

PHASE 1: CAMPUS PROFILE



FACILITIES MASTER PLAN

CAPITAL PLAN YEARS 2013 TO 2023
STATE UNIVERSITY CONSTRUCTION FUND & BINGHAMTON UNIVERSITY
SUCF PROJECT NUMBER 07839

CONTENTS

1.0 INTRODUCTION	6	1.5 CURRENT AND PROJECTED ENROLLMENT	52
1.1 EXECUTIVE SUMMARY	8	1.5.1 Enrollment Levels and Mixes	52
1.1.1 Academic & Strategic Mission	8	1.5.2 Regional Enrollment Outlook	54
1.1.2 Campus Overview	9	1.5.3 Campus Enrollment Projections	55
1.1.3 Assessment of Conditions	10	1.6 CHARACTERISTICS OF BU	56
1.1.4 Enrollment Projections	12	1.6.1 Key Qualities	56
1.1.5 Space Needs	13	1.6.2 Institutional Reputation & Selectivity	58
1.1.6 Planning Principles	14	1.6.3 Peer Institutions	59
1.1.7 Land and Building Use	16	1.6.4 Student Outcomes and Transfers	59
1.1.8 Circulation	28	1.6.5 Core Curriculum	60
1.1.9 Landscape	32	1.6.6 Academic Programs	60
1.1.10 Implementation	36	1.6.7 Alternative Learning	62
1.2 HISTORY OF BU	40	1.6.8 Research	63
1.2.1 Academic History	40	1.6.9 Administrative Structure	64
1.2.2 Enrollment History	41	1.6.10 Faculty	65
1.2.3 History of Physical Campus	42	1.6.11 Student & Campus Life	66
1.3 ACADEMIC MISSION & STRATEGIC PLAN	44	1.6.12 Athletics & Recreation	67
1.3.1 Academic Mission	44	1.6.13 Local Economic Impact	68
1.3.2 Strategic Plan	44	1.6.14 Community Relations	69
1.4 SUNY CONNECTIVITY	46	1.6.15 Development and Fundraising	69
1.4.1 SUNY Overview	46	1.7 PHYSICAL ENVIRONMENT	70
1.4.2 SUNY Strategic Plan	47	1.7.1 Buildings	70
1.4.3 State Demographic Context	48	1.7.2 Circulation	72
1.4.4 SUNY System Projections	49	1.7.3 Landscape	74
1.4.5 Binghamton within SUNY	50		

MESSAGE FROM THE PRESIDENT

I am pleased to present and endorse this Facilities Master Plan, a long-range plan for facilities and campus development at Binghamton University.

Binghamton University is a world-class institution that combines an interdisciplinary, international education with one of the most vibrant research programs in the nation. We are proud to be ranked as an elite public university, providing an affordable, world-class education to high-caliber students from culturally and economically diverse backgrounds. Our academics are rigorous, collaborative, and boldly innovative, and our campus culture features rich diversity, an active social life, and deep engagement with our community.

We see a bright future for Binghamton University. Our institution is well-positioned to help New York State contribute to the knowledge-based global economy of the future. The University has long been a leader in internationalism and sustainability and has proven its effectiveness in providing access to a quality education, generating ground breaking research and scholarship, and contributing substantially to the economic development of the region and the state.

Development of a comprehensive and informative Facilities Master Plan requires the input of persons and organizations throughout the University. I am grateful to members of the Steering Committee and Planning Committee for directing the plan toward alignment of the University's mission, vision, and values with the physical environment. The Committees have been supported throughout the process by faculty, staff, and students who contributed their time, input, and expertise to communicate the wide array of programs and initiatives that make Binghamton unique.

I also want to recognize the efforts of the State University Construction Fund and our consulting firm, Perkins+Will, for their direction and assistance in transforming the information provided and into an implementable Plan. Their hard work and commitment will guide the campus development in the years to come.

I look forward to working with University and System offices to implement this Facilities Master Plan. Through a collaborative process, Binghamton University will build on its strengths and create new opportunities to realize its full potential as a leader within the SUNY System and a catalyst of revitalization for New York State.



A handwritten signature in black ink that reads "C. Peter Magrath". The signature is written in a cursive, flowing style.

Dr. C. Peter Magrath

President, Binghamton University

ACKNOWLEDGEMENTS

STATE UNIVERSITY CONSTRUCTION FUND

BINGHAMTON UNIVERSITY

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Landscape Architect

TOSCANO CLEMENTS TAYLOR

Cost Estimating

SHEN MILSOM & WILKE INC.

Technology, Audio Visual, and Security

LARSEN ENGINEERS

Site Survey

1.0 Introduction

Binghamton University is a public research University Center in the State University of New York (SUNY) system. The University includes six schools and offers comprehensive undergraduate and graduate programs in over 130 areas of study.

The University's 619-acre campus is located in Vestal, NY, in the Southern Tier region of Upstate New York. The University also includes a new downtown campus, as well as a number of smaller support facilities in the Southern Tier region.

The State University Construction Fund (SUCF) engaged Perkins+Will to conduct a Facilities Master Plan (FMP) report for the University. The intent of the FMP is to qualify and evaluate the University's existing facilities, and provide a plan for future capital projects to support the University's mission.

The study was initiated in January of 2010, and will consist of five phases: Campus Profile, Assessment of Conditions, Analysis of Space Needs, Concept Alternatives, and Final Recommendations. The five-phase report will be followed by a realignment period to standardize the report with other SUNY FMP reports being conducted simultaneously for other campuses.

This report presents the FMP Executive Summary and Phase 1 Campus Profile.

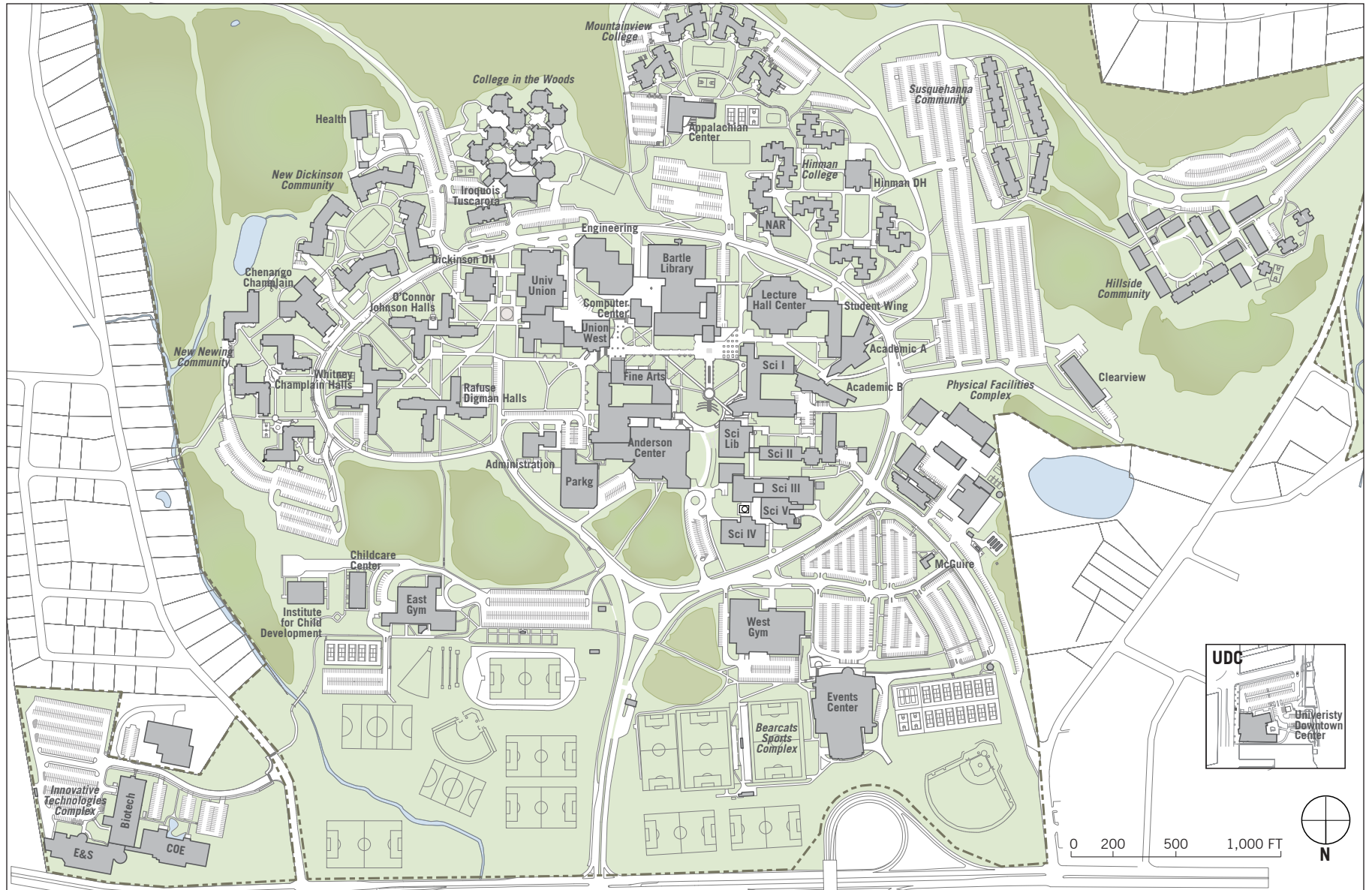


FIGURE 1.0A Binghamton University Existing Campus

1.1 Executive Summary

1.1.1 ACADEMIC & STRATEGIC MISSION

ACADEMIC MISSION

Binghamton University defines itself as a premier public university. As such, the University's mission is to enrich the lives of people in the region, nation, and world, through discovery, education, and engagement.

The University identifies its academic mission as follows:

"Our mission is to provide an affordable, world-class education to high-caliber students from culturally and economically diverse backgrounds. Our focus is always on the student. Our internationally renowned faculty members produce amazing scholarship and art, and bring their spirit of inquiry and discovery into the classroom."

As a part of its academic mission, the University identifies three key components:

- + **World Wise.** Binghamton University believes that a 21st century college education requires a deep engagement with the world. It strives to provide students with a distinctly global experience and foster international perspective in all aspects of college life.
- + **Innovative.** The University values curiosity and exploration in art and culture; in science and engineering; about people, families, communities, and nations. It continually invests in learning and discovery on multiple platforms to meet the needs of every student. It is committed to providing members of the campus community with high-caliber facilities. Additionally, the University engages in industry partnerships, building a reputation as a nationally recognized research institution.
- + **Engaged.** The University is committed to providing students with an exciting, fulfilling, and rewarding college experience. It offers a wide array of programming in clubs and organizations, recreational and athletic activities, and at residential-colleges to support the complete BU student.

STRATEGIC MISSION

In 2010, Binghamton University issued an update to its strategic plan, following a number of shifts in its planning environment. During the year, the University underwent a series of leadership changes. In addition, an international fiscal downturn greatly constrained the resources available to the University.

The University's strategic plan identifies a commitment to sustain excellence during the period of transition, blending traditional and innovative approaches to create effective actions. Its vision is as follows:

"Binghamton will distinguish itself as a stellar institution of higher education, one that combines an international reputation for graduate education, research, scholarship and creative endeavor with the best undergraduate programs available at any public university."

To achieve its goals, the University strives to be educationally excellent, innovative, collaborative, global, resourceful, and technological.

EDUCATIONALLY EXEMPLARY

- + Increase the number of tenure/tenure-track faculty who will advance the mission of discovery and learning in both established and emerging programs.
- + Grow and strengthen graduate education.
- + Ensure that Binghamton's undergraduate programs are world-class and visionary.
- + Enhance Binghamton's transfer initiatives.
- + Use research findings and campus assessments to improve student learning.
- + Enhance the role the Division of Student Affairs plays in undergraduate education for students both on and off campus.

INNOVATIVE

- + Provide a "state-of-the-art" environment for research and scholarly activities.
- + Expand University leadership as a "green" campus.

COLLABORATIVE

- + Foster a campus culture of respect.
- + Foster collaborative management principles.
- + Make professional development a University-wide priority.
- + Foster engagement with our communities of interest.
- + Promote the use of research and scholarship in our external communities.

GLOBAL

- + Foster research opportunities with institutions abroad.
- + Enhance students' preparation for a global society.
- + Increase students' exposure to global research and scholarship.
- + Create a synergistic global network of our international students and alumni abroad.

RESOURCEFUL

- + Increase and further diversify educational opportunities.
- + Seek revenue flexibility.
- + Encourage faculty and staff to seek sponsored program funds that advance their particular intellectual interests.
- + Provide competitive doctoral stipends.
- + Develop multiple sources of support for undergraduate students.
- + Successfully meet the goals of the comprehensive gifts campaign.
- + Promote effective deployment of resources.
- + Enhance the University's planning and evaluation processes.
- + Develop a new adaptive master plan for facilities and grounds.

TECHNOLOGICAL

- + Enrich instructional methodologies employed by faculty.
- + Capitalize on the digitization of information.
- + Leverage technology to provide excellent services.
- + Enhance delivery of computing services.

1.1.2 CAMPUS OVERVIEW

Binghamton University consists of a number of State-owned and Binghamton University Foundation-owned properties. In all, the University property comprises 33 parcels for a total of 1,507 acres. Additionally, the Binghamton Foundation established University Plaza LLC as a subsidiary, not-for-profit student housing corporation to develop University Plaza Apartments on Vestal Parkway. University Plaza LLC owns the project for 30 years on land leased from Newman Development. The University maintains no direct link to the private student housing development, which is managed by Ambling Management Co.

SUMMARY OF PROPERTY LOCATIONS

Owned

1. The main BU Campus comprises seven State-owned parcels (619 acres), four NYS Housing Finance Agency-owned parcels (4.2 acres), and 16 Foundation-owned parcels (317.4 acres).
2. The University Downtown Center comprises two State-owned parcels in downtown Binghamton (1.7 acres).
3. 426-428 Commerce Road comprises two Foundation-owned parcels in Vestal (1.63 acres).
4. The Glendale Property comprises one Foundation-owned forested parcel in Union (562.7 acres).

Leased

5. Library Annex at Conklin (Leased facility).
6. Art Factory in downtown Binghamton, housing the Small Business Development Center (Leased facility).
7. Center for Advanced Microelectronics Manufacturing (CAMM) at Endicott Technologies, Inc. (Use agreement).

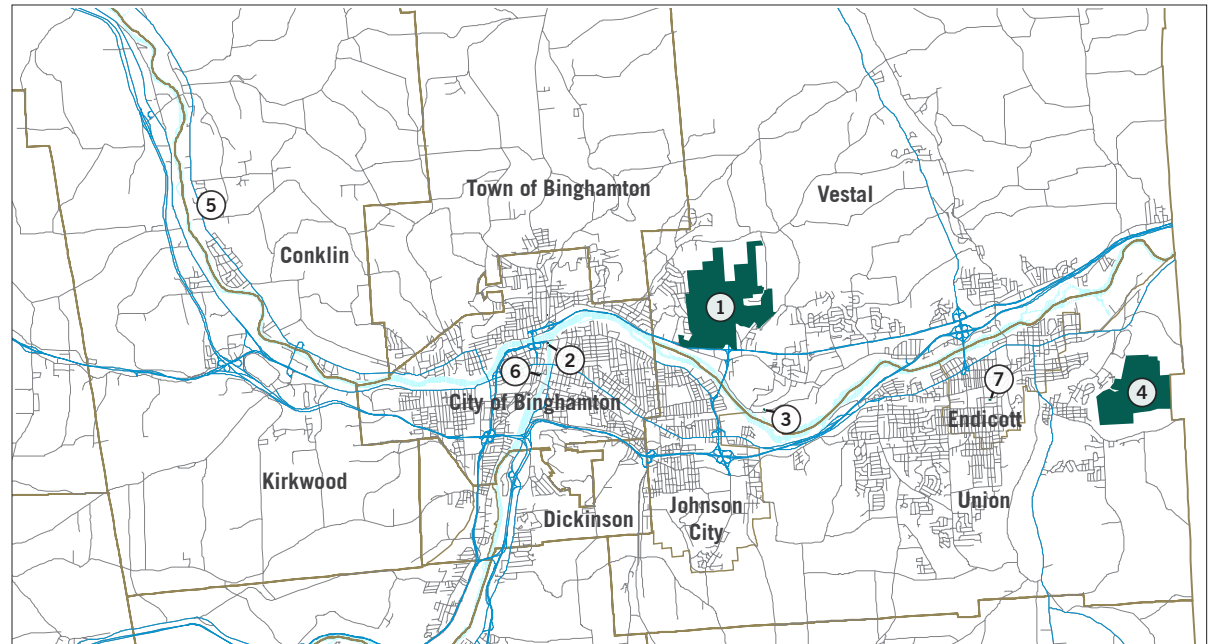


FIGURE 1.1.2A Existing Property Location Map

1.1.3 ASSESSMENT OF CONDITIONS

SUCF and Binghamton University jointly conducted a campus-wide Building Conditions Assessment Survey (BCAS) in 2007. The Assessment evaluates the condition of state-owned facilities based on four major categories: Building Exterior, Building Interior, Mechanical and Plumbing, and Building Electrical. Components of each major category are evaluated for condition on a four-point scale of poor, fair, good, and excellent.

Phase 2: Assessment of Conditions of the facilities master plan confirmed and updated the conditions data reported in the BCAS. Updates are informed by field observations, capital projects, and interviews conducted with facilities management and operations personnel. The figure at the right presents a summary of conditions assessment findings. A composite conditions score of either satisfactory or unsatisfactory is presented for each building based on a weighted averaging of component scores.

The conditions assessment indicates a significant need for renovation at Binghamton University's legacy facilities. Approximately half of today's campus was in existence by 1969. Legacy buildings are characterized by heavy concrete and masonry facades, double-loaded corridors, large lecture halls, and narrow classroom depths. Many remain in operation today, and while they have been well-maintained and are in sound condition, structurally, they require extensive mechanical upgrades and reprogramming to meet contemporary pedagogy needs.

Buildings of primary concern are the Bartle Library, Computer Center, Fine Arts Building, and Sciences Complex.

Buildings that were constructed or have undergone major renovation more recently are in satisfactory condition.



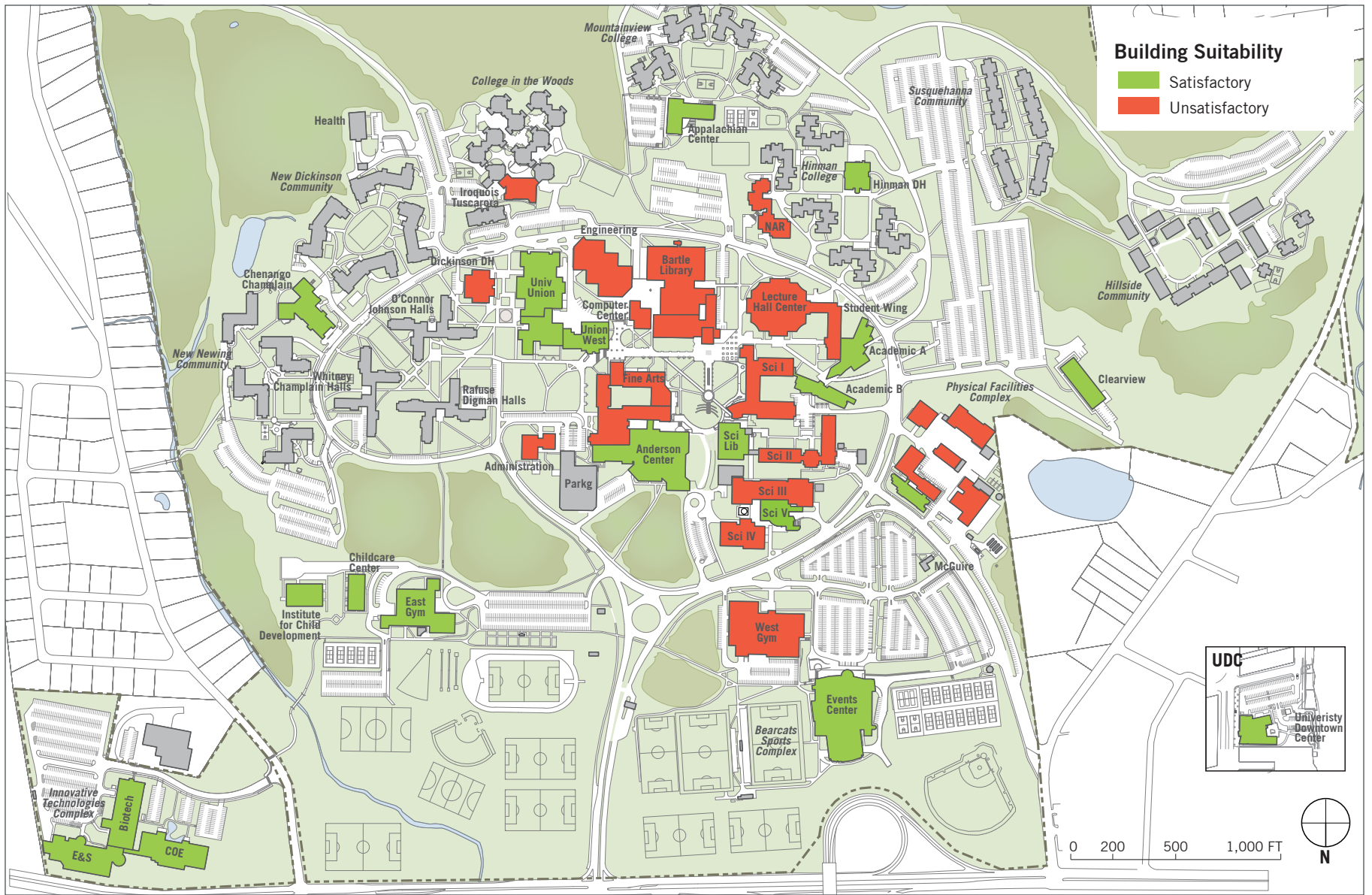


FIGURE 1.1.3A Summary of Building Condition Assessment Survey, updated 2010

1.1.4 ENROLLMENT PROJECTIONS

As a part of the FMP process, Binghamton University's Enrollment Management Group conducted enrollment analysis and issued a projections that reflect its vision for expansion through 2023.

CAMPUS ENROLLMENT PROJECTIONS

The campus projects an overall enrollment growth of 54 percent, or approximately 8,000 FTEs, through 2023. The campus anticipates continual growth throughout the planning period of 2013 to 2023.

The campus projects undergraduate enrollment to grow by 47 percent and graduate level enrollment to increase by a substantive 89 percent. Given these figures, the campus projects that undergraduate enrollment will account for about 78 percent of its total enrollment growth, with graduate enrollment accounting for the remaining 22 percent. This will shift the University's balance of undergraduate to graduate students slightly from its current ratio of 82:18 to a ratio of 78:22.

YEAR	UNDERGRAD	GRAD	TOTAL
2009 (Actual)	12,135	2,590	14,725
2013	13,205	2,823	16,028
2018	14,933	4,280	19,213
2023	17,829	4,902	22,731

FIGURE 1.1.4A Binghamton Enrollment Projections (FTE), Source: Enrollment Management Group Enrollment Projections

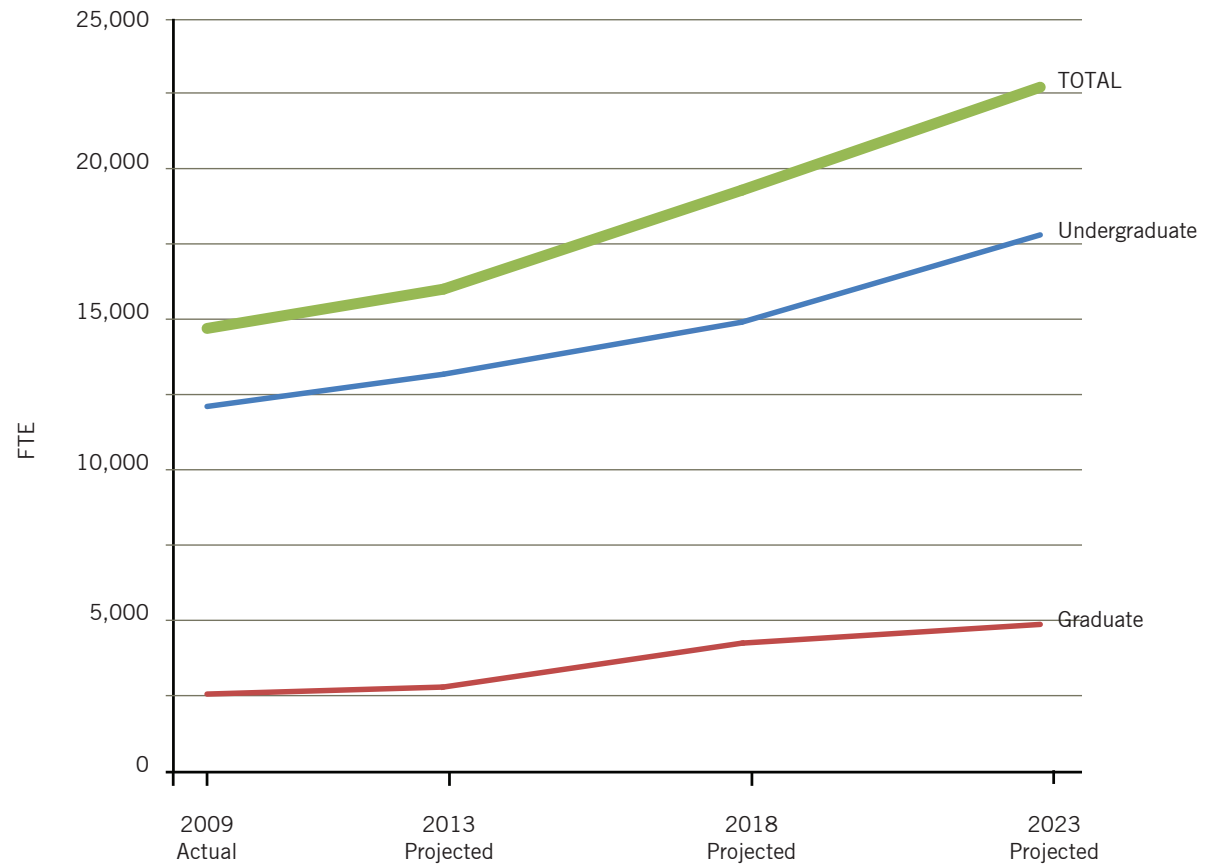


FIGURE 1.1.4B Binghamton Enrollment Projections (FTE), Source: Enrollment Management Group Enrollment Projections

1.1.5 SPACE NEEDS

At a macro-level, Binghamton University operates at a level of assignable square footage per student FTE significantly less than other SUNY institutions, particularly among the University Centers. As reported in section 3.4.2 Benchmarking of Existing Space, in 2009 BU reported a total of 133 ASF per student AAFTE campus-wide, compared with an average of 180 ASF per AAFTE among the other three University Centers. This indicates that BU functions at a highly efficient level, occupying approximately 25 percent less space per student FTE than its system peers.

Further analysis demonstrates that Binghamton University's main campus operates with even greater facilities efficiency. The main campus in Vestal is the location of nearly 95 percent of total facilities, and operates at 121 ASF per student FTE. Due to limited academic programming, the University's secondary location at the University Downtown Center reports 66 ASF per student FTE.

MAGNITUDE OF SPACE NEEDS AT BU

The space needs assessments for Binghamton University for the planning dates of 2009, 2013, 2018, and 2023 are summarized in the chart to the right. The University faces a significant magnitude of need through the planning period. The SUNY assessment indicates a campus-wide need of 2.1 million ASF in 2013 and 2.6 million ASF in 2023. The alternate assessment indicates a more substantive need of 2.5 million ASF in 2013 and 2.9 million ASF in 2023.

ACADEMIC VERSUS SUPPORT SPACE

A facilities inventory for an institution of higher education is comprised of two main components: academic space and support space. Academic space includes all classrooms and labs where instruction occurs, departmental office facilities, and research facilities. Support space includes shared auxiliary facilities required on a campus to support the daily lives of the campus community, such as libraries, student and faculty activity space, student services, administrative services, athletic and recreation space, campus services, and building services.

Binghamton University's 2009 inventory reports a ratio of 40

percent academic to 60 percent support space, an expected proportion for a residential university of its size and type.

The space needs assessment projects this ratio to shift toward the academic side for 45 percent academic space and 55 percent support space. As the University's population grows, a more linear increase in academic space will be required to support the campus population. Assuming the continued concentration of programming at the main campus, efficiency will be gained on the support space side.

PLANNING HORIZONS

Due to the magnitude of enrollment growth and associated space needs, it is important for the FMP to prioritize overall need when sequencing the capital projects in Phases 4 and 5. This will ensure that the correct types of facilities are provided early in the plan, facilities growth in University-identified

strategic programs and catalyzing future cycles of renovation.

To aid in prioritization, space needs are separated into two planning horizons: a near-term Building Capacity Period followed by a long-term Sustained Growth Period.

The Building Capacity Period achieves the two-fold purpose of redressing existing facilities capacity and condition issues while also aligning overall facilities provision with the University's revised academic and strategic mission.

The Sustained Growth Period builds on the foundation of the Building Capacity Period, achieving additional facilities capacity to support the University's enrollment growth over the planning horizon, through 2023.

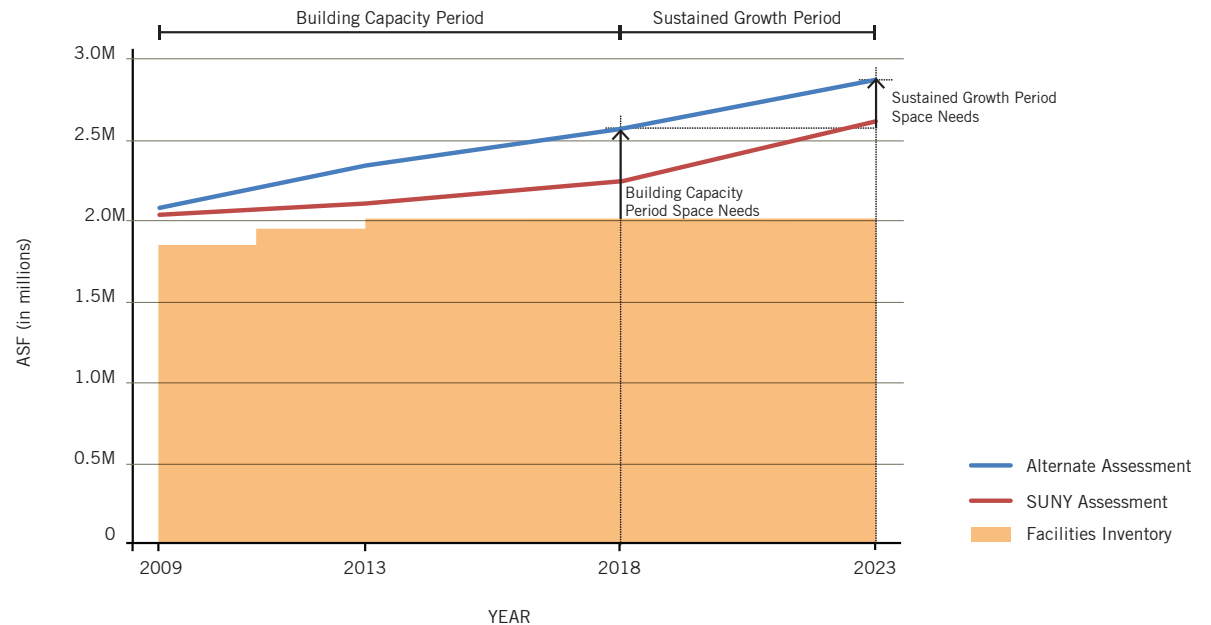


FIGURE 1.1.5A BU Space Needs associated with enrollment projections, 2009-2023

1.1.6 PLANNING PRINCIPLES

The Planning Principles for the facilities master plan represent the translation of Binghamton University's academic mission and strategic vision into planning criteria.

The Principles result from the synthesis of two primary data sets, University Drivers and Resource Drivers, which are presented in sections 4.2.1 and 4.2.2. The University Drivers reflect the University's strategic plan document, and indicate how the FMP addresses and makes manifest elements of the plan. The Resource Drivers reflect best practice approaches toward program relocation, renovation, and new construction.

The Planning Principles address four key components of University development: Growth of Binghamton University, Academic Facilities, Support Facilities, and Open Space and Circulation. The Principles serve as the drivers of development for the plan.

UNIVERSITY DRIVERS

EDUCATIONALLY EXEMPLARY

Binghamton University strives to foster a comprehensive learning environment characterized by thought curricula, challenging courses, meaningful interactions with faculty and professional staff, and extensive opportunities for personal growth.

The FMP addresses this goal through the following drivers:

- + Provides classrooms, computer labs, class laboratories with the physical environment to support BU's pursuits in innovative teaching and learning.

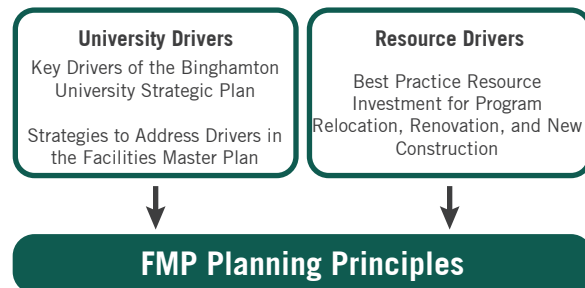


FIGURE 1.1.6A Planning Principles Process

- + Creates informal learning environments throughout campus for members of the University community to gather, interact, and collaborate.
- + Identifies opportunities for collocation of academic or research units and for provision of new facilities.

INNOVATIVE AND ADAPTIVE

Binghamton University recognizes that innovation flourishes when diverse perspectives are shared, discussed and debated in an environment of respect, and remains committed to the advancement of new ideas, methods, and approaches.

The FMP addresses this goal through the following drivers:

- + Identifies the facilities requirements of the University's innovative efforts, particularly spaces that are absent from the University's current portfolio.
- + Creates spaces that are capable of multitasking to accommodate different users and functions.
- + Develops a master plan that is nimble in its response to the different future scenarios that may unfold.

COLLABORATIVE

Binghamton University fosters a collaborate community, with members that engage one another within the campus and also engage with those beyond the campus.

The FMP addresses this goal through the following drivers:

- + Provides spaces throughout campus for formal and informal collaboration to occur among students and faculty.
- + Provides touch-down spaces to support interdisciplinary research among multiple departments.
- + Increases access to BU by fostering institutional identity at all sites and potential future "opportunity sites."

GLOBAL

Binghamton University seeks to increase faculty, staff, student and alumni engagement with counterparts in other nations, and bring knowledge and insights from work conducted around the world and incorporate advancements into the work done on campus.

The FMP addresses this goal through the following drivers:

- + Use technology to overcome the physical limitations of space and connect students with worldwide opportunities and link BU's multiple locations.
- + Provide facilities that are comparable to or superior to those found elsewhere to attract and retain world-renowned faculty and students.
- + Develop the main campus and other locations in a sustainable manner.

RESOURCEFUL

Binghamton University aims to maintain the commitment to making available the resources required to achieve the institution's mission of discovery, learning, and engagement, and deploying all resources thoughtfully and effectively.

The FMP addresses this goal through the following drivers:

- + Maximize the value of existing facilities and infrastructure investments in and around the Brain.
- + Enhance the utilization of existing campus facilities, considering program redistribution, qualitative condition improvements and new construction.
- + Identify opportunities to collocate academic or research units that utilize similar facilities.

TECHNOLOGICAL

Binghamton University strives to enrich the instructional methodologies employed by faculty, with particular emphasis on capitalizing on the digitization of information and leverage technology to provide excellent services.

The FMP addresses this goal through the following drivers:

- + Incorporate technology into learning environments to support pedagogy.
- + Identify opportunities for technology to increase access to the University's unique collections (books, scientific specimens, special collections, etc.), while reducing facilities requirements.
- + Adapt interactive service technologies to supplement and enhance what today are face-to-face encounters.

RESOURCE DRIVERS

Binghamton University is committed to developing a plan that makes the best use of its resources while realizing its strategic goals. Resources are considered to include capital expenditures, facilities, time, and labor.

The FMP addresses resource goals through the following drivers:

PROGRAM RELOCATION

- + Consider the desired long-term location of program and move program only once to its desired long-term location.
- + Co-locate complimentary program functions.
- + Align building capabilities with program needs.
- + Vacate space with highest and best use toward meeting strategic objectives.

RENOVATION

- + Renovate large, contiguous zones of space for maximum impact.
- + Renovate to build beautiful, permanent program space.
- + Consider the cost-effectiveness of renovation projects.
- + Achieve minimal campus disruption.
- + Provide swing space that will serve multiple future renovations.
- + Invest minimal capital in swing space.

NEW CONSTRUCTION

- + Add program space that cannot be achieved effectively through renovation of existing facilities.
- + Use new construction to catalyze cycles of substantive renovation.
- + Use new construction to enhance the connectivity between existing facilities.



GROWTH OF BU

- + Retain existing primary facilities locations at the Brain, the Innovative Technology Center (ITC) and the University Downtown Center (UDC), with the Brain serving as the academic core.
- + To maximize utilization of existing and future facilities, pursue development in and around the Brain.
- + Pursue strategic development at the ITC and the UDC.
- + Remain open to development at other opportunity sites in the community, with emphasis on sites that strengthen University partnerships.



OPEN SPACE AND CIRCULATION

- + Clarify campus organization by reinforcing primary circulation axes and featuring the locations where they intersect.
- + Maintain the Lois B. DeFleur Walkway, the Central Campus Commons and the Peace Quad as open spaces, anchored by the axes intersections.
- + Increase connectivity between campus facilities to create a more walkable campus.
- + Lessen pedestrian/vehicular conflicts around East Drive and West Drive.
- + Project the spirit of BU at all campus entrances, highlighting Vestal Parkway as the main entrance.



ACADEMIC FACILITIES

- + Establish the facilities relationships between undergraduate teaching and graduate faculty research space.
- + Align classroom and teaching lab inventory with pedagogy.
- + Consolidate physical collections and storage, while distributing access and displaying unique resources.
- + Due to specialized facilities, maintain existing precincts of Science and Fine Arts.



SUPPORT FACILITIES

- + Complement centralized student life spaces in the University Union with distributed spaces, integrated throughout all campus facilities.
- + Align facilities with the University's goal to support student engagement in physical activities.
- + Co-locate student support services for efficiency and improved student service.
- + Enhance and clarify the visitor's experience, considering arrival, parking, wayfinding, and facilities to welcome guests and project the spirit of BU.
- + Maintain primary administration functions in the Couper Administration Building.
- + Develop campus infrastructure around a model of sustainability.

1.1.7 LAND AND BUILDING USE

A facilities master plan is a long-term physical plan that synthesizes an institution's academic goals and programmatic needs with physical conditions, implementation logistics, and cycles of funding sources. The intent of the plan document is to serve as an effective planning tool for the coming years.

This section of the plan presents the final recommendation for future development at Binghamton University. The recommendation is derived from key data sets compiled in Phases 1, 2, and 3 of the FMP, including elements of the University's profile such as strategic and academic plans, building conditions assessments, quantitative space needs assessments, and qualitative assessments such as interviews, committee meetings, roundtable discussions, etc.

PLANNING HORIZONS

The FMP address facilities needs over two capital funding cycles from 2013-2018 and 2018-2023. The plan also considers the years leading up to 2013, in effort to set up for major projects over the two cycles.

As summarized in Phases 2 and 3 of the FMP, Binghamton University will experience significant facilities needs through 2023 given the age of existing facilities and projected enrollment growth. Due to the overall magnitude of growth, it is important that the FMP prioritizes need. This will ensure that the right type of space is executed early in the plan, allowing for targeted growth in strategic programs and catalyzing future cycles of renovation.

To aid in prioritization, the concept alternatives separate total facilities needs for Binghamton University into two planning horizons: a near-term period of Building Capacity followed by a longer-term period of Sustained Growth.

Building Capacity Period. The building capacity period achieves the purposes of redressing existing facilities capacity and conditions issues, aligning facilities with the University's revised academic and strategic missions and addressing space needs associated with 2018 enrollment growth. Implementation of building capacity period projects extend from 2013 to 2023, as outlined in section 5.8 Implementation.

Sustained Growth Period. The sustained growth period builds on the foundation of the building capacity period, achieving additional facilities capacity to support the University's full 2023 enrollment growth. Implementation of sustained growth period projects extend into the period beyond 2023, as outlined in section 5.8 Implementation.

PROGRAM FAMILIES

To support plan clarity, the final recommendation organizes the University into manageable planning units consisting of clusters of departments or programs. Through these program families, linkages and potential adjacencies between components emerge. The recommendation contains a section for each program family, describing primary goals and strategies for redevelopment. To further communicate prioritization, a phasing graphic accompanies each program family section, placing the proposed strategies into one of three phases: near-term, intermediate-term, or long-term.

RECOMMENDATION METRICS	GSF
Renovation	1,310,000
New Construction	1,425,000
Building Capacity Period	835,000
Sustained Growth Period	590,000

FIGURE 1.1.7A Final Recommendation Plan Metrics



Program Families	Departments and Programs
Harpur Fine Arts, Humanities, Social Sciences, Math	Africana Studies, Art History, Art Studio, Asian & Asian-American Studies, Cinema, Classical & Near Eastern Studies, Comparative Literature, Economics, English, General Literature & Rhetoric, Geography, German & Russian Studies, History, Judaic Studies, Latin American & Caribbean Studies, Mathematics, Medieval Studies, Music, Philosophy, Political Science, Romance Languages & Literature, Sociology, Theater, Women's Studies
Harpur Sciences & Anthropology	Anthropology, Biology, Chemistry, Geological Sciences & Environmental Studies, Lab Animal Resources, Physics, Applied Physics & Astronomy, Psychology
Watson Engineering	Bioengineering, Computer Science, Electrical Engineering, Engineering Design, Mechanical Engineering, Systems & Industrial Engineering
Professional Programs	Clinical Campus, College of Community and Public Affairs, School of Education, School of Management, School of Nursing
Classrooms & Computer Labs	General Classrooms, Lecture Halls, Seminar Rooms, Computer Labs and PODs
Centers, Institutes & Grant Funded Programs	All Centers and Institutes*, Organized Research Program Development, Public Archaeology Facility, Research & Sponsored Programs, Sponsored Program Development, Start Up Suite
Libraries	University Library
Student Activities, Student Services, Administration, ITS	Student Activities & Student Service**, Administration***, Computer Services, Computer Services Operations, Educational Communications, Enginet,
Athletics, Recreation, Health & Wellness Studies	Athletics, Director's Office HPE, Physical Education (Health & Wellness Studies), Recreation
Campus Services & Building Services	Custodial Services, Environmental Health & Safety, Physical Facilities, University Police

List of departments is not comprehensive of all campus departments.

*Centers and Institutes: New York State Center of Excellence at BU: Small Scale Systems Integrated Packaging (S3IP), consisting of Center for Advanced Microelectronics Manufacturing (CAMM), Center for Autonomous Solar Power (CASP), Integrated Electronics Engineering Center. Organized Research Centers: Center for Advanced Information Technologies (CAIT), Center for Advanced Sensors and Environmental Systems (CASE), Center for Applied Community Research and Development (CACRD), Center for Cognitive and Psycholinguistic Sciences (CaPS), Center for Development and Behavioral Neuroscience (CDBN), Center for the Historic Study of Women & Gender (CHSWG), Center for Integrated Watershed Studies (CIWS), Center for Interdisciplinary Studies in Philosophy, Interpretation, and Culture (CPIC), Center for Leadership Studies (CLS), Center for Medieval and Renaissance Studies (CEMERS), Center for Science, Mathematics, and Technology Education (CSMTE), Center for the Teaching of American History (CTAH), Center for Writers (CW), Clinical Science and Engineering Research (CSERC), Institute for Materials Research (IMR), Institute of Biomedical Technology (IBT), Linux Technology Center (LTC), Public Archaeology Facility (PAF), Roger L. Kresge Center for Nursing Research (KCNr). Institute of Advanced Studies: Fernand Braudel Center for the Study of Economies, Historical Systems, and Civilizations (FBC), Institute for Advanced Studies in Humanities (IASH), Institute for Asia and Asian Diasporas (IAAD), Center for Korean Studies (CKS), Institute for Evolutionary Studies (Evos), Institute of Global Cultural Studies (IGCS), Institute for Intergenerational Studies, Watson Institute for Systems Excellence (WISE). Other Centers and Institutes: Center for Computing Technologies, Center for Research in Translation, Center on Democratic Performance, Confucius Center, Global Publications, Handbook of the World, Institute for Child Development, Medieval & Early Renaissance Center, Primary & Preventative Health.

**Student Activities & Student Services: Academic Advising, Admissions, Binghamton Scholars, Campus Life, Career Development Center, Center for Civic Engagement, Child Care, Dean of Students, English as a Second Language, Educational Opportunity Program, Financial Aid, Hillel National Organization, International Student and Scholar Services, Languages Across the Curriculum, Office of International Programs, Services for Students with Disabilities, Student Health Services, Student Organizations, TRIO & Veteran's Programs, University Counseling Center, University Registrar, University Union, Writing Center

***Administration: Accounts Payable, Alumni & Parent Relations, Auxiliary Services, Auxiliary Services Corporation, Binghamton Foundation, Budgeting Office, Business Affairs, Central Duplicating & Printing, Chief Administrative Office, Compliance & Risk Management, Continuing Education and Outreach, Creative Services, Employee Assistance Program, Dean of CCPA, Dean of Harpur College, Dean of the School of Education, Dean of the School of Management, Dean of the School of Nursing, Enrollment Management, Faculty Senate, Graduate School Provost, Harpur's Ferry, Human Resources, International Affairs, Institutional Studies, Internal Controls, Off Campus College, Purchasing, Sodexo, Strategic Partnership for Industrial Resurgence, Student Affairs Assessment, Student Conduct Office, Telecommunications, Translation Program, Union Offices, University Communications, University Copy Center, VP for Academic Affairs, VP for External Affairs, VP for Finance & Management, VP for Research, VP for Student Affairs

FIGURE 1.1.7B FMP Program Families and Constituent Departments and Programs

BUILDING CAPACITY PERIOD

Building Capacity Period. The building capacity period includes renovation and new construction projects that redress existing facilities capacity and conditions issues, align facilities with the University's revised academic and strategic missions, and address space needs associated with 2018 enrollment growth.

Key project initiatives include the following:

- + New ITC Health & Natural Sciences at the ITC Campus
- + New Interdisciplinary Academic Center at Visitor's Lot
- + New Globalization Center at the East Campus
- + Harpur Center at the Computer Center
- + Major renovations at Bartle Library, the Fine Arts Building, and the Sciences Complex
- + New School of Law at an Off Campus Location

FACILITIES INVESTMENT

The diagram on the opposite page outlines the facilities investment associated with the building capacity period. The adjacent chart provides definitions for each investment category. Renovation investment is closely tied to building condition and suitability findings.

CATEGORY	DESCRIPTION
Minor to Moderate Renovation & Reprogramming	Buildings that require full or partial minor to moderate upgrades including relocation of interior partitions, upgrade of finishes, exterior facade work, etc. but whose internal systems are still viable. Similarly, buildings that will be reconfigured to house new functions but will only require minor architectural upgrades.
Major Renovation & Reprogramming	Buildings that are structurally sound but require significant overhaul of building systems and architectural modifications to conform with current life safety and accessibility standards. Given the extent of such building renovations, these are considered candidates for wholesale reprogramming.
New Construction	New construction serves the dual purpose of providing additional high-quality program space on campus to support the University population, as well as facilitating major renovation of existing facilities. New construction either takes the form of entirely new buildings or additions to existing facilities.
Not Considered	Residential hall-related projects not considered in the scope of the FMP.
Existing To Remain	Buildings of recent construction or renovation that significantly fulfill their purpose.
No New Investment	Buildings that are structurally deficient, would require excessive capital investment to meet anticipated campus needs, or where further capital investment exceeds building value.

FIGURE 1.1.7C Facilities Investment Summary Legend

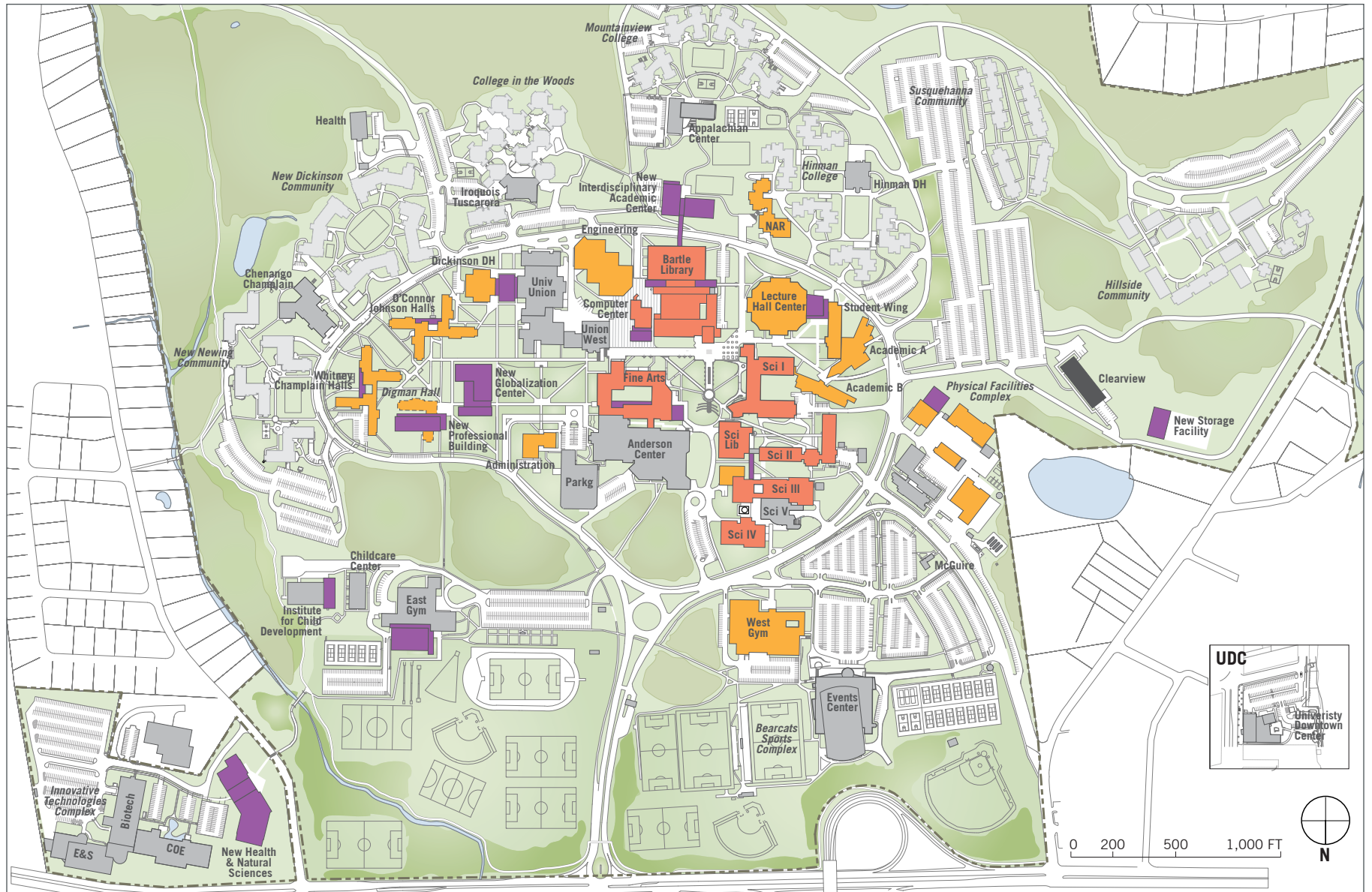


FIGURE 1.1.7D Facilities Investment Summary Map

MAJOR RENOVATION PROJECTS

Due to the age and condition of facilities, Binghamton University's campus presents abundant opportunities to affect change in the built environment through renovation of existing buildings. The FMP calls for major renovation projects at prominent legacy academic facilities, including Bartle Library, the Computer Center, Dickinson Dining Hall, the Engineering Building, the Fine Arts Building, the Lecture Hall Center and Student Wing, and the Sciences Complex. Local renovations for targeted reprogramming or program backfill occur at other campus buildings, and residence halls in the Original Dickinson Community at the East Campus are repurposed for academic and support programming.

Major phased renovation projects include the following:

Bartle Library Renovation. Bartle Library is renovated in multiple phases to continue to accommodate a diverse variety of program central to delivery of academic and support services at Binghamton University. The north portion of the building is focused on Harpur academic programming, and the south portion of the building the University Libraries. At the ground level, the south portion contains a new Media Center for technology rich learning environments and associated support services.

Fine Arts Building Renovation. The Fine Arts Building is renovated to accommodate four of the University's five fine arts programs: Art Studies, Cinema, Music, and Theater. Legacy spaces are upgraded for contemporary learning environments and laboratory facilities. With renovation, circulation through the building is modified to seamlessly weave it into the greater network of campus pathways, allowing members of the campus community to view and experience elements of fine arts programming.

Sciences Complex Renovation. Aided by new space provided in Science V and the new Health and Natural Sciences building at the ITC Campus, Sciences I-IV are comprehensively renovated for contemporary sciences program needs. Given the magnitude of renovation, the University is presented with a unique opportunity to improve the alignment between facilities and its strategic vision for the sciences. Binghamton University has identified the goal of increasing involvement in interdisciplinary activity, both in research initiatives as well as the delivery of instruction. Interdisciplinary activity presents many opportunities within the sciences. The FMP defines the facilities upgrades and reconfiguration required to create the physical environment for the University to achieve its desired interdisciplinary activity and associated scholarly success.

PLAN COMPONENTS	PROGRAM
1. Academic A and B Program Backfill	Professional Program Expansion
2. Administration Building Program Backfill	Administration Program
3. Bartle Library Phased Renovation	Harpur Programs, Libraries
4. Computer Center Renovation and Addition	New Harpur Center
5. Dickinson DH Renovation and Addition	Student Services One-Stop and Admissions
6. East Gym Addition	Recreation Court Space
7. Engineering Building Renovation	Watson Program
8. Fine Arts Building Renovation and Addition	Fine Arts Programs (excluding Art History)
9. Institute for Child Development Addition	ICD Program Expansion
10. Lecture Hall Center Renovation and Addition	Lecture Halls
11. McGuire Building Renovation	SUCF Site Representatives
12. Nelson A. Rockefeller Renovation	Classrooms, Student Services
13. O'Connor Johnson Renovation	ITS, Geography, Alumni, Departmental Swing Space
14. Physical Facilities Complex Renovation	Physical Facilities Program
15. Sciences I-IV Renovation	Harpur Science Program
16. Science Library Renovation	Harpur Science Program, Classrooms, Libraries
17. Student Wing Renovation	Classrooms, Professional Program Expansion
18. University Union Program Backfill	Student Activities Program
19. West Gym Renovation	Student Athlete Center
20. Whitney Champlain Renovation	Departmental Swing Space
21. New ITC Health & Natural Sciences Building	Harpur Sciences, Engineering
22. New Interdisciplinary Academic Center	Classrooms, Harpur Program
23. New Globalization Center	Classrooms, Harpur Program, Student Services
24. New On-Site Storage Facility	Libraries
25. New Professional Building	Professional Programs
26. School of Law (Off Campus)	School of Law Program

FIGURE 1.1.7E Building Capacity Period Redevelopment Plan Legend

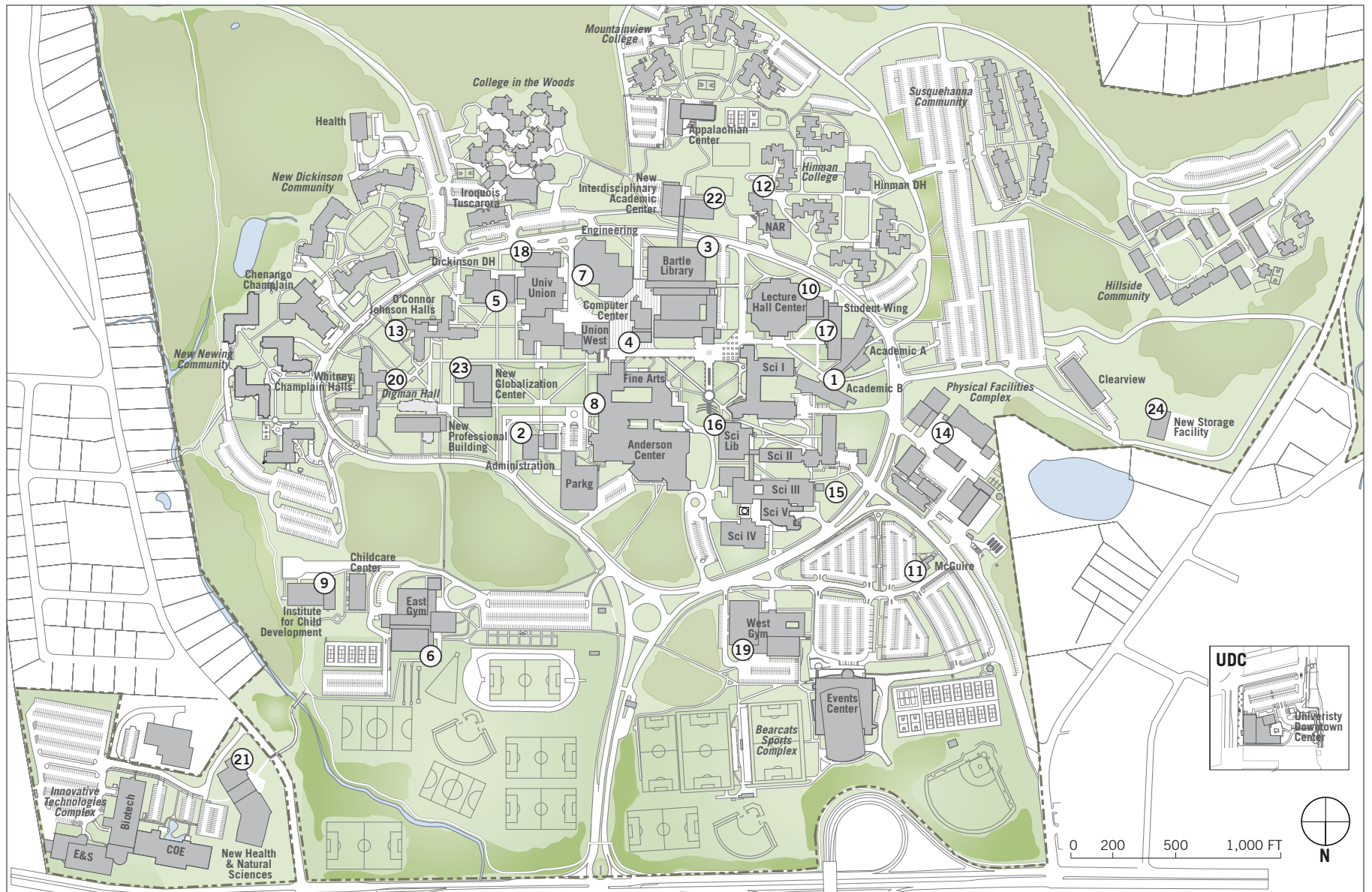


FIGURE 1.1.7F Building Capacity Period Redevelopment Plan

MAJOR NEW BUILDINGS

New construction occurs within the plan as additions to existing facilities and as major new free-standing buildings. Additions to legacy facilities within the Brain support renovation projects to modestly expand capacity, improve circulation issues, and provide local modern facilities that cannot be accommodated in legacy buildings. Additions also afford the opportunity to complement the heavy concrete and masonry aesthetic of legacy facilities with lighter facades that reveal the activities occurring within buildings and blur the boundaries between indoor and outdoor places.

Major new buildings showcase programs that are unique to Binghamton University, while also enhancing the institution's facilities inventory and catalyzing the renovation of legacy buildings. New buildings include the following:

New Interdisciplinary Academic Center. This building features Harpur academic departments that work in an interdisciplinary manner toward curriculum delivery. Most notable among them are departments that contribute to the Philosophy, Politics, and Law degree program, one of the University's largest majors. The Academic Center also contains departments that serve large portions of the University's population as core curriculum requirements including English and Mathematics.

New Globalization Center. Binghamton University emphasizes internationalization through on-campus academic programs, study abroad programs, research initiatives, and support services for its large population of international students and faculty members. The Globalization Center features the University's distinctive internationally-focused programming by co-locating them in a new facility.

New Professional Program Building. The new Professional Program Building is provided in the long-term time frame of the FMP. It is anticipated that enrollment growth by this time will cause programs to outgrow existing facilities. The new building is constructed at the south edge of the East Campus, adjacent to the new Globalization Center. Of the three candidates for the new professional program building the School of Education is the most easily accommodated with expansion space adjacent to its existing location. Both the School of Nursing and the School of Management include a range of specialty class lab environments that are well-served by new construction.



FIGURE 1.1.7G Peace Quad and Proposed Globalization Center at the East Campus

New School of Law. The new School of Law is provided in the long-term time frame of the FMP to support the University's new academic school. The School will be founded in 2015, and will occupy temporary facilities as it builds enrollment. During the second half of the 2013 to 2018 planning cycle program and design for the building will occur, with construction taking place in the 2018 to 2023 planning cycle. The building will be sited at an off-campus location that is yet to be determined.



FIGURE 1.1.7H Proposed Development within the Brain, with New Interdisciplinary Center (Right) and Globalization Center (Left)

SUSTAINED GROWTH PERIOD

Developing on the foundation established during the building capacity period, the sustained growth period achieves facilities capacity to support the full 2023 projected enrollment. Given the magnitude of enrollment growth, the University requires significant expansion in both academic and support facilities.

Preferred development sites for future buildings are identified on the opposite page. Development at the main campus is recommended to occur within range of existing development. Benefits to such locations include: easy access to new buildings for greater utilization of both existing and new; densification, which fosters a culture of a walkable campus and aids in traffic demand management strategies; and access to existing campus infrastructure and reduced infrastructure costs associated with development.

PLAN COMPONENTS	PROGRAM
1. New Academic Building	General Classrooms and Lecture Halls; Computer POD; Harpur Academic Departmental Program for Fine Arts, Humanities, and/or Social Sciences; Centers & Institutes; Distributed Lounge and Informal Study Space; Group Study Rooms; Satellite Library Portal. (125,000 GSF)
2. New Student and Academic Center	General Classrooms and Computer Labs; Central “Forum” for informal gathering; Large Assembly Space for designated student activity use; Distributed Lounge and Informal Study Space; Group Study Rooms; Office Space for Student Functions; New Bookstore and Retail; Supporting Food Service and/or Cafe. (110,000 GSF)
3. New Sciences Building	General Classrooms and Computer Labs; Harpur Sciences Departmental Program, with emphasis on research and facilities with high technical requirements; Distributed Lounge and Informal Study Space; Group Study Rooms; Satellite Library Portal. (125,000 GSF)
4. New Recreation Center	Specific Program TBD by Future Study. Potentially includes: Indoor Court Space, Men’s and Women’s Locker Rooms, Multipurpose Rooms and Fitness Rooms, Weight Room, Other Specialized Facilities, Administrative Offices. (90,000 GSF)
5. New Physical Facilities Building	Storage and Staging Facilities; Garage Expansion; Administrative Office Expansion. (40,000 GSF)
6. New Campus Safety Building	Location TBD by Future Study. Co-Located Campus Safety Functions potentially including Campus Police, Environmental Health and Safety, and other related functions. (28,000 GSF)

FIGURE 1.1.7I Sustained Growth Period Development Plan

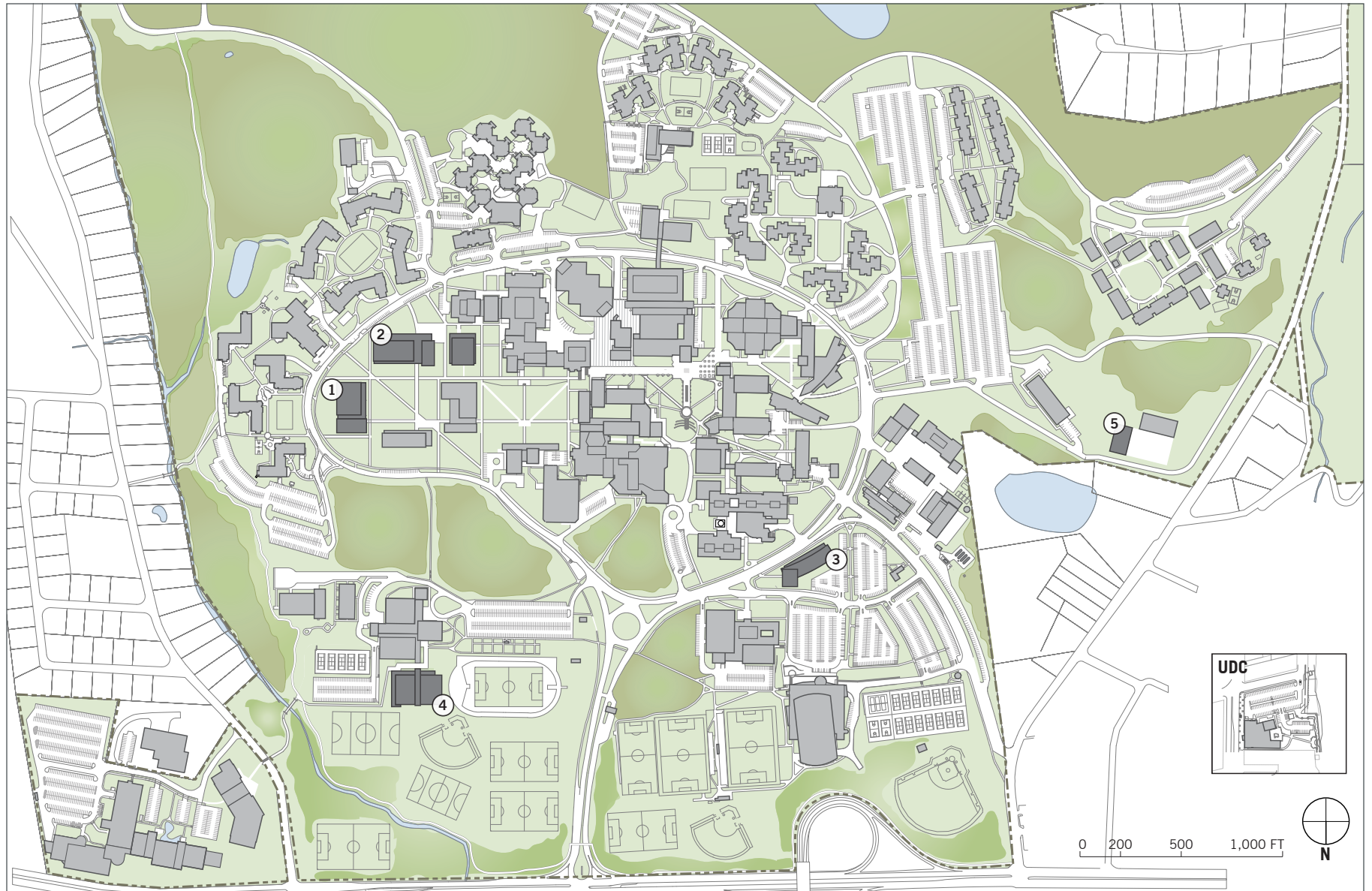


FIGURE 1.1.7J Sustained Growth Period Development Plan

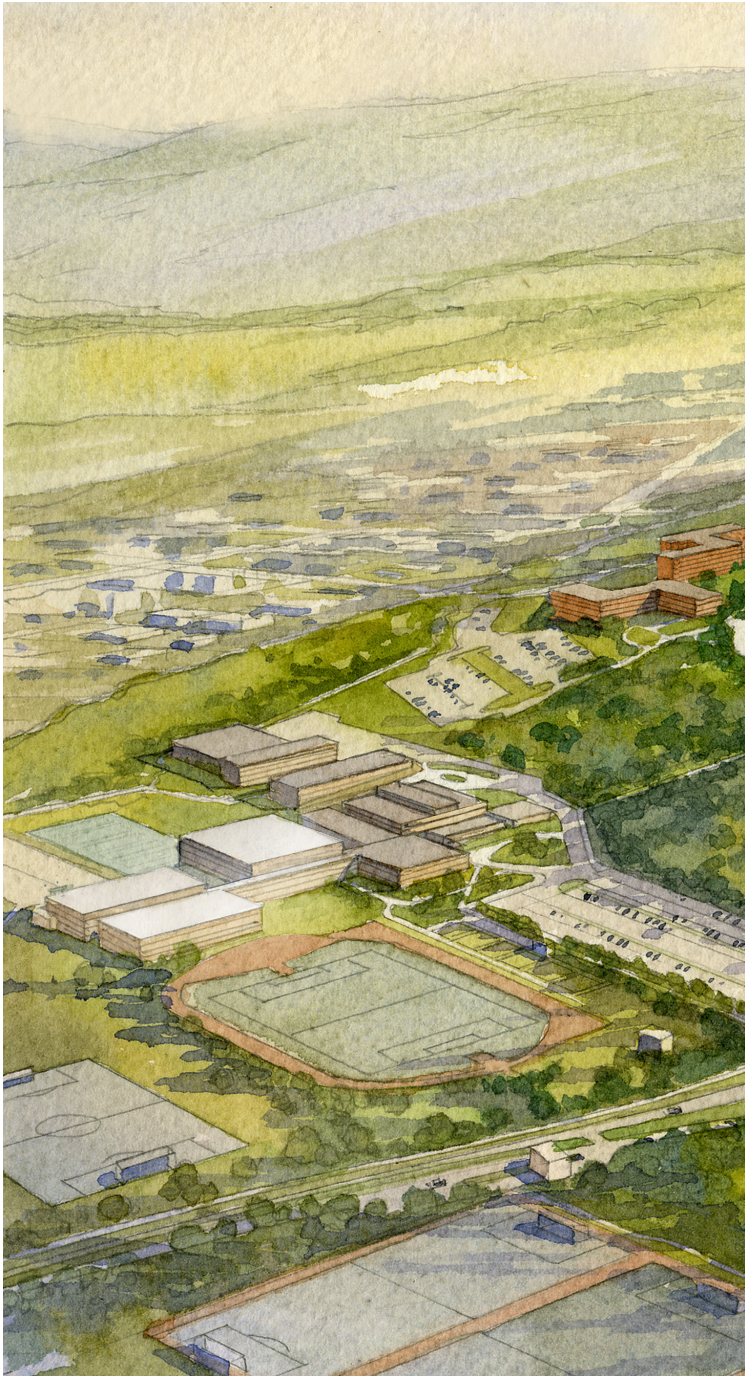


FIGURE 1.1.7K Binghamton University Main Campus Development



1.1.8 CIRCULATION

Each day Binghamton University's campus is active with students, faculty, staff, and visitors moving from one place to another by walking, bicycling, driving, or riding. Circulation routes define how and where each user traverses the campus to their destination, and serve a defining role in the experience of the campus.

As the student and campus population at Binghamton University increases, it will become important to define circulation routes. Clearly defined routes help users find their way around campus to their destination, reduce conflicts and promote safety among different modes of transport, and showcase the full range of transportation options that exist.

Due to the campus location, it is understood that the automobile will remain an important mode of transportation for members of the BU community. However, given the magnitude of projected growth, the University will reach a point at which the campus is longer able to support the existing culture of single occupant vehicles as it does now. As a result, future development at the campus must promote alternate modes of transportation, including walking, bicycling, and use of transit, in order to gradually reduce the magnitude of vehicular traffic.

The circulation plan outlined in the FMP develops a strategy for effective movement of University's full population for years to come by emphasizing the following drivers:

Create a campus that promotes walking and biking. Walking and biking are low-cost, sustainable modes of transportation that also have associated health benefits. The circulation plan encourages walking and biking through enhanced connectivity pathways, including connectivity between buildings, creation of a pedestrian preferred zone at the south side of the Brain to reduce pedestrian-vehicular conflicts, and improvements to site accessibility.

Provide easy access to transit. Transit options move more people to, from, and around campus using a single vehicle, resulting in a sustainable way to reduce the impact of single occupant vehicles. Transit options at BU include the University's Off Campus College Transport (OCCT) service, Broome County Transit, and commercial bus service shuttle. The circulation plan promotes the use of transit by enhancing the ease of access and improving connectivity between campuses.



FIGURE 1.1.8A Proposed Improvements along the Lois B. DeFleur Walkway

Reduce the volume of vehicular circulation. To provide effective circulation for the campus community in the future given the magnitude of growth, BU will need to become less reliant on the single occupant automobile. The circulation plan identifies strategies to reduce the impact of remaining vehicular traffic by minimizing the need for vehicles to circulate within the campus. This is achieved by defining specific vehicular preferred routes to destinations, such as parking, and moving vehicles directly to those routes. Additionally, pedestrian preferred routes at high pedestrian activity zones complement vehicular zones by discouraging vehicular traffic.

Meet parking demand. Parking demand is related to the volume of single occupant automobile traffic on campus. To effectively support future growth at BU, reduction in vehicular circulation on campus must also reduce the overall parking demand. The circulation plan outlines near, middle, and long term strategies toward parking. Near term strategies enhance the utilization of existing lots. Middle term strategies identify key locations on campus that may support the additional surface parking lots. Long term strategies provide parking expansion with vertical parking structures, complement on-campus parking with off-campus solutions, and seek strategies to enhance alternative modes of transportation to reduce the overall parking demand.

PEDESTRIAN AND BICYCLE CIRCULATION

Improved walk-ability and bike-ability at the BU campus will reduce vehicular congestion, promote to the health of members of the campus community, and contribute to a sustainable future. The FMP creates a campus that promotes walking and biking by clarifying existing routes and providing new routes to create a network of pathways with strong connectivity between destinations.

CONNECTIVITY

The plan expands the existing network of pathways to more comprehensively connect between campus locations, including locations in and around the Brain, as well a peripheral locations such as the ITC Campus, outdoor fields, and natural areas. Designated bicycle routes are provided along roadways, and bicycle parking kiosks are provided in close adjacency to key amenities.

Extension of existing circulation routes. Existing major circulation routes within the Brain are clarified and enhanced with landscape and signage. New major routes build upon the existing network of pathways for greater connectivity. In many locations pedestrian routes move through buildings to promote walking even in instances of the inclement weather often experienced in the region.

New east-west circulation route. An important new circulation route is the second east-west connection provided along the north side of the Brain, extending from the F parking lots at the west, through the Sciences Complex and Fine Arts Building, to the Peace Quad and East Campus. This route allows for more direct connection between the east and west campus with less grade change. A designated public circulation corridor is provided through the Fine Arts Building, allowing program within to be showcased for the campus population.

Direct access to Appalachian Hall. Development at the existing Visitor's Parking Lot provides a new, more direct, and safer pedestrian route extending between Appalachian Hall and the Brain. The route is provided as an outdoor path between Appalachian Hall and the new Interdisciplinary Academic Center building, with a single cutback to accommodate the slope of the hill. A direct walkway connection is provided through the Academic Center to Bartle Library within the Brain, bridging over West Drive.

Pathway to the ITC Campus. Future expansion of the ITC

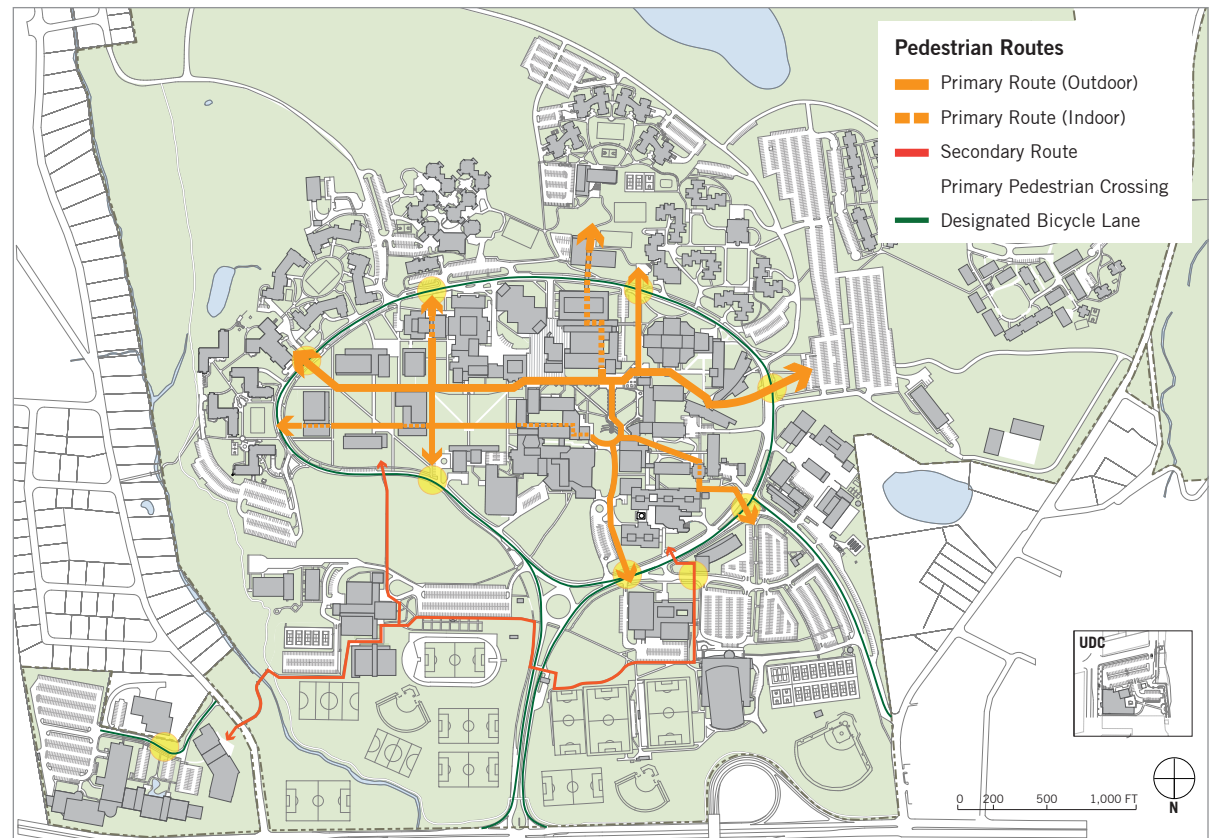


FIGURE 1.1.8B Proposed Pedestrian and Bicycle Routes

Campus will result in an increase in pedestrian traffic between it and the Brain. To encourage walking between the two locations, designated pedestrian pathways are provided to connect the ITC Campus with key locations at the Brain. The routes improve the pedestrian experience with consideration for topography, landscaping, and site lighting.

PEDESTRIAN PREFERRED ZONE

Organization of the campus locates primary academic facilities inside the Brain and primary residential functions outside of the Brain with the zones separated by East and West Drives.

Pedestrian migration across the road create a number of pedestrian-vehicular conflict points, potential safety concerns. The FMP establishes a designated pedestrian preferred zone along the south portion of East and West Drives, extending from the East Campus Housing around to the entrance between Academic A and B. This portion of the roadway is open to vehicles, however measures are taken to reduce the impact of vehicular traffic including strategies outlined in section 5.5.3 to reduce the volume of traffic as well as traffic calming measures such as raised crosswalks with surface differentiation, pedestrian right-of-way signage, landscape and streetscape interventions defining a pedestrian friendly sense of place.

VEHICULAR CIRCULATION

Binghamton University is located at the nexus of three major interstates that connect the northeast: Interstate 81 extending north-south, and Interstates 86 and 88 extending east-west. This roadway framework makes the University highly assessable by vehicle from locations across the southern tier of New York.

The main campus is located in Vestal, New York in a suburban area. Due to its location, the automobile is currently an important mode of transportation to and from campus for members of the campus community, and will likely remain such in the future. However, given the magnitude of projected growth, the University will reach a point at which the campus is longer able to support the existing culture of single occupant vehicles as it does now. The plan seeks strategies to provide effective circulation for the entirety of the University's future growth through newly designed roadways that limit the volume of traffic where pedestrians are most active and moving vehicles directly to their destinations to reduce circulation within the campus.

DEFINE ROADWAY ZONES

The plan gives definition and hierarchy to the roadways at BU's main campus by designating them as either a pedestrian preferred zone or a primary or secondary vehicular preferred zone. The different zone types are represented with different streetscape and landscape solutions. Organization by zones breaks up the campus into more local, unique places, which aids in campus placemaking and wayfinding. It also allows for sections of roadway to be more closely aligned with functional requirements. Each zone is described below in greater detail, and illustrated with diagrams on the opposite page.

Vehicular preferred zones. Main vehicular access routes, particularly those connecting between campus entrances and primary parking locations, are designated as vehicular preferred zones. These zones contain two lanes of traffic in either direction to accommodate a higher volume of vehicles. In key locations, one lane directly serves as an access lane to parking. Center Drive, the north portions of East and West Drives, and Bunn Hill Access Road are defined as the major vehicular preferred zones. East and West Access Roads and other peripheral roadways are identified as secondary vehicular routes as they are primarily used for vehicular traffic due to their location.

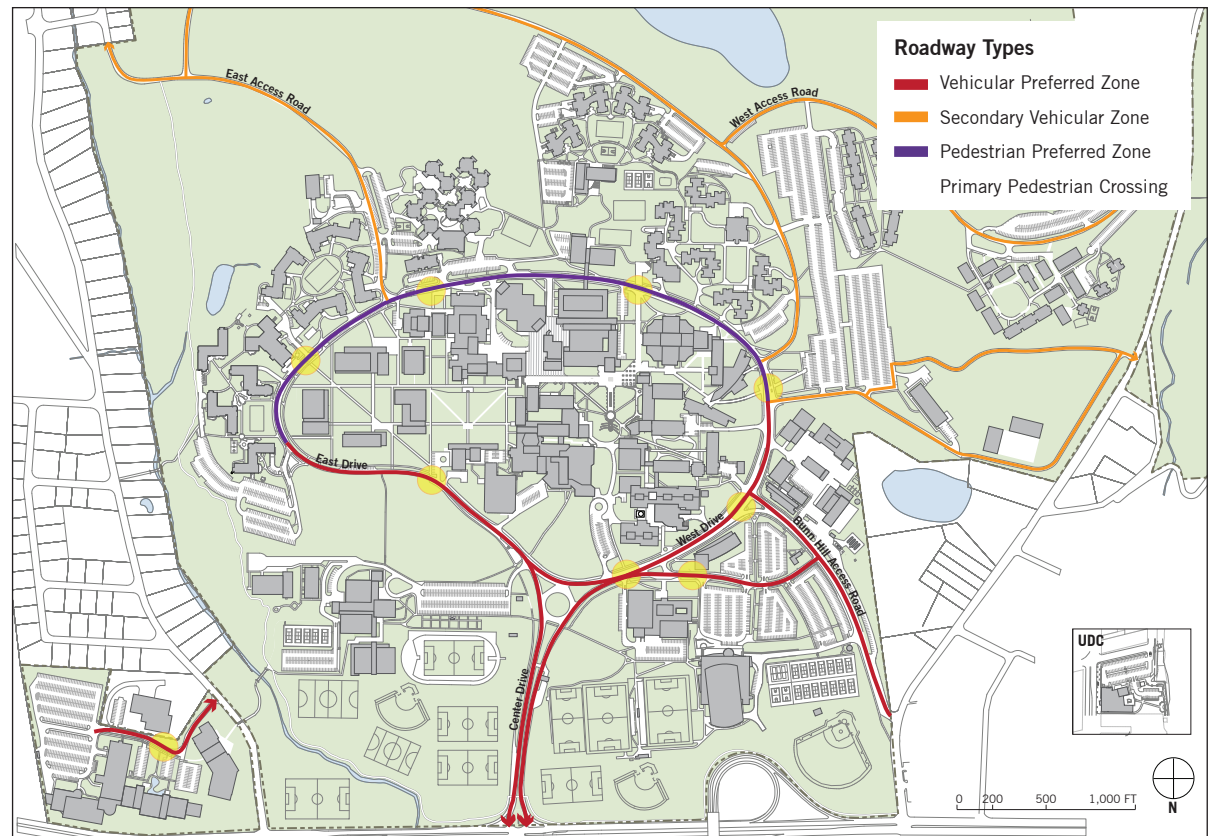


FIGURE 1.1.8C Proposed Roadway Types

Pedestrian preferred zones. The portion of East and West Drives extending from the East Campus Housing to the Academic Complex is identified as a pedestrian preferred zone. This stretch of roadway divides academic functions within the Brain from residential functions outside the Brain, which results in a high volume of pedestrian crossing. This portion of the roadway remains open to vehicles, however strong traffic calming and traffic demand management measures are employed to reduce the overall volume and discourage causal passing through.

PARKING

Parking demand is directly related to the volume of single occupant automobile traffic on campus. As demonstrated, to effectively support the magnitude of future growth projected for BU, the overall volume of vehicular circulation and associated parking need must be reduced.

Binghamton University's main campus currently contains just under 7,000 parking spaces both in and around the Brain and at the ITC Campus. To provide parking for projected population growth at the same level as current parking, the number of spaces on campus would need to increase by 50 percent, or about 3,500 spaces. This quantity of parking would correspond with 26 acres of additional paved surface parking and have significant associated construction and operational costs.

Given the range of site constraints at the main campus, there does not exist sufficient land of an appropriate grade to accommodate this quantity of additional surface parking. Much of the land on the main campus west, south, and east of the Brain is characterized by significant grade changes. To level these portions for surface parking would take considerable effort and in most instances require the removal of significant tree cover.

NEAR-TERM: IMPROVE EXISTING LOT UTILIZATION

In the near-term, the parking strategy seeks to promote an evolution of parking practices on campus through key policy shifts. As a part of the broader intention to foster a culture of a walk-able campus and reduce the vehicular impact in and around the Brain, parking must be evaluated and designated differential value.

Clarifying the nomenclature of the existing distributed lots and associating those lots with specific values and parking passes, the University can begin to reduce the practice of searching for spaces and its associated vehicular traffic. Additionally, the University must recognize that parking spaces that are located within and immediately surrounding the Brain, or in other key locations, have heightened value in the spectrum of campus parking for use by those with disabilities, for University visitors and guests, and for service vehicle use. In the near-term, to support users with disabilities and visitors, the University should seek to expand the provision of such parking within the Brain.

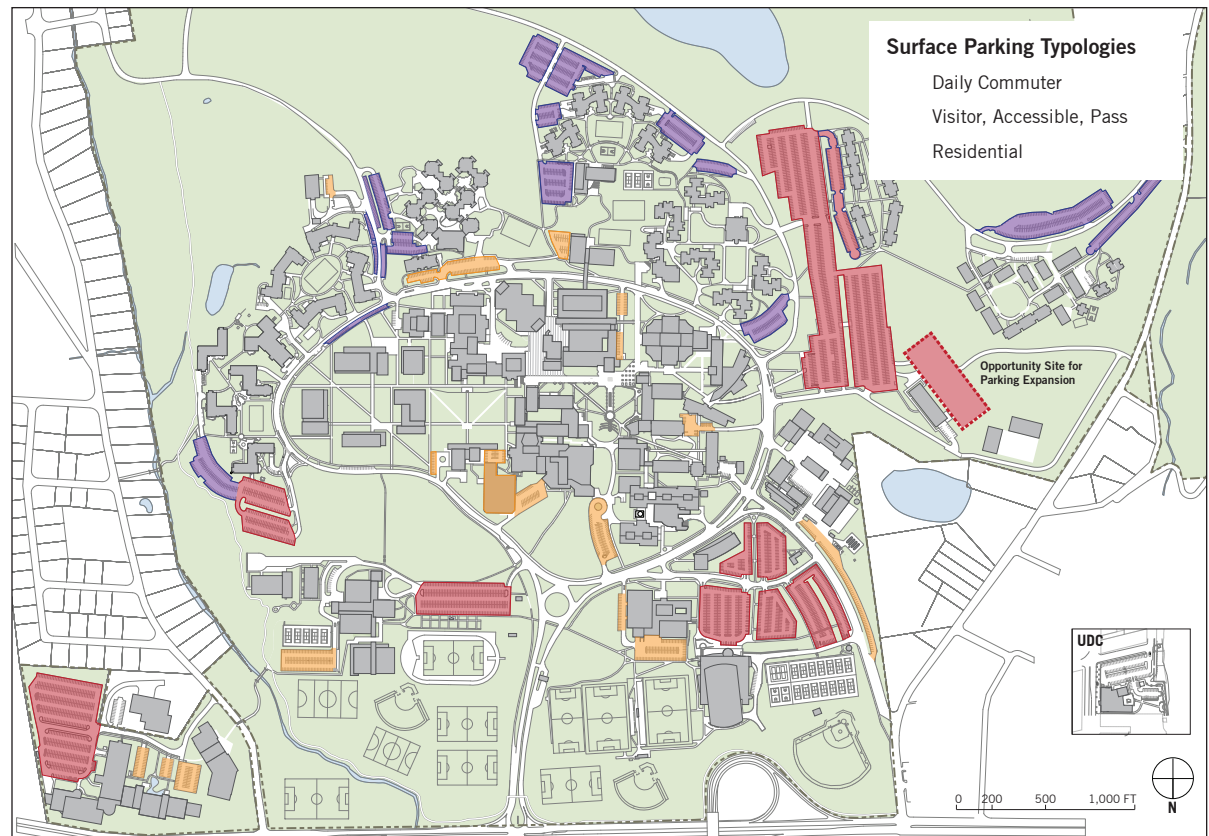


FIGURE 1.1.8D Surface Parking Typologies

MIDDLE-TERM: MODERATE CAPACITY EXPANSION

In the intermediate-term it is advisable to provide moderate expansion to the capacity of parking on campus through the construction of an additional surface lot. As noted above, given the paucity of flat land conducive to surface parking the opportunities for such development are limited. The best apparent option is sited to the southwest of Clearview Hall: a modest lot that is well suited to minor regarding and paving. Furthermore, this location is proximate to the west entrance to the campus, supporting the attempt to direct vehicles coming onto campus as quickly as possible into lots in an effort to minimize single-passenger traffic around the Brain.

LONG-TERM: MEET FULL DEMAND GIVEN GROWTH

Given the anticipated significant enrollment growth, it will be necessary for the University to consider options for providing long-range parking solutions, ranging from the provision of structured parking to policy changes. As noted above, to provide the existing ratio of parking to an expanded quantity of students and staff will require the creation of an additional 3,500 spaces. Given the improbability that this quantity can be accomplished entirely through the construction of surface parking and even parking garages, it will be necessary to consider provision of remote parking lots likely connected to the main campus by OCCT bus service or other shuttle.

1.1.9 LANDSCAPE

A strong landscape presence reflects the culture of a community and provide a sense of place, critical components of a successful university campus. The campus consists of varied components that serve many roles. It facilitates circulation and movement between built nodes, fosters interaction between members of the campus community, and provides designated places to support a wide array of activities, from large group assembly to individual reflection. Effective landscape design and networks of open spaces knit together disparate elements of a campus to create a cohesive whole.

Binghamton University's existing landscape at the main campus is characterized by a dualism of formal quadrangles and pedestrian spines at the Brain, balanced with pockets of wooded areas at the perimeter and sweeping natural zones around the periphery.

Future development at the main campus poses a significant opportunity to enhance the landscape and move it into greater alignment with the University's strategic plan. The following section outlines landscape recommendations for Binghamton University.

LANDSCAPE CHARACTER

Recommendations for landscape character outline opportunities to build a rich network of places and promote sustainable landscape solutions across Binghamton University's campus.

Build a rich network of places. From the Peace Quad, to the natural areas, to open spaces at each residential college, Binghamton University's campus already contains outdoor places that serve as the backdrop of campus life. The FMP builds on the network of places that define BU by enhancing what is existing and capitalizing on opportunities to create new. The plan defines a clear hierarchy of open spaces, aligns them with ideal functions, and outlines how landscape and building projects can optimize their ability to project the spirit of BU.

Promote sustainable landscape solutions. Binghamton University is ranked among the top green institutions in the nation for its culture of sustainability. In addition, the campus features abundant natural systems and landscapes, including varied ecosystems that range from woodland to marsh, and habitats for a wide array of species. The FMP preserves existing

natural landscapes and builds on them by pulling threads of natural systems all throughout the campus. Additionally, the plan identifies opportunities for sustainable solutions at built landscapes, such as quadrangles and outdoor playing fields. These solutions showcase BU's commitment to sustainability and transform the campus into a teaching environment.

DESIGN OF PROTOTYPICAL SPACES

Prototypical spaces recommendations outline strategies to address landscape improvements at a campus entrance condition, major quadrangles and pedestrian spines, local quadrangles, and hardscape plazas.

FURTHER STUDY: LANDSCAPE MASTER PLAN

Given the findings of the landscape study conducted for the FMP, it is recommended that the University conduct a comprehensive landscape master plan. The recommendations in sections 5.5 Circulation and 5.6 Landscape of this report serve as the basis of a landscape master plan in terms of circulation organization, streetscape and pathway prototypes, landscape character and open space organization.

The recommended landscape master plan should study the following items in greater detail:

- + Development of standard campus site furnishings, such as lighting, trash receptacles, bus shelters, etc.,
- + Development of standard campus materials,
- + Development of a standard campus planting palette,
- + Development of a standard campus aesthetics guideline,
- + Development of a standard campus wayfinding and signage package.

Conceptual Site Plan Legend

1. Main Campus Entrance
2. Native Planting and Retention Pond Entry Feature
3. Peace Quad and Pedestrian Spine
4. Science Quadrangles
5. Engineering Plaza
6. University Commons
7. University Commons Expansion
8. ITC Campus
9. Pathway to ITC Campus
10. Parking Lot Bio-Filtration
11. Pedestrian Mall
12. Athletic & Recreation Fields
13. Existing Wooded Areas Adjacent to the Brain
14. Existing Natural Areas



FIGURE 1.1.9A Conceptual Site Plan

BUILD A RICH NETWORK OF PLACES

Open spaces on a university campus facilitate movement, provide place for formal gathering and informal encounters, and offer the opportunity for solitary study or respite. Well designed spaces on a campus effectively become a network of places that serve as the backdrop for campus life. This network of places projects the spirit of the university, and is central the student, faculty, staff, and visitor experience of the campus.

The FMP builds on the network of places that define BU by enhancing what is existing and capitalizing on opportunities to create new ones.

DEFINE A HIERARCHY OF OPEN SPACES

To support the wide range of activities that occur on a university campus, open spaces must be varied in size, formality, and landscape treatment. Establishing a hierarchy of spaces ensures that the full range of space types are provided. It also makes it easier for routine users and visitors alike to organize the campus in their mind, helping them to identify where they are and find their way to their destination.

A hierarchy of spaces categorizes campus locations along a range of typologies. The diagram on the opposite page illustrates the open space hierarchy established for Binghamton University. It defines spaces as campus entrance, major quadrangle, local quadrangle, hardscape plaza, or residential quadrangle.

Within the broader, consistent language of landscape treatment used at the campus-level, the opportunity exists to provide variation to the landscape character at specific zones. The following narrative outlines components of each category and identifies opportunities for unique treatment of the different components.

Campus entrances. The main entrance to Binghamton University's main campus is located at Center Drive off of Vestal Parkway. This entrance is retained as primary in the future. Landscape and signage interventions at the main entrance announce the presence and strongly project the spirit of BU to those traveling along Vestal Parkway.

The entry along Bunn Hill Road via the Bunn Hill Access Road is maintained as a secondary entrance to the main campus. It serves the functional role of leading more to key parking lots than the main entrance, and is less formally defined.

Additional tertiary entry points are maintained at the East and West Access Roads, connecting through the campus natural areas.

The main entrance to the ITC Campus is located off of Murray Hill Road. Future construction of the new ITC Health and Natural Sciences relocates the entry drive to the south and provides opportunity to enhance the character of the space with landscape and signage.

Major quadrangles. Full development at Binghamton University's main campus features a rhythm of three quadrangles within the Brain: the University Commons, the Peace Quad, and the East Campus Quadrangle. The three quadrangles are defined by a compact arrangement of academic and student life buildings. The University Commons and Peace Quad are components of the existing campus that are retained and strengthened with future development. The East Campus Quadrangle builds on the existing framework of open spaces with future development at the East Campus.

+ **Formal landscape at the University Commons.** The University Commons is the western-most quadrangle within the Brain. It is defined by the Science Complex to the west, the Fine Arts Building to the East, and Bartle Library to the south. At its north edge, the University Commons blends into an linear open space that extends the length of the Brain. Reflecting the topography of the region, the quadrangle experiences significant topography change, moving downhill from Bartle Library to the north.

Located at the existing academic core, the University Commons is formal in nature. Upon completion of a quadrangle rehabilitation project, the space will feature a linear pathway element running north-south, anchored by hardscape plazas at either end. The primary linear element is to be supported by a network of pathways that extend diagonally through the space to connect between primary destinations. Upgrades to the University Commons will also adjust the topography of the site in such a way that improves the view corridor from the south, extending from West Drive to the tower at Bartle Library. An opportunity exists to extend the University Commons to the south to showcase this view corridor in the entry sequence to the campus.

+ **A place for gathering at the Peace Quad.** The Peace Quad is located to the east of the University Commons. It is

currently defined by the Fine Arts Building to the west, the Administration Building to the north, the Original Dickinson Community to the east, and the University Union to the south. The new Globalization Center will define the eastern edge of the Quad. The space has moderate topography change, with slight downhill movement to the north, as evident by standing runoff water.

The Peace Quad is currently the eastern-most academic quadrangle at the main campus and is a culturally significant space for members of the University community to gather. With development at the east campus, the Peace Quad will become the central major open space, gaining in prominence and serving as a transition space between the east and west campus.

Future development enhances the condition and usability of the Peace Quad through landscape upgrades while maintaining the character of the space as a place on campus for gathering. Prominent circulation axes are defined to connect the east and west sides of campus at the north and south edges of the space. An additional visual and physical corridor is established at the eastern edge of the space on axis with the new admissions addition to the Dickinson Dining Hall.

+ **Natural landscape at the East Campus Quad.** The plan establishes a new quadrangle at the east campus that is defined by future new buildings, including the Globalization Center to the west, new academic and professional buildings to the north and east, and a new student and academic center to the south. Prominent cross-campus circulation axes travel through the space along the north and south edges. The space is also located in close range of the new East Campus Housing.

Binghamton University is committed to sustainable practices, as represented by its campus landscape and built environment, curriculum offerings, and the myriad of clubs and organizations around the theme. The East Campus Quad presents an opportunity to create a prominent open space at the heart of campus around a natural landscape. The space will have the effect of creating a sustainable micro-environment at the east campus while also serving as a working landscape to educate members of the campus community on the possibilities and benefits of naturalized landscape treatments.

Local quadrangles. A university's main quadrangles are supported by a series of secondary, local quadrangles. The spaces are often smaller and set back from primary pedestrian circulation routes. They serve as opportunities to create unique and more intimate senses of place within the larger landscape framework. Prominent local quadrangles at BU include the Sciences quadrangles, the University Commons extension to the north and south, the Peace Quad extension to the south, a new academic commons adjacent to the Interdisciplinary Academic Center, and the ITC Campus. Additional locations to define local quadrangles away from the Brian include the open spaces surrounding the Institute for Child Development and Child Care Center, as well as Clearview Hall.

Hardscape plaza. Hardscape plazas facilitate circulation among buildings in densely developed portions of a campus. Plazas evoke zones of more urban environment and provide places for different types of student programming. A hardscape plaza exists at the Engineering Plaza.

Outdoor fields and courts. Outdoor fields and courts support a wide array of formal and informal campus athletic, recreation, and physical activities. At BU fields and courts are clustered at the north side of campus along Vestal Parkway.

Residential Quadrangles. Each residential college is formed around an open space or series of open spaces. The residential colleges form smaller, localized sub-communities within the University. BU students often forge strong connections with their residential college and identify it as a defining element in their university experience. In keeping with the culture of distinctly defined residential college experiences, the opportunity exists to define unique landscape treatment for each college.

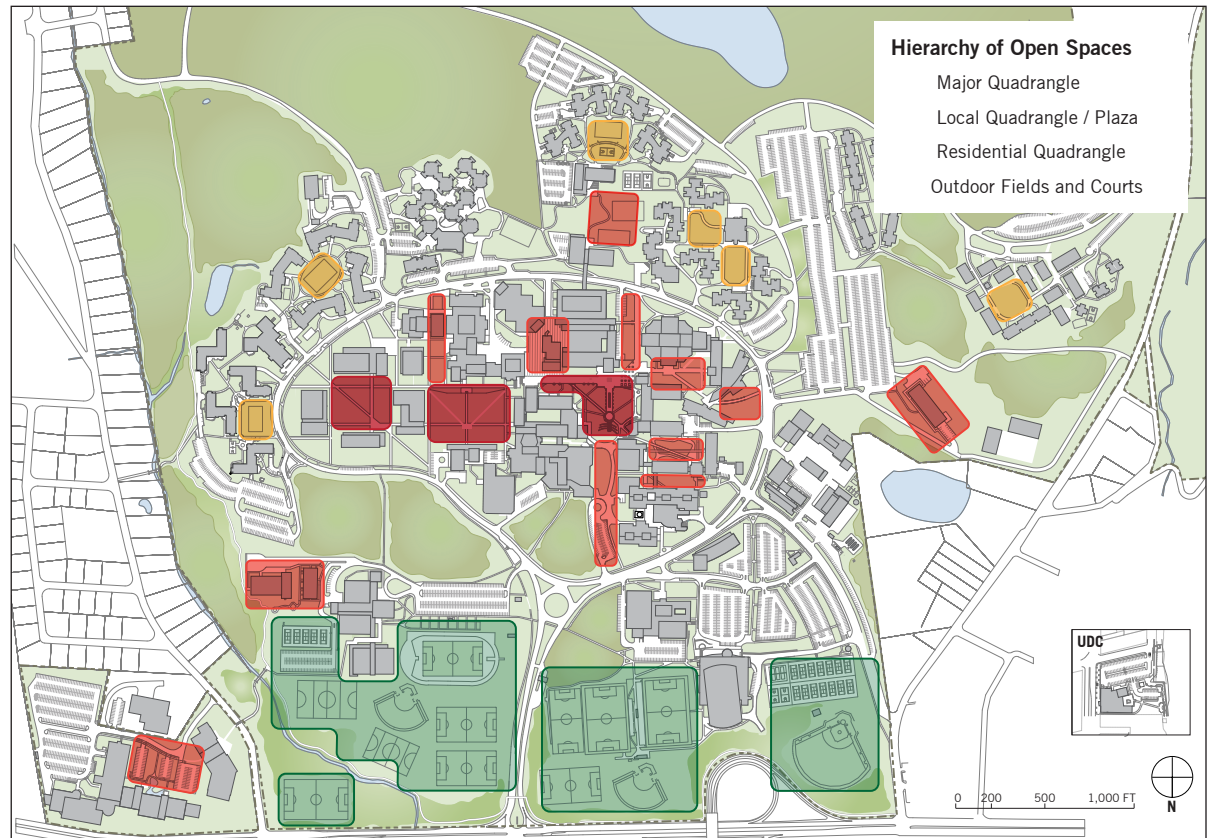


FIGURE 1.1.9B Hierarchy of Open Spaces

1.1.10 IMPLEMENTATION

The recommended program initiatives outlined in the previous sections are prioritized based on Binghamton University's strategic and programmatic direction, space deficits, and the interdependence of projects, particularly as related to major cycles of renovation. Initiatives are distributed between two capital funding cycles, 2013 to 2018 and 2018 to 2023. Additional projects are outlined in the period Beyond 2023.

FACTORS THAT DRIVE PHASING

Implementation phasing of projects within the FMP is driven by the factors outlined below. Factors range from unique drivers based on the University's strategic direction to best practices for capital project implementation.

DEFINING BU'S STRATEGIC OBJECTIVES

Binghamton University has identified a number of strategic objectives to guide future development of the institution. Due to the magnitude of renovation and new construction associated with the FMP, a unique opportunity exists to reflect strategic objectives in the physical campus environment. Key objectives include:

- + **Interdisciplinary research.** Expansion of state-of-the-art research and the introduction of instruction at the ITC Campus, contributing to interdisciplinary discovery and economic development,
- + **Liberal arts education.** Provision of a strong liberal arts education foundation for all BU students,
- + **Global experience.** Emphasis on the international experience for all BU students, both domestic and global, through academic programming as well as student life,
- + **A green future.** Growth of sustainable practices, through both curriculum and research development, as well as campus operations.

IDENTIFYING FOUNDATIONAL PROJECTS

BU's campus faces significant renovation requirements at legacy buildings, particularly at Bartle Library, the Fine Arts Building, and the Sciences Complex which require multi-

phase renovations. To conduct such large scale renovation, existing program must be vacated to another location, either on a permanent or temporary basis. However, due to the under-built quality of the University, the campus faces an extreme deficiency in available swing space to catalyze early stage renovations.

As such, the FMP must approach projects strategically to capitalize on opportunities to vacate contiguous areas of space to initiate first phase renovations. To meet existing needs due to pedagogy and support service delivery shifts, these foundational projects must also achieve programmatic objectives. Projects that achieve these intents are considered foundational projects.

Existing projects under the 2008 to 2013 capital plan are critical to future development. These projects include the completion of new facilities at the main campus and ITC Campus and renovation projects at the University Union Phase 2, Student Wing, Johnson Hall, and Science IV Phase 1 renovation. Key foundational projects within the 2013 to 2018 capital plan include renovation and addition to the Computer Center, renovation of Dickinson Dining Hall, and repurposing of legacy Dickinson Residence Halls.

MAXIMIZING LIMITED RESOURCES

The magnitude of renovation required in the context of limited swing space creates unique implementation challenges at BU. This is of particular concern at Bartle Library, the Fine Arts Building, and the Sciences Complex, which require multiple phases of renovation due to facility size. To conduct renovation given the existing limited quantity of vacant space would require projects to be implemented in small-scale phases.

However, this is not a desirable approach to phased renovations, and is particularly problematic for BU. In general, conducting phased renovation projects at a small scale results in a significant increase in the number of phases, which translates to an increase in overall project duration and cost. It also creates less continuity between spaces, with more "seams" between project areas to be stitched together. Analysis indicates that capital availability and time will serve as the limiting factors with respect to implementation of BU's FMP.

As such, a successful implementation plan approaches phased renovation through larger zones of contiguous space in fewer phases.

PLANNING FOR AN UNKNOWN FUTURE

The process of planning for the future is highly complex. Study of the existing context reveals a number of "known" factors, such as development requirements for building condition and pedagogy, general academic program direction, and space requirements to meet existing deficiencies. However, future planning also inherently touches on factors that are unknown and cannot be predicted. Effective planning considers these factors, and develops overt strategies to account for them.

The FMP identifies the following unknown future factors:

- + **Available funding.** The FMP is conducted during a period of economic downturn that is affecting the availability of funding sources, particularly at the New York State level. Two primary funding streams impact implementation of the FMP: one for renovation projects and another for new construction. Due to structuring of funding at the state level, funding for renovation projects is much more predictable than for new construction.

To account for this, the implementation plan for the FMP develops a series of independent tracks and alternate routes within each track that address different availability of new construction funding. The plan establishes a series of new construction projects, critical to capacity expansion given existing deficiencies, however also develops a contingency plan to move forward and affect significant change on campus should new construction funding not be available.

- + **Enrollment growth.** As a University Center in the SUNY system, BU has the opportunity to contribute significantly to higher education and economic development within the Southern Tier and New York State. The University's enrollment projects, which serve as the basis for FMP space needs projects, reflect this growth opportunity.

Given the University's application and acceptance rates, enrollment growth is anticipated to be possible in the future. However, to ensure its future viability, the FMP must also consider a scenario in which demographic downturn or other factors inhibit growth. To account for this, the FMP is developed in two planning horizons, Building Capacity and Sustained Growth. This strategy allows the plan to achieve a higher level of focus on near-term development associated with existing need and more modest growth, which also ensuring that near-term projects do not inhibit significant future expansion.

CURRENT 2008 TO 2013 FUNDING CYCLE

Under the current 2008 to 2013 funding cycle, the University is conducting a number of projects that set up for major renovation of legacy facilities in the subsequent cycle.

Johnson Hall Renovation and Connector Addition renovates Johnson Hall for Geography and ITS and constructs a connector addition for circulation, vacating key spaces in the Student Wing and the Computer Center.

University Union Phase 2 renovates and constructs an addition at the north side of the building for student services, vacating key spaces in the Student Wing and Bartle Library.

Science IV Phase 1 is facilitated by the completion of Science V and renovates the east portion of Science IV for sciences program, initiating a cycle of renovations at the Sciences Complex.

2013 TO 2018 FUNDING CYCLE

The 2013 to 2018 funding cycle conducts four key project typologies: foundational renovation and infill addition projects that upgrade legacy facilities and catalyze major cycles of renovation; the initial phases of major renovation projects at Bartle Library, the Fine Arts Building, and the Sciences Complex; new construction for capacity expansion; and sitework and infrastructure projects.

FOUNDATIONAL PROJECTS

A one-stop location for student services is provided at the Dickinson Dining Hall, with an infill addition between the Dining Hall and the University Union for undergraduate and graduate admissions. The renovation and addition are recommended to be designed together for best connectivity of spaces, and may be constructed in separate phases. The project vacates the undergraduate admissions office from Academic A allowing capacity expansion for the professional programs, and the graduate admissions office from the Administration Building, allow capacity expansion for administrative units.

An Alumni Center for Alumni Affairs and the BU Foundation is provided at the first level of O'Connor Hall, and departmental office swing space is provided at the upper levels. The project vacates Alumni and Foundation space at the second level of the Administration Building, facilitating repurposing of

facilities and relocation of the Purchasing Department from McGuire Hall. McGuire Hall is then renovated for SUCF site representatives, facilitating removal of existing SUCF trailers.

The Engineering Building is renovated to accommodate all Watson program that is located at the Brain. Following the completion of the ITC Engineering and Science, a significant portion of the building is vacated, facilitating renovation for upgrades and reconfiguration. The project vacates all Watson program from the ground level of Bartle Library.

The Student Wing is renovated for small and medium-section classroom and professional program departmental office expansion. An addition is constructed to the Lecture Hall Center for capacity expansion of large-section lecture halls. The renovation and addition are recommended to be designed together for best connectivity of spaces, and may be constructed in separate phases.

The Computer Center is renovated and an addition is constructed to convert the building to a new Harpur Center to showcase the University's rich history in the liberal arts. Upon completion, the advising office is relocated from Academic B, allowing capacity expansion for the professional programs.

Whitney Champlain Halls are renovated for departmental office swing space to facilitate renovation of legacy facilities at the west campus. An addition is constructed for circulation.

An addition is within the gyms to provide three additional indoor courts, program space required to facilitate recreation programming. The location and detailed program of the addition will be determined through a drilldown study for the program family.

A renovation is conducted at the West Gym for program to be determined through a drilldown study for the program family.

At the Physical Facilities Complex, the Central Plant is upgraded for emissions requirements and the Commissary is renovated to maximize capacity.

MAJOR PHASED RENOVATIONS

Phase 1 renovations projects are conducted at both the north and south buildings of Bartle Library. Phase 1 at the north building is renovated for Art History, the counseling center, and other Harpur departmental space to be determined. Phase 1 at the south building is renovated for a new Media Center and

new connector circulation zone to connect the north and south buildings, improve building wayfinding, and provide new access points to the University Library. The projects facilitate future cycles of renovation at both the north and south buildings.

A Phase 1 renovation at the Fine Arts Building renovates and constructs and addition at the north wing to receive Art Studio and Cinema. The project vacates Cinema from the ground level of the Student Wing, facilitating conversion to classrooms, and sets up for future cycles of renovation at the Fine Arts Building.

Early phase renovations are conducted at the Sciences Complex to initiate ongoing cycles of renovation at Sciences I-IV and the Science Library. Initial projects include Science IV Phase 2 which catalyzes renovation of Science III; consolidation and renovation at the Science Library; and a Phase 1 renovation at Science II, which is facilitated by new space provided at the ITC Campus.

NEW CONSTRUCTION

Academic expansion for both classrooms and departmental facilities is provided at the new Interdisciplinary Academic Building.

The new Health & Natural Sciences Building at the ITC Campus provides capacity expansion and state-of-the-art facilities for the sciences. The building also provides the first undergraduate instruction space at the ITC.

A new On-Site Storage Facility provides climate-controlled storage space for library collections, facilitating consolidation of physical volumes at Bartle Library and the Science Library and allowing off-site collections at the Annex to be relocated back to campus.

SITWORK AND INFRASTRUCTURE

Sitework projects include: campus entry improvements, engineering quadrangle upgrade, landscaped pathway to the ITC Campus, landscaped mall to the Events Center, East Drive and West Drive streetscape improvements, and stormwater detention and filtration along Vestal Parkway.

Infrastructure projects include: upgrades to HTHW system, upgrades to electrical system, sanitary sewer and storm sewer study and critical repair (in addition to specified upgrades to Central Heating Plant under 3.0 Independent Track).

2018 TO 2023 FUNDING CYCLE

The 2018 to 2023 funding cycle conducts three major project types: continued major phased renovation projects at Bartle Library, the Fine Arts Building, and the Sciences Complex; smaller, independent renovation and addition projects at other campus facilities; and new construction for capacity expansion.

MAJOR PHASED RENOVATIONS

Major phased renovation projects are continued in the 2013 to 2018 funding cycle at both the north and south buildings of the Bartle Library. Phases 2 and 3 are conducted at the south building, and Phase 2 is conducted at the north building.

Phases 2 and 3 of the Fine Arts Building renovation are conducted, completing renovation of the south portion of the building surrounding the Memorial Courtyard.

Major phased renovation at the Sciences Complex is continued with complete renovation of Science I in two phases, Phase 2 and 3 renovation of Science II, and Phase 2 and 3 for the completion of renovation at Science III.

INDEPENDENT PROJECTS

Independent renovations occur at the ground level of the Student Wing, following completion of the Phase 1 renovation of the Fine Arts Building under the previous cycle and the associated relocation of the Cinema department.

An addition is provided at the Institute for Child Development for expanded capacity. The addition facilitates removal of existing office trailers.

Renovation and addition is also conducted within the Physical Facilities Complex. The Garage is renovated to maximize the building's useful capacity. The Warehouse is renovated and an addition is constructed at the south side of the building to expand the building's capacity.

NEW CONSTRUCTION

Academic expansion for both classrooms and departmental facilities is provided at the new Globalization Center, the first building in the new academic quadrangle at the East Campus. Construction of the Globalization Center requires demolition of Rafuse Hall. Completion of the Globalization Center

vacates international student service program from Nelson A. Rockefeller, allowing the building to undergo renovation for administrative offices.

A new building is constructed for the new School of Law program at an off-campus location that is yet to be determined (design for the building completed in the 2013 to 2018 cycle).

Expansion for the professional programs that are located on campus is provided at the new Professional Program Building, the second building in the new academic quadrangle at the East Campus. Construction of the Professional Program Building requires demolition of Digman Hall.

SITWORK AND INFRASTRUCTURE

Sitework projects include: landscape upgrades at the Peace Quad, upgrades to the sciences quadrangles, University Commons expansion to the north, new East Campus Quadrangle landscaping and circulation.

Infrastructure projects include: upgrades to the domestic water system, upgrades to the sanitary sewer and storm sewer system based on study findings, storm water harvesting at the Peace Quad.

FUNDING CYCLES BEYOND 2023

Beyond 2023 two major project types are conducted: continued major phased renovation projects at Bartle Library, the Fine Arts Building, and the Sciences Complex; and new construction for capacity expansion given the full enrollment projections.

MAJOR PHASED RENOVATIONS

Major phased renovation projects are continued beyond 2023 at both the north and south buildings of the Bartle Library. The final Phase 4 is conducted at the south building, Phases 3 and 4 are conducted at the north building, and the tower is renovated.

Phase 4 of the Fine Arts Building renovation is conducted, completing renovation of legacy portion of the building.

Major phased renovation at the Sciences Complex is continued with the final phase of renovation at the Science II Tower.

NEW CONSTRUCTION

Capacity expansion associated with the sustained growth period of the FMP is constructed beyond 2023 with six new buildings at the main campus. The new buildings provide the full range of academic and support facilities to support the University's full projected enrollment growth.

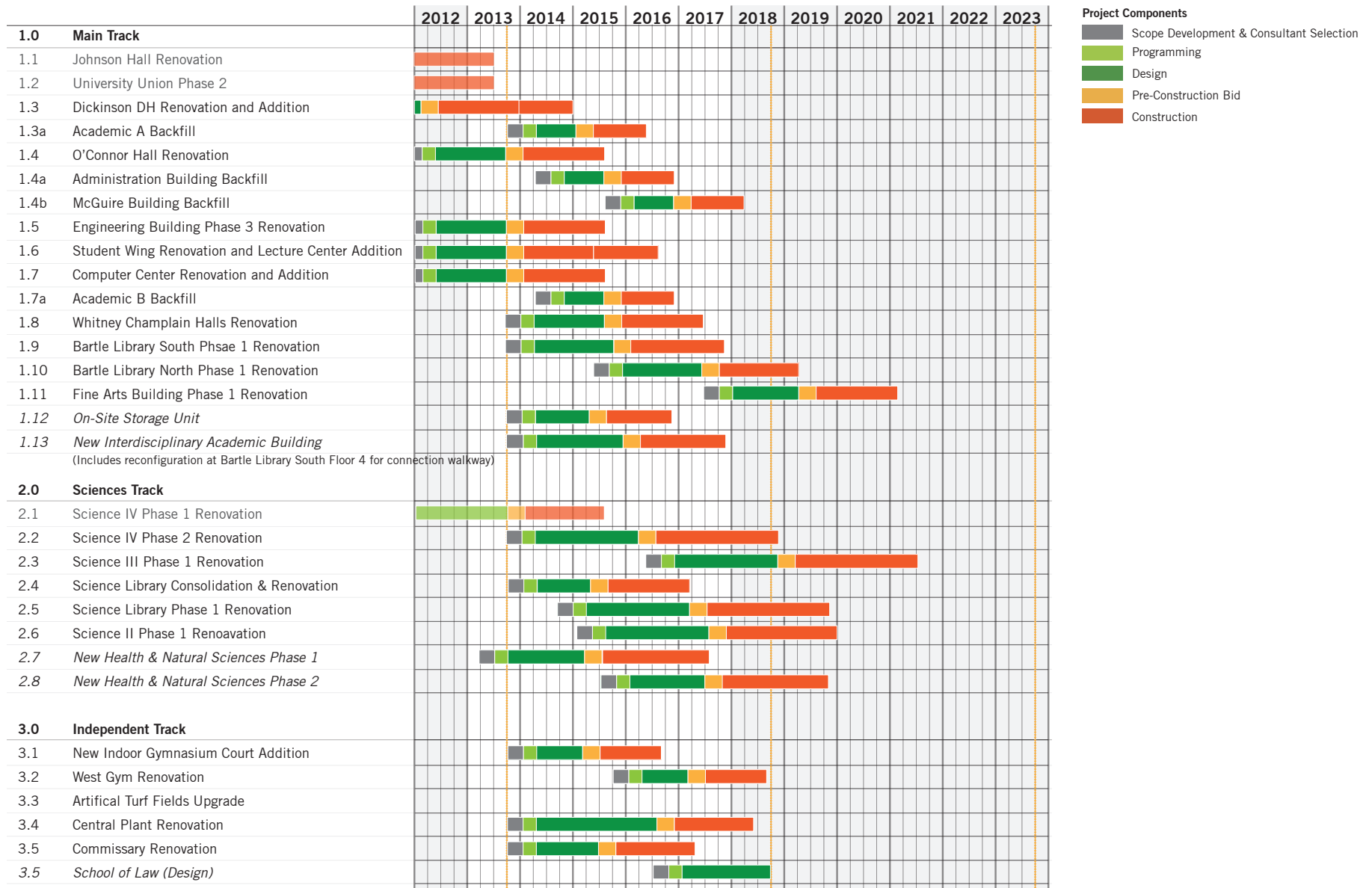


FIGURE 1.1.10A Implementation Phasing, 2013 to 2018 Funding Cycle

1.2 History of BU

1.2.1 ACADEMIC HISTORY

In the 64 years since its founding, Binghamton University has grown from a two-year extension college to a 14,500-student University Center and one of the cornerstones of the SUNY system.

The school was founded in 1946 in response to nationwide demand for higher education as soldiers returned from World War II.

Originally named Triple Cities College, the first campus was located in Endicott, New York, five miles west of the University's current location in Vestal, New York. Triple Cities was an extension branch of Syracuse University, serving the cities of Endicott, Johnson City, and Binghamton. Originally, students were offered the opportunity to begin their first two years at Triple Cities and complete the remainder of their degrees at Syracuse. While the college was a branch of a private university, the college's focus was always on serving the community.

In 1950, the institution was renamed Harpur College and incorporated into the State University of New York. It grew quickly on the strength of its liberal arts program. In 1963, the campus moved across the Susquehanna river to its current location in Vestal, New York.

Harpur College was founded as a liberal arts college, with the motto "From Breadth through Depth to Perspective." This motto still appears on a plaque in the center of campus.

In 1965, Harpur was selected as one of the four university centers in the SUNY system and was renamed State University of New York at Binghamton. As new schools were added to the University Center, Harpur College retained its name as the liberal arts college within SUNY Binghamton.

Following the University's selection as a University Center, additional schools were created to align it with SUNY's statewide mission of offering a range of graduate degrees. The School of Advanced Technology, the precursor to the current Watson School of Engineering & Applied Sciences was formed in 1967, rooted in the University's long history of relationships with the technology community in the region. Other professional schools were established through the Decker School of Nursing

(1969), the School of Management (1970), and the School of General and Professional Education (1979). The School of General Studies and Professional Education consisted of four divisions: Career and Interdisciplinary Studies, Technical Studies, Professional Education, and Community Programs.

In 1983, the Watson School of Engineering & Applied Sciences was formed out of the School of Advanced Technology. The Division of Technical Studies under the School of General and Professional Education was also moved to the Watson School. The School has been vital in developing the University's research mission by partnering with local technology companies.

In 1992, the University adopted the short-form name Binghamton University. In 1987 the School of General and Professional Education was renamed the School of Education and Human Development.

Finally, in 2006 Binghamton University's newest independent schools were created, when the School of Education and Human Development split to form the current School of Education and College of Community and Public Affairs.

The University intends to add a new Law School in 2015, further expanding its academic offerings.

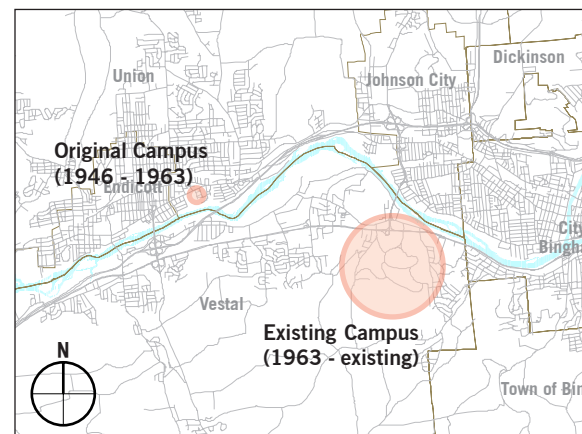


FIGURE 1.2.1B Binghamton University Location Map

CURRENT SCHOOL	FOUNDED
Harpur College of Arts & Sciences	1946
Decker School of Nursing	1969
School of Management	1970
Watson School of Engineering and Applied Science	1983
School of Education	2006
College of Community and Public Affairs	2006

FIGURE 1.2.1A University Schools' Founding Dates

1.2.2 ENROLLMENT HISTORY

Enrollment growth is a vital aspect of the University's strategic plan and has been a defining characteristic of Binghamton's development to date.

Following rapid growth from the University's founding through the 1970s, the 1980s saw enrollment growth level off at just under 11,000 student FTEs.

Growth resumed in the early 1990s, and the University has grown steadily since, increasing its total student FTEs by approximately 3,600 in the past 20 years. Growth has been accompanied by the addition of new programs and schools.

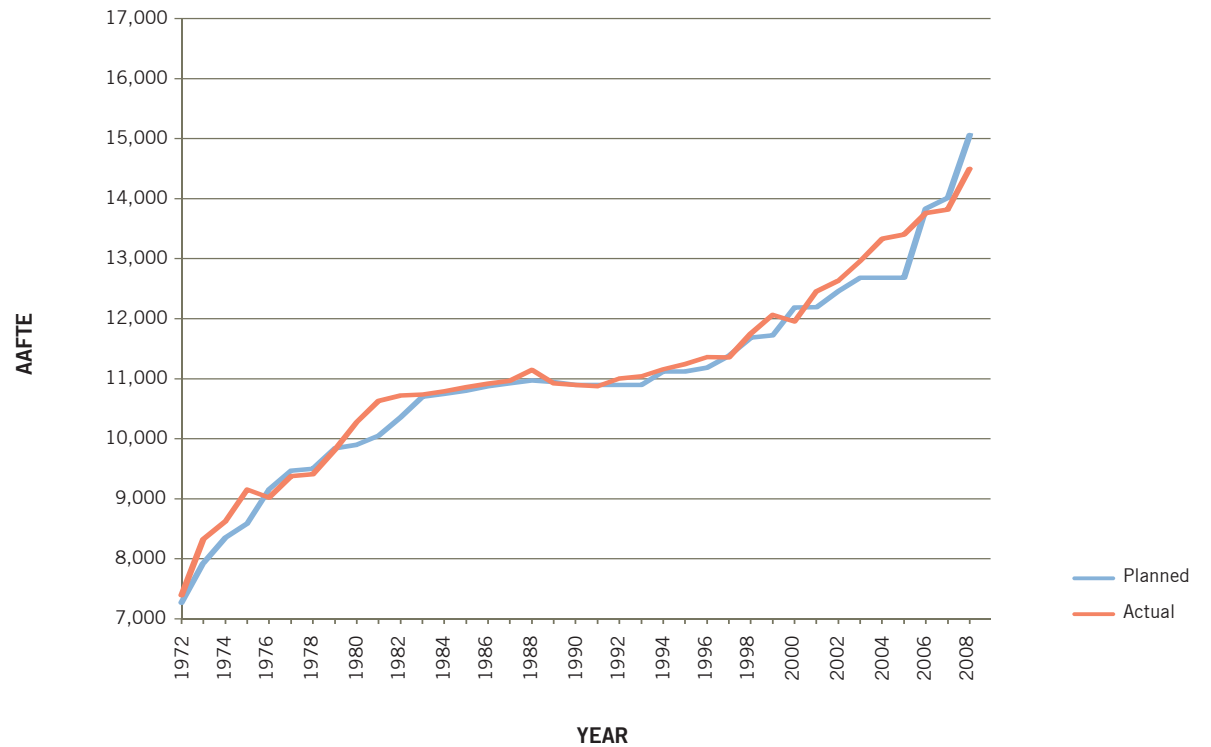


FIGURE 1.2.2A Historical and Projected AAFTE, Source: SUNY System Administration & BU Space Planning Resources

1.2.3 HISTORY OF PHYSICAL CAMPUS

CONSTRUCTION OF CAMPUS FACILITIES

Ground was broken on Binghamton University's Vestal campus in 1954, and the first buildings were completed in 1958. The site was purchased from a local farmer, and originally included 387 acres of developable land. The site's location close to primary transportation arteries made it an ideal location for the campus.

At the time the college officially moved to Vestal, the campus consisted of 16 buildings totaling 1.4 million GSF. Among these buildings were the original portions of Bartle Library, the Fine Arts Building, and the University Union, the East Gym, Science I, original buildings at the Physical Facilities Complex, and the original Dickinson Community.

Significant facilities expansion occurred during the 1960s following construction of the original campus. Facilities constructed at this time include the Administration Building, the Lecture Hall and Student Wing, additional buildings at the Physical Facilities Complex, Science II, the West Gym, expansion of the University Union, Dickinson Dining Hall, and the Hinman Community.

By 1969, approximately half of today's campus was in existence. These buildings have been exceptionally well-maintained and remain in operation today. Buildings are characterized by steel construction clad in masonry, double-loaded corridors, and narrow program depths and low floor-to-floor heights.

By the 1960s, interstate highways I-81, I-86, and I-88 made the Binghamton and the University more accessible and desirable, reflected in an increase in the University's enrollment throughout the 1970s.

The increase in campus population brought on steady building growth continued through the early 1970s. Construction initiatives during this time included additions to the original Bartle Library, the Computer Center, the Engineering Building, Sciences III and IV, the Science Library, and College in the Woods residential community. These buildings are characterized by concrete frames with block infill.

In the mid 1970s, building growth slowed due to economic conditions in New York state, and particularly in the Southern

Tier region. Slow economic conditions continued through the 1980s and 1990s, during which time only minimal campus facilities expansion occurred. Key buildings constructed during this period include Academic A and B, the Anderson Center, and Susquehanna and Hillside Communities.

Since the 1990s, the University's facilities have continued to grow modestly with construction of the University Union West, the Events Center, the University Downtown Center, and Mountainview Community. Additionally, the University established the Innovative Technology Complex (ITC) campus with the ITC Biotechnology building.

PLANNING EFFORTS

In 1991, SUCF commissioned a Comprehensive Campus Master Plan at Binghamton University. Among the plan's recommendations were the infill of areas between existing buildings, the removal of parking from the campus' core, and the establishment of the University Union as the dominant center of campus life.

A Campus Capital Plan was conducted in 2000, making recommendations for projects for the five-year capital plan from 2003 to 2008. That same year, an academic support space program study was also conducted. In 2003 a Site Improvements Plan project was conducted.

KEY RECENT AND ONGOING PROJECTS

Recent capital projects are focused on the creation of cutting edge research space, reflecting the University's commitment to its mission as a doctoral research institution. Such projects include ITC Biotechnology, ITC Engineering & Science, and the future ITC Center of Excellence, Science V, and renovation of the Engineering Building.

The University has also focused on upgrading its residential facilities in recent years, with the most recent new buildings constructed in the Newing Residential Community. The University has also started construction for the East Campus Housing Project, a three-phase construction program to replace the old Newing College buildings with new dorm facilities and a new dining hall.

The University is also conducting key renovation of the East Gym and the University Union.



FIGURE 1.2.3A Campus Site in 1944



FIGURE 1.2.3B Campus Site in 1964

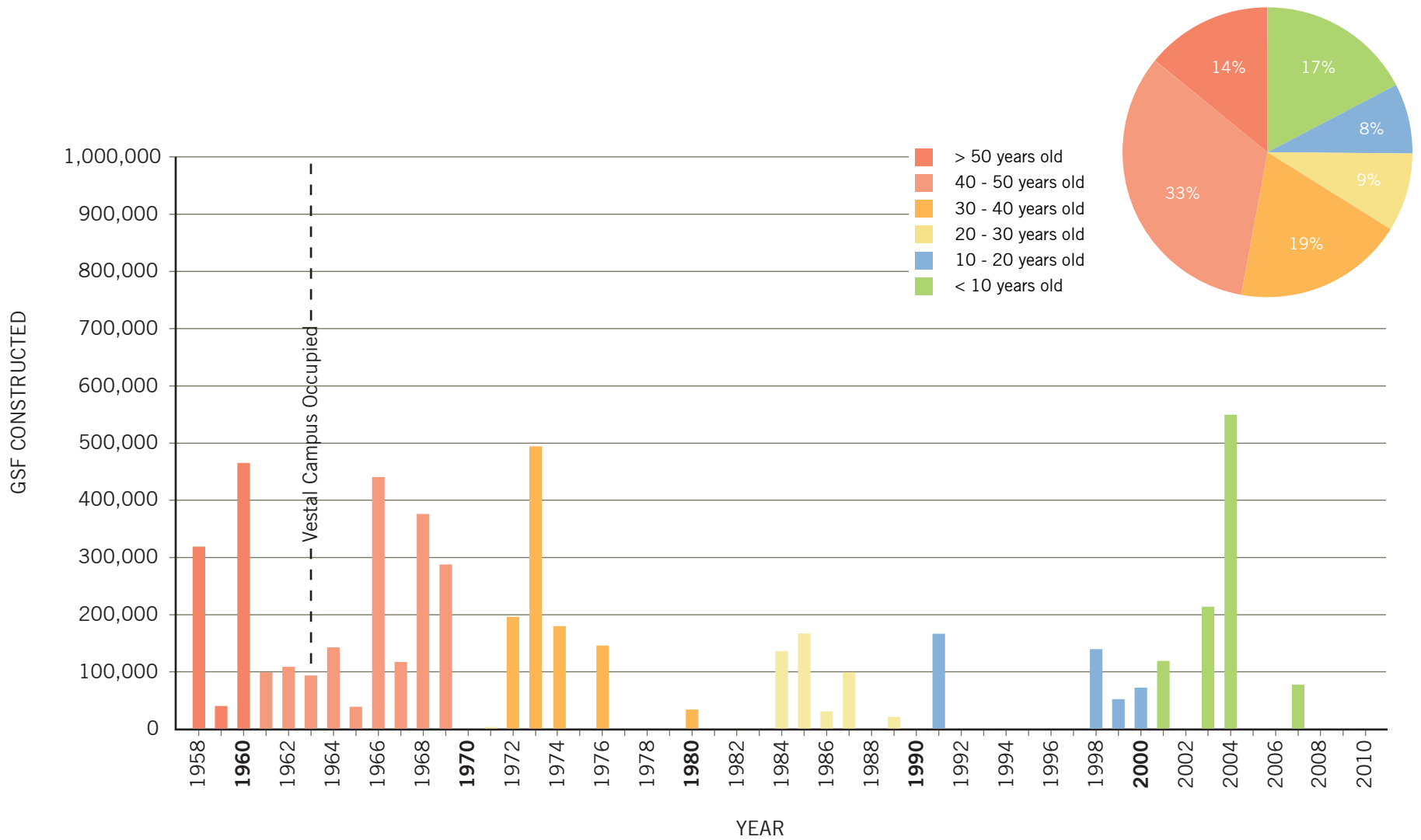


FIGURE 1.2.3C Campus GSF by Year of Construction, Source: BCI

1.3 Academic Mission & Strategic Plan

1.3.1 ACADEMIC MISSION

Binghamton University defines itself as a premier public university. As such, the University's mission is to enrich the lives of people in the region, nation, and world, through discovery, education, and engagement.

The University identifies its academic mission as follows:

“Our mission is to provide an affordable, world-class education to high-caliber students from culturally and economically diverse backgrounds. Our focus is always on the student. Our internationally renowned faculty members produce amazing scholarship and art, and bring their spirit of inquiry and discovery into the classroom.”

As a part of its academic mission, the University identifies three key components:

- + **World Wise.** Binghamton University believes that a 21st century college education requires a deep engagement with the world. It strives to provide students with a distinctly global experience and foster international perspective in all aspects of college life.
- + **Innovative.** The University values curiosity and exploration in art and culture; in science and engineering; about people, families, communities, and nations. It continually invests in learning and discovery on multiple platforms to meet the needs of every student. It is committed to providing members of the campus community with high-caliber facilities. Additionally, the University engages in industry partnerships, building a reputation as a nationally recognized research institution.
- + **Engaged.** The University is committed to providing students with an exciting, fulfilling, and rewarding college experience. It offers a wide array of programming in clubs and organizations, recreational and athletic activities, and at residential-colleges to support the complete BU student.

1.3.2 STRATEGIC PLAN

In 2010, Binghamton University issued an update to its strategic plan, following a number of shifts in its planning environment. During the year, the University underwent a series of leadership changes. In addition, an international fiscal downturn greatly constrained the resources available to the University.

The University's strategic plan identifies a commitment to sustain excellence during the period of transition, blending traditional and innovative approaches to create effective actions. Its vision is as follows:

“Binghamton will distinguish itself as a stellar institution of higher education, one that combines an international reputation for graduate education, research, scholarship and creative endeavor with the best undergraduate programs available at any public university.”

To achieve its goals, the University strives to be educationally excellent, innovative, collaborative, global, resourceful, and technological.

EDUCATIONALLY EXEMPLARY

- + Increase the number of tenure/tenure-track faculty who will advance the mission of discovery and learning in both established and emerging programs.
- + Grow and strengthen graduate education.
- + Ensure that Binghamton's undergraduate programs are world-class and visionary.
- + Enhance Binghamton's transfer initiatives.
- + Use research findings and campus assessments to improve student learning.
- + Enhance the role the Division of Student Affairs plays in undergraduate education for students both on and off campus.

INNOVATIVE

- + Provide a “state-of-the-art” environment for research and scholarly activities.
- + Expand University leadership as a “green” campus.

COLLABORATIVE

- + Foster a campus culture of respect.
- + Foster collaborative management principles.
- + Make professional development a University-wide priority.
- + Foster engagement with our communities of interest.
- + Promote the use of research and scholarship in our external communities.

GLOBAL

- + Foster research opportunities with institutions abroad.
- + Enhance students' preparation for a global society.
- + Increase students' exposure to global research and scholarship.
- + Create a synergistic global network of our international students and alumni abroad.

RESOURCEFUL

- + Increase and further diversify educational opportunities.
- + Seek revenue flexibility.
- + Encourage faculty and staff to seek sponsored program funds that advance their particular intellectual interests.
- + Provide competitive doctoral stipends.
- + Develop multiple sources of support for undergraduate students.
- + Successfully meet the goals of the comprehensive gifts campaign.
- + Promote effective deployment of resources.
- + Enhance the University's planning and evaluation processes.
- + Develop a new adaptive master plan for facilities and grounds.

TECHNOLOGICAL

- + Enrich instructional methodologies employed by faculty.
- + Capitalize on the digitization of information.
- + Leverage technology to provide excellent services.
- + Enhance delivery of computing services.

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1.4 SUNY Connectivity

1.4.1 SUNY OVERVIEW

The SUNY System includes four types of institutions: University Centers, University Colleges, Community Colleges, and Technology Colleges. Binghamton is one of the four doctorate-granting University Centers in the SUNY system. These are the largest of the SUNY institutions and offer the widest range of academic offerings. Binghamton offers six schools, each of which has a peer at other SUNY University Centers.

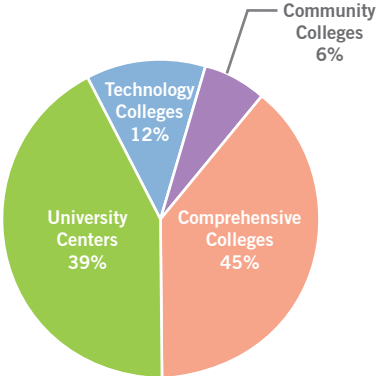


FIGURE 1.4.1A Overall SUNY Composition by Headcount, Source: SUNY IR Data

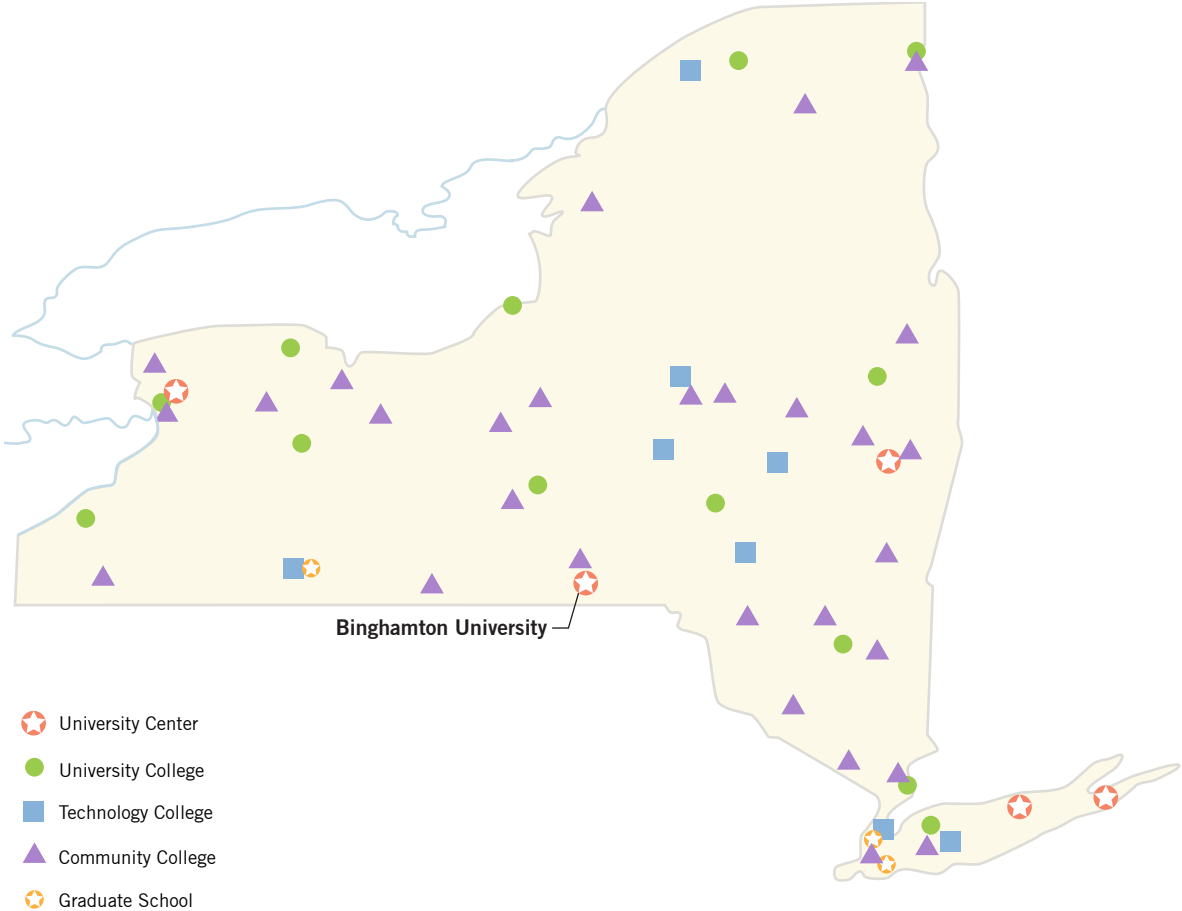


FIGURE 1.4.1B State Map of SUNY Locations

1.4.2 SUNY STRATEGIC PLAN

Per *The Power of SUNY*, SUNY's Strategic Plan for 2010 & Beyond, the following values and goals create a framework that will shape future growth at Binghamton.

CORE VALUES

- + Student-Centeredness
- + Community Engagement
- + Diversity
- + Integrity
- + Collaboration

SIX BIG IDEAS

- + **SUNY and The Entrepreneurial Century.** SUNY sees education in New York State as a pipeline that extends from birth to retirement years- and finds ways to close gaps that impede success.
- + **SUNY and A Healthier New York.** A fully integrated SUNY healthcare enterprise has enormous potential- in terms of public health, economic impact, and global influence.
- + **SUNY and An Energy-Smart New York.** Achieving sustainability demands action on multiple fronts at once. SUNY's collective intelligence makes it New York's renewable resource for ideas.
- + **SUNY and The Vibrant Community.** As other entities cut or loosen local ties, SUNY's role as an enduring, enriching presence in communities becomes even more critical.
- + **SUNY and The World.** We will nurture a culturally fluent, cross-national mindset and put it to work improving New York's global competitiveness.
- + **Building a Better SUNY.** The goals we've set for ourselves bring with them serious challenges. That's what makes them worthwhile. But there is no bigger challenge than earning and keeping the public trust.



1.4.3 STATE DEMOGRAPHIC CONTEXT

High school graduate rates provide indication of the number of potential students available for enrollment in institutions of higher education. This group enters as first-time full time students, a key component of an institution's total enrollment and a basis for returning enrollment.

In New York, the number of high school graduates is projected to decline by 16.5 percent over the ten years projection period from 2009 to 2019 (Source: NYSED ORIS).

In Broome County, the number of high school graduates is projected to decline by 20.4 percent by 2019. The State projects similar decline for neighboring counties, with as much as a 30 percent decline in adjacent Delaware County.

This overall decline of the number of young people in the coming years reduces the pool of potential students for in-state enrollment in SUNY, CUNY, independent, and proprietary institutions. To sustain future growth, Binghamton University must compete to maintain and expand its share of this pool of students.

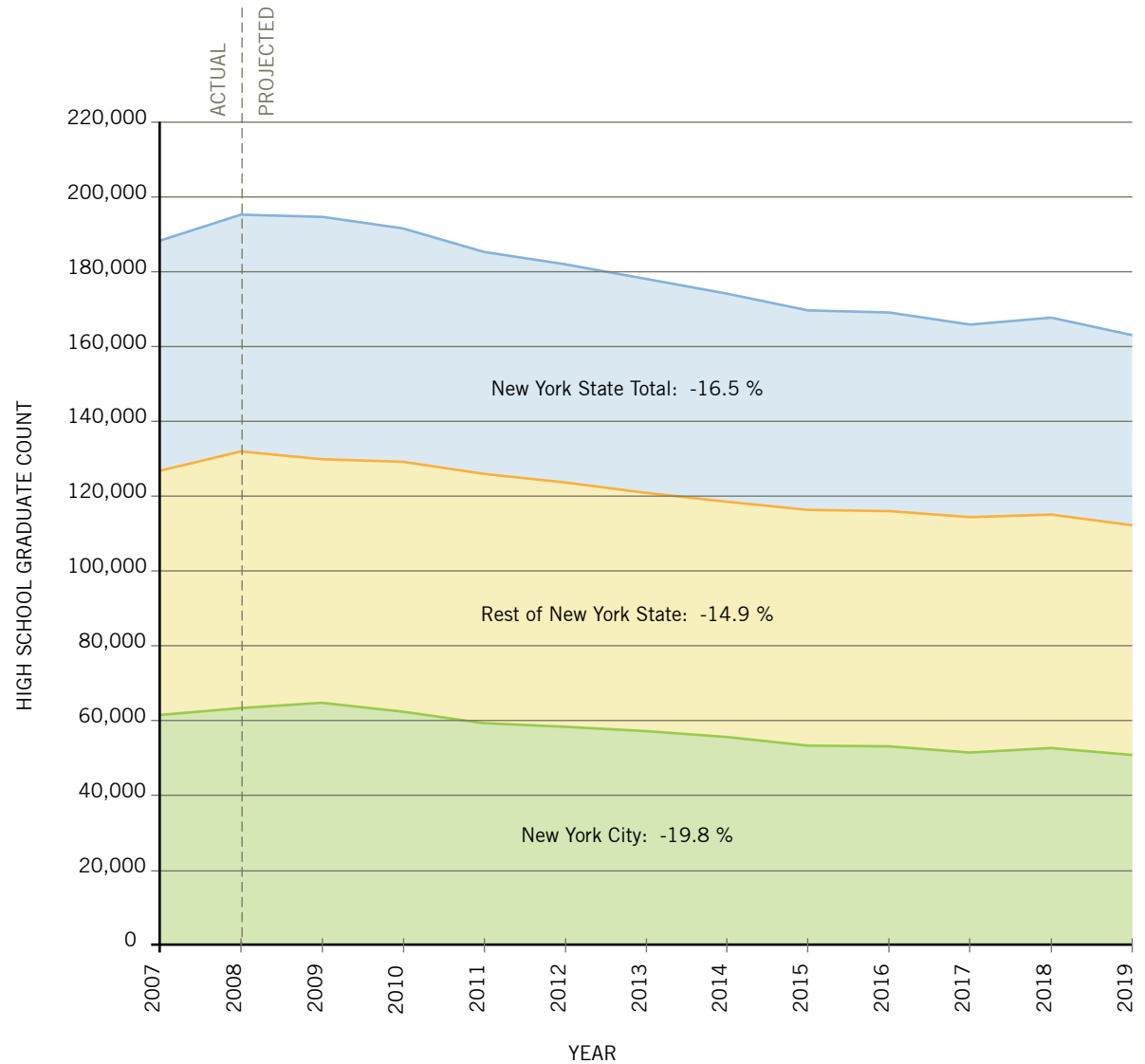


FIGURE 1.4.3A Graph of New York State High School Graduate Projections, Source: NYSED Office of Research and Information Systems

1.4.4 SUNY SYSTEM PROJECTIONS

SUNY's 15-year enrollment projections show 12 percent overall headcount growth and 5 percent overall FTE growth across the system. The growth is comprised of a significant increase in the percentage of graduate students across the system.

To achieve enrollment targets, the system identifies the following goals:

- + Building on existing programs that ensure access,
- + Expanding efforts to reach and support populations under-represented in higher education,
- + Supporting early intervention initiatives, in collaboration with middle and secondary schools, that seek to increase student preparedness,
- + Increasing diversity among graduates in fields of state needs (e.g., teaching),
- + Increasing access to and support for graduate level study,
- + Developing greater levels of diversity among faculty, staff, and students, particularly in positions affecting governance and policy,
- + Identifying factors that support or diminish successful student outcomes among various populations and promoting greater levels of success in all sectors of SUNY.

SYSTEM PROJECTIONS FOR UNIVERSITY CENTERS

SUNY projects overall growth for the four University Centers. However, this projected growth is the result of substantive growth at the University at Buffalo, modest growth at Binghamton University, modest decrease at Stony Brook University, and minimal overall growth at the University at Albany.

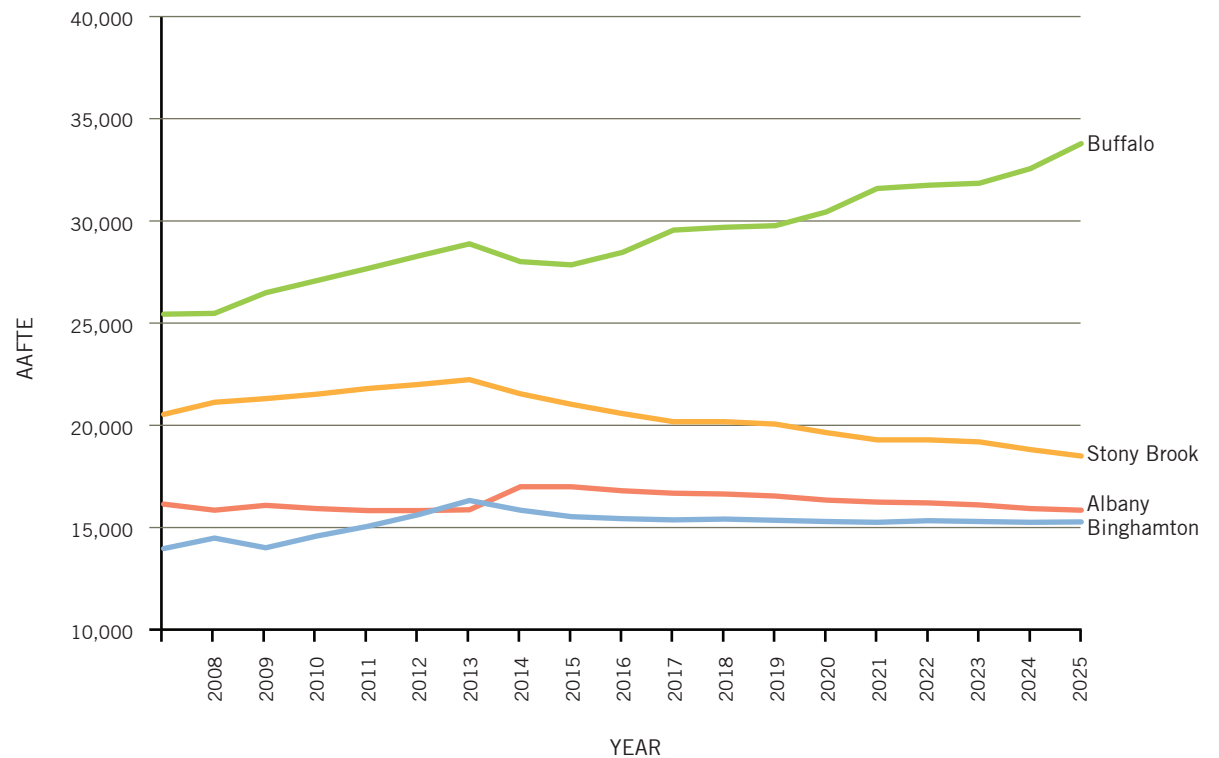


FIGURE 1.4.4.A SUNY IR Enrollment Projections for University Centers, Source: SUNY IR Data

1.4.5 BINGHAMTON WITHIN SUNY

UNIQUE PROGRAMS

Binghamton University offers several unique programs which face only limited competition from other SUNY schools.

The liberal arts education provided through the Harpur College is unparalleled in the SUNY system, attracting a level of students and faculty that cannot be found in other SUNY liberal arts programs.

The University's School of Management is unique in the SUNY system. Not only is it rare in its focus on management rather than the broader focus of most business schools, the quality of education puts the University in a class with private universities.

The College of Community and Public Affairs is a distinctive program. Only Albany offers a College of Public Affairs comparable to Binghamton's.

The Decker School of Nursing is the largest producer of nurses in the state. While other SUNY schools offer nursing, Binghamton has focused its program on niche areas, such as rural nursing, which can thrive without an associated medical school.

REGIONAL COMPETITION AND COOPERATION

There are four other SUNY schools within one-hour driving time from Binghamton University: Broome Community College, Tompkins Cortland Community College, Cortland College, and Oneonta College.

NON-REGIONAL COMPETITION

Binghamton University draws 42 percent of its student body from three New York counties: 18 percent from the Broome County, where the University is located and the remaining 24 percent from Nassau and Suffolk Counties on Long Island. Additional in-state students are drawn from Queens County, Westchester County, and Kings County.

The University faces competition with other SUNY institutions for students from other New York counties. Particularly the University competes with Stony Brook University for students

from Long Island. Comparatively, Binghamton University excels in the liberal arts, while Stony Brook has stronger scientific research programs.

In addition to Stony Brook, each of these counties offers local colleges that compete with Binghamton for students. Nassau, Suffolk, and Westchester are home to SUNY community colleges. Queens and Kings both offer multiple CUNY colleges. Students may choose to start at one of these schools and transfer into Stony Brook.

ACADEMIC PARTNERSHIPS

Binghamton University recognizes the importance of partnering with peer institutions. The University accepts transfer credits

from Broome Community College in the following programs: Accounting, Art, Biology, Cinema, Economics, English, History, Human Development, Management, Philosophy, Politics and Law, Political Science, Psychology, and Nursing.

BU also accepts transfer credits from other SUNY Community Colleges, including Tompkins, Cortland, Nassau, and Westchester, all of which contribute a significant number of transfer students.

The University also leverages the expertise of other SUNY institutions to expand its range of academic offerings. It offers a joint degree program with SUNY IT, as well as an accelerated 7-year Oculius Doctor degree with SUNY Optometry.

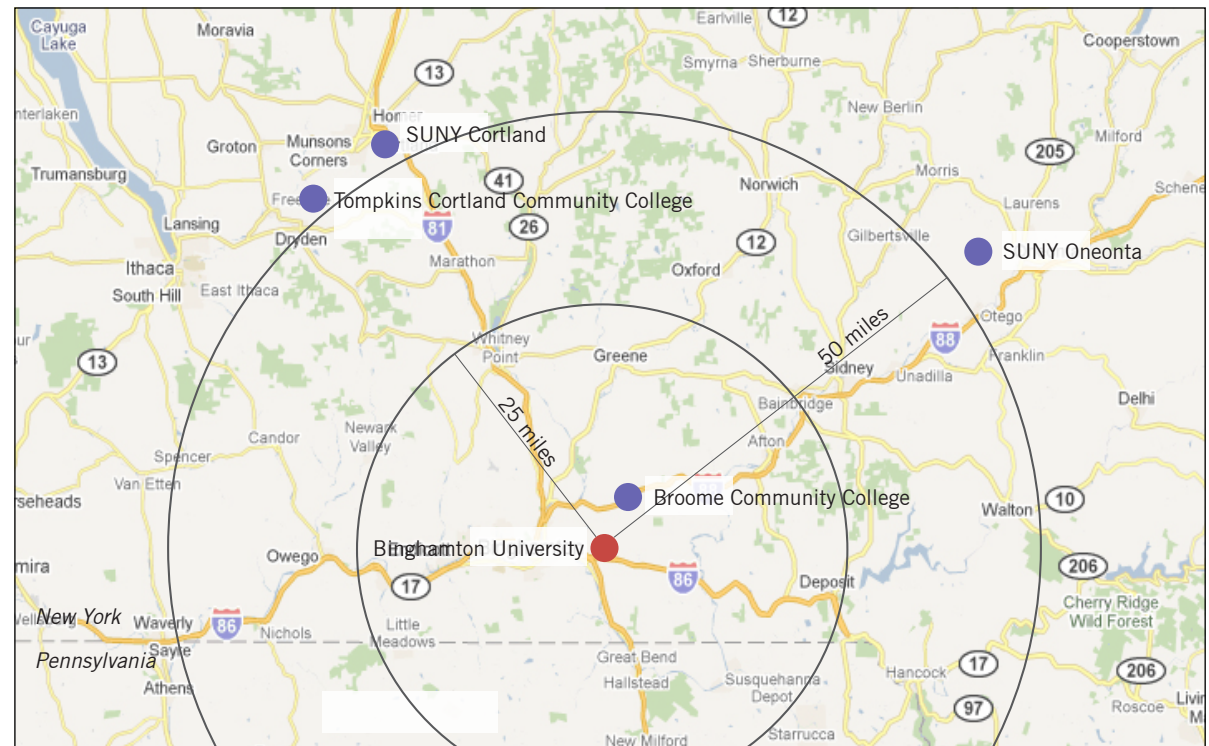


FIGURE 1.4.5A Map of Regional SUNY Locations

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1.5 Current and Projected Enrollment

1.5.1 ENROLLMENT LEVELS AND MIXES

Binghamton's current enrollment is 12,135 undergraduates and 2,590 graduate students. The Harpur College of Arts & Sciences maintains the bulk of the University's enrollment.

Binghamton's target is to increase overall enrollment. The University aims to increase out-of-state and international enrollment. Currently, students come from all 50 states and from over 100 countries

Binghamton has also focused on increasing U.S. non-resident enrollment. Since 2003, non-resident enrollment has increased by 137 percent. The University must continue to make this a focus if overall enrollment growth is to continue.

The high percentage of foreign students (20 percent) reflects the University's goal to internationalize the campus. Diversity in national cultures also encourages increased cultural studies.

The campus population is 52 percent male and 48 percent female. This is uncommon in most universities, where the population usually has a higher percentage of females. This plays a role in the types of services that the University needs to provide its student population.

DIVISION	2009 UGRAD	2009 GRAD	2009 COMPOSITE	PERCENT OF TOTAL
Vestal Campus	11,832	2,360	14,192	96%
Harpur College - Fine Arts Division	872	66	938	6%
Harpur College - Humanities Division	2,253	262	2,515	17%
Harpur College - Science & Mathematics Division	3,182	325	3,507	24%
Harpur College - Social Sciences Division	2,364	424	2,788	19%
Harpur College - Non-Divisional / Undeclared	121	13	134	1%
School of Education	53	241	294	2%
School of Engineering	903	596	1,499	10%
School of Management	1,060	327	1,387	9%
School of Nursing	310	93	403	3%
Non-Major / Non-Matriculated	714	12	726	5%
Downtown Campus	303	231	534	4%
College of Community and Public Affairs	303	231	534	4%
Other Location (Law School)	N/A	N/A	N/A	N/A
Law School	N/A	N/A	N/A	N/A
TOTAL ENROLLMENT	12,135	2,590	14,725	100%

FIGURE 1.5.1A Binghamton Enrollment Projections (FTE) by School and Location, Source: Enrollment Management Group Enrollment Projections (Locations based on existing program location)

STUDENT POPULATION	COUNT	PERCENT OF TOTAL
Males	7,714	52.4%
American Indian or Alaskan Native	18	0.1%
Asian or Pacific Islander	910	6.2%
Black - Non Hispanic	291	2.0%
Hispanic	462	3.1%
White - Non Hispanic	3,552	24.1%
Non-Resident Alien	1,238	8.4%
Unknown	1,243	8.4%
Females	7,011	47.6%
American Indian or Alaskan Native	16	0.1%
Asian or Pacific Islander	727	4.9%
Black - Non Hispanic	463	3.1%
Hispanic	511	3.5%
White - Non Hispanic	3,260	22.2%
Non-Resident Alien	858	5.8%
Unknown	1,176	8.0%
All Students (Degree and Non-Degree)	14,725	100.0%

FIGURE 1.5.1B Student Population by Ethnicity and Gender, 2009

Source: BU Office of Institutional Research and Assessment.

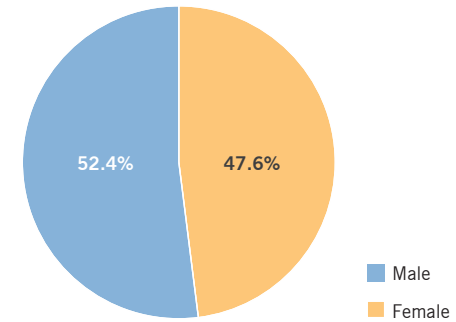


FIGURE 1.5.1C Student Population by Gender, 2009

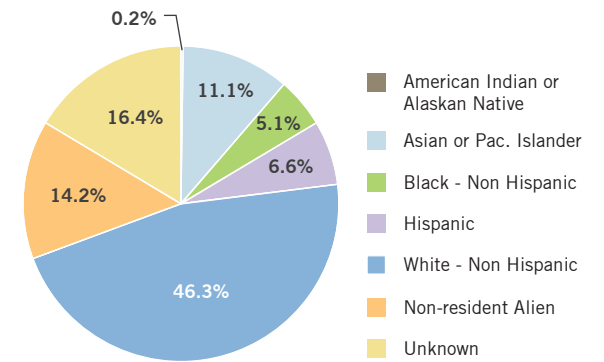


FIGURE 1.5.2D Student Population by Ethnicity, 2009

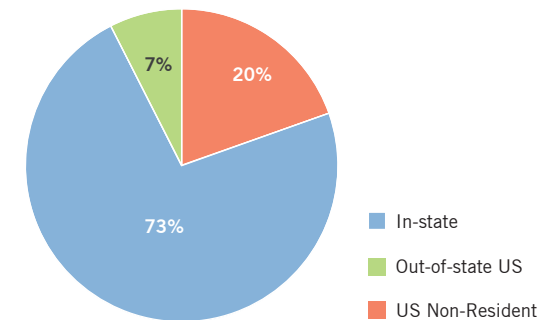


FIGURE 1.5.1E Student Population by Region, 2009

1.5.2 REGIONAL ENROLLMENT OUTLOOK

Nearly 75 percent of Binghamton's enrollment comes from within the state of New York. Of that, 18 percent comes from Broome County. Another 24 percent comes from Nassau and Suffolk counties combined.

In Broome County alone, the number of high school graduates is projected to decline by 20.4 percent by 2019. The state projects similar decline for neighboring counties, as much as 30 percent in adjacent Delaware County.

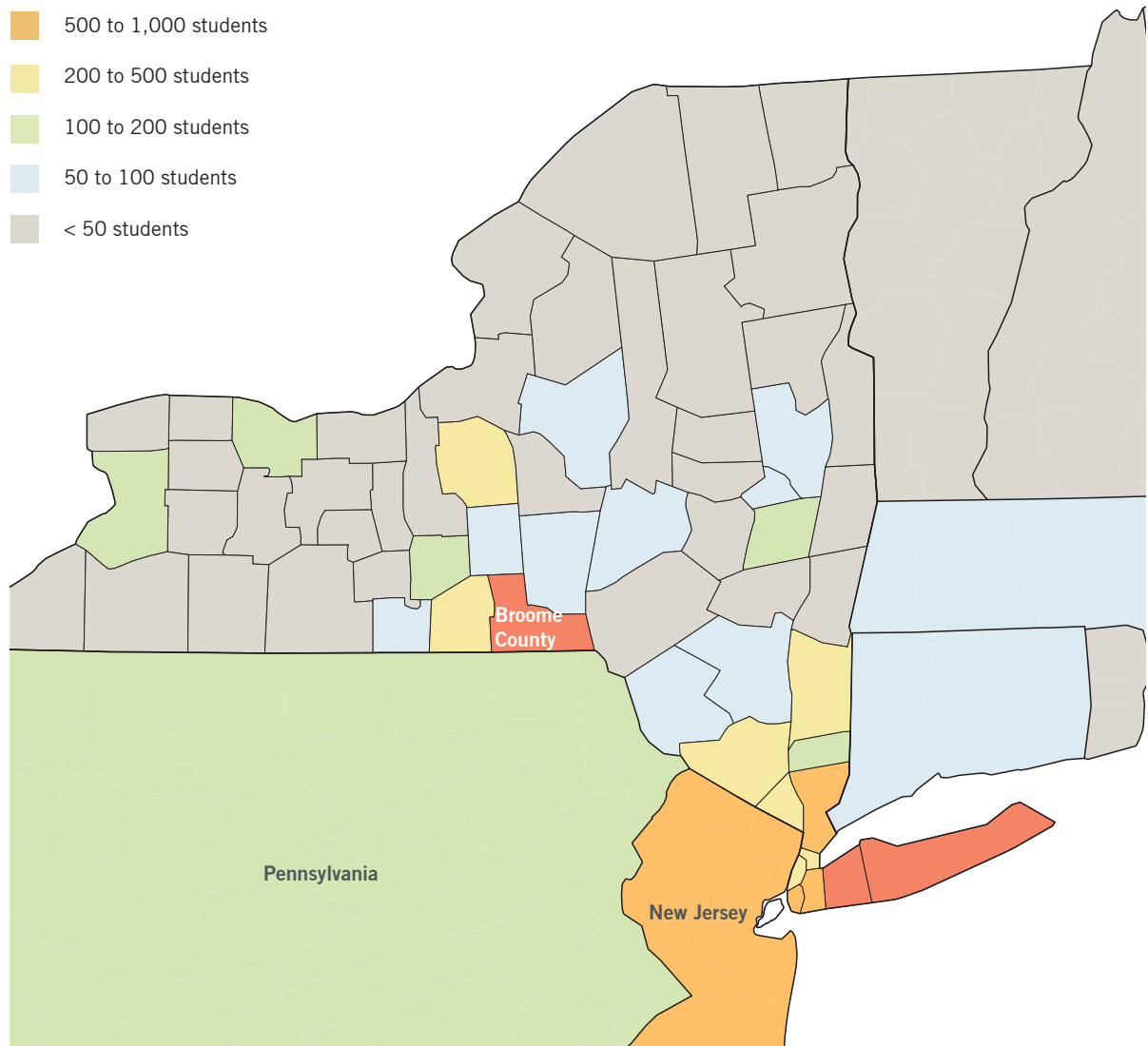
As high school graduation rates decline statewide, Binghamton faces an outstanding question: If the University is to continue to grow, from where will the University draw its students?

The University must focus its efforts on attracting foreign and out-of-state students. These demographics often value different qualities in higher education than in-state populations.

The University must also explore how to compete for a limited pool of students in New York State. As a State University, Binghamton's primary responsibility is to educate students from New York.

Legend

- > 1,000 students
- 500 to 1,000 students
- 200 to 500 students
- 100 to 200 students
- 50 to 100 students
- < 50 students



COUNTY	% OF BU ENROLLMENT	PROJECTED CHANGE (NEXT 10 YRS)
Broome	17.9%	-20.4%
Nassau	14.3%	-14.6%
Suffolk	9.5%	-12.3%
TOTAL	41.7%	-13.8%

FIGURE 1.5.2A Top Contributing Counties

FIGURE 1.5.2B Binghamton University Student Catchment Area

Source: BU Office of Institutional Research and Assessment

1.5.3 CAMPUS ENROLLMENT PROJECTIONS

As a part of the FMP process, Binghamton University's Enrollment Management Group conducted enrollment analysis and issued a projections that reflect its vision for expansion through 2023.

CAMPUS ENROLLMENT PROJECTIONS

The campus projects an overall enrollment growth of 54 percent, or approximately 8,000 FTEs, through 2023. The campus anticipates continual growth throughout the planning period of 2013 to 2023.

The campus projects undergraduate enrollment to grow by 47 percent and graduate level enrollment to increase by a substantive 89 percent. Given these figures, the campus projects that undergraduate enrollment will account for about 78 percent of its total enrollment growth, with graduate enrollment accounting for the remaining 22 percent. This will shift the University's balance of undergraduate to graduate students slightly from its current ratio of 82:18 to a ratio of 78:22.

YEAR	UNDERGRAD	GRAD	TOTAL
2009 (Actual)	12,135	2,590	14,725
2013	13,205	2,823	16,028
2018	14,933	4,280	19,213
2023	17,829	4,902	22,731

FIGURE 1.5.3A Binghamton Enrollment Projections (FTE), Source: Enrollment Management Group Enrollment Projections

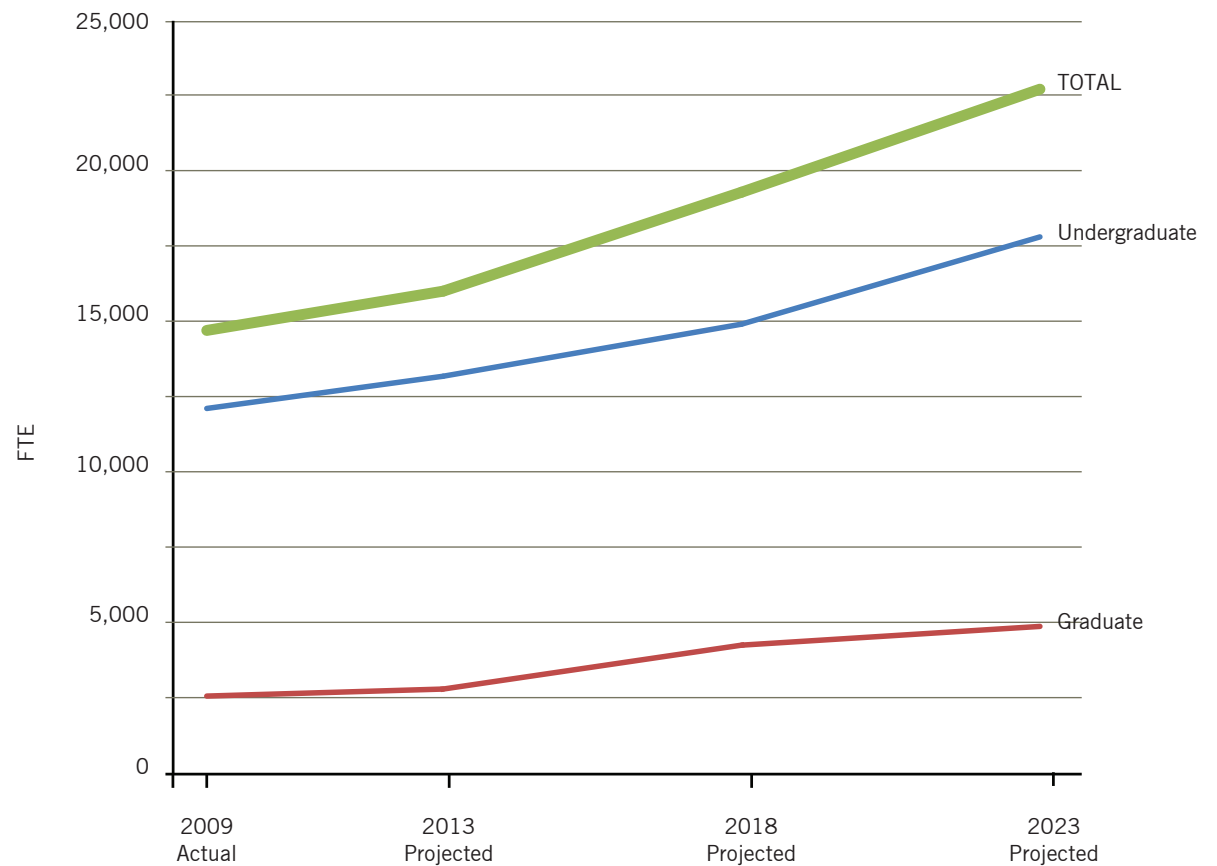


FIGURE 1.5.3B Binghamton Enrollment Projections (FTE), Source: Enrollment Management Group Enrollment Projections

1.6 Characteristics of BU

1.6.1 KEY QUALITIES

Binghamton is a medium-sized university large enough to allow for major research, but small enough to foster a community. While the campus is located close to the city of Binghamton, it is a decidedly suburban environment, which is also a defining characteristic in many SUNY institutions.

RESEARCH AND CAMPUS LIFE

The University's culture is tied strongly to its mission as a research center. Students and faculty are strongly encouraged to engage in research, leading to an environment of academic exploration. Research allows the University to partner with local companies, such as IBM, Corning, GE, Lockheed Martin, and BAE Systems, which can have a positive impact on students' educational experience. The climate of innovation is encouraging to both students and faculty, and greatly enhance the quality of the University.

THE BRAIN

The academic center of the campus is nicknamed "The Brain" due to the shape of the road wrapping the perimeter. Residential communities lie outside the Brain, with the exception of Dickinson Community which is within the Brain.

The delineation of the Brain from the surrounding communities forms the primary organizational structure of the campus. At a secondary level, there are a number of distinct precincts within the Brain, such as the Science complex.

NATURE AND THE CAMPUS

Natural landscapes contribute greatly to the positive quality of the campus. The campus features 600 acres of undeveloped land in its natural state, most notably the 182 acres of natural area. The natural areas on campus are a valuable resource for teaching, learning, and recreation, and is a unique feature of Binghamton not found at many other campuses.

RESIDENTIAL COMMUNITIES

The University is built on a unique community system based on the Oxford model. This model organizes the perimeter of the campus into precincts with distinct characteristics.

The communities are not divided by theme, academic field, or social cohort. Undeclared freshman may live with graduate researchers, bound together only by the physical colocation. This quality is unique to Binghamton and contributes to the overall diversity of the campus.

Dickinson Community is the oldest residential community on campus. The community's six-dorm buildings house 150-180 students each and are traditional corridor style, with students sharing facilities with their halls. Newing College offers traditional corridor style living.

Both Dickinson and Newing are being addressed as part of the East Campus Housing project. Buildings in Dickinson will be demolished or repurposed. Newing currently has one new building complete with others in construction. At the completion of the ECH project, all of the original Newing buildings will have been demolished.

Mountainview College and Hinman College both offer suite style living exclusively.

College-in-the-Woods, referred to as CIW, is the largest residential community on campus. Each of the 5 buildings house 240-340 residents and offer both suite style and traditional corridor style living.

Upperclass and non-traditionally-aged freshman students have the option of signing up for one of the apartment style communities, Hillside Community and Susquehanna Community. Susquehanna is a 24-hour quiet community and also offers family housing.

There are a variety of reasons to select one community over another. While the physical facilities, amenities, and living styles contribute to community life, each community also seems to possess a series of intangible qualities that lead to its overall character.

A COMMUNITY RESOURCE

Like many college communities in suburban regions, Binghamton University has become a center of local culture. The campus provides the community with performing arts and sporting events that are open to the public.

This aspect of the University is not only important for the outside community, but for students and faculty as well. Students and faculty know that they do not need to leave campus to look for something to do. Events will come to them. This is an important factor in the quality of the college experience at Binghamton.

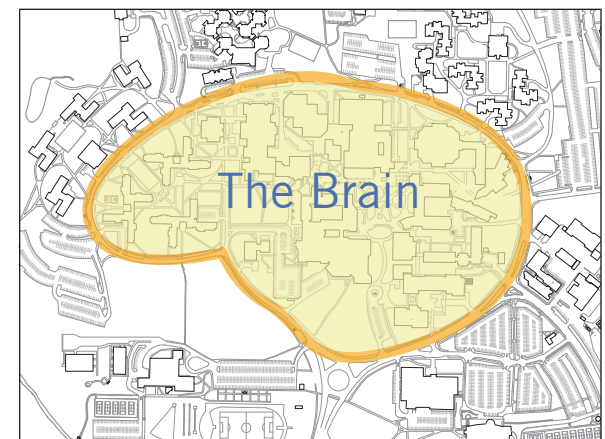


FIGURE 1.6.1A Diagram of the Brain

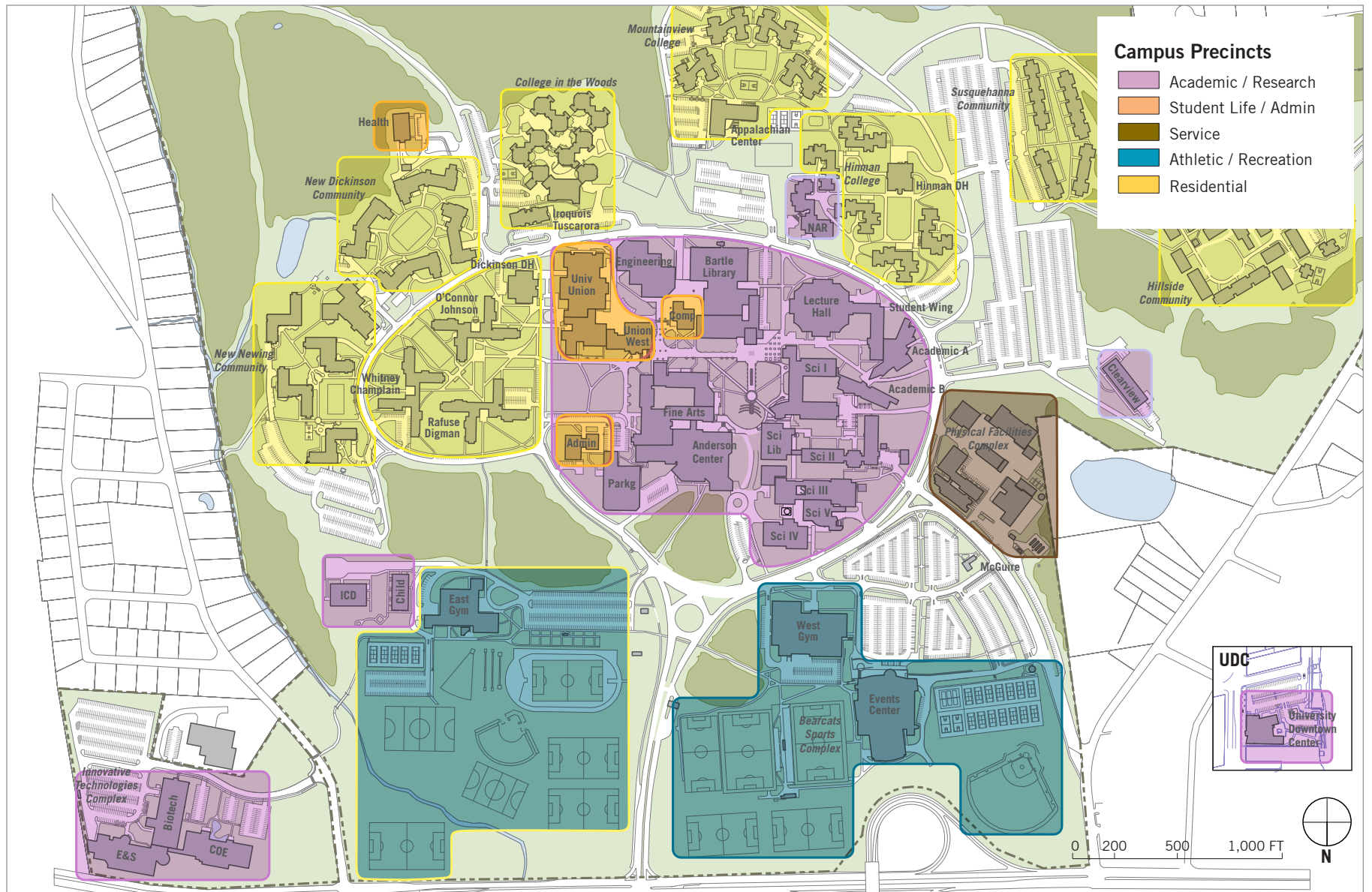


FIGURE 1.6.1B Campus Precincts

1.6.2 INSTITUTIONAL REPUTATION & SELECTIVITY

INSTITUTIONAL REPUTATION

Binghamton is considered a “public ivy” school. This reputation is based on the quality of Binghamton’s academic offerings and its favorable comparison to higher priced private institutions. Binghamton’s high regard is supported by nearly every independent national review publication. The following are highlights from published national reviews:

- + *Fiske Guide to Colleges* named Binghamton “the premier public institution in the northeast”
- + Binghamton is ranked 1st out of state and 5th for in state in *Kiplingers* “100 Best Values in Public Colleges”
- + Binghamton is considered a Tier I university by *US News and World Report*. *US News* ranks Binghamton 37th among national public universities, with an overall national rank of 80th
- + Binghamton received top recognition in *The Princeton Review*’s second annual “green rating” of colleges. The University was one of only 15 colleges honored

SELECTIVITY

Binghamton is one the most selective public universities in the nation. The University’s selectivity further contributes to its reputation as a top institution. From 1999 to 2005, Binghamton increased its enrollment of Selectivity Group 1 from 62 percent to 82 percent.

The University does not expect to maintain such high percentages from Selectivity Group 1, but commits to a goal of 72 percent for the coming years. The University cites the following selectivity metrics on its web site:

- + Average SAT score range: 1190-1340
- + Average ACT score range: 26-31
- + Top 25 percent of high school class: 84 percent

Binghamton’s students typically perform so well that the school does not have an honors college. This is uncommon in most universities. Instead, the University offers a limited Binghamton Scholars Program.

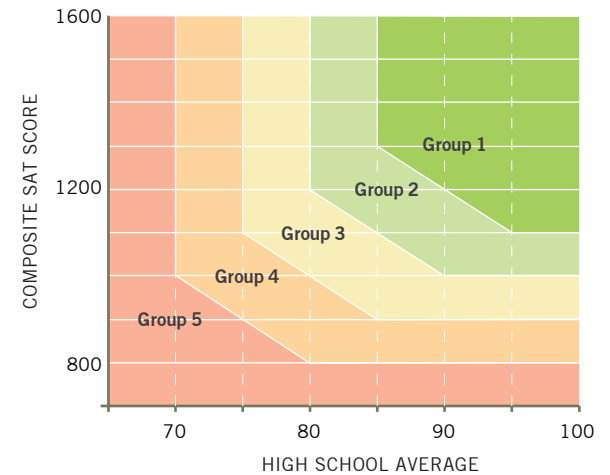


FIGURE 1.6.2A SUNY Selectivity Groups, Source: MRII

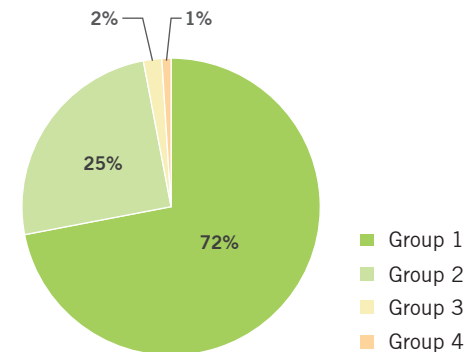


FIGURE 1.6.2B 2010 Planned Enrollment by Selectivity Group

CATEGORY	2010 US NEWS RANKING
Overall National Rank	80th
Overall Rank within SUNY	1st
Overall Rank in Public Universities	37th

FIGURE 1.6.2C Institutional Reputation Summary, Source: US News & World Report

1.6.3 PEER INSTITUTIONS

In many ways, Binghamton University resists comparison with peer institutions. A number of factors present challenges when trying to determine appropriate peer institutions:

- + The University's relative youth (64 years)
- + The University is not a land-grant institution and is therefore not eligible for the associated additional funding.
- + The University does not include a medical school. Medical schools allow access to increased funding from National Institutes of Health.

Most schools offering programs of similar quality are older, larger, or land-grant universities, often with access to additional funding. These schools do not face the same budgetary challenges that Binghamton faces.

Recognizing that each differs in one of the qualities mentioned above, Binghamton identifies the following schools as peers:

- + University of Connecticut
- + University of Delaware
- + University of Maine
- + University of New Hampshire
- + University at Albany
- + Miami University of Ohio
- + Clemson University
- + College of William and Mary
- + University of California Santa Barbara
- + University of California Santa Cruz

HOW BINGHAMTON COMPARES

Binghamton compares favorably to these peer institutions in a number of qualities. Binghamton ranks second among these peer institutions in its number of small classes, an important metric when comparing quality of educational experience. However, the University ranks tenth in student to faculty ratio, which is an area that Binghamton aims to improve as part of its strategic plan.

Binghamton ranks sixth among these institutions in publications per full time faculty, ahead of many of the land-grant institutions.

1.6.4 STUDENT OUTCOMES AND TRANSFERS

Binghamton's retention rate for first-year students is typically 87-90 percent. The most current data shows that the first year student retention rate at state-operated SUNY campuses is 81 percent.

The University's six-year graduation rate is approximately 75-78 percent. This is significantly higher than the national average for public universities, and puts Binghamton in the top ten in the nation.

The University has 17 doctoral programs that graduate at or better than national median time.

Graduates are often placed in starting positions at other major universities. The average debt at graduation is \$14,734, and the school is in the Top 15 Lowest debt-load in the country.

Transfers

Binghamton's first-year retention rate for students transferring in to the University is 85 percent overall.

The University has also created a Retention Task Force, which has identified academic performance and connection to the campus as factors impacting transfer retention. Based on the Task Force's findings, the University creates programs aimed at improving these aspects of transfers' educational experience.



1.6.5 CORE CURRICULUM

Binghamton's core curriculum focuses on providing students with a balanced educational experience.

The University describes its General Education program as follows on the University web site:

Convinced that there are several areas of knowledge and experience that ought to be central to the academic experience of every undergraduate student, Binghamton University has adopted a comprehensive General Education curriculum. This curriculum has broad goals. It is intended to help students develop:

- + An appreciation of and capacity for effective personal expression
- + Knowledge about various intellectual traditions
- + An understanding of and respect for different peoples and civilizations
- + Knowledge of and appreciation for the natural world, achieved through active engagement with the methods and philosophy of natural science
- + Logical thinking, balanced skepticism, and tolerance for ambiguity and uncertainty
- + A knowledge of and appreciation for the arts and creative expression
- + Skills needed to locate, evaluate, and synthesize information from a variety of sources
- + Skills needed to understand and use basic research techniques
- + Skills needed to perform the basic operations of personal computer use.

GENERAL CURRICULUM REQUIREMENTS

To achieve these objectives, students must take courses in:

- + Language and Communication—Composition, Oral Communication and Foreign Language
- + Creating a Global Vision—Global Interdependencies and Pluralism in the United States
- + Natural Sciences, Social Sciences and Mathematics
- + Aesthetics and Humanities

+ Physical Activity/Wellness

Beyond the General Education requirement, students are encouraged to participate in research with faculty, which is an important aspect of the educational experience at Binghamton.

1.6.6 ACADEMIC PROGRAMS

Binghamton offers 130 academic areas of study for undergraduates and 70 for graduate students.

PROGRAM STRENGTHS AND DISTINCTIONS

Binghamton's liberal arts program is the heart of the University. Psychology is the strongest department in the Division of Science and Mathematics. In the Division of Humanities, the Philosophy, Politics, and Law (PPL) program attracts top students and is one of the strongest and most popular programs in the school.

In addition to liberal arts, the School of Management is one of the top public business schools in the nation, and is the best in New York State. SOM is ranked 35th overall and 12th among public schools in Business Week's annual ranking of top undergraduate business programs in the nation. SOM has a particularly strong MS program in Accounting. As the school is highly regarded nationally, enrollment levels are kept low to maintain the school's distinction.

The Decker School of Nursing is the largest producer of nurses in the state. The school has strengths in its PhD program and in teaching rural nursing.

The School of Education is strongest in preparing teachers in core subjects, such as math, history, and English.

ACCREDITATIONS

Binghamton University is accredited by the Middle States Association of Colleges and Secondary Schools.

The University also grants degrees accredited by the Commission of Collegiate Nursing Education (CCNE), the American Assembly of Collegiate Schools of Business (AACSB), American Board of Engineering Technology (ABET), National Association of Schools of Music (NASM), American Psychological Association (APA), Behavior Analysis Certification Board (BACB).



PROGRAM RESOURCES AND LIMITATIONS

The University benefits from a number of cutting edge and unique facilities that support its dual missions of research and learning.

The School of Nursing benefits greatly from its clinical and simulation facilities. The school makes use of advanced simulation rooms where students work with smart dummies and real equipment.

The innovative Technologies Center (ITC) Biotechnology Building is one of Binghamton's newest and most important resources. The ITC is the campus' dedicated research facility located on a 22-acre site adjacent to the main campus. The facility has also shown to be a good recruiting tool to impress potential faculty.

A significant challenge for the coming years, will be to provide comparable facilities of distinction for departments that are doing laudable work and would benefit from 21st century teaching and research tools.

One challenge that comes with the steadily growing enrollment is stress on the University's limited resources.

HARPUR COLLEGE OF ARTS & SCIENCES

The Harpur College of Arts & Sciences offers students a balanced liberal arts education in a research university environment. The curriculum is designed to strengthen intellectual skills and general knowledge.

Harpur is the largest school at Binghamton, and the schools divisions tend to have different focuses and goals. Harpur's main goals are to deliver the highest quality education possible in a full range of liberal arts studies and to continue to expand academic offerings.

SCHOOL OF MANAGEMENT

The School of Management provides unique undergraduate programs in accounting and management, which stress analytical capabilities, experiential learning, integration across functional areas, communication skills and global and ethical environment.

The School of Management offers full-time and weekend programs. Management students can earn BA, MBA, MS, and

PhD degrees through one of seven programs. In recent years, SOM has placed increasing emphasis on the MS program in Accounting.

DECKER SCHOOL OF NURSING

Decker's mission is to disseminate and advance knowledge about human health care, health promotion and the treatment of illness in individuals, families and communities, with an emphasis on underserved and rural populations. Decker is the largest producer of nurses in New York state, and focuses on serving the needs of the community.

WATSON SCHOOL OF ENGINEERING & APPLIED SCIENCE

Watson offers bachelor's degrees, master's degrees, and doctoral programs in five fields of study, ranging from bioengineering to computer science to mechanical engineering. For students in all programs, the Watson School experience is characterized by a special blend of creative thinking, professional opportunities and a focus on finding solutions to real-world problems.

The School of Engineering's core is in Computer Science, Electrical Engineering, Mechanical Engineering, and Systems Science and Industrial Engineering, with an increasing emphasis on graduate study.

The College of Community and Public Affairs

The College of Community and Public Affairs (CCPA) offers students undergraduate degree programs in human development and graduate programs in public administration, social work and student affairs administration.

SCHOOL OF EDUCATION

The School of Education is focused on teaching core curriculum subjects. The school offers degrees to graduate students only, which is fairly unusual nationally. Despite recent growth, the school intends to maintain its focus on core subject education without adding peripheral subjects.

The School of Education offers master's degree programs in Adolescence Education, Childhood Education, Literacy Education, and Special Education. All of these programs are approved for New York state teaching certification.

1.6.7 ALTERNATIVE LEARNING

Binghamton offers a variety of alternatives to their standard educational experience, including distance learning, joint degree programs, international programs, and scheduling options.

DISTANCE LEARNING

Binghamton's EngiNet distance learning program offers graduate students the opportunity to earn a master's in engineering without ever attending classes on campus. This is an increasingly valuable quality in Engineering education, as Engineering students are more likely to prefer computer-based learning.

The School of Education is also planning a distance learning program to educate teachers in New Orleans, where here the University has identified an opportunity to serve a pressing need. This is one area where distance learning is able to support the school's mission of serving the community.

The School of Nursing provides distance learning services to deliver classes in rural nursing to remote areas. Because rural nursing is one of the programs that sets Binghamton apart, this online program is vital to maintaining the University's uniqueness in the academic community.

JOINT DEGREE PROGRAMS

Binghamton has four partner universities in Turkey-Bilkent University, Bogazici University, Istanbul Technical University, and Middle East Technical University. The University also offers a dual diploma program Master's program with the Moscow State Institute of International Relations, which is Russia's premier graduate school of international relations and economics.

COORDINATION WITH OTHER FACILITIES

Binghamton benefits from the coordination of programs with other nearby institutions and organizations. The School of Nursing hosts a clinic one day a week for Syracuse University. The School of Education coordinates programs with local public schools and BOCES. Each of these cooperative programs adds to the diversity of offerings at Binghamton and strengthens ties to the surrounding community.

WEEKEND AND EVENING PROGRAMMING

Because Binghamton grants a variety of professional degrees, many of the University's students are seeking graduate degrees while working full time. Binghamton accommodates these students through weekend and evening classes.

Nearly all of the School of Education's classes are held in the evening for working teachers pursuing higher degrees. The School of Management offers weekend MBA programs for people working full-time, which is vital to meeting the needs of modern MBA students. CCPA also offers evening classes.

EARLY EDUCATION AND CONTINUING EDUCATION

In addition to educating traditionally-aged college students, Binghamton offers the College Link program for high school students to begin earning credits early. The University also offers a variety of continuing education programs for all ages and levels of experience, including the Lyceum program for senior citizens.

INTERNATIONAL PROGRAMS

In addition to the international joint degree programs in Turkey and Moscow, Binghamton offers 25 study abroad programs.

Abroad programs are administered by the Office of International Programs (OIP).

Students also have access to more than 250 study abroad programs offered by other SUNY institutions.

The University also makes the internationalization of its own campus a strategic initiative. In addition to international student recruitment, the University's Language Across the Curriculum (LxC) program contributes greatly to the international quality of the campus.

Study abroad programs and campus internationalization are also both vital aspects of the University's Global Studies minor program.



1.6.8 RESEARCH

Research at Binghamton University has developed greatly in the past ten years, and is central to the University's mission. In 2000, the University established the Division of Research as an independent body. The Division now oversees and coordinates all research activity and is also responsible for community outreach and partnerships.

Since 2002, Binghamton has increased research expenditures by 33.5 percent. The University's goal for 2010 research expenditures is \$50 million, and represents twice the total expenditures of 2002. If Binghamton continues to meet its aggressive research goals, the University can extend its reputation as a leading research institution.

The creation of the ITC has been vital to research progress. Cutting edge facilities are necessary for advanced work in technology, and having such a complex allows Binghamton to attract top researchers and entice companies to participate in partnerships.

Licensure revenue is an important indicator of an institution's research success. Binghamton now ranks second in the SUNY system in patent licensure revenue. However, Binghamton still trails far behind its aspirational peers in sponsored research.

With the February of 2009 inception of the the American Recovery and Reinvestment Act (ARRA) Binghamton University researchers received 13 grants totaling about \$3.7 million. The University anticipates additional funding from this source, and encourages faculty to continue to submit proposals for additional ARRA grants.

Binghamton publishes two major periodicals that emphasize the importance of the University's research mission. *Discover-e* is Binghamton's research newsletter. The University also publishes *Binghamton Research*, an annual research magazine highlighting faculty innovations and ideas. Some of the major projects highlighted in 2009 include multiple studies on climate change, neuroscience, public policy, and historical debates.

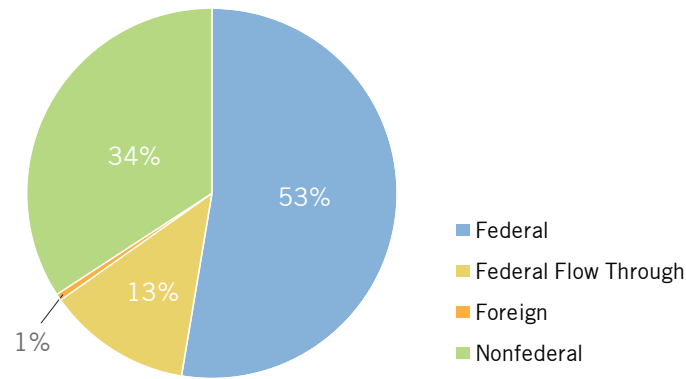


FIGURE 1.6.8A Research Expenditures by Source, 2008-9 Source: Binghamton University Division of Research

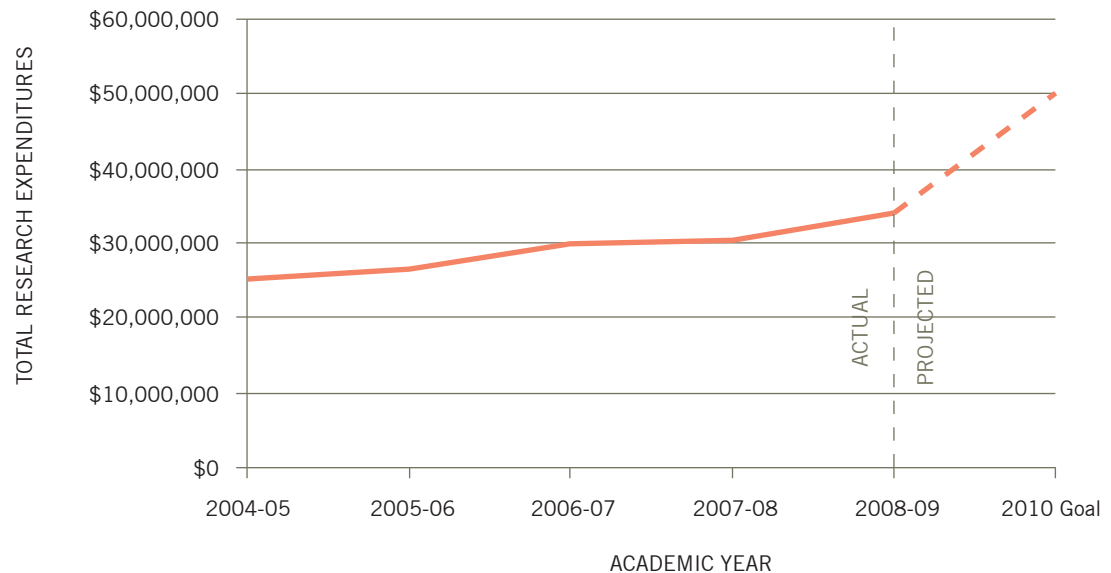


FIGURE 1.6.8B Overall University Research Expenditures by Year, Source: 2010 Progress Report

1.6.9 ADMINISTRATIVE STRUCTURE

Binghamton University employs a dynamic administrative structure, actively modifying the structure to meet new demands.

The University is governed by the Board of Trustees of the SUNY system.

For the past 19 years, the University has been led by President Lois B. DeFleur. In January 2010, the president announced her intention to retire from her post at the end of the academic year. The University's goal is to have an interim president in place in July of 2010 and fill the position by early 2011.

The president has five vice presidents in the senior cabinet: Provost and Vice President for Academic Affairs, Vice President for Research, Vice President for Administration, Vice President for Student Affairs, and Vice President for External Affairs.

The Office of the Provost and Division of Academic Affairs is led by the Provost and Vice President for Academic Affairs. The Division is composed of four major departments, each of which is led by a Vice Provost: Vice Provost for International Affairs, Vice Provost for Undergraduate Education and Strategic and Fiscal Planning, Enrollment Management, and the Graduate School. In addition to the four departments, the Provost also oversees the college deans and the libraries. Each of Binghamton's schools has a dean responsible for the academic affairs of the school.

The University is also overseen by the Binghamton University Council. The Council is comprised of nine unpaid members appointed by the state and one student elected by the student body. The Council's areas of responsibility include student conduct, physical plant, and recommending candidates for President of the University.

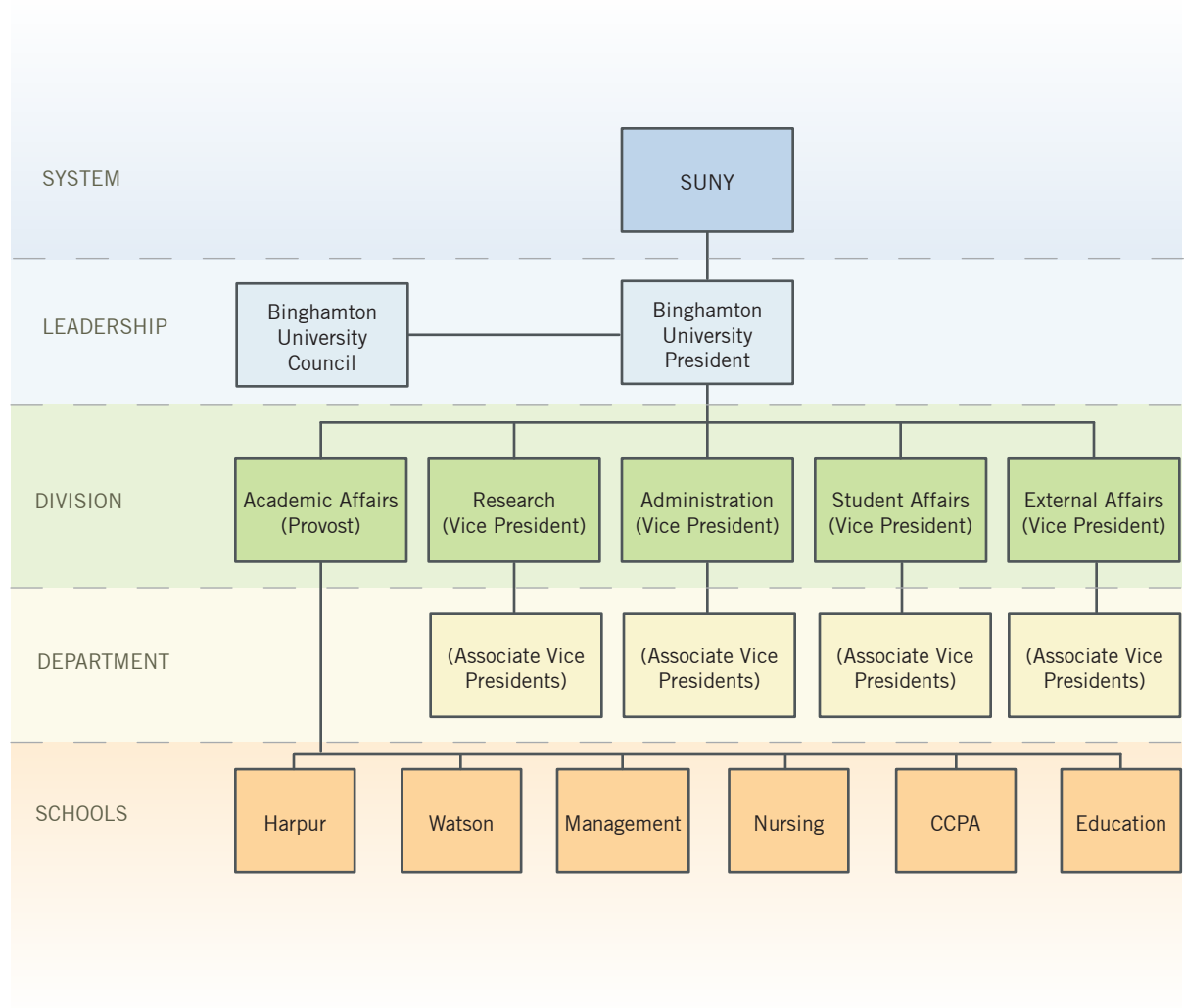


FIGURE 1.6.9A Binghamton University Organization Chart

1.6.10 FACULTY

Binghamton University's success depends on the quality of its faculty.

The University employs 856 faculty FTE and 610 full time faculty by headcount. The student to faculty ratio by FTE is 17.2:1.

Approximately 55 percent of faculty are tenured or on tenure track. The University sets a goal of 75 percent of faculty to be either tenured or on tenure track.

Binghamton's faculty includes a Pulitzer Prize winner, a National Book Award winner and numerous Fulbright, Ford, and Guggenheim scholars.

All faculty are expected to contribute in teaching, research, community service and outreach, and scholarly activity.

The University takes a variety of steps to attract top faculty. One strategy is offering a competitive sabbatical leave policy, which allows faculty to take a sabbatical leave every seventh year.

In the University's 2010 Progress Report, Binghamton proposes a flexible approach to faculty hiring, with a goal of hiring the best faculty available and allowing them to self-organize. However, the University indicates a need to further develop policies that allow faculty to cluster around new intellectual interests and create new interdisciplinary areas of study.

One of the most important steps that Binghamton has taken to invest in academic excellence is committing to increase overall faculty numbers.

One of the greatest challenges that Binghamton faces comes from other institutions luring its faculty to teach elsewhere. Other institutions are often able to offer packages that Binghamton cannot match, such as opportunities to lead established research centers and join larger groups of scholars.

The University maintains a database of faculty interests. This allows faculty to easily find colleagues with similar interests. The interest database also allows the University to bring faculty together for new grant opportunities.

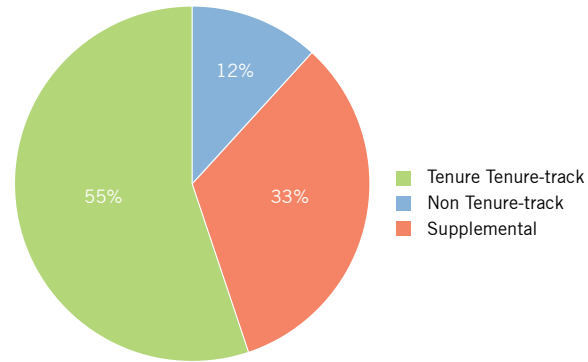


FIGURE 1.6.10A Faculty Composition by Status, 2009

Source: SUCF

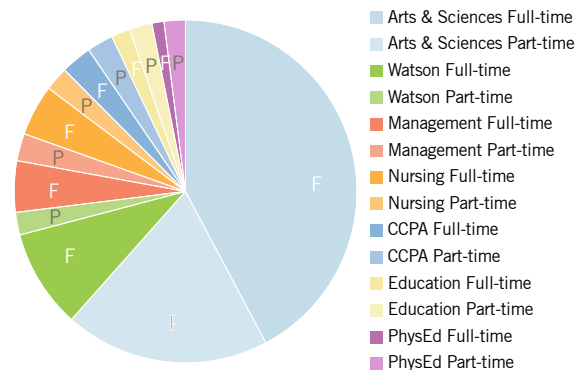


FIGURE 1.6.10B Faculty Composition by School, 2009

Source: SUCF

1.6.11 STUDENT & CAMPUS LIFE

Binghamton University offers a variety of student life activities both on and off campus.

The Division of Student Affairs, which includes an office of Campus Life, oversees all day-to-day student issues.

The University Union and University Union West offer a home for clubs and organizations, as well as recreational spaces. Recreational spaces include bowling alleys, billiards, arcade games, and internet lounges. The Union is also home to the student newspaper, television production, and performing arts practice spaces.

Much of campus life revolves around the residential communities. Each community has a set of traditions and activities, including competitions, dances, and trips. The community activities build relationships between residential students and provide a sense of identity to each area of the campus.

The University offers 160 clubs and student organizations. Most clubs meet in the University Union.

Students may participate in athletics at a variety of levels, including club and intramural sports. Campus Recreation, located in the East Gym, also provides students with a comprehensive set of personal fitness programs and classes.

The University Union is also home to the Late Nite program, which is designed to enhance the quality of student life during peak social interaction times by providing activities attractive to all students. All Late Nite programs are held in the University Union on Friday and Saturday nights from 9pm-2am. Many different activities are provided (movies, crafts, games, live music, etc.) as well as co-sponsored events with Student Association Chartered student organizations.

The Student Association (SA) functions as Binghamton's student government. The SA represents the student body in student affairs matters with the University's administration.

Students may participate in a variety of organized volunteer groups and are encouraged to begin their own volunteer initiatives.

Like many universities, Binghamton hosts an annual Spring Fling, with a variety of concerts and activities for the students

as the academic year comes to an end.

Binghamton also offers organized Getaway Bus Trips for students who want to get away from campus and visit nearby cities. Trips include skiing, Broadway shows, concerts, and shopping. Binghamton University offers a variety of on-campus activities for students, faculty, and the community.

For students, the University offers clubs and student organizations, organized activities, athletics, and more.

For the community, the University serves as a local hub for culture and activity. Sporting events and performances are open to the public. The campus also provides valuable resources such as the Library.

Much of campus life revolves around the residential communities. The communities are effective in creating memorable connections with the University beyond graduation.



1.6.12 ATHLETICS & RECREATION

Binghamton offers a variety of athletic programs, ranging from casual intramural sports to NCAA Division I varsity programs.

The University fields 21 NCAA Division I men's and women's varsity teams. The Binghamton Bearcats compete in the America East Conference, and play their home games in the Events Center.

Binghamton was originally a Division III school, and known as the Colonials, until a recent aggressive campaign to become a Division I school. In 1999, Binghamton completed that transition faster than any other school in history. Alongside the transition to Division I, a \$33.1 million Events Center for basketball, track and tennis was constructed. In 2007, a \$3.6 million stadium with turf fields for soccer and lacrosse, as well as a championship-capable baseball field, were completed. Binghamton's mascot is now the Bearcat.

The East Gym is home to Campus Recreational Services, which provides health and fitness programs. The University offers a wide array of activities and classes that take place indoors and outdoors both on and off campus. Some are purely recreational, while others are very competitive. In 2009-2010 there were over 1,700 participants in 38 club sports, and over 3,800 students participated in at least one intramural sport.

Recreation programs include fitness, lap swim, basketball, badminton, group exercise, volleyball, pirate boat club races, water polo, and yoga.

In recent years, recreation has suffered at the expense of Athletics. The University has devoted significant resources and effort to upgrade its athletic program. However, while the Events Center and outdoor fields for varsity sports are brand new, the East and West Gym are among the oldest buildings on campus.



1.6.13 LOCAL ECONOMIC IMPACT

Binghamton University has a significant positive impact on the economies of Broome County, the Southern Tier, and New York state.

For every \$1 that the State of New York invests in Binghamton University produces an \$8 return to the state.

The University employs 5,169 full and part-time staff, faculty and auxiliary workers. The University creates another 3,744 secondary jobs in Broome and Tioga counties. The combined 8,913 jobs accounts for 8 percent of all jobs within the two counties.

In 2007-2008, Binghamton's students, faculty, staff, and visitors spent \$463 million, providing an economic impact of \$750 million in Broome County, and \$1 billion in New York State. The University accounts for roughly 11 percent of the GDP within Broome and Tioga counties.

Planned growth at the University is likely to increase Binghamton's positive economic impact. Increased enrollment and faculty levels will require additional services in the region to meet their needs, creating more jobs and more money flowing through the region's economy.

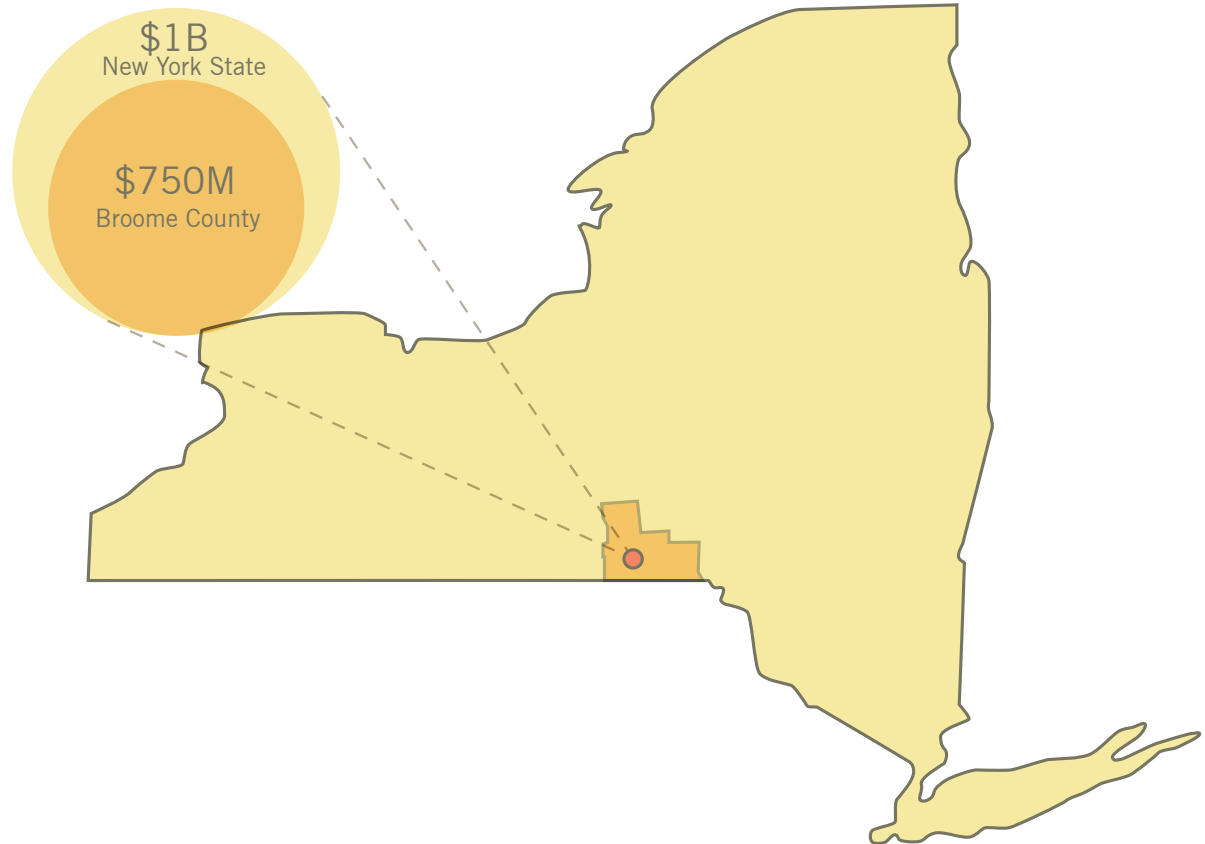


FIGURE 1.6.13A Regional Economic Impact Map

1.6.14 COMMUNITY RELATIONS

The Office of Economic Development and Community Outreach links the intellectual and physical assets of the University with local, regional and state governments, economic development organizations, nonprofit organizations and private-sector companies. The Office of Economic Development conducts its activities through partnerships with regional planning organizations, local and regional economic development advocacy groups, local governments, businesses and community leaders to maximize its effectiveness.

In addition to the university's community development work, Binghamton also supports a variety of student volunteer and community service programs. The volunteer and community services provided by these programs are valued at over \$7.8 million.

The School of Education (SOE) has significant relationships with local area schools. SOE has approximately 320 students involved in local schools. These programs are valuable to the community, which benefits from the additional teachers. Relationships with the local schools are also important to SOE, which benefits from providing its students with real teaching experience.

As a public institution, the University works to collaborate with business, educational, governmental, and not-for-profit organizations in addressing the seemingly intractable problems they face. Over the next five years, the University's aspiration is to increase the number of those partnerships by 25 percent and to find a way to communicate what it learns from them to the academic community at large.

1.6.15 DEVELOPMENT AND FUNDRAISING

The Office of Alumni & Parent Relations and the Binghamton Fund work together on soliciting alumni and parent fundraising. Over 100 scholarships have been established either by alumni or in honor of alumni.

"BOLD. BRILLIANT. BINGHAMTON" is the University's second comprehensive gifts campaign, seeking to raise funds for faculty retention and attraction, research initiatives, scholarships, and stipends.

1.7 Physical Environment

1.7.1 BUILDINGS

Binghamton's campus includes 114 buildings totaling 5.4 million GSF. Many of the buildings are of a similar age and style, reflecting a period of substantial construction initiative in which they were produced. Construction types that characterize the earliest buildings on campus include steel frame with brick masonry and reinforced concrete with masonry infill. Construction of dormitories in the 1990s are of wood frame with masonry cladding. Some of the more recent buildings include steel frame construction with glazed curtain wall.

The array of styles contributes to a sense of a mature, yet developing campus. The basis of architectural quality originates from the roughly 50 percent of the buildings on campus constructed from 1958 to 1976 that exhibit design firmly rooted in modernism. Approximately 19 percent of Binghamton's buildings were built prior to 1963 as part of the university's original Vestal campus. Another 31 percent were completed before 1976. The remaining 50 percent of the University's facilities were built after 1980.

The facilities receive a high standard of maintenance care. As a consequence, the buildings age 40 and older are generally in as good repair as are buildings age 10 to 40 years. Typical defects in aging construction materials, such as cracking masonry and spalling concrete or stone, are not observed on a large scale. A number of buildings such as Fine Arts/Anderson Center continue to serve their intended purpose, but would greatly benefit from renovation. Some early vintage facilities have been updated recently, such as the University Union which has been modernized, offering an expanded student experience. Other facilities require further examination. For example, the Library, while in good condition, should be evaluated comprehensively to address the changing needs of library services and the potential for reallocating disused stack space.

The newer buildings are in mostly excellent condition. The newer buildings are suitable for modern academic facilities, supported by current technologies. University Downtown Center, opened in 2007, is the most recent academic building and represents the downtown Binghamton campus. Although, the original ITC complex was built in the 1950s, the University acquired the site and has embarked on a multi-phase project to modernize and expand the facility.



KEY CAMPUS METRICS	
Acreage	619
Buildings	114
Gross Square Footage (GSF)	5.4 million
Assignable Square Footage (ASF)	2.2 million
Parking	7,123 spaces

FIGURE 1.7.1A Basic Physical Environment Metrics

1.7.2 CIRCULATION

Each day Binghamton University's campus is active with students, faculty, staff, and visitors moving from one place to another by walking, bicycling, driving, or riding. Circulation routes define how and where each user traverses the campus to their destination, and serve a defining role in the experience of the campus.

PEDESTRIAN CIRCULATION

Primary pedestrian circulation zones occur at the academic core within the Brain and between academic facilities and the residential communities. Within the Brain, a major east-west spine extends from the M Parking Lots across the University Union and the Original Dickinson Community. The east-west spine is supported by additional routes running north-south to connect up to the residential colleges and down to the East Gym and West Gym. Due to the location of academic facilities and most residential colleges on opposite sides of East Drive and West Drive, a number of vehicular-pedestrian conflict points occur around the Brain.

VEHICULAR CIRCULATION

The primary vehicular entrance to campus occurs off of Vestal Parkway at the north end of campus. Vehicles enter along Center Drive, and then split to either East Drive or West Drive, which form a loop-road around the Brain. The route to West Drive is the more natural circulation pattern, and leads to a major location for commuter parking at the F and M Lots. Additional vehicular routes connect to Bunn Hill Road and Murray Hill Road along a series of access drives.

PARKING

The main campus currently contains over 7,000 parking spaces to support students, faculty and staff members, and visitors. Major locations for parking include the F Lots adjacent to the Events Center, the M Lots at the west campus, the paid Visitor's Parking Lot south of Bartle Library, as well as a series of parking lots adjacent to each residential community. Accessible parking is provided in a network of smaller boutique parking lots located adjacent to major campus buildings throughout.



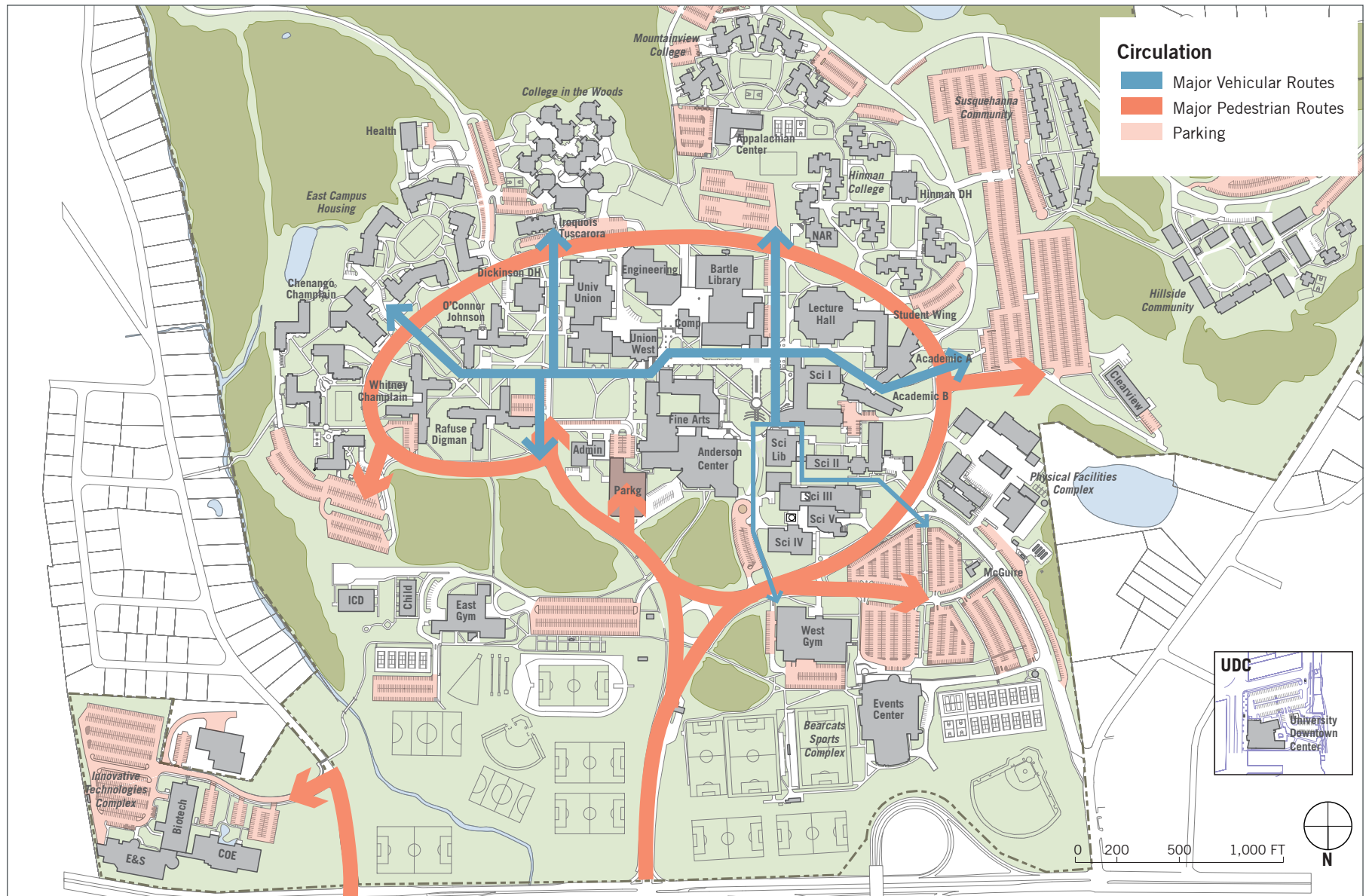


FIGURE 1.7.3A Campus Map showing Circulation

1.7.3 LANDSCAPE

Binghamton University's landscape at the main campus is characterized by a combination of formal quadrangles and pedestrian spines at the Brain, balanced with pockets of wooded areas at the perimeter and sweeping natural zones in surrounding areas.

MAJOR AND LOCAL QUADRANGLES AT THE BRAIN

Two major quadrangles exist within the brain at the University Commons and the Peace Quad. Major quadrangles are supported by a network of smaller, local open spaces that define particular areas of the campus. The campus core contains the most diverse range of vegetation on campus, with formal landscapes, bisques and allees, open lawns, and mature informal plantings.

ATHLETICS AND RECREATION FIELDS

Athletic and recreation fields are located at the south side of the campus along the length of the Vestal Parkway frontage. Fields support a wide range of Bearcat athletic and campus recreation programs. In addition to fields, the campus offers tennis, baseball, softball, and track and field facilities. Existing fields contain natural grass turf.

RESIDENTIAL COMMUNITIES

The University's residential communities are located to the south and east of the Brain, in closer adjacency to natural areas. Many communities are flanked on one side by natural areas and woodlands. Each community features a designated quadrangle to support student residential life. Quadrangles range the in degree of formality and the type of programming they support.

NATURAL AREAS

Natural areas exist in smaller pockets within and surrounding the Brain, and in larger swaths toward the perimeter of campus, particularly to the south. Generally, wooded areas at the core of campus include plant types ranging from introduced ornamentals to native species, with little or no conspicuous ecologically functioning communities. The natural areas on the south side of campus function more as ecological communities. This zone is an important part of the University's culture and supports campus and community recreation programs.



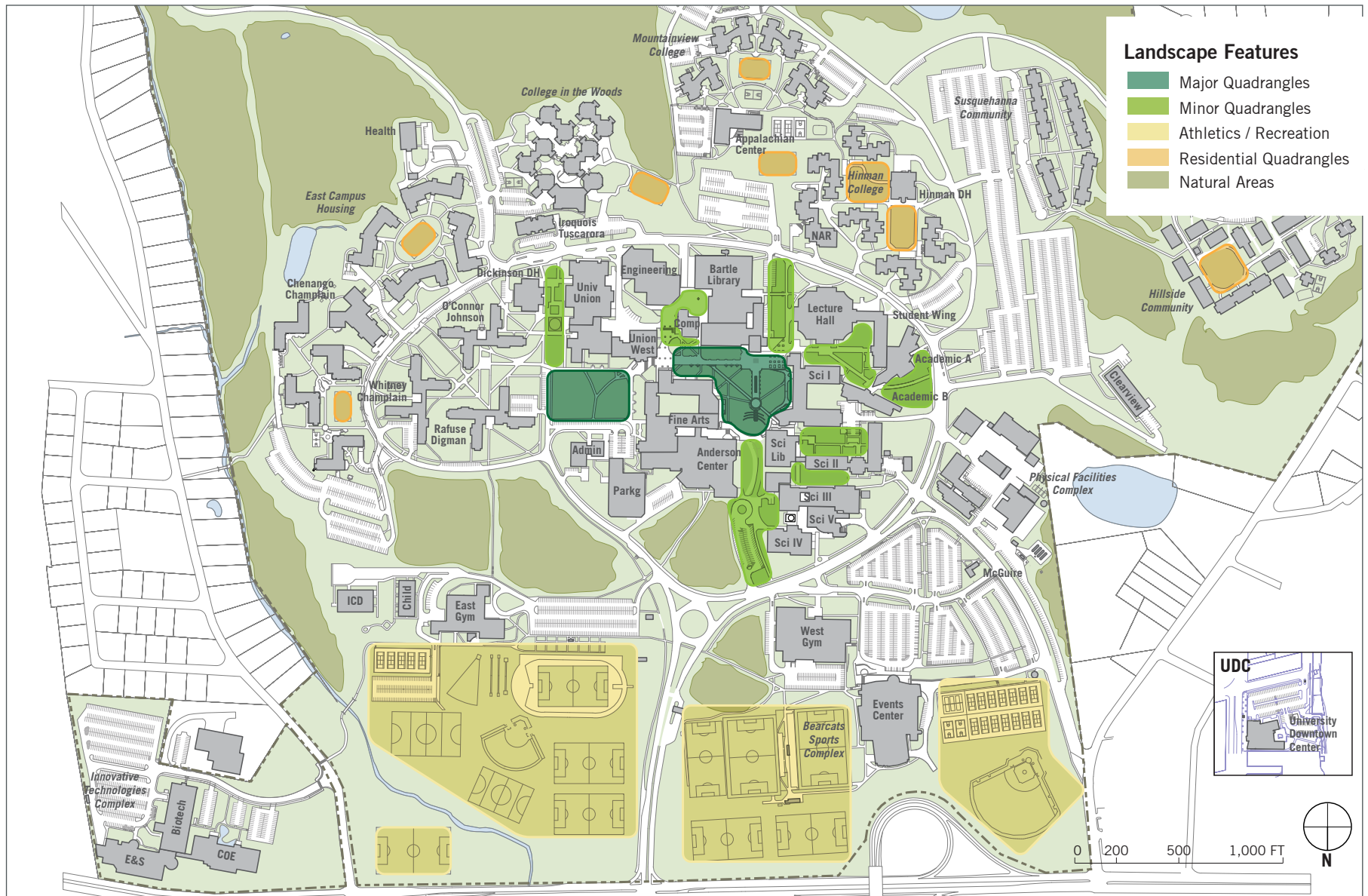


FIGURE 1.7.4A Campus Map showing Landscape