



ITHACA COLLEGE MASTER PLAN REPORT

Prepared by Sasaki Associates for Ithaca College
in Collaboration with:
HOLT Architects
Trowbridge & Wolf Landscape Architects

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SECTION ONE
INTRODUCTION

PLANNING PROCESS



Ithaca College from the South



Ithaca College Main Quad

The Ithaca College Master Plan presents a bold, long-range vision for the College, which, when fully implemented, will positively influence how people view and use the campus. This report documents the results of a year-long planning process which began with extensive interviews of faculty, staff and students, and culminated with the endorsement of the master plan and campus planning principles by the Ithaca College Board of Trustees.

The master planning team, included teams from Sasaki Associates and several additional sub-consultants hired by the College, including HOLT Architects and Trowbridge and Wolf. Numerous separate studies informed this report, and while some of the more directly relevant issues are summarized here, they could not all be included in entirety. The following is a complete list of studies completed for the College during the Master Planning process:

HOLT Architects:

Historical Context April 2001
Facility Needs Assessment April 2001
Building Assessment April 2001
Site Analysis April 2001
Facilities Condition
(including ADA
Accessibility Study) November 2002

**Ichthyological Associates and
Trowbridge & Wolf:**

Biological Assessment
of the Contiguous
Undeveloped Lands January 2001

**The Regional Heritage Preservation
Program and Trowbridge & Wolf:**

Cultural Resource
Investigations July 2000

Trowbridge & Wolf

Visual Assessment April 2001

Neal Denno, PhD

Ithaca College
Parking Study August 2001

After synthesizing and presenting the inventory and analysis to the campus community in May 2001, the team created three alternative plans for the future physical development of the Ithaca College campus. These alternatives were brought back to the campus community at a series of public forums held in September 2001. The preferred elements of each alternative were combined into a draft master plan. During a final series of public forums on campus in December, the campus community again had a chance to review and comment on the plan. Final revisions

were made and presented to the Board of Trustees for approval in February 2002.

During this year-long process, the Sasaki members of the master plan team have been on campus seven times to present to various campus constituents, including the campus-wide open forums at the end of each phase. Many more meetings and worksessions were held with the Facilities Planning Committee, a 14-person committee appointed by the president, which comprised representatives from all sectors of the campus population, and which was charged with working directly with the consultants, weighing options and making recommendations to the president and the board.

Although the master plan has been finalized, it is meant to be a living document, providing a framework and guidelines for campus growth. The recommendations in this report are subject to available funding, not just for the initial renovation and new construction, but for ongoing increases in maintenance costs as new square footage is added to the campus. With this in mind, the Facilities Planning Committee will continue to meet and oversee implementation of the plan, ensuring that future projects on campus adhere to the spirit of the plan.

MISSION & INSTITUTIONAL PLAN



Main Quad and Dillingham Theater

A comprehensive college that since its founding has recognized the value of combining theory and performance, Ithaca provides a rigorous education blending liberal arts and professional programs of study. Our teaching and scholarship are motivated by the need to be informed by, and to contribute to, the world's scientific and humanistic enterprises. Learning at Ithaca extends beyond the classroom to encompass a broad range of residential, professional, and extracurricular opportunities. Our undergraduate and graduate students, faculty, staff, and alumni all contribute to the learning process.

The master plan is based on many of the goals stated in the College's Mission Statement and outlined in its Institutional Plan. Below is the Ithaca College Mission Statement and a discussion of the goals from the Institutional Plan that are relevant to the master planning process.

The Ithaca College Mission Statement

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

Ithaca College is committed to attracting a diverse body of students, faculty, and staff. All members of the College community are encouraged to achieve excellence in their chosen fields and to share the responsibilities of citizenship and service in the global community.

The College's most recent Institutional Plan, adopted in February 2001, details how the stated mission and goals will be accomplished. Many of its recommendations require improvements and additions to the College's physical facilities and are therefore relevant to the master planning process. The objectives that most directly affect physical planning include:

Academics

- Create opportunities for shared academic experiences for all Ithaca College undergraduates.
- Strengthen and expand graduate study.
- Encourage interdisciplinary programs.

Facilities

- Develop and maintain a facilities master plan consistent with the College's mission.
- Ensure compliance with ADA and 504 legislation and enhance overall accessibility of all facilities.
- Enhance residence hall offerings: update and refine the definition of a "residential" college.
- Enhance the quality of academic spaces.
- Foster an awareness of, appreciation of, and respect for our physical environment.

Quality of Student Life

- Foster a sense of unity and tradition throughout the campus.
- Acknowledge and value the importance of co-curricular activities in our students' educational experience.



Ithaca College from the southwest

Technology

- Establish an acceptable minimum standard for computing and communications equipment in classrooms, labs, and work areas.

The combination of these relevant objectives from the Institutional Plan with the physical master planning process helped create a series of planning principles to guide the future campus development of Ithaca College.

CAMPUS PLANNING PRINCIPLES



Job Hall

These campus planning principles developed in the analysis phase of the process have guided the master planning effort and influenced decisions made along the way. Although the general categories are applicable to other campuses, the specific elements analyzed and observed were tailored to Ithaca College's needs and physical attributes.

Community

- Create indoor and outdoor spaces that foster interaction between faculty and students.
- Create a culture of one College.

Land Use

- Locate academic uses within a 10-minute walk.
- Locate academic uses to encourage interaction.
- Locate student housing as close to core campus as possible.
- Use less proximate areas for fields and parking.

Campus Open Space

- Enhance existing open spaces.
- Use new buildings to define new spaces.
- Use central New York landscape as language for campus landscape.

Campus Efficiency

- Maximize existing facilities, especially classrooms and parking.
- Minimize infrastructure costs and long-term operating costs.

Image and Urban Design Structure

- Lead visitors to the heart of campus.
- Define and improve vertical connections.
- Respond to topography.
- Soften character of older buildings.
- Locate parking strategically.

Environment

- Adhere to Comprehensive Environmental Plan.
- Use Section VI - Environmentally Responsible Campus Design and Planning Principles, to guide campus growth especially regarding campus facilities, landscaping and grounds, and pedestrian travel.



Ithaca College from the northeast



SECTION TWO
EXISTING CONDITIONS & ANALYSIS

HISTORY OF ITHACA COLLEGE & THE SOUTH HILLS CAMPUS

Origins

Ithaca College traces its beginning to September 19, 1892, when William Grant Egbert opened the doors of the Ithaca Conservatory of Music in a rented house at 403 East State Street in downtown Ithaca.



William Grant Egbert

The end of World War II in 1945 and the flood of returning servicemen brought a surge in enrollment for which the College, renamed "Ithaca College" in 1931, was totally unprepared. By 1947 the enrollment was up to 1,444. Though space was rented or acquired downtown and on East Hill, the need for a new campus was clear. In 1949, under the administration of President Leonard Job, the College acquired a 170-acre parcel on South Hill. Ten years later, when alternative cities and sites were ruled out, an additional 23 acres were purchased, and President Howard Dillingham announced that a new "\$15 million campus" would be operational by 1966.

The 1960s - Birth of a Campus

The campus was conceived as an organic whole by local architects Tallman & Tallman. Construction of the first buildings, five dormitories and the student union, completed in September 1961 meant that nearly 600 students were living on South Hill with no academic facilities, as available federal funding could be used only for housing and related functions. Classes were conducted surreptitiously in any space available in the dorms or the union.



1961

An organization called the Friends of Ithaca College launched a fundraising campaign called Project Ithaca College, and in January of 1963 the first academic building, Friends Hall, was opened. By the fall semester of that year, five more residence halls and the health center were completed. By the 1964-1965 academic year, the College was operating primarily on one campus for the first time. By 1969 the enrollment had reached nearly 3,700 students, and the College was firmly entrenched on South Hill.

The 1970s - The Quiet Decade

The year 1970 saw the arrival of a new president, Ellis L. Phillips, Jr., and a time of relative calm, when student interests turned from the radical causes of the 1960s to issues surrounding the “quality of campus life.” By 1971, the academic and residential core had been formed, and new construction was directed toward enhancement and support facilities.

The College’s sixth president, James J. Whalen, succeeded Dr. Phillips in 1975. While new construction had slowed, enrollment continued to rise dramatically, particularly as the 1970s drew to a close. The last construction project of the 1970s, an academic building, actually completed in summer 1981 and later named Smiddy Hall (Figure 1.5), would mark the beginning of a new resurgence of building.



1966



1972



1982

The 1980s - A Return to Growth

As enrollment approached 6,000 in 1983, demand upon facilities was becoming ever more critical. Space for temporary classrooms was rented in the NCR facility across Route 96B. A new building for the School of Communications, designed to accommodate a doubling of their enrollment to 800 students, and the design for the new Center for Natural Sciences (completed in 1991) represented major qualitative as well as quantitative advances in the teaching and research environment.

The siting of Park Hall represented a significant departure from past development of the campus plan, reflecting the idea that the campus should grow to the north and east. This led to a major relocation of the campus road to the north, looping it around perimeter parking lots and bringing Park Hall within the precinct of the pedestrian campus.

The 1990s - A Century Closes

In 1990 Ithaca College began a master plan study to examine future growth issues for the campus. The study identified numerous renovation and construction projects, and recommendations for land acquisition. Although never formally adopted by the board of trustees, the master plan nevertheless served as a guideline for the projects that were to unfold during the decade. Significant among these recommendations were renovations to some of the older buildings and building additions for Music and

Health Sciences and Human Performance. The plan also recommended acquisition of the Raponi property immediately east of the central campus.

By mid-decade President Whalen had announced his intention to retire, and Peggy Ryan Williams became the College's seventh president in July 1997. At the time, the Ford Hall (Music) addition, the new Health Sciences, and the Fitness Center, were under construction concurrently, and all were completed in 1999. Significantly, from the standpoint of campus planning, each was located on a site that filled a void within the existing campus fabric. The campus would become denser, but would keep its academic core within the quarter-mile walking radius recommended by the planners.

The decade also saw the College's growing commitment to environmental issues as a new greenhouse and a composting facility were added to the service area, the latter allowing for one hundred percent recycling of food waste for compost.

Summary

Each of the four decades since Ithaca College moved to South Hill has been characterized by unique patterns of growth. The explosive development of the 1960s, accumulating more than 1.2 million gross square feet in less than ten years, was by far the most significant decade of growth. By contrast, the 1970s were very quiet,



1992



2000

| | | |
|---------|-----------------------------|------------------------|
| 1961-63 | Quad Residence Halls | Tallman & Tallman |
| 1961 | Egbert Hall | Tallman & Tallman |
| 1963 | Friends Hall | Tallman & Tallman |
| 1963 | Hammond Health Center | Tallman & Tallman |
| 1964 | Williams Hall | Tallman & Tallman |
| 1964 | Ford Hall | Tallman & Tallman |
| 1964 | Hill Center | Tallman & Tallman |
| 1965 | Towers Residence Halls | Tallman & Tallman |
| 1965 | Job Hall | Tallman & Tallman |
| 1965 | Textor Hall | Tallman & Tallman |
| 1965 | Muller Faculty Center | Tallman & Tallman |
| 1965 | Gannett Center | Tallman & Tallman |
| 1968 | Terrace Residence Halls | Tallman & Tallman |
| 1969 | Dillingham Center | Tallman & Tallman |
| 1971 | Garden Apartments | Tallman & Tallman |
| 1975 | Physical Plant/Safety | Egner & Associates |
| 1975 | Muller Chapel | Egner & Associates |
| 1978 | Ceracche Athletic Center | Zausmer-Frisch, Inc. |
| 1982 | Smiddy Hall | HOLT Architects |
| 1983 | Boothroyd Hall | HOLT Architects |
| 1984 | Warehouse | Downing & Assoc. |
| 1987 | Phillips Hall | Van Summern & Weingold |
| 1989 | Emerson Hall | HOLT Architects |
| 1989 | Park Hall | HOLT Architects |
| 1989 | Alumni Hall | HOLT Architects |
| 1992 | Center for Natural Sciences | HOLT Architects |
| 1997 | Clinton B. Ford Observatory | HOLT Architects |
| 1999 | Whalen Center for Music | HOLT Architects |
| 1999 | Center for Health Sciences | HOLT Architects |
| 1999 | Fitness Center | HOLT Architects |
| 2000 | Composting Facility | Sear-Brown |

with the decade total of 120,000 gross square feet being less than the average annual construction for the previous ten years. The pace accelerated during the 1980s and 1990s, bringing the average annual growth for the 20-year period to around two percent and the overall growth since the end of the 1960s to about 1% per year. Today, the total area of the campus facilities is just under two million gross square feet.

Dates and Architects

ENHANCING ITHACA COLLEGE COMMUNITY

One of the most pervasive, yet hard to identify and define, issues on Ithaca College's campus is the concept of "Community." Interviews revealed that many campus constituents consider themselves primarily part of one of the five schools and only loosely as members of the Ithaca College community. Many expressed a desire to see more interdisciplinary interaction on campus, both programmatically and informally. The master plan addresses this issue in its recommendations for better sharing of classroom resources, relocation of academic programs to foster interaction, and improvement of the physical landscape to create outdoor gathering spaces.



Enhancing Ithaca College Community

In approving the Institutional Plan in 2001, Ithaca College reinforced its commitment to enhance student life and increasing the number of students living on campus. This dedication to being a residential college puts pressure on the College to provide not only more residence halls, but also to provide more student services for a resident population. Careful siting of these new facilities will minimize the additional costs and will further the idea of a more cohesive campus community.



Commitment to a Residential College

More students living on campus means increased pedestrian movement throughout the campus as students travel from place to place. It also means a safer campus as activity and vitality increase on campus in the evening. As more students call the campus "home," the population on

EXISTING CONDITIONS

campus increases, allowing more intellectual and social exchanges both among the different schools and between students and faculty. To address these issues, the master plan identifies areas for residential expansion and growth.

Existing Conditions

Building Condition

Observations were made of Ithaca College's non-residential buildings with respect to building condition, conformity to current accessibility standards for individuals with disabilities, functional issues, and building code compliance. Walk-through inspections and building plan reviews were conducted by HOLT Architects, P.C., and Christen & Sack, P.C., Mechanical & Electrical Consultants, in late 2000 and early 2001. No invasive or destructive methods were used to determine structural or other features of the buildings; comments are based on features that were visible during the walkthrough inspections.

Functional Issues

Buildings that have conspicuous functional issues are: Dillingham Center, the Theater Arts building, where functionality is compromised by space assigned to unrelated departments; Hill Center, which has an acute shortage of gym storage space; and Cerrache Center, which has overcrowded offices, inadequate off-season storage facilities for team equipment, and an insufficient number of lockers.

Building Conditions

Generally, the college's buildings are in very good condition. Predictably, the oldest buildings were found to need upgrading, or had outdated finishes, although among this group three have been upgraded in recent renovation projects - Williams Hall, Smiddy Hall, and Ford Hall (now Whalen Center) - and Muller Faculty Center is undergoing a renovation this summer. East Tower is of particular concern, as exterior concrete has broken away in some areas of the exterior, exposing steel reinforcing bars. This is a potentially hazardous condition if concrete continues to break away.

Accessibility

The Americans with Disabilities Act (ADA) has retroactive provisions requiring that places of public accommodation (including colleges) be made accessible, with relief from certain requirements upon demonstration that full compliance is not feasible.

The New York State Uniform Fire Protection and Building Code NYSUFP&BC, unlike the ADA, has no requirements for retroactively making buildings accessible; however it does require that accessibility be provided for all new construction, additions to existing buildings, for buildings where the use classification is being changed, and in cases where substantial renovations are being made.

The newest buildings have been designed and constructed to meet accessibility requirements, including Park Hall, the Center for Natural Sciences, the Center for Health Sciences, the Observatory, and the Fitness Center. Some of the older buildings have had substantial accessibility improvements making most areas of the buildings accessible as part of a building renovation and/or building addition (in which case the addition is 100% accessible) project. These include Alumni Hall, Williams Hall, Smiddy Hall, and Whalen Center. The remaining buildings either have very limited accessibility, usually to just the grade level, or are not accessible. Buildings with limited accessibility include East Tower, Egbert-Phillips Hall, Friends Hall, Hammond Health Center, Hill Center, Job Hall, Muller Chapel, Muller Faculty Center, Textor, Towers Dining Hall, and West Tower. The inaccessible buildings are Cerrache Center, Dillingham Center, and Terrace Dining.

Building Code

Buildings that were built prior to 1984, when the NYSUFP&BC was enacted are “grandfathered,” that is they are considered to be legal non-conforming structures under current code. Those buildings, and buildings which have been constructed and approved under the NYSUFP&BC, will be “grandfathered” under the Building Code of New York State (BCNYS), effective in July 2002. If and when they have substantial additions (e.g., the addition to Ford Hall, creating the James J. Whalen Center for Music) or are substantially altered or changed in use (from one use classification to another), those grandfathered rights are lost, and the buildings must be brought into compliance with the applicable requirements of the BCNYS. The code comments are therefore useful not only as a measure of building safety, but also as a measure of what would have to be remedied if a building were to be changed in use, substantially altered, or enlarged with a major addition without a fire wall separation.

Buildings that were considered to have significant life-safety issues were those that had areas with an inadequate number of exits, only one means of egress from above-grade levels, unenclosed exits, dead end corridors, exits of insufficient width, or a combination of all of these deficiencies. Included in this category are Dillingham Center, East Tower, Egbert Hall-Phillips Hall, Friends Hall, Hill Center, Job Hall, Muller Faculty

Center, Terrace Dining Hall, Towers Dining, and West Tower. The buildings with only one means of egress from upper stories are Job, Muller Faculty, and Hill Center (which has only one exit from the weight room mezzanine).

Under the new codes (BCNYS), additions will not automatically trigger upgrades to existing buildings unless the addition causes the building to violate the code. Also under new codes, classroom buildings for “educational occupancies above the 12th grade” are considered as a “B” Business occupancy, rather than as an Educational/Assembly occupancy as under the current code (provided that the classroom size does not exceed 50 person capacity). With this change, certain code issues noted in this report would no longer apply under the less restrictive Business classification. For example, the length of a dead end in a corridor, currently limited to a maximum of 20 feet, is changed to a maximum of 50 feet in a sprinklered building of B occupancy. The Business classification does not apply to buildings which have large assembly areas, such as Dillingham Center and Textor Hall, which will continue to be classified as Assembly buildings. The new code also has different building height and area limitations for buildings of certain construction types and occupancy groups. These are generally more liberal than are the limitations under current code.

Building Systems

Each building’s mechanical, electrical, and plumbing systems were also evaluated. Several of the older buildings were found to have all or part of their heating and/or cooling systems in poor condition. This group includes Cerrache Center, East Tower, Egbert-Phillips Hall, Friends Hall, Hill Center, Job Hall, Terrace Dining, Textor Hall, Towers Dining, and West Tower. A newer building, Park Hall, was found to have a deteriorated boiler, and the cooling towers were in poor condition. Buildings with deteriorated and/or obsolete electrical systems included Cerrache Center, East Tower, Friends Hall, Hammond Health Center, Hill Center, Job Hall, Muller Faculty Center, Terrace Dining, Textor Hall, Towers Dining, and West Tower.

Space Utilization Analysis

Classroom Space

An analysis of classroom utilization, based on Registrar’s data for Fall 2000 semester, shows some excess capacity in the existing facility inventory. The evaluation was performed using the “General Method A, Evaluation of Total Existing Classroom Capacity” developed by the Western Interstate Commission for Higher Education (WICHE) and published in their Higher Education Facilities Planning and Management Manuals and verified using standards developed by the Council of Educational Facilities Planners, International (CEFPI). The results show that, on a campus-wide level, the

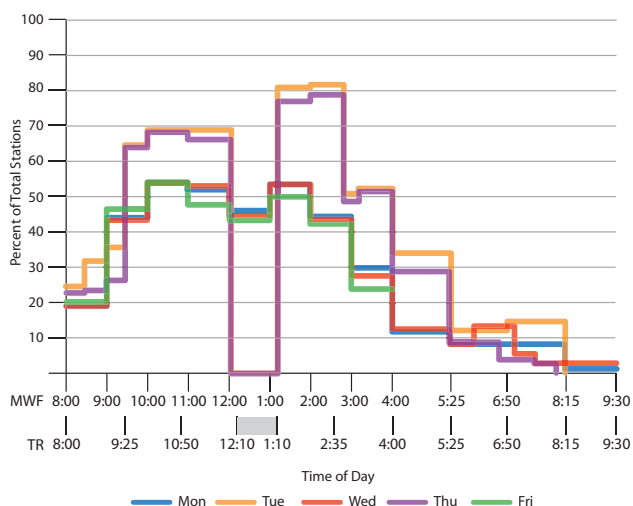
classrooms are operating at about 69 percent of capacity, where total capacity has already been adjusted for 67 percent average occupancy and 60 percent seat fill.

Despite these conclusions, the sense of a need for classroom space persists on campus. The following factors may contribute to this perception:

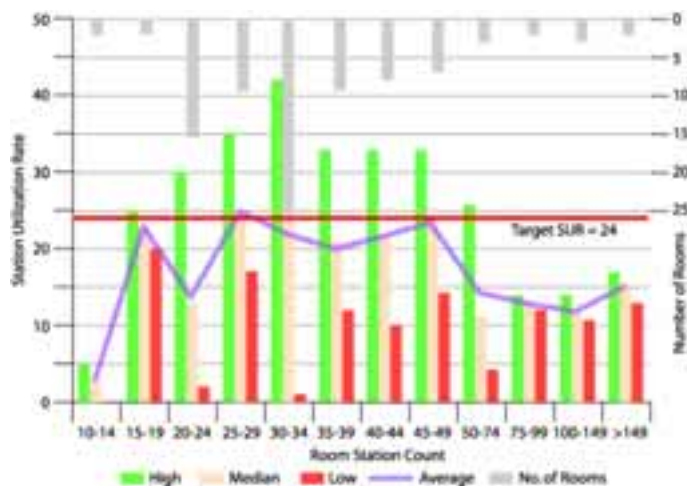
- Desired Times of Use

Ithaca College uses a 60-hour scheduling week, running from 8:00 a.m. to 9:30 p.m. Monday through Thursday, and 8:00 a.m. to 4:00 p.m. Friday, with open hours at noon Tuesday and Thursday. Actual station hours by starting time (as scheduled by the registrar) are plotted as a percent of the total station count in the Station Utilization Chart on this page.

The strikingly different distributions on Tuesday and Thursday, compared to Monday-Wednesday-Friday, may be explained, at least in part, by the desirability for both faculty and students to schedule classes on the former days, leaving the potential for class-free Mondays and Fridays. The effect is to lower classroom utilization on Monday-Wednesday-Friday. Overall utilization falls well below the 60 percent target for seat occupancy, and the highest level of classroom utilization occurs in the mid-morning and early afternoon hours. To achieve a higher level of utilization of the existing classroom facilities, the scheduling of class times must change to take advantage of a larger portion



Station Utilization for the 60-hour work week



Station Utilization compared to Classroom Size

of the earlier and later times, and to include greater classroom use on Monday, Wednesday, and Friday.

- Size of Room

Analysis of class enrollment versus classroom size shows significant inconsistencies. None of the rooms scheduled in the registrar's data base, however, contains fewer than 9 stations, while the college schedules 151 sections of 2 to 9 students. The next size category, 10 to 19 students, has 400 scheduled sections and only 5 classrooms of appropriate capacity. As a result, these small sections occupy larger rooms at low rates of station utilization. At the other end of the spectrum, only 33 sections consist of 50 or more students, and of those only two exceed 100. This under enrollment leaves the larger lecture rooms acutely underutilized. Building larger classrooms will not be effective unless class scheduling is changed to include significant numbers of larger sections.

- Location and Control of Scheduling

At Ithaca College, most classroom space "belongs" to a particular school, or even a department, rather than to the registrar as is the case at many colleges. This practice leads faculty and students to believe that classroom space for a particular unit should be located in the same building as the unit's faculty offices and laboratories. Of the total 3,700 classroom stations in the inventory, only 28 percent are under the direct control of the registrar, with the

remainder belonging to individual schools. Overall, 83 percent of all sections are scheduled in classrooms controlled by the school offering the course, and 12 percent are scheduled in classrooms controlled by the registrar. Only 5 percent of all sections are scheduled in classrooms controlled by a school other than the one offering the course. This practice severely limits efficient utilization of classrooms on an institution-wide basis, and runs counter to the concept of interdisciplinary community at Ithaca College. A significant step toward alleviating this situation would be to aggregate all classroom space under the control of the registrar, and use a central scheduling program to allocate the space based on section sizes and station counts.

- Quality of Room and Equipment

Despite the overall high quality of the classroom space at Ithaca College, newer and better equipped classrooms are more desirable, and therefore more heavily scheduled.

Teaching Laboratory Space

Using the Council of Educational Facilities Planners, International (CEFPI) guidelines for class laboratories, the surplus is about 17 percent more than the needed space, and would indicate that little new lab space should be planned for the current enrollment. The analysis, however, is college-wide, and does not, at this stage, take into account how the laboratory space is distributed among

the many disciplines. Programs that have recently added new space - Health Sciences and Human Performance, Music, and Natural Sciences - may be well supplied with lab space, while programs that have older facilities may not. More detailed analysis is needed to determine specific requirements.

Office Space

Ithaca College has 960 offices totaling 142,800 asf, and not including office service space and conference rooms. While these figures suggest a deceptively high 148 asf per office, the space inventory includes large departmental and open plan group offices as well as individual faculty offices. Many faculty offices at Ithaca College are, in fact, smaller than the minimal 120 asf standard set by the State University of New York (SUNY) standards.

The college has a total employment of 1,410, of which 830 are administration and staff, and 580 are faculty. In addition, there are about 230 graduate students who have limited office needs. Using standards developed by CEFPI and SUNY, we can generate generalized office space needs on a campus-wide basis.

Compared to the existing total of 142,800 asf of office space, there is a current shortfall of 29,900 asf.

Almost half of this amount is the grad student offices, of which few exist at present. Excluding that category, there remains 18,400 assignable square feet of needed office space.

The shortage of office space is evident on campus, where many faculty and staff offices are substandard in size, and many individuals have to share offices with colleagues. The ability to hire new staff has been hindered by the unavailability of space in which to house them. In addition to the obvious compromises of privacy and function, the overcrowding has the further effect of discouraging faculty from working and carrying on research in their offices, and many prefer to work in more spacious accommodations at home. This practice takes the faculty away from the college and the students, and compromises the institutional mission.

OFFICE SPACE

580 Faculty x 130 asf = 75,400

830 Staff x 100 asf = 83,000

230 Grad x 50 asf = 11,500

TOTAL = 169,900



The College needs more spaces as it grows



U-Lot: Cars circle for spaces in close-in lots



Parking lot on the north side of the Ithaca campus



U-Lot: An ideal location for open space

Parking/Circulation

While the recent parking study, prepared for the College in May 2001 by HOLT Architects' consultant Neal Denno, PhD, indicated that there was a need for about 200 spaces on campus, the College suffers more from the perception of a problem because of a limited number of close-in spaces. Given the individual's desire to park as close to his/her destination as possible, most complaints come from students, staff, and faculty who must venture farther than they wished to park their cars. The current parking policy does not distinguish between students living off-campus and driving and residential students, which can cause problems for those off-campus students coming to campus after peak arrival times when close-in parking is full. The College currently has liberal guidelines and policies regarding where faculty, staff, and students park on campus. There are numerous ways that stricter policies might alleviate some of these issues. A reexamination of the parking policy, as described in the parking study, could increase the availability of parking spaces through regulating the number of cars on campus, and could better distribute available spaces to those individuals in greatest need of a space by relocating some on-campus residential student cars to the campus periphery.

| EXISTING PARKING | |
|-------------------------|-------|
| Faculty/Staff | 1,020 |
| Students | 2,242 |
| Visitors | 56 |

Pedestrian Circulation

Pedestrian Circulation in the core is very strong in the east-west direction, with the large central quad that runs from Dillingham to Egbert serving as the primary pedestrian corridor during the day. The pedestrian network in the north-south direction is not as strong because the campus developed with the east-west running topography and only more recently has developed in a more north-south direction. The pedestrian network loses legibility and is therefore used much less on the periphery for two reasons: topography and the increase in pedestrian/vehicular conflict points.

There is a serious need to limit pedestrian/vehicular conflicts in the core and on the periphery. Most notably in the core, the U-Lot behind Egbert/Phillips mingles heavy pedestrian traffic with campus car traffic and daily service trucks for the Campus Center in Egbert/Phillips. This lot, once on the edge of campus, is now the most centrally located as a result of more recent campus growth. This leads to serious congestion because of its proximity to the campus core. However, given its central location among campus academic buildings, it is also an area heavily used by pedestrians.

Another site of pedestrian/vehicular conflict is the campus access road between Emerson Hall and the Garden Apartments. This road runs through the center of an otherwise pedestrian-friendly area, making it



Pedestrian Circulation: Lack of Connections



Pedestrian Circulation: Inhospitable Environments



Parking on campus - U-Lot



Campus loop road



Main campus entrance



First views of campus

dangerous. This situation creates an area that functions less like a residential district and more like a series of discrete suburban apartment buildings, surrounded by roads and parking.

These conflicts and others need to be eliminated or at least resolved so that the pedestrian users have primary access. Some of the traffic problems on campus may be alleviated if pedestrian access to the periphery and neighborhoods just off-campus is improved so that more students, faculty and staff feel comfortable walking to and within the campus.

Vehicular Circulation

Primary vehicular circulation is accommodated by a ring road circling the perimeter of campus. Although not a complete loop, the road provides access to the main campus buildings and parking lots. Since the campus is relatively compact, students do not typically drive from building to building. Most students who drive on campus commute from off-campus housing. Of the students who live on campus, many use their cars to get into town or to the mall, and though it is discouraged, some students use their cars to get from one part of campus to another. Recent improvements to the campus road network have made driving safer. Redesigning the lower ring road into a boulevard requires drivers to slow down to maneuver through the curves.

The main entrance to campus from Highway 96 directs traffic through a rotary to the campus facilities beyond. The entrance seems abrupt, emptying cars into a series of parking lots that dominate the visitor's first impression of campus. Signage directs those unfamiliar with the campus to the appropriate buildings, but there is no obvious campus core to which one is drawn. The entrance adequately serves its purpose, but it does not provide a grand approach to the campus. Improvements to the entrance could provide a better first impression of the College and more effectively direct visitors to the campus center.



First views of campus



Remote visitor parking

Open Space

The project team completed an in depth inventory of the natural resources on the Ithaca College campus and its surroundings. As well as quantifying habitat types, locating steep slopes, and delineating wetlands, the team characterized the community spaces, pedestrian connections, and athletic fields that together make up the landscape of the College. The synthesis of the natural resources inventory and the landscape character analysis influenced the open space recommendations and site improvements described in the master plan.



*Symbolic central New York landscape:
Cascading water*



*Typical central New York landscape: Agricultural open
space framed by woods*



Steep topography

Landscape Character Analysis

Located on a hillside in central New York overlooking Lake Cayuga, Ithaca College is surrounded by a stunning agricultural landscape. Woodlots interrupted by farm fields and the expanse of Lake Cayuga, one of Upstate New York’s “Finger Lakes,” are visible from many of the buildings on campus. The view from Ithaca College is its most treasured natural asset. Preservation and enhancement of this view was often foremost on the minds of those involved in the master planning process.

Second only to the view, the steep topography of the campus is its other defining natural feature. The steep topography dictated a linear development pattern that stretches along the base of the hill when additional buildings were needed. Although most College facilities are located relatively close together, the change in elevation can be a deterrent from moving from one end of campus to the other. Improvement in the quality of the vertical circulation on campus could encourage greater pedestrian movement, promoting opportunities for increased community interaction.

The College landscape is made up of quads, open expanses of lawn, paths, athletic fields, and woodlands. The open space located in the center of campus between the Student Union and Smiddy Hall functions as the main gathering space for students as they move from academic buildings to the dining halls and their residence halls.



Section through campus housing

Many of the residence hall clusters also have central green spaces for outdoor activities and informal gathering. While some of these quad spaces are successful, others are not well defined and as a result are not memorable as specific places.

Removing parking and roads, and introducing more defined edges and stronger gateways, using buildings or landscape, will begin to establish identities for these spaces making them valued places to be cherished and protected.

Despite the beautiful trees and winding paths that connect the campus buildings, there is no overall landscape framework that ties the campus together or connects it with the central New York landscape that surrounds it. Furthermore, the view of Lake Cayuga is not visible from most of the main spaces. Although the campus landscape is well maintained and contains some memorable landmarks, such as the fountain in front of Dillingham and the "Disc" sculpture in Textor Plaza, it does not take full advantage of its hillside location. A more coordinated approach to the overall campus landscape framework that celebrates the view and addresses the topographic challenges could better knit the campus together.



Undefined campus open space



Existing open space



Main campus quad does not reflect central New York landscape



Main campus quad: No views of Lake Cayuga



Main campus quad



Commitment to natural environment



Lack of landscape definition



Lower athletic fields

The athletic fields along the western perimeter of campus form a green edge to Highway 96, much like the agricultural fields that encircle towns in the traditional central New York State landscape. These fields see tremendous use serving as sites for intercollegiate competition as well as intramural play. Preservation of these fields and the addition of more athletic facilities were important considerations in determining the campus development framework.

The publication of the Comprehensive Environmental Plan, April 2001, and the active environmental groups on campus have furthered the cause for protecting the woodlands on campus and around the College. Respecting this environmental ethic, the master plan proposes development which appropriately considers adverse impacts on the woodland landscape and other fragile natural resources.

Net Usable Land Area

The Net Usable Land Area (NULA) is a type of analysis that looks at the constraints on the College's property to determine how much land is available for new development. The ecological constraints were defined by an in-depth environmental analysis of the campus, particularly the natural areas, by HOLT Architects and Trowbridge & Wolf Landscape Architects. The College owns 781 acres of land. Of that, 581 acres are in parcels contiguous with the primary campus property on South Hill. The NULA analysis removed land with the following characteristics from the total available:

- Wetlands with buffer
- Existing Utility Corridor
- Human Uses (Existing Buildings and Parking)
- Vulnerable Ecological Communities (including rare or scarce plants and animals)
- Ecological Communities with Old Trees
- Steep Slopes (defined as >20%)
- Proposed Conservation Zone (on the top of South Hill)

This analysis shows that of 581 contiguous acres, only about 210 are completely unconstrained.

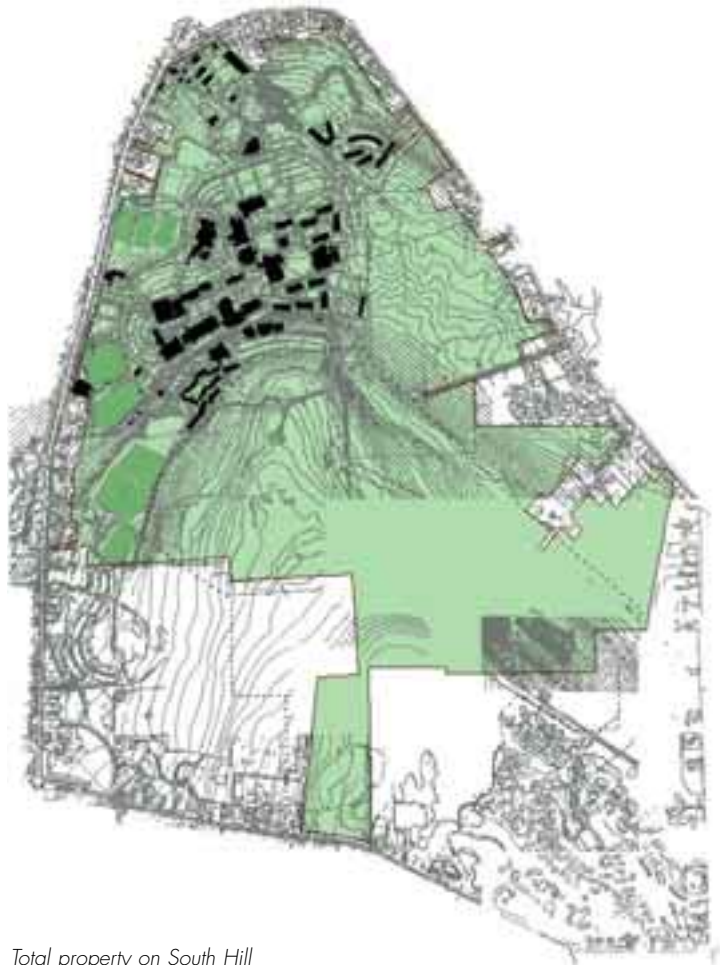


Net Usable Land Area

NET USABLE LAND AREA

| | | |
|------------------|----------|------------------|
| Net Usable Land | = | 210 |
| Restricted Land | = | 230 |
| Unbuildable Land | = | 141 |
| TOTAL | = | 581 acres |

This means that despite a large land holding, the College needs to carefully consider all decisions regarding new growth on campus.

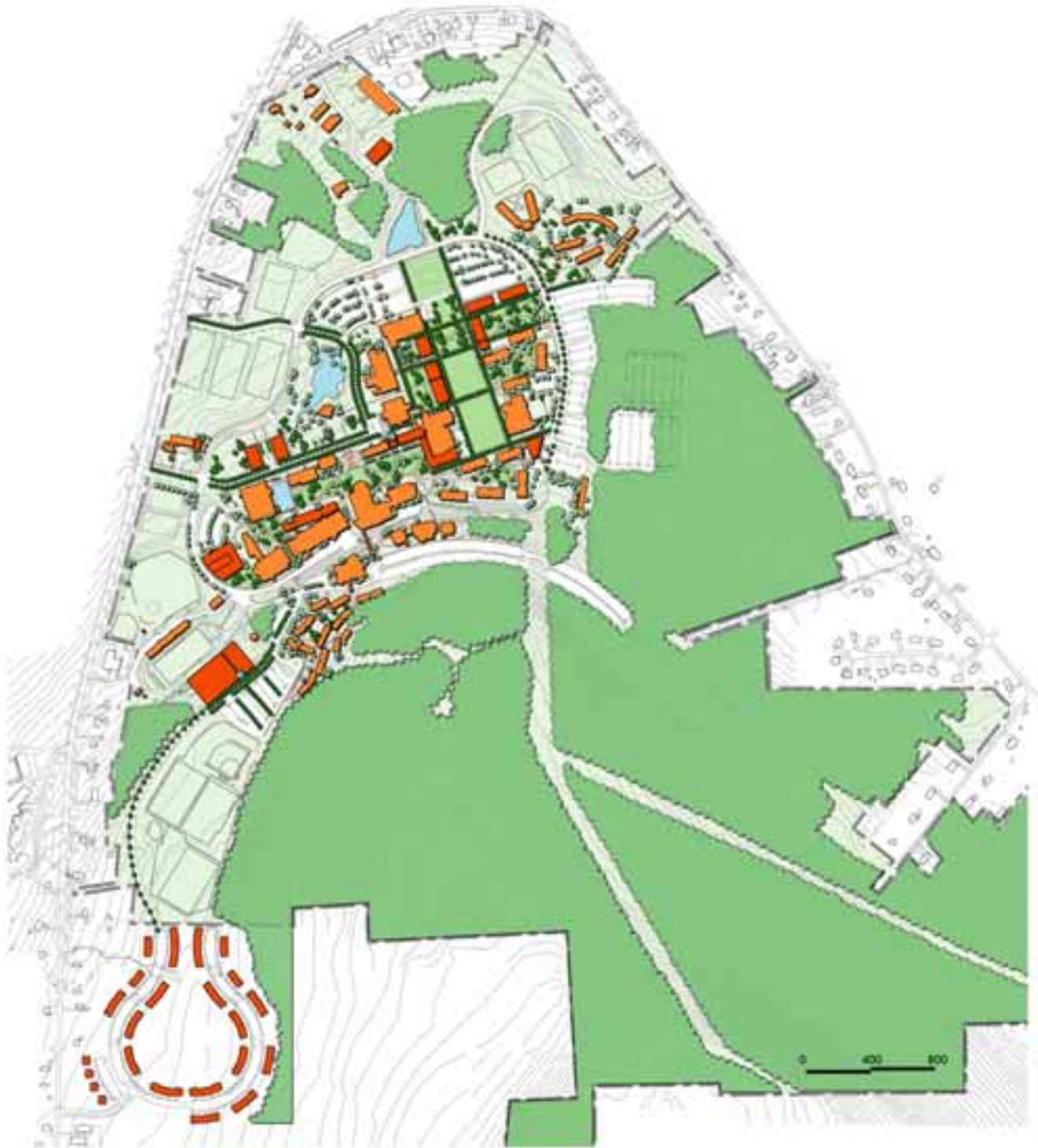


Total property on South Hill



SECTION THREE
MASTER PLAN

ILLUSTRATIVE MASTER PLAN



MASTER PLAN URBAN DESIGN CONCEPTS

The master plan provides a blueprint for Ithaca College to meet its strategic initiatives relevant to physical planning, and to capitalize on its existing campus assets to make the campus a more memorable and effective learning environment. Five main concepts define the development patterns central to the master plan.

A balanced, 10-minute campus ideal.

- Vital student functions are concentrated in the core area, where all the buildings are within a 10-minute walk of each other.
- New academic development will take advantage of available land within the core that is within the 10-minute walking area.



Ithaca College from the northeast



10-minute campus ideal



An approach that places the most valuable uses at the core of the campus.

- Open land within the campus core becomes more valuable for community open space as building sites are occupied with new program.
- Parking will gradually be removed from the core and replaced with more active uses.

A new collegiate model: the three-sided quad.

- “Ithaca Quads” framed with buildings on three sides and focused on views of Lake Cayuga highlight two of the main physical attributes that characterize this campus: the views and the topography.
- New Ithaca Quads will reinvigorate the campus landscape with new active community spaces and bring life to areas such as the land north of Job and Dillingham.



Most valuable uses in the core

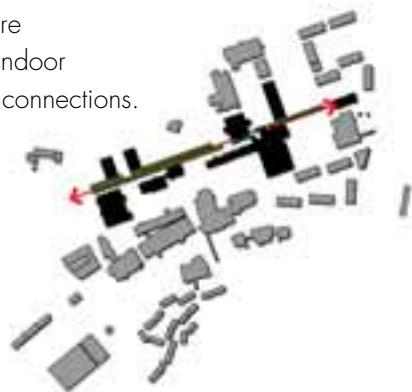


The three-sided quad



A vital Ithaca “Main Street” and academic districts.

- “Main Street,” a new organizing spine on the campus, will build on the vital existing indoor corridor from Job to Egbert/Phillips with a new external pedestrian corridor that will link key campus buildings along its axis.
- Academic districts linked by “Main Street” will allow stronger physical and visual connections between buildings and enhance the interconnectivity of academics within these spaces.
- Strategically locating buildings in groups and connecting buildings will lessen the impacts of the winter climate by allowing more opportunities to create indoor corridors and sheltered connections.



A vital Ithaca “Main Street”



An accessible and memorable campus

An accessible and memorable campus.

- Glass vertical circulation elements placed at strategic locations around the campus will serve to provide better vertical circulation via stairways and elevators on the hillside campus.
- New vertical elements will become important landmarks and orientation features while providing opportunities for framing views of Lake Cayuga



PROGRAM

The building program defines approximately how much new space is required on campus within the planning time frame. For Ithaca College, the planning time frame was approximately 5-10 years and the assumption was that campus enrollment would remain steady at its current count of approximately 6,000 students and 1,500 faculty and staff. When these buildings go from the planning stages into the design phases, programs will be more detailed and some of the total square footages will change based on more accurate information.

The assumption that the campus population would remain relatively steady means that the new growth shown in the building program is intended to address current deficits and account for changes in pedagogy. It accommodates anticipated academic program needs, but assumes that the population on campus will remain the same. The master plan accommodates long-term growth beyond that currently projected to ensure accommodation of future needs.

The currently projected building program totals approximately 500,000 gross square feet (gsf), not including the residence halls. The program for new residence hall space is approximately 380,000 gsf. To allow for phased funding, the program is divided into two phases. New program was categorized into Phase 1 and Phase 2 based on immediate need, College priorities, and the logistics of construction. Some elements of the program may change phases if College priorities change or unique funding opportunities arise.

Despite several new buildings on campus, such as the Whalen Center, the new Center for Natural Sciences, and the new Health Sciences and Human Performance (HSHP) Building, there is still a need for faculty office spaces and unprogrammed or social spaces for students across the campus. In addition, administrative support space is very overcrowded, and there is a serious need for additional administrative space on campus.



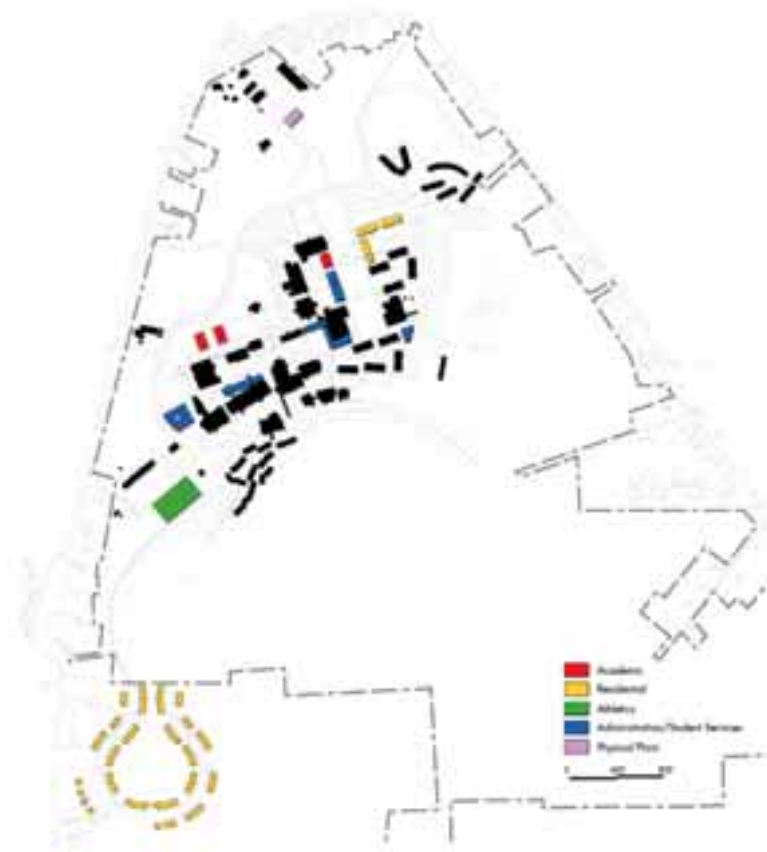
New Program

The residence hall program will be accomplished through a combination of housing sources. At least 600 new beds with approvals for up to 750 beds will be added through an agreement already underway by which Ithaca College leases the existing units and develops additional units at College Circle for exclusive use as on-campus housing. This means that the College's Residential Life Office will take over management and student life programming in the College Circle Apartments and improve access to the campus core. In the longer term, if the College decides to house more students on campus, or replace older residence halls, additional beds can be added in the northeast section of the campus, just inside the loop road, where the tennis courts are currently located, and directly adjacent to the existing Emerson and Garden Apartments. Three tennis courts can be relocated to the west side of campus just south of the existing tennis courts near the current entry, and there is potential to create up to six more in the area just northeast of Emerson.

The building program also identifies almost 38,000 gsf of space that will be vacated in existing buildings and available for re-use once new buildings are built and designated offices and departments move out of existing space. A large part of that space will be used to meet existing space deficits.

| PHASE 1 | GSF |
|---|----------------|
| Administrative Program | 50,800 |
| Business School Program | 34,000 |
| Campus Safety/General Services Program | 22,300 |
| Field House Program ³ | 170,600 |
| Gateway Building Program | 46,800 |
| Residence Hall Program | 600 beds |
| PHASE 1 TOTAL NEW SPACE¹ | 324,200 |
| Library Internal Expansion | 11,040 |
| PHASE 2 | GSF |
| Student Affairs and Campus Life Program | 60,000 |
| Health Center Program | 15,800 |
| Humanities and Sciences Program | 51,800 |
| Library Program | Not available |
| Park School Program | 36,700 |
| PHASE 2 TOTAL NEW SPACE² | 167,300 |
| Space Available for Reuse (Cerrache, Job, Smiddy, Muller, Dillingham, & Towers/Concourse) | 38,700 |
| ¹ Does not include the Library Internal Expansion or Residence Halls. | |
| ² Does not include Library Addition because program is not yet available. | |
| ³ Does not include new outdoor athletic fields, as the need has not yet been quantified. | |

MASTER PLAN ELEMENTS



New land uses

Land Use

The land use pattern of the master plan reflects the urban design concept of concentrating new academic and student-oriented uses in the core, defined by a 10-minute walk. This is represented in diagrams as an oval or ellipse shape to reflect the significant impact of the topography on campus development and activities. Pedestrian travel in a north-south direction will be slower than in the east-west direction, which allows pathways to follow the topography, and therefore a 10-minute walk north (downhill) or south (uphill) will be a shorter distance than 10-minutes along an east-west path.

The new program is broken up into seven land use categories: Academic, Administrative, Athletics, Recreation, Residential, Physical Plant, and Library. The descriptions of program for new buildings are intended as one of several alternatives that are still under consideration for future development. There are several buildings sited that could serve either academic or administrative functions based on their size and location and the final use will be determined at a later stage by the College.

| ACADEMIC | PHASE | GSF |
|---------------------------------|---------|----------------|
| Business School Program | Phase 1 | 34,000 |
| Humanities and Sciences Program | Phase 2 | 51,800 |
| Park School Program | Phase 2 | 36,700 |
| SUBTOTAL ACADEMIC | | 122,500 |

New academic uses total 122,500 gsf. The Business School Program and the Humanities and Sciences Program, are both somewhat flexible in that program needs could be addressed in both new and reclaimed space. They can be sited either in one of the building sites identified north of Job and Dillingham, which are integral to forming a new three-sided quad there, or in the Hill Center Addition which will be a new anchor on the Main Quad. These three sites are approximately the same size and each could accommodate either an academic or administrative function. The Park School Addition will take advantage of land just south of the east side of the Park School, and will help to shape two new quads. The Library will first expand into existing space in Gannett that will be vacated by non-library users as new buildings are built. In later phases, the Library may require an addition that can be sited just to the south of Gannet. The program and square footage for this addition have not yet been determined.

| ADMINISTRATIVE & STUDENT SERVICES PHASE | | GSF |
|---|---------|----------------|
| Administrative Program | Phase 1 | 50,800 |
| Gateway Building Program | Phase 1 | 46,800 |
| Health Center Program | Phase 2 | 15,800 |
| Student Affairs and Campus Life Program | Phase 2 | 60,000 |
| SUBTOTAL ADMINISTRATIVE & STUDENT SERVICES | | 100,300 |

New administrative uses total 100,300 gsf and would be addressed in new and reclaimed space. The Gateway building program, which will contain a new Admissions Office and renovated bookstore, now occupies a crucial visual and physical access point on the campus and takes advantage of its central location to serve both visitor and student functions. The remaining administrative needs can be met either in the Hill Center Addition, or in one of the building sites north of Job and Dillingham. In addition, the Administrative Program includes 3,000 gsf for additional Alumni/Development Space, most likely located directly adjacent to the existing Alumni Center on the western edge of campus.

New student services uses total 75,800 gsf. The Student Affairs and Campus Life program needs to be located near the existing Egbert/Phillips Hall in the center of the campus. New buildings will complement and help re-define existing open spaces in the core of the campus to create a stronger pedestrian environment in the core, meet student needs and still provide

| ATHLETICS & RECREATION | PHASE | GSF |
|--|-------|----------------|
| Field House Program | | 170,600 |
| SUBTOTAL ATHLETICS & RECREATION | | 170,600 |

necessary service access to the Campus Center. The Health Services Building will relocate to the southeastern periphery of the campus to allow for a larger facility, better service access, and more efficient use of the current site in the core.

The Athletics and Recreation program involves a new Field House to be located on the hillside just south of the current stadium on the western side of the campus to allow access to the majority of athletic and recreation facilities on campus. There is also a need for new athletic fields to meet the needs of both intercollegiate and intramural athletics. In particular, a lighted turf field with an all-weather surface, would benefit many of the athletic programs at the College.

| RESIDENTIAL | PHASE | BEDS/APPROX. GSF |
|-----------------------------|---------|-----------------------------|
| College Circle Existing | Phase 1 | 324 beds |
| College Circle Additional | Phase 2 | 276 beds |
| SUBTOTAL RESIDENTIAL | | 600 BEDS¹ |

New residence halls will be located at College Circle. If additional beds are needed either to increase the number of students living on campus or to replace some of the older residence halls, they should be located in the northeastern part of the campus to help link the existing Emerson and Garden Apartments to the campus core.

¹Based on single occupancy. Double occupancy in those rooms that allow would result in up to 750 new beds on campus.

The Campus Safety/General Services Building is already approved and currently under construction within the existing physical plant complex on the northern edge of campus as shown on the plan.

| PHYSICAL PLANT | PHASE | GSF |
|--|---------|---------------|
| Campus Safety/ General Services Building | Phase 1 | 22,300 |
| SUBTOTAL PHYSICAL PLANT | | 22,300 |

Vehicular Circulation and Parking

The five major circulation moves in this master plan are to:

- Create a new main entry farther off of 96B.
- Create a new "Main Street" spine.
- Re-align the secondary access road located off Coddington Road near Emerson and the Garden Apartments.
- Remove parking from the core, to create new open spaces.
- Add parking to accommodate growth and replace parking removed from the core of campus.
- Recommend potential sites for future parking garages.



Vehicular circulation

CAMPUS ROADS



Beginning of new entry road from 96B



Entry road end - Gateway building and Main Street



Before: Existing parking north of Job, site of future Main Street



After: View of new Main Street

To take full advantage of Ithaca College's hillside location and better orient visitors, the master plan recommends a new campus entrance at the base of the hill, winding past the athletic fields up to the new Gateway building in the heart of the campus. Inspired by the organization of Italian hillside villages, this new approach will present the best view of the College to the visitor. Visitors, as well as some faculty and staff, will be allowed to park along the "Main Street" spine which will be anchored by the iconic new vertical pedestrian circulation element in the Gateway Building. This "Main Street" will connect many of the student-oriented academic and service buildings on campus and is a major east/west pedestrian corridor on campus. From this main street, people will climb stairs or ride an elevator one level to the central open space and campus core.

The existing campus main entrance will remain, but will function as a secondary entrance for those familiar with the campus. The rotary will be removed to make the intersection more user-friendly for drivers and safer for pedestrians. The service entrance near the physical plant complex will also remain.

In addition to designing a new main entrance road, the master plan realigns the entrance road leading to the Garden Apartments and Emerson Hall. To alleviate vehicular/pedestrian conflicts and the lack of green space around these campus buildings and to

PARKING

provide a more pedestrian-friendly environment, the road will wrap around Emerson Hall and meet the main loop road further to the west. The parking previously located among the Garden Apartment buildings will be relocated to a new lot to the south of the existing buildings.

In addition to the major road construction, additional street trees and a coordinated lighting strategy will complete the campus vehicular circulation improvements.

Parking

In adhering to the master plan principle of reserving the core for academic and open space uses, several parking lots will be removed. All newly constructed parking will remain outside the campus core, providing a more pedestrian-friendly, green environment.

The U lot surrounded by the Student Union, Williams Hall, the Health Center, and the Center for Natural Sciences was identified as a pedestrian/vehicular conflict zone. The asphalt will be replaced with a central green space, around which a service drive will allow continued service access and limited vehicular access for drop-off and handicap parking in parallel spaces along designated perimeter edges.



Before: Existing parking in the U-Lot



After: View of new Quad north of Phillips

Several other parking lots will be modified or removed. A section of the O lot adjacent to the Park School of Communication will be removed to achieve the new central Ithaca Quad space. Parking will still be available on either side of the new green space, though the lots will no longer be connecting, eliminating the use of this lot as a vehicular “short-cut” between the Park School and the current tennis court site. The parking lots among the Garden Apartments will be relocated to a new lot in a more central location. In the design phase, accommodation can be made for drop-off and loading/unloading of vehicles for the Garden Apartments and Emerson. In addition, the spaces in the temporary lot currently located near Emerson will be relocated into other lots so that that space can become the new site for the tennis courts. Finally, the Visitor’s Lot spaces will be relocated to Main Street and to part of the O Lot, just north of the Park School, to allow for the new campus entrance road.

Several parking lots will be reorganized for greater efficiency while new lots will be constructed when demand requires. The lots under the utility easement along the east side of campus (M & C Lots) and the lot next to the planned field house (L Lot) will be redesigned to accommodate more cars. An extension to the J Lot above the Towers will be tucked into the slope to the east of the existing lot. Finally, the Raponi parcel will be used as the site for new remote lots as

demand requires. The remote lots will serve as “storage lots” that allow parking for those who do not use their cars as often, such as on-campus residents. Design and maintenance of these lots will place importance on security issues such as lighting and landscaping, as well increased patrols and a possible escort service to ensure safe access after hours.

Should the funding for a parking structure become available, we recommend that it be sited next to Smiddy Hall in the existing F lot. A four-level garage on the existing lot would accommodate 500 new spaces, losing only 120 existing spaces for a total of 380 net new spaces. This location will concentrate the greatest number of spaces near the most public functions at the College. The field house, Whalen Center, Dillingham Theater, and the HSHP clinic would all have easy access to this parking facility.

In addition to the physical elements described, the master plan recommends that the College reassess some of its current parking policies, including moving from a two-tier (students, faculty/staff) pass system to a three or more tier system that would give priority in more proximate lots to commuting students. Also, policies that allow freshman cars, low student fees, and no faculty and staff fees should be reassessed. Adjusting the fee structure for parking across the whole campus may help finance the construction of a new parking garage on campus.

| | Faculty/Staff/Visitors | Students | Total |
|---|------------------------|--------------|------------------------------------|
| SPACES NEEDED | | | |
| New Program ¹ | | | |
| College Circle | 0.6 x 276 new beds | (166) | (166) |
| ¹ No new faculty projected | | | Subtotal Residential (166) |
| Spaces Lost to New Program | | | |
| R Lot | lost to Open Space | (158) | (158) |
| E Lot | lost to Main Street | (106) | (106) |
| P Lot | lost to Main Street | (51) | (51) |
| U Lot | lost to Open Space | (80) | (80) |
| O Lot (Partial) | lost to Open Space | (54) | (90) |
| A Lot | lost to Health Center | | |
| Visitor Lot | lost to new entry | (56) | (56) |
| Temporary Lot at Emerson (Z) | removed | (60) | (60) |
| S Lot (Partial) | | (60) | (60) |
| | | | Subtotal Lost to New Program (715) |
| SUBTOTAL SPACES NEEDED | (407) | (474) | (881) |
| SPACES CREATED | | | |
| New Parking Lots | | | |
| Future Raponi Lot | | 360 | 360 |
| New College Circle Spaces | | 166 | 166 |
| Main Street Parallel Parking - Visitors | 60 | | 60 |
| Extension of J Lot | 194 | 100 | 294 |
| Redesign M, C, & R Lots | | 235 | 235 |
| Re Assignment | | | |
| O Lot | 155 | (155) | 0 |
| J Lot | 142 | (142) | 0 |
| SUBTOTAL NEW SPACES | 551 | 564 | 1,115 |
| SUMMARY | | | |
| TOTAL EXISTING SPACES | 1,076 | 2,242 | 3,318 |
| TOTAL FUTURE SPACES | 1,220 | 2,332 | 3,552 |
| Surplus/Deficit - NEW | 144 | 90 | 234 |
| Potential Garages | | | |
| Location | New Spaces | Lost Spaces | Net Gain |
| F-Lot Garage (4 story) | 500 | 120 | 380 |
| J-Lot Garage (potential 2.5 story) | 875 | 355 | 520 |

CAMPUS OPEN SPACE



Open Space

The open space at Ithaca College is a significant feature of the existing campus and the recommendations of the master plan are intended to enhance and extend the College's existing assets by creating a comprehensive open space network. A connected open space network will allow buildings and landscape to work together to create a better pedestrian environment, increase passive and active outdoor recreation spaces, and improve the general image of the campus.

The open space system provides a connected network of landscape spaces and pedestrian corridors linking the different campus districts together. Major east/west and north/south pedestrian thoroughfares lined with trees and lit at night serve as a framework from which other pathways branch off and lead to specific campus building entrances. Landscape spaces framed by buildings and the view of Lake Cayuga build on the patterns of the central New York landscape with the planting of additional trees in naturalistic groups. Each new and existing open space should develop its own character and use while remaining connected to the larger network of open spaces on campus.

The pattern of the new development projected in the master plan forms several new landscape spaces in the center of campus. The formation of Ithaca Quads - spaces that follow the topography downhill to the view of

Lake Cayuga - reinterprets the idea of the campus quadrangle. Instead of framing four sides of a tree-filled, grassy space with buildings, the Ithaca Quad will use buildings to frame only three sides with the fourth side opening up to the view of Lake Cayuga. The most prominent of these new Ithaca Quads actually will be an extension and redefinition of the space between the existing Egbert/Phillips Hall and the Fitness Center. As the topography slopes downhill, a series of terraces will be created for use as playing fields and central green spaces. Additional Ithaca Quads will be oriented to existing water features on campus. The first will be created on axis with Dillingham Fountain through the construction of two new academic buildings. The second will be created through better landscape and building definition of the open space surrounding the Muller Chapel and the pond. By reorienting existing open spaces to the treasured view of Lake Cayuga and celebrating the significant topographical change, the Ithaca Quad form will embrace the two defining natural assets of the campus.

In addition to the creation of the Ithaca Quads, several other places on campus will be transformed from parking areas to green spaces. A much needed community green space will be built in the Garden Apartments complex when parking is moved to a new central parking lot above the complex. The U lot area will also become a central green space

dominated by pedestrian traffic, although still servicing deliveries.

Natural Open Space Areas

The concentrated development pattern advocated by the master plan will allow the forested areas to serve as a buffer edge for the College and a long-term land bank should the institution require more land in the future. Some of the Raponi parcel has been reserved for additional parking, the majority of it will be preserved in this Master Plan. By retaining the wooded edge of campus and on the top of South Hill, Ithaca College, will maintain its rural setting in the agricultural central New York landscape as well as provide additional passive recreation opportunities for the College and the Ithaca Community.



Pedestrian Circulation

Pedestrian Circulation

There are several important elements in the master plan relating to pedestrian circulation. Traditional campus growth has led to strong east/west connections that should be reinforced, and as a result of the topography, weaker north/south connections, which should be increased and improved. Due to the significant slopes on campus, vertical connections - stairways and elevators - attract people and transport them up and down major slopes. It is also at these convergence points that the lake view is the most dramatic. The new pedestrian circulation framework highlights these vertical connections with architectural elements that magnify the movement from one level to the next.

Improving pedestrian circulation also requires removing all pedestrian/vehicular conflicts in the core of the campus and improving the connectivity of pedestrian paths. Every effort should be made to improve existing and create new pedestrian connections to the periphery of the campus and to the surrounding communities and downtown Ithaca.



New Field House at the Stadium



New Field House located with Fields

Recreation and Athletics

Indoor

Ithaca College has strong athletic, recreational and intramural programs, despite limited facilities that create a competition for space among these diverse users. A new fieldhouse will accommodate indoor practice spaces

for a variety of sports, relieving pressure on current facilities and allowing more activities to occur during inclement weather. The proposed fieldhouse program includes an indoor practice facility, basketball, gymnastics, wrestling, conditioning center, rowing tanks, pool, training facilities, Hall of Fame, locker rooms, equipment storage, and offices.

Outdoor

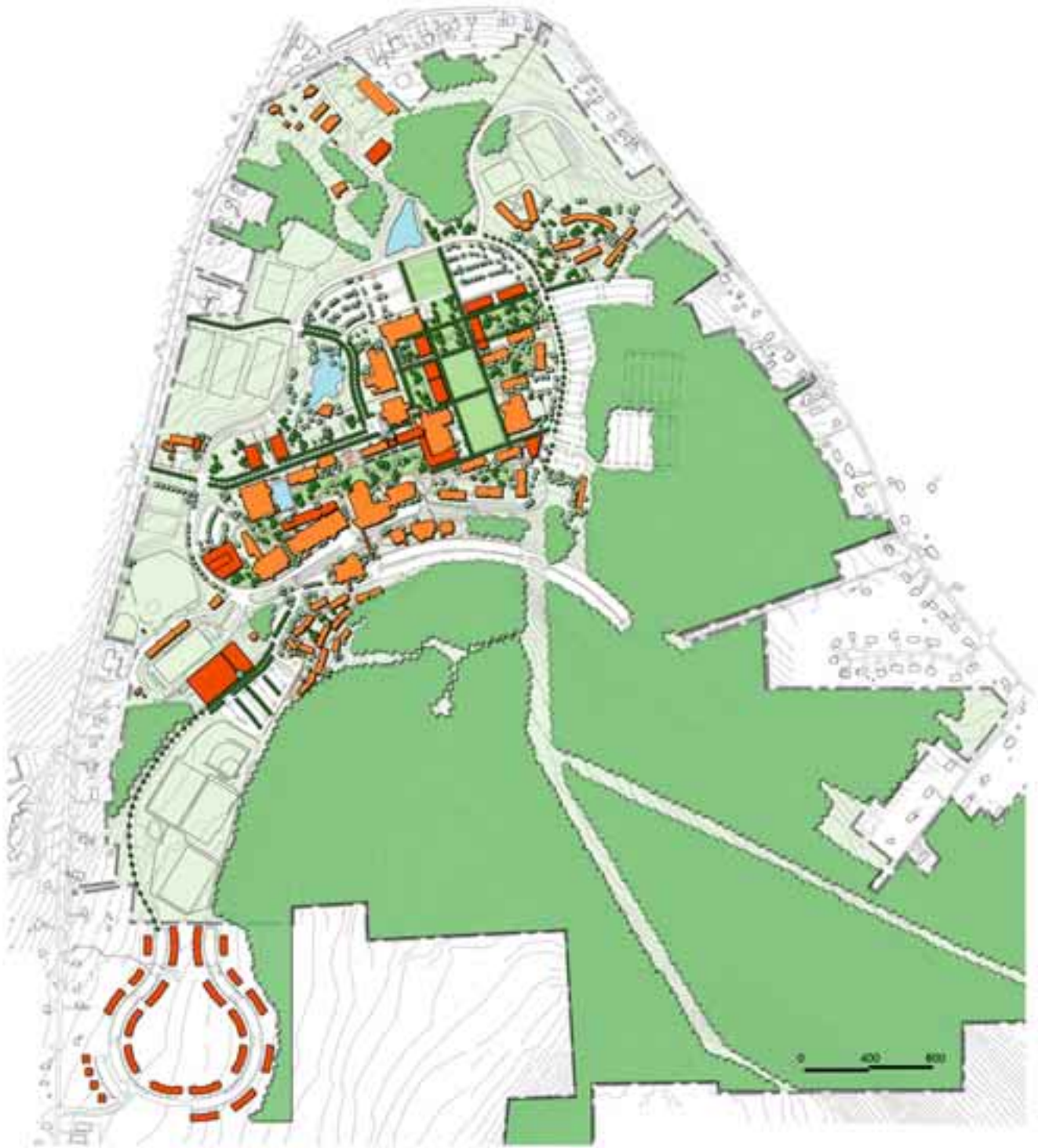
The topography limits the location options of additional athletic fields on campus. The proposed field house will alleviate some of the demand for field time. A regulation-sized soccer field is suggested at the base of the main Ithaca Quad just north east of the Park School in the existing O-Lot. When additional fields are required, the topography dictates that they be built in the Raponi parcel or on flat areas on the top of South Hill. If the College decides to go ahead with building an all-weather, lighted turf field, then either of these locations would be suitable.

In order to accommodate new resource uses, three tennis courts will be relocated to the west side of campus, just south of the existing tennis courts near the current entry, and there is potential to create up to six more in the area just northeast of Emerson.



Athletics

PHASING & IMPLEMENTATION



This master plan reflects the needs and aspirations of the Ithaca College community. It represents both a desire to remedy existing deficits and a vision for what kind of campus the College wants to become. Though much of this report is dedicated to discussing the new buildings and changes planned for the campus, it acknowledges the need to secure funding not just for new projects but also for ongoing maintenance of the new facilities added to the campus as well as maintenance and renovation of existing campus buildings. Implementation of this plan will relate directly to how the College community moves forward in identifying priorities and achieving funding for individual projects.

The master plan is a living document. Within its framework, it has the flexibility to accommodate changes in phasing and implementation priorities, so long as each project that results from it fits one of the five master plan principles. It will be up to the Facilities Planning Committee and the College's senior administration to oversee implementation and ensure that future campus projects adhere to the master plan principles that the community as a whole established in this plan.

Consideration of building projects should always include opportunities to accomplish related open space improvements at the same time in order to share construction costs and minimize the disruption of campus life.

The Phasing Plan takes three goals into consideration:

- Immediate progress to show the community that the College is serious about implementation of the plan, consistent with the Institutional Plan.
- Meeting the more urgent space needs
- Implementation of projects on which, later phase projects depend



Phase 1 Buildings

PHASE 1

One of the most visible projects in the master plan is the new entry road and the gateway building that will house a new admissions office over the existing bookstore. These combined projects will provide Ithaca College with a bold new public face that leaves visitors with a great first impression.

An additional, high-visibility Phase 1 project that sets the stage for later-phase projects is the transformation of the U Lot into a new quad to create an outdoor living room for Phillips, Williams, the Center for Natural Science, the Park School, and new student affairs and campus life spaces. This will be both an immediate improvement in the campus environment, and the opportunity for the Phase 2 creation of a new service access to Egbert/Phillips Hall, located on the south side of the building.



Before: Existing Main Quad



After: View of Main Quad with Gateway building



Before: Existing parking in the U-Lot



View of new Quad north of Phillips

Another project that will pave the way for later projects is the Hill Center Addition, either as new administrative space or academic programs, such as Humanities and Sciences, and related open space improvements. This project is a vital element in the process of re-shaping the open space on campus, as it will create two more usable quads where there is currently one relatively unusable space.



New U-Lot Quad



Before: Existing Open Space near HSHP



After: Hill Center addition creates new Quad



Before: Existing Rip-Rap Wall at Hill Center



After: Hill Center addition eases grade change



New Main Street



View of new Main Street

Two other important Phase 1 projects are required to alleviate space needs. The first is new space for the Business School program to relieve the pressure in Smiddy Hall and allow for growth, and the second is the field house above the stadium. Both of these projects, while relatively independent from other building projects, will meet current pressing space needs while allowing for new open space improvements. If located on one of the academic building sites north of Job Hall, construction of the Business School program will facilitate the beginning of the new Main Street concept, while the field house will allow improvements to the L Lot and the new access pathway to the College Circle.

One additional independent but vital project is the new main Ithaca Quad, which will build on the existing quad between Phillips Hall and the Fitness Center. While the creation of this entire quad spans both Phase 1 and Phase 2, construction of the first phase will establish the whole concept of the Ithaca Quads and begin to open up more north/south campus views and views towards Lake Cayuga.

Library expansion is dependent on creating new space elsewhere that will move existing non-library uses out of the ground floor of the Library. This project is dependant on new administrative and academic spaces being made available. The addition of new Alumni Center Program to accommodate staff and resources for increased development activities, is another independent program that could happen in Phase 1 if funding is available.

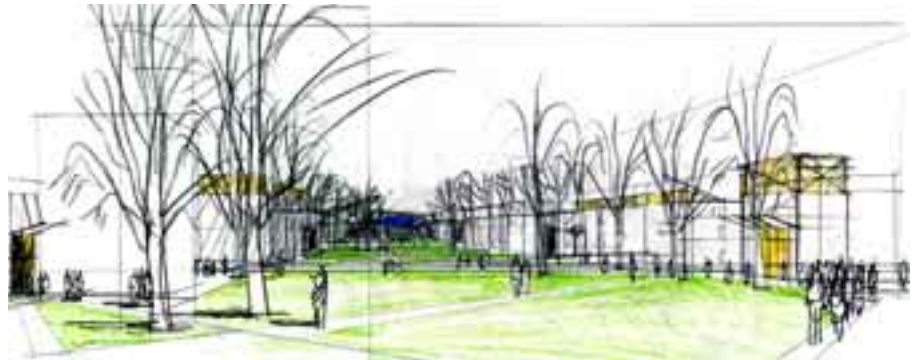


New Ithaca Quad

Parking should be added as needed and only after significant policy changes have been implemented to reduce the demand for parking spaces on campus.



Before: Existing Fitness Center Quad to become part of the Ithaca Quad



After: New Ithaca Quad opening towards Lake Cayuga



Phase 2 Master Plan



Phase 2 Buildings

PHASE 2

The emphasis in Phase 2 should be to continue to accommodate academic and student needs as prioritized by the Facilities Planning Committee and the College administration, including the support spaces required to serve a large student population living on-campus.

Academic projects include additions to the Park School and new space for Humanities and Sciences programs. Growing student service needs will require an addition to the campus center and a new health center, relocated to allow more intensive academic use of the current health center site facing the U Lot, and the extension of the new Ithaca Quad. Finally, the library will ultimately expand into space being reserved for a new addition.

Open Space Improvements in Phase 2 include the completion of the Ithaca Quad, and the creation of several new smaller quads as the building program nears completion. By the end of Phase 2, all new pathways through the campus that link the open space network should be complete.

Long Term

Additional building sites have been identified on campus to allow for the long-term growth of the College. As the campus grows, density should increase in order to maximize the pedestrian environment.

Future sites should continue to reinforce campus open spaces, displacing parking if necessary to maintain a strong pedestrian core. The long-term physical master plan strategy should include additional housing on campus and at least one if not more parking garages.

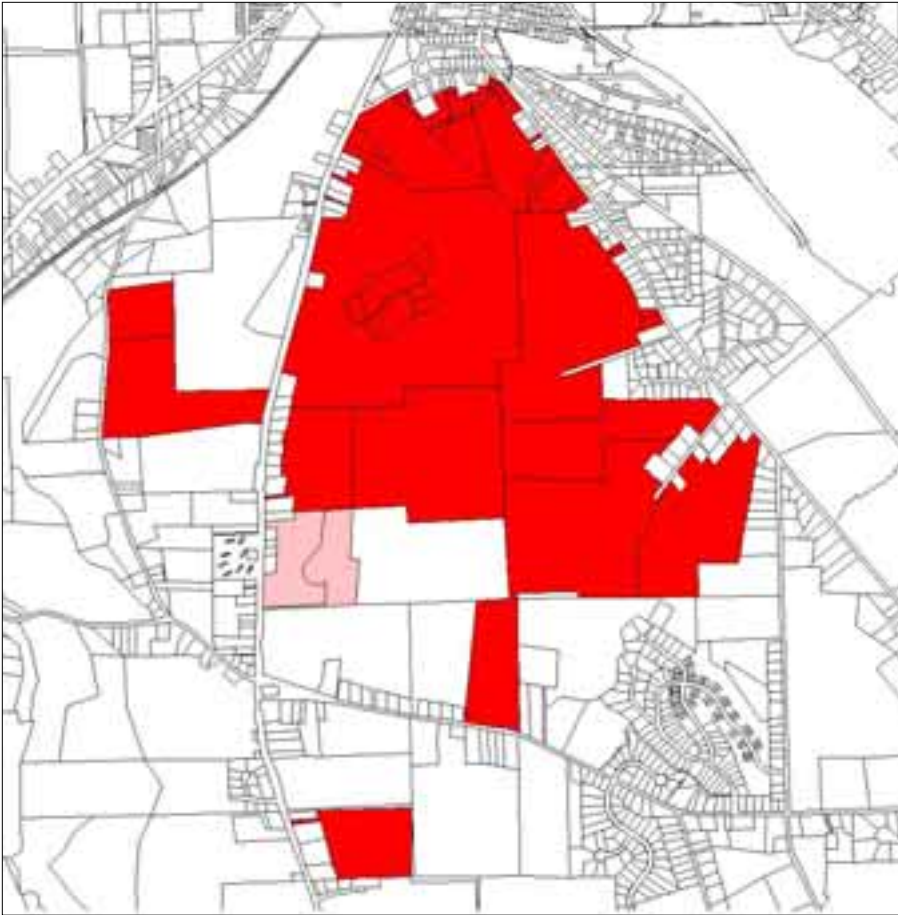


Long-term build-out



Long-term build-out buildings

LAND ACQUISITION & DISPOSITION STRATEGY



Over the years, the College has acquired a significant amount of property contiguous to its original 170 acre campus. With current contiguous land holdings of 602 acres, the College has added more than 2.5 times the acreage of its original size. Of approximately 781 total acres, 181 are non-contiguous. As part of this planning process, the consultant team studied the College's current land holdings and developed an acquisition and disposition strategy that was submitted to the College as a separate report.

ACKNOWLEDGEMENTS

Ithaca College Facilities

Planning Committee

Thomas Bohn

Dean of the School of Communications

John Bradac

Director of Career Services

Nancy Brack

Associate Professor of Art History

Bruce Hatch

Director of Physical Plant

Marian MacCurdy

Associate Professor & Chair of the Writing Department

Brian McAree

Vice President for Student Affairs and Campus Life

Robert O'Brien

Principal, HOLT Architects

Thomas Salm

Vice President for Business Affairs

Matthew Scerra

Student

William Scoones

Interim Provost/Vice President for Academic Affairs

Jill Valeant

Student

Gladys Ward

Executive Assistant to the Vice President for Business Affairs

Mark Warfle

Manager for Facilities Operations

Lori Watkins

Director of Operations and Support Services

Master Plan Team

Sasaki Associates, Inc.

Melissa Dion

Ricardo Dumont

Stacey Ebbs

Maurine Hulslander

Erika Oliver Jerram

Daniel R. Kenney

Elizabeth Konez

Stephan Kun

Karl Leabo

James Mayeaux

Andrew McClurg

Julia Nugent

Deepta Sateesh

Mary Ellen Stefanides

Stanley Szwalek

HOLT Architects

Robert O'Brien