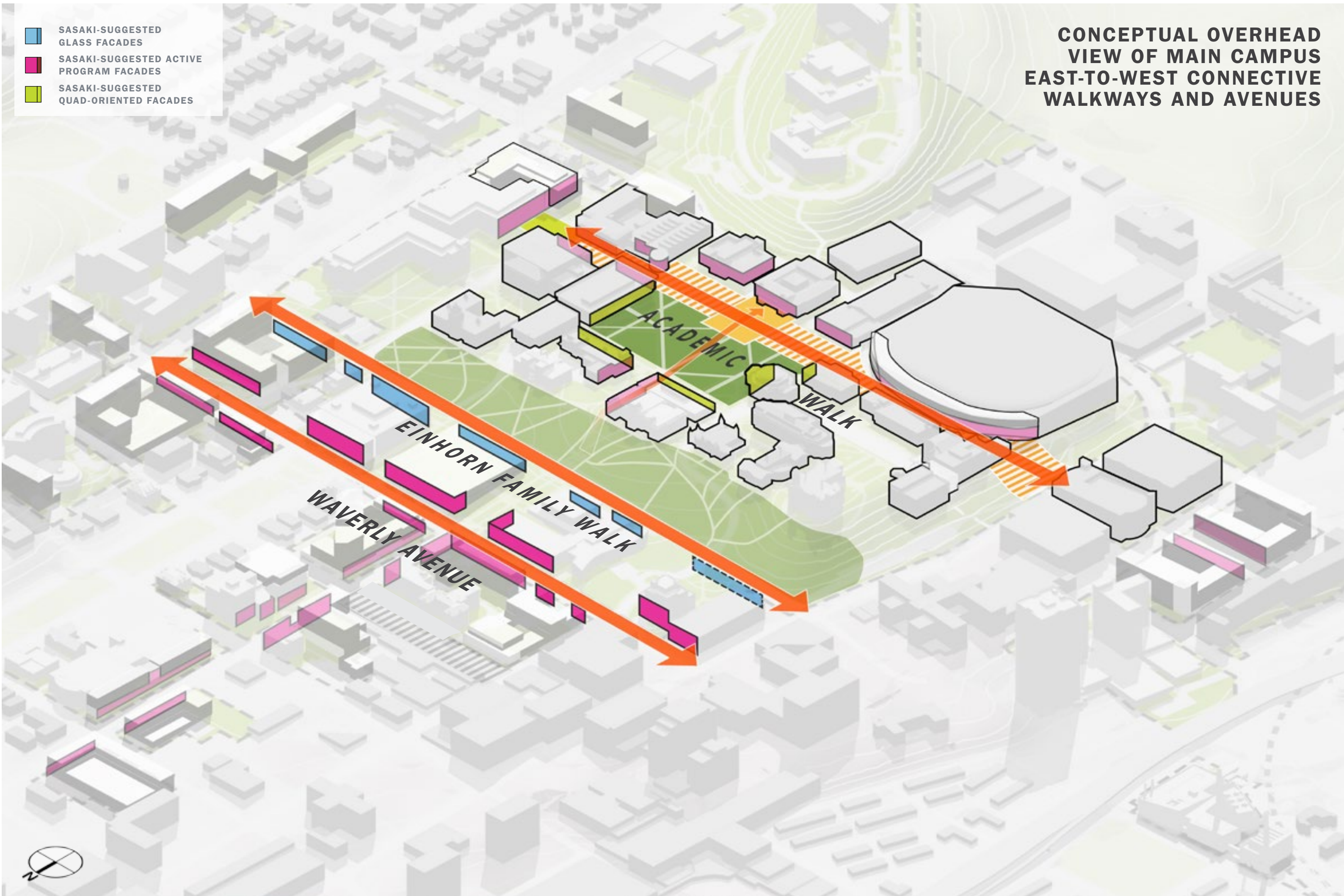
There are also satellite facilities in downtown Syracuse. These facilities rely on a few key armatures to connect people and functions. In the future, the balance of uses will shift to consolidate operations and enhance collaboration. Main Campus will serve as the hub of daily activity, and activity on South Campus will be redefined.

Campus Opportunities

The Framework for Syracuse University envisions a compact campus that fosters community interaction, supports collaboration, reduces dependence on personal automobiles, and provides respite from winter weather in Syracuse. Three reimagined corridors will link together the different zones of the campus. A consolidated academic core facilitates interactions among students, faculty, and staff, creating a vibrant environment of learning and research. Student life buildings surround the academic core, providing an informal extension of the learning environment. Relocating first- and second-year student housing from South Campus into Main Campus residential housing is a transformative move that creates vibrancy and improves efficiency.

Still a significant land resource, South Campus is reimagined. Athletics fields and stadiums are clustered around the intersection of East Colvin Street and Comstock Avenue, where they are easily accessible to student athletes, spectators, and visitors. This also allows for additional future expansion of athletics facilities in a concentrated area. An adjacent parking reservoir enables students, staff, and visitors to have access to their cars without disrupting the pedestrian environment on Main Campus and allows for more efficient shuttle operation. Administrative and support functions will remain.





PROGRAM STRATEGY

The Campus Framework is a 20-year plan that aligns the Academic Strategic Plan with the University’s physical campus environment to further strengthen our standing as a great, thriving, international research university and create an exceptional student experience. Waverly Avenue, the Einhorn Family Walk, and the Academic Walk will give structure to the Campus Framework’s program and land use approach:

- Connective walkways will link disparate buildings and open spaces, enlivening the campus civic realm.
- Reenvisioned academic buildings will infill key sites near the Academic Walk. Renovations and space moves within existing structures on the Shaw Quadrangle will bring disconnected programs together, modernize existing space, and support interdisciplinary activities. The Academic Walk will also link West Campus to the eastern edge of campus and create an outdoor events and gathering space.
- A diverse array of modern student life amenities will be integrated into the campus core both in West Campus and in a row between the Einhorn Family Walk and Waverly Avenue, creating a student life district at the center of the University.
- Mixed-use neighborhoods will be established by relocating 30 percent of current residential capacity from South Campus to Main Campus. Each on-campus neighborhood will include a mix of residential and student life amenities. Individual neighborhoods will exhibit unique identities but will all be connected to the campus core by one of the three corridors.
- Guiding principles for future campus planning, design, and construction will be established to govern campus growth and future development.

FIVE KEY RECOMMENDATIONS

The Campus Framework’s key themes, vision, and overarching goals inspired the development of five key recommendations to highlight priorities and focus on the student and campus experience:

1. ENLIVEN THE CIVIC REALM
2. REVITALIZE THE ACADEMIC CORE
3. CREATE A CAMPUS-CITY COMMUNITY
4. INTEGRATE DIVERSE, INCLUSIVE STUDENT LIFE ACTIVITIES
5. ESTABLISH MIXED-USE NEIGHBORHOODS

GUIDING PRINCIPLES FOR FUTURE CAMPUS DESIGN, PLANNING, AND CONSTRUCTION

Proposed new buildings and spaces contribute to a holistic vision for the University, embracing the integration of academic and student life. They address program needs identified by the University and are designed and positioned to enhance the vibrant character of the campus and surrounding community. Future projects will follow these principles:

- Provide the facilities necessary to support the vision and mission of Syracuse University, in accordance with the Academic Strategic Plan
- Improve campus accessibility for all by removing physical barriers
- Revitalize existing hubs of student life, including the Archbold Gymnasium, the Schine Student Center, and Bird Library
- Relocate administrative functions to the periphery of the academic core and replenish core space with academic, research, and student services functions
- Support the University in its pursuit of energy and climate goals by leveraging technology to create high-performing campus environments

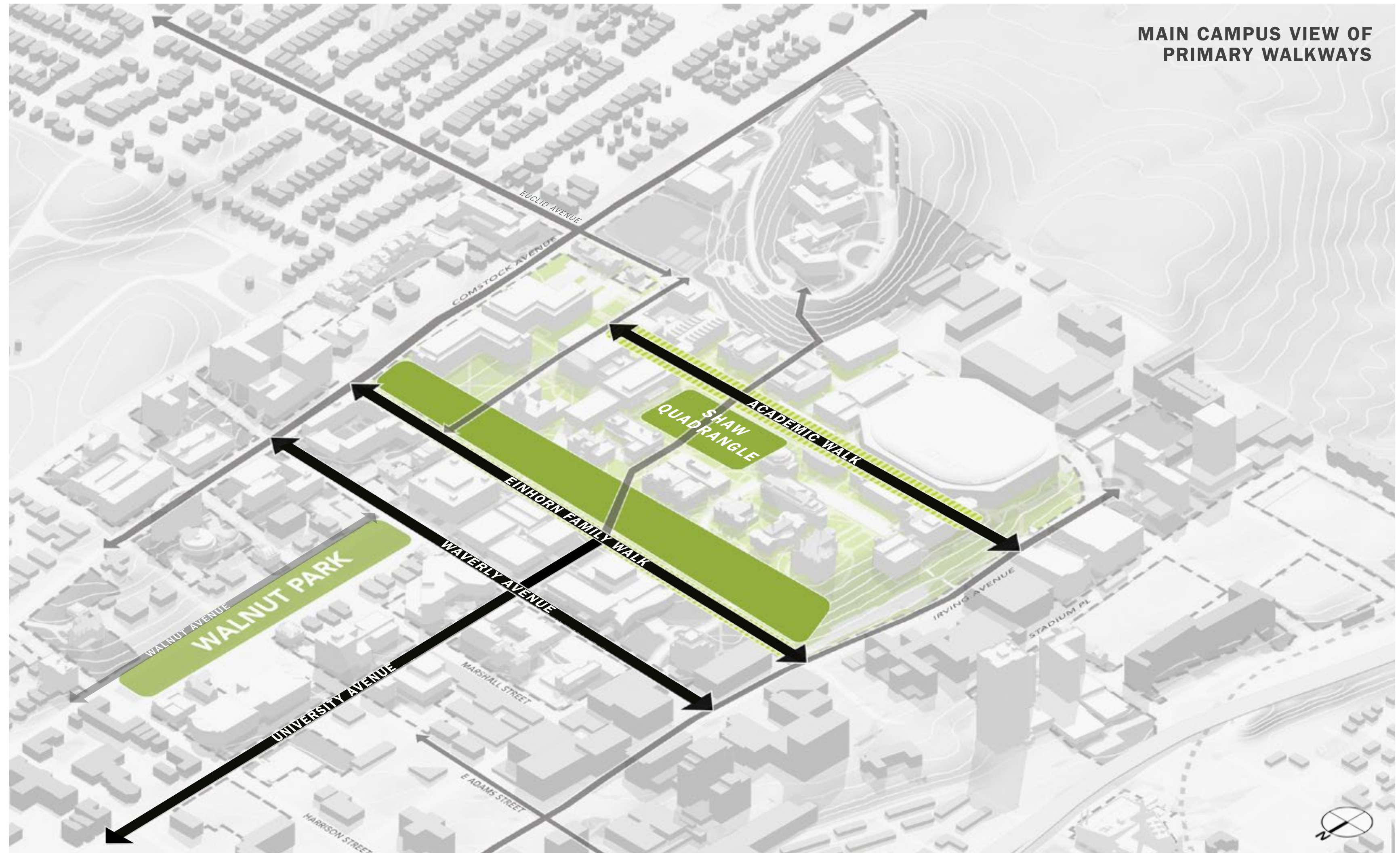


FIVE KEY RECOMMENDATIONS

1 ENLIVEN THE CIVIC REALM

Composed of open spaces and linear connections, Syracuse University's future civic realm vision builds on the campus' legacy landscapes and eclectic architecture. The design concept behind enlivening the civic realm is to create a vibrant University community which further facilitates both informal and formal collaboration among students, faculty, and staff, extending discourse beyond classroom walls.

Landscaped streets and pedestrian walkways form dynamic connections that will link the campus' distinguished landscapes such as the Front Lawn, Walnut Park, and the Shaw Quadrangle. Collectively, these elements lend identity, provide spaces for informal study and socializing, create environmental benefits, and form the foundation of universal accessibility. Transparent facade renovations will create a sense of continuity between indoor and outdoor spaces, allowing observers to appreciate the wide range of academic disciplines and activities that contribute to the meaning of a Syracuse University degree.



Academic Walk



EXISTING

The pathway linking Sims Hall, Shaffer Art Building, Bowne Hall, Carnegie Library, Archbold Gymnasium, and the Dome is well traveled by students and visitors alike. However, piecemeal small surface parking lots and service access points all detract from the experience of walking along the adjacent Shaw Quadrangle.

OPPORTUNITY

Linking an evolving West Campus neighborhood to the academic core, the Academic Walk will be a critical connection that is both a key pedestrian corridor and a central outdoor gathering place. The path will navigate the campus' topographical change with landscape and building connections that provide universal access. During game days and other events, the walkway can be a linear plaza for members of the campus community to gather and socialize. As part of strategic academic space improvements, the Physics Building will be removed due to the inadequacy of the building structure to support contemporary spaces, and the program will be relocated. Removal of this building will also open up a critical space along the Academic Walk, allowing continuous uninterrupted east-west travel and vistas.



Einhorn Family Walk

PRE-EXISTING



EXISTING

The Einhorn Family Walk is a busy thoroughfare for pedestrians, cyclists, and transit riders coming to visit Bird Library, Schine Student Center, or nearby academic buildings. It is a place for social gathering and physically connects the Old Row buildings on the hill to the New Row. Seating plazas take advantage of southern exposure and create social gathering spaces.

OPPORTUNITY

The vitality of the future New Row—comprised of renovated Schine Student Center and Bird Library—will be captured in the public realm of the Einhorn Family Walk. South-facing buildings with frontage along Waverly Avenue with active facades and landscape improvements will create a more welcoming, beautiful, and vibrant campus front door.



EINHORN FAMILY WALK LOOKING EAST



CONCEPTUAL VIEW OF EINHORN FAMILY WALK

CONCEPTUAL VIEW OF WAVERLY AVENUE LOOKING EAST



Waverly Avenue

PRE-EXISTING



Today's underutilized streetscape will be transformed into a vibrant urban parkway through gracious landscape design and redevelopment. At the bridge between the city and campus, mixed-use buildings with transparent facades enable activities to seamlessly move between indoors and outdoors.

When access to the Einhorn Family Walk became controlled and more pedestrian-friendly, Waverly Avenue was reinforced as the front door of the University. Today, service drives, loading areas, and surface parking create an unattractive environment. They hide the flurry of activity in the buildings along Waverly Avenue, which serve as the center of campus life.

OPPORTUNITY

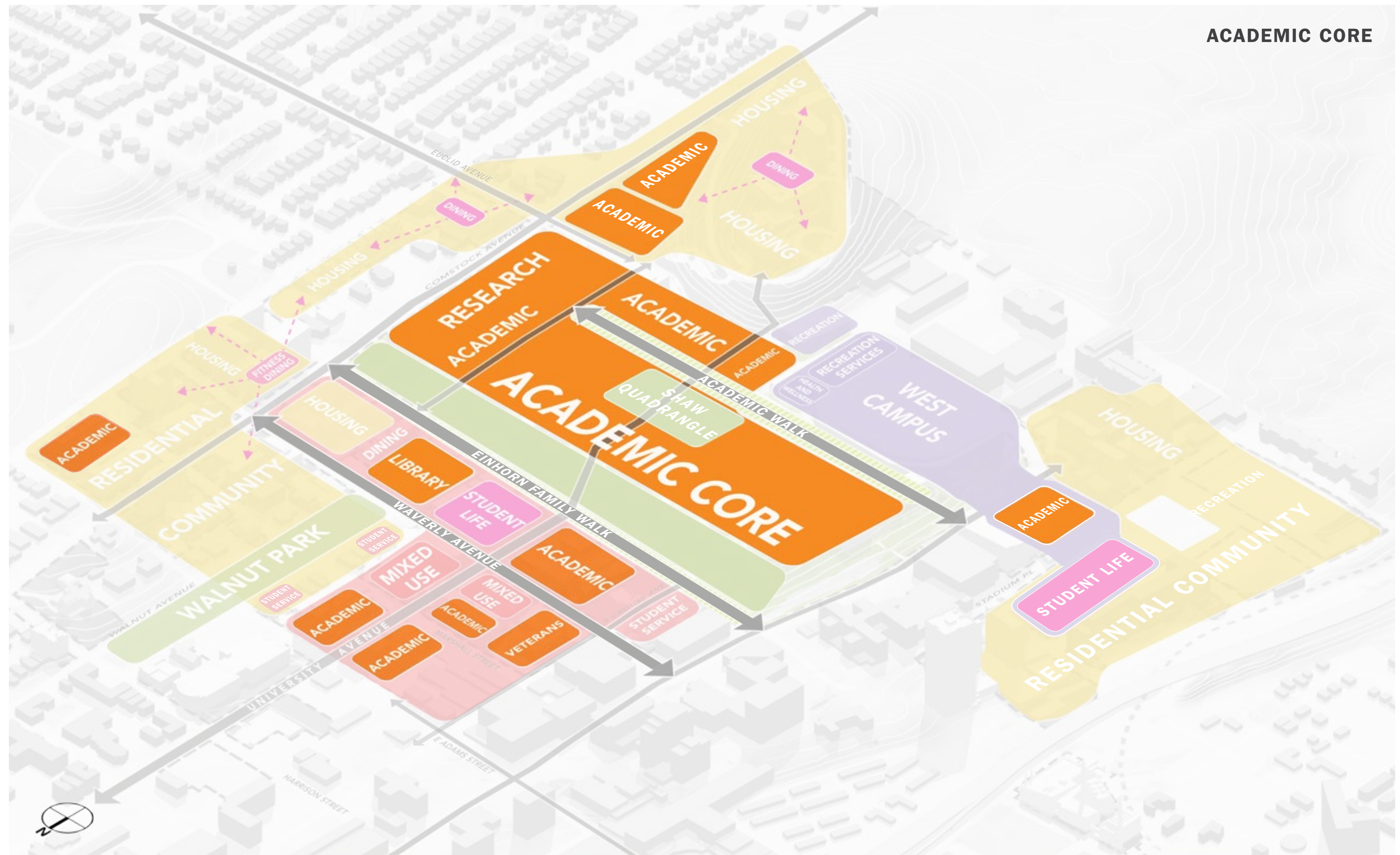
The new National Veterans Resource Complex, along with renovations to Bird Library and the Schine Student Center as well as a possible visitor center, will provide a welcoming view into the clusters of activity at Syracuse University.

2 REVITALIZE THE ACADEMIC CORE

Syracuse University's academic core is centered on the historic Shaw Quadrangle, providing organizational structure and visual identity to the University's teaching hub. The Campus Framework acknowledges the importance of collaboration in support of excellence in academics. One priority principle of the Framework will be to establish and maintain an Academic Core at the center of the University. The physical center of the Academic Core will be the Shaw Quadrangle.

In the immediate future, administrative and service functions that do not directly support students will be transitioned to other areas of the University to make room for academic programs and units. Future decisions about space allocation will reflect and honor the importance of research, scholarship, and academic pursuits at the center of campus. This shift also galvanizes the need to centralize teaching and research space in response to feedback obtained from the MyCampus survey, in which students and faculty raised concerns over long commutes to and from classes during short class change periods.

The Academic Core will provide an environment where modern academic pedagogies reliant on related work environments and collaboration can flourish. To support these pedagogies and the Academic Strategic Plan goals, the core will be reinforced with a new science, engineering, and research building that will modernize teaching and research labs. Academic buildings around the Shaw Quadrangle will undergo renovations to improve classroom quality, upgrade technology, and increase flexible space available for studying and collaboration. Additional informal spaces for collaboration, interdisciplinary interaction, idea sharing and testing, study, and socializing will be added to new and existing buildings in prominent, visible locations, with strong connections to the rest of campus, including the growing West Campus area.



Innovation and Discovery Complex

Designed to serve as the campus’ epicenter of research, discovery, and innovation, the new Innovation and Discovery Complex will bring together students, faculty, and research scholars from a variety of academic disciplines in an environment that harnesses the excitement of discovery and supports the pursuit of new knowledge.

This new complex will not only change the way we think about teaching and learning, but also will help us shape the future of science education. Makerspace, utility-rich environments, information technology resources, and dynamic laboratory space will be partnered here to stoke creativity and help drive innovation.

Laboratory experiences help students, regardless of their major, learn to work independently and collaboratively; define and solve problems; and draw and evaluate conclusions based on quantitative evidence. Rigorous, inquiry-based labs with state-of-the-art equipment are the cornerstone of a comprehensive liberal arts education, the foundation on which all our students’ academic experiences are built.

The integration of units such as science, technology, engineering, and mathematics generates new opportunities for interdisciplinary collaboration within the academic core of the University.

SASAKI IDENTIFIED A SPACE OPPORTUNITY ADJACENT TO THE CENTER FOR SCIENCE AND TECHNOLOGY. THIS IS LOCATED IN THE CURRENT QUAD 4 PARKING LOT.



EXCEPTIONAL LABORATORY, MECHANICAL, AND OTHER BUILDING FEATURES

Developed
collaboratively
with faculty



INVENTIVE CLASSROOM DESIGNS

Flexible seating,
collaborative spaces,
and other features
of active learning
classrooms



CENTRAL SCHOLARLY COURTYARDS

Shared analytical
facilities fill the building
interiors, surrounded
on all sides by faculty
offices and student
research spaces to
spur cross-disciplinary
conversations

E.S. Bird Library Regeneration

EXISTING



Bird Library stands on Waverly Avenue at the head of Walnut Park. Bird Library showcases the University’s standing as a major research university, but the building design doesn’t lend itself to interactive, cooperative learning that is the style of learning promoted in many of our classrooms.

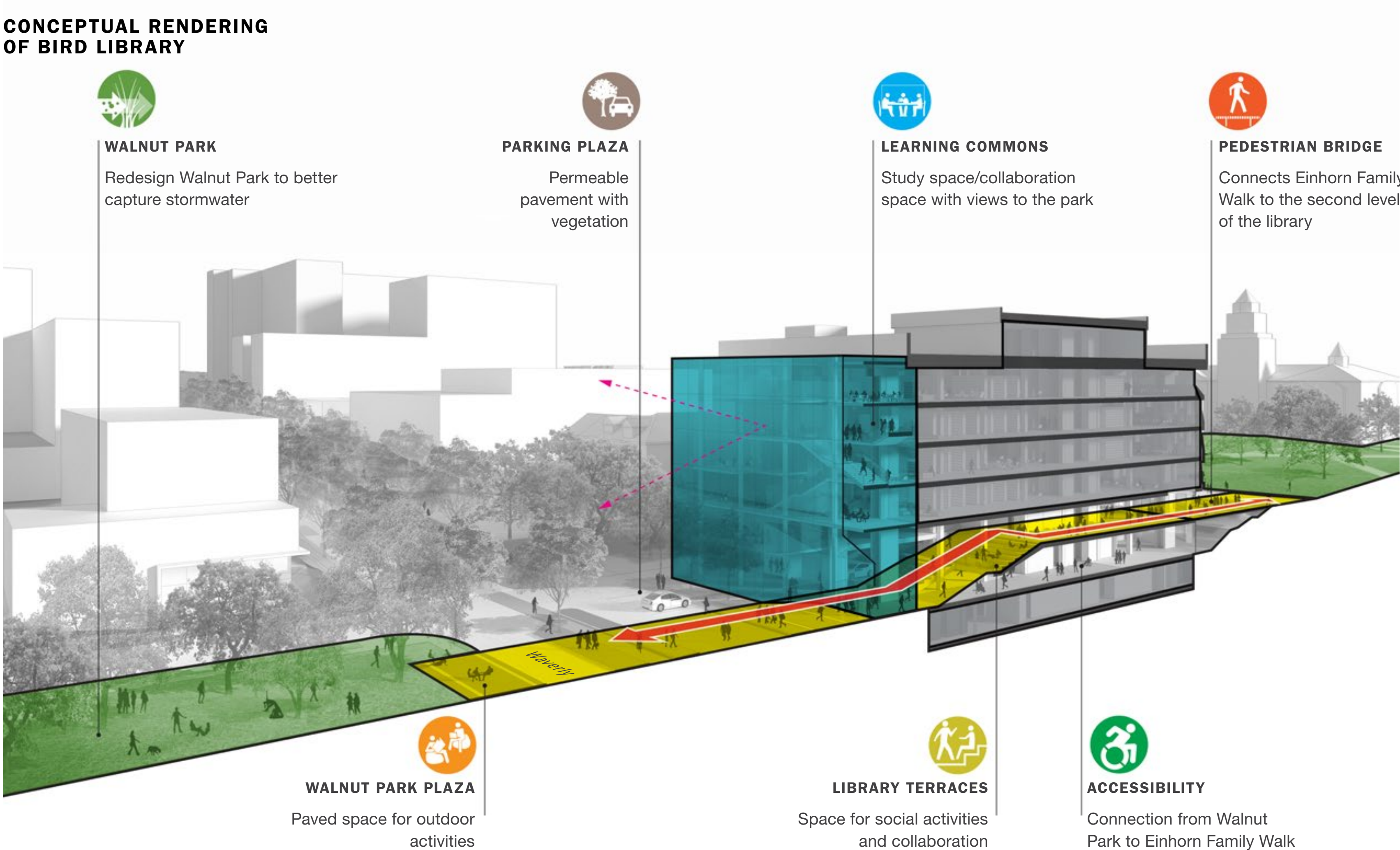
OPPORTUNITY

A new transparent addition showcasing a collaborative learning commons fronting Walnut Park will create a beacon of learning. Bird Library becomes a bridge from the city to the academic core. Interior renovations to the ground floor of Bird Library facilitate this connection.



E.S. Bird Library Regeneration

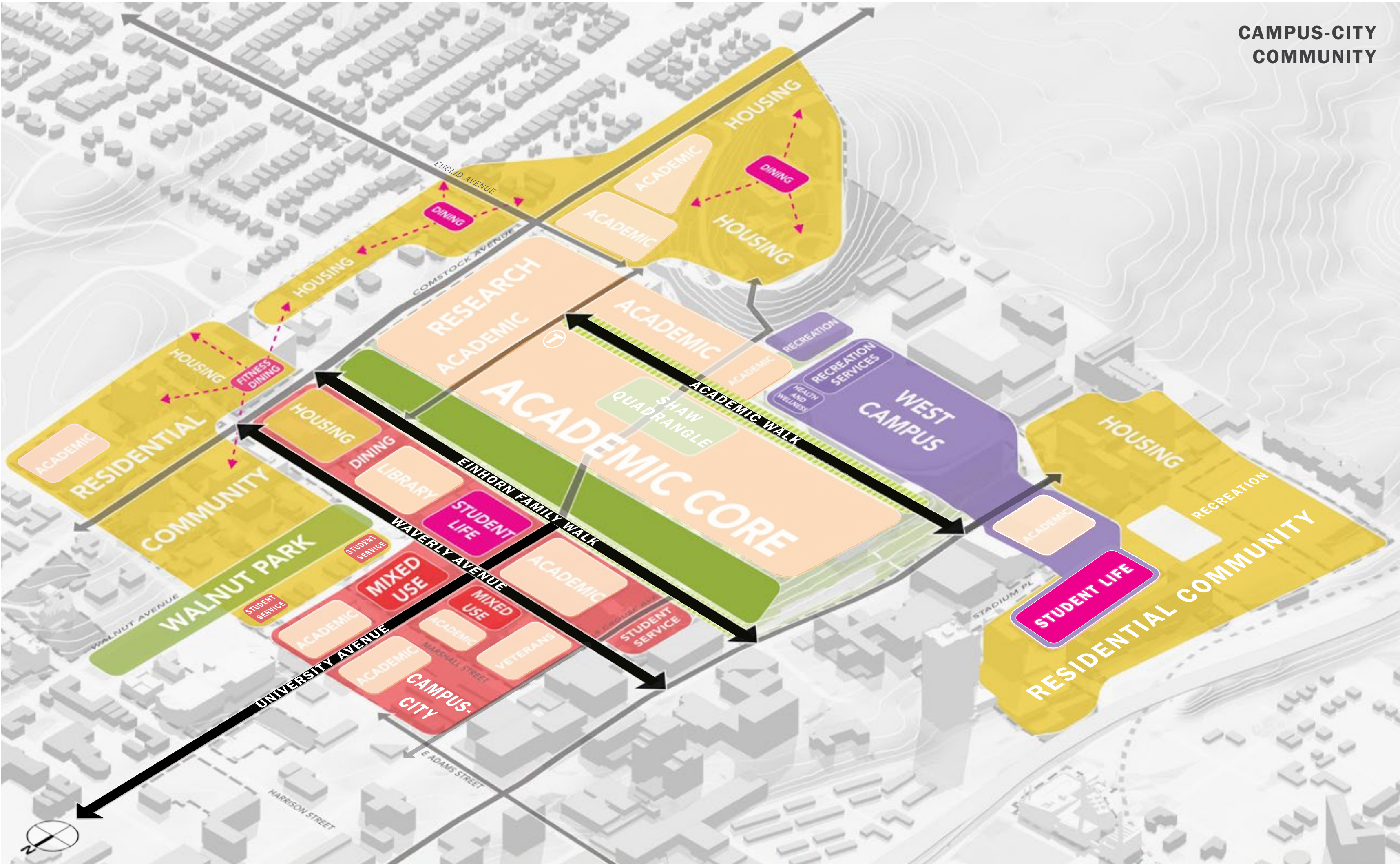
The Bird Library renovation and addition will be augmented by significant landscape changes on Walnut Park, Waverly Avenue, and the Einhorn Family Walk. Walnut Park can be integrated into a functional campus landscape system that collects and treats stormwater. Bird Library can also enhance the available collaboration and study space options on campus. The proposed Walnut Park Plaza, Bird Library terraces, and learning commons create a spectrum of indoor and outdoor study spaces, accessed by a pedestrian bridge that connects the Einhorn Family Walk to the second level of the library and continues down to Waverly Avenue.



3 CREATE A CAMPUS-CITY COMMUNITY

While the University’s academic core remains on the Hill, there is a new opportunity to reinforce the University’s relationship to the city. The Campus-City Community that is emerging north of the campus will be augmented through redevelopment of key sites, public realm improvements, and mixed-use programming.

As the historic approach to the campus, University Avenue serves as the backbone for the Campus-City Community and will become a vibrant, welcoming campus gateway. Building on recent University and civic investments, a key feature of the area will be the mixed-use approach to building sites; commercial, academic, and student residential uses will combine to form lively clusters of activity. Over time, Waverly Avenue has become the new front door of the University. The street will be transformed with redevelopment and renovations that create active building facades, a new mix of uses, streetscape improvements, and connective landscapes.



Campus-City Community

The Campus-City Community will radiate from the intersection of University Avenue and Waverly Avenue, and the four corners of that intersection are critical sites for important anchor buildings. Currently, the Newhouse Communications Complex provides an impressive facade showcasing academic excellence on the southwest corner. Opposite the pedestrian mall on the southeast corner, the Schine Student Center will be transformed with transparent facades that extend student life from the campus through to the Campus-City Community. On the northeast corner, a new mixed-use residential building serves as a dynamic cornerstone that creates 24/7 activity in the Campus-City Community. In this same vicinity, a possible new visitor center will serve as a glowing glass beacon for visitors approaching the campus on University Avenue. The block is strengthened by the new National Veterans Resource Complex and renovations to Huntington Hall on University Avenue and Marshall Street.



CAMPUS VIEW LOOKING SOUTHWEST

Campus Arrival

Syracuse University’s close physical connection to the city is an asset for partnerships and campus vibrancy; yet, it also creates challenges for an identifiable, clear sense of campus arrival. While the historic Campus on the Hill occupies a clearly defined area south of the Einhorn Family Walk, the University’s many other buildings within the Campus-City Community are not clearly defined. The Campus Framework outlines multiple ways to enhance the arrival experience to campus, particularly along key gateways such as University Avenue, Comstock Avenue, Euclid Avenue, and off of Interstate 81.

Community members will feel a clear sense of arrival to campus as they are greeted by renovated or redeveloped mixed-use buildings with a University presence and strong architectural design along University Avenue and Waverly Avenue. Along Comstock Avenue and Euclid Avenue, new cycle lanes and streetscape improvements signal arrival to a campus district.



MAJOR CAMPUS GATEWAYS AND ARRIVAL PATHWAYS



University Avenue

EXISTING



University Avenue is characterized by surface parking lots, blank building facades, and underutilized open spaces, making an unwelcoming entrance to campus in spite of the recent implementation of the multimodal Connective Corridor.

OPPORTUNITY

University Avenue is revived as the arrival to the University. Activated building facades will showcase a mix of uses, and redesigned streetscapes will create a vibrant street scene throughout the year.

National Veterans Resource Complex

PRE-EXISTING



Syracuse University honors and enhances its long-standing tradition of service to America’s veterans and military-connected families through the National Veterans Resource Complex (NVRC) —a national center of excellence for education and opportunity, dedicated to advancing the post-service lives of the nation’s veterans and their families. Identified as one of the pivotal themes of the Academic Strategic Plan, veterans bring tremendous assets to academic life, including strong leadership and teamwork skills, an entrepreneurial spirit, and an astute worldview.

OPPORTUNITY

Prominently situated on Waverly Avenue and in close proximity to the region’s only Veterans Administration medical facility, the multi-use NVRC will produce cutting-edge academic programming and research, workforce and business development opportunities, and advancements in service that will shape national policy and program delivery.

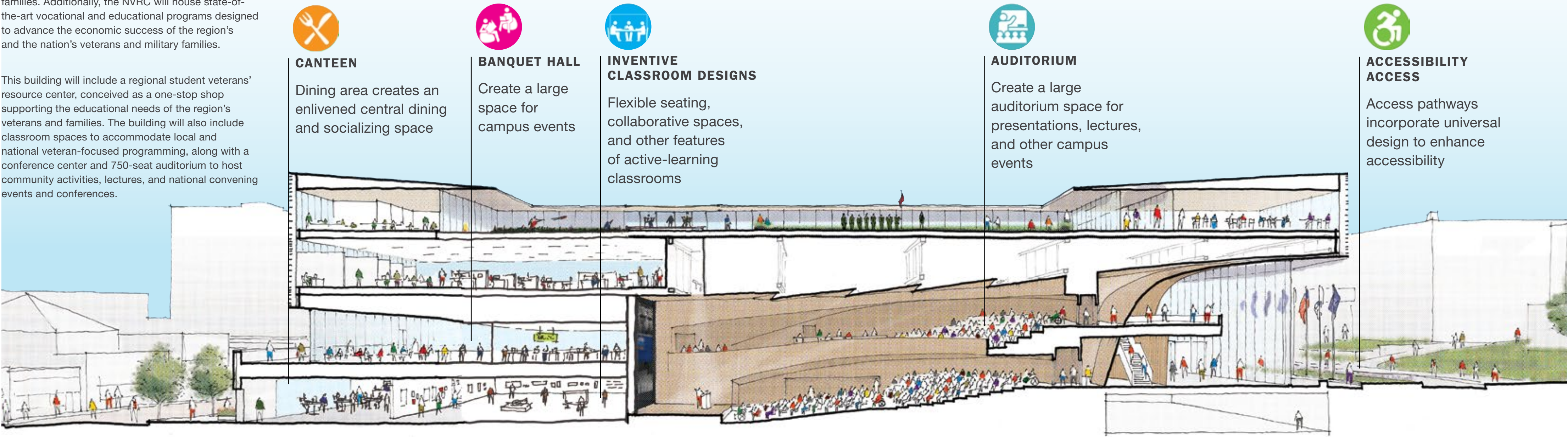
Image provided by SHoP



National Veterans Resource Complex

Located on the doorstep of Syracuse University, the National Veterans Resource Complex (NVRC) will serve as the center of veteran life on campus, in the local community, and across Central New York. A multi-use facility, the NVRC will serve as the enduring home of the Institute for Veterans and Military Families (IVMF), the nation’s leading academic institute focused on the concerns of America’s veterans and families. Additionally, the NVRC will house state-of-the-art vocational and educational programs designed to advance the economic success of the region’s and the nation’s veterans and military families.

This building will include a regional student veterans’ resource center, conceived as a one-stop shop supporting the educational needs of the region’s veterans and families. The building will also include classroom spaces to accommodate local and national veteran-focused programming, along with a conference center and 750-seat auditorium to host community activities, lectures, and national convening events and conferences.



National Veterans Resource Complex

Rooftop Parade Field

Located on the top floor of the NVRC and adjacent to the Institute for Veterans and Military Families and the National Center of Excellence for Veteran Entrepreneurship, the parade field is a multifunctional space and one of the centerpieces of the complex. The field offers a dedicated drill and ceremony training space for our ROTC cadets, as well as an intimate setting for events hosted by the University community. The field perfectly frames the Syracuse University campus, making it the ideal location for receptions and gatherings on campus.



National Veterans Resource Complex

Auditorium

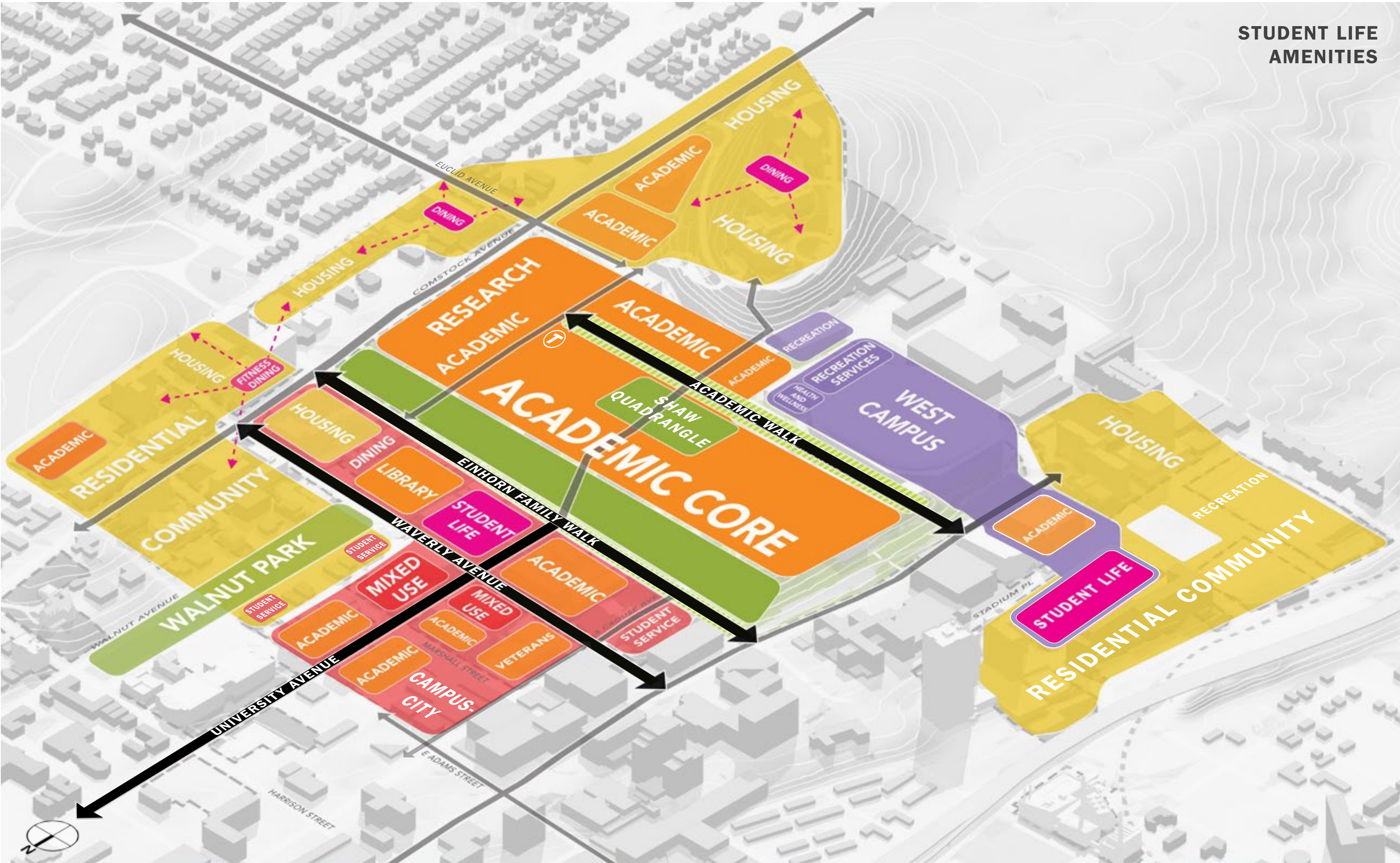
What will be one of the largest gathering spaces on campus, the auditorium will support instruction, training, and conferences for Syracuse University and the nation. Capable of seating more than 750 people in the auditorium and overflow spaces, the auditorium will be outfitted with the latest in presentation technology and security protocols, offering it the opportunity to host world leaders, national debates, and large conferences. The auditorium will be among the most visible and versatile spaces on campus and available for use by the University community and its partners throughout the region.



4 INTEGRATE DIVERSE, INCLUSIVE STUDENT LIFE ACTIVITIES

The scale and diversity of the Syracuse University campus and community demand a comprehensive approach to student life amenities. The Campus Framework imagines a hybrid student life model that includes both large-scale facilities that serve the entire campus and small-scale, intimate spaces. Reimagined student life and recreation amenities include substantial renovations to Archbold Gymnasium to create the Barnes Center at The Arch, a new state-of-the-art student-focused health, wellness, and recreation complex. Additionally, Schine Student Center's future Waverly Avenue addition and interior renovations will showcase vibrant social, meeting, and campus organization spaces, while renovations to Bird Library will support modern learning and research.

To foster small student support communities, student life amenities will be distributed throughout the on-campus residential neighborhoods.



CONCEPTUAL RENDERING OF THE BARNES CENTER AT THE ARCH

The Barnes Center at The Arch

EXISTING



Substantial renovations to Archbold Gymnasium will include a new state-of-the-art student-focused health, wellness, and recreation complex. With the University's commitment to nourish students beyond the academic realm, the Barnes Center at The Arch will serve to better coordinate all student services, both organizationally and physically, and assure full accessibility. The project will advance a seamless and robust approach to the learning, advising, counseling, engagement, and development of the whole student.

OPPORTUNITY

This integration of services in a new and fully accessible facility offers a visible central hub for students, faculty, and staff that presents opportunities for collaboration and efficiencies between currently discrete departments and can open the door to creative and innovative collaborations across campus.

Image provided by Populous



The Barnes Center at The Arch

The Barnes Center—a renovated, state-of-the-art, student-focused health, wellness and recreation complex—will house all of the campus health and wellness services in one central and convenient location. The Counseling Center, Health Promotion Office, Health Services, Recreation Services, and Student Assistance will all be co-located in a newly renovated facility dedicated to providing a student experience that balances academics with extracurricular and recreational pursuits.

Moreover, the Barnes Center at The Arch embodies the University’s Academic Strategic Plan’s goal to “nourish the whole student to support academic, social, and emotional well-being” as well as solidifies a modern and holistic student experience as a core value for Syracuse University.



MULTIACTIVITY COURT

Indoor sports court for a variety of uses



LOCKER ROOMS

Accessible locker rooms and restrooms featuring private facilities



FITNESS CENTER

Modern multifloor fitness center features state-of-the-art fitness equipment, basketball courts, and an elevated running track



ROCK WALL

World-class multifloor rock-climbing wall, located near the main entrance and visible from the exterior



HEALTH AND WELLNESS CENTER

Consolidation and integration of all services to one location



BUILDING C—EXPANSION

BUILDING B—FULL RENOVATION, INCLUDING EXTERIOR

BUILDING A—RENOVATED TO HOUSE HEALTH AND WELLNESS CENTER

The Hildegarde and J. Meyer Schine Student Center

EXISTING



Sitting at the top of the main approach of the University, the Schine Student Center is one of the first impressions visitors have of the University. It is also one of the most integral centers of student life, with many students passing through the building every day.

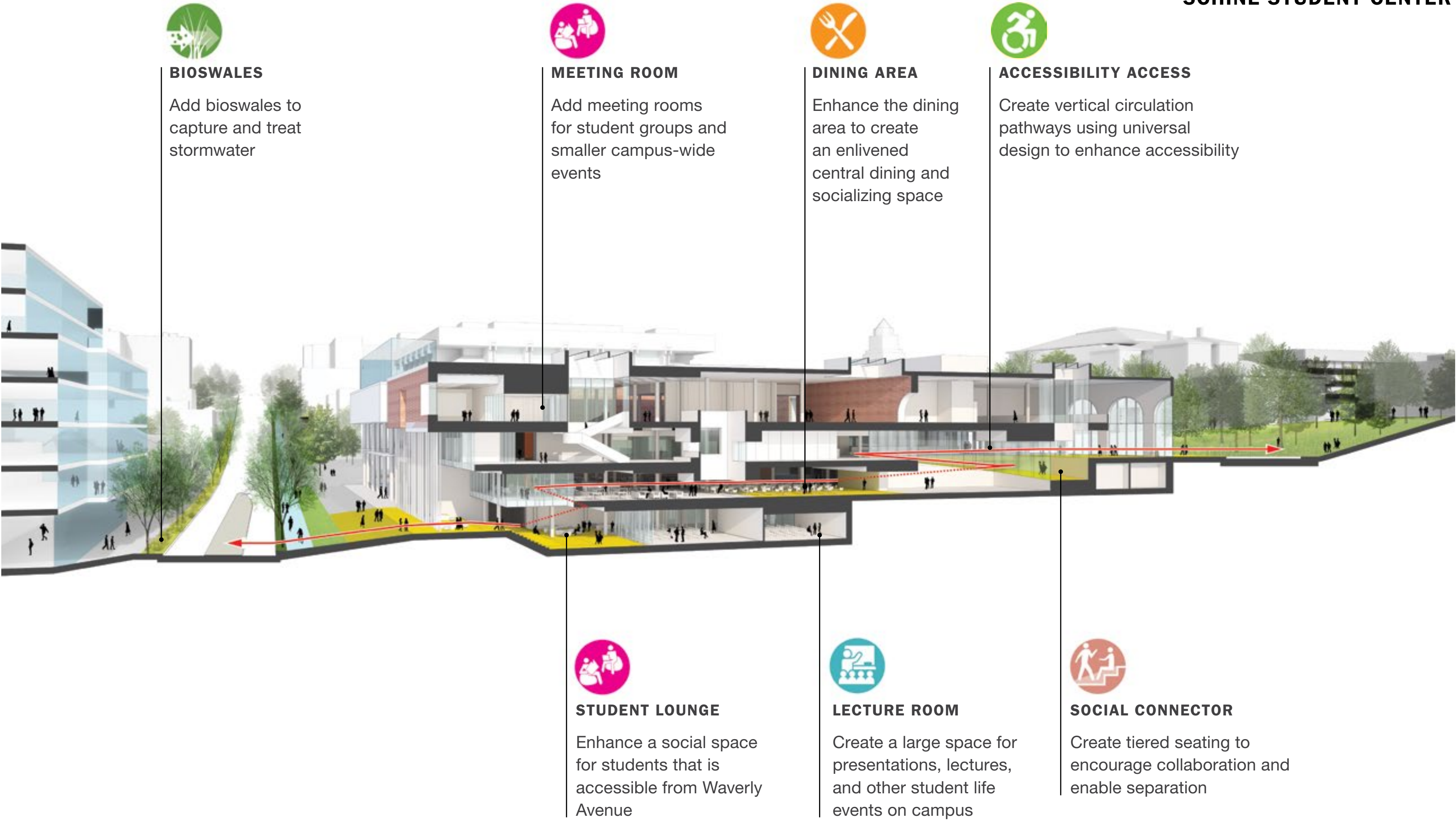
OPPORTUNITY

The Schine Student Center is a place for communities to gather and a place where resources and information are distributed. The University is committed to diversity and inclusion. An addition to the building on the south facade will provide additional space to co-locate many student organization offices, welcoming into the fold organizations that are currently housed in other buildings.

Additional square footage will also accommodate flexible study lounges and event and program space. This will foster faculty and staff connections with students outside the classroom, providing opportunities for reflection, dialogue, and community building.

Finally, renovations to the Schine Student Center will better engage the north facade with Waverly Avenue and the south facade with the Einhorn Family Walk, activating the public realm and enabling students to seamlessly move between the campus and the city.

CONCEPTUAL RENDERING OF SCHINE STUDENT CENTER



The Dome

EXISTING



The Dome is an integral and beloved part of every Syracuse student’s experience and considered the ‘heartbeat’ of campus—with students beginning and ending their academic careers in this iconic facility.

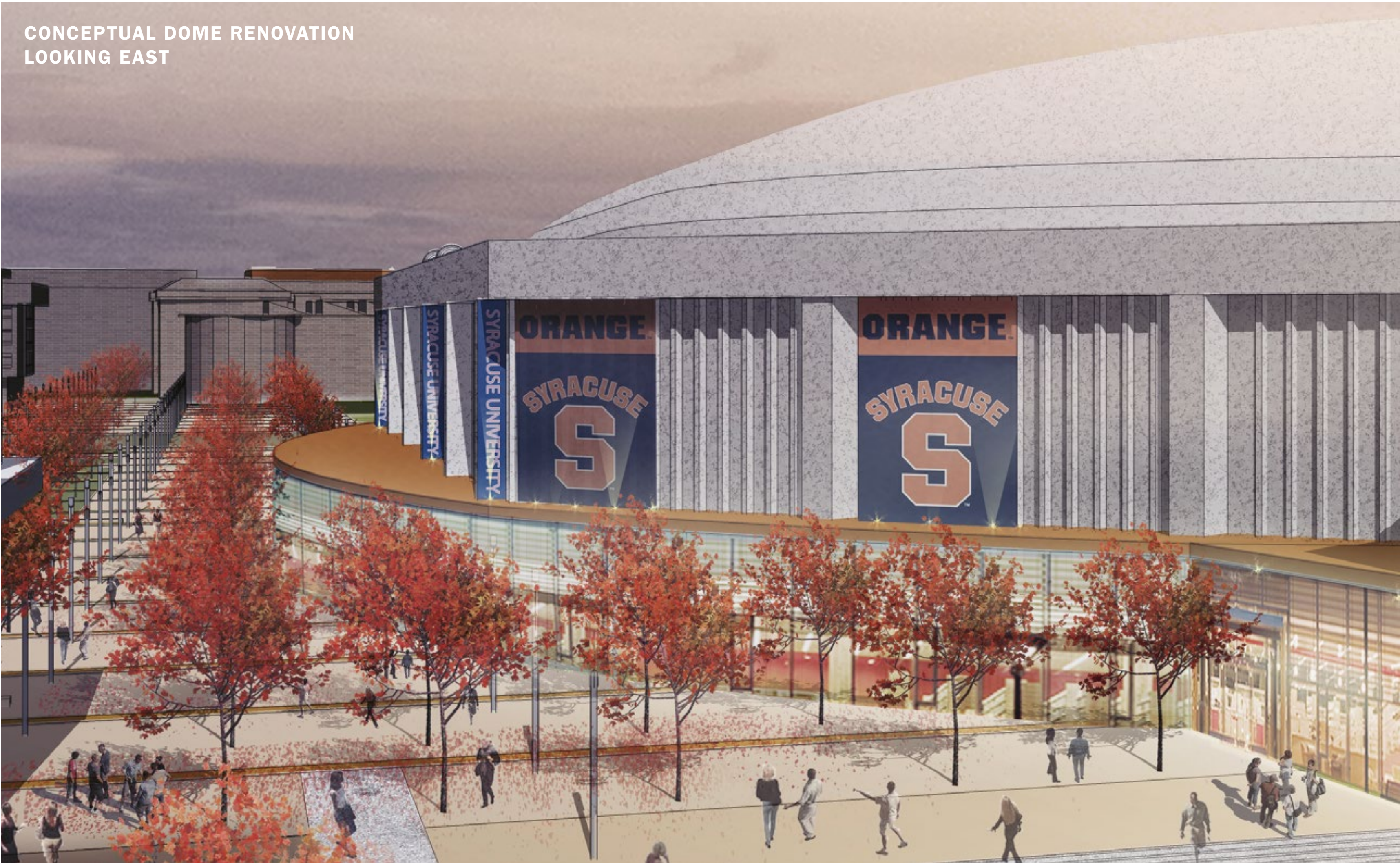
The 49,262-seat stadium is the oldest and only domed stadium in the Northeast and is the largest structure of its kind on a college campus in the country.

Since its debut on September 20, 1980, tens of millions of people have witnessed a variety of collegiate and professional athletic events, concerts, Commencements, and student life activities in this storied facility. Known affectionately as “the loud house,” it is home to the nationally recognized Syracuse University football, men’s and women’s basketball, and men’s and women’s lacrosse teams.

OPPORTUNITY

As part of the Campus Framework and continued revitalization of the west side of campus, the University plans to replace the aging Dome roof with a new roof system. In addition, Americans with Disabilities Act (ADA)-related accessibility and mobility upgrades to the Dome are planned to further ensure an inclusive and exciting experience for all visitors.

CONCEPTUAL DOME RENOVATION LOOKING EAST

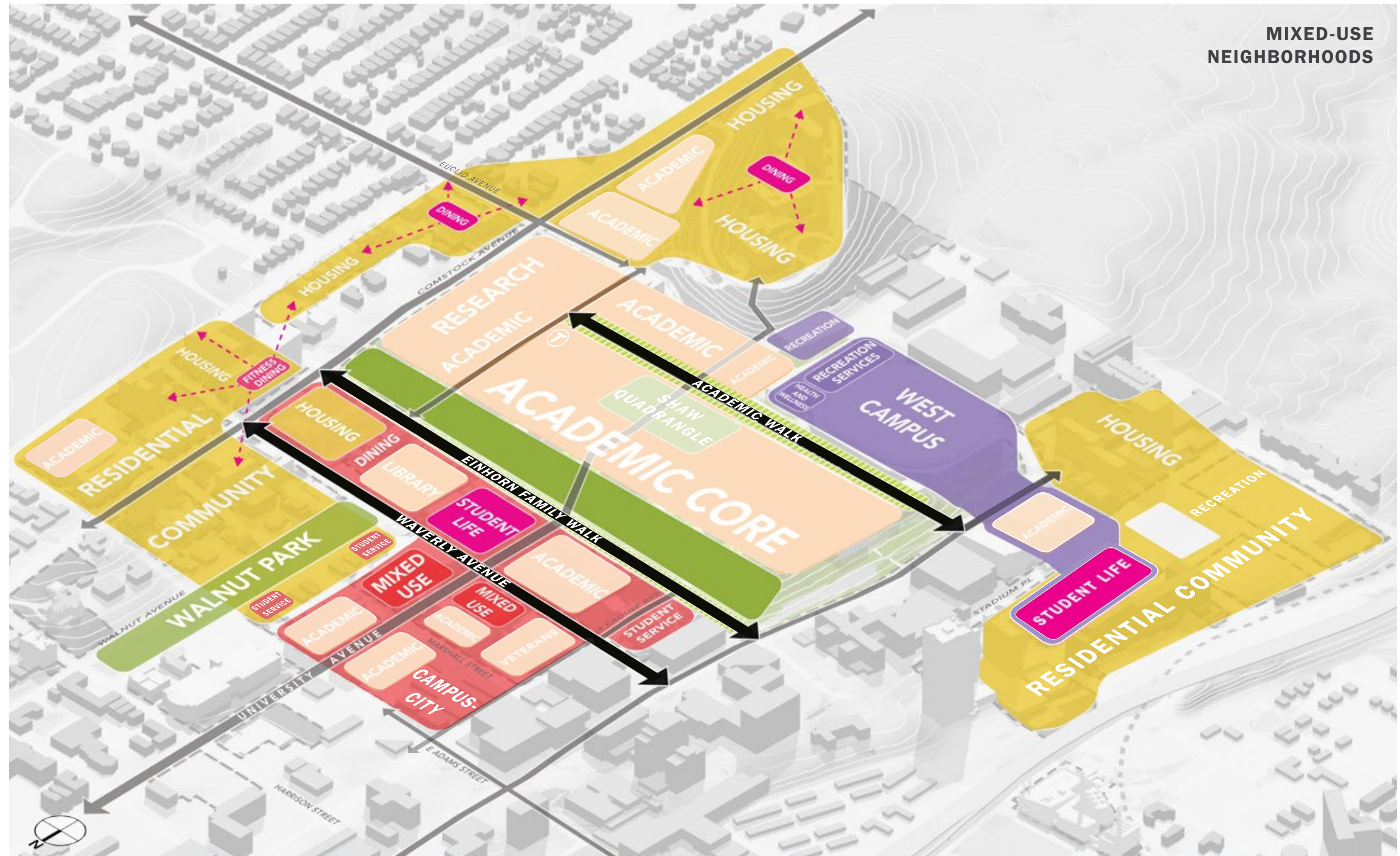


5

ESTABLISH MIXED-USE NEIGHBORHOODS

The Campus Framework envisions holistic residential communities that support student success. Over time, Syracuse University will relocate first- and second-year South Campus student housing (approximately 30 percent of current beds) to Main Campus.

This paradigmatic shift will transform Main Campus, making it even more vibrant and safe, with more students engaged in campus life at the campus center 24/7. As the unique on-campus residential neighborhoods are built, distinct identities will emerge. Neighborhood identities might emerge from the mix of amenities provided, capitalizing on successful living-learning environments or proximity to specific campus destinations.



MIXED-USE
NEIGHBORHOODS

The Future of South Campus

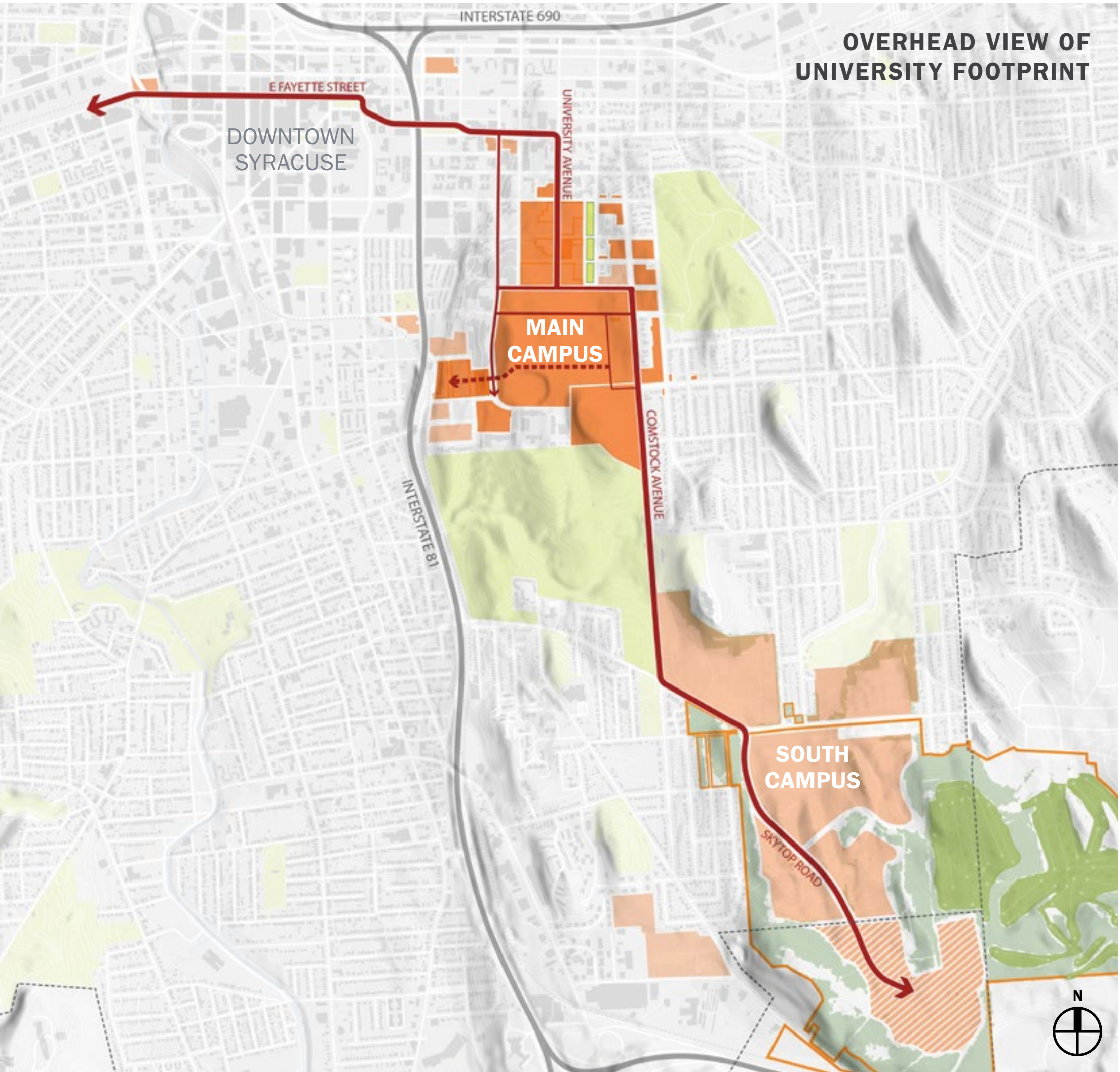
CONSOLIDATION

Research and student experiences tell us that our students are more successful and more engaged in the classroom if their overall experience is rich and diverse. First- and second-year students’ residential space will be consolidated on Main Campus to heighten access to libraries, study space, student service resources, recreation, and the city community.

By bringing our first- and second-year students closer to the academic core, we will improve the overall student experience.

OPPORTUNITY

South Campus will continue to be a critical component of the University’s landscape. South Campus is currently home to experiential learning opportunities and is an emerging research hub anchored by the University’s Green Data research computing center. Current administrative support units will remain. The existing residential spaces will be evaluated and upgraded as deemed appropriate. Residential living for junior and senior students will continue to be a significant component of the South Campus community. We will continue to review input from transfer students, who are currently housed there. South Campus will also be the future home to some of the administrative units relocating from the newly designated academic core.



MOBILITY AND SUSTAINABLE SYSTEMS

MOBILITY PRIORITIES

The Campus Framework emphasizes mobility improvements for pedestrian, cycle, and transit systems to encourage sustainable mobility practices campus-wide.

UNIVERSAL DESIGN

Proposed initiatives improve mobility by incorporating universal design in new projects and retrofitting historic structures to improve accessibility. Accessibility is an issue that will be addressed beyond mobility, and future landscape and building projects will seek to overcome accessibility challenges.

PEDESTRIAN CIRCULATION

Signage, wayfinding, and streetscape elements will significantly improve the pedestrian experience. A more accessible and compact campus simultaneously reduces emissions and promotes exercise.

CYCLE NETWORK

Development of a unified system of cycle paths, routes, and lanes that establish clear protocols for cycle and vehicular traffic will encourage more people to safely and comfortably embrace riding.

TRANSIT SYSTEM

Revised transit loops, schedules, and improved wayfinding and digital updates will enhance service, improve rider experience, and reduce University costs.

VEHICULAR NETWORK AND PARKING STRATEGY

With development of a more compact campus, parking will be located in garages at the campus periphery. Additional lots on South Campus will provide remote parking for long-term needs.



COLLEGE PLACE IS THE HOME OF A MAJOR TRANSIT CENTER. TO IMPROVE PEDESTRIAN ACCESS TO TRANSIT, THE ROAD IS CLOSED TO NON-SERVICE VEHICLES.

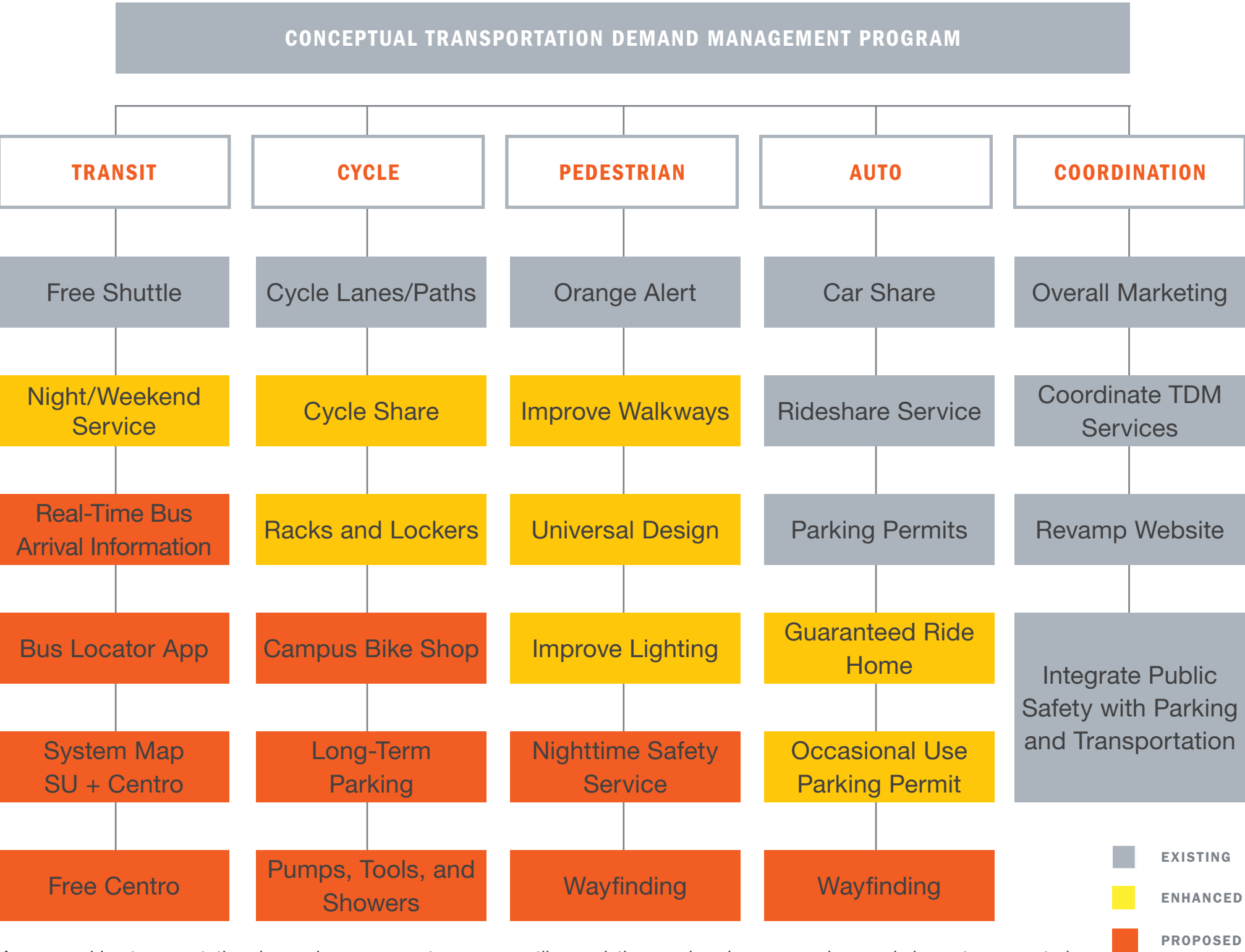
MOBILITY

The Campus Framework is an opportunity to articulate a broad strategy to address mobility issues in a comprehensive way. Proposed initiatives aim to improve mobility through universal design. Though accessibility is a larger issue that needs to be addressed in many ways beyond mobility, all mobility improvements take creative approaches to overcome the challenges of dramatic topography and separated routes. The Campus Framework prioritizes mobility improvements for pedestrian, cycle, and transit systems to encourage sustainable mobility practices across the campus community.



THE CONNECTIVE CORRIDOR PROVIDES TRANSIT AND CYCLE LANES TO CONNECT DOWNTOWN SYRACUSE TO MAIN CAMPUS.

Transportation Demand Management



An overarching transportation demand management program outlines existing services in gray, services and elements suggested for improvement in yellow, and proposed services and elements in orange. By making preferred transportation modes such as cycling, shuttles, and walking more desirable, and making personal car use less desirable, campus mobility can be much improved.

Conceptual Pedestrian Circulation

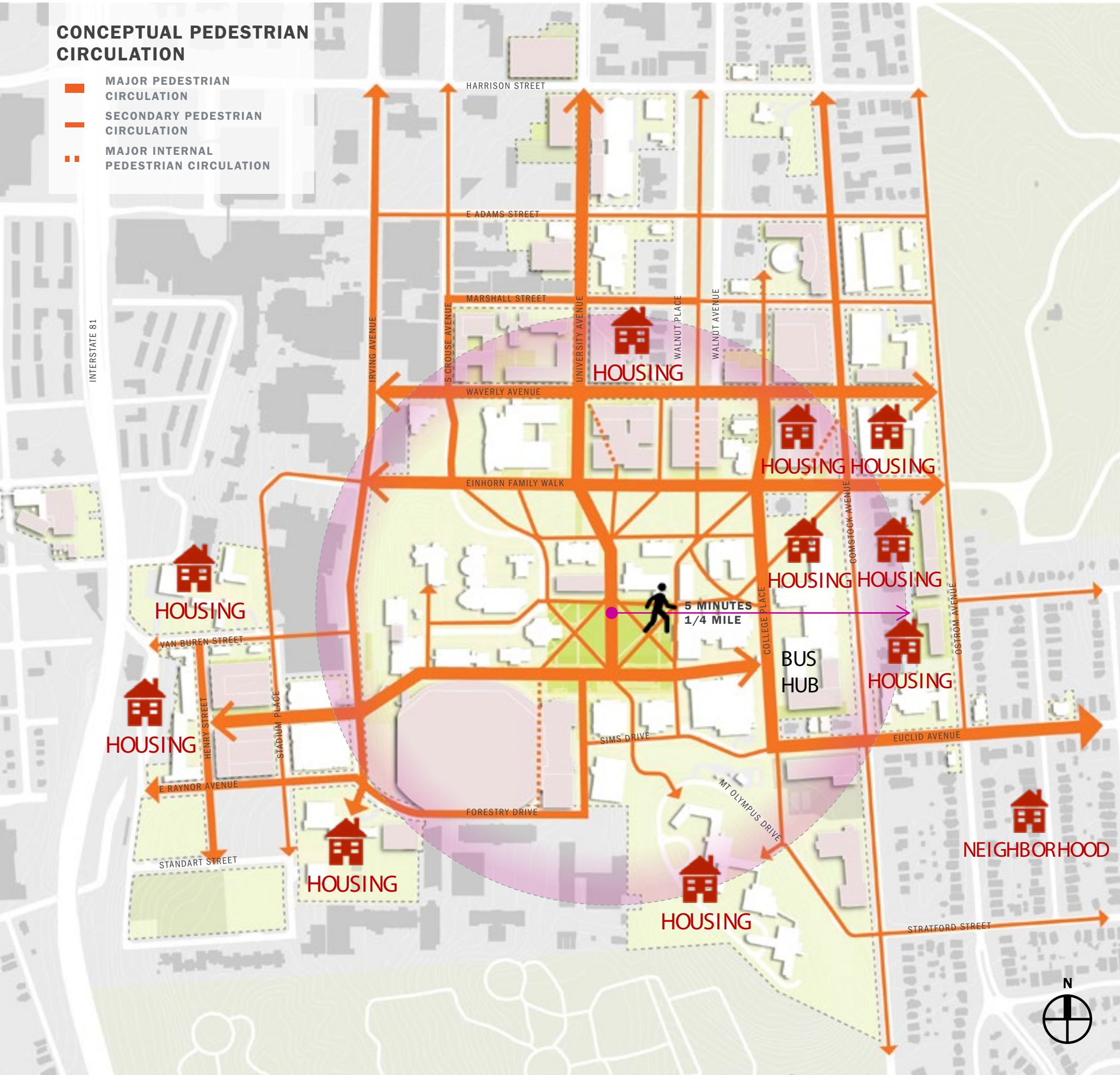
The quality of the public realm is a strong incentive toward creating an easily accessible community, simultaneously reducing emissions and promoting exercise. The proposed development on Main Campus and West Campus should be complemented by investments in the pedestrian circulation system. Generally, improvements to the civic realm can facilitate better accessibility to some of the older buildings, which currently have limited accessibility options. Additionally, the transformation of University Avenue, as well as the major pedestrian thoroughfares that currently serve as gateways to the campus, will be improved with major streetscape designs that celebrate a pedestrian’s arrival on campus. This will encourage more people to embrace a more walkable campus and give visitors a positive experience after parking at the University Avenue garage and continuing on foot to the visitor center. Signage, wayfinding, and streetscape elements would significantly improve the pedestrian experience.

More specifically, controlling personal vehicular access to University Place has created an opportunity for a strong east-west pedestrian spine. Einhorn Family Walk has transformed a road designed for vehicles into a pedestrian-scaled environment. Social gathering spaces take advantage of the south-facing facades in front of Schine Student Center, Bird Library, and other buildings between the Einhorn Family Walk and Waverly Avenue. Similarly, the Academic Walk plan can successfully integrate West Campus with Main Campus, providing a much needed connection between the two.

Other Campus Framework initiatives will also contribute to improvements in pedestrian safety. Increased investment in housing and student life facilities east of College Place and north of Einhorn Family Walk would create a stronger presence and increase activity in the areas around Thornden Park, which would decrease safety concerns for pedestrians in that area. Additionally, decreasing student housing on South Campus and increasing shuttle service to the parking lots proposed for South Campus will eliminate students’ perceived need to walk past the unlit Oakwood Cemetery in the evenings.

OPPORTUNITIES

- Create two strong pedestrian corridors that prioritize the pedestrian experience on Waverly Avenue and the Academic Walk
- Create strong pedestrian paths between residential neighborhoods and campus destinations to encourage pedestrian circulation



Conceptual Cycle Network

More traditional cycle infrastructure, such as cycle lanes and shared cycle lanes, are found in areas around the city and the campus. The University will explore ways to develop a unified, singular system of cycle paths, routes, and lanes that establishes clear protocols for cycle and vehicular traffic.

OPPORTUNITIES

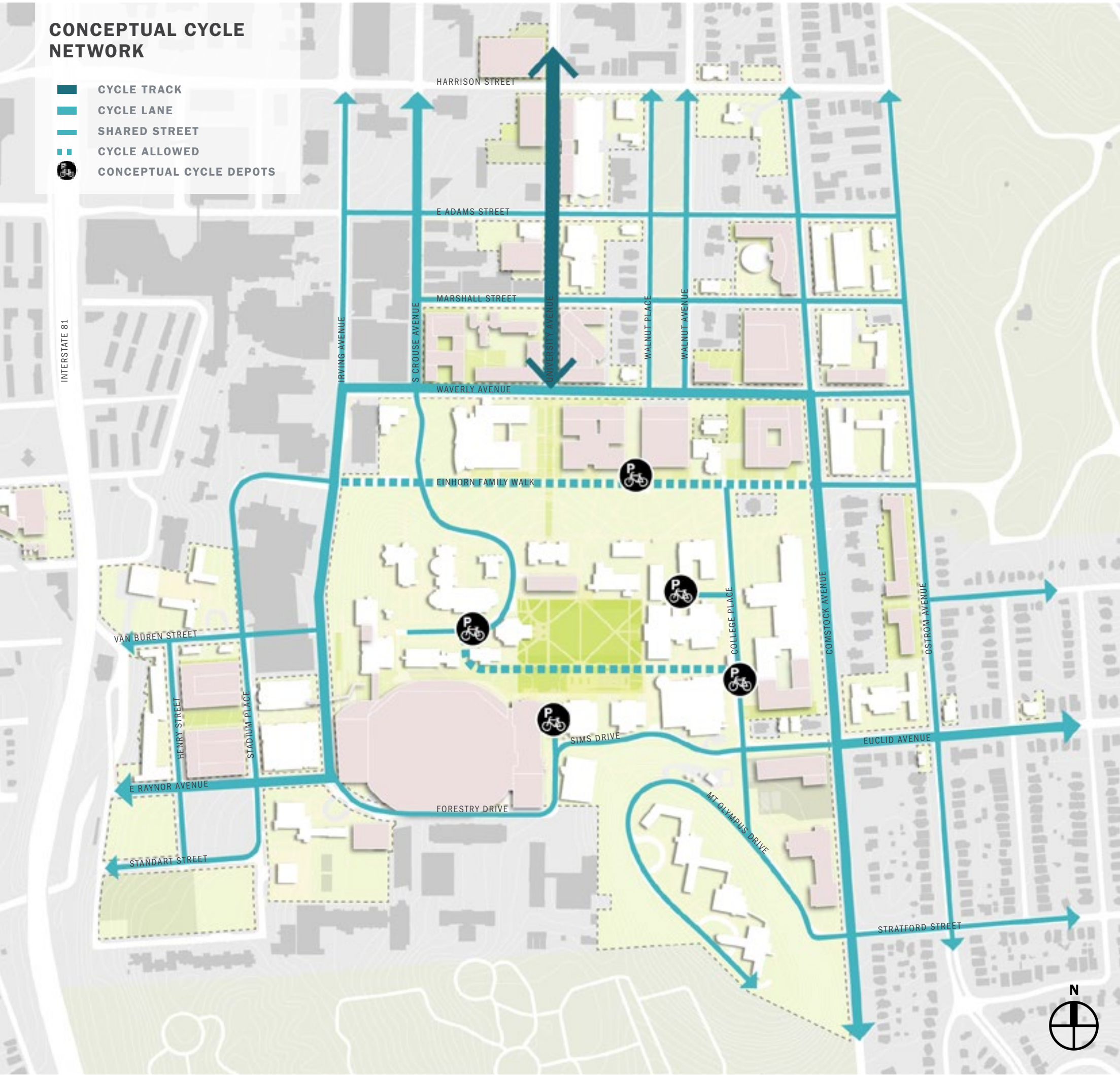
- Develop a singular system of cycle paths and routes on campus and around the city
- Build additional cycle depots near popular campus destinations and cycle paths and routes



PLENTIFUL CYCLE PARKING DEPOTS IN LOCATIONS CONVENIENT TO TRANSIT, CAMPUS DESTINATIONS, AND CYCLE LANES OR CYCLE TRACKS FACILITATE CYCLE USE ON CAMPUS.

CONCEPTUAL CYCLE NETWORK

- CYCLE TRACK
- CYCLE LANE
- SHARED STREET
- CYCLE ALLOWED
- CONCEPTUAL CYCLE DEPOTS



Conceptual Transit System

Enhanced bus transit to and around the University campus could improve service through reallocation of resources, potentially at a reduced cost to the University. This could facilitate bus loop service around the University's campuses and facilities, resulting in a more cost-efficient, frequent, and direct bus service that shuttles students, faculty, and staff between Main Campus and parking lots on South Campus.

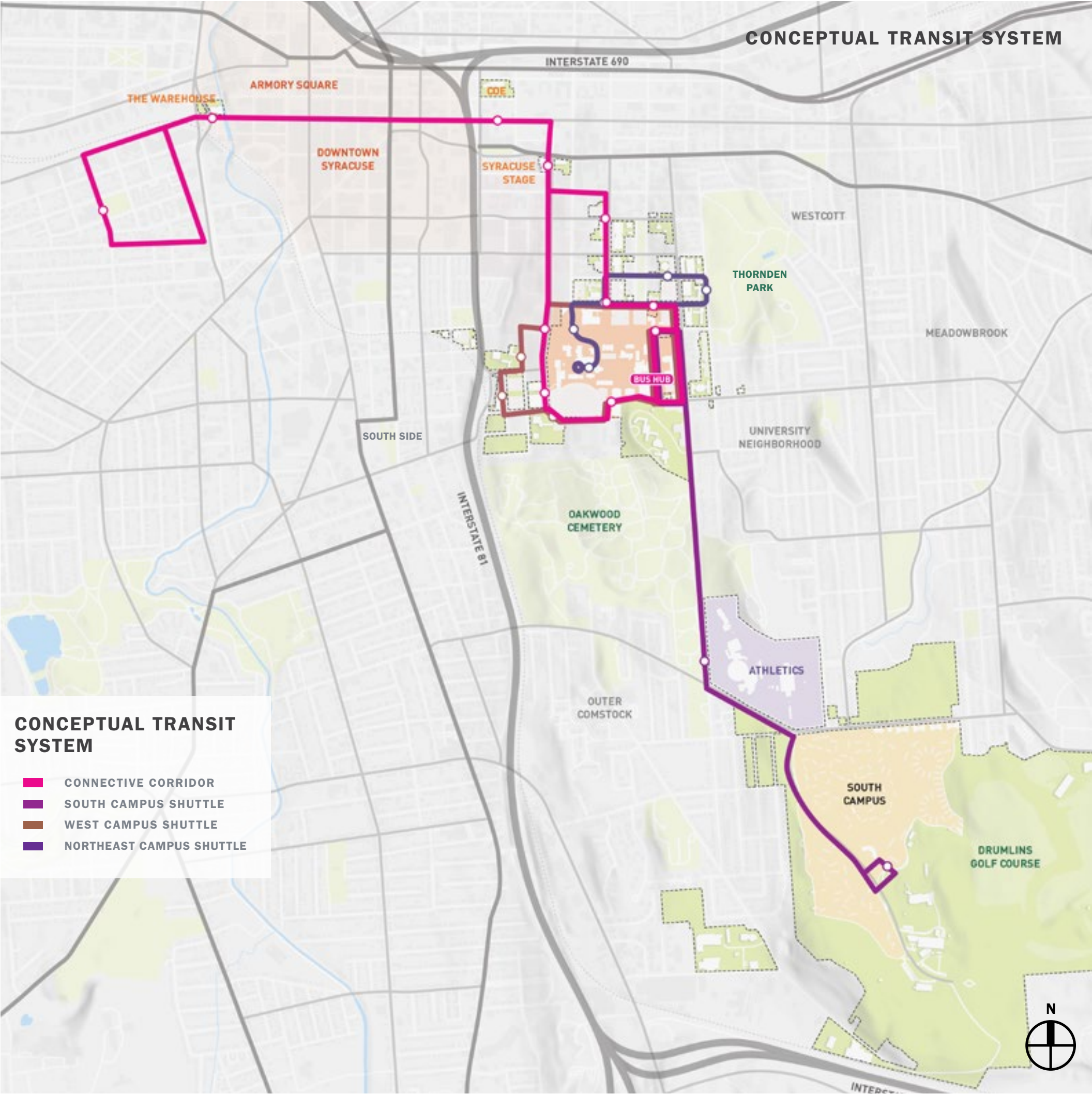
Increased shuttle service between Main Campus and South Campus could significantly decrease safety concerns associated with students walking past the unlit pathways along Oakwood Cemetery as more students take advantage of improved transit.

OPPORTUNITIES

- Shift to a more efficient shuttle system to optimize efficiency and improve usability
- Increase rush-hour shuttle shifts between Main Campus and a proposed parking lot on South Campus



CONNECTIVE CORRIDOR BUS SERVICE PROVIDES A DIRECT LINK TO THE CITY CENTER.



Conceptual Vehicular Network

Vehicle circulation at the University will remain largely unchanged in the foreseeable future. However, the driver experience will change as significant improvements are made at key campus arrivals. People who travel to the University by car often experience different senses of arrival depending on which street they use to access the campus. The campus should make a strong impression on all visitors. Signage, streetscape, and landscape improvements to the civic realm at main entrances will welcome visitors at the thresholds of campus.

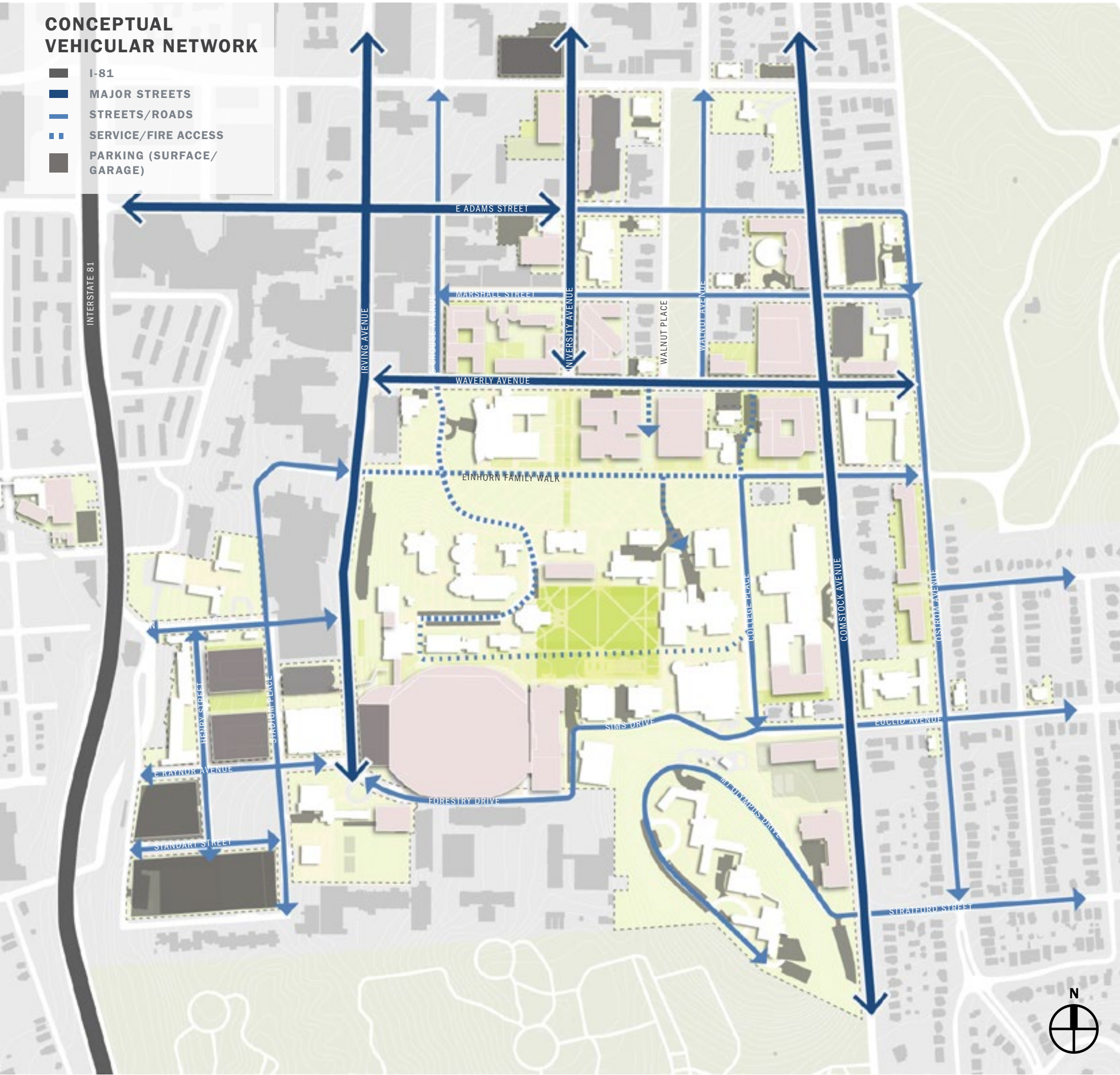
The recently constructed, pedestrian-friendly Einhorn Family Walk reinforces the Campus Framework initiatives to create a more accessible campus core where cars are not necessary to move through Main Campus. As a result of early conversations around the Framework, the University recently placed restrictions on general vehicle traffic on College Place.



UNIVERSITY AVENUE LOOKING SOUTH

OPPORTUNITIES

- Continue to explore limits on personal vehicle use at the core of Main Campus
- Improve signage and wayfinding to direct visitors to their appropriate destination



Conceptual Parking Strategy

Parking is a critical component of the Campus Framework. As additional buildings are considered and eventually constructed, parking needs will continue to be addressed. New building concepts will include consideration for parking within those facilities. Ernie Davis Hall is a recent example of how multiple services are being incorporated in new building designs. In this instance, service parking, dining, and fitness all combine to result in optimal space utilization.

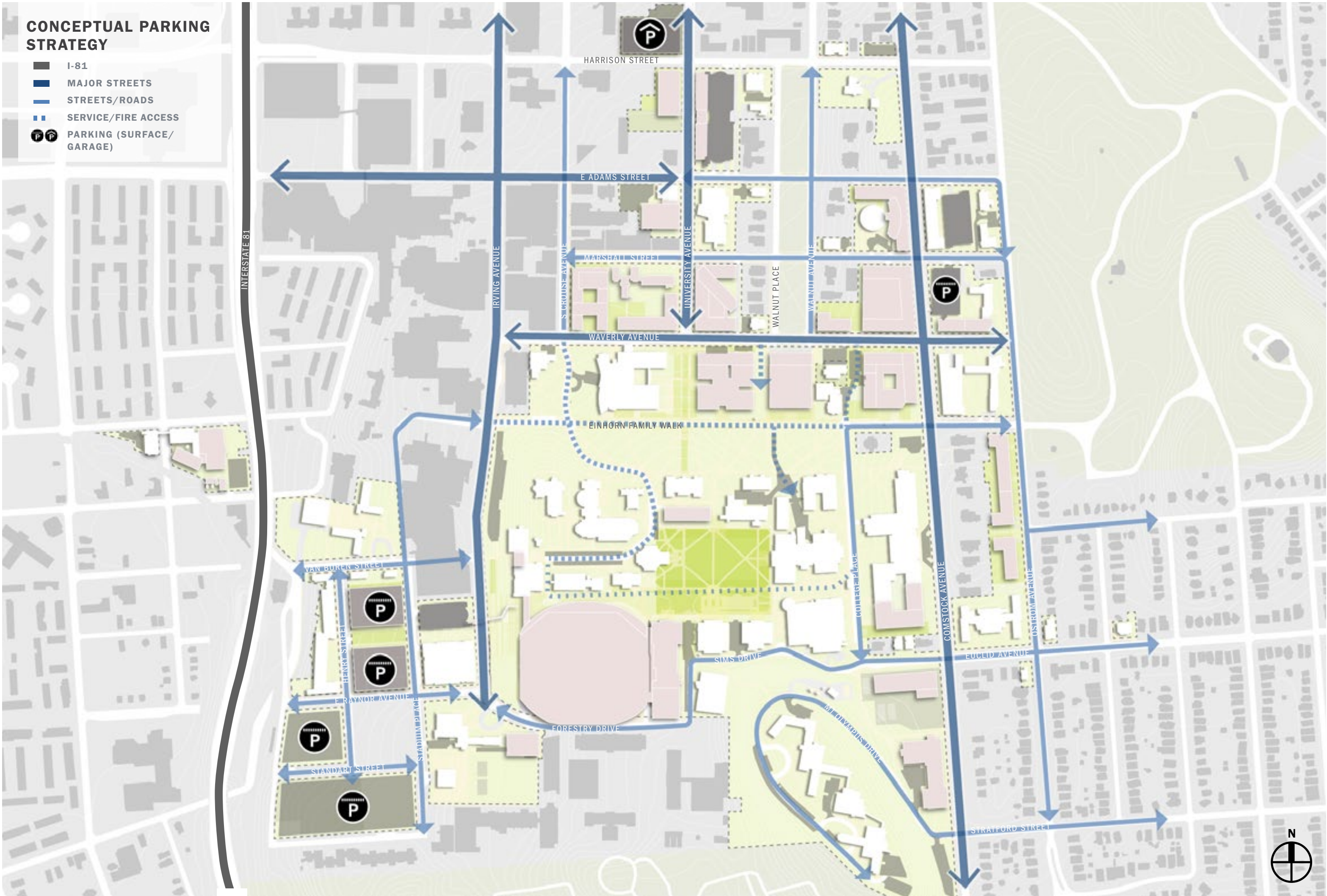
Future parking garages and lots will be built on the periphery of campus. Additional parking will be constructed at South Campus. Transit will shift to those new areas.

Any future changes in parking assignments will continue to be addressed on an individual basis with University personnel. As is the current practice, special considerations for individuals with disabilities will be addressed by the Office of Parking and Transit Services. Student parking will continue to be assessed and assigned by the Division of Enrollment and the Student Experience.

A long-term strategy for parking will create a more compact, accessible campus with a vibrant civic realm.

OPPORTUNITIES

- Build additional parking at the periphery of Main Campus to relieve parking congestion and reduce cars traveling through the Main Campus



CAMPUS SAFETY AND SECURITY

Syracuse University’s vibrant 1,000-acre campus and 350 buildings serve a campus community of more than 21,000 students and more than 5,500 faculty and staff.* Safety and security are top priorities on the campus, as well as monitoring the surrounding city streets, sidewalks, and landscapes and parks.

Proposed new facilities and building renovations undergo a review by the Department of Public Safety (DPS) to ensure that they meet area code requirements and that proposed designs reflect the latest in safety technologies.

The DPS provides law enforcement, security, emergency communications, fire safety, and emergency management services to reduce risks to the community at each of our facilities. These services are provided in partnership with the Syracuse Police Department, the Syracuse Fire Department, and a number of other local first-responder agencies. Additionally, the safety of campus community members is supported by Parking and Transit Services, Environmental Health and Safety Services, and Risk Management. Campus safety and security are administered by the following areas as part of a flexible and collaborative model intended to support the Campus Framework today and in the long term: Emergency Management, Fire and Life Safety Services, Environmental Health and Safety Services, Risk Management, Video Security Systems, Building Access and Remote Locking, and the blue light system.



Blue Lights and the Live Safe App

There are more than 140 blue light two-way communications devices on campus, providing direct voice communications with the DPS Emergency Communications Center. Under the Campus Framework, DPS will continue to review the need for additional camera coverage. Additionally, campus community members can download Live Safe, a virtual blue light smartphone application that provides real-time voice, text, audio, and video communications capabilities directly between the user and the DPS Emergency Communications Center.



SYRACUSE UNIVERSITY’S DEPARTMENT OF PUBLIC SAFETY (DPS) PROVIDES LAW ENFORCEMENT, SECURITY, EMERGENCY COMMUNICATIONS, FIRE SAFETY, AND EMERGENCY MANAGEMENT SERVICES TO REDUCE RISKS TO THE CAMPUS COMMUNITY.

* Fall 2016 data as provided by the Department of Public Safety.

WAYFINDING

The Campus Framework proposes a wayfinding toolkit that provides three types of wayfinding tactics: physical environment enhancements, virtual environment navigation, and a hybrid environment combining physical and virtual improvements.

Traditional physical wayfinding strategies include signage, urban design, landscape, and architectural design to create memorable places and provide visual markers to help campus users find their way around the campus. At Syracuse University, these elements will be incorporated at important campus arrivals and throughout the campus to assist with navigation.

Digital information is playing an ever important role in how visitors and members of the University community experience the campus. Campus visitors often first experience the University on the internet, find directions to the campus online, and are directed to the University by their car’s navigation system. Members of the campus community rely on smartphone applications and online communications to be immediately updated with important information. The virtual environment provides an opportunity for the University to align and extend the campus identity and experience beyond physical borders.

A hybrid environment provides a complete arrival experience that unifies the physical environment with the virtual environment. This includes personal experiences on a smartphone and public experiences as part of a digital signage network or streetscape design. The physical and virtual environments will be part of a comprehensive experience that fluidly provides information to everyone.



PHYSICAL ENVIRONMENT

URBAN DESIGN
LANDSCAPE ARCHITECTURE
ARCHITECTURAL DESIGN
SIGNAGE



VIRTUAL ENVIRONMENT

ONLINE NAVIGATION
PHONE APPS



HYBRID ENVIRONMENT

DIGITAL INFORMATION
DIGITAL SIGNAGE
SMART STATION
LIGHTING

Physical Environment



THE EINHORN FAMILY WALK IS REINFORCED WITH THE DESIGN OF THE PHYSICAL ENVIRONMENT, INCLUDING BUILDINGS, LANDSCAPE, AND SIGNAGE.

Virtual Environment



VIRTUAL WAYFINDING WILL INCLUDE APPS FOR FINDING KEY CAMPUS DESTINATIONS.

Hybrid Environment



A HYBRID WAYFINDING SYSTEM WILL INCLUDE BUS SHELTERS AND BUS STOPS WITH INTERACTIVE SCREENS AND DISPLAYS FOR TRANSIT ROUTES AND SCHEDULES.

SUSTAINABLE SYSTEMS

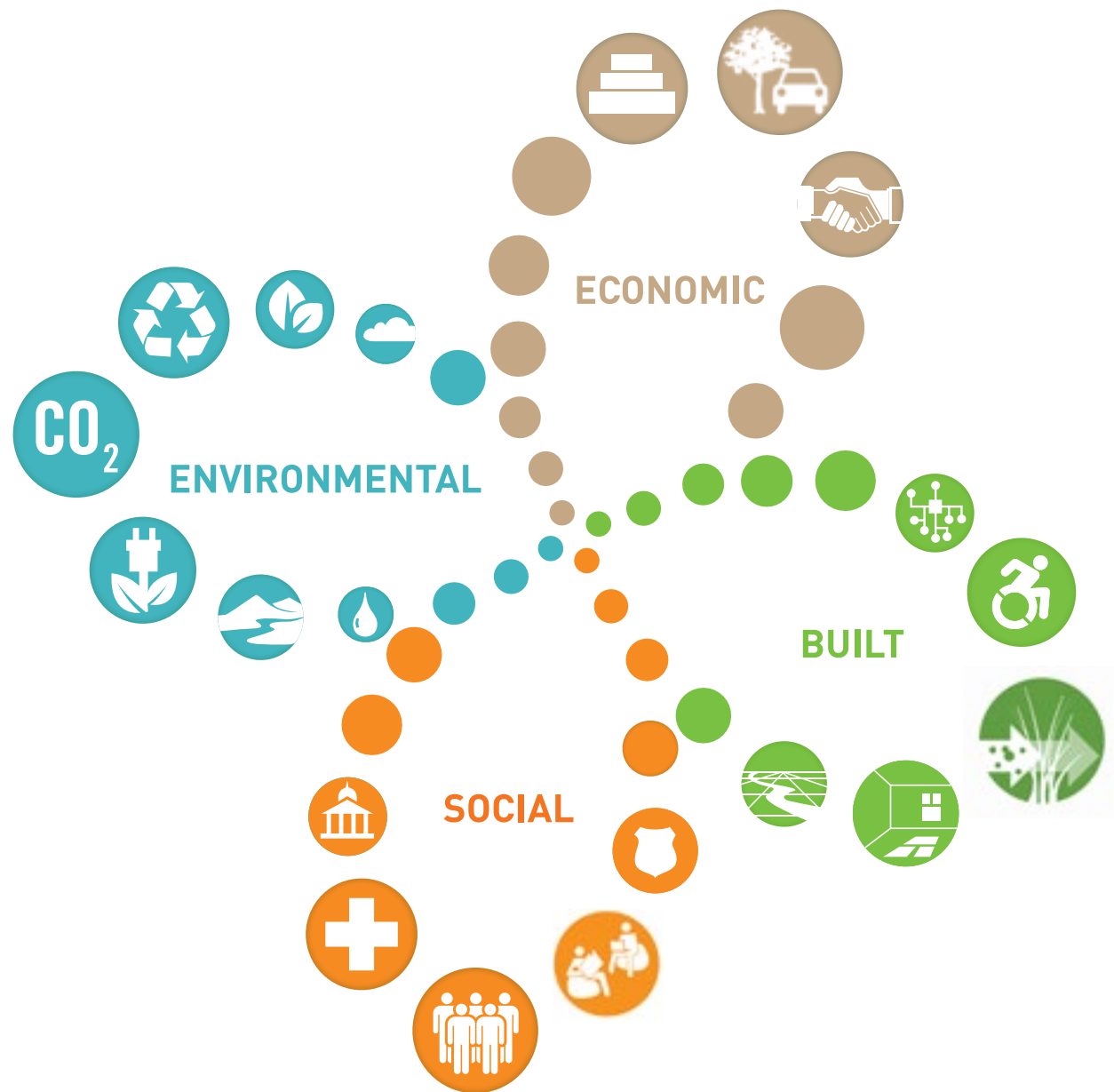
Syracuse University strives to be a leader in sustainability education, research, and practice. This includes implementation of innovative pilot projects, faculty and student research on sustainability topics, and integration of sustainable practices in every facet of campus life and operations.

The Campus Framework provides a systems approach to sustainability that thinks broadly about campus-wide policies and networks, and it focuses on smaller interventions that encourage individuals to choose sustainable practices every day. As an academic institution, Syracuse University educates members of the campus community through instructional classes and by integrating academics and operations through use of the campus as a living laboratory for sustainability. By supporting grassroots sustainability efforts, events, and informational campaigns, informal education can increase sustainability awareness as well and can catalyze innovative ideas.

Proposals generated by the Campus Framework impact the built environment, natural environment, society, and economy of the University. At every decision, knowledge about sustainability is incorporated into proposed strategies and projects.

The Campus Framework addresses sustainability topics pertaining to energy, land use and civic structure, landscape, mobility, infrastructure, economic development and partnerships, climate, community, health and well-being, and place.

Several sustainability systems emerged as priorities for Syracuse University: land use and civic structure, landscape, mobility, place, and energy. The five key recommendations—Enliven the Civic Realm, Revitalize the Academic Core, Create a Campus-City Community, Provide Diverse Student Life Activities, and Establish Mixed-Use Neighborhoods—embrace a campus-wide approach to sustainability.



ENERGY DEMAND

Syracuse University is taking action to reduce overall energy consumption. The University has established universal guidelines for heating and cooling of occupied spaces. This temperature control ensures that room occupants are comfortable but that rooms are not excessively heated or cooled. Some laboratories, research areas, and archival rooms have additional cooling parameters to serve the needs of the space.

Significant reductions in energy consumption from nonrenewable sources are expected to follow implementation of the Campus Framework. Many of the campus’ aging laboratory buildings will be replaced or significantly renovated and modernized. Participation in ACUPCC (American College & University Presidents’ Climate Commitment) commits the University to meeting LEED (Leadership in Energy and Environmental Design) standards for new buildings and renovations exceeding \$5 million. Other planned new buildings on campus are designed and located to maximize solar efficiency for temperature control and to reduce the need for artificial lighting during daytime hours. Planned major renovations of many aging buildings will also improve the campus’ energy efficiency.



THE SYRACUSE CENTER OF EXCELLENCE IS A LEED PLATINUM BUILDING.

OPPORTUNITIES

- Implement an informational campaign to educate users on ways to save energy through individual actions
- Orient and design buildings to take advantage of solar lighting and heating, and minimize heat loss
- Pursue the highest possible energy efficiency standard in new buildings

Conventional Energy Supply

As a major energy producer and consumer in the City of Syracuse, Syracuse University has the opportunity to improve sustainable practices involving energy consumption both on campus and regionally. Replacement of aging energy production facilities can improve the efficiency of the campus and those to whom the University supplies energy. The University can also produce renewable energy using rooftop solar panels and purchase renewable wind energy.

A proposed new energy plant complex includes higher efficiency systems, lower operations and maintenance costs, reduced carbon footprint, and increased capacity to create system redundancies and accommodate future campus growth. The new Energy Plant Complex would incorporate community-facing components to improve the visual impact to the neighborhood.



EXISTING ENERGY PLANT

Renewable Energy Supply

In addition to conventional energy, Syracuse University purchases 20 percent of its electricity annually from New York state-generated wind power, which creates virtually no greenhouse gases. The 22 million kilowatt hours of green power purchased by the University annually is equivalent to reducing carbon dioxide emissions of nearly 3,000 passenger vehicles each year.

The University is also exploring solar energy production. Solar hot water heating was installed on 20 South Campus residences. This pilot project is estimated to save 300,000 kilowatt hours, avoid 125 tons of greenhouse gas emissions each year, and supply 50 percent to 60 percent of the energy necessary to heat the water for the residential units.

OPPORTUNITIES

- Install additional solar panels on campus buildings
- Use electric cars and buses for campus vehicles



SOLAR PANELS INSTALLED ON THE ROOFS OF SOUTH CAMPUS TOWNHOUSES SUPPLY 50 PERCENT TO 60 PERCENT OF THE ENERGY NECESSARY TO HEAT THE WATER FOR THE RESIDENTIAL UNITS. ©2000-2015 ZACKIN PUBLICATIONS INC.

LAND USE

A compact campus ensures efficient use of valuable land resources, minimizes expenditures for infrastructure and utilities, and encourages sustainable mobility options that reduce reliance on limited natural resources.

Creating a compact, accessible campus also enhances the community feel of the campus and encourages collaboration. This concept will encourage the use of existing campus space more efficiently through renovation or repurposing, minimizing the need for additional new construction outside of the campus core.

OPPORTUNITIES

- Develop needed new academic buildings on infill sites within the campus core
- Cluster student life uses within neighborhoods, encouraging walking, cycling, and other modes of sustainable transportation

Stormwater Management

Landscape design strategies include improving stormwater management, preserving existing trees, and planting new trees to increase the amount of shade and lower the ambient temperature of campus spaces.

Water runoff can be an issue in certain areas of campus, in part due to the steep topographical changes that direct water through the area’s watersheds. In an effort to alleviate the strain on the City of Syracuse’s systems, Syracuse University has installed rain gardens and green roofs in four locations on campus.

An integrated landscape, ecology, and stormwater system will further improve the functional landscapes in and around Main Campus. Implementation of “green streets,” featuring stormwater planters, pervious cycle

lanes, and additional street trees continue the existing landscape vocabulary from the campus core and create a pedestrian-cyclist friendly greenway from South Campus to downtown along Comstock Avenue and the Connective Corridor. Comstock Avenue is a priority corridor for improved stormwater management. Integrated rain gardens at the base of slopes will cleanse and infiltrate stormwater to reduce nutrient-rich lawn runoff that flows through the watersheds and improves sustainability on Main Campus.

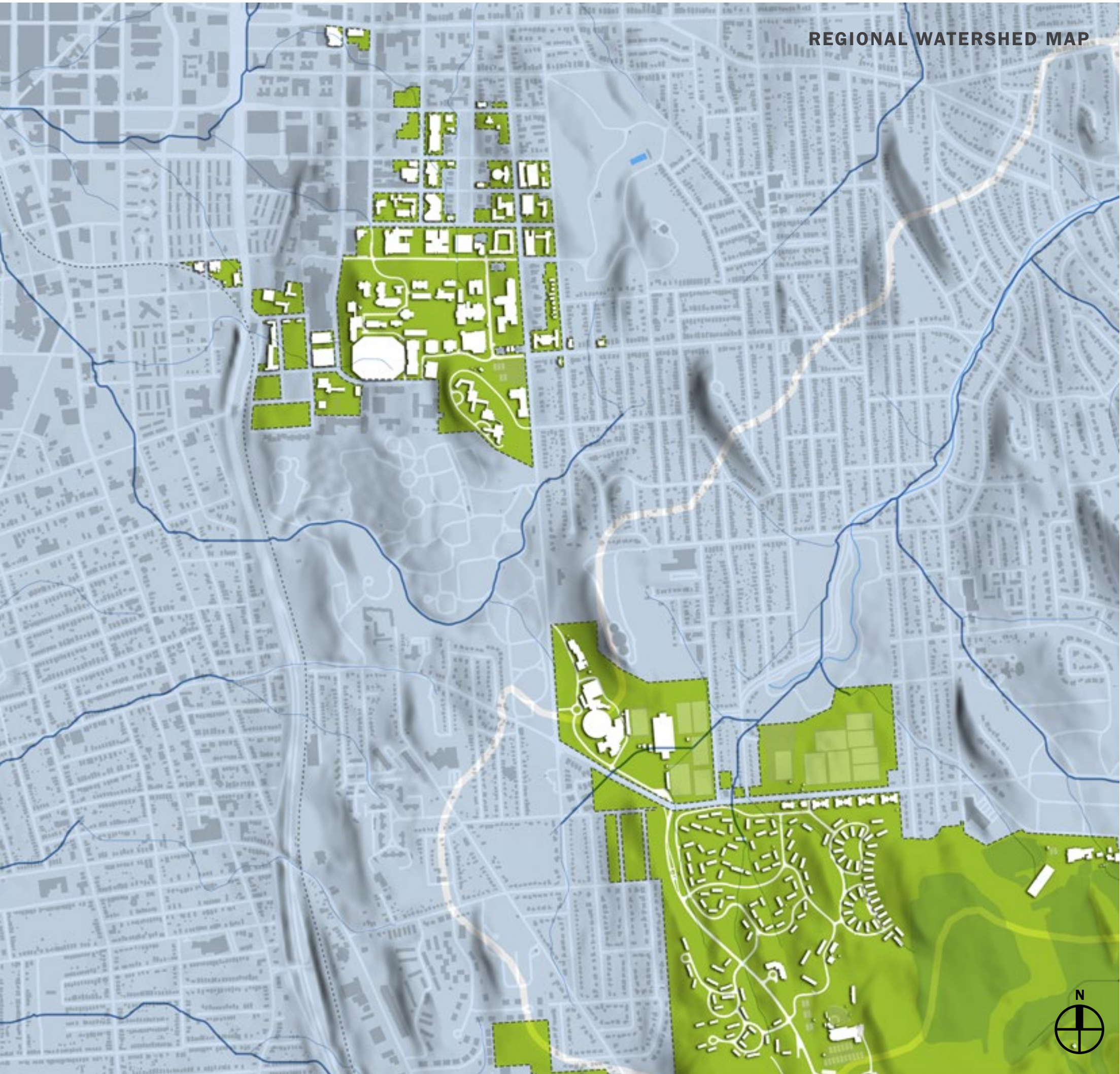
Natural Habitats

The University maintains “forever wild” areas at South Campus that reduce mowing and preserve wildlife habitat. The University also selects native and salt-resistant plants where appropriate to positively impact the environment.

South Campus is a significant area of contiguous land. Maintaining portions of this land as natural habitat for flora and fauna in the region will significantly contribute to the ecosystem. Walking trails, cycle paths, cross-country skiing trails (a historic use of the land), and other similar outdoor recreational amenities can support the campus’ healthy lifestyle opportunities and surrounding community as land is preserved for natural systems.

OPPORTUNITIES

- Add bioswales to Comstock Avenue, Waverly Avenue, West Campus, and University Avenue streetscapes to collect, treat, and detain stormwater
- Use pervious pavers to minimize runoff
- Build retention basins at the base of slopes to detain or retain stormwater
- Create a trail network on South Campus with bird blinds or other animal habitats/viewing areas to educate visitors about local fauna



IMPLEMENTATION STRATEGIES



STRATEGIC SPACE ALLOCATION AND ALIGNMENT

The Campus Framework includes recommendations for internal space moves to support program growth, collaboration, and the goals of the Academic Strategic Plan. Many of the concerns shared by various schools, departments, programs, and offices can be resolved through relocation of some programs to more suitable, renovated accommodations within existing campus buildings that enable the types of learning, research, or operational functions desired and to foster collaboration. Situations that can be addressed through space moves are right-sizing departmental footprints to accommodate current faculty and staff rosters, moving to upgraded facilities, and repurposing aging building stock to house less intensive uses.

Academic Experience

Many of the University’s academic departments and programs require new or upgraded facilities to replace an aging building stock and support modern academic practice and pedagogy. Additionally, the Academic Strategic Plan calls for advancement of the University’s research. Proposed space moves aim to foster a compact, accessible campus by consolidating distributed programs and departments in areas of campus that best meet the needs of the people they serve. Additionally, many proposed moves will improve the quality of spaces occupied by individual departments, as buildings are repurposed for less intensive uses—such as labs—and cramped programs can either expand or move to reconfigured spaces. This will also improve parity of facilities across the University.

BRING SCHOOLS AND DEPARTMENTS INTO GEOGRAPHIC PROXIMITY

To optimize operating efficiency and allow for faculty collaborations, some consolidation is under discussion for schools, colleges, departments, and programs. For example, the Psychology Department is currently distributed across four buildings, including within leased space. It is a good candidate to occupy a new building, as the newly constructed space can be customized to the unique spatial needs of the Psychology Department, and the adjacency to the hospital district can facilitate existing partnerships. As a result of such a move, the School of Education could consolidate and expand within Huntington Hall once the Psychology Department vacates that space.

UPGRADE DATED FACILITIES

To reaffirm the University’s commitment as a top-tier research institution, investment should be made to upgrade laboratory facilities that are outdated. For example, the Earth Sciences Department would more appropriately be housed in a new-construction wet laboratory building that can accommodate the intensity of use required by researchers and students. As a result, the space currently occupied by Earth Sciences could be renovated to provide a modern dry laboratory for the Physics Department.

The quality of many currently occupied spaces needs to be improved to better support students and faculty. In addition, strategic space moves will improve the learning and research environments for some programs.



Student Experience

In recent years, enrollment growth has outpaced growth in student life, residential life, and administrative support facilities. This has led to students seeking off-campus housing and social activities, the overcrowding of student life spaces such as recreation centers, libraries, student and cultural centers, and study lounges, and a makeshift system of distributed academic support offices.

To foster student success, a thoughtful and cohesive network of high-quality student life and academic support spaces should be built to complement new residential communities.

UPGRADE STUDENT LIFE SPACES

Student life spaces could be improved to better meet the needs of today’s larger and more technology-focused student body. Schine Student Center is the central student life facility on campus and is ideally located at the intersection of the Campus-City Community and the historic campus core. However, it is often overcrowded and does not have enough space for students seeking a place for formal and informal group activities. Additionally, the building’s architecture creates a dark interior, and the landscape is disconnected from the civic realm surrounding the building. A building renovation will improve the quality of the space and allow many distributed student organizations to cluster in the student center, increasing visibility, accessibility, and efficiency—restoring the building to its ideal function as the center of student life on campus.

Bird Library, built in 1969–72, is the main library on campus. Recent interior renovations created informal study lounge spaces on the ground floors, but much of the building and surrounding landscape remains out of date and does not meet current needs for group and individual study, collaboration, and technology integration. Many other academic buildings on campus could benefit from the creation of additional informal study spaces, including student lounges, to support modern collaborative academic pedagogy.

Finally, student success is currently hampered by the complex distributed network of administrative offices to which students need regular access. This creates confusion for students who are unsure of which office or group of offices they need to visit. One of the goals in the Academic Strategic Plan is to increase student success by simplifying the administrative processes students must complete, including the creation of a one-stop shop that consolidates many student support services. One potential location would be in the expanded student center, an easily accessible location that many students pass through each day. Other potential locations should provide the same ease-of-access to students in a central location.

MODERNIZE RECREATION, HEALTH, AND WELLNESS

Many recreation, health, and wellness facilities are distributed, dated, or in cramped spaces. The future of these services imagines a modern holistic approach to personal health and wellness that integrates physical, mental, and spiritual care, and brings services together for convenience. Through the Barnes Center at The Arch, students will have access to a refreshed campus recreation facility—with varied programs, equipment, and educational opportunities.

Bringing together campus health services introduces campus community members to new services in a positive and affirming way. This new organization promotes well-being by integrating physiology, psychology, spirituality, and fitness through a diversity of physical and mental health services, mind, body, spirit, and community wellness programs. The goal of this consolidation is to improve student well-being holistically through positive preventive action.

Residential Experience

First-year and sophomore students at Syracuse University are required to live on campus, but increases in enrollment in the last decade have put a strain on housing resources, with many students living in space leased by the University. This has also encouraged many juniors and seniors to move to off campus neighborhoods in the City of Syracuse.

Housing options for undergraduates include residence hall housing on Main Campus, apartment-style housing on South Campus, and off campus housing in private apartment complexes and in family homes converted to student housing. Many residence halls on Main Campus are aging and require renovations. In addition, many of these residence halls are relatively low-density and do not incorporate the student life features present in modern-day accommodations. On South Campus, housing is spread out and does not use land efficiently.

In addition, many South Campus residents rely on personal cars and campus shuttles to get to classes and student life facilities on Main Campus, which creates demand for parking on Main Campus and strains the campus shuttle system during peak hours. South Campus residents, primarily sophomores, enjoy the relative freedom of living in apartment-style housing.

The University, along with many peer institutions, will continue to explore the viability of a third-year residential requirement. Should this change occur, South Campus would be considered as one of several possible housing options for third-year students.



MIXED-USE RESIDENCE HALLS SUCH AS ERNIE DAVIS COMBINE FITNESS, DINING, AND STUDYING SPACES WITHIN HOUSING. BY PLACING THESE USES ON THE GROUND FLOOR WITH LOTS OF WINDOWS, THEY CAN ENLIVEN THE CIVIC REALM OF THE NEIGHBORHOOD.



SUMMARY OF SPACE OPPORTUNITIES

The Campus Framework is a visionary roadmap meant to guide future campus development for the next 20 years. To stay relevant in the constantly changing world, the Framework is designed to be flexible. In the near term, the Campus Framework identifies strategic investment opportunities in key catalytic projects. Many of these projects reinforce the Academic Strategic Plan that was developed concurrently with the Campus Framework. In the long term, and as new needs are identified, the Campus Framework provides additional suggestions for possible future opportunities and development sites. These plans are preliminary and evolving, and may change to accommodate future priorities.

Development of the plan components and subsequent construction and renovation of individual buildings and spaces within the plan will be executed under the leadership of the vice president for facilities and managed by Campus Planning, Design and Construction in partnership with the University’s Campus Facilities Advisory Board.

Consideration of individual projects will be based on the following parameters:

- Alignment of Physical Presence with Academic Priorities
- Americans with Disabilities Act Compliance
- Campus Community Input
- Identification of Funding
- Urgency of Infrastructure Improvements

PROJECT OPPORTUNITIES UNDER REVIEW

Near-term projects catalyze reinvestment in the Academic Core, the Campus-City Community, and the Campus Civic Realm, reimagination of a new West Campus, and strong investment in veterans’ education, all in accordance with the Academic Strategic Plan. The following project opportunities are under consideration and reflect the Campus Framework Goals:

- SUPPORT ACADEMIC EXCELLENCE • ENRICH STUDENT LIFE
- CREATE A DIVERSE AND VIBRANT CAMPUS SETTING

- Barnes Center for Health, Wellness and Recreation at The Arch
- Hall of Languages Renovation
- Innovation and Discovery Complex
- National Veterans Resource Complex
- Roof Replacement and Dome Improvements
- Schine Student Center
- Waverly Avenue Streetscape Improvements (Between Irving Avenue and University Avenue)

APPENDIX A: CAMPUS HISTORY

The Campus Framework would not be possible without a complete understanding of the history, growth, and evolution of the Syracuse University campus environment. The staff of the Syracuse University Archives was an invaluable resource in gaining this depth of knowledge.

HISTORY OF SYRACUSE UNIVERSITY

Syracuse University’s history is central to its identity, spirit, and urban relationship today and provides a strong foundation for the future. Syracuse University’s physical campus has transformed over six distinct evolutionary periods; the accomplishments of each era mirror the tone of the times in the city and the United States. The University initially was housed entirely within the Hall of Languages, built in 1873 on a hill overlooking the industrial city. Thus began the relationship of the city and the **Campus on the Hill**.

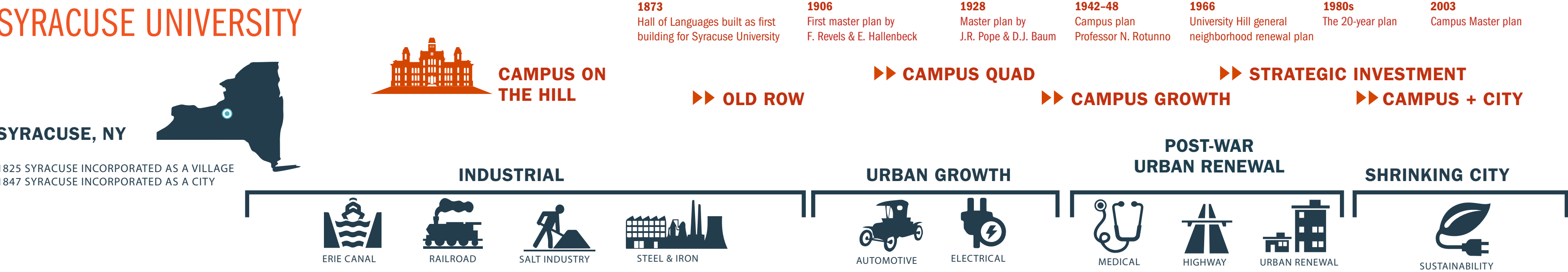
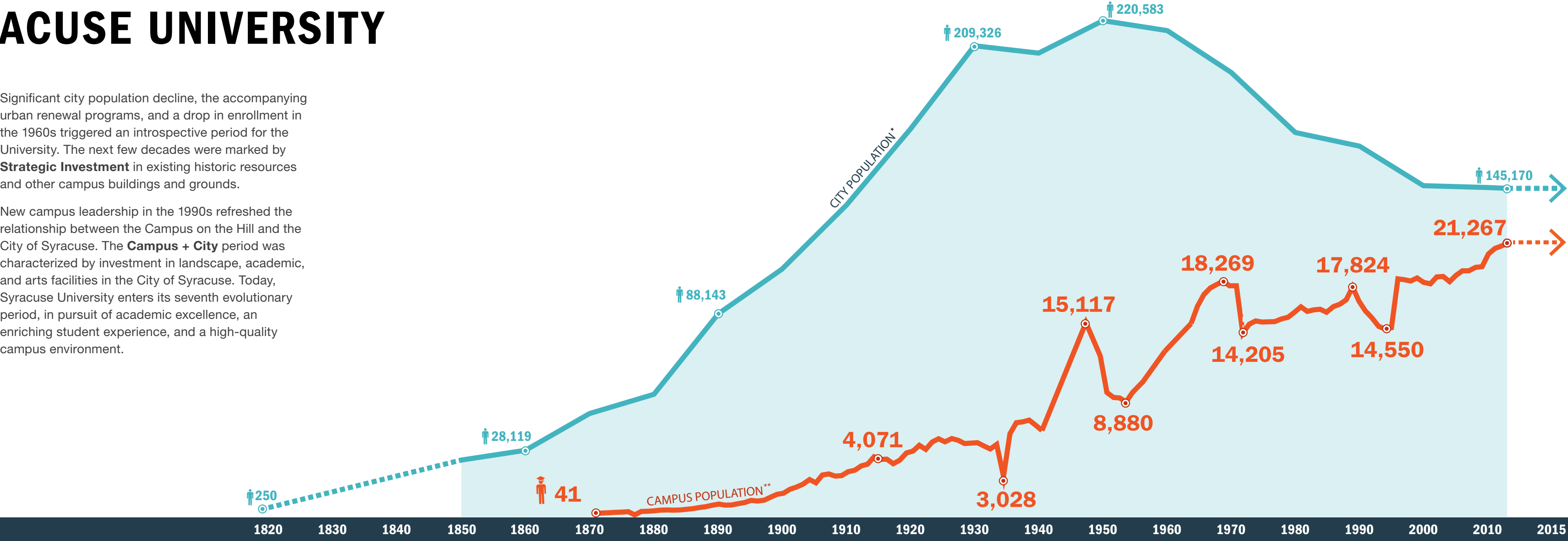
As the campus population expanded beyond the original 41 students, additional buildings were erected in coordination with the Hall of Languages, forming what is now known as the **Old Row**.

During this time, the city also experienced a period of growth, and in 1906 the F. Revels & E. Hallenbeck plan called for a formal **Campus Quad**. This traditional green space has been preserved and today is at the heart of the academic core.

Following the Great Depression, the post-war period saw significant **Campus Growth**. Military surplus pre-fabricated housing and academic buildings were built to accommodate the surge in enrollment following the Second World War. The surrounding neighborhoods saw similarly rapid post-war development.

Significant city population decline, the accompanying urban renewal programs, and a drop in enrollment in the 1960s triggered an introspective period for the University. The next few decades were marked by **Strategic Investment** in existing historic resources and other campus buildings and grounds.

New campus leadership in the 1990s refreshed the relationship between the Campus on the Hill and the City of Syracuse. The **Campus + City** period was characterized by investment in landscape, academic, and arts facilities in the City of Syracuse. Today, Syracuse University enters its seventh evolutionary period, in pursuit of academic excellence, an enriching student experience, and a high-quality campus environment.



*Source: U.S. Census Bureau and NYS Comptroller Office
**Source: Enrollment and the Student Experience, Fall 2016

1873

Campus on the Hill



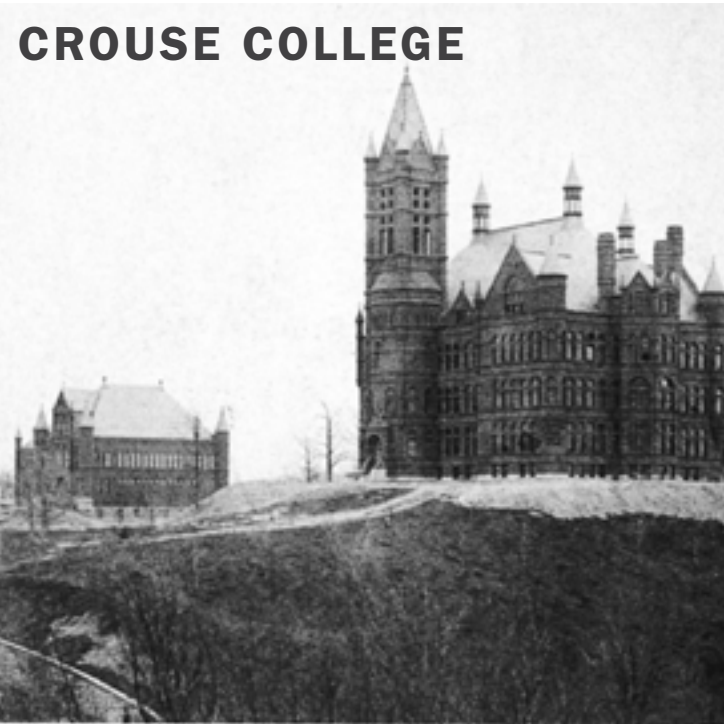
HALL OF LANGUAGES

Syracuse University was sited on 50 acres of farmland on a hillside purchased from George F. Comstock. The Hall of Languages was one of seven planned academic buildings, but due to the Panic of 1873, the Hall of Languages housed the entire University for 14 years.

A new neighborhood was formed on 200 acres north of University Place, known as the Highlands subdivision around Walnut Park.

1893

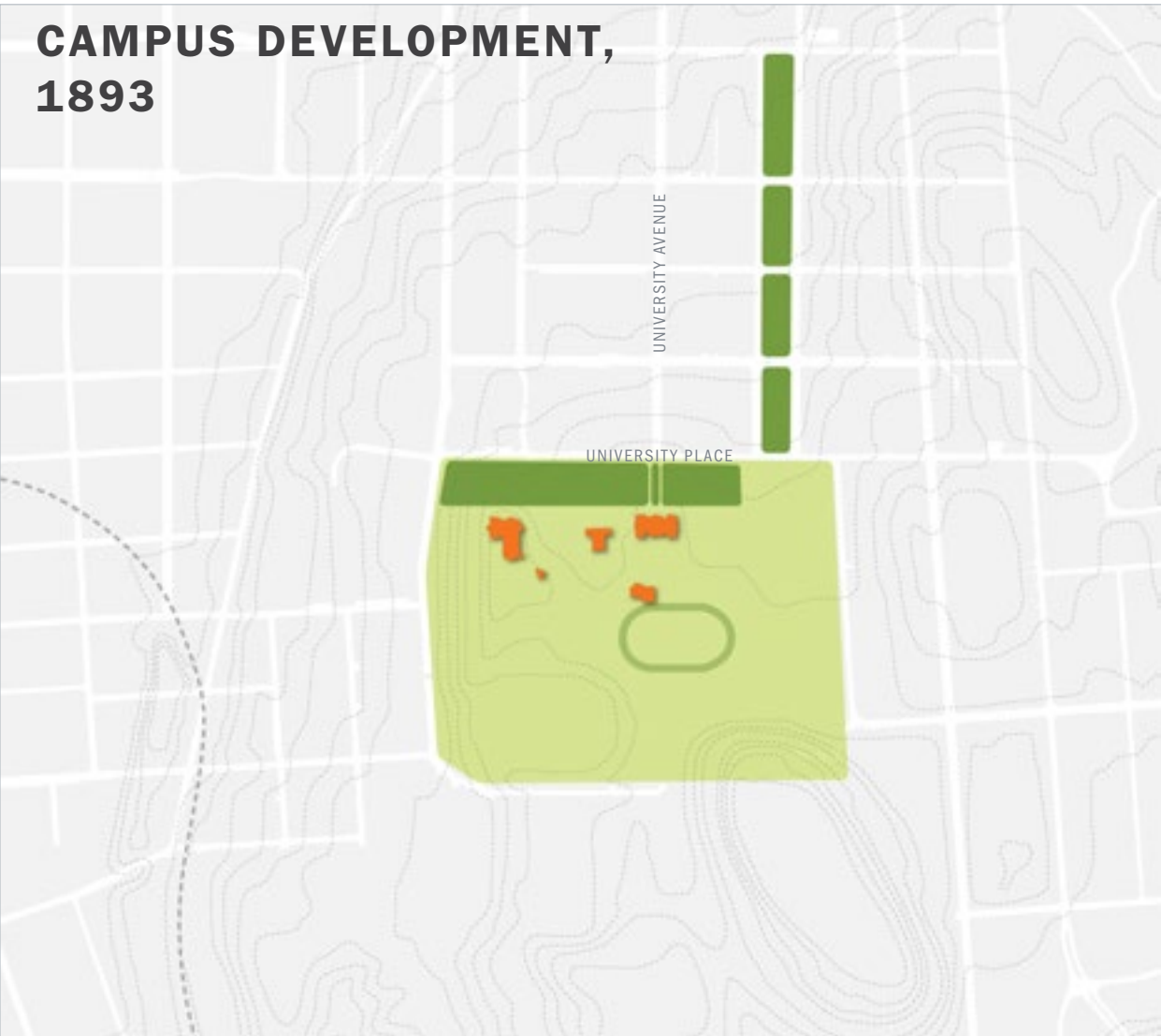
Old Row



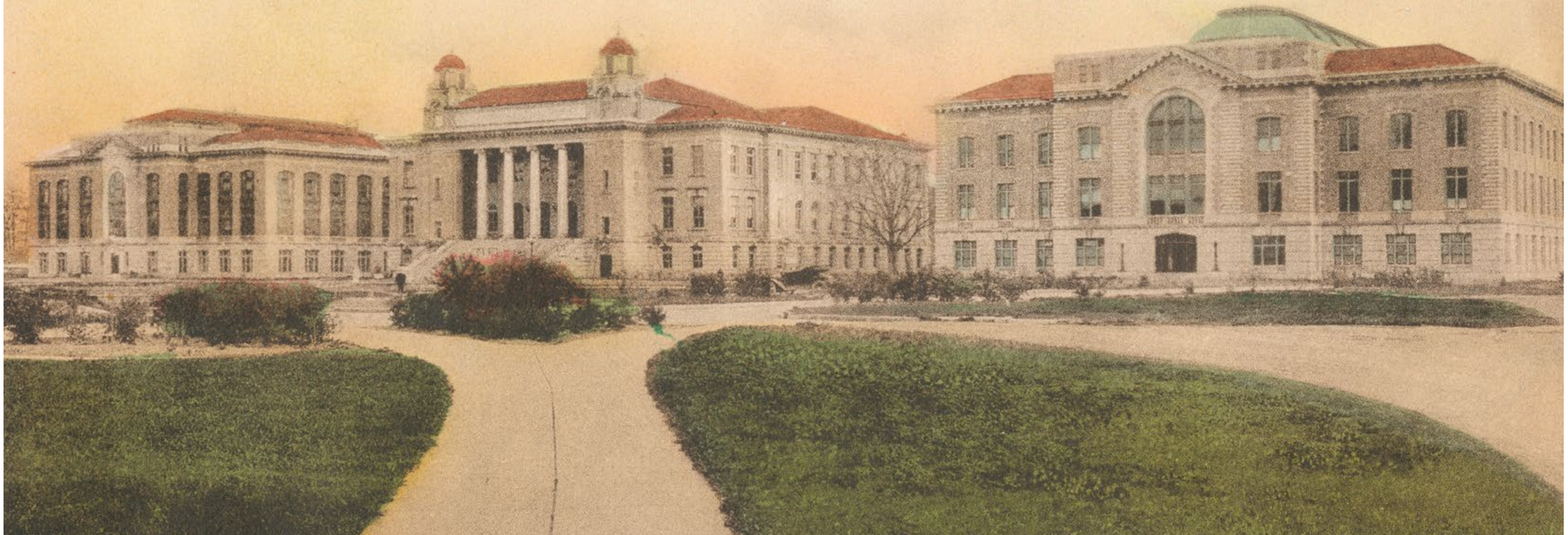
CROUSE COLLEGE

The Old Row was created with construction of Ranke Library and Crouse College in 1889. This linear organization of academic buildings along the front lawn became an iconic image of the University.

At the same time, the lawn in front of Old Row became the front door of the campus, and the Old Oval athletic field was created adjacent to the Gymnasium (1891).



FORMAL OPEN SPACES HAVE LONG BEEN THE DEFINING STRUCTURE OF THE SYRACUSE UNIVERSITY CAMPUS. BEGINNING IN 1905, THE OLD OVAL LANDSCAPE GUIDED THE DEVELOPMENT OF TWO NEW ACADEMIC BUILDINGS, BOWNE HALL AND CARNEGIE LIBRARY, REINFORCING THE ACADEMIC CORE AND ANCHORED ON THE SOUTHWEST BY ARCHBOLD GYMNASIUM.



1920s

Campus Quad



As the University expanded, residence halls were sited north of University Place. Winchell Hall (1900) and Haven Hall (1904) framed the Hall of Languages.

In 1906, Frederick Revels and Earl Hallenbeck developed a campus plan that reimagined the Old Oval as a formal green space and reinforced open space with new development to the south: Archbold Gymnasium, Carnegie Library, and Bowne Hall. Behind these buildings, a stadium was proposed in a shallow ravine southwest of the campus, where the Dome sits today.

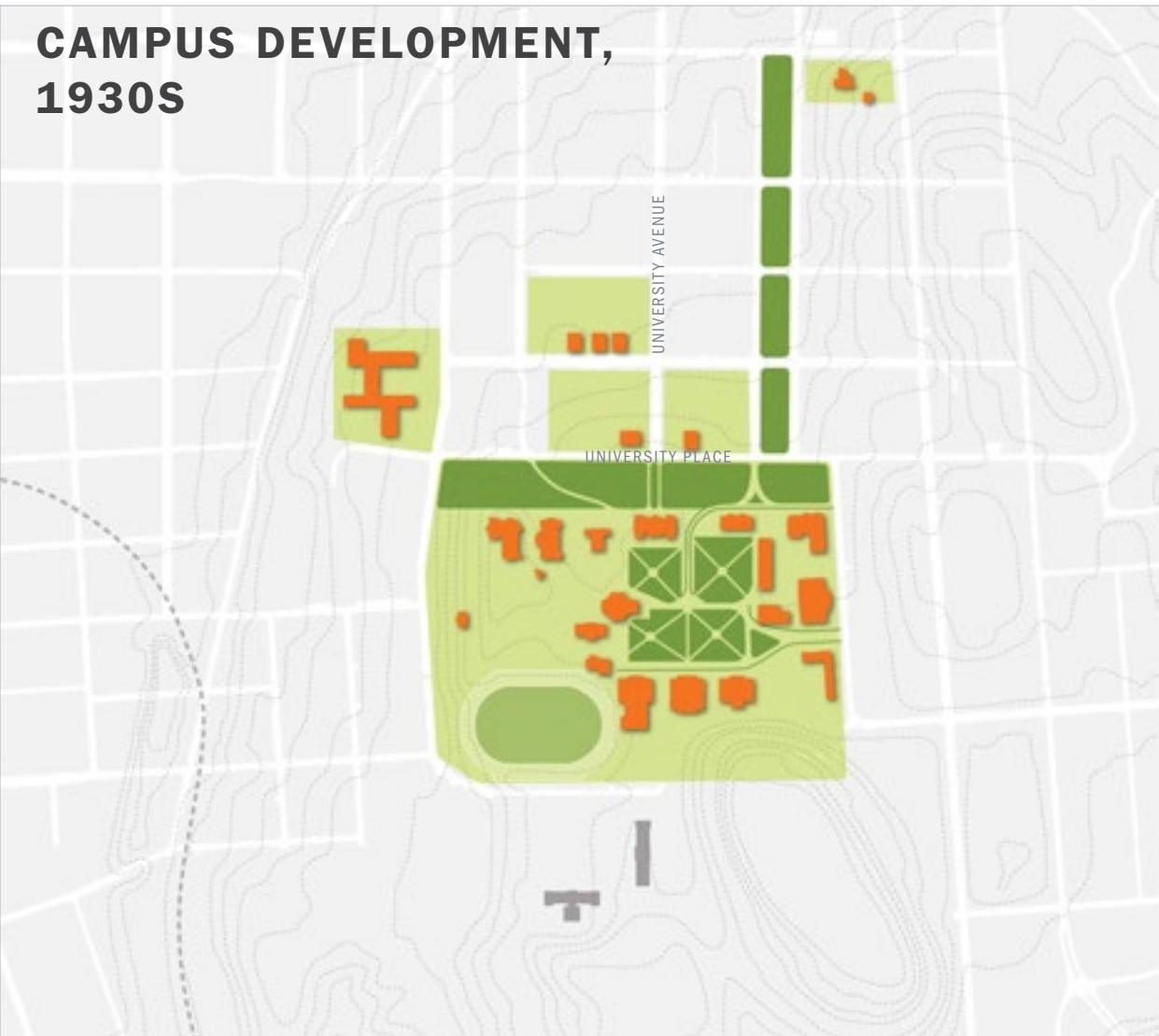
1930s

Campus Quad



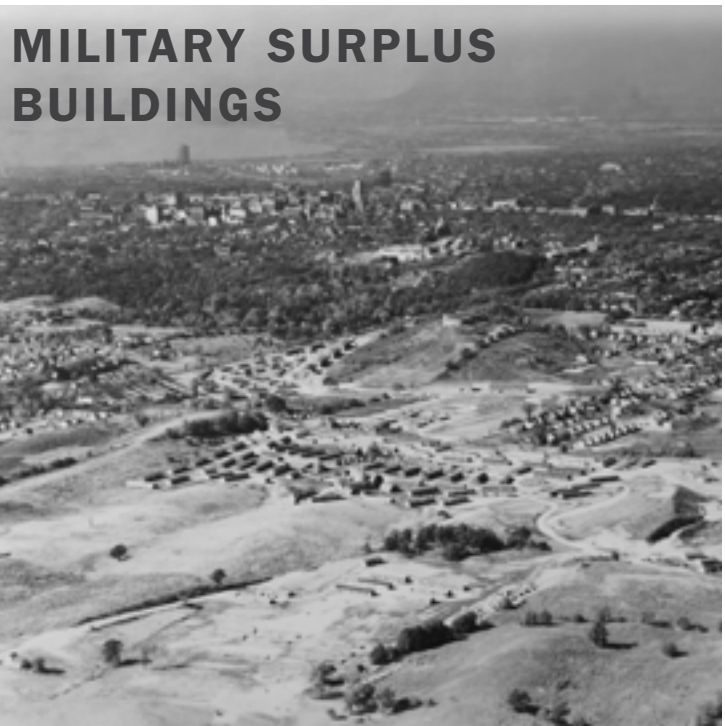
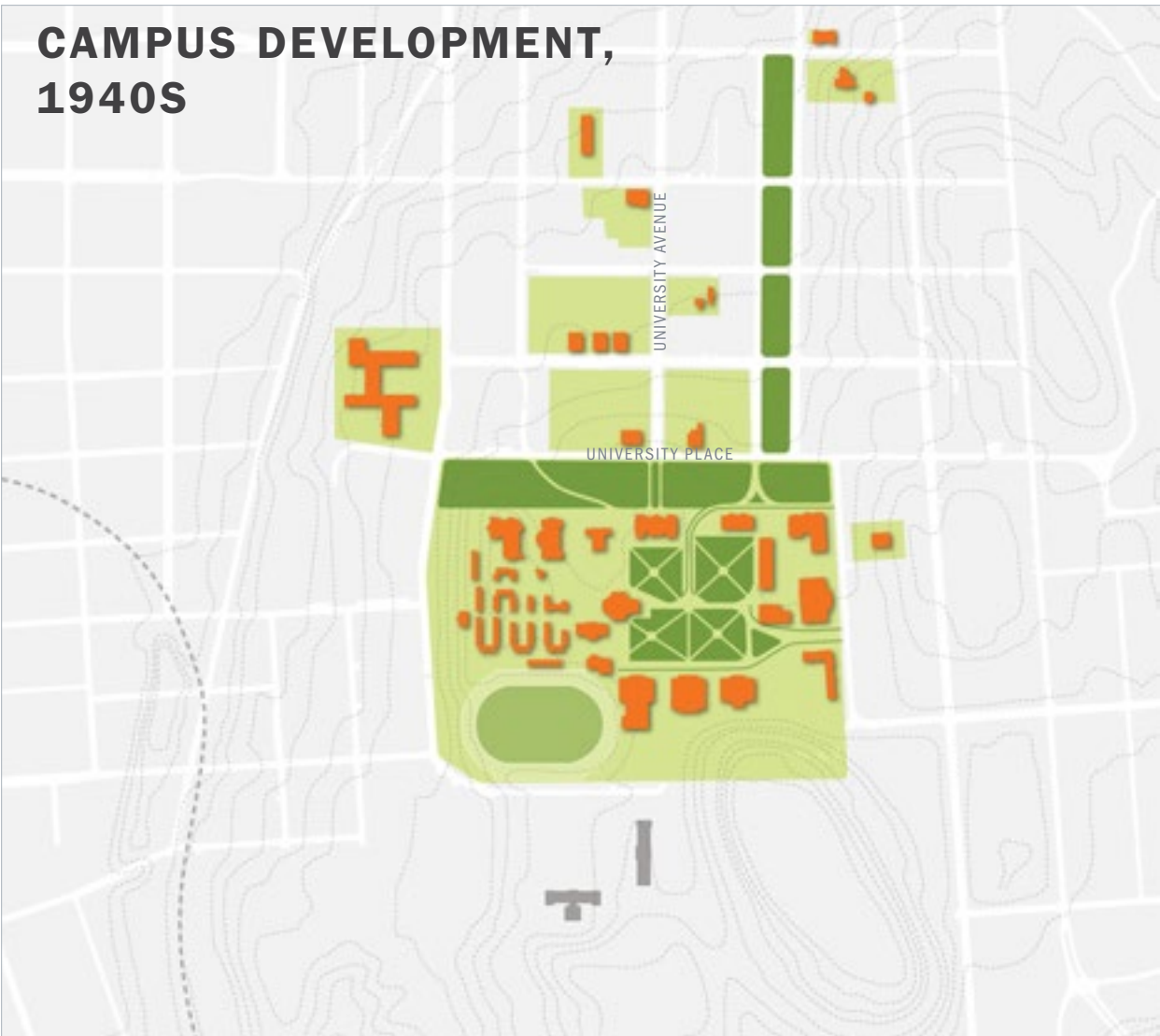
In 1928, John Russell Pope and Dwight James Baum created a plan for the University that proposed a coherent physical environment defined by formal open spaces and connective circulation, which extended into the surrounding neighborhoods.

Four distinct campus precincts were formed, connected by pedestrian and vehicular circulation: the academic area, men's dormitories, women's dormitories, and medical area.



1940s

Campus Growth

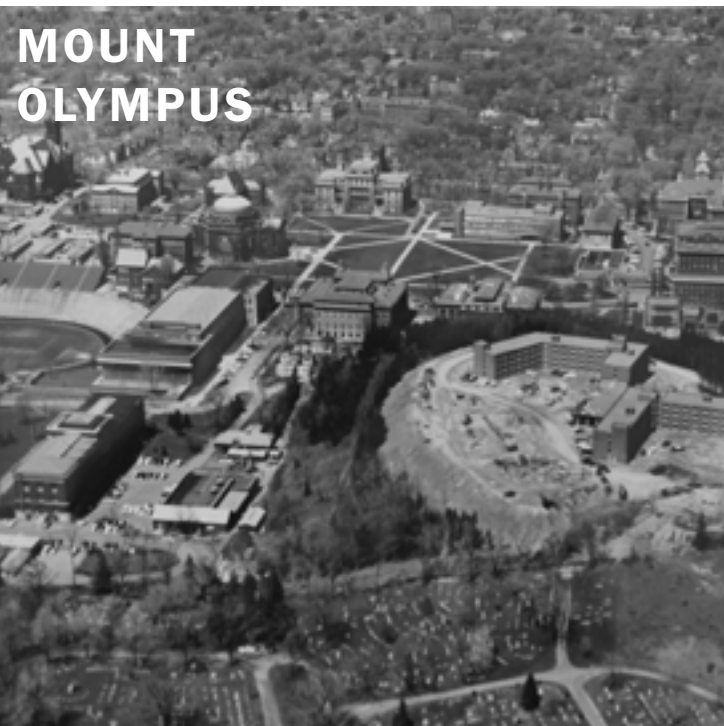


Following World War II, student population tripled, increasing to 15,117 by 1949 as a result of Chancellor William Pearson Tolley’s commitment to the nation’s returning veterans. He announced the University’s “uniform admissions program,” which ensured all military personnel admission to Syracuse upon return from the war. To accommodate academic and residential needs, military surplus prefabricated buildings were erected on Main Campus and on South Campus.

In 1948, Noreda Rotunno’s campus plan called for an additional row of buildings south of Old Row and new residential development on Mount Olympus and northeast of campus.

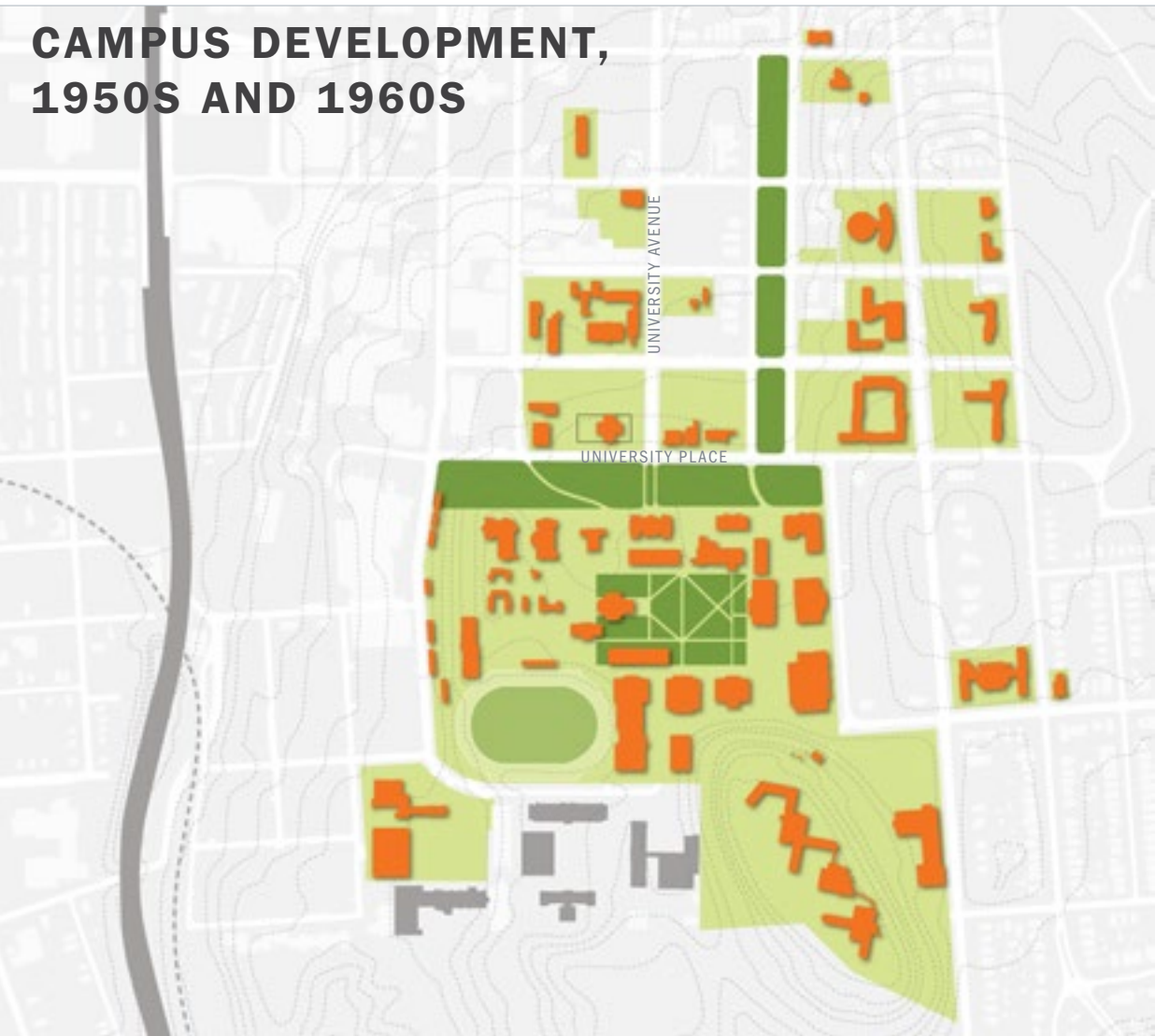
1950s–60s

Campus Growth



In the 1950s and 1960s, post-war growth spurred the development of residential areas around the campus, and urban renewal projects proliferated around the city, including the construction of I-81 as an elevated highway.

The 1966 University Hill Plan envisioned an auto-friendly campus with expressway ramps leading directly to plinth-like underground parking garages with academic and residential uses above, though these were not built.

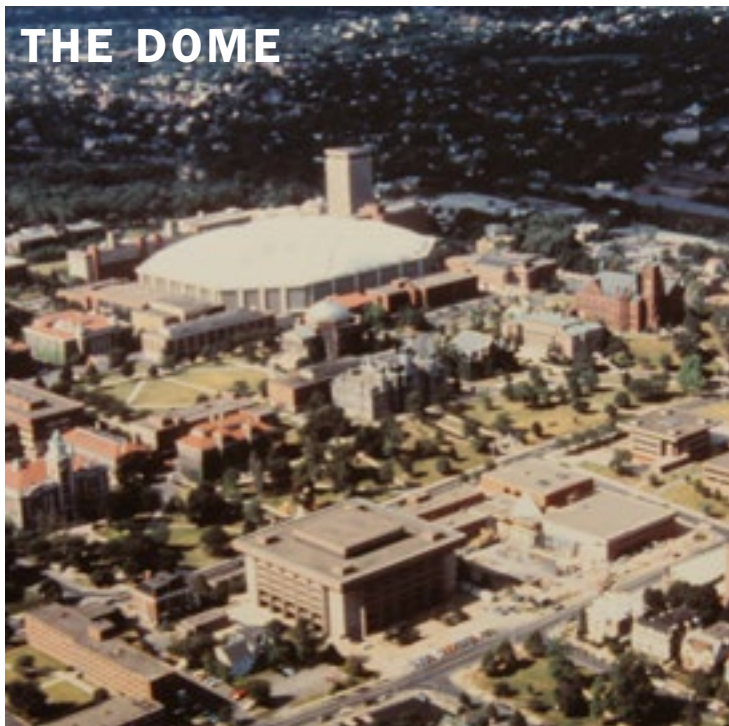
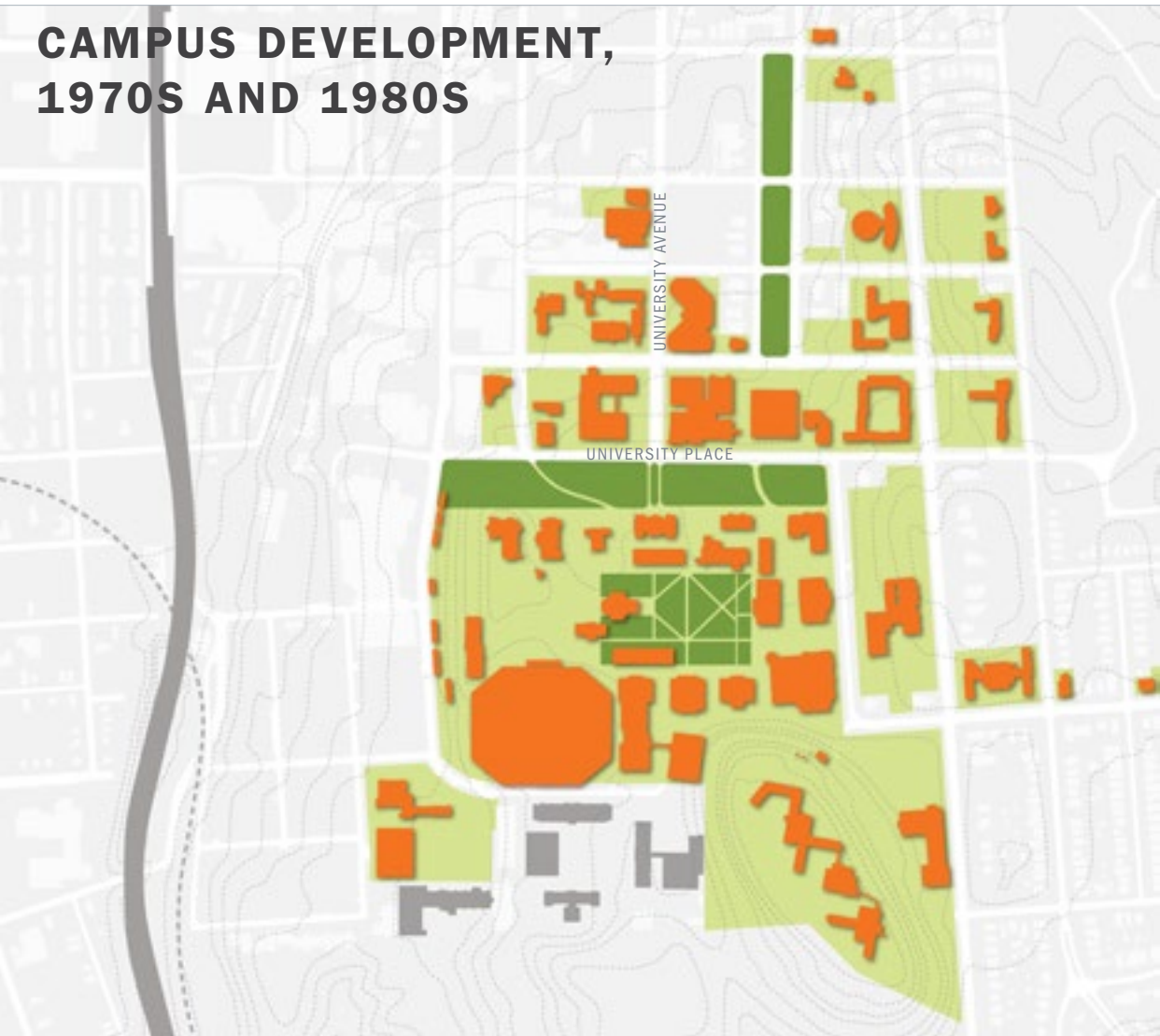




MANY NEW BUILDINGS WERE ERECTED IN THE 1970S AND 1980S, AND THE ARCHITECTURAL STYLE REINFORCED THE INTROSPECTIVE NATURE OF THE UNIVERSITY AT THE TIME.

1970s–80s

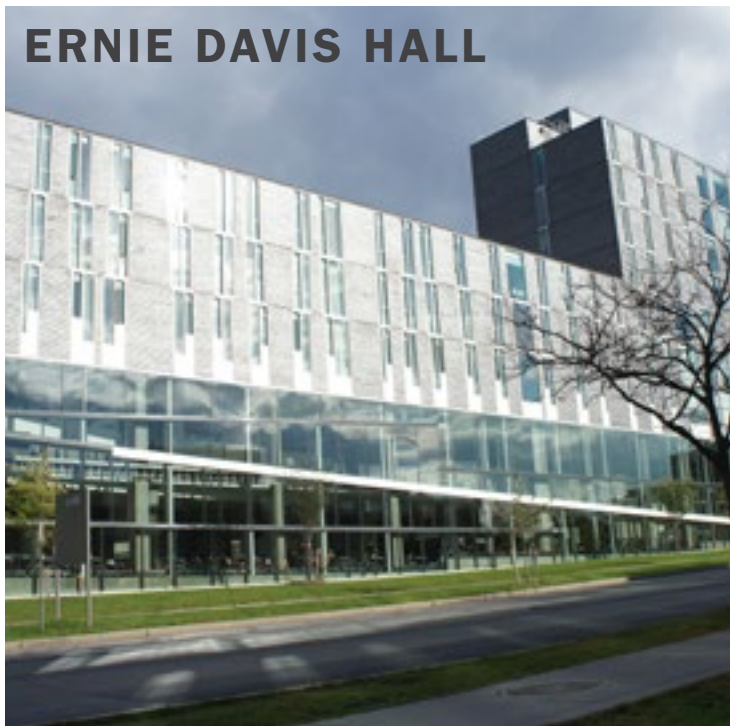
Strategic Investment



The Twenty Year Plan aimed to strengthen academic programs and reconcile financial resources. The University reinvested in preservation, energy conservation, safety, and building rehabilitation on the existing physical campus. With an eye toward academics, many academic buildings were renovated. Bird Library and the Schine Student Center were constructed.

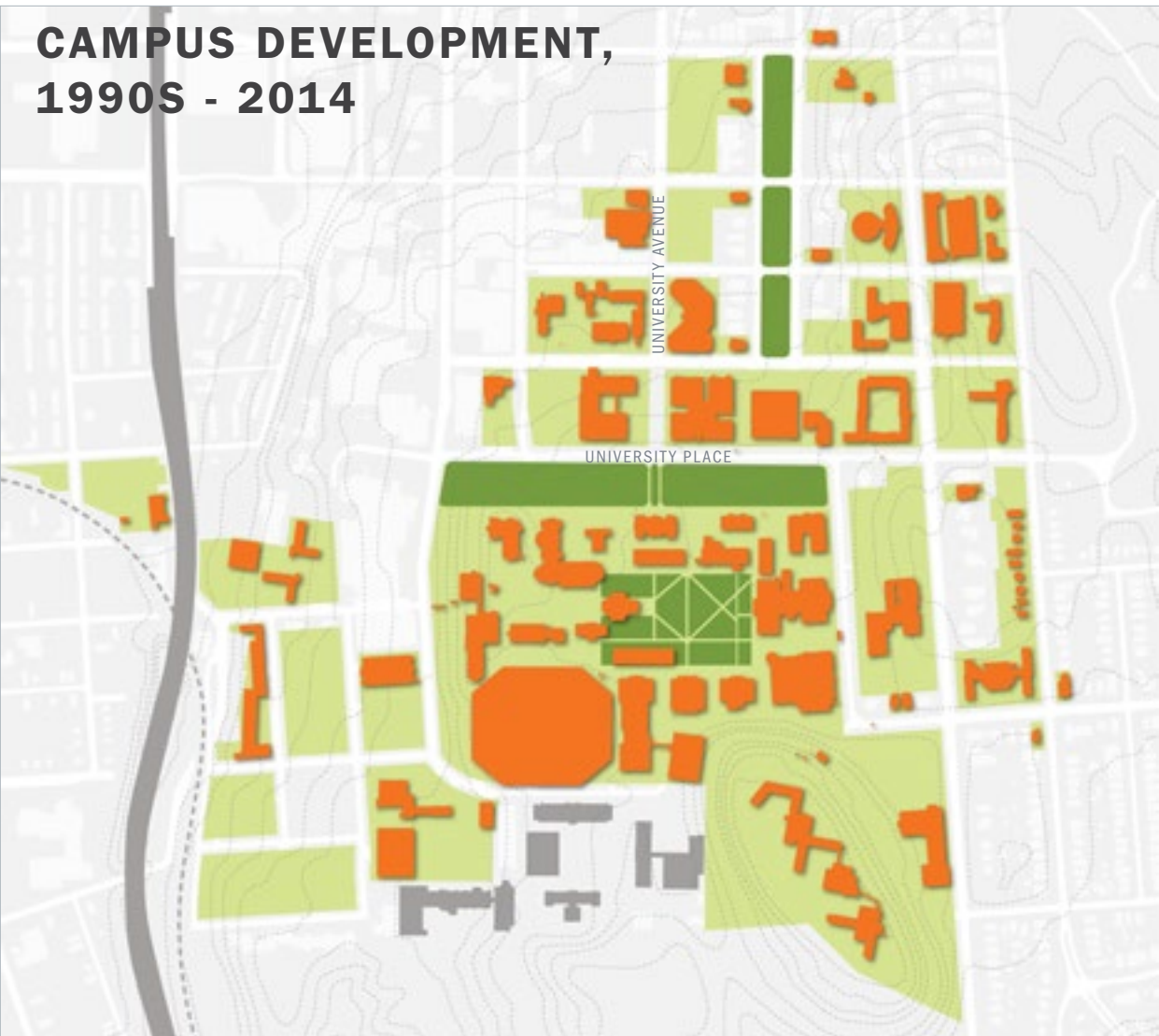
1990s–2014

Campus + City



During the 1990s and early part of the 21st century, the campus expanded its reach into the City of Syracuse with new facilities and outreach programs, including the Connective Corridor, which physically connected the campus to downtown.

Many professional schools were built on the campus periphery, including the new Whitman School of Management building, Dineen Hall (College of Law), and an addition to the Newhouse Communications Complex (S.I. Newhouse School of Public Communications).



APPENDIX B: SPACE ANALYSIS AND PROGRAM



SPACE UTILIZATION

A space utilization analysis was conducted to estimate future campus space needs. This section presents a quantitative and qualitative analysis of campus space. The quantitative analysis includes an assessment of building occupants and uses as well as a space needs assessment. The qualitative analysis includes information from in-person stakeholder interviews, faculty online surveys, and campus-wide surveys.

The two-pronged qualitative and quantitative approach ensured that all needs and issues were heard within the context of the entire built environment. For example, campus stakeholders reported a need for available classroom space, but the space needs assessment revealed the University has an appropriate amount of classroom space. Further analysis showed that many classrooms are available at nonpeak hours (early mornings, evenings, and Fridays). The majority of captive classrooms, those controlled by departments rather than the Office of the Registrar, are also not optimally utilized. These issues suggest that some of the perceived space shortages can be resolved through operational adjustments if desired, rather than construction of additional academic spaces.

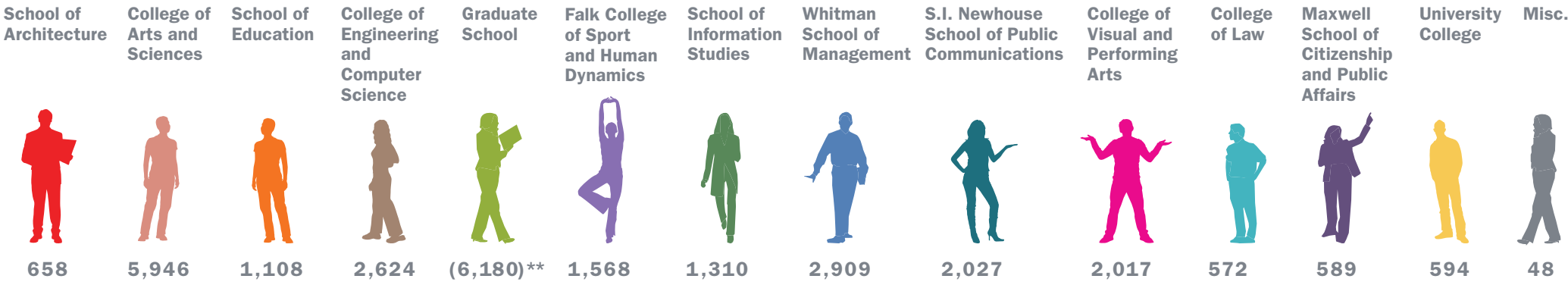
In addition, the perception that the campus needs larger classrooms may, in actuality, be caused by a lack of smaller classrooms. This deficiency forces small sections into larger rooms, resulting in an under-utilization of the seating capacity for the larger classrooms. This indicates the University may want to rebalance, either through new construction or renovation of existing facilities, the instructional space portfolio to better reflect the actual demand requirements.

Schools and Colleges

There are 13 schools and colleges at the University, with a total enrollment of 15,218* full-time undergraduate students and 6,752* full-time graduate and law students. Most academic buildings are located on Main Campus, which serves as the hub of learning and research. Notably, many facilities for the College of Visual and Performing Arts are not displayed on the plan to the right, as the college has facilities on South Campus and in downtown Syracuse.

Many schools and colleges occupy a home building and often share additional space with other programs in another building. Through a Responsibility Center Management model, each school and college receives a budget from the University based on enrollment, instruction, and other sources of funds. Each individual school and college manages operations within that budget and any additional revenue it may receive. If a program needs additional space beyond its home building, it often has to rent space from another program on campus. Due to different enrollments, fundraising capabilities, and program requirements, this system has led to some disparities in facilities across programs.

TOTAL ENROLLMENT*

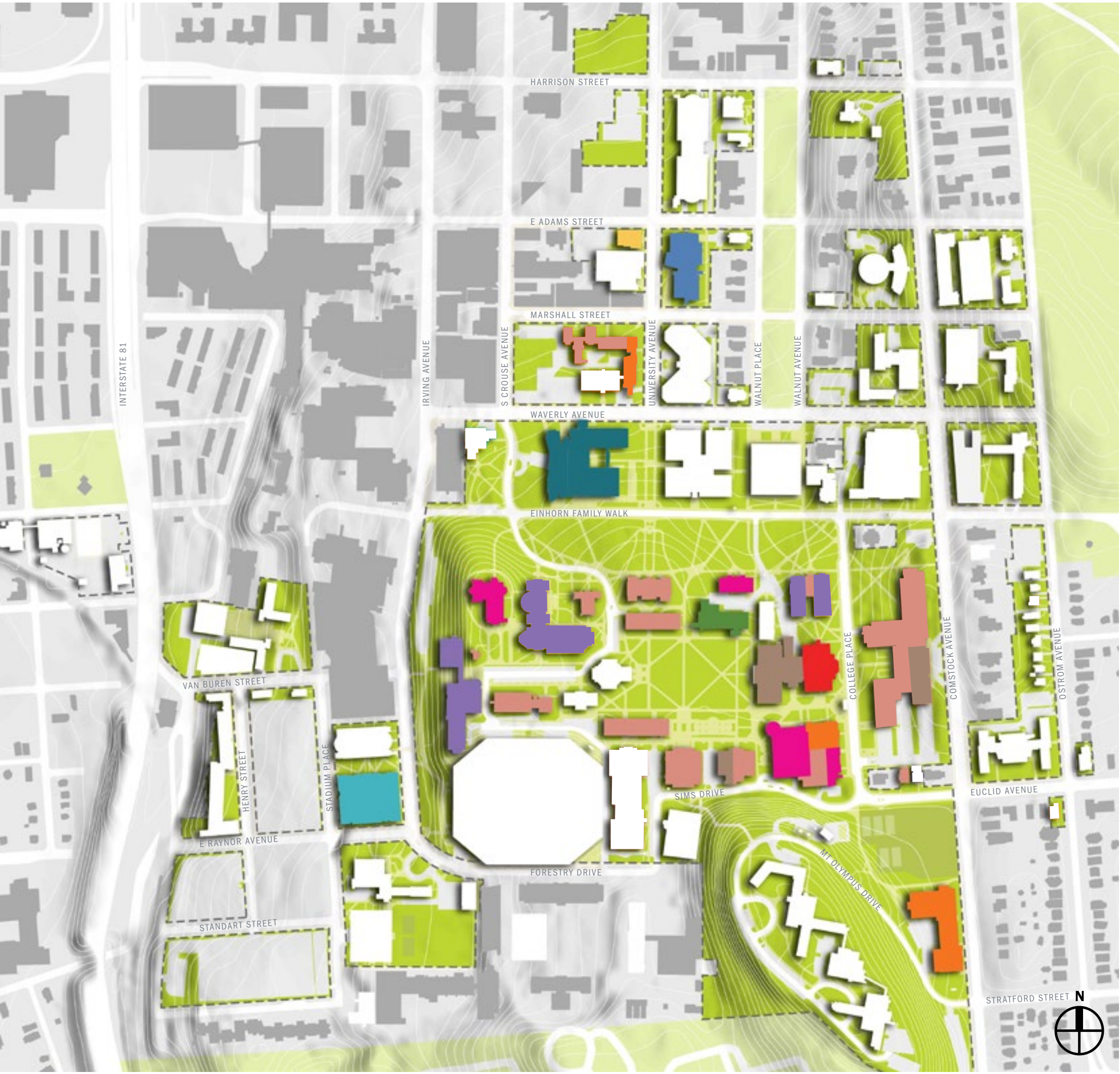


*Source: Division of Enrollment and the Student Experience, Fall 2016 Census.
**Graduate enrollments, with the exception of law enrollments, are distributed among the schools and colleges and are not reflected in the “Predominate School or College” list.

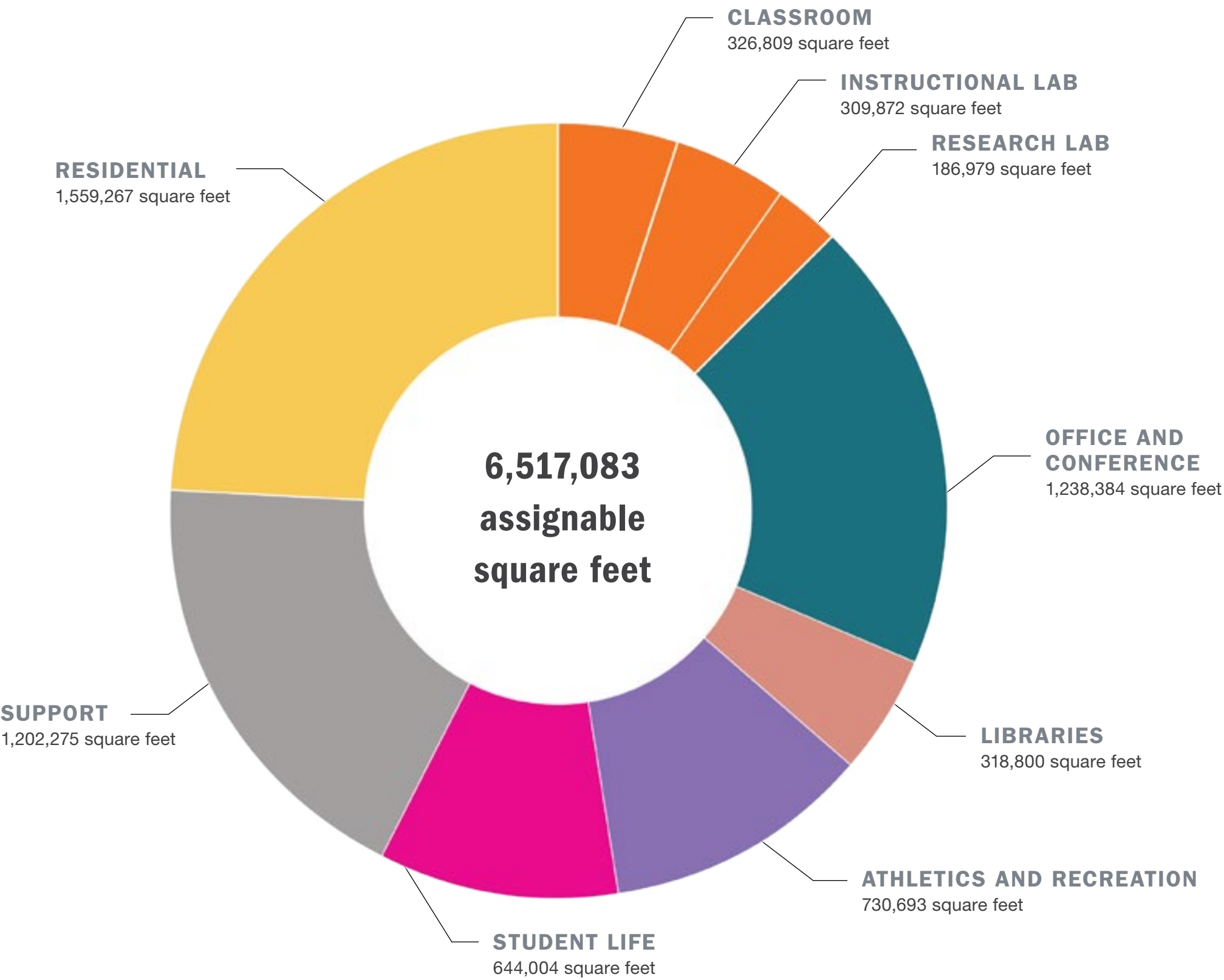
PREDOMINANT SCHOOL OR COLLEGE

- SCHOOL OF ARCHITECTURE
- COLLEGE OF ARTS AND SCIENCES
- SCHOOL OF EDUCATION
- COLLEGE OF ENGINEERING AND COMPUTER SCIENCE
- FALK COLLEGE OF SPORT AND HUMAN DYNAMICS
- SCHOOL OF INFORMATION STUDIES
- WHITMAN SCHOOL OF MANAGEMENT
- S.I. NEWHOUSE SCHOOL OF PUBLIC COMMUNICATIONS
- COLLEGE OF VISUAL AND PERFORMING ARTS
- COLLEGE OF LAW
- MAXWELL SCHOOL OF CITIZENSHIP AND PUBLIC AFFAIRS
- UNIVERSITY COLLEGE

Each building is colored to represent the predominant School, College, or Program that occupies that building.



Existing Campus-wide Space: Assignable Square Feet

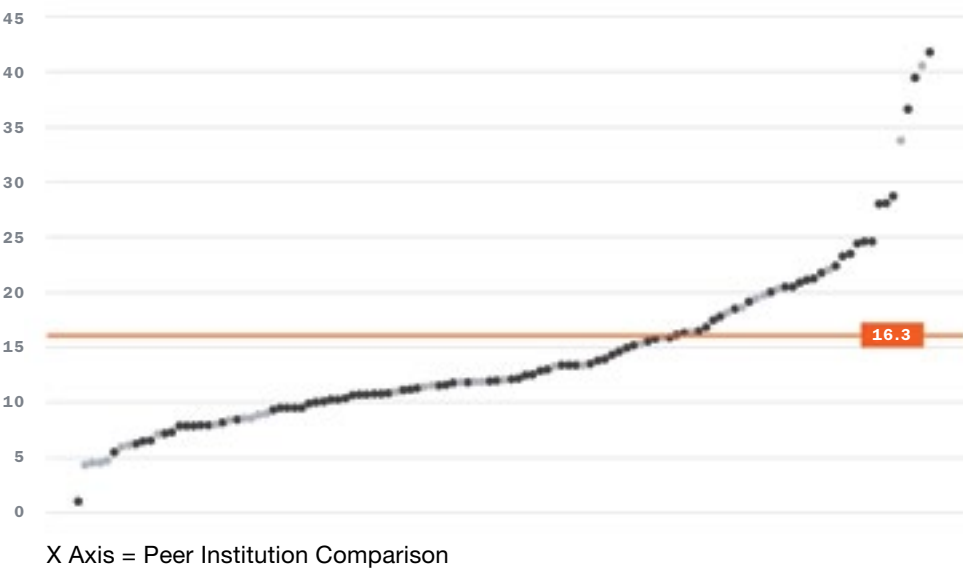


Benchmarking: Average Square Footage (ASF) Per Student/Full-Time Enrolled (FTE)

Note: Orange line represents Syracuse University ranking against peer institutions.

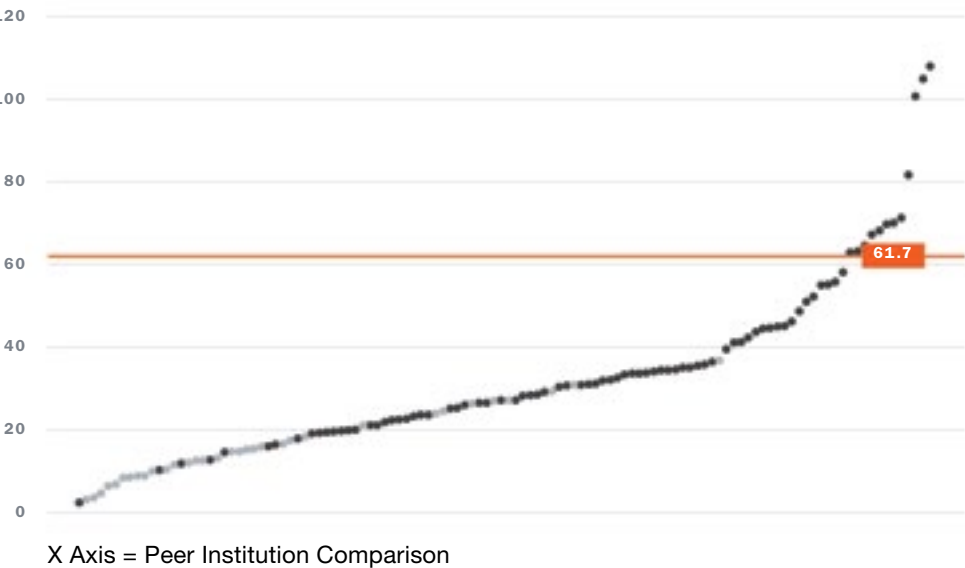
CLASSROOM

ASF/ Student FTE



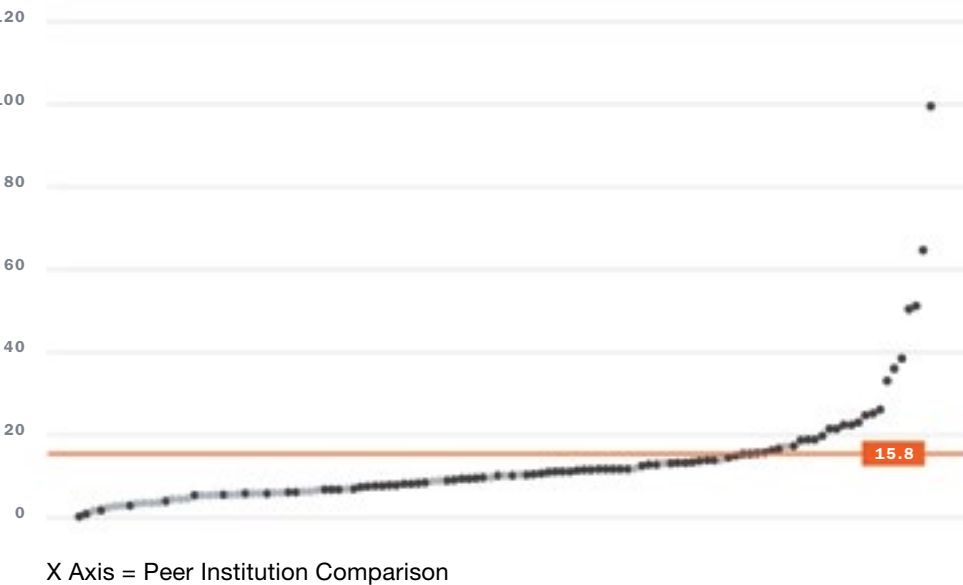
OFFICES AND CONFERENCE

ASF/ Student FTE



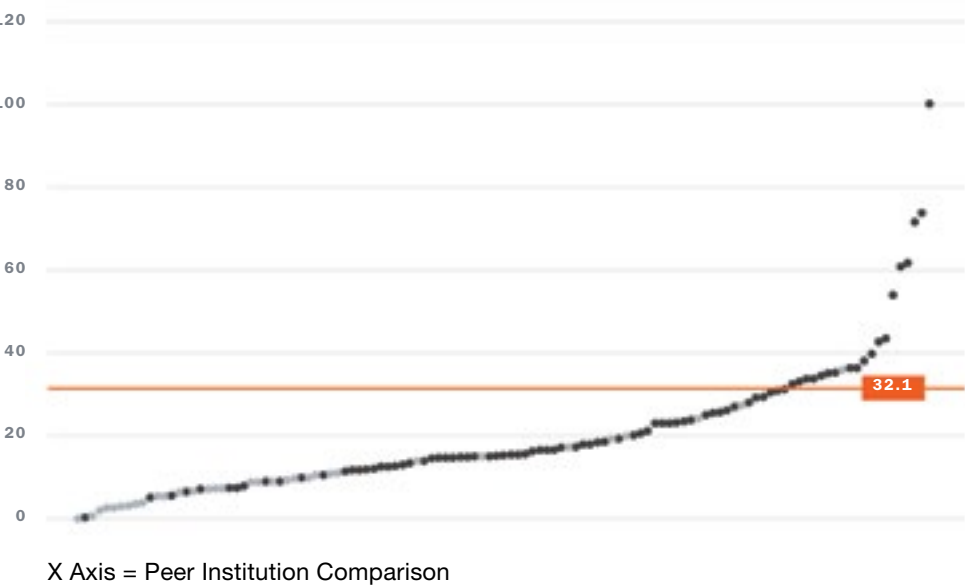
STUDENT LIFE

ASF/ Student FTE



GENERAL USE

ASF/ Student FTE



Building Use

Most Main Campus buildings house a mix of uses. Nonresidential buildings typically house academic, administrative, and student life uses, with occasional space for libraries and facilities. Buildings on Main Campus that primarily serve residential functions often have a small portion of space allotted for student life purposes, administrative and facilities purposes, and occasionally recreation space. The mixed-use approach to building program is highly desirable, though older residential buildings often do not have enough student life, recreation, academic, or library space. These auxiliary functions support student success, and the recently constructed Ernie Davis Hall with its full complement of residential, student life, recreation, and administrative amenities serves as a model for future housing development.

One-third of on-campus housing is located on South Campus, in townhouse-style apartments that have no integrated student life, recreation, or study space.



ERNIE DAVIS HALL CONSTRUCTION 2008-2009



Classroom Space Distribution

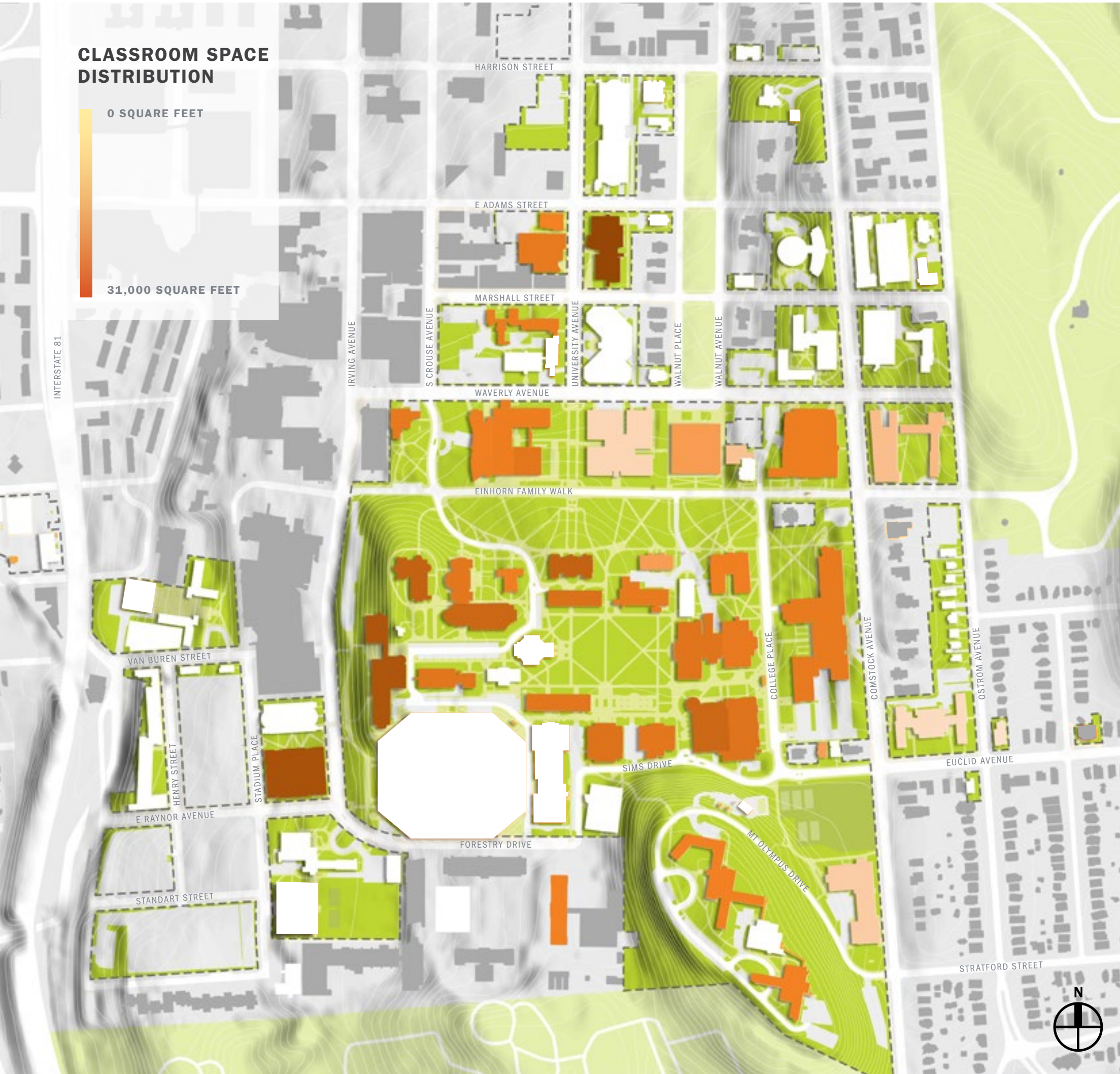
Most classroom spaces are clustered around the Shaw Quadrangle in a traditional American collegiate arrangement. Classroom spaces have also begun to expand outward from the Shaw Quadrangle along University Avenue, the ceremonial arrival to the University. Many of these outlying classroom spaces serve Whitman School of Management and the School of Education. Since both of these schools have missions and functions that serve the greater regional community and have significant graduate student populations, city-facing sites with convenient access and proximity to the city are beneficial.



CLASSROOMS USED FOR COLLABORATIVE INSTRUCTION, SUCH AS BY THE SCHOOL OF EDUCATION, REQUIRE FLEXIBLE SEATING ARRANGEMENTS THAT ENABLE STUDENTS AND FACULTY TO PULL UP A CHAIR FOR GROUP WORK.



CLASSROOM SPACE IN THE COLLEGE OF LAW FEATURES MODERN TECHNOLOGY, INCLUDING ELECTRICAL OUTLETS AT EACH DESK AND TIERED, FIXED SEATING TO GIVE ALL STUDENTS A VIEW OF THE LECTURER.



Daily Registrar Classroom Utilization

Many department chairs at the University report difficulty when trying to schedule classroom space, despite an adequate amount of classroom space per full-time enrolled student. This apparent misalignment of data and perception is not uncommon at other universities and colleges as well. At Syracuse University, it may be due in part to both faculty and student preferences for particular spaces. Classroom size, technology resources, and room type also all contribute to space utilization. If a classroom does not have the right furniture configuration or technology resources, it may not meet the needs of department chairs looking for space. Rather than being a space quantity issue, this is an issue of space quality.

Predictably, early morning and late evening are unpopular times for courses, as are Fridays. Tuesdays, Wednesdays, and Thursdays are the most popular days for classes to be scheduled. One other potential for relieving a perceived shortness of spaces would be to encourage more early morning or Friday classes.

*Source: Campus Planning Design and Construction and the Office of the Registrar: Fall 2016

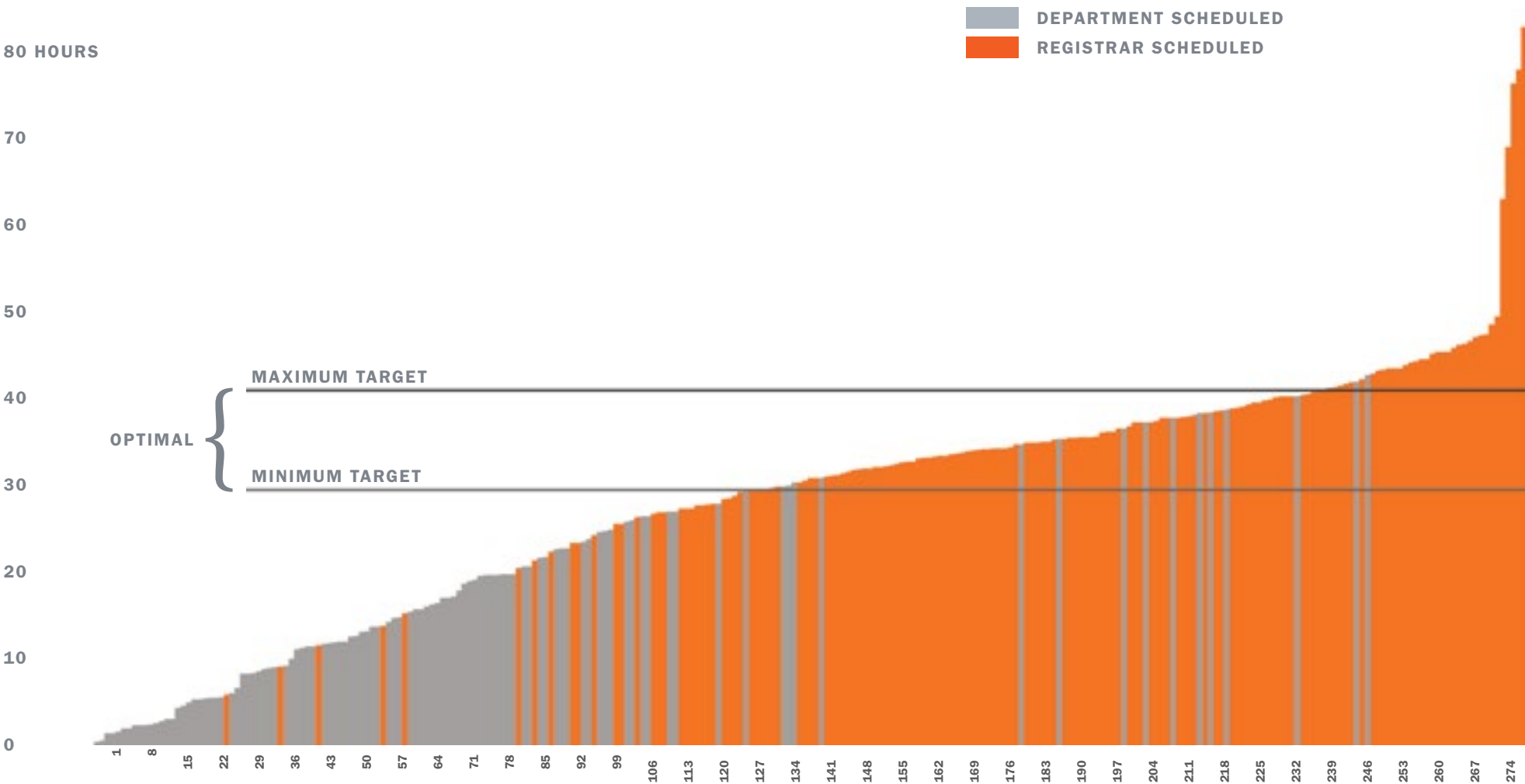


Classroom Optimization

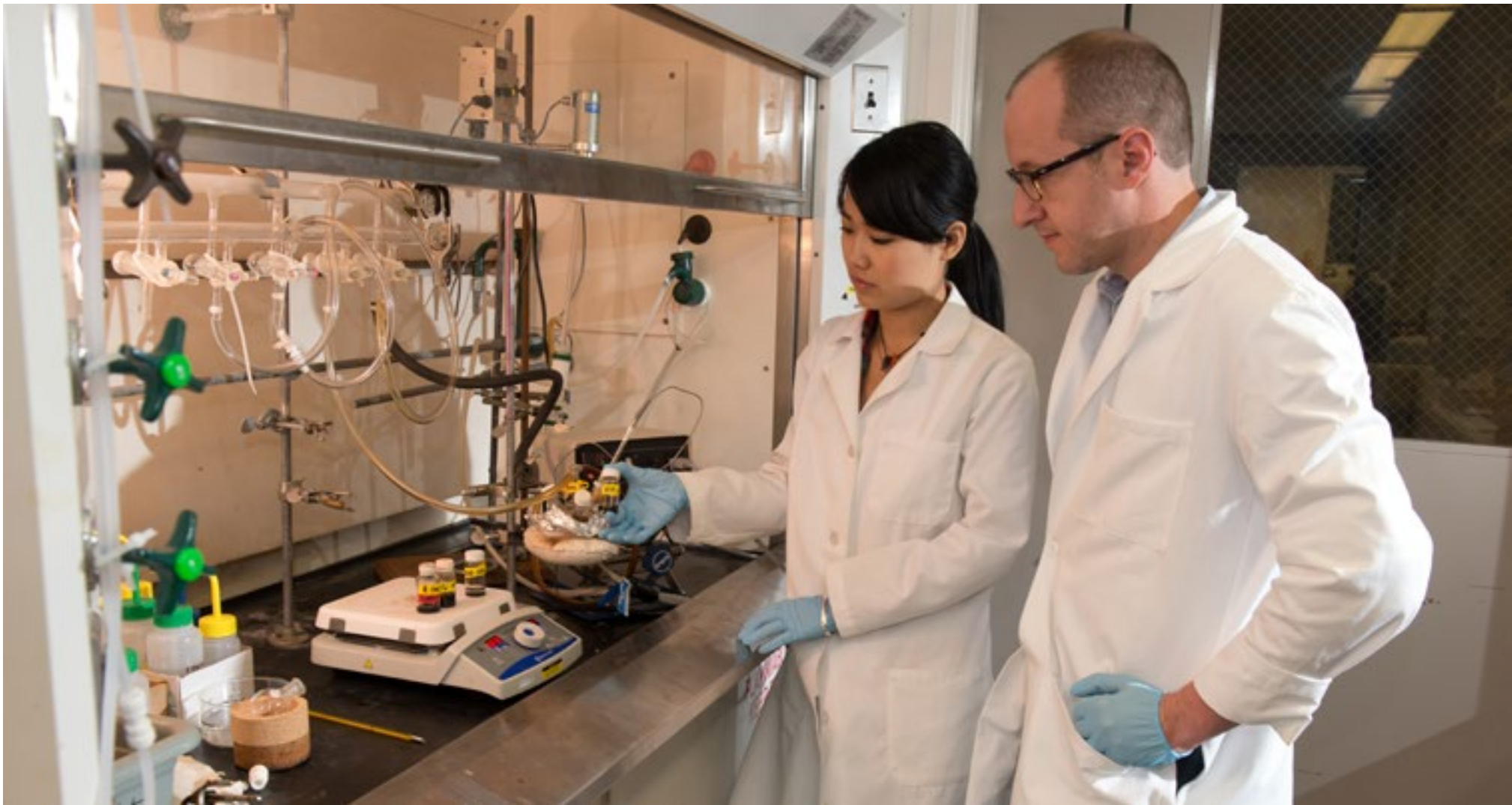
Under the Responsibility Center Management model, space utilization at the University is managed both by the central Office of the Registrar and by individual schools and colleges. Best practices suggest that classrooms should be scheduled for 30 to 40 hours of use per week. Analysis shows that classrooms scheduled by the Office of the Registrar meet or exceed this target utilization, but classrooms “owned” by specific colleges or schools are underutilized.

The University can improve classroom utilization and reduce scheduling difficulties through operational and management changes without incurring unnecessary costs to construct new buildings. However, new spaces may be required to meet contemporary curricular needs.

WEEKLY SCHEDULED CLASSROOM HOURS



*Source: Campus Planning Design and Construction and the Office of the Registrar: Fall 2016



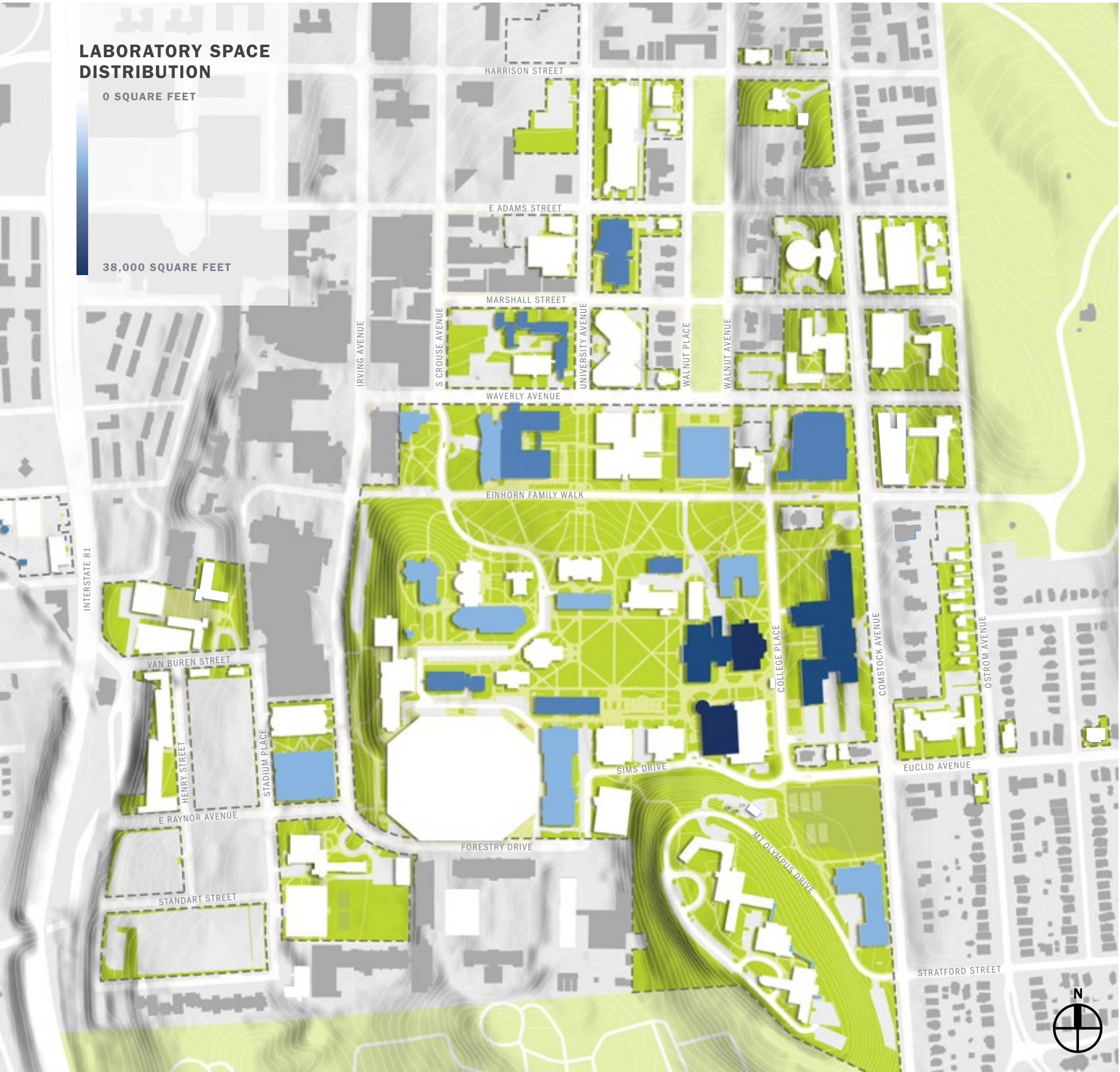
LABORATORY SPACES WITHIN THE LIFE SCIENCES COMPLEX ARE MODERN AND HELP ANCHOR A SCIENCE DISTRICT ON THE EASTERN SIDE OF THE SHAW QUADRANGLE.

Instructional Laboratory Space Distribution

At the University, instructional laboratory space is defined as a learning environment which has specialized equipment necessary for practical instruction. These environments include science laboratories, art studios, architecture studios, audiology labs, observation rooms, and computer labs, among others. These facilities are integral to student education but are not always easily adapted for other instructional uses.

Teaching labs at the University cluster around the academic core, specifically in the emerging science district at the eastern end of the Shaw Quadrangle. Teaching labs are also found in the professional schools north of the core.

The spatial distribution pattern of research labs is even more pronounced, with high concentrations on the eastern end of the academic core. Increasingly, research is highly collaborative and interdisciplinary, so this clustering will be reinforced when practical.



Instructional Laboratory

Space Utilization

Certain lab facilities, such as undergraduate science labs, should be underscheduled to allow for setup time, and project-based follow-up research. Other lab facilities can accommodate back-to-back scheduling without hampering needed student access.

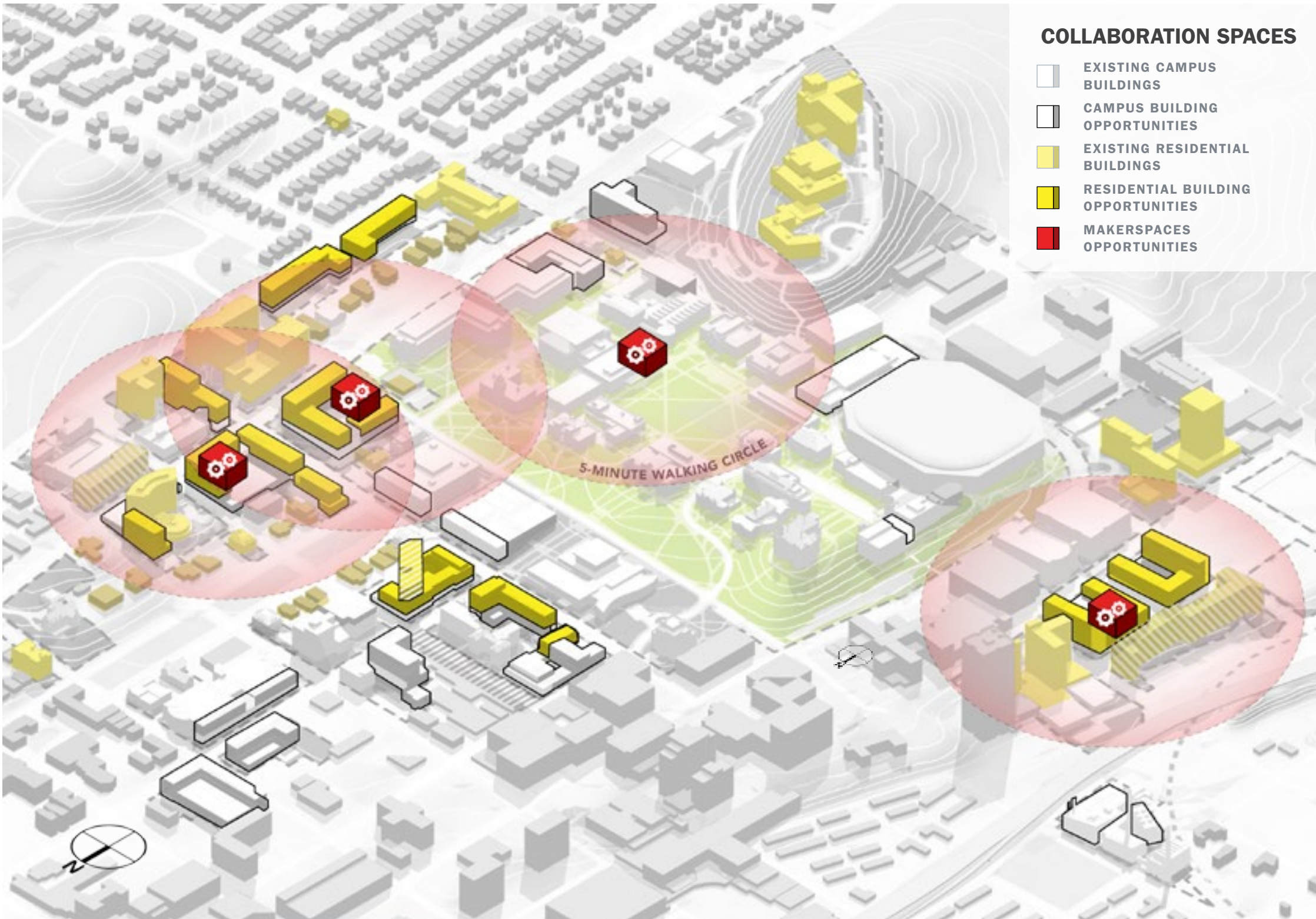
It is assumed that the peak academic week is approximately 50 hours, and a typical lab utilization rate is 40 percent, or 20 hours per week. Teaching labs are generally scheduled over the target of 20 hours per week. Unlike classrooms, teaching labs often contain highly specialized equipment and cannot easily accommodate classes other than their intended occupants; setup time between classes must also be accounted for. This will be factored in when assessing space needs.



TELEVISION STUDIOS ARE INTEGRAL TO COMMUNICATIONS EDUCATION BUT CAN BE DIFFICULT TO USE FOR OTHER PURPOSES. OFTEN THEY DO NOT MEET STANDARD UTILIZATION FOR CLASSROOM SPACES OR LABS.



MAKERSPACE ENABLES HANDS-ON LEARNING AND RESEARCH, AND DEMAND FOR THESE SPACES ON CAMPUS IS GROWING.



Collaboration Spaces

More and more, undergraduate innovation is born out of experimenting with physical models in collaborative makerspaces. While makerspaces have long been an important part of the academic sphere, they are becoming an important part of student life. Collaboration spaces will become part of the distributed component of student life at the University so that students can gather and experiment with fabrication outside of traditional academic instruction.

Study Space Distribution

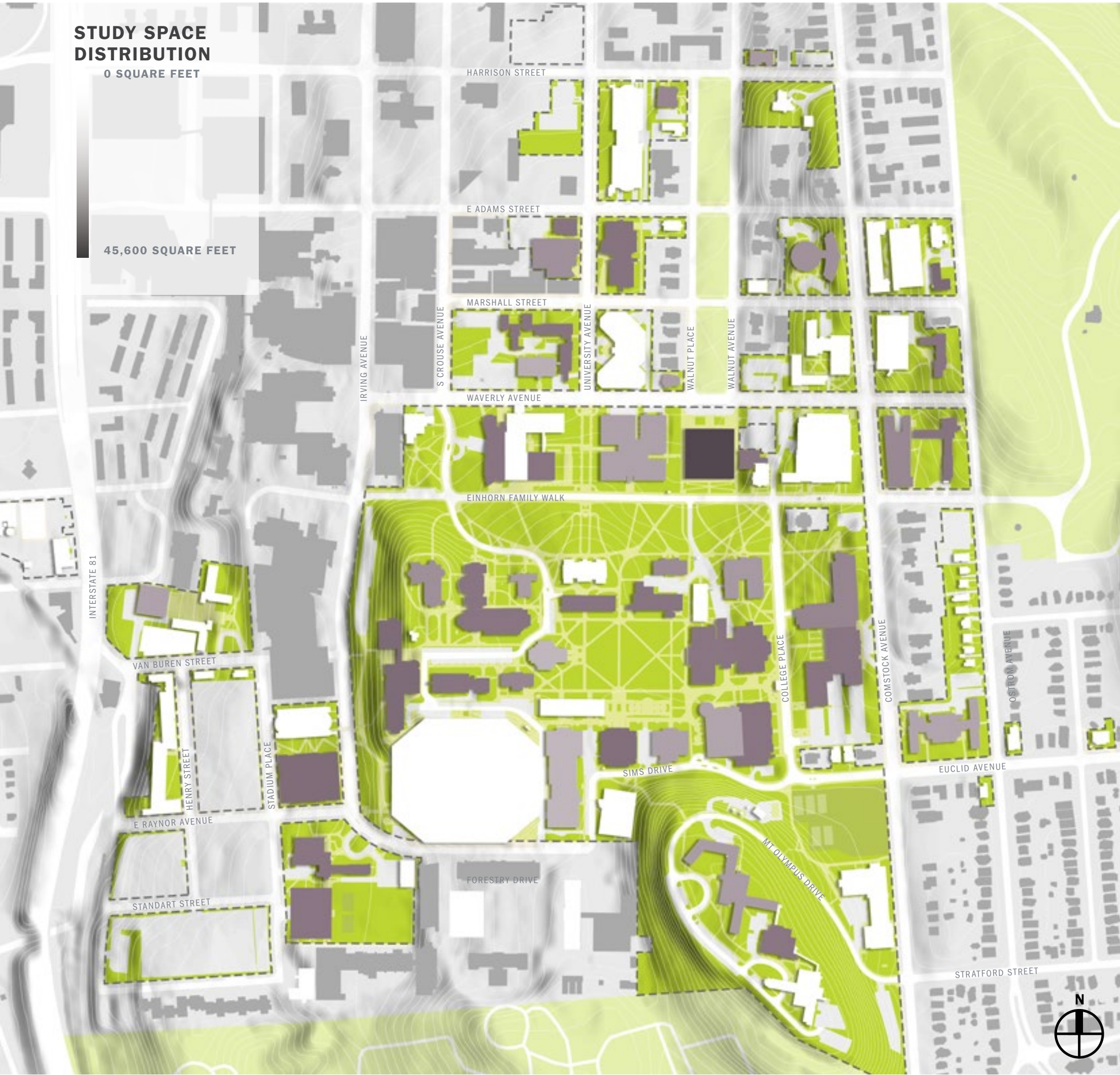
Students and faculty at the University enjoy 15.8 square feet of study space per full-time enrolled student, which places the University in the upper third of surveyed universities. Despite the high number of study spaces available to students, the quality of those spaces is varied. The greatest concentration of study space is in Bird Library, the main library on campus.



HALLWAY LOUNGES, LIKE THE ONE IN NEWHOUSE COMMUNICATIONS CENTER 3, ARE PERFECT FOR IMPROMPTU STUDY OR COLLABORATION SETTINGS.



RENOVATIONS TO THE CARNEGIE LIBRARY REINVIGORATED FLEXIBLE STUDY SPACES THAT ENABLE INDIVIDUAL STUDY OR COLLABORATIVE WORK SESSIONS WITH MODERN TECHNOLOGY RESOURCES.



APPENDIX C: CAMPUS ANALYSIS



ANALYSIS

An analysis of the University’s physical structure and context was conducted to understand and assess the way the natural and built environments support each other. By embracing the context surrounding the University, it is possible to address systemic issues and build on regional benefits and amenities that affect members of the campus community. To understand the driving influences and stresses in the region, the Campus Framework evaluated the University’s regional position, the environment, the landscape structure, and existing mobility networks.

Regional Positioning

Nationwide, there is recognition that healthy universities and healthy local and regional economies go hand in hand. The University’s position within the Central New York region gives it an important role to play within the region and state.

Environment

Syracuse University enjoys the benefits of being located in the Northeastern United States. Syracuse receives high average annual snowfalls due to lake-effect storms. In addition, the region’s drumlin formations create a topographical condition that has long informed the development of the campus and region and dictates the region’s hydrological system. These conditions have been analyzed to mitigate their impact on members of the campus community and to empower the University to manage stormwater in a way that positively affects the watershed.

Landscape Structure

The landscape structure provides the visual and functional language for outdoor spaces on campus. The structure includes throughways, destinations, natural environments, and built forms and organizes the buildings and mobility patterns on campus. The Campus Framework seeks to facilitate stronger links between spaces to create a truly connected system.

Mobility

Pedestrian, cycle, transit, and vehicular networks are all used to move around the campus. To harmonize the modes of mobility and design for accessibility, it is critical to understand when and how these networks are used. The Campus Framework evaluates the safety, quality, convenience, sustainability, and connections of the mobility network to design a system that is efficient to all users.

REGIONAL POSITIONING

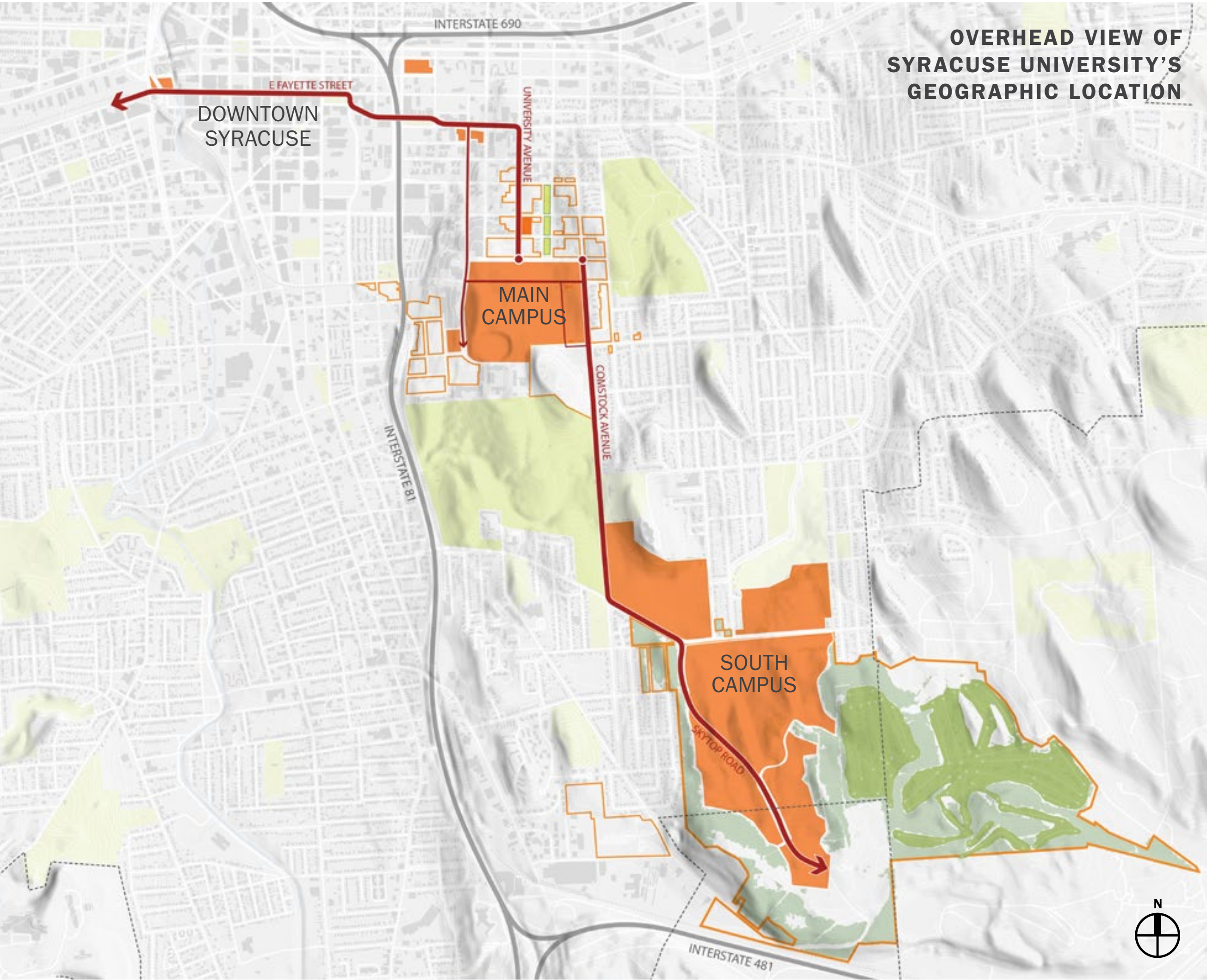
Urban Context

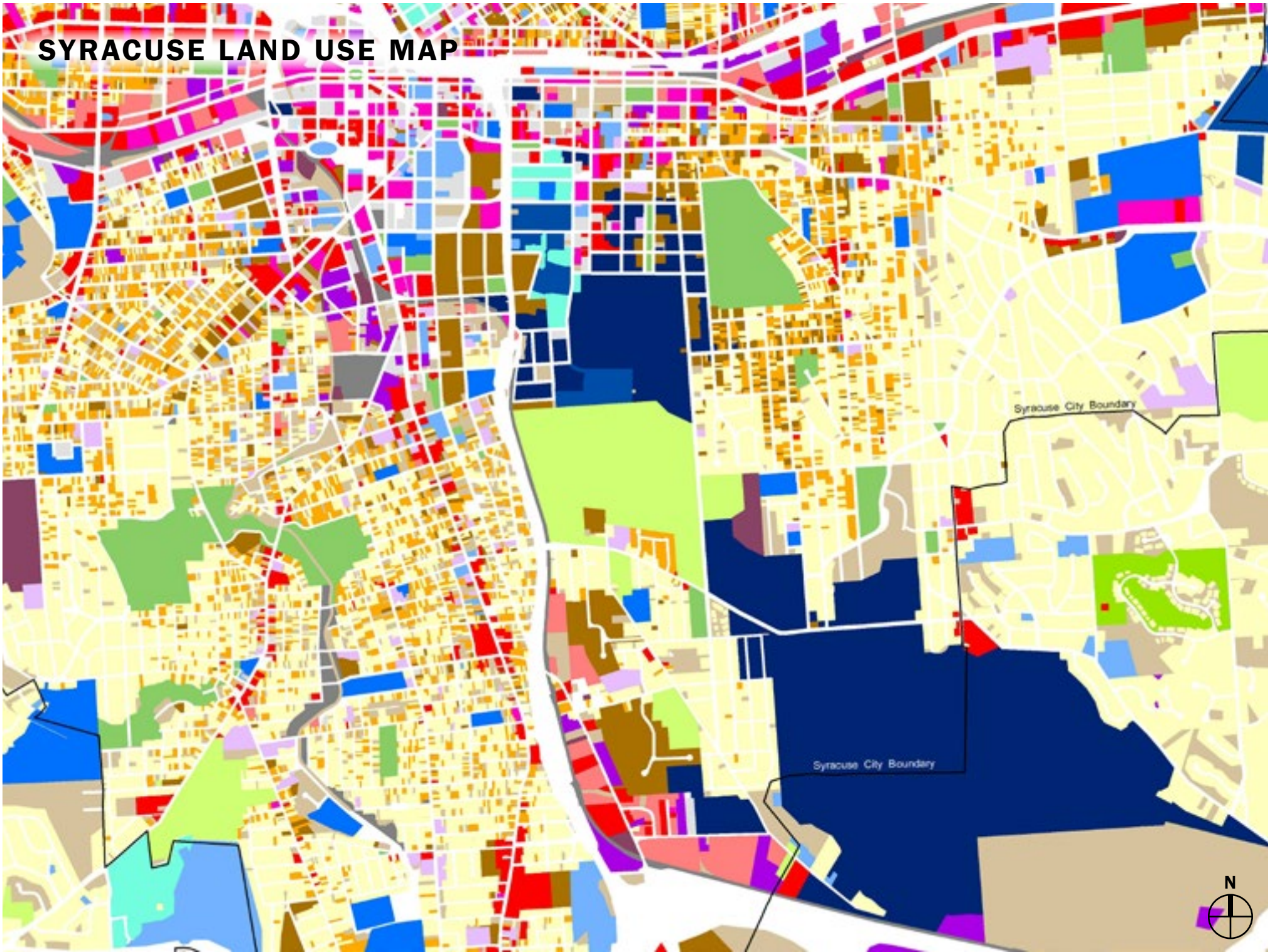
Syracuse University is located largely within the city limits of Syracuse, New York, though some property spans the municipal boundaries of the Town of DeWitt and the Town of Onondaga. The city is in the Central New York region, approximately four hours from New York City, five hours from Boston, Massachusetts, and five hours from Cleveland, Ohio. Since the construction of the Erie Canal, the city has functioned as a major crossroads, served by the canal, railroads, and now Interstate 81 and Interstate 90, as well as the regional airport. The State of New York is currently studying several future configurations for I-81. While the preferred direction is not yet known, any changes will have large impacts on the University, the city, and the neighborhood medical district.

Syracuse is the fifth most populous city in New York State. Its major employers are the region’s medical institutions, Syracuse University, and Wegmans Food Markets. Syracuse University employs nearly 5,000 people, primarily residents of Onondaga County. In recognition of their shared interests, the city and University collaborate and share information on planning for changes near and around campus, such as downtown facilities, cycle lanes and streetscape improvements, neighborhood relations, and the I-81 study.

Campus Context

Syracuse University operates its core functions of academics, research, administration, athletics, and student life on two campuses, one mile apart from each other. The University has additional facilities in downtown Syracuse. The University also maintains facilities in other locations beyond Syracuse to support its outreach and study abroad functions. Main Campus, to the north, is home to the majority of academic buildings and programs, two thirds of on-campus housing facilities, the iconic Dome, the main student life facilities, and most administrative offices. This dense campus is inherently accessible, but is also served by major transit routes, including the Connective Corridor. One mile south of Main Campus, South Campus is the home of the athletics complex, one-third of on-campus housing, satellite student life and recreation facilities, several parking lots, and some administrative buildings. One mile north of Main Campus in downtown Syracuse, distributed facilities for the College of Visual and Performing Arts and other community-facing programs serve to integrate the campus with the city.



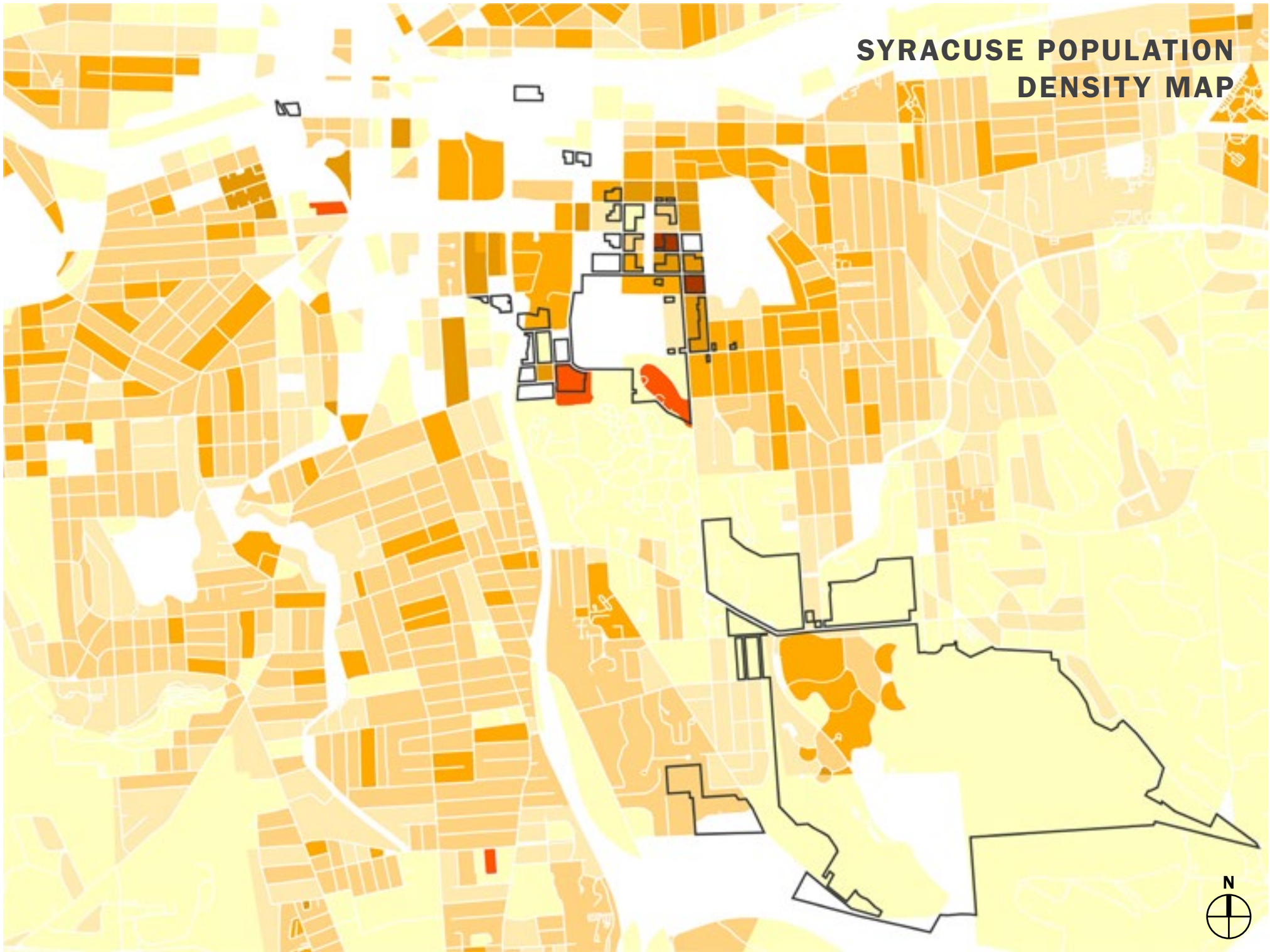


Land Use

Office, commercial, and high-density housing are clustered near the urban core of downtown Syracuse. The University Hill area also serves as an anchor for commercial and institutional uses, including many hospitals. Industrial parcels lie adjacent to the interstates, including the area in between I-481 and South Campus. As plans and development ideas for South Campus emerge, these industrial parcels present challenges and opportunities.

2010 ONONDAGA COUNTY LAND USE

SYRACUSE UNIVERSITY	SCHOOL	PARK
OTHER UNIVERSITY	HOSPITAL	CEMETERY
SINGLE-FAMILY	RELIGIOUS	PARKING
MULTIFAMILY	COMMUNITY SERVICE	TRANSPORTATION
APARTMENT	INDUSTRIAL	UTILITIES
COMMERCIAL	WAREHOUSE	VACANT LAND
OFFICE	COUNTRY CLUB	

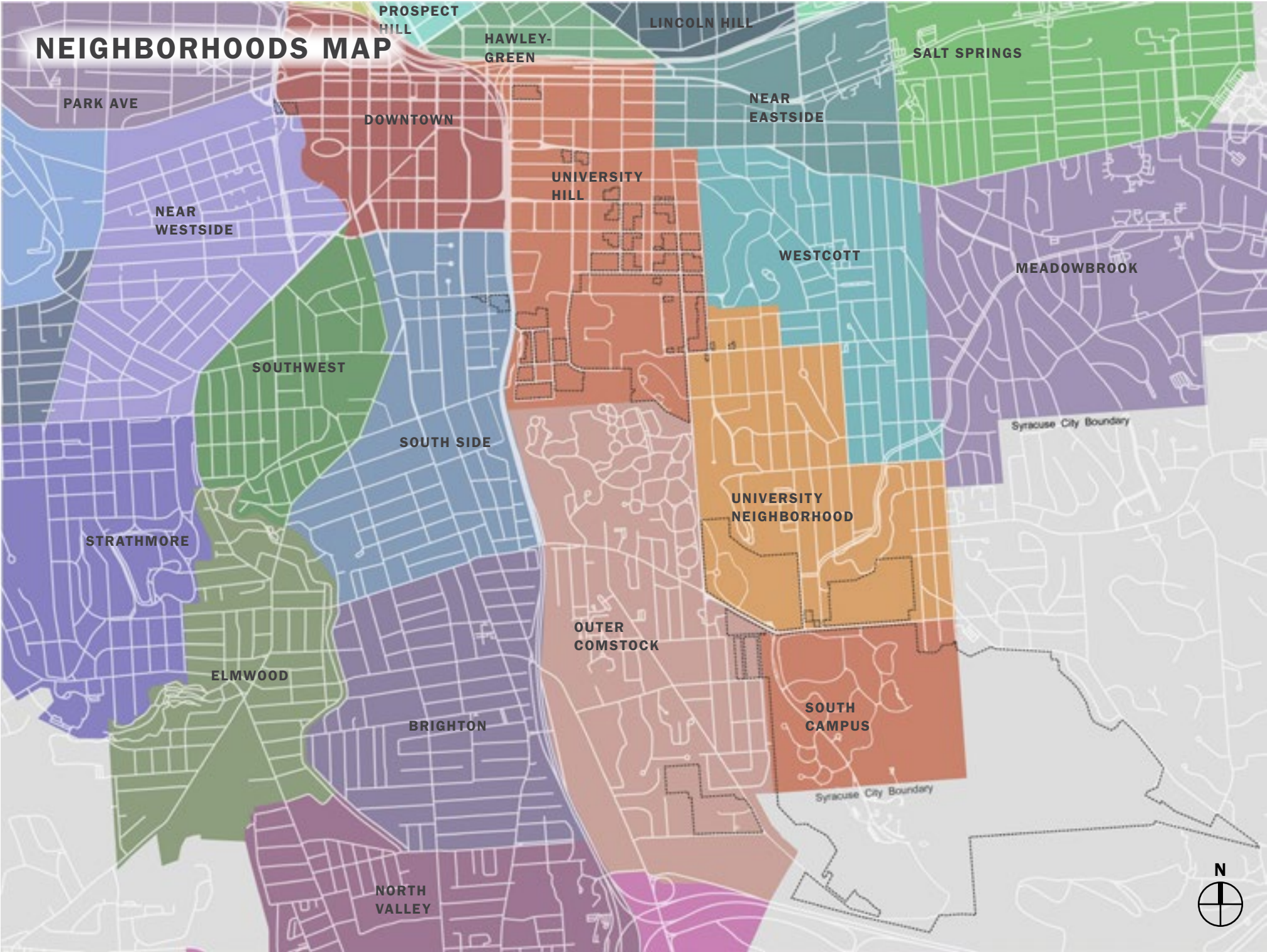


Population Density

The higher density neighborhoods in Syracuse encircle the city's major employment hubs—the University Hill area, downtown Syracuse, and the I-81 corridor. Within Main Campus, higher density areas correspond to the three primary residential clusters on campus, including Mount Olympus, the area in between Thornden Park and Walnut Park, and West Campus, which is also adjacent to SUNY-ESF residential buildings.

POPULATION DENSITY (2010 CENSUS DATA)

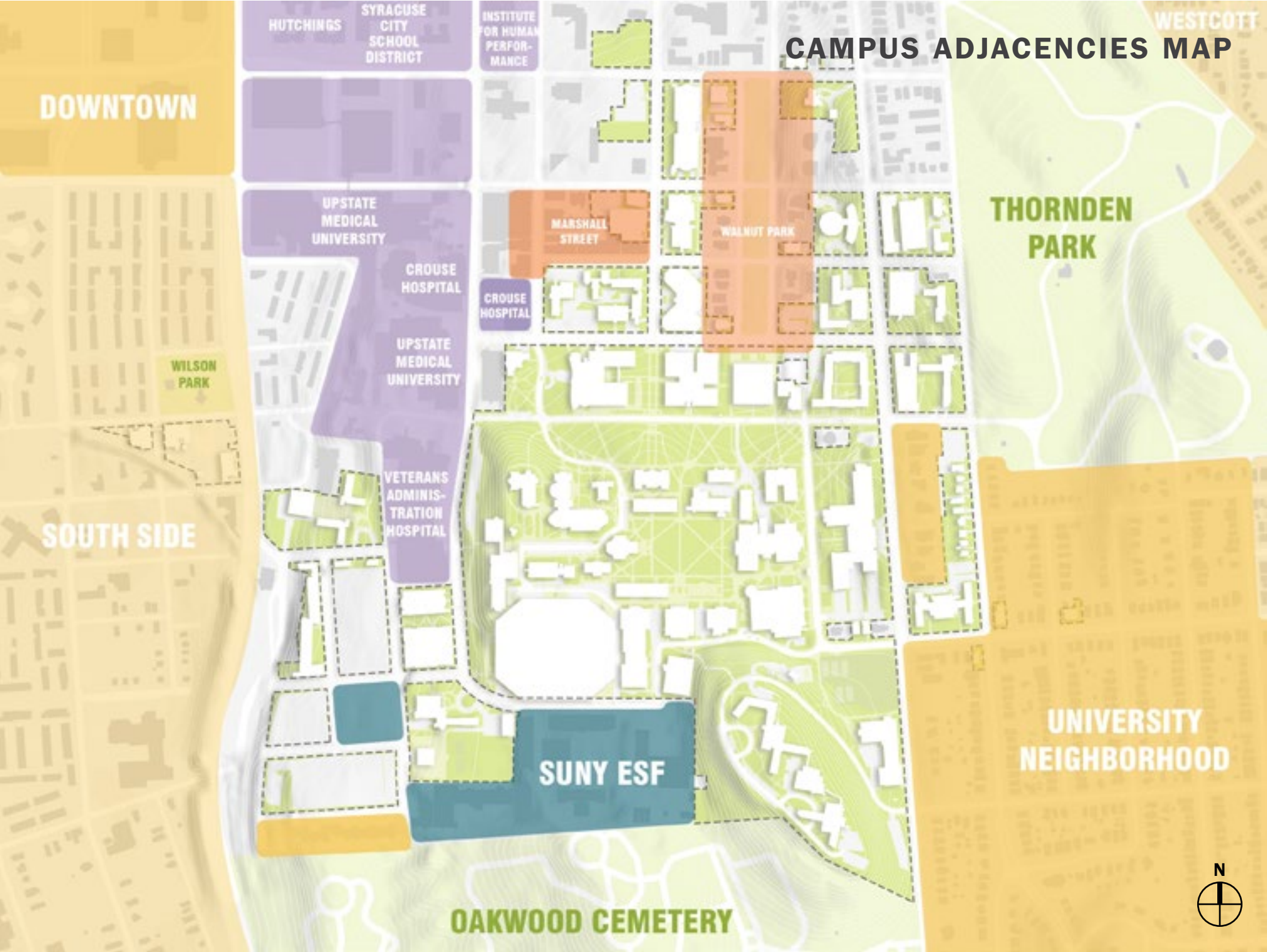
OVER 100 PEOPLE /ACRE	5 - 10
80 - 100	1- 5
40 - 80	0
20 - 40	
10 - 20	



Neighborhoods

Syracuse University’s Main Campus is located within the University Hill district. The South Campus is located at the nexus of three municipalities: City of Syracuse, Town of DeWitt, and Town of Onondaga. Property in the Town of DeWitt is primarily used as a golf course by the Syracuse University-owned Drumlins Country Club. University Neighborhood lies to the southeast of the Main Campus, and many graduate and undergraduate students live there in

off campus housing. University Neighborhood was once predominantly populated by members of the faculty, but today the area nearest Main Campus has transitioned from family housing to student housing. The Westcott neighborhood lies to the east of campus and is a higher density neighborhood characterized by multifamily housing, ethnic restaurants, and cultural spaces. Students live in that neighborhood as well.



Campus Neighborhood

The Main Campus of Syracuse University is surrounded by apartment-style housing, hospitals, and open space. Some commercial uses are present within the University Hill district, but these few parcels primarily serve as campus-oriented retail. The hospitals adjacent to campus are often partners to the University, employing and educating students and providing care to the community. However, this shared institutional district creates confusion about where the University campus begins.

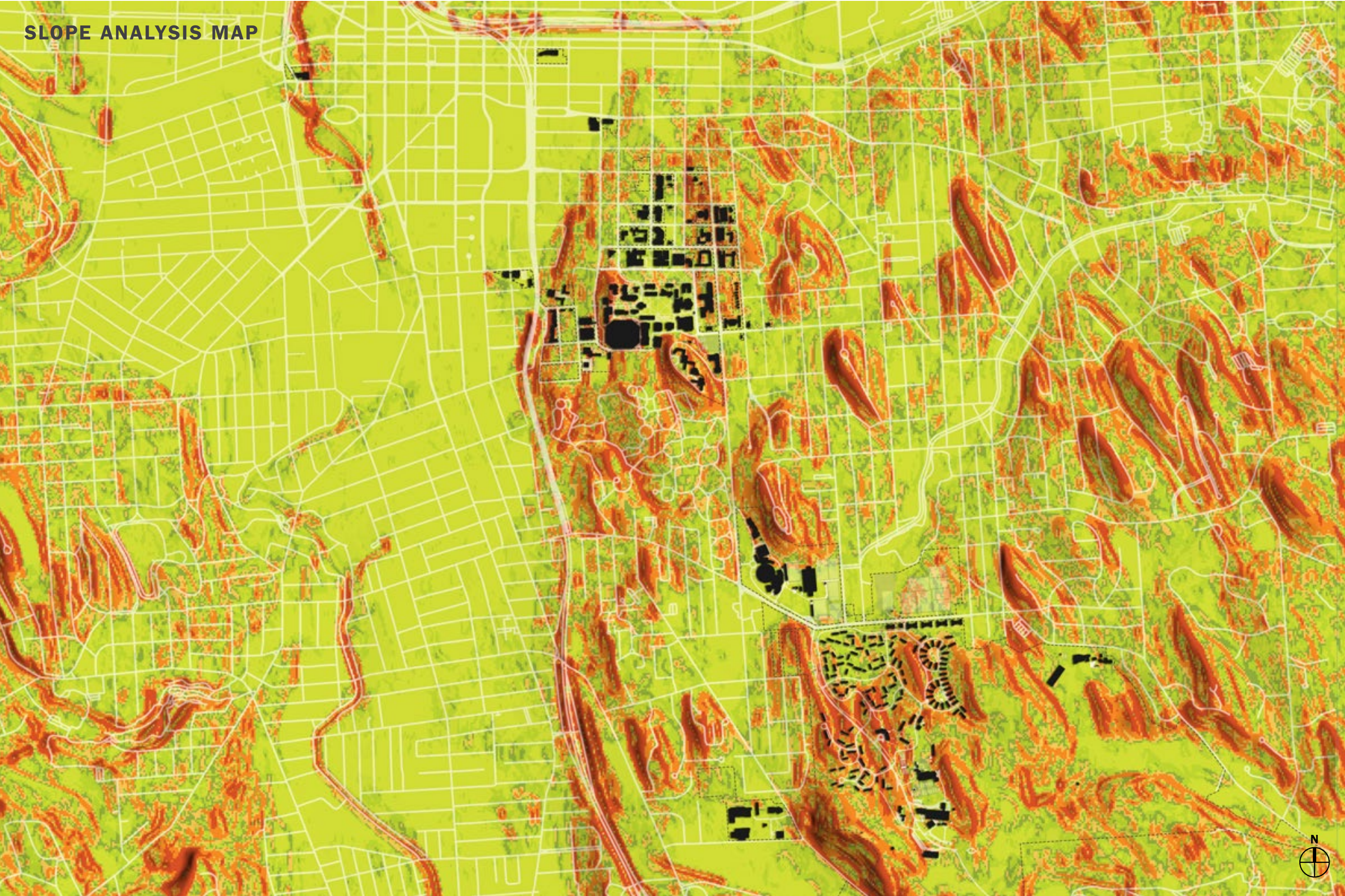
ENVIRONMENT

Topography and Slope Analysis

The Syracuse University campus is shaped and characterized by its dramatic topography. Drumlin land forms shaped by glaciation create a 450-foot change in elevation between the valleys and the drumlin peaks, with a 241-foot change occurring on Main Campus. The drumlins shape and define the campus districts, lending identity and drama to the campus landscape—creating a Campus on the Hill. Yet, because of the extreme slopes, mobility between districts is challenging without physical interventions in the landscape. The extreme slope areas also limit construction viability.

SLOPE PERCENTAGE

- 0-2% GRADE
- 2-5% GRADE
- 5-8% GRADE
- 8-12% GRADE
- 12-25% GRADE
- 25%+ GRADE

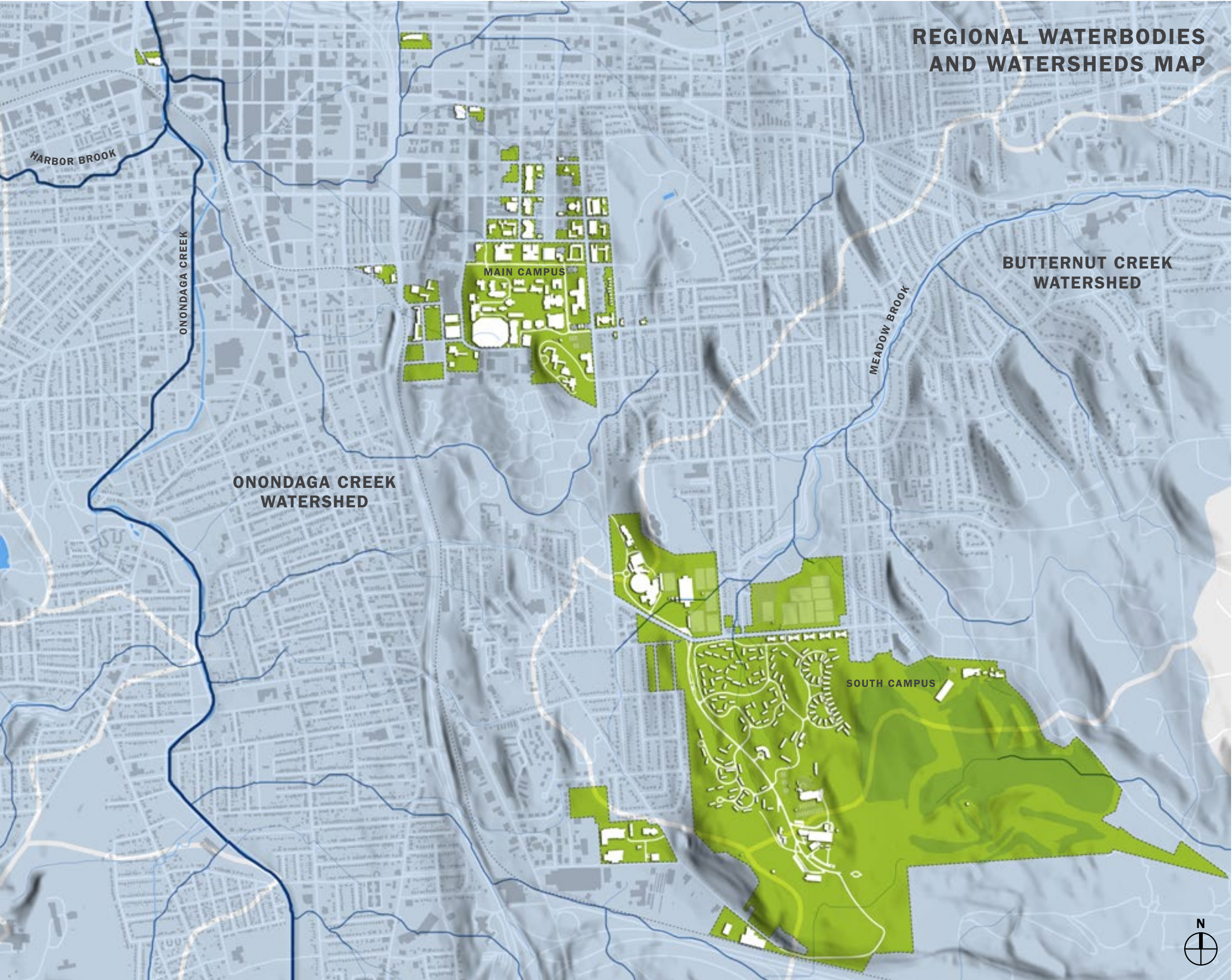


Hydrology and Ground Cover

Syracuse University is nestled between two watersheds. Onondaga Creek serves as the main watershed and primary drainage way for the campus. Since drainage on campus primarily flows west to Onondaga Creek, the campus is at an advantage from its position on the hill. On-campus stormwater management approaches seek to improve water quality, rather than reduce quantity. The University is conscious of its contribution to downstream stormwater issues.

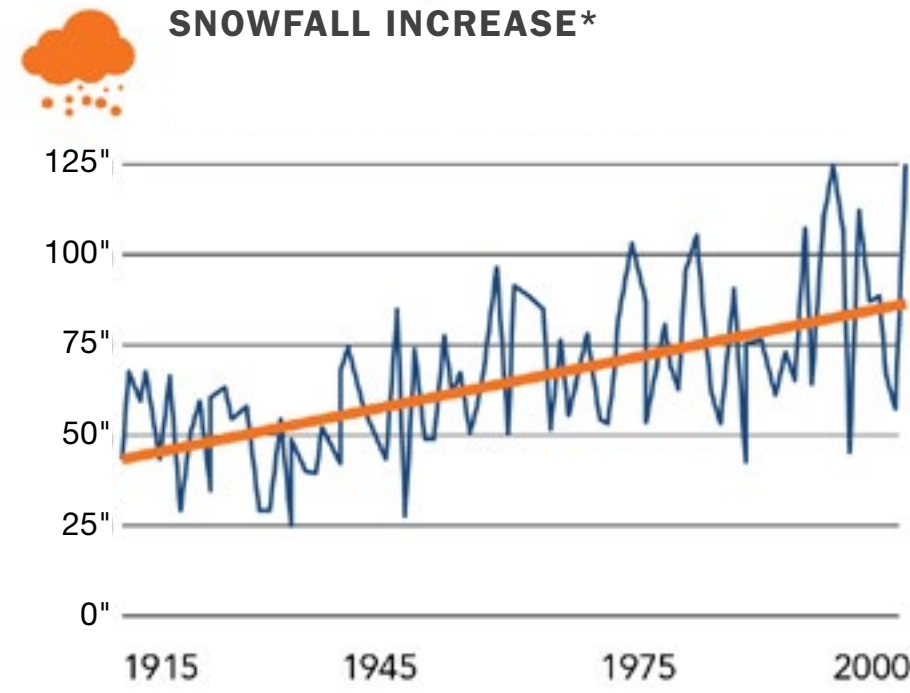
Main Campus has a low percentage of pervious cover (64 percent) due to its scale and built area, making every inch of pervious cover critical for stormwater management, heat reduction in the summer, and carbon dioxide sequestration. South Campus has a higher percentage of pervious cover, but the low-scale, suburban-style development disturbs a disproportionate amount of the available land.

Syracuse University is within the Eastern Great Lakes and Hudson Lowlands ecoregion, which is characterized by a native mix of boreal forest and broadleaf deciduous zones. Tree cover is mostly deciduous with coniferous species located in poorer soils with low-quality habitat and on disturbed sites. Tree coverage in the City of Syracuse is 30 percent of total land area. In the context of the native forest ecology of the region, this is considered low. The reason for the low tree coverage can primarily be attributed to land clearing for agriculture uses and urbanization. The University intends to contribute to an increase in tree coverage by planting more trees on campus. If the University plants 100 trees, that action would increase tree cover on Main Campus by 15 percent, and those trees would intercept an additional 8.7 million gallons of stormwater runoff and sequester 535,000 pounds of carbon dioxide over the next 50 years.

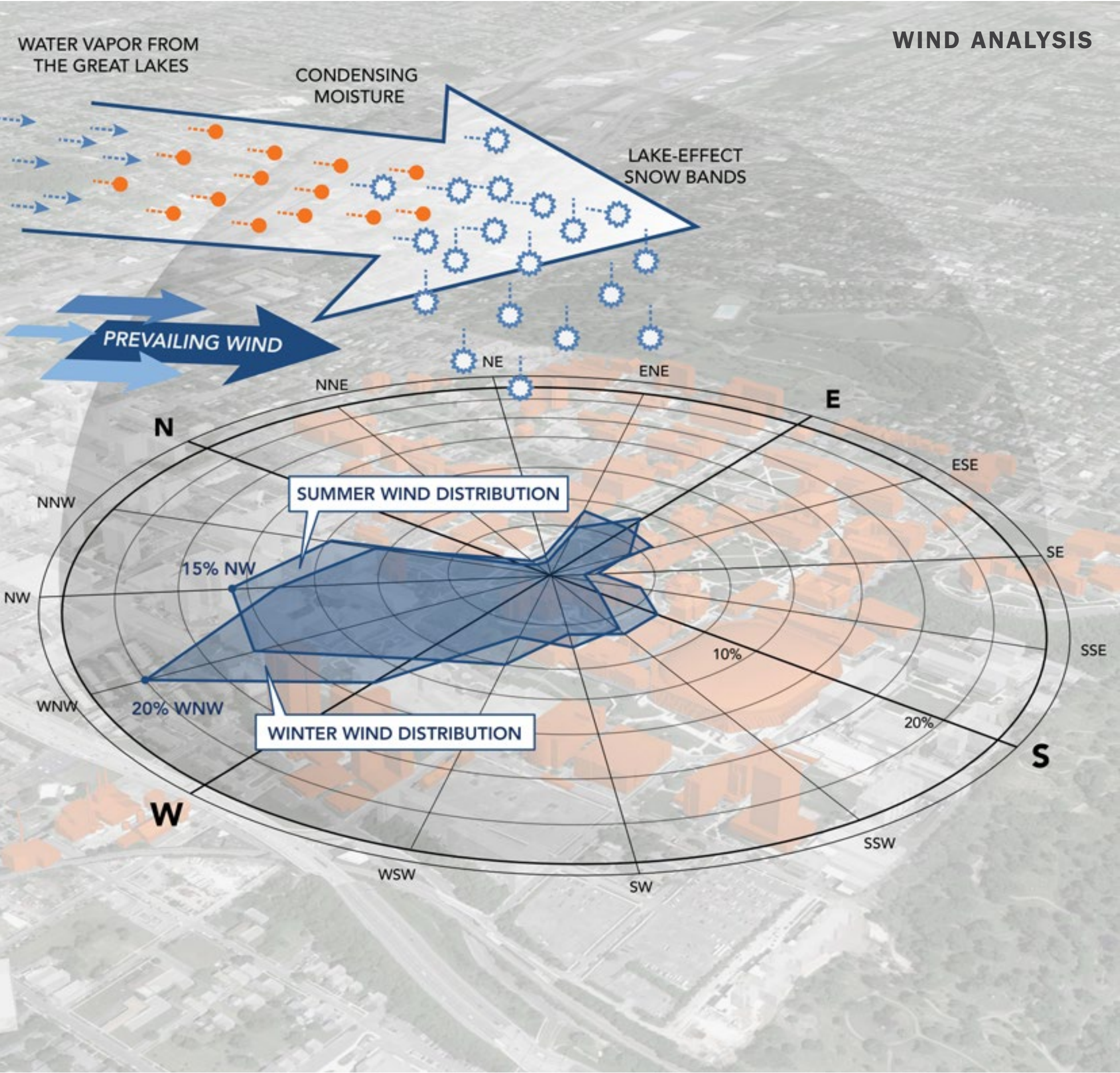
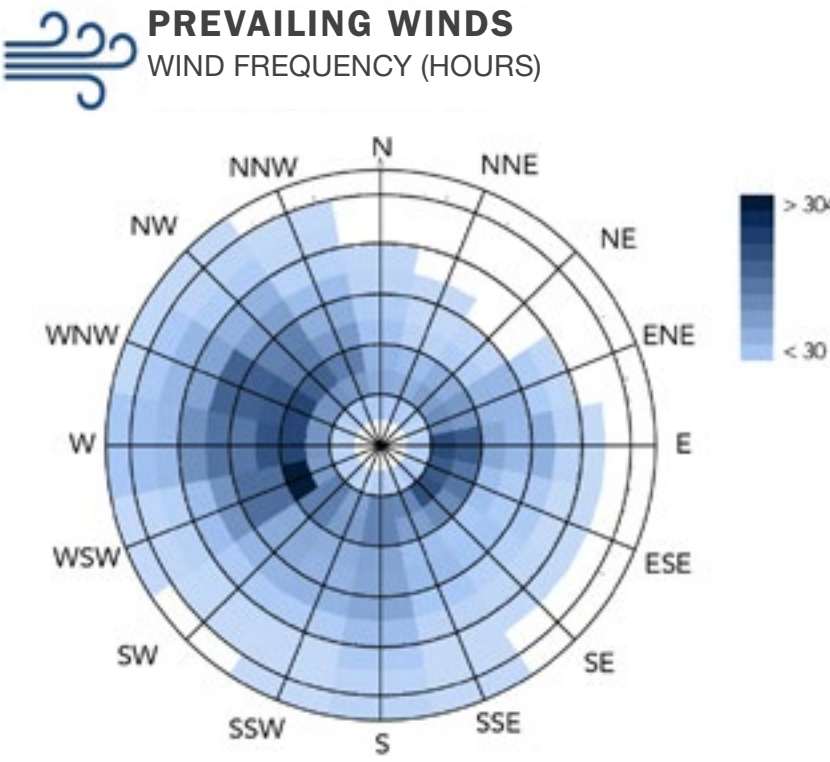
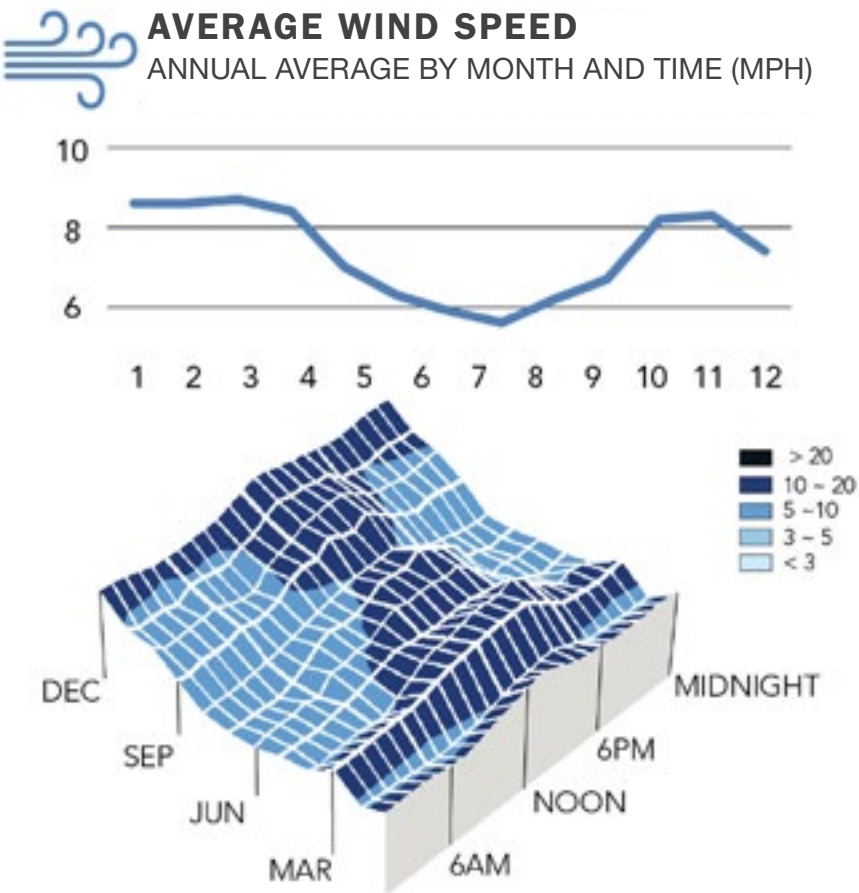


Climate: Wind and Snow

The City of Syracuse is known for its wintry weather, a factor that is considered in the University’s campus design. To take advantage of natural lighting and solar heat gain in buildings, new buildings will be oriented south and slightly east. Additionally, prevailing winds from the northwest toward the southeast impact the campus most strongly and carry additional snow to the campus during the winter. To combat this effect, new buildings and shelters will be oriented to provide maximum wind and snow protection, and a compact campus footprint will be encouraged to minimize time spent out of doors in inclement weather.

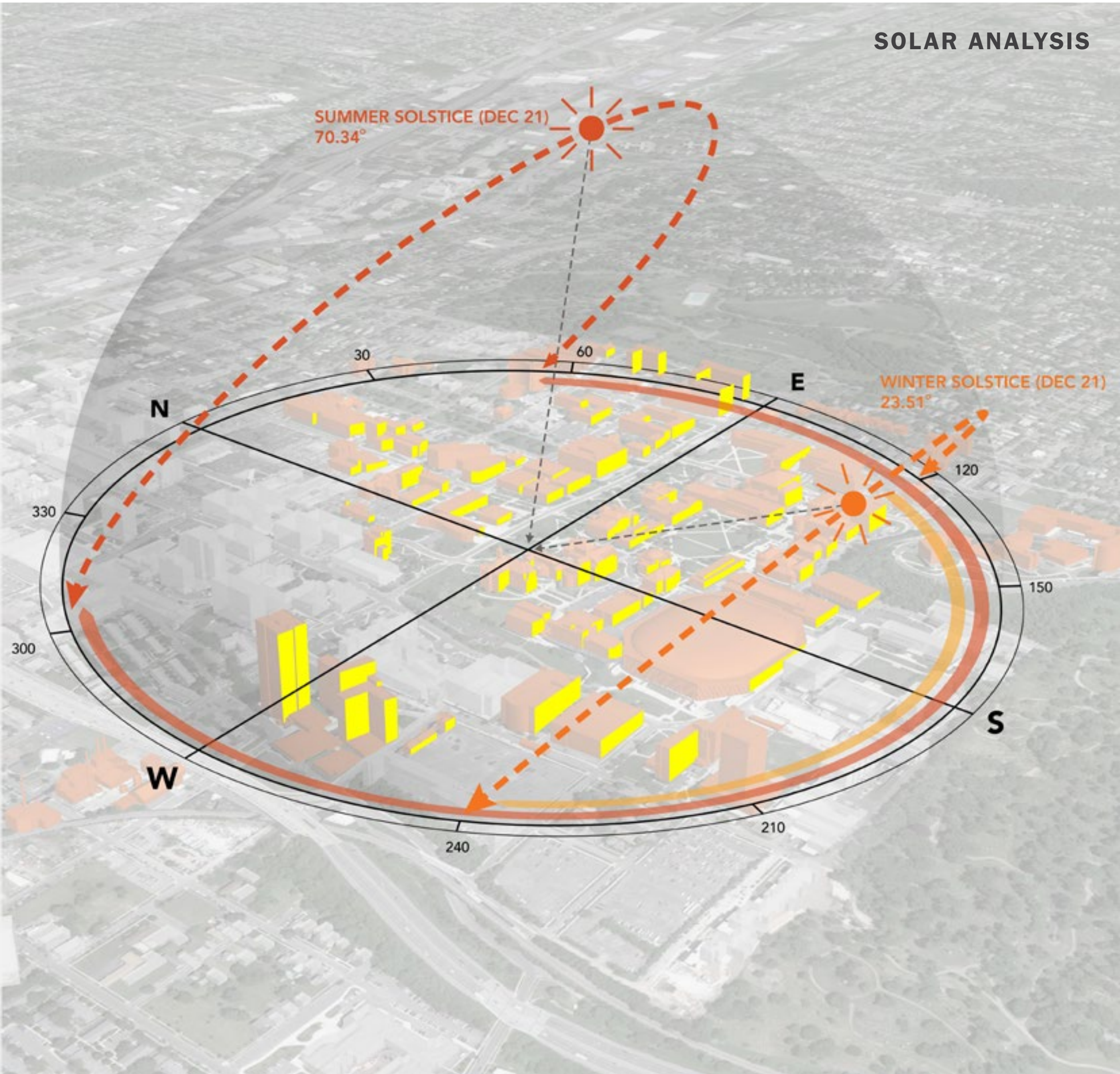
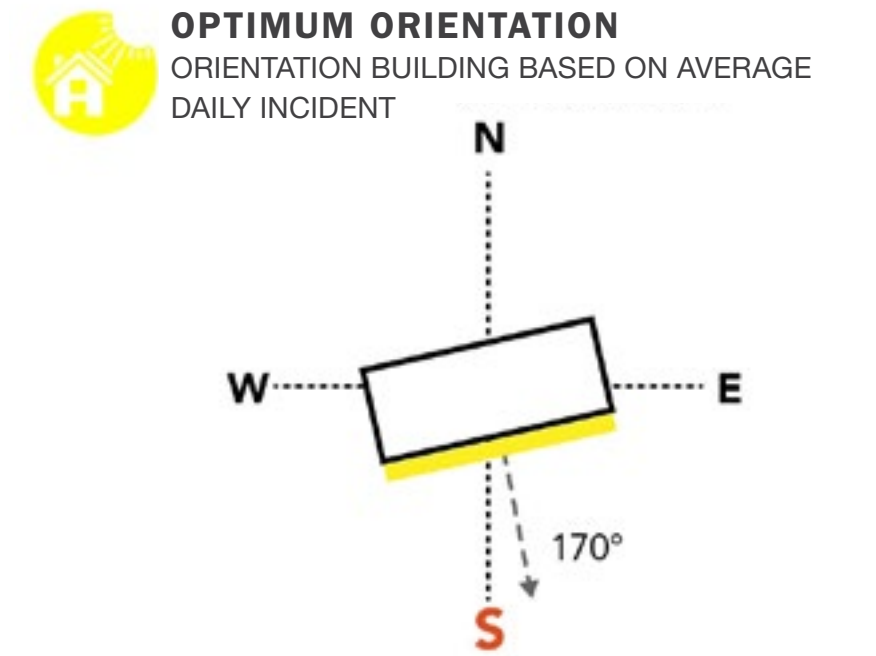
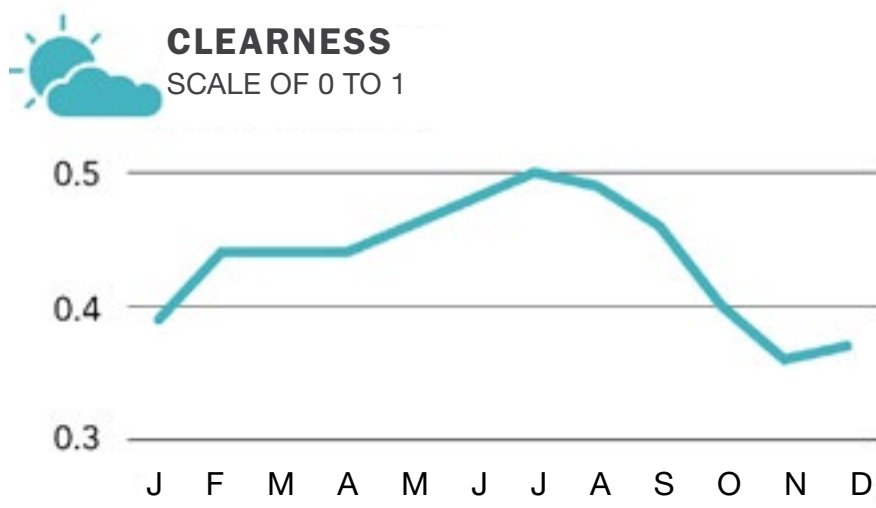
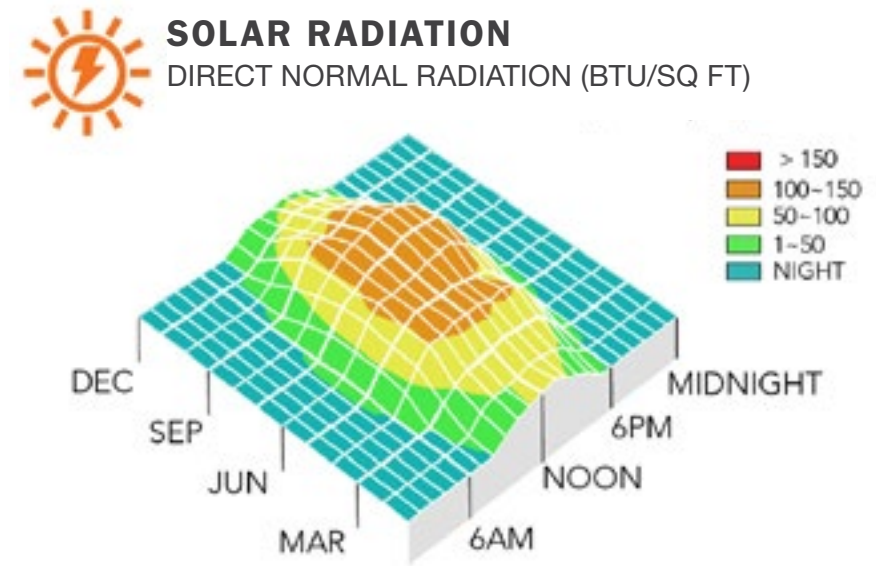
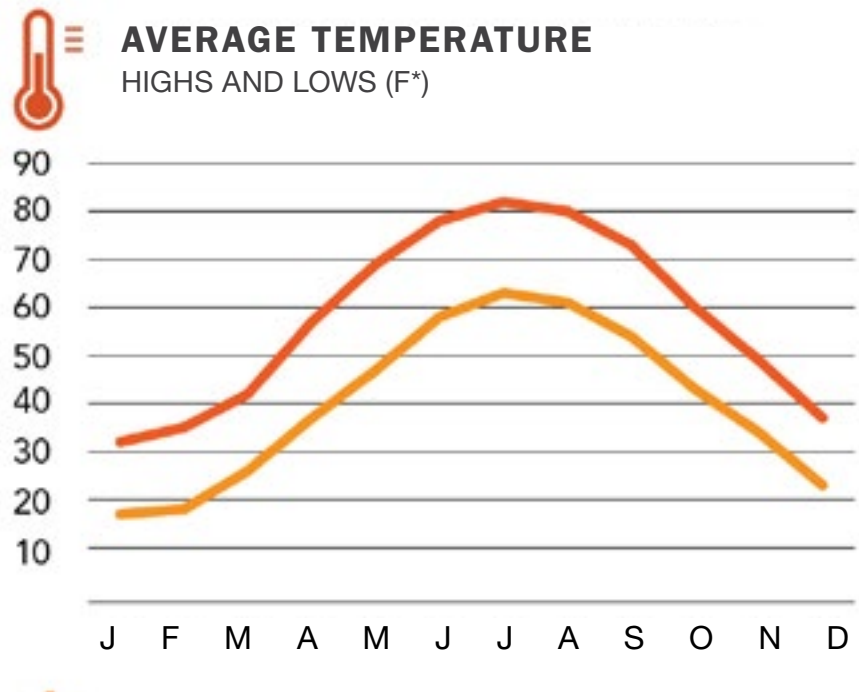


*Link to the NWS annual snowfall total for Syracuse:
<http://www.weather.gov/bgm/climateSYRAnnualTotals>



Climate: Solar

Syracuse experiences relatively warm and sunny summers. Optimal building orientation faces facades 170 degrees south, angled slightly eastward. This orientation captures the maximum possible solar heating and lighting, based on average solar radiation, temperatures, and sun path in the region.





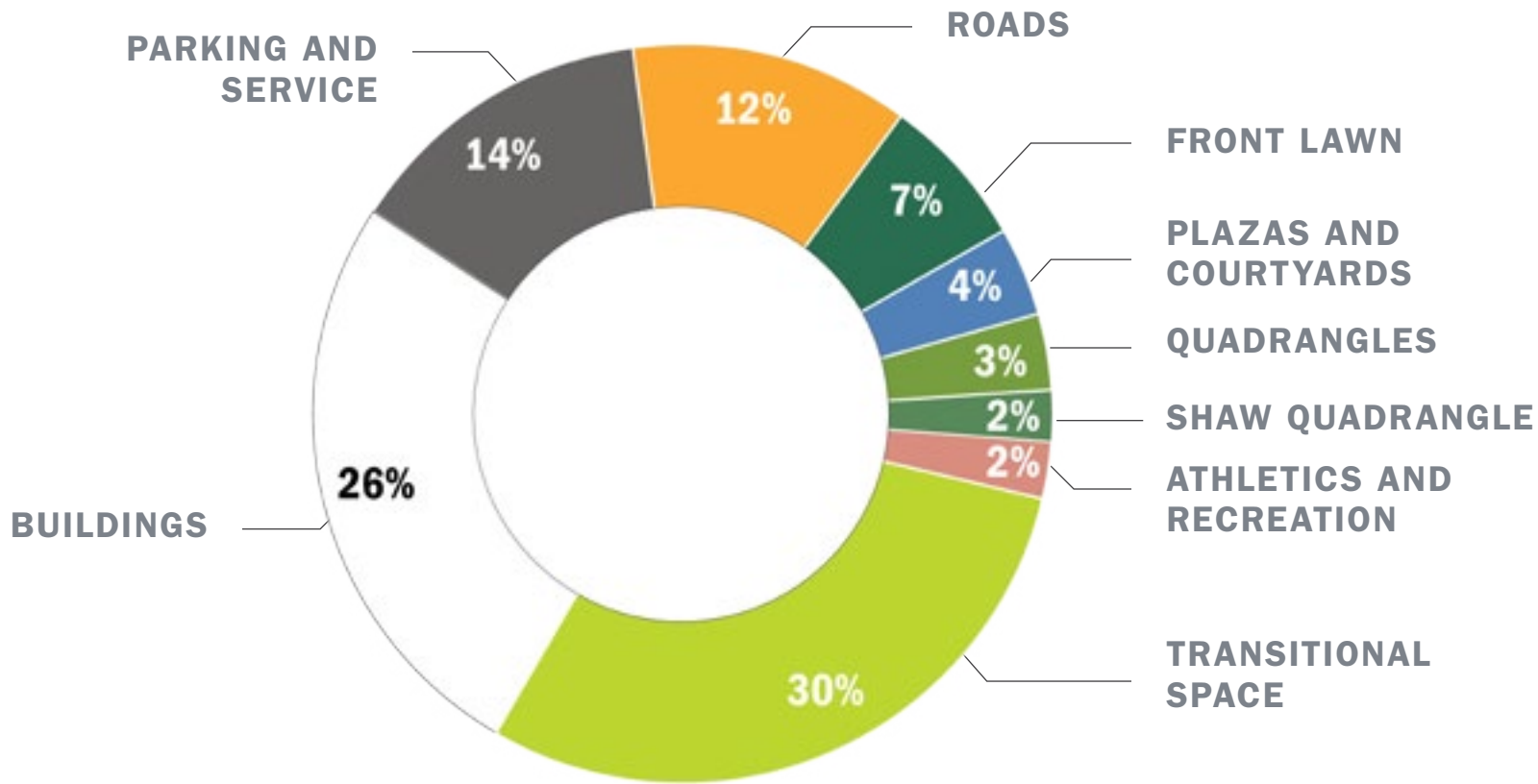
LANDSCAPE STRUCTURE

Syracuse University has a strong identity connected to landscape. Evolving from the 19th century’s Old Row of academic buildings along the Front Lawn to the 20th century’s academic facilities framing the significant open space of Shaw Quadrangle, today’s 21st-century campus has the opportunity to again utilize landscape as a way to organize campus growth and transformation.

The Main Campus is adjacent to three major open spaces: the linear green of Walnut Park to the north, the community resource of Thornden Park to the east, and Oakwood Cemetery to the south. There are opportunities to link the Main Campus landscape to this larger open space network to foster greater connectivity and accessibility, enhance and activate more social spaces for the campus community, and improve environmental systems.

The Main Campus landscape can be understood as a composition of complementary landscape types, each with its own functional requirements and aesthetic qualities.

While there are significant, iconic outdoor spaces on campus, not all landscape areas are functional from a social or environmental perspective today. Transitional space occupies 30 percent of the land area of the Main Campus and is mostly unusable, due to steep slopes. Roads, parking, and service areas comprise the second greatest percentage of outdoor land area on Main Campus and focus on vehicular movement. Creating more functional outdoor spaces and providing better pedestrian connectivity can improve the public realm and enhance the campus experience. Memorable landscapes contribute to placemaking and help create a strong campus identity.



**NEARLY 30 PERCENT OF MAIN CAMPUS IS TRANSITIONAL SPACE,
MOSTLY UNDERUTILIZED BECAUSE OF SLOPE CONDITIONS.**

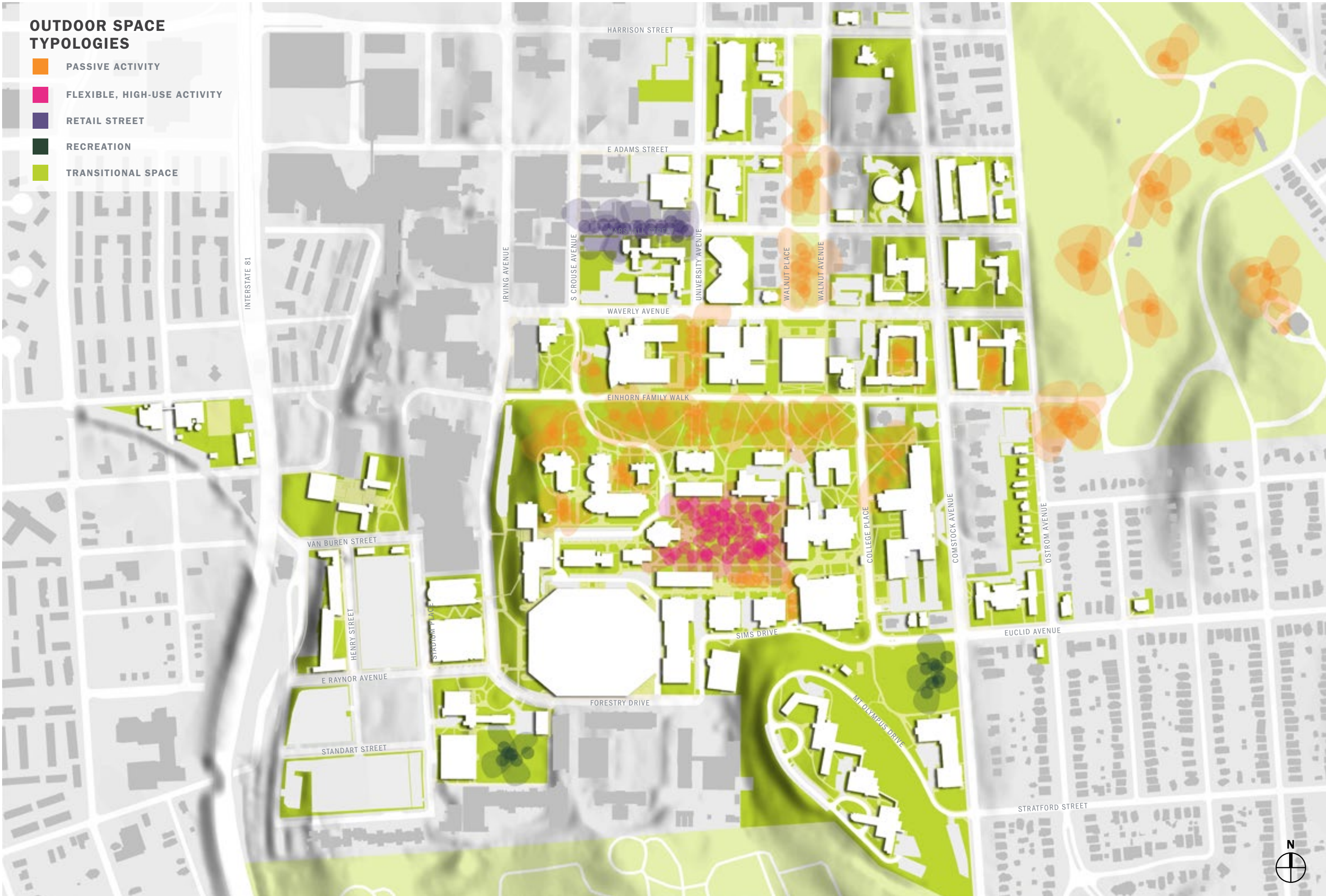


Diverse Outdoor Spaces

Roads, parking, and service areas comprise the second greatest percentage of outdoor land area on Main Campus and are considered components of the public realm. Landscape typologies such as quadrangles, plazas, and pedestrian streets, which have less total area, will be critical in maintaining a place and identity for Syracuse University.



OUTDOOR SPACES PROVIDE A PLACE FOR INSTRUCTION, INFORMAL GATHERINGS, AND FORMAL EVENTS. THEY ESTABLISH A PLACE AND IDENTITY FOR THE CAMPUS.





THE CONNECTIVE CORRIDOR CREATES DEDICATED, IDENTIFIABLE SPACE FOR PEDESTRIANS AND CYCLISTS.

MOBILITY

Syracuse University is connected internally, between campuses, and to the city via several different mobility systems: pedestrian networks, cycle networks, transit networks, and vehicle networks. Mobility is of concern to many in the campus community, with students, staff, and workers citing issues such as parking in remote lots, frequently overcrowded buses, and issues of accessibility along the pedestrian network. The modality and ease with which people move around the campus directly impacts their experiences at the University, so harmonizing these systems and establishing a clear hierarchy is critical to enhancing those experiences.

The University’s physical campus landscape is defined by the steep topography. This alone can present challenges to people with limited mobility, but coupled with the snow, ice, and sleet that can be present during Syracuse’s winter, the experience of traversing the campus can be even more difficult. Strategic landscape improvements, particularly in areas of steep terrain, would significantly improve ease of movement across campus. Additionally, landscape improvements will be examined in concert with internal building circulation patterns to ensure that accessible pathways lead to front-facing entrances and egresses.

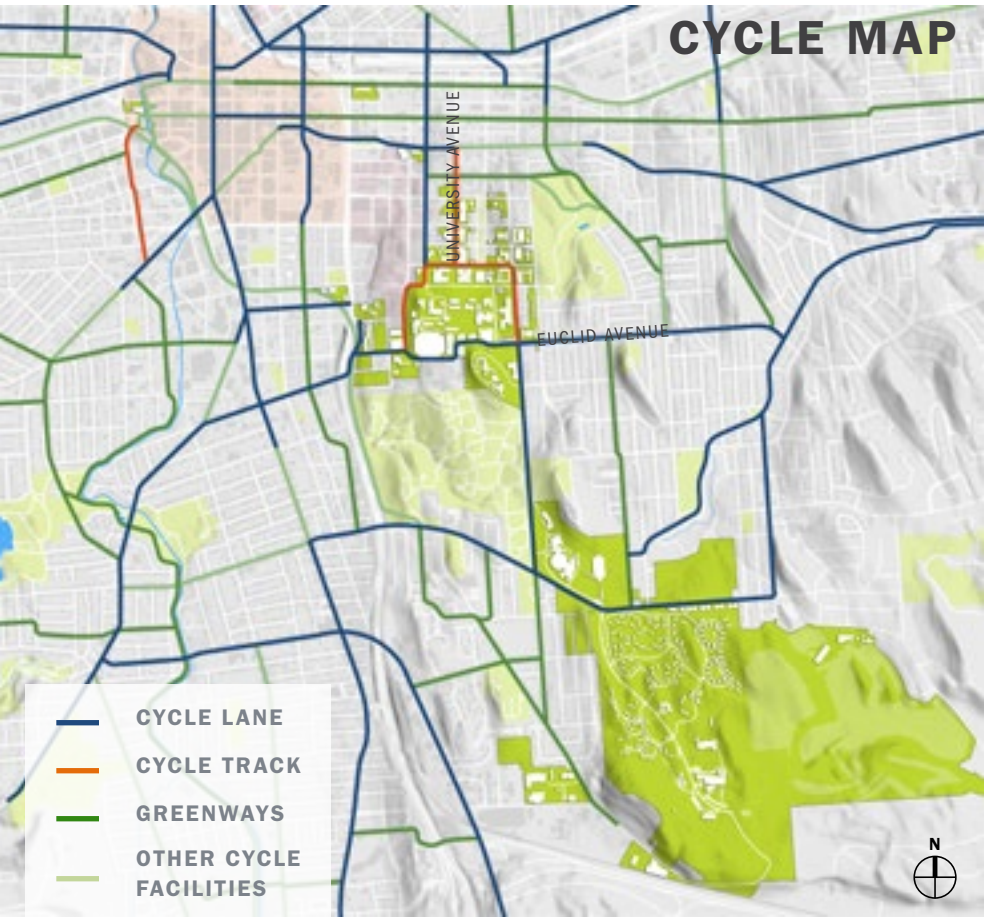


Existing Pedestrian Network

Pedestrian networks provide the primary mode of transportation on Main Campus, as much of the campus is within five minutes of the Shaw Quadrangle.

University Avenue, Irving Avenue, Euclid Avenue, Comstock Avenue, and Van Buren Street serve as important pedestrian arrival corridors to Main Campus. Two primary east-west pedestrian corridors serve the campus: the Einhorn Family Walk and the extension of Euclid Avenue through the bus hub. Car access on College Place is limited, so vehicular traffic has been significantly reduced. The pathway and staircase connecting Mount Olympus to the Shaw Quadrangle, the Einhorn Family Walk extension pathway past the Hall of Languages, and College Place form the north-south pedestrian network spines.

Primary pedestrian concerns are security and accessibility. Common but lightly trafficked pedestrian routes by Thornden Park and Oakwood Cemetery could be improved with additional lighting, which would deter crime against pedestrians. Accessibility is a pervasive issue at the University. Challenging topography and historic architecture present the greatest accessibility challenges for people with limited mobility.



Existing Cycle Network

Comstock Avenue, Euclid Avenue, Waverly Avenue, and University Avenue all serve as important cycling arrival points to Main Campus. The Einhorn Family Walk, College Place, Sims Drive, and the east-west connection between the College Place bus hub and West Campus are all popular on-campus routes for cyclists.

Challenges to cyclists include the steep topography in certain areas and the disjointedness of cycling lanes. The recent Connective Corridor improvements on University Avenue, Waverly Avenue, and segments of Irving Avenue and Comstock Avenue have generated new travel patterns around campus.

Cycling infrastructure such as cycle lanes, cycle paths, cycle tracks, and cycle parking at the University has expanded to meet growing demand. Recent initiatives include a cycle share program, new cycle lanes as part of the Connective Corridor project, and installation of additional cycle racks.

Building Circulation and Amenities

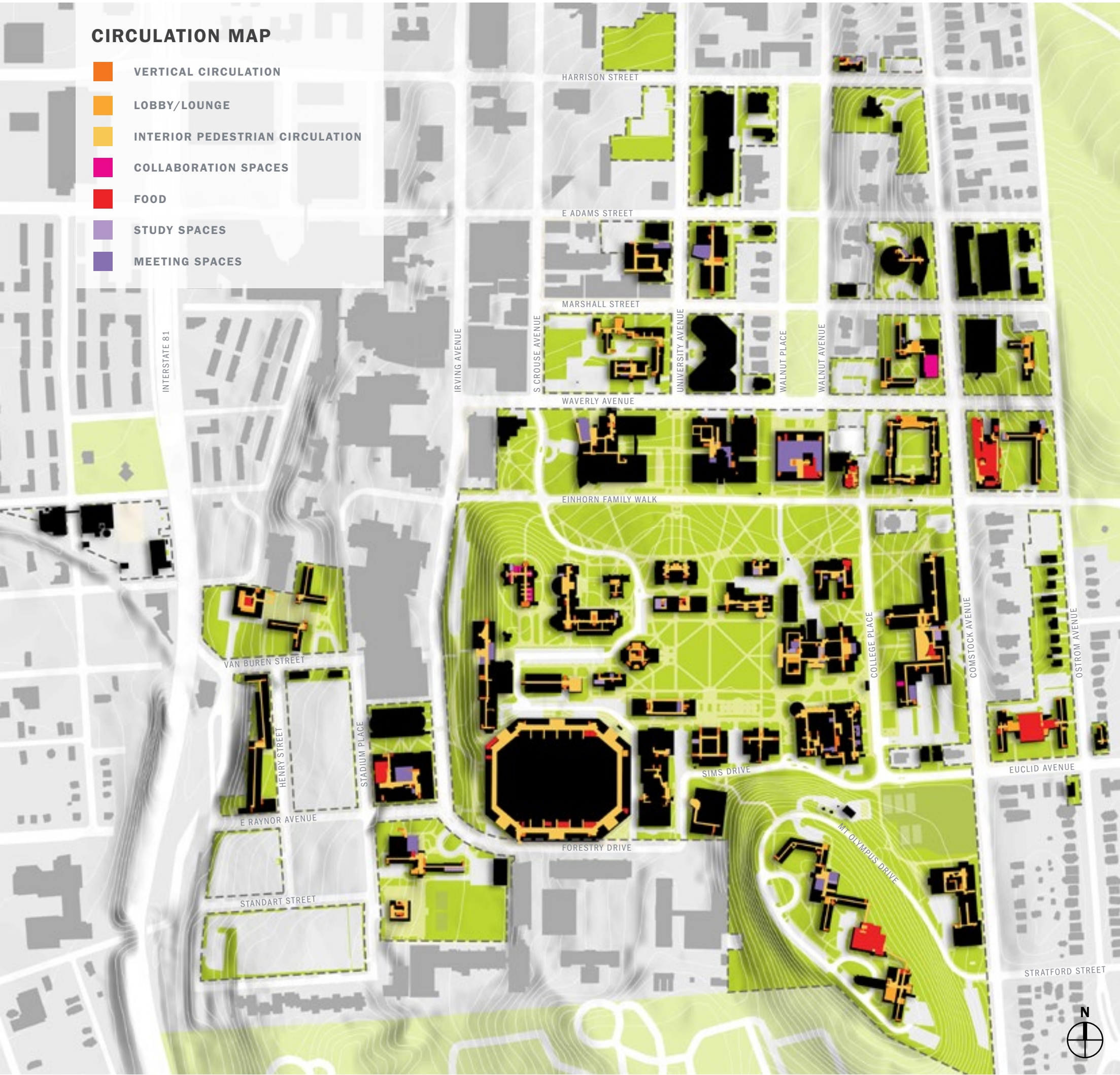
The student experience includes living, socializing, dining, studying, and informal academic activities, both on and off campus. The quality and flexibility of these spaces directly contribute to student happiness and success. Today, these experience spaces exist in Schine Student Center, Bird Library, Archbold Gymnasium, the new mixed-use residential Ernie Davis Hall, Hendricks Chapel, and newer makerspaces, among other smaller venues. These spaces all contribute to the student experience in highly programmed ways, but there is an overall lack of flexible, unprogrammed spaces on campus that can be adapted for informal studying, lounging, and socializing.

A building circulation plan also provides insight into the informal study spaces available to students in academic, residential, and student life buildings across campus. Ideally, wide hallways with seating become informal spaces where students collaborate. Highly visible ground floor flexible spaces foster an inquisitive academic culture as students, faculty, and staff linger to interact with one another. The building circulation plan shows the ground floor interior public spaces on the University’s campus. Many of the first-floor hallways in buildings around the Shaw Quadrangle are too narrow to accommodate seating or informal study spaces. Much of the meeting space is concentrated in Bird Library, as well as in Dineen Hall, which primarily serves law students. Additional ground floor study spaces are found in the newer academic buildings like the Whitman School of Management building, Newhouse Communications Center 3, and the Life Sciences Complex, as well as on Mount Olympus, but the quantity of spaces is lacking for a campus of this size and population and is notably absent from the older buildings. In addition to requiring additional quantity of study and meeting spaces, the quality of informal spaces could be much improved with modern study tools and technological amenities.

Beyond study and meeting spaces, living, dining, recreation, and socializing are integral parts of the student experience. The existing student life framework consists of five main residential areas: West Campus, Mount Olympus, Comstock Avenue, South Campus, and off-campus. Most of these residential communities simply offer students a place to live, and sometimes a place to dine. They are often distant from socializing and recreation spaces on campus and, with the exception of Mount Olympus, do little to foster community among residents. In addition, students who commute to Main Campus have few dining options available when they spend the day on Main Campus, as the dining facilities in the residential communities are often separated from the academic core by steep grade changes.



STUDENTS STUDY IN THE WHITMAN SCHOOL OF MANAGEMENT’S DAVID AND IRLENE FLAUM GRAND HALL WHICH SERVES AS A MULTIPURPOSE GATHERING AND EVENT SPACE.



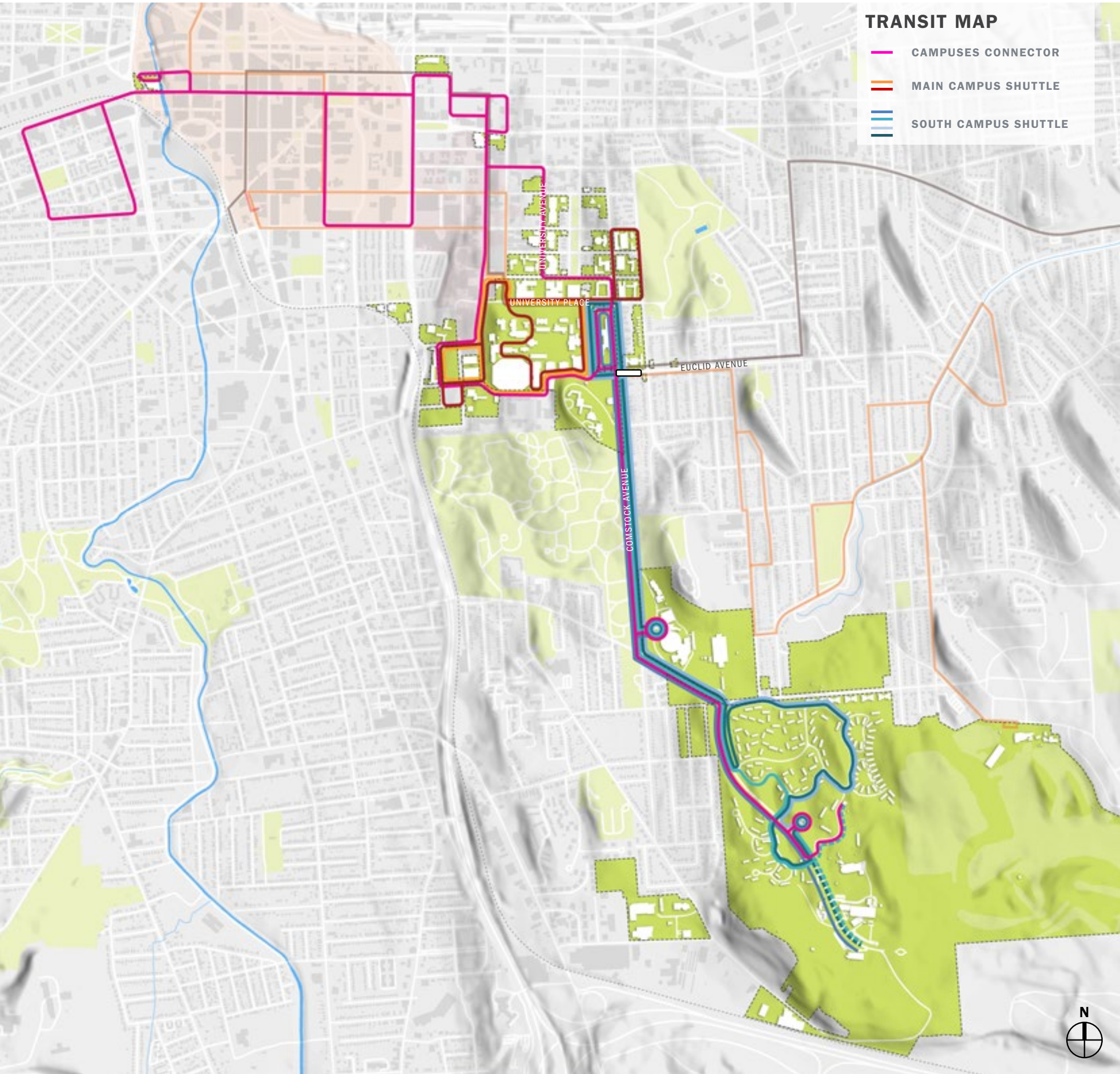
Existing Transit System

Students, faculty, and staff rely on transit to move among distributed campus facilities such as housing and offices on South Campus, academic facilities downtown, and Main Campus. Syracuse University is served by both the Central New York Regional Transportation Authority (Centro) public bus system and privately contracted campus shuttles. Centro operates buses along routes that move people around the campus as well as connect Syracuse University to points beyond the campus. The buses are free to students within specific boundaries that encompass academic and residential buildings operated by Syracuse University, though riders must pay a fare to travel beyond those boundaries. Centro also operates the Connective Corridor Bus, which provides a free loop bus service between University Hill and downtown Syracuse.

Buses and shuttles operate on varied schedules depending on route, time of day, day of week, and whether or not school is in session. This presents challenges to people choosing to use the transit system during nonpeak hours. Campus activity is heavier during class changes, so buses are overcrowded at peak times but can remain relatively empty during nonpeak hours. Would-be riders who cannot board a packed bus often choose to walk rather than wait for the next bus, especially if the arrival time feels unpredictable. Additionally, faculty, staff, graduate students, and others who are on campus during breaks in the undergraduate calendar often feel stranded if they need to use the transit system, which decreases service during those times. New on-campus transit schedules are being studied to determine which changes could improve efficiency and ridership experience.



BUS SHELTERS HELP SHIELD TRANSIT RIDERS FROM INCLEMENT WEATHER, IMPROVING RIDER EXPERIENCE.

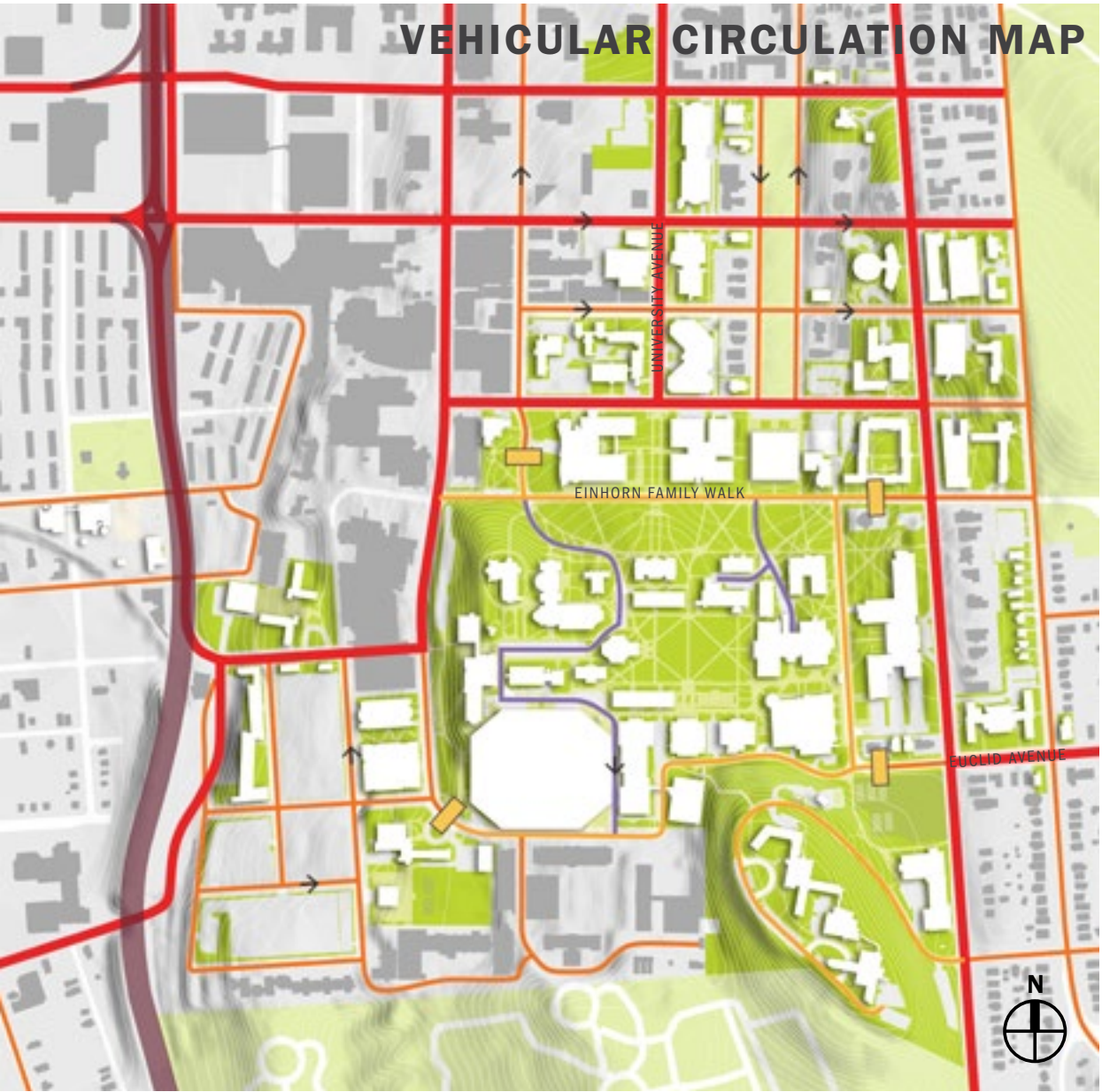


Existing Vehicular Circulation

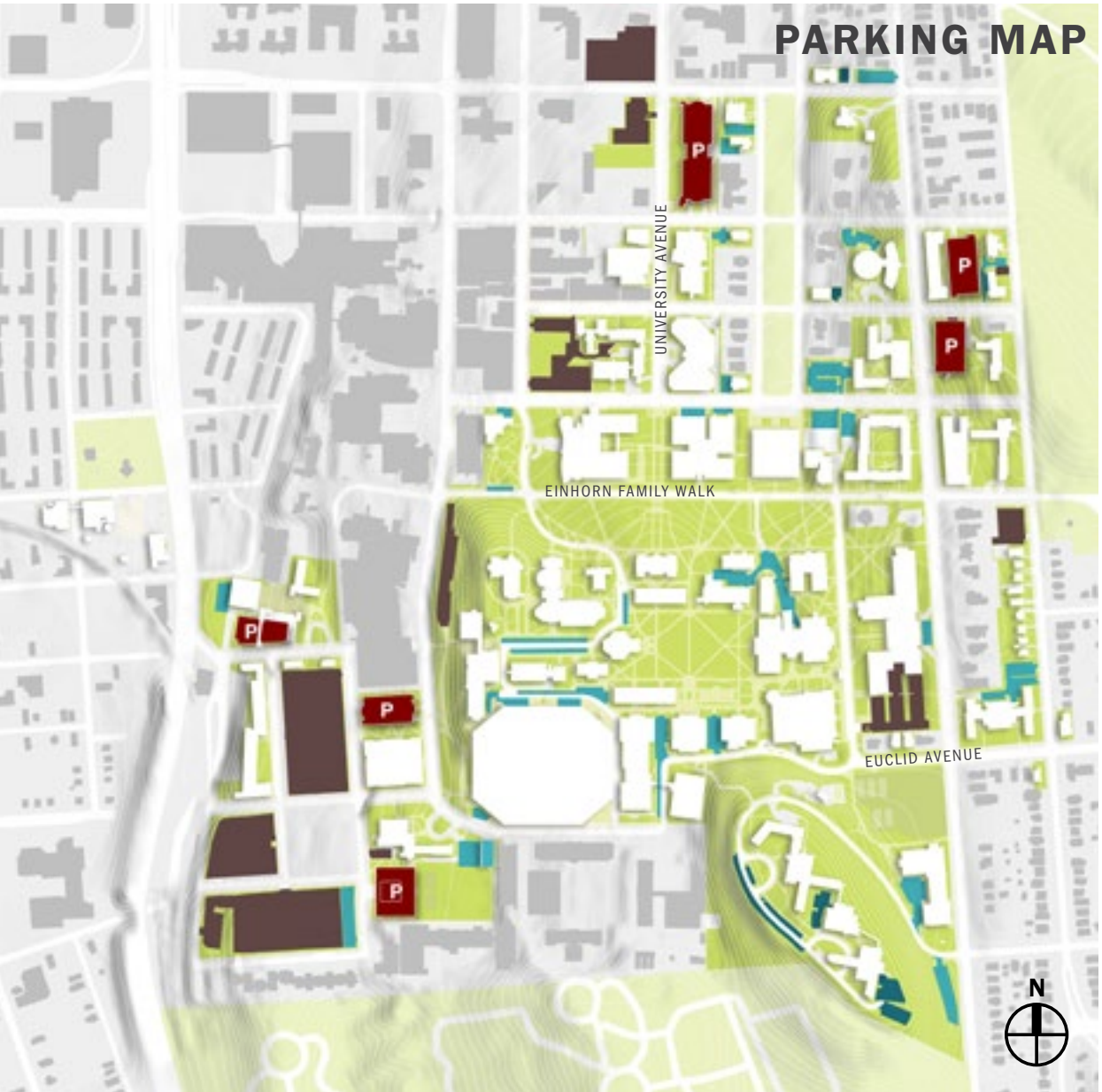
Syracuse University is well connected to the region along vehicular roadways. I-81, I-690, and I-481 all provide regional access to the University. Additionally, the University can be accessed from many roads on the city street grid. Harrison Street, East Adams Street, East Genesee Street, Irving Avenue, Euclid Avenue, Almond Street, and Comstock Avenue are all common vehicular arrivals to the University, providing access from all cardinal directions. Currently, there is no clear sense of arrival when traveling by car to the campus, and visitors can be unsure of where to go or where to park.

Because Syracuse University is one of several employment hubs on University Hill, vehicular congestion in the area can be a problem during the morning and evening commute as well as during major events at the Dome.

A major highway infrastructure project is in the early planning stages within the City of Syracuse. I-81 is a major commuter route in the region and also serves as the north-south trade route from Tennessee to the Canadian border. Built in the 1950s and 1960s, the I-81 viaduct in downtown Syracuse is due for renovations and improvements. To address these issues, the New York State Department of Transportation and the Federal Highway Administration are undertaking an environmental review process. This project presents an opportunity to rethink how I-81 traverses the city in a safer and more livable way.



- STATE HIGHWAY
- MAJOR ROAD
- SECONDARY ROAD
- CAMPUS ROAD
- SERVICE DRIVE
- ACCESS CONTROL



- PARKING GARAGE (MIXED)
- MIXED PARKING LOT
- EMPLOYEE PARKING
- STUDENT PARKING

Existing Parking

Campus parking is allocated into three categories: student, employee, and mixed. On Main Campus, of the 5,125 spaces, over 80 percent (4,132) are in the mixed category and are available to both students and employees. On South Campus, of the 5,436 parking spaces, 57 percent (3,073) are designated student, and 32 percent (1,749) are in the mixed category. Commuters and resident students are equally eligible to park in student and mixed spaces. First-year students are not allowed to park on either campus, except by special permission.

South Campus parking lots are appropriate and are supported by a campus shuttle system that allows students to commute between South and Main Campuses by shuttle bus. The first-year parking prohibition serves to mitigate parking demand. The relatively few (190) designated student spaces on Main Campus reflect the smaller Main Campus residence hall population; most commuter student parking takes place in mixed facilities.

The structure of the permit system does not strongly influence parking users’ choices about where to park. With the large number of mixed parking spaces on Main Campus, students and employees share most of the parking facilities, including garages, on a first-come, first-served basis.

COMMUNITY OUTREACH

Stakeholder Interviews

While data analysis provides one dimension of information, feedback from the campus community is also critical. This feedback provides a better understanding of the qualitative aspects of campus spaces. Campus feedback was solicited in three forums: stakeholder interviews with campus leadership, deans, and department chairs; a collaboration survey of faculty members; and a MyCampus survey of students, faculty, and staff.

Campus stakeholders, including deans, administrators, department chairs, faculty, staff, students, and neighborhood organizations, were interviewed to document real and perceived operational and physical limitations that impact community members. These interviews revealed disparities in facilities between the University’s different colleges, areas with significant deferred maintenance, and department-level space needs. Interviews also highlighted the need for upgraded facilities that meet the needs of 21st-century academic practices, which typically involve more collaboration, use of technology, and hands-on research, even at the undergraduate level.

Public Events

During the Campus Framework process, several events were held to inform the campus community of the plan’s progress and to solicit input and feedback. Events included formal presentations followed by question-and-answer sessions and open houses. These events were also open to members of the City of Syracuse community, and many nearby residents and city leaders embraced the opportunity to share their concerns and voice their support for proposed ideas.



FACULTY, STAFF, STUDENTS, AND COMMUNITY MEMBERS WERE INVITED TO PARTICIPATE IN PUBLIC FORUMS TO PROVIDE FEEDBACK ON UNIVERSITY SPACES, INFRASTRUCTURE, AND TECHNOLOGY.

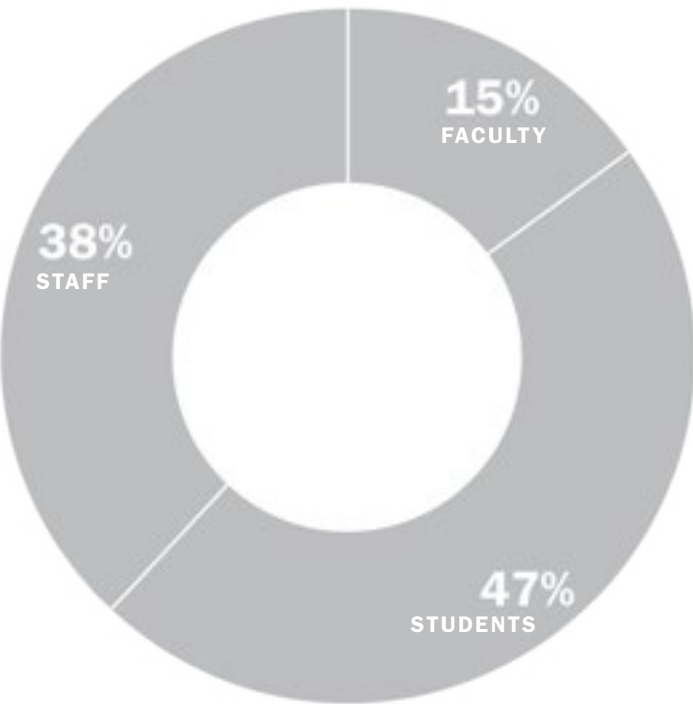


MyCampus Survey

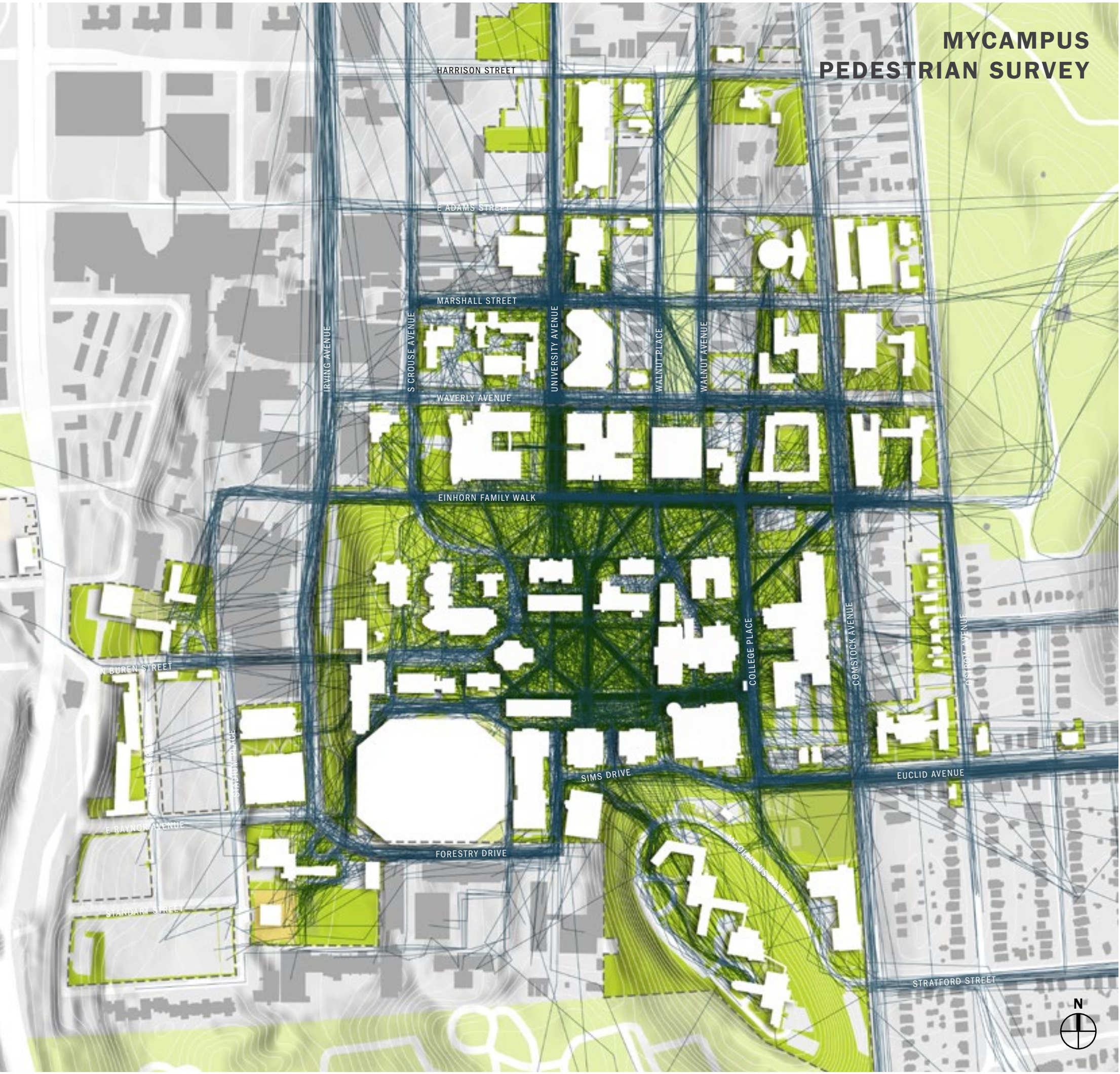
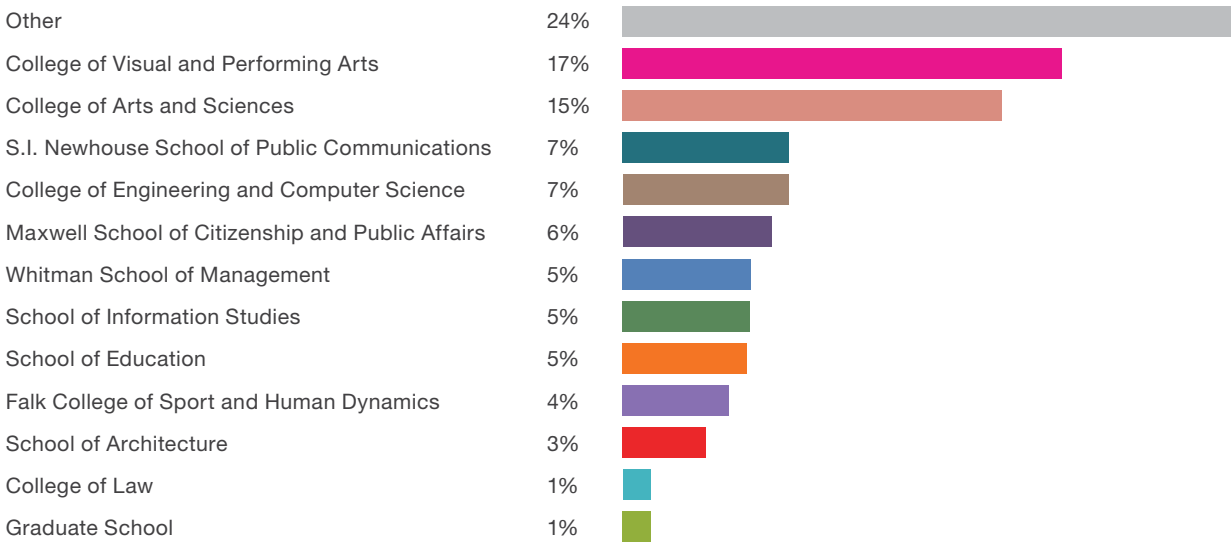
Feedback from students, faculty, and staff was also solicited via a mapping survey, launched to collect detailed information about campus impressions. MyCampus is an interactive online survey that enables members of the campus community to provide location-based feedback about their campus. The survey covered a wide range of topics, including academic life, student life, employment, mobility, and the built environment. Respondents were asked to place icons and draw paths to show which parts of campus they frequent and to provide binary, qualitative ratings for campus spaces. Viewed in aggregate, the responses reveal campus-wide patterns.

The link to the MyCampus survey was sent to the entire Syracuse University campus community. In total, over 3,000 people completed the survey and placed 42,500 icons. Students accounted for 47 percent of the responses, staff members accounted for 38 percent of the responses, and faculty members generated the remaining 15 percent of responses received. There was an approximately even distribution of respondents across first-year, sophomore, junior, senior, and graduate students, with good representation across all schools and colleges.

MYCAMPUS SURVEY PARTICIPANTS



PERCENTAGE OF RESPONDENTS WHO WERE MEMBERS OF THE FOLLOWING SCHOOLS OR COLLEGES



MyCampus Survey Results



LEARNING

Newer facilities such as the Life Sciences Complex were rated favorably, while older classroom buildings were unpopular. Most learning is clustered in the academic core.



STUDENT LIVING

On-campus residential buildings have a high density of students, but off campus residences make up a significant portion of student housing.



SOCIAL SPACE

On campus, students socialize in all buildings and open spaces, but the most popular space to socialize is off campus on Marshall Street.



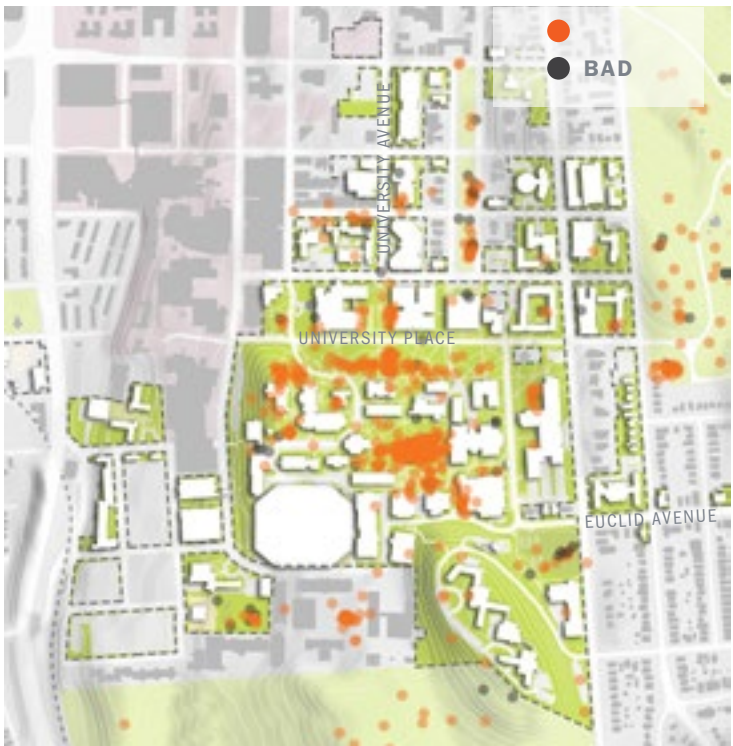
DINING

Marshall Street is the preferred dining destination, though residence hall dining locations, campus cafes, and the Schine Student Center are well used.



WORKING

The Women’s Building and HB Crouse stood out as unpleasant workplaces, while the Newhouse Communications Complex and Eggers Hall received consistently high reviews from employees.



OUTDOOR

People spend their time outdoors in formal open spaces like the Shaw Quadrangle and the Front Lawn. Outdoor recreation spaces were also popular destinations.



CYCLING

Cycling is a popular way for students to travel between South Campus, Main Campus, and downtown Syracuse, as well as a popular way for students living off campus in University Neighborhood or Westcott to get to campus.



TRANSIT

The most popular transit route is the connection between Main Campus and South Campus along Comstock Avenue. Other popular routes connect off campus neighborhoods east of the University to Main Campus and connect Main Campus to downtown Syracuse via the Connective Corridor.

Syracuse University