CAMPUS MASTER PLAN 2025

Salem State University

Cover Image: Campus green connecting the existing Enterprise Center with Marsh Hall. Courtesy of WagnerHodgson Landscape Architecture. Robert Benson Photography

Campus Master Plan | 2025

Salem State University

From the University President

MASTER VISION

Salem State University stands as a proud institution in the historic and vibrant city of Salem, Massachusetts. With deep roots in the community and a commitment to student-centered learning, our campus blends academic tradition with a spirit of innovation and inclusion. As a regional public university, we serve a diverse and dynamic student population, and we remain steadfast in our mission to foster opportunity, equity, and excellence in everything we do.

The Salem State Campus Master Plan represents a vital next step in our university's evolution. Building on the foundation of previous planning efforts, this plan responds to the emerging needs of our students, faculty, staff, and the greater North Shore region. The master plan reflects both the enduring values of Salem State and our aspirations for the future.

This plan closely aligns with our strategic plan, Meeting the Moment, which guides all university initiatives. Supporting our goals of academic distinction, student success, financial sustainability, and inclusive excellence, it places a strong emphasis on enhancing the student experience by reimagining how we use our learning, living, and gathering spaces—ensuring they are welcoming, adaptable, and accessible.

Key priorities of the plan include revitalizing our campus core, addressing deferred maintenance, fostering sustainability and environmental resilience, and creating flexible, future-ready facilities that support collaboration, creativity, and community engagement. We are also committed to honoring the unique character of Salem and the natural beauty of our coastal setting while positioning our campus to thrive in the decades ahead.

This Campus Master Plan serves as both a reflection of our community's shared vision and a practical blueprint to guide thoughtful, sustainable, and strategic development over the next ten years and beyond. I am deeply grateful for the collaborative efforts of so many members of our campus and local communities who helped shape this plan with insight, care, and dedication.

Together, we are building a stronger, more vibrant Salem State—one that continues to empower students, support innovation, and contribute to the public good across the Commonwealth and beyond.

Sincerely,

John D. Keenan
President

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We would also like to acknowledge and thank the faculty, staff, and students of the Salem State University community for their valuable time, insights, ideas, and feedback throughout the planning process. Your contributions during the various engagement sessions and stakeholder meetings were instrumental in shaping and completing this Master Plan.

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1 Executive Summary

Fig.01: Salem State University. (2023). Photo Credit: Boston Globe

1.1 Master Plan Context

Introduction

Salem State University, founded in 1854 as Salem Normal School, has long served as a public anchor institution for the North Shore and the broader Commonwealth of Massachusetts. Originally established to educate teachers, it has evolved into a comprehensive university committed to fostering equity, affordability, and student success. With six colleges and schools, Salem State's programs span the liberal arts, professional studies, and the sciences, reflecting both its historical legacy and contemporary mission.

*The Campus Master Plan reimagines how Salem State's physical environment can align with its strategic priorities: strengthening academic distinction, fostering belonging and student well-being, and promoting stewardship of campus assets. The overarching vision is to create a **vibrant campus with a strong sense of place**.*

Similar to many regional public universities in New England, Salem State currently faces significant demographic headwinds. A persistent decline in the number of traditional-aged high school graduates across the region—projected to accelerate through the late 2020s—has created enrollment pressures that are reshaping the higher education landscape.[1] Combined with evolving student expectations, space misalignments, and aging facilities, these trends demand a bold, future-oriented physical planning response.

The Campus Master Plan addresses this moment of inflection by reimagining how Salem State's physical environment can align with its strategic priorities: **strengthening academic distinction, fostering belonging and student well-being, and promoting stewardship of campus assets.** It sets a path for right-sizing, modernization, and reinvestment that supports both near-term resilience and long-term transformation of the campus.

[1] Salem State's Academic Report states that it has experienced a 15% enrollment decline over five years, driven in part by "changing demographics" and a "decline in traditional-age undergraduates". Additionally, research from New England Board of Higher Education projects a decline of 14% of high school students by 2032 (source: https://nebhe.org/newslink/number-of-new-high-school-grads-in-new-england-projected-to-decline-14-by-2032/)

1.1.1 Intent

The intent of the Campus Master Plan is to equip Salem State University with a strategic, actionable framework that ensures agility in an era marked by enrollment volatility, shifting student needs, and an uncertain public funding environment. Recognizing that traditional assumptions about space needs, program demand, and campus configuration are no longer static, the plan positions the university to respond nimbly and proactively to emerging conditions.

Rather than prescribing a fixed build-out, the master plan is envisioned as a **"flexible planning toolkit"**—that supports phased investment, allows for adaptable use of space, and aligns capital improvements with the university's evolving academic and strategic priorities. This modular approach empowers Salem State to right size their underutilized instructional spaces, reinvest in key facilities, and reconfigure campus assets to support new pedagogies, hybrid instructional models, and enhanced student engagement.

Ultimately, the plan is a mechanism for advancing institutional resilience—offering clear, implementable pathways to **optimize space, reinforce programmatic coherence, and strengthen Salem State's role as a public anchor institution** for the region.

Master Plan is envisioned as a ***"flexible planning tool kit."***

1.1.2 Goals & Vision

The overarching vision for the Salem State University Master Plan is to create a **vibrant campus with a strong sense of place** that fosters community and collaboration for all campus users – students, faculty, staff and visitors.

The Master Plan provides a vision for a ***vibrant campus with a strong sense of place.***

The Campus Master Plan is driven by Salem State University's aspiration to create a more connected, student-ready, and resilient campus—aligned with its mission for equity, community engagement, and academic distinction. The plan reinforces strategic priorities such as student success, space optimization, and sustainable operations while enabling the university to respond effectively to the evolving higher education environment.

Salem State can achieve their goals and aspirations by creating a vibrant, cohesive, and future-ready campus that supports transformative learning, fosters a deep sense of belonging, and enhances connections – both across campus and with the surrounding community.

1.1.3 Guiding Principles

The Master Plan is structured to be a framework that supports incremental decision-making and enables Salem State to remain agile in a dynamic funding and enrollment landscape. Four key considerations guide the planning and implementation process:

Enhancing physical connectivity and accessibility at both the campus-wide and building scale, by improving pedestrian infrastructure, addressing topographic and accessibility barriers, and fostering seamless circulation across North, Central, O'Keefe, and Harrington campuses.

Strengthening branding and identity along campus edges and internal corridors to reinforce a sense of place, improve wayfinding, and make the university's values more visible through design and programming.

Creating programmatic alignment by right-sizing and clustering academic and administrative spaces to establish distinct program hubs—supporting interdisciplinary collaboration, improving space efficiency, and enhancing the student and faculty experience.

Enabling phased transformation through adaptable sequencing strategies that allow Salem State to implement improvements incrementally, aligned with enrollment trends, funding availability, and institutional priorities.

1.2 Engagement Summary

The Campus Master Plan is shaped by a robust and inclusive engagement process, reflecting the voices of students, faculty, staff and leadership across the university. Over the course of the planning effort, the team facilitated:

31
Engagement Meetings

- 15 focus group sessions with faculties and staff
- 10 Steering Committee meetings
- 5 meetings with President's Executive Council
- 1 meeting with Board of Trustees

4
Open-House Events

- 230 + participants
- 930 dots
- 79 inputs

3
Campus-wide surveys

- Yielding 309 student responses and 155 faculty and staff responses
- With over 5000 individual inputs and 4,300 comments collected

760+ **Total Participant Inputs**

In total, the engagement process drew insights from **over 760 participants**, ensuring the resulting plan reflects the lived experience of those who study, teach, and work at Salem State University every day. To ensure a broad and diverse participation, the engagement process combined strategic discussions through tactical, on-the-ground student outreach.

Students were engaged through interactive exercises conducted at Meier Hall, Ellison Capus Center, O'Keefe Complex, and the Starbucks lounge, providing students with accessible, informal opportunities to share feedback on campus needs, priorities, and daily experiences.

Fig.02: Open-House event at O'Keefe

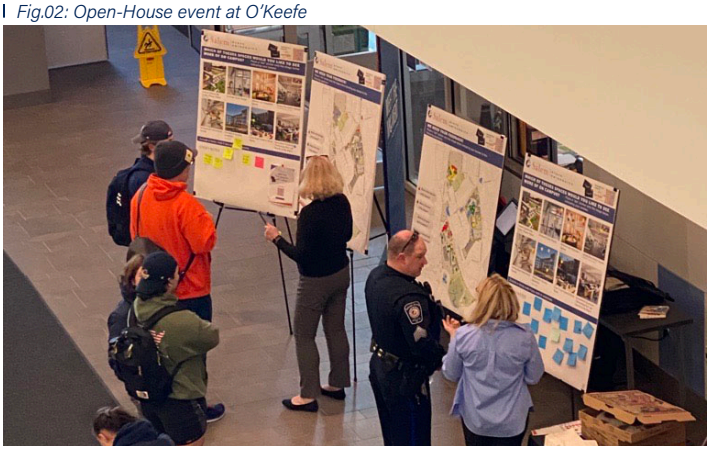


Fig.03: Open-House event at O'Keefe

Fig.04: Open-House event at Meier Hall

Fig.05: Open-House event at Ellison Campus Center

Recurring Themes: Campus-Wide Engagement

Recurring themes from campus-wide engagement process include:

Space

- A **fragmented and transactional student experience**, with limited informal gathering spaces and weak support for peer interaction.
- **A lack of collaboration space**, misaligned instructional room sizes, and outdated lab facilities, limiting flexibility and academic scheduling.
- The need for **improved spaces to host industry and K–12 partnerships**, particularly in STEM, health, and education fields.

Place

- **Underutilized outdoor spaces** that could better support community-building and programming.
- A **weak campus identity**, with minimal branding or architectural cues that unify the campus experience.

Connections

- **Persistent physical and perceptual barriers** between North, Central, and O'Keefe campuses.
- **Wayfinding and accessibility challenges**, particularly for pedestrians navigating grade changes and disconnected pathways.

1.3 Space Utilization

The instructional space utilization study completed for the master plan focused on understanding how existing instructional space (i.e., classrooms and labs) are utilized today, based upon instruction and scheduling data collected from the registrar as well as existing room inventory and supply collected by Salem State University. The analysis identified key inefficiencies and mismatches in Salem State University's instructional inventory, pointing to opportunities for realignment, modernization, and space optimization. The findings validate a need to rethink how existing academic space is organized, sized, and scheduled to better support evolving pedagogical practices and student needs.

Need to rethink how existing academic space is organized, sized, and scheduled.

Key findings from our Space Assessment analysis include:

Surplus of instructional space:

The university has more classroom space than current enrollment requires, particularly in underutilized time slots and days. This presents a opportunity for consolidation and reallocation.

		5-Year Scenarios-Demand			10-Year Scenarios-Demand		
Room Size	**Existing Supply**	**Best**	**Middle**	**Worst**	**Best**	**Middle**	**Worst**
0-14	4	30	26	24	37	27	24
15-29	36	40	36	33	47	36	32
30-44	52	5	4	4	7	4	3
45-59	7	2	2	2	3	2	2
120-134	1	0	0	0	0	0	0
>150	1	0	0	0	0	0	0
Total	**101**	**77(+24)**	**68(+33)**	**63(+38)**	**94(+7)**	**69(+32)**	**61(+40)**

Fig.06: 10-year Classroom Demand by Enrollment Planning Scenario

Legend:
- indicates deficit in supply
- indicates match of supply
- indicates excess of supply

Misaligned instructional space types:

Many classrooms are too large for the courses scheduled in them. With a decline in enrollment observed, overall space utilization is below target threshold showing an excess of space across both classrooms and laboratory rooms in Fall 2023. A key take-away from the space utilization assessment showed a lack of supply for classrooms sized 0-29 students. 92% of Fall 2023 courses enrolled between 0 to 29 students, when only 40% of rooms have a seat capacity of 0 to 29 students. The master plan will aim to address this imbalance of supply through proposed recommended scenario.

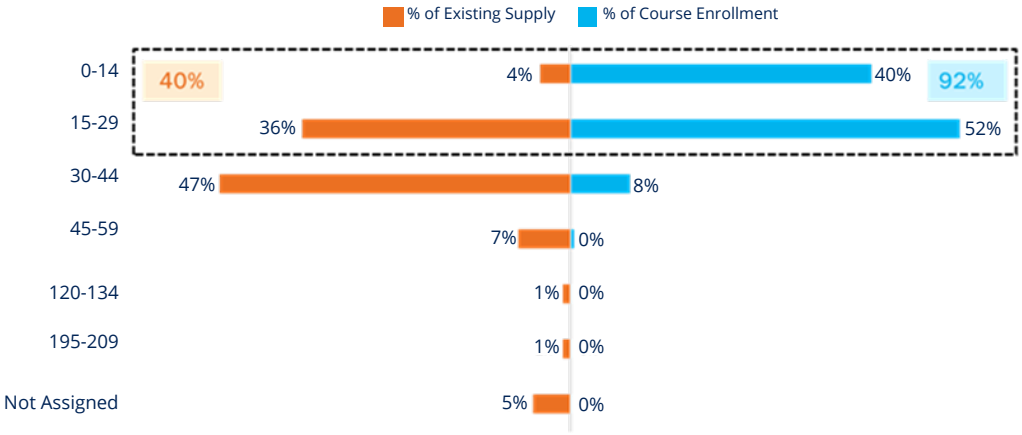


Fig.07: Percent Distribution of Classrooms and Course Size by seat capacity (Excluding Harrington Campus and Including Project BOLD)

Limited collaboration space:

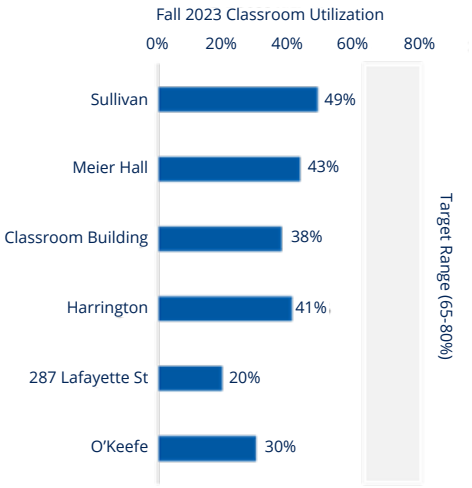
Stakeholder engagement and space audits indicate a lack of informal and formal collaborative environments that support project-based learning, advising, and peer-to-peer engagement – particularly in general academic buildings.

Need for specialized lab space:

Science and health-related programs report outdated labs and shortages of specialized environments. Utilization data show that lab usage is highest in Sullivan Building (41%) and Meier Hall (21%), but peak demand is concentrated in limited time window (Wednesday mornings and Thursday afternoons), suggesting inefficiencies in lab scheduling and distribution.

Underutilized classrooms:

Classroom utilization was below 50% across all academic buildings in Fall 2023, with the Sullivan Building (49%) and Meier Hall (43%) showing highest utilization. Activity peaks were observes between 9:30 AM and 2:30 PM, Tuesday through Thursday, pointing to a need for improved course scheduling strategies.



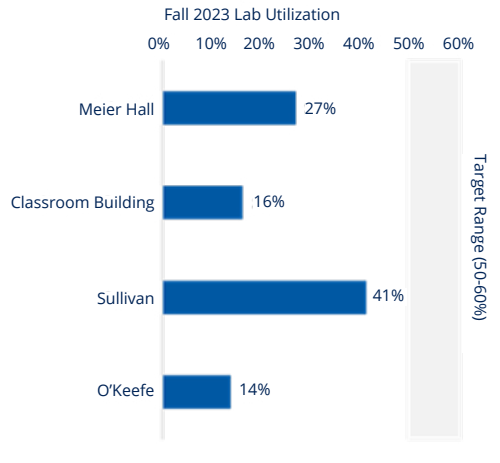


Fig.08: Right: Lab Utilization - All Types - Fall 2023 (Excluding Harrington Campus, Including Project Bold by Building)

Fig.09: Left: Classroom Utilization- All Sizes - (Excluding Harrington Campus, Including Project Bold by Building)

These patterns highlight both a **quantitative and qualitative opportunity to transform the learning environment** through targeted renovations, more flexible space types, and scheduling reforms. The master plan builds on these insights to shape right-sized, student-centered academic precincts that better align with pedagogical needs and enhance the day-to-day experience for students and faculty alike.

1.4 Facilities Conditions Assessment

The Facility Conditions Assessment (FCA) study provides a comprehensive evaluation of SSU's building inventory to guide capital planning and deferred maintenance priorities. A FCA study was completed by DCAMM in 2024. It was an important factor in the development and prioritization of the Master Plan projects.[2] By calculating the Facility Condition Index (FCI)—the ratio of repair costs to replacement value—alongside projected 5- and 10-year capital needs, the FCA identifies buildings in critical condition and helps prioritize where reinvestment is most urgent.

The FCA study provides a comprehensive evaluation of SSU's building inventory to ***guide capital planning*** *and* ***deferred maintenance priorities.***

Overall, the campus faces a substantial backlog of deferred maintenance, particularly in key academic and student-serving buildings. Several facilities exhibit FCI values exceeding 0.20, signaling that more than 20% of the building's value would be needed in repairs within the next decade—typically considered a threshold for major reinvestment or replacement.

For the purposes of the Master Plan, facility condition data must be considered in tandem with each building's functional role and instructional space capacity. While, in an ideal scenario, Salem State University would address all deferred maintenance needs across campus, current fiscal constraints require a

Building Name	10 Year Needs	10 Year FCI
Offices	$1,630,889.90	0.40
Ellison Center	$6,889,201.05	0.22
O'Keefe Rockett Arena Ice Rink	$4,046,221.28	0.21
Horace Mann School	$6,607,011.98	0.20
Meier Hall	$22,438,679.09	0.19
Sullivan Building	$11,624,236.93	0.19
O'Keefe Center Sports Complex	$13,398,251.20	0.17
Bertolon School of Business Building 1	$9,278,666.67	0.13
Administration Building	$7,097,670.22	0.13
Mainstage Theatre (Sophia Gordon Theater)	$1,061,867.47	0.04
Berry Library and Learning Commons	$2,686,057.40	0.03
Gassett Fitness and Recreation Center	$615,565.04	0.02

Fig.10: 10-year FCI and 10-year Capital Needs by Buildings

Note: 10 year estimated costs at the time of completion of the study. The amounts only account for one-to-one replacement of current assets without any upgrades, consistent with industry practices.

[2] The FCA study covered only DCAMM managed buildings on the Salem State University campus.

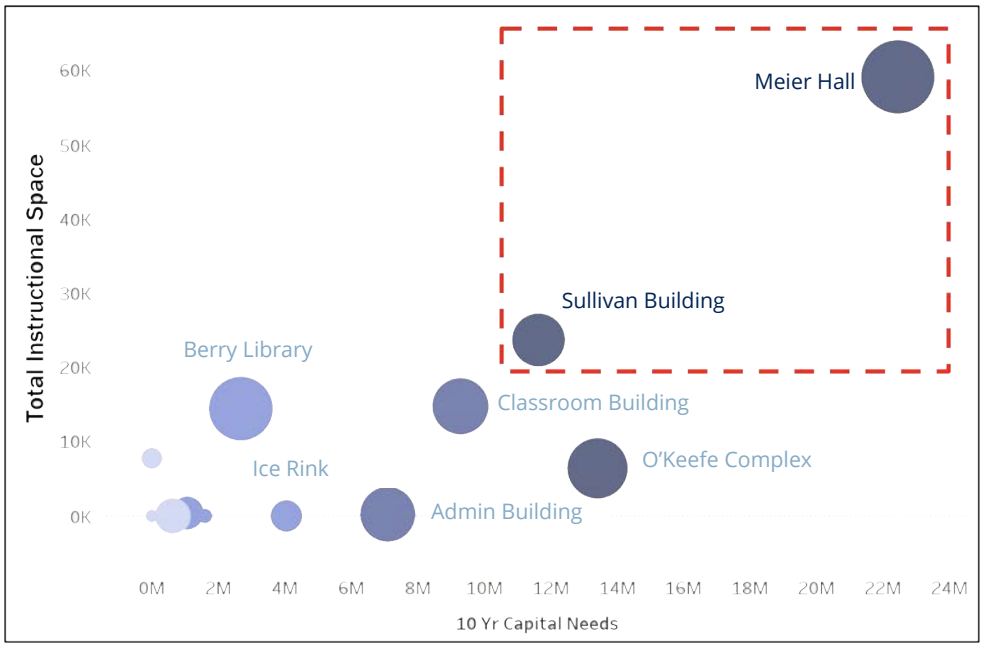


Fig.11: Facilities Conditions Index by Instructional Space Per Building

more strategic and impact-driven approach. **Academic buildings such as Meier Hall and Sullivan Building, which together contain over 60% of the university's instructional space, are pivotal to student learning, faculty engagement, and the day-to-day academic rhythm of campus.** These buildings also exhibit some of the highest capital needs on campus, with FCIs approaching or exceeding industry thresholds for significant reinvestment.

While it may be desirable to address all deferred maintenance, the reality of constrained capital funding requires a strategic approach. **Prioritizing repairs in buildings with the highest instructional use ensures that limited resources are directed toward improvements that most directly benefit students, support enrollment retention, and enhance the overall academic environment.** This approach reinforces the importance of reinvesting in Salem State's academic core to preserve quality learning experiences and maintain a competitive edge among regional public institutions.

Overall, the FCA findings validate themes raised during engagement: aging infrastructure, poor alignment of building use with program needs, and underinvestment in student-facing spaces. These insights directly inform the Master Plan's prioritization of **targeted renovations, phased improvements, and space repositioning strategies** to align building performance with programmatic priorities and student experience goals.

Targeted renovations, phased improvements, and space repositioning in buildings with highest instructional use.

1.5 Master Plan Vision

The vision for the Salem State University Campus Master Plan is to **create a vibrant, inclusive campus with a strong sense of place** that fosters **community, collaboration, and connection.** This vision responds directly to stakeholder input, strategic planning goals, and the need for Salem State to **remain agile and competitive** in a shifting higher education landscape.

The plan seeks to **unify the multi-campus experience** and enhance student life by **improving the physical environment and enabling programmatic alignment.** Through this transformation, the campus becomes more than just a collection of buildings – it becomes a cohesive and inspiring environment that supports academic success, personal growth, and institutional identity.

> *"Create a* ***vibrant campus*** *with a sense of place that fosters community and collaboration for all."*

Fig.12: Salem State University, Photo credit: SSU

1.6 Campus Master Plan

A menu of flexible options : The Master Plan development began by assembling a comprehensive matrix of building and landscape transformation options. This "menu" of interventions outlines scalable and flexible pathways for renewal across key campus assets. The matrix identifies a range of potential actions for each building – from reprogramming to full modernization or strategic repurposing – alongside associated landscape enhancements to strengthen campus connectivity and placemaking. This framework allows Salem State to remain nimble and adapt its capital strategy based on evolving funding availability, enrollment trends, and programmatic needs.

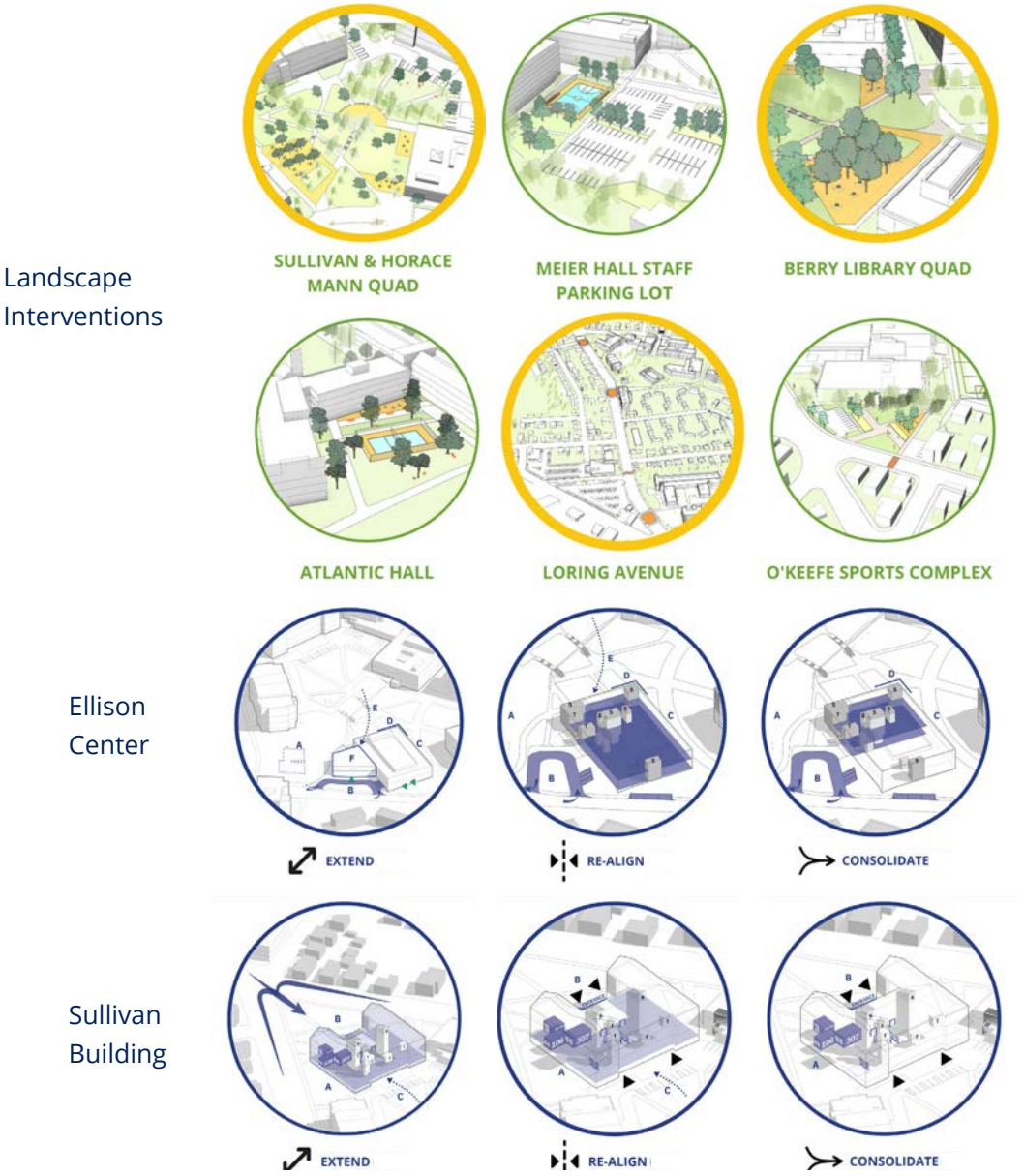


Fig.13: Select Matrix of Options

Salem State - Preferred Pathway Forward

From this flexible range, the planning team developed a preferred implementation scenario in partnership with stakeholders at Salem State that advances the institutional priorities while optimizing its existing assets.

This scenario focuses on strengthening the North Campus as the university's vibrant academic and student hub, which is supported by Harrington Campus that continues to support student life. O'Keefe Campus can have strategic changes that represents an opportunity for new branding that instills pride within the Salem State community.

*This scenario **focuses on strengthening the North Campus as the university's vibrant academic and student hub**, which is supported by Harrington Campus that continues to support student life.*

Project Impact

Understanding that the financial and budgetary constraints of capital projects can be challenging, the master plan proposes two categories for the building and allied landscape intervention projects - **Catalysts and Enhancement** projects. Both categories of projects are intended to support the campus goals, but based on availability of funds Salem State University can prioritize and be nimble in the decision-making.

Campus Catalysts

Campus Catalysts represent high-impact, high-priority investments that Salem State University should pursue over the next decade to align its physical environment with its academic mission and strategic goals.

Campus Enhancements

Campus Enhancements are complementary interventions that build on the Catalyst Projects to further enrich campus life, strengthen campus identity, and enhance physical and social connections.

Campus Catalysts

1. Sullivan Building (Sullivan Porch + Parking Lot, Upper/Lower Quad)
2. Meier Hall (Meier Hall Parking Lot Interventions)
3. Ellison Center (Ellison Center Drop-Off)
4. Administration Building

Fig.14: Campus Master Plan

Campus Enhancements

- a Berry Library
- b Classroom Building
- c O'Keefe Center
- d Bowditch Hall
- e 287 Lafayette

Landscape Enhancements

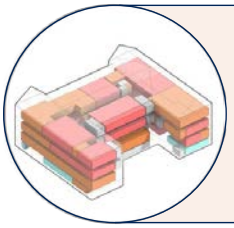
- Arrival and Wayfinding Improvements
- Activated Public Realm Spaces
- Landscape driven Identity and Experience
- Sustainable Infrastructure and Accessibility

Campus Catalysts

Campus Catalysts represent high-impact, high-priority investments that Salem State University should pursue over the next decade to align its physical environment with its academic mission and strategic goals.

1. Sullivan Building

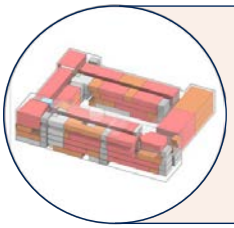
Sullivan Building is reimagined as a signature academic building that houses arts, humanities and education with renovated classrooms, enhanced entries, and new collaboration zones.



- Renovate and right-size classrooms
- Create enhanced entry
- Open ground floor circulation
- Move offices to upper floors
- Add student collaboration space

2. Meier Hall

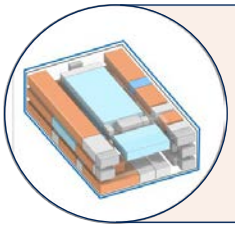
Meir Hall is repositioned to be primarily a STEM anchor, while continuing to support other education programs, with right-sized classrooms and improved collaboration zones. Along with Sullivan, Meir and the renovated Horace Mann will continue to be an academic focal point at Salem State.



- Renovate and right-size classrooms
- Reprogramming first floor for more student collaboration space

3. Ellison Center

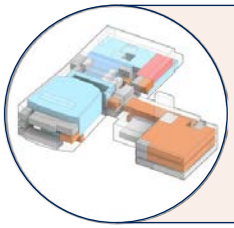
Ellison Center becomes a vibrant student hub full of student activities, with first-floor student services, a refreshed lounge, and a reimagined circulation that opens up the building and makes it more welcoming. Strategic renovation and relocation of functions to the Administrative Building would be necessary.



- Create open student lounge space on first floor
- Bring admissions into first floor
- Move first floor spaces to the admin building
- Renovate and open existing student affairs offices and full building

4. Admin Building

Administrative Building programs are consolidated to support hybrid work and receive additional programs from Ellison to create an operations hub Lafayette.



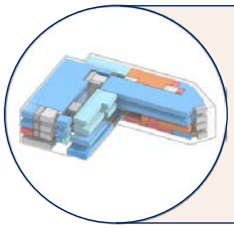
- Renovate existing spaces to accommodate programs from Ellison Center
- Consolidate spaces to support hybrid administrative work for other uses

Key Enhancements

Key Enhancements are complementary interventions that build on the Catalyst Projects to further enrich campus life, strengthen campus identity, and enhance physical and social connections.

a. Berry Library

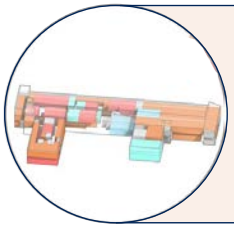
Berry Library is transformed into a more social ad collaborative environment with grab-and-go food options.



- Re-align part of first floor for more collaborative environment
- Create new grab and go station

b. Classroom Building

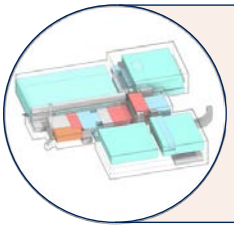
The Classroom Building's former dining commons is proposed to be converted into a new student lounge. This reprogramming creates a destination for student collaboration and informal learning, responding to the need for more social academic environments.



- Renovate existing dining commons to lounge space for increased student interaction

c. O'Keefe Center

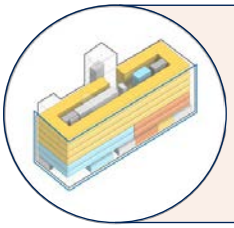
O'Keeffe Center sees targeted interventions to improve identity and connectivity along Canal Street, while the building interior is activated with a new central spine with additional entrances into the building, collaborative recreation space, and repositioning its existing climbing zone.



- Activate space (old natatorium)
- Reconfigure climbing area
- Central spine through the building with existing footprint

d. Bowditch Hall

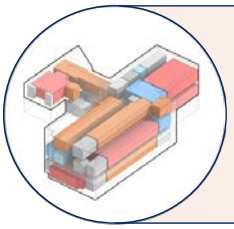
Bowditch Hall is envisioned as a transformed arrival point for the campus, with a full façade renovation that enhances the building's visibility and architectural presence. The ground, first, and second floors are proposed to be reconfigured to accommodate student support spaces, reinforcing its role as a student services anchor.



- Full facade renovation- enhanced gateway
- Ground, first and second floor to accommodate student support spaces

e. 287 Lafayette

287 Lafayette remains a key academic hub, particularly for the School of Social Work. Enhancements focus on improved connectivity to North Campus and right-sizing classrooms and improving space utilization over time.



- Right-sizing classrooms and increased utilization
- Improve internal circulation and wayfinding

Supporting Landscape and Streetscape Enhancements

To reinforce the transformation of the academic core, the Master Plan integrates a series of complementary streetscape and landscape interventions designed to improve campus arrival experiences, enhance pedestrian connectivity, and create a stronger sense of place around key buildings. These enhancements support the functional, social, and aesthetic goals of the plan and are critical to unifying the North Campus environment. These interventions include:

1. Arrival and Wayfinding Improvements

Each of the major campus entry point is reimagined with more intuitive and welcoming access:

- **At the Loring Avenue entry**, a high-visibility crosswalk, enhanced pedestrian crossings, and a clearly defined drop-off zone enhance safety and legibility for both vehicles and pedestrians.
- **At the College Drive Entry**, new curb extensions and improvements to create a high visibility intersection improve accessibility while reinforcing a ceremonial arrival sequence. College drive drop-off adds legibility to the circulation while maintaining existing ADA and regular parking stalls.
- **At Lafayette Street Entry**, a raised crossing and stronger edge landscaping guide movement into campus and support safer pedestrian navigation.

2. Activated Public Realm Spaces

Strategically placed open spaces and plazas complement building interventions by offering flexible outdoor settings for gathering, learning, and recreation:

- **A new Sullivan patio and an activated patio** that are accessible from the new bookstore in the administration building create social spillover spaces immediately outside renovated academic buildings.
- **Outdoor seating nodes, including the Alumni Plaza and Overlook Plaza,** introduce new focal point along the heart of the campus, offering framed views and opportunities for quiet reflection.

3. Landscape-Driven Identity and Experience

Several interventions aim to reinforce the campus's visual identity and promote cohesion across its diverse precincts:

- **Identity banners, gateway signages, and branding elements** along Loring Avenue and Lafayette Street unify the campus edge and establish a stronger university presence.
- **A new sports court** behind Peabody hall activates an underutilized space with recreational programming that supports student life and wellness.

4. Sustainable Infrastructure and Accessibility

Key enhancements allow :

- **Solar canopies** proposed over Meier Hall Staff Parking Lot showcase the university's commitment to renewable energy.
- Ongoing **Project BOLD** initiatives will continue to expand Salem State's sustainability footprint.
- Landscape grading and new path connections, including the **sloped walkway** at College Drive, address existing **topographic barriers** and ensure all pathways are fully ADA accessible.
- **Stormwater-conscious design elements** and plantings will be considered during later implementation phases to meet environmental performance goals.

Fig.15: Solar Canopies atop Berry Library; Photo Credit: CannonDesign

Fig.16: Exterior view of Salem State University Learning Commons. Photo by Christian Phillips.

2 Existing Conditions

Fig.17: Salem State University Masterplan: Existing Condition

2.1 Institutional Background

Salem State University was born of the humanitarian endeavors of Horace Mann, a former Massachusetts state legislator and Secretary of Education. Mann was a pioneer in the practice of bringing education to all children no matter their socioeconomic status, seeing education as an equalizer. [3]

Founded in 1854, Salem State has upheld that mission by expanding access to higher education for students who may have otherwise been excluded. The university remains committed to removing cost as a barrier to earning a high-quality degree.

Today, Salem State is one of the largest public universities in the Commonwealth, serving more than 7,000 undergraduate and graduate students (7,428 students in FY2024). Recognized as a Top Producer of U.S. Fulbright Scholars in both 2011 and 2017, the university continues to prioritize academic excellence, hands-on learning, and meaningful community engagement — locally and globally. While the institution has evolved over its 160+ year history, it remains rooted in the values of its founders, adapting its mission to meet the changing needs of the North Shore, the Commonwealth, and beyond.

Fig.18: Aerial View: SSU campus. Note. From Abound College, n.d. Retrieved May 14, 2025.

[3] https://www.salemstate.edu/salem-state-difference/facts-and-figures

2.1.1 Mission Statement

As a comprehensive university, Salem State prepares students of diverse backgrounds and interests to achieve their educational and career goals and to contribute to a global society as ethical and engaged community members. As a public university, Salem State also makes critical contributions to civic life, environmental sustainability, and the cultural, social, and economic vitality of the North Shore region.[4] It fulfills this mission principally by:

- Providing access and an intellectual home for all who desire to pursue a post-secondary degree, regardless of their lived experiences, presentation of self, or socio-economic circumstances.
- Equipping students to enhance their social mobility to improve the future well-being of themselves, their families, and their communities, thereby diversifying our region's body of social, economic, cultural, and political leaders.
- Promoting the development of a broad range of practical skills and habits of mind, through both classroom-based learning and community-engaged practice, that equip students with the knowledge and confidence required to address contemporary issues of central concern and enter 21st-century careers prepared for success.
- Grounding students' personal and professional growth in a contemporary recasting of the liberal arts tradition, with its emphasis on intellectual curiosity, critical thinking, creative problem solving, and effective communication.
- Leveraging Salem's unique place in the American historical, cultural, and geographic landscapes as a vital asset in cultivating an intellectually vibrant and civically engaged community of learners and scholars.
- Serving as a leader, partner and resource for the North Shore region while working collaboratively with other state universities and community colleges in Massachusetts to create a more equitable public higher education system.

[4] https://www.salemstate.edu/salem-state-difference/facts-and-figures

2.1.2 Core Values

Salem State seeks to embody the following core institution values in pursuit of their mission:

- Academic Excellence
- Student-Centeredness
- Justice, Equity, Diversity, and Inclusion
- Belonging
- Open Inquiry
- Civic Engagement
- Access and Affordability
- Environmental Sustainability
- Collaborative Leadership

*Dedicated to **assuring teaching excellence** and **providing experiential and culturally responsive pedagogies** and other high-impact strategies that **promote learning in and beyond the classroom.***

2.1.3 Salem State's Strategic Plan 2023-2028

Salem State's 2023-28 strategic plan, states **commitment and life readiness is the unifying commitment to student success at the very center of this strategic plan.**

*"...a **student-ready and student-centered university**—meeting students where they are; considering what their individual needs, assets and interests are; and offering them flexibility to design their educational path..."*

The institution is committed to fostering student success and life readiness by creating a challenging and supportive learning environment that fully engages students in their learning and promotes attainment of academic, personal, and career goals. Through the strategic plan, the goal is to develop a challenging and supportive learning environment that fully engages students in their learning and promotes attainment of academic, personal and career goals.

Student-Centered Strategic Imperatives

The following strategic imperatives are adopted by Salem State[5]:

- Build and sustain a campus culture of inclusion and belonging in which diversity in its many forms is acknowledged, valued, celebrated, and integrated into the entire college-going experience.
- Strengthen onboarding structures, activities, and services to assist students in adjusting to and succeeding as engaged learners in a university learning environment.
- Provide experiences and supports that improve retention and promote timely progress toward educational goals for all student populations, including dual-enrollment, early-college, transfer, and graduate students.
- Remove institutional barriers that negatively affect the college experience or academic progress of non-traditional, minority, marginalized, or economically disadvantaged students.
- Expand high-impact programmatic and engagement initiatives—such as student research, study abroad, internships, and community service—that prepare students for future careers and help students build confidence, connections, and life-skill learning outside the classroom.
- Reimagine and revamp the approach to student advising in order to provide more comprehensive and holistic support and promote students' engagement, well-being and academic success throughout their years of study.

*A **challenging and supportive learning environment** that fully engages students in their learning and promotes attainment of academic, personal and career goals.*

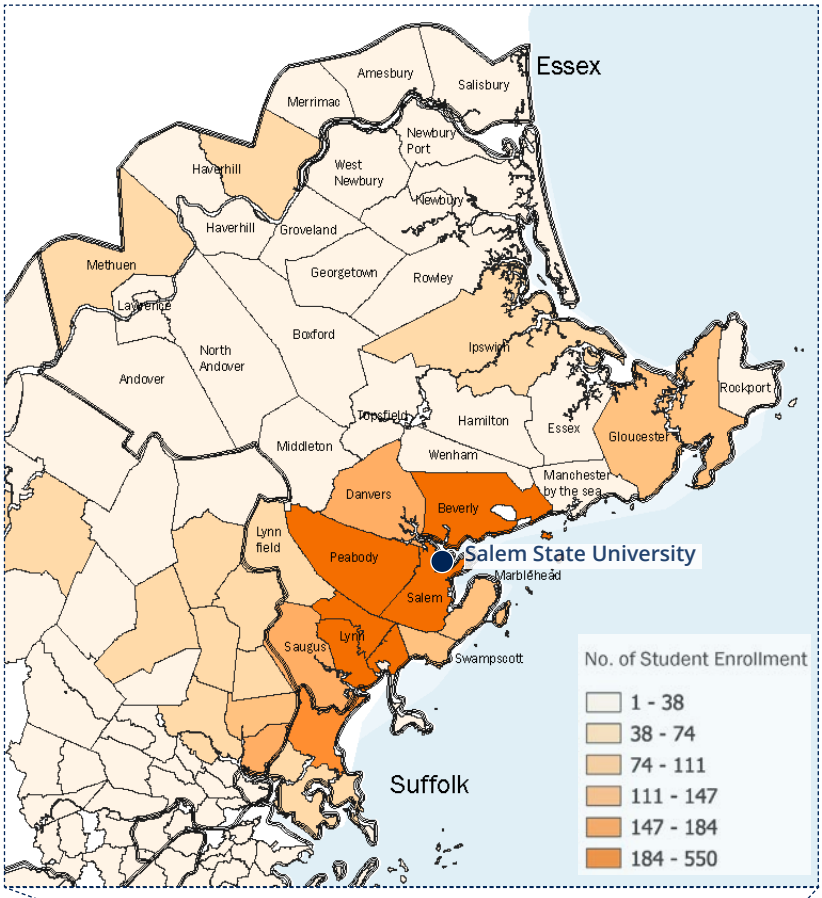
[5] https://www.salemstate.edu/salem-state-difference/mission-values-and-strategic-plan

Student-Centered Strategic Imperatives

Fig.19: SSU goals and objectives; Salem State University. (2023). Meeting the moment: Strategic plan 2023–2028.

2.1.4 Enrollment and Demographics

Student enrollment data indicates that approximately 90% of SSU students reside within Massachusetts. Of them, 44% are concentrated in key cities across the North Shore region, including Lynn, Salem, Peabody, Beverly, Revere, Saugus, Danvers, and Everett.



Demographic distribution by Massachussets cities

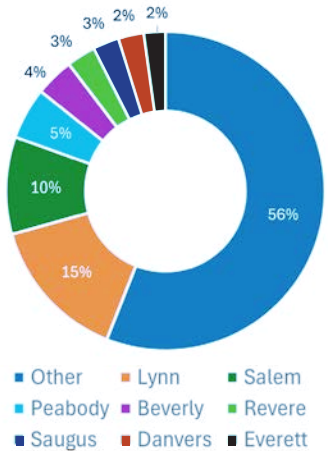
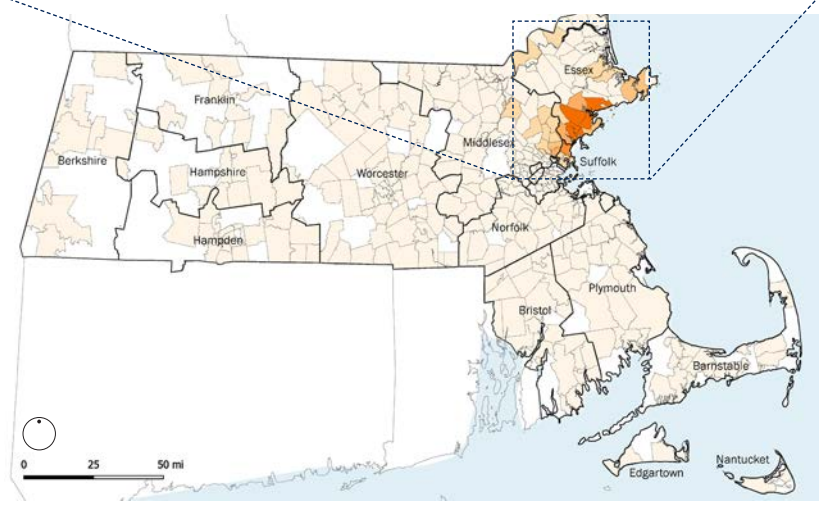


Fig.20: Student Demography Fall 2024- Essex County



Legend

No. of Student Enrollment

1 - 38
38 - 74
74 - 111
111 - 147
147 - 184
184 - 550

Fig.21: Student Demography Fall 2024- Massachussetts

Fig.22: Exterior view of Salem State University Viking Hall. Photo by Robert Benson Photography.

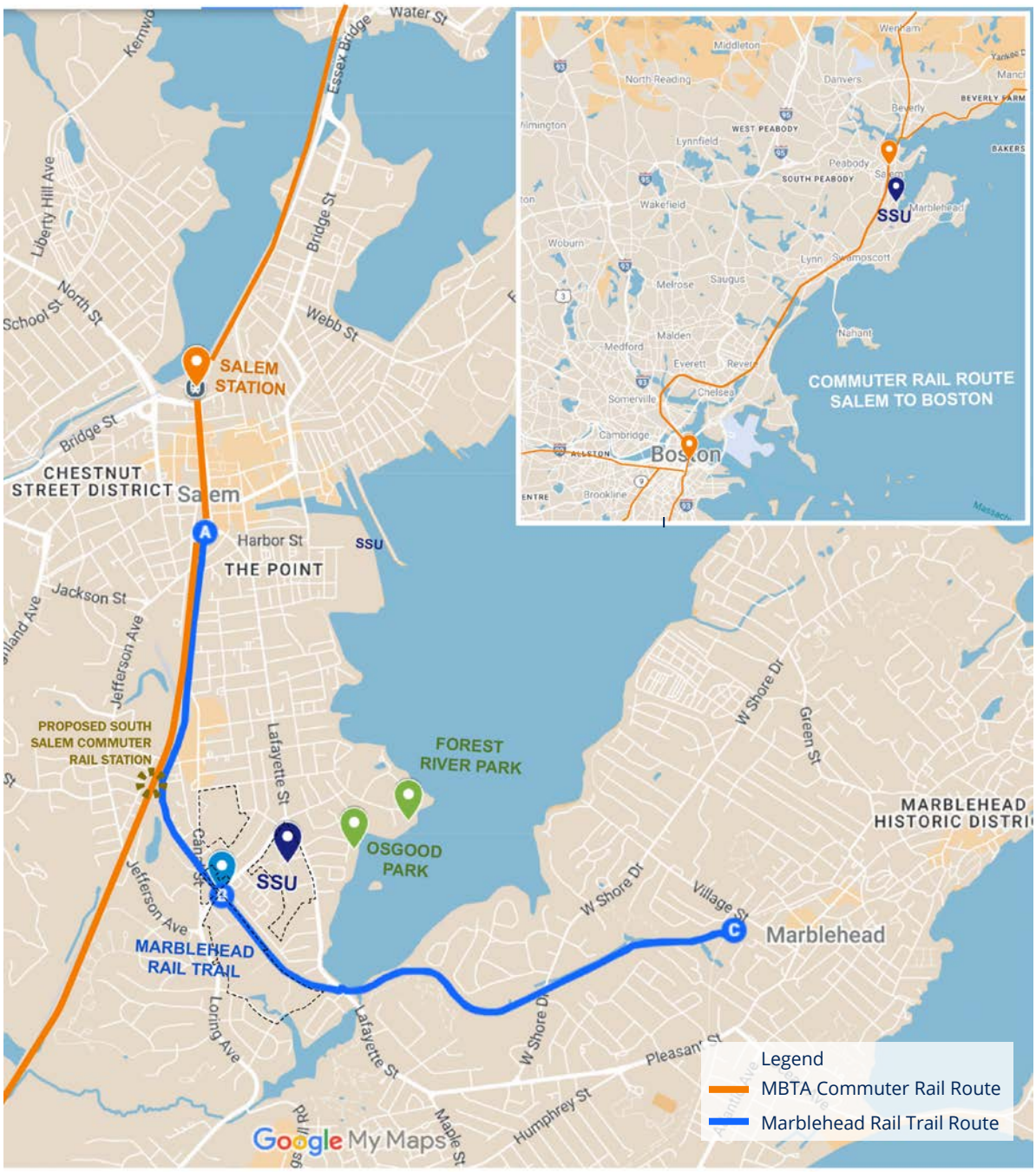


Fig.23: Marble head trail; Inset: Commuter rail route; Source: MBTA.

2.2 Campus Context

2.2.1 Neighborhood Context

Fig.24: SSU North Campus, Photo Credit: CannonDesign

Salem State University is located in the suburban North Shore area of Salem, Massachusetts, along Loring Avenue, extending through Lafayette Street and Canal Street. The campus is 1.5 miles from the Salem Commuter Rail Station, providing direct access to downtown Boston in under 30 minutes. The university's location in Salem - a city that attracts 1.8 million visitors annually, especially during the fall - allows students to engage with the local community and its rich historical and cultural heritage.

The Marblehead Rail Trail, which runs along the eastern edge of the Harrington Campus, connects to downtown Salem (1.1 miles) and extends toward Marblehead (2.4 miles), offering easy access to surrounding areas. Students also enjoy the natural landscapes of Salem including Osgood Park (0.3 miles), which is popular during warmer months.

Salem's growing Latinx/Hispanic population has led the university to embrace its role as a Hispanic/Minority Serving Institution (HSI/MSI), expanding programs and initiatives. The HSI designation is a public affirmation that in addressing the needs and expectations of all students, the institution has made a commitment to intentionally include Hispanic or Latino students, post-traditional students, and students from various communities in its efforts. The university is deeply integrated into the local economy, with many students participating in internships and working in sectors like retail, hospitality, healthcare and the arts.

The integration of the campus' locations provides the ***unique opportunity to integrate & engage with the broader community.***

2.2.2 Campus Structure & Characteristics

Salem State University comprises three distinct campuses, each serving a unique purpose.

Harrington Campus serves as a residential hub for students, offering both formal and informal recreational spaces. It features the Baseball Fields, Tennis Courts, and Marsh Dining Hall, which are popular gathering spots for students. Harrington Campus also houses the Business School, the Recital Hall, and the Student Navigation Center- all located within the Classroom Building. North Campus is the focal point of this Master Plan, a dynamic center for student engagement, learning, and growth. It serves as the main campus with strong connections across the university's communities, fostering opportunities for collaboration and interaction.

O'Keefe Campus is the athletic hub of Salem State, home to the Gassett addition and academic program(Sports Movement Science), and supports SSU's Vikings, with facilities for 25 sports and club/intramural teams. The campuses are within a ten-minute walking radius of each other, with major commute routes including Loring Avenue, Lafayette Street, and Canal Street, while shortcut streets like Atlantic Street and Broadway provide alternative access. Additionally, the university leases properties at 331 Lafayette (home to Admissions and the President's Office) and 287 Lafayette (home to the School of Social Work).

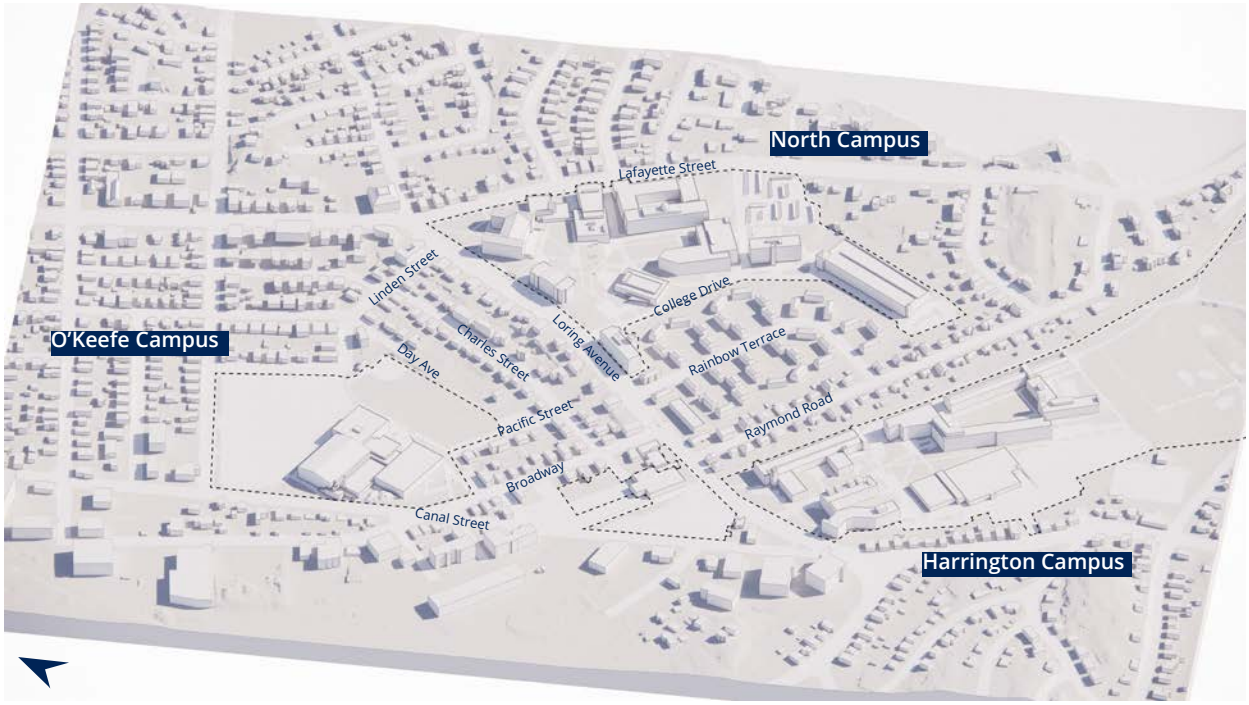


Fig.25: Campus Precinct

2.2.3 Land Use & Zoning

The institution currently operates within residential and industrial zoning regulations. All three campuses, or portions of them, are located within the Coastal Resiliency Overlay District, an area subject to specific regulations aimed at enhancing development resilience to projected coastal flooding. Harrington Campus, in particular, benefits from the presence of a large salt marsh, which serves as a natural barrier protecting the campus from flooding and coastal storms.

Between Harrington and North Campus lies Rainbow Terrace, a State Public Housing development that provides affordable housing for the Salem community and offers potential for future partnership opportunities due to its central location. The City of Salem is also advancing initiatives to improve accessibility and sustainability through projects such as the Lafayette Street Traffic Calming and Bicycle Safety Project, which includes safer bike routes along Lafayette Street, directly east of North Campus. Additionally, as part of Project BOLD, the university is decommissioning South Campus and relocating its programs to the heart of campus to create a more unified and cohesive institution.

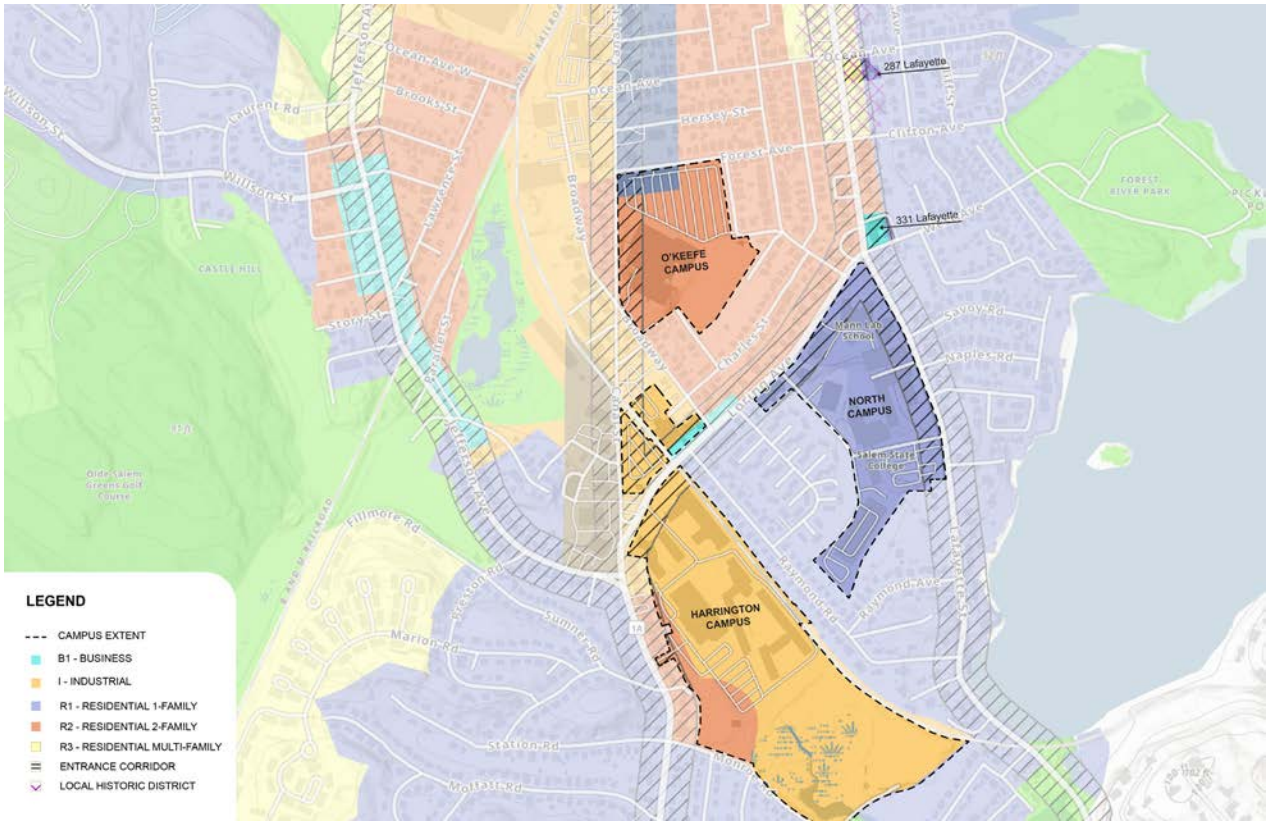


Fig.26: Zoning Map, Salem; City of Salem. Zoning Ordinance & Zoning Maps. ArcGIS platform.

2.2.4 A Day in the Life - Lenses of Analysis

To better understand the diverse needs of Salem State University students, this analysis presents three representative user profiles that illustrate a typical day in the life on campus. These profiles reflect key differences in student experience based on living arrangements, mobility, and class schedules. By examining the daily patterns of a drop-off commuter, a full-time commuter with accessibility needs, and an on-campus resident student, we understand how infrastructure, scheduling, and campus design impact the student journey.

User Profiles for a day in the life:

Commuter Student Experience

Commuter - Drop Off | Commuter Student Experience

- Drop-off commuter student
- Classes morning through early afternoon

Accessibility

Commuter - Drive In | Accessibility

- Full time student
- Has a physical disability
- Classes through the day and afternoon
- Has a study group between classes

Unified Campus Experience

On-Campus Student | Unified Campus Experience

- Lives on the Harrington campus
- Walks between the campuses
- Has classes on North campus, goes to O'Keefe after classes

Commuter - Drop Off | Commuter Student Experience

The illustrated path maps a typical day for a drop-off commuter student, highlighting key touchpoints from arrival on Lafayette Street to afternoon pick-up after classes and campus activities.

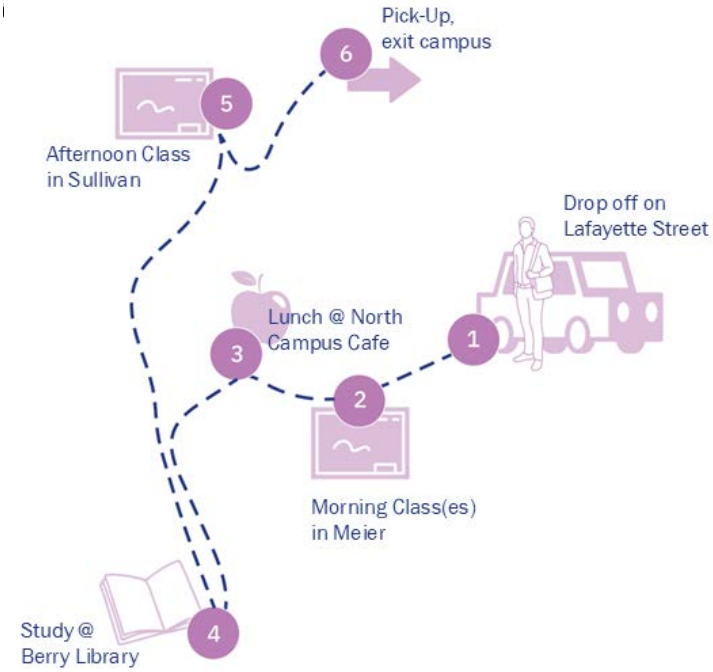


Fig.27: Commuter Drop-off Path

Key Takeaways

- Lack of hotspots on campus to retain students after classes.

Commuter - Drive In | Accessibility

This illustrated path traces the daily route of a commuter student with accessibility needs, from parking at O'Keefe and a morning workout to classes, study time, lunch, and departure via accessible parking.

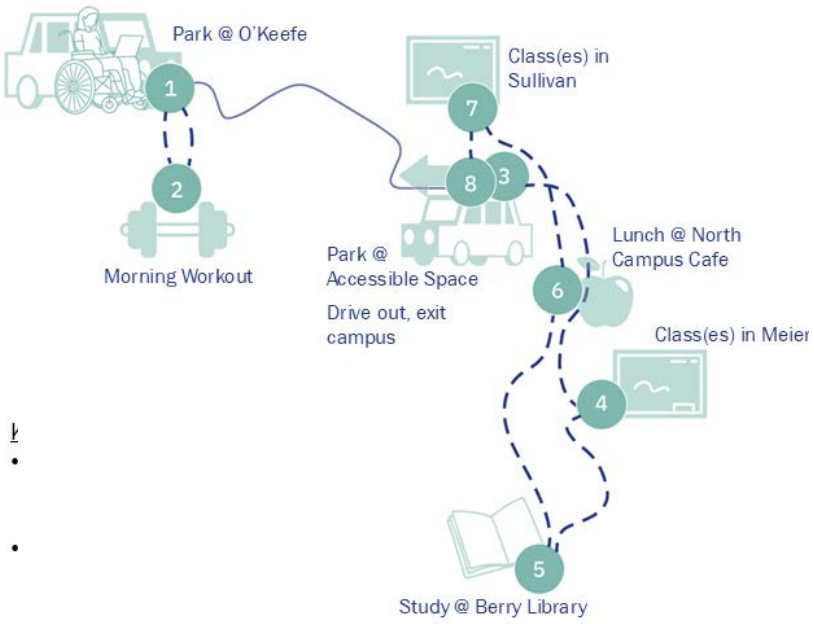


Fig.28: Commuter Drive-In Path

Key Takeaways

- Grade challenges walking across the lower and upper quad.
- Sullivan will be very active by the time the student arrives for class at 11.00 AM (82% of classrooms are utilized).

Commuter - Drop Off | Commuter Student Experience

This path illustrates a typical day for an on-campus student, beginning at Atlantic Residence Hall and weaving through meals, classes, club activities, fitness, and a return via local walking trails.

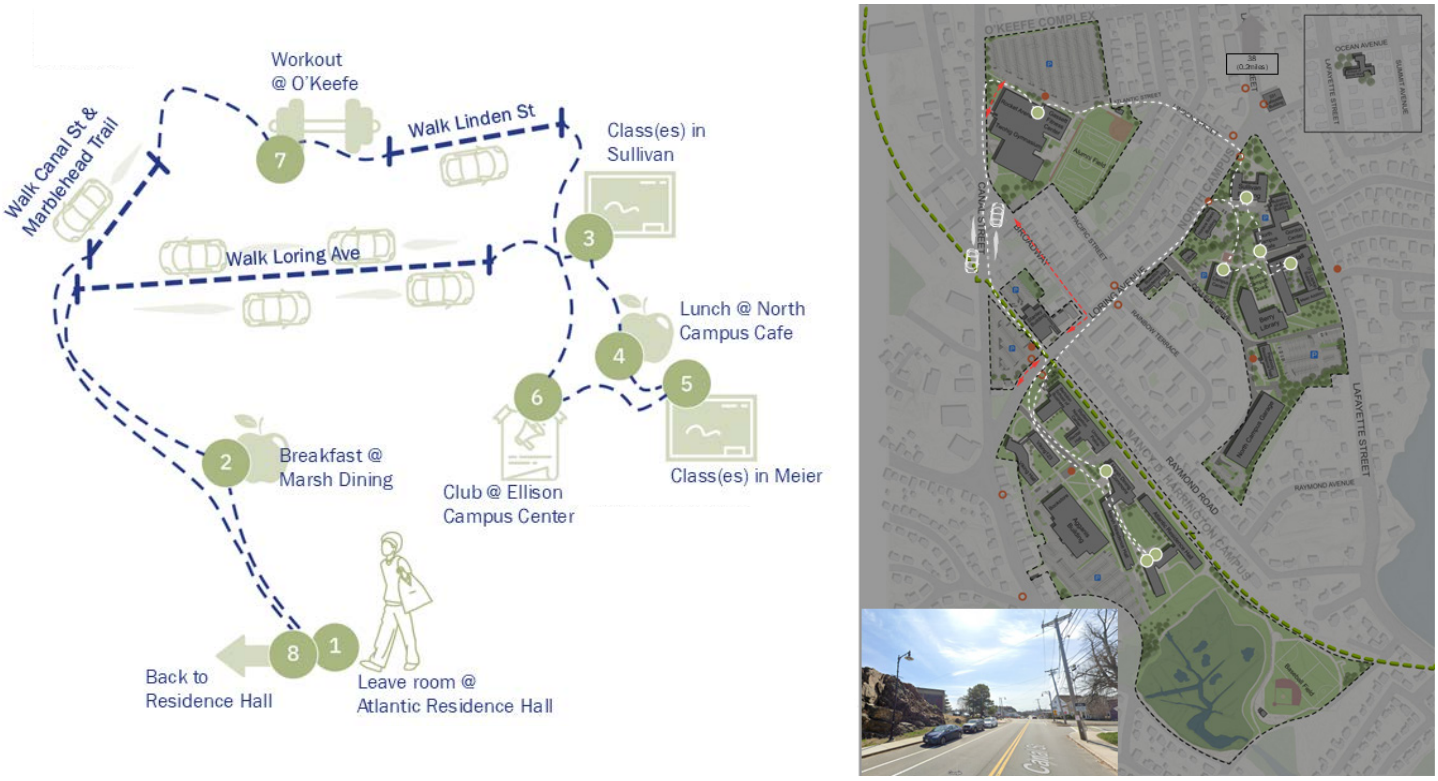


Fig.29: Commuter Drive-Off Path

Key Takeaways

- Walk along Canal Street has opportunity for streetscape improvements.
- Walk along Broadway Ave has discontinuous sidewalks.

2.2.5 SSU BOLD and North Campus Decarbonization

The Master Plan incorporated certain assumptions to guide its data analysis, scenario planning, and proposed interventions. During the development of the Master Plan, the university was also undergoing significant transformation, including two major initiatives: Project BOLD and the North Campus Decarbonization effort. These projects reflect Salem State University's commitment to creating a more unified campus and modernizing its facilities to meet the needs of a 21st-century academic environment.

Project BOLD

SSU BOLD addresses capital needs identified in the 2013 Campus Master Plan Vision. Key components of this initiative include:

- The sale of South Campus to consolidate academic programs and foster a more unified SSU community.
- Renovation of Horace Mann Building, including upgrades to classrooms, teaching labs and office spaces.
- Expansion of science programs through the Meier Hall Addition, which includes new teaching laboratories and support spaces.

North Campus Decarbonization

This project supports the university's goal to be fossil fuel-free by 2050, emphasizing SSU's dedication to environmental sustainability. It includes the construction of geothermal wells strategically located to reduce dependence on fossil fuels for heating and cooling. This initiative underscores the university's commitment to fostering a healthier, more sustainable environment for the campus communities.

Key Assumptions :

- Given the scale and timing of these ongoing initiatives, the Master Plan, which is a 10-year plan, considered them as part of the university's "Current Conditions." Several assumptions were made accordingly:
- Space assessment data excluded South Campus due to its planned sale under Project BOLD.
- Data related to the Horace Mann Renovation and Meier Hall Addition were included in the space analysis, as they are integral components of Project BOLD.

Coordination and Planning Integration

Throughout the planning process, there were multiple points of coordination between the Master Plan team, the Decarbonization project team, and the architects working on Project BOLD. These meetings facilitated a holistic understanding of concurrent projects and their respective timelines. As a result, proposed interventions were designed to align with and complement these initiatives. For instance, the implementation of sloped walkways was proposed to coincide with the Decarbonization work on North Campus, allowing for efficient, coordination construction efforts.

Fig.30: SSU BOLD: Horace Mann Building Renovation, Salem State University. From Salem State University - SSU BOLD. Accessed 14 May 2025.

Fig.31: SSU BOLD: Meier Hall Addition, Salem State University. From Salem State University - SSU BOLD. Accessed 14 May 2025.

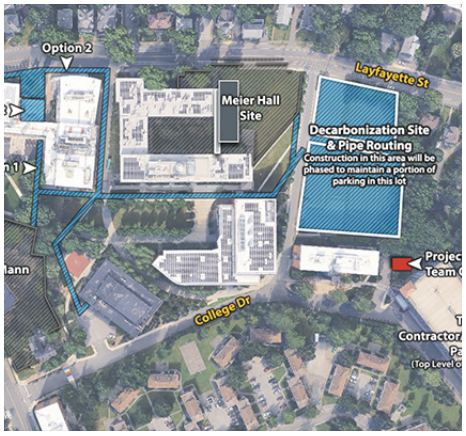


Fig.32: SSU BOLD: Decarbonization Project, Salem State University. From Salem State University - SSU BOLD. Accessed 14 May 2025.

2.3 Opportunities & Challenges: Landscape

2.3.1 Open Space - Key Takeaways

While Salem State University's campus includes several successful green and quad spaces, the overall open space lacks cohesion and would benefit from more consolidated, well-defined areas with improved accessible connections.

Fig.33: Central Campus

North Campus

North Campus includes some defined and well-used open spaces, but other areas remain fragmented or dominated by vehicular infrastructure:

- The lower quad fronting the library is well-developed and actively used.
- Alumni plaza is a well-used space with strong potential that would benefit from strategic articulation, planting, and seating to support more diverse uses.
- The upper quad, edged by the backs of Sullivan and Horace Mann, is dominated by surface parking and is currently not a successful or well-used pedestrian space.
- Additionally, there is no clear accessible connection between the upper and lower quads.

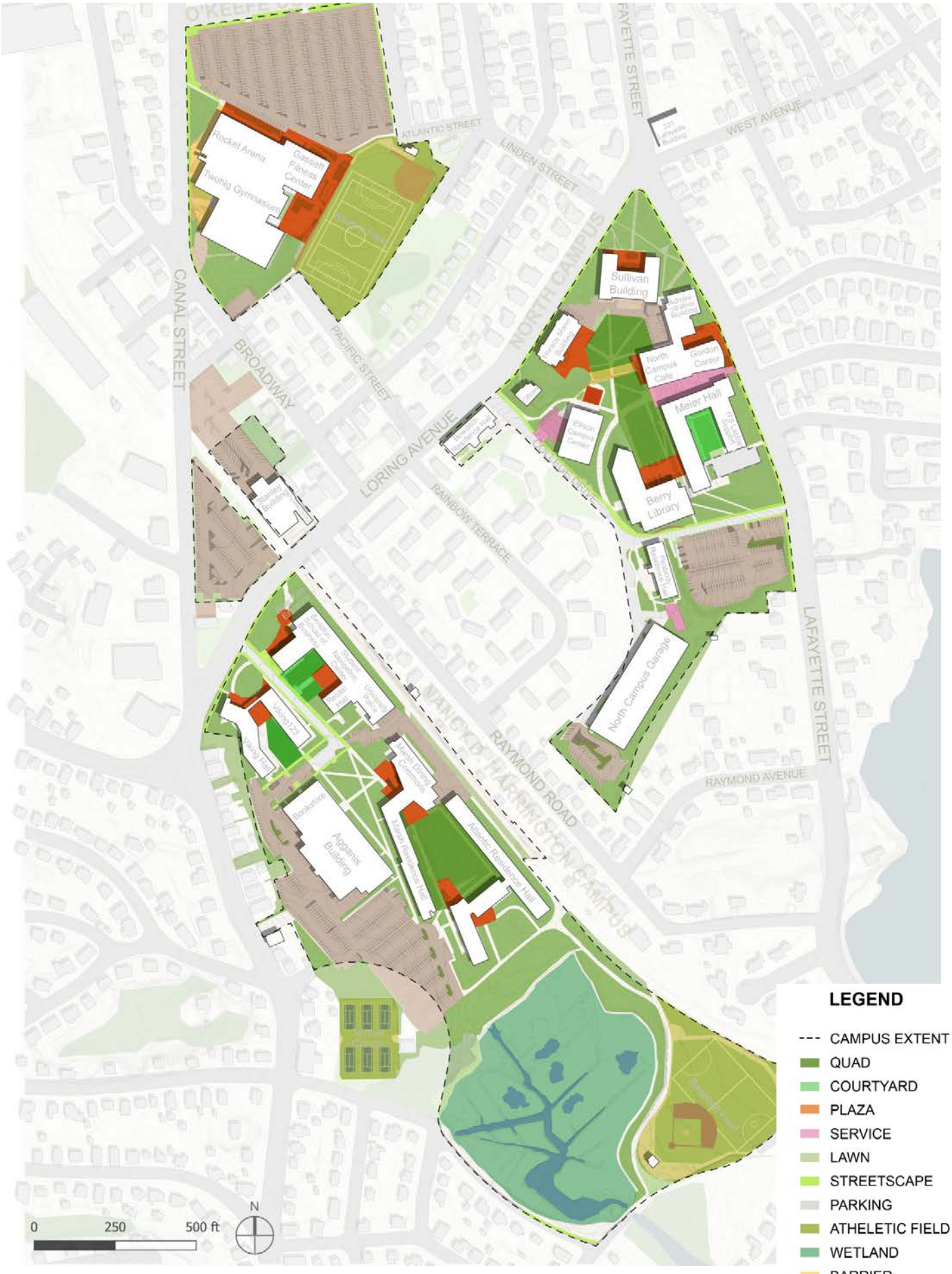


Fig.34: Open Space Diagram

Harrington Campus:

Harrington Campus contains a mix of open spaces with varying levels of development and usability:

- The Atlantic Hall residential quad is a slightly sunken open space with strong potential for activation to support social and residential life.
- Lawn areas that front Marsh Hall and the Enterprise Center feel empty and windswept with few trees, seating and other planting for comfort and usability.
- The grassy area behind Atlantic Hall remains significantly underutilized.
- Green open spaces along Loring Avenue and Harrington Way, as well as well as the courtyard in front of the Bertolon School of Business, create successful and welcoming pedestrian environments.

O'Keefe Campus:

- Open space around the O'Keefe Center is minimal and lacks pedestrian amenity, with little planting or seating.

Fig.35: Potential Upper Quad

Fig.36: North Campus Quad

2.3.2 Campus Edge - Key Takeaways

Salem State University is an urban university with dispersed campuses and less defined edges with relatively weak pedestrian connections.

Loring Avenue

Loring Avenue is the primary pedestrian connection between North and Harrington Campuses.

- A City of Salem street, it has a fragmented and indistinct street presence with low-traffic retail, services, and offices most of which are privately owned.
- Lacking street trees and other pedestrian amenities, the street is perceived as uninviting; many students take the shuttle despite the short walking distance (~8 minutes).
- The street experience feels more to a part of the city than that of the campus.

Lafayette Street:

Lafayette street has a quieter character than Loring Avenue defined by SSU buildings on one side and private single family residential buildings on the other.

Fig.37: Loring Ave. at Sullivan

Fig.38: Loring Ave. at Bowditch Residence Hall

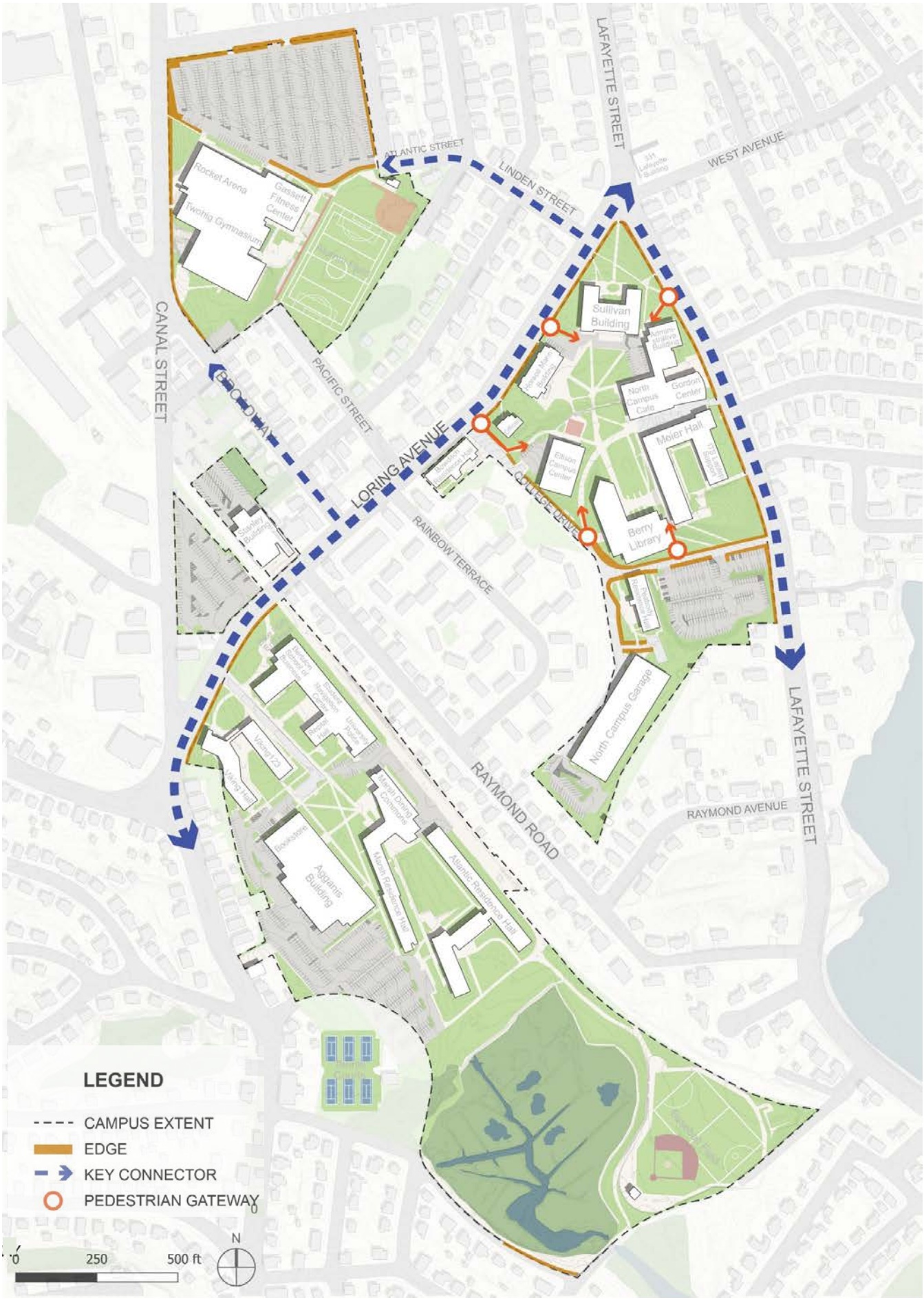


Fig.39: Campus Edge

- Mature street trees line both sides of the street but are more consistent on the residential side.

- While the campus edge has a green feel to it, the open spaces along the street are not primarily spaces that include seating or pathways with the exception of the courtyard at the Sophia Gordon Theatre and the main campus gateway at the corner of Loring and Lafayette streets.

Canal Street at O'Keefe Edge:

Canal Street is the main public edge to the O'Keefe Center, a major athletics and recreation facility that is used by both the SSU community and others less familiar with the campus.

- The streetscape to the south of the building includes a vehicular guardrail and large rock outcrop; there is no obvious entry to the building.

- From the north, there is a sign identifying the O'Keefe Center that does not include the Salem State University name. A green edge along the car park helps to slightly screen the very large parking area.

- There is little along the street to articulate this as a campus edge despite being under SSU ownership.

Linden Street and Broadway: Enhancing Neighborhood Transitions

Linden Street and Broadway are small-scale residential streets connecting the athletic complex to the rest of the campus through surrounding neighborhoods.

- While these streets are not appropriate for large-scale city-owned signage or branding it is important that the sidewalk and lighting are in good condition.

2.3.3 Campus Topography

Existing Site Conditions

Salem State University spans a range of topographic conditions that shape campus circulation, accessibility, and spatial cohesion. Elevation changes across North Campus, Harrington Campus, and the connecting corridor of Loring Avenue present both challenges and opportunities.

North Campus

North Campus exhibits the most dramatic topographic variation. Significant grade changes occur both along the campus perimeter and within the interior.

- The central green space can be described as a lower and upper quad. The Lower Quad adjacent to the Ellison Campus Center and the Berry Library sits approximately 10-15 feet lower than a potential Upper Quad that is interior to Sullivan and Horace Mann Buildings.
- This vertical separation creates a disconnect between open spaces and limits accessible pedestrian movement.
- College Drive has a relatively low slope running along the lower edge of the North Campus that rises steeply after the bend to connect to Lafeyette Street.

Harrington Campus

Harrington Campus is characterized by relatively flat terrain, which supports ease of movement and internal circulation.

- The only notable elevation change occurs at the southwestern edge, where a gentle slope introduces minor accessibility considerations.

Loring Avenue

- Loring Avenue, the primary connector between Harrington and North Campus rises in elevation when traveling north.

Lafayette Street

- Lafayette Street has a relatively gentle slope to it, however a large steeply sloped grassy mound rises to the south of Meier Hall.

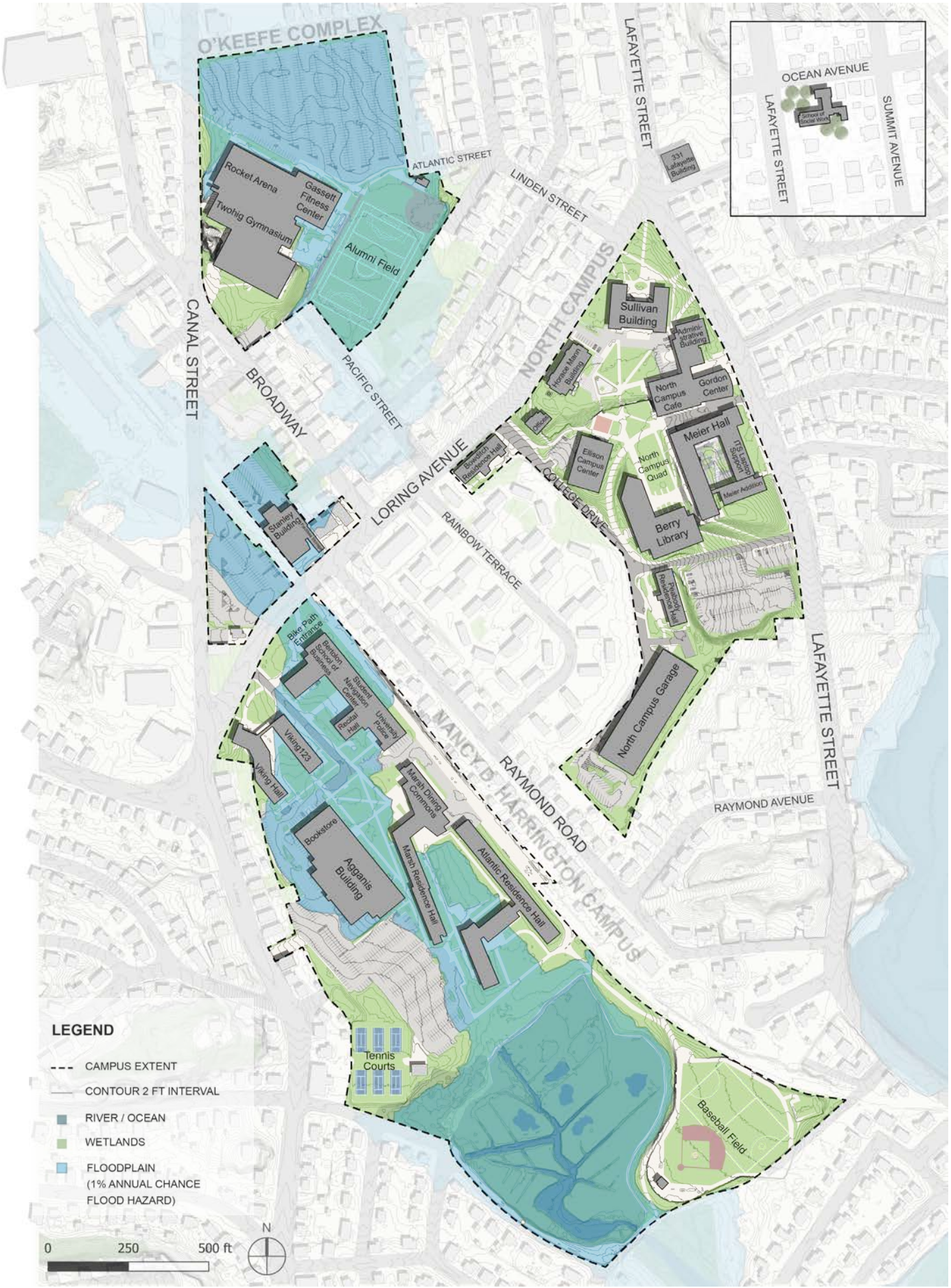


Fig.40: Campus Topography

Fig.41: Campus Gateway

2.3.4 Campus Gateway and Wayfinding

Vehicular Gateways and Wayfinding

There are multiple ways to arrive at SSU by car, but only few of the vehicular entries to the campus have easy to spot gateways or signage.

North Campus

- The corner of Lafayette Street and Loring Avenue is marked by a large and prominent SSU sign and serves as a key point of arrival; however while certainly helpful, this is not a vehicular entry point.
- Vehicular arrival to North Campus from the south along Loring Avenue is marked only with a small directional sign.
- A similar condition is the arrival to campus from the southeast along Lafayette Street, where a small scale sign indicates directions to the parking lot and garage.

Harrington Campus

- The gateway entry off Loring Avenue between Bertolon School of Business and Viking Hall is clear and successful. It includes prominent SSU signage and a clean and well-landscaped green area.
- Further south on Loring Avenue, the entry to the parking is hard to spot with a small sign and no other visual cues such as banners or landscaping, causing it to blend in with the surrounding residential streetscape.

O'Keefe Center

- At the O'Keefe Center, the existing large-scale sign does not identify Salem State University and lacks the colors or graphic standards used consistently in other SSU signage. This reduces the clarity and institutional presence of the facility for arriving vehicles.

Pedestrian Gateways and Wayfinding

Campus presence is minimized and wayfinding is challenging along the perimeter streets is challenging for the pedestrian, particularly given the interconnectedness to the city streets and neighborhoods. Many entries are informal and/or feel more vehicular focused than pedestrian.

North Campus

- Pedestrians coming from the south along Loring Avenue often shortcut the entry to campus going behind Bowditch Hall instead of along College Drive.
- Further up Loring Avenue, pedestrians are able to enter between Sullivan and Horrace Mann on a sidewalk beside the parking drive.
- Along Lafayette, there are direct pedestrian paths to building entries as well as a informal vehicular ways into the quad areas that pedestrians use between Sullivan and the administration building, as well as between the Sophia Gordon Theater and Meier Hall.
- Sidewalks along College Drive provide access to parking and to the interior of the campus.

Harrington Campus

- The entry at Loring Avenue and Harrington Way is successful for pedestrians. In addition to the signage and landscaping, the sidewalks are in good condition.
- While infrequently used by pedestrians, the southern parking lot entry does not include any pedestrian accommodations, such as a sidewalk.
- The multi-use path along the north side of Harrington Campus lacks a formal connection to the campus. Currently, access exists only from Loring Avenue and at an informal connection at the rear of Atlantic Hall, limiting its integration with campus circulation.

O'Keefe Center

- The major pedestrian access to the Okeefe Center is through the neighborhoods along Broadway and as well as along the interconnected streets of Linden and Atlantic. In both instances, these routes are not signed and need to be discovered.

- Pedestrian access along Canal Street is not comfortable due to the strong vehicular feel of the street as well as the lack of visual openness to the building with no obvious entries.

Fig.42: Campus Signages

2.4 Opportunities & Challenges: Campus Circulation

The campus circulation at the institution faces challenges with wayfinding, elevation changes, and the quality of various transportation modes. However, opportunities to establish clear passageways and create well-defined main entrances and access points into and around campus have been identified. The Master Plan takes into account strategic movement patterns designed to improve connectivity and enhance the overall campus experience.

2.3.5 Circulation & Connectivity

Salem State University features various modes of circulation both within and around its campuses, with major and minor streets providing pedestrian and vehicular access. However, challenges such as the topography, the quality of roads and sidewalks, and a lack of clear wayfinding make commuting difficult for daily users.

- The university's large commuter population, combined with its hybrid teaching model, results in periods of high and low demand for parking, further complicating campus circulation.
- The main spine of the campus, in particular, faces critical issues due to the absence of clear separation between roads and sidewalks, as well as challenging turns for vehicles accessing the campus.
- The lack of designated drop-off zones exacerbates difficulties, especially for commuters. On-campus, the walkways are often discontinuous and sometimes lack accessibility between key areas, particularly on North Campus.
- Although Salem State's campuses are within a 10-minute walking radius, the current conditions make the commute feel longer, limiting the overall student experience.
- Improving circulation and accessibility throughout the campus would greatly enhance both the efficiency of transportation and the quality of the student experience.


NO
MOTOR
VEHICLES
PUSH
BUTTON TO
TURN ON
WARNING
LIGHTS

A Pedestrian Infrastructure: Routes and Key Gateways

- Key pedestrian routes include Loring Avenue, Lafayette Street, and Canal Street, with Linden Street and Broadway providing access between campuses.

- Challenges exist along Loring Avenue and Linden Street, where narrow and incomplete sidewalks limit connectivity, especially between O'Keefe and other campus areas.

- During stakeholder meetings, suggestions for adding crosswalks and improving sidewalks on Loring Avenue were raised. A common theme was that the main pedestrian route between Harrington and North Campus feels longer than the actual 8-minute walk, emphasizing the need to improve connectivity and pedestrian flow in the master plan.

Fig.43: Narrow and incomplete sidewalk on Loring Street. (Refer on Map on Fig. 45)

Fig.44: Narrow and incomplete sidewalks on Lussier Street connecting to O'Keefe Sports Complex(Refer on Map on Fig. 45)

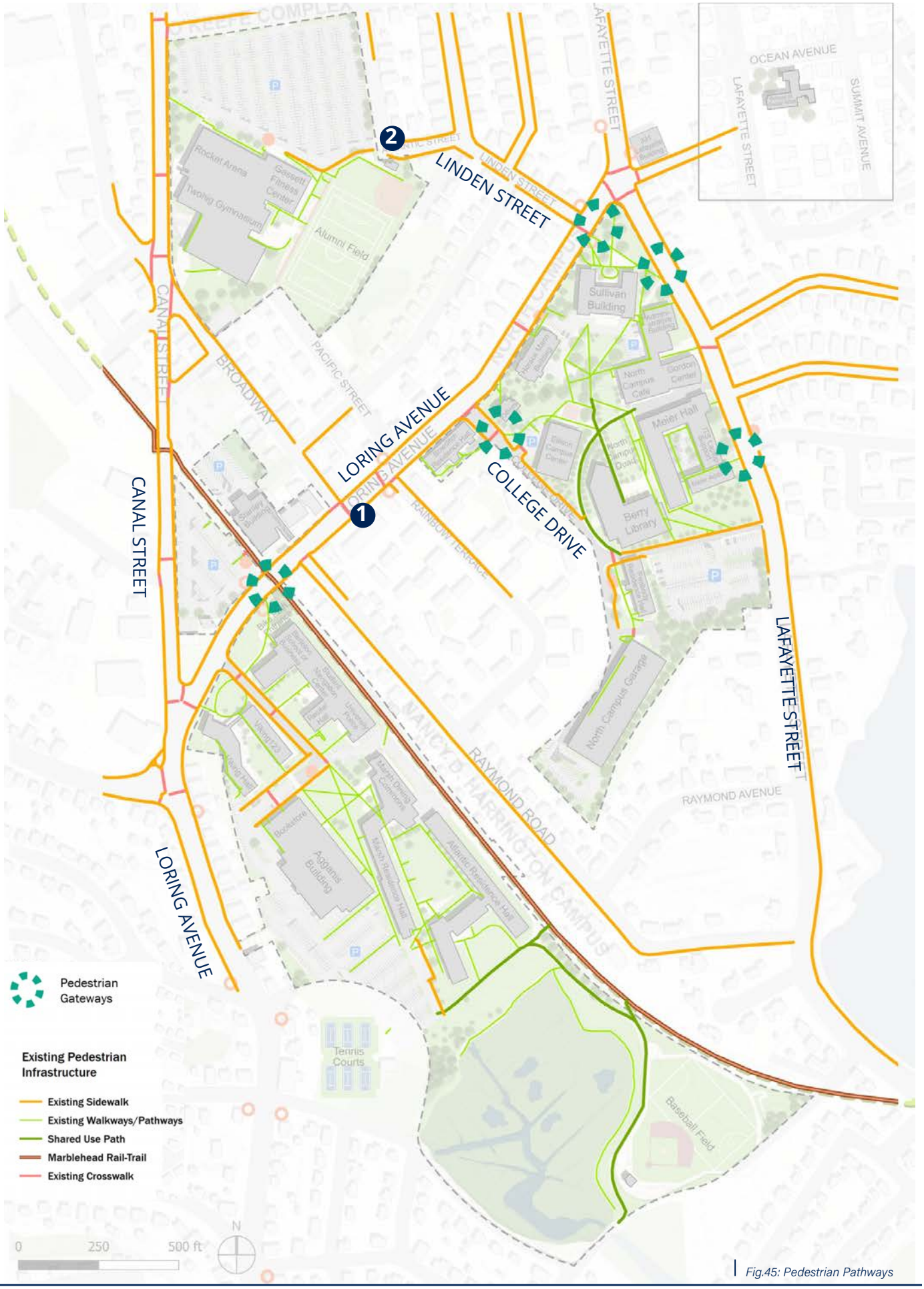


Fig.45: Pedestrian Pathways

B Bicycle Infrastructure: Existing Routes & Bike Racks

- The university's existing bicycle infrastructure includes the Marblehead Rail Trail and bike routes along Canal Street, with future improvements planned by the city under its Lafayette Street Traffic Calming and Bicycle Safety Project, which will introduce dedicated bike lanes along Lafayette Street.

- Stakeholder feedback indicates that bike use among students is currently minimal, with even those living within a mile of campus preferring to drive.

- The campus culture leans more toward the use of skateboards and scooters than bicycles.

- The university's sustainability and accessibility goals have prompted consideration of increasing the use of bicycles and other eco-friendly transportation options.

- Current demand for biking infrastructure is low. Future initiatives aimed at enhancing bike lanes and promoting alternative transportation could encourage a cultural shift and contribute to the university's broader environmental and accessibility objectives.

Fig.46: Bicylce Infrastructure(Refer on Map on Fig. 47)

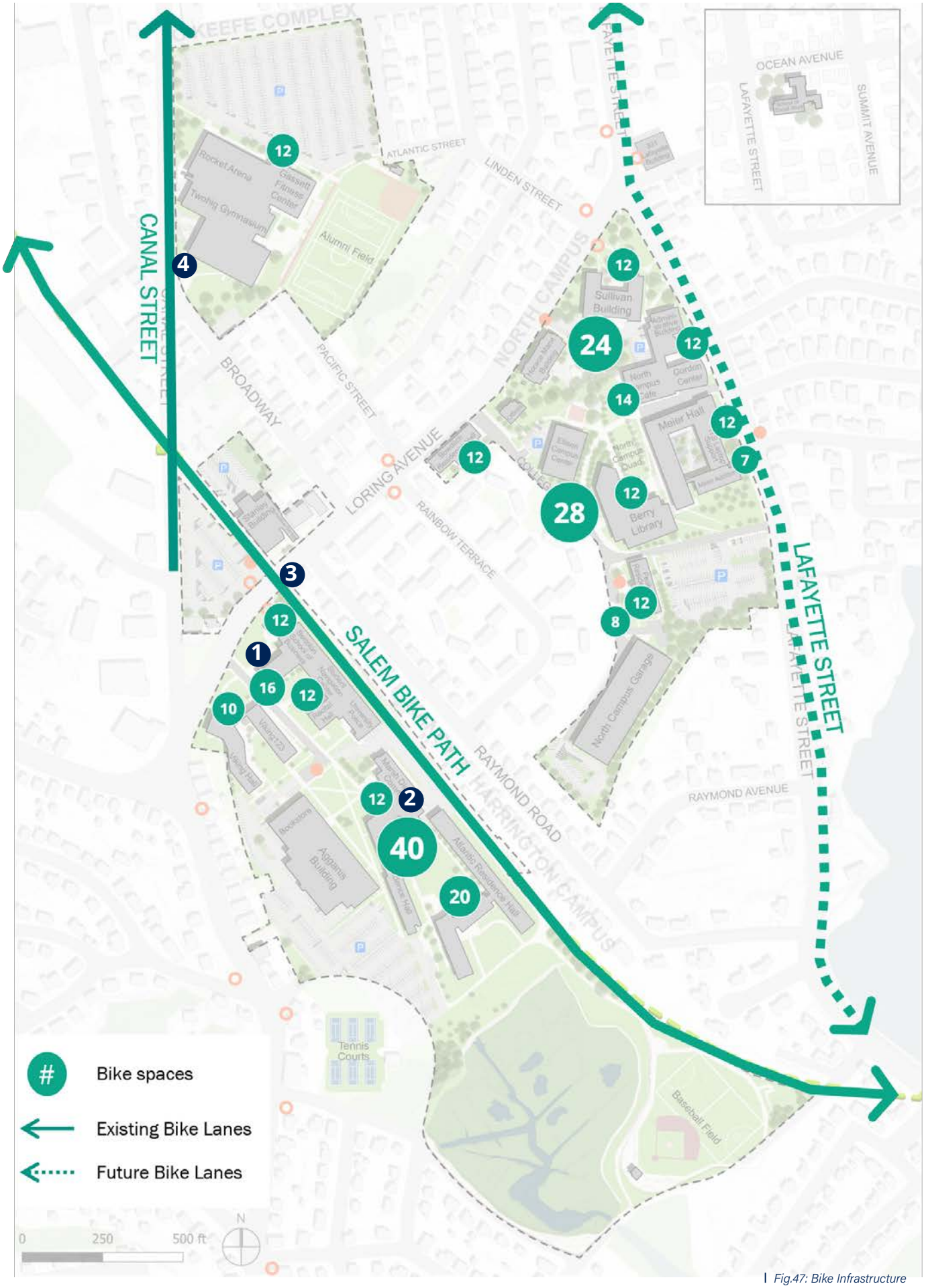


Fig.47: Bike Infrastructure

C Vehicular Infrastructure

The planning team analyzed the existing vehicular infrastructure, including primary and secondary gateways and access points to the campus. Similar to pedestrian routes, the main vehicular spine follows Loring Avenue, with primary routes along Lafayette Street, Loring Avenue, and Canal Street.

- During engagement, feedback suggested enhancing vehicular access to the campus by improving the streetscape and creating a stronger sense of identity for drivers approaching the campus.

Fig.48: Vehicular Infrastructure(Refer on Map on Fig. 49)

Fig.49: Vehicular Infrastructure

D Shuttle Circulation

- The campus shuttle service operates Monday through Friday from 7:15 am to 4:00 pm.
- The shuttle service has a headway of 20 minutes.
- Bus arrival times may occasionally be more spaced out during peak traffic or inclement weather.
- Compared to other university campus shuttle services, this headway is longer.
- Discussions about improving usage of the shuttle would improve if headway times were reduced, particularly during the morning hours.

Fig.50: Salem State University, Viking Shuttle, Salem State University. Annual Security report 2023.

Fig.51: Shuttle Circulation

2.4.1 Mobility Patterns - Key Takeaways

- Loring avenue is the primary route for most pedestrian trips with greater than 1800 weekly trip.

- Lafayette street and access road next to Marble Rail Trail and the Marble Rail trail are used for approximately 1500-1800 weekly trips. Internal routes within North Campus constitute 1200-1500 weekly trips.

Assumptions

- Building occupancy data provided by the university was utilized to get a high-level understanding of movement pattern. Residential Halls and Parking facilities considered as trip origins points for movement within the campus.

- The study assumed that 50% of trips within the campus occur between classrooms and residential halls. Based on the building occupancy data, it is assumed that most trips take place during morning class hours and afternoon class hours.

- A change analysis was conducted to examine the movement patterns in and out of each classroom and activity area to predict campus movement.

- Based on the change table, two peak occupancy periods (9am to 12 pm and 2pm to 5pm) were identified to understand campus movement patterns

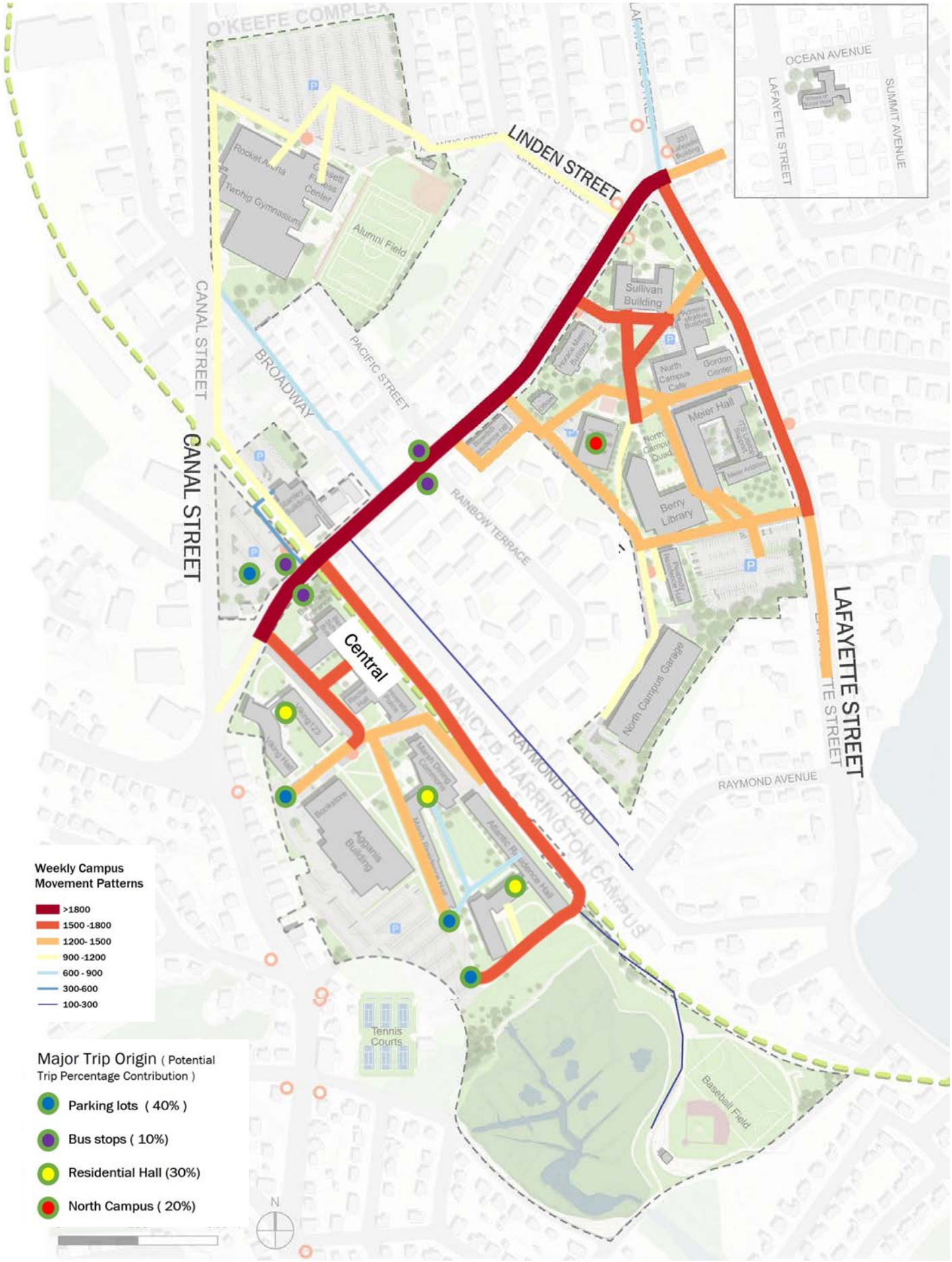
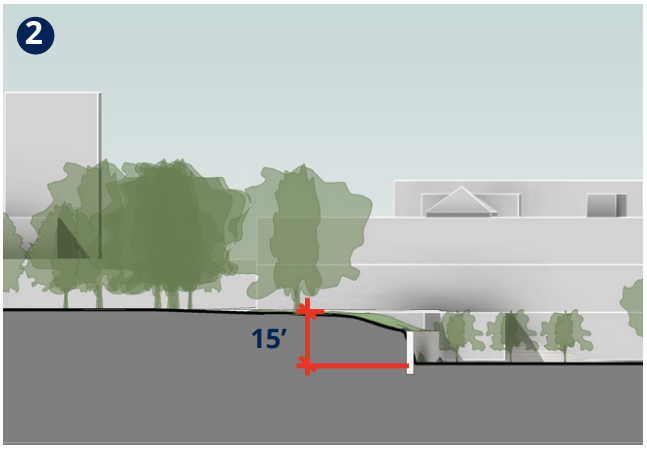


Fig.52: Mobility Patterns

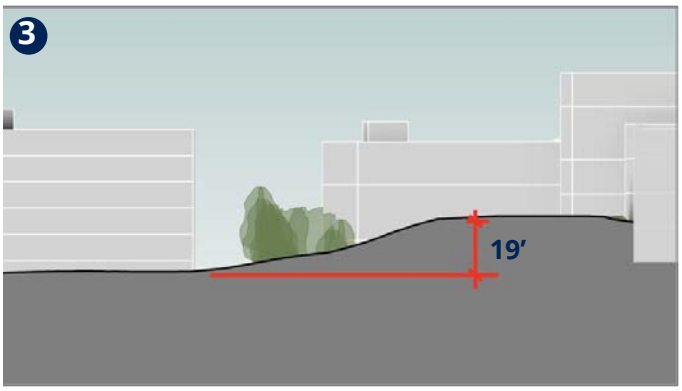
2.4.2 Accessibility

There are a few instances of topographic barriers between and within campuses. Refer to Fig. 54 for the analysis of current conditions.

- No accessible entry on front side of Sullivan

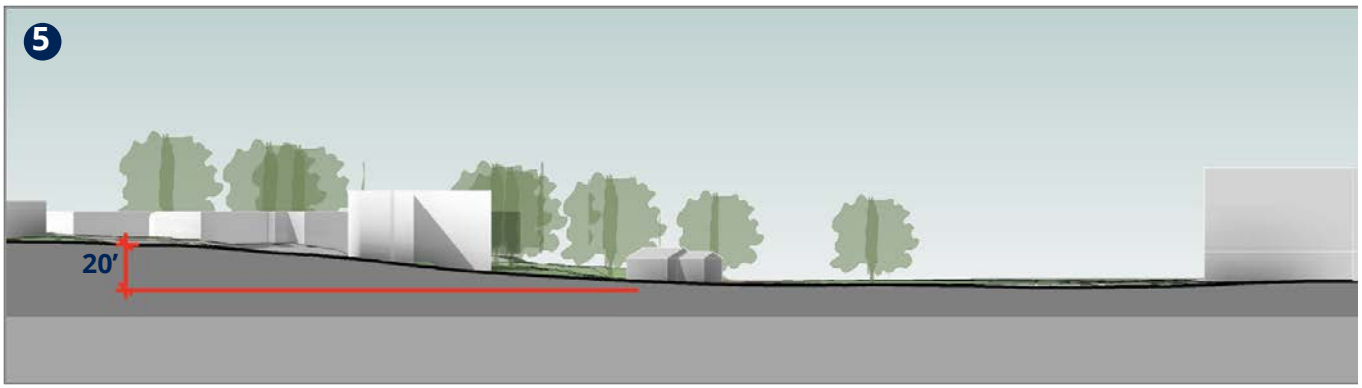


- 15’ Elevation difference



- 19’ Elevation difference

- Poor sidewalk to road delineation; High traffic road
- Main movement path between Harrington Campus and North Campus



- 20’ Elevation difference

Fig.53: 1. Sullivan Building Entry; 2. Section; 3. Section; 4. Sidewalk Condition; 5. Section

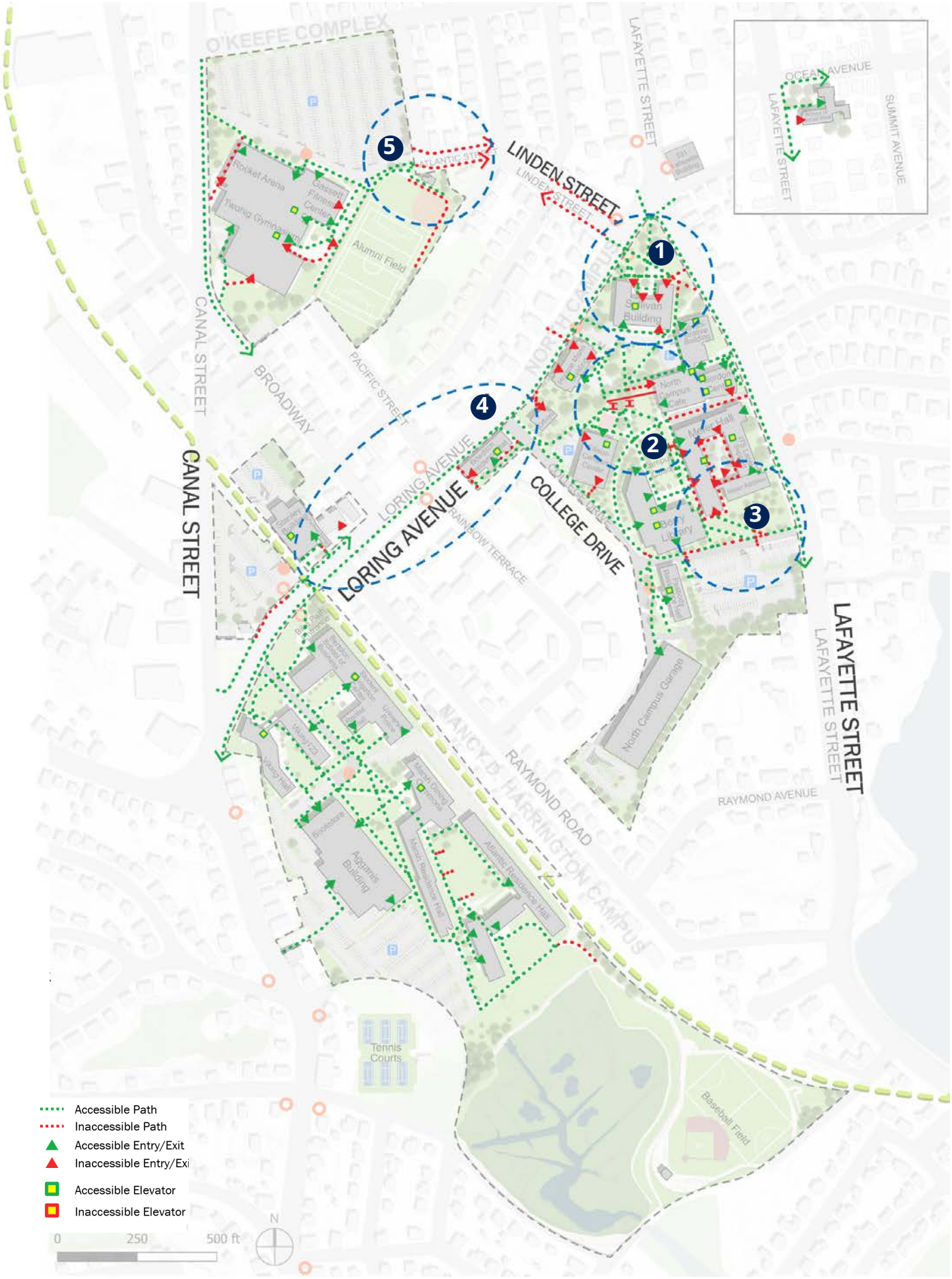


Fig.54: Accessible Paths - This graphic was made referencing data information from ADA Strategic Compliance Assessment by DCAMM 2016

2.4.3 Crash Data Assessment

Key locations from crash data study shows largest crash locations happening along Loring Avenue when it intersects Lafayette and Canal street as well as some on the entries of Rainbow Terrace and College Drive. While these are city-owned streets, there is potential to discuss the data with city officials, as it shows that many students use these routes.

Crash data within the university ground show most incidents occuring within North Garage and O'Keefe Campus parking lot.

Crash Data: Within Campus

Location	Incidents
O'Keefe Center	51
North Campus Parking Garage	41
Atlantic Lot	29
Canal Street Lot	16
Harrington Way (Central Campus Roadway)	14
Enterprise Center	10

Table 1: Salem State University crash data within campus. Source: SSU Campus police Data 10-Yr Window (2014-2024)

Crash Data: Outside Campus

Crash Category	2023	2022	2021	2020	2019	2018	Total
KSI	0	0	1	1	0	0	**2**
Non KSI	55	63	41	35	62	61	**317**
Deceased not caused by traffic	2	0	0	0	0	0	**2**
N/A	3	2	7	1	2	3	**18**
Total	**60**	**65**	**49**	**37**	**64**	**64**	**339**

Table 2: Salem State University crash data outside campus

- KSI - Killed or Seriously Injured

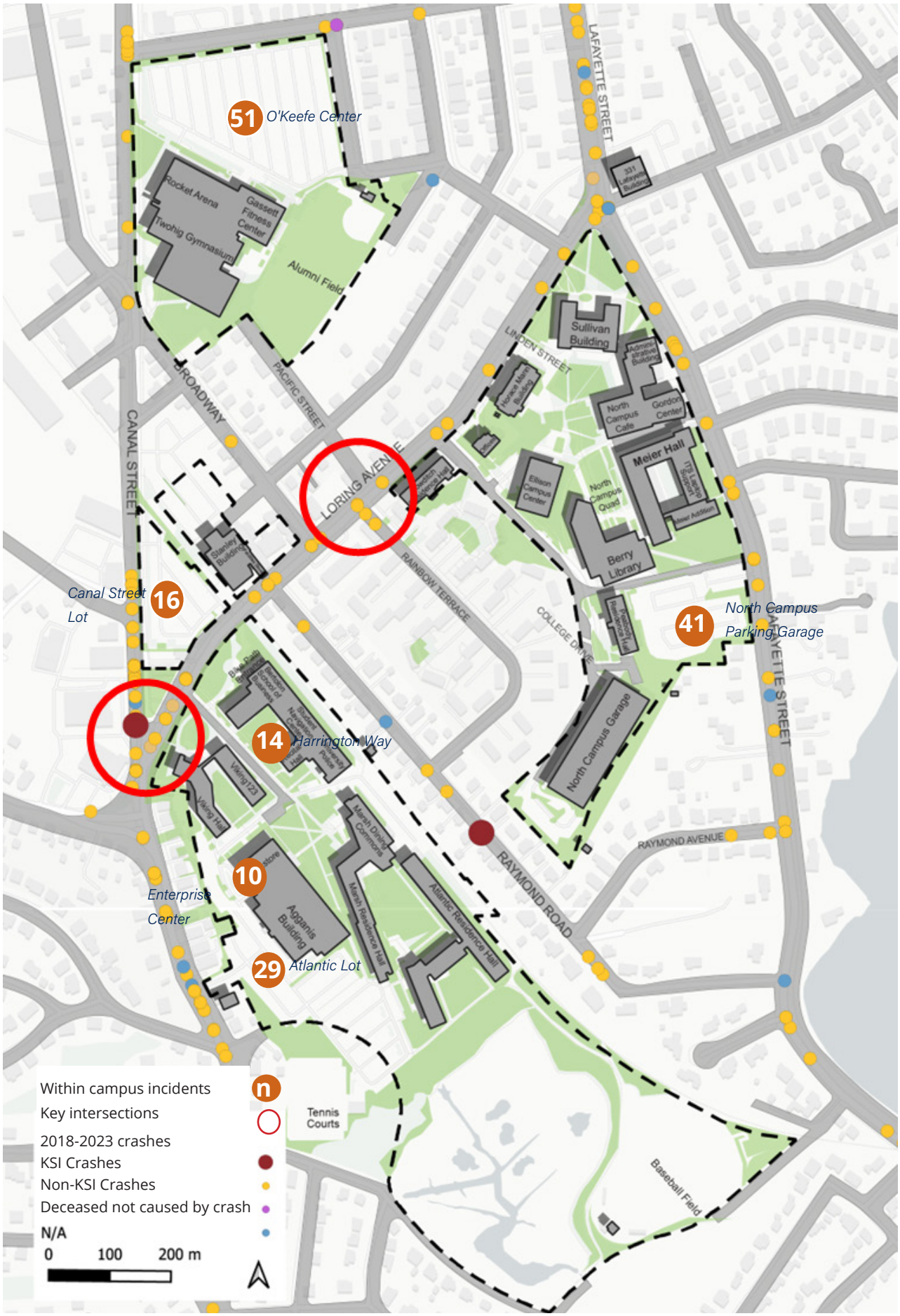


Fig.55: Crash Data within and outside the campus

2.5 Parking

2.5.1 Existing Parking Supply

Below table exhibits the parking capacity data and Figure 56 presents the location of off-street parking as provided by the Salem State University. Toole Design has confirmed the overall capacity per lot but has not confirmed the applicable parking regulations due to lack of legible signage or markings indicating the respective regulations in each facility.

Toole inventoried a total of 2,527 spaces with the addition of 8 handicap spaces in front of the Edward Sullivan Building (referred to as Lot 7A in tables below), which were not a part of the data shared by SSU. Out of the 2,527 spaces 725 spaces are in the garage while the remaining 1,802 spaces are distributed in 14 surface lots spread across the campus.

Out of the total 2,527 spaces, 48% (1,216) are designated for commuter students, 24% (603) for employees, 17% (428) are for resident students, and the remaining 11% (280) are shared by visitors, the Enterprise Center, and other users.

Lot Name	Lot ID	Employee	Resident Students	Commuter Students	H/C	Enterprise Center	Visitors	Other	Total
O'Keefe Back Lot	1	10							10
O'Keefe Main Lot	2	65	150	518	3			4	740
Pacific Street Lot	3		27						27
College Dr Main Employee	4	172			6			4	182
Garage Surface Lot	5	67			5			2	74
ECC Building Lot	6	24			2				26
Horace Mann Lot	7	3			2		5		10
Edward Sullivan Building Lot	7a	8							8
Administration Lot	8	8			8		6		22
Garage	9		50	612	18			45	725
Viking	10	10							10
Stanley Building Lot	11	122			5				127
Canal St/ Weir Lot	12	74		86	6		10		176
Enterprise Center Lot	13	40			4	93	21		158
Atlantic Lot	14		201		4	27			232
		603	**428**	**1,216**	**63**	**120**	**42**	**55**	**2,527**

Table 3: Salem State University Off-Street Parking Inventory

Fig.56: Parking Inventory Map

2.5.2 Parking Usage

As a part of the data collection effort, the Toole team confirmed the overall parking inventory data shared by the University and conducted 11 hours of hourly parking usage counts on April 23rd, 2024, from 8am to 8pm to capture typical weekday parking activity at the campus when the university is in session. The intent of the exercise was to get an understanding of the existing vehicle parking utilization within the campus. Toole did not inventory any on-street or bike parking as part of this effort.

At the beginning (9am) of the day the parking usage was 43%. Peak usage occurred between 11am and 1pm, when 1,371 (or 54%) of the 2,527 total spaces were occupied. The usagedropped through the remaining part of the day and was the lowest at 6pm when only 29% of the total parking supply was occupied.

		Inventory	Practical Capacity			Peak Period								
Facility	**Lot ID**	**Total**	**(95%)**	**09:00 AM**	**10:00 AM**	**11:00 AM**	**12:00 PM**	**1:00 PM**	**2:00 PM**	**3:00 PM**	**4:00 PM**	**5:00 PM**	**6:00 PM**	**7:00 PM**
O'Keefe Back Lot	1	10	10	1	2	3	3	4	5	4	4	4	3	4
O'Keefe Main Lot	2	740	703	164	172	187	182	158	147	128	146	134	126	159
Pacific Street Lot	3	27	26	11	11	22	13	14	13	12	12	11	12	12
College Dr Main Employee	4	182	173	81	130	154	163	147	136	121	104	69	47	34
Garage Surface Lot	5	74	70	10	21	28	21	24	23	20	21	12	9	10
ECC Building Lot	6	26	25	12	12	12	10	13	14	11	11	9	8	11
Horace Mann Lot	7	10	10	6	8	7	7	8	8	6	8	3	1	1
Edward Sullivan Building Lot	7a	8	8	0	1	0	0	0	0	0	0	0	0	0
Administration Lot	8	22	21	8	8	6	8	7	5	3	9	7	11	9
Garage	9	725	689	359	373	465	493	458	395	308	234	200	171	142
Viking	10	10	10	10	10	10	10	9	9	9	7	8	6	10
Stanley Building Lot	11	127	121	37	40	50	53	46	45	33	39	26	24	22
Canal St/ Weir Lot	12	176	167	157	160	162	156	145	143	128	127	106	89	132
Enterprise Center Lot	13	158	150	100	100	110	112	92	92	60	55	47	41	40
Atlantic Lot	14	232	220	128	142	154	138	155	160	182	208	189	192	160
		2,527	**2,401**	**1,084**	**1,190**	**1,370**	**1,369**	**1,280**	**1,195**	**1,025**	**985**	**825**	**740**	**746**
Percent Occupied				*43%*	*47%*	*54%*	*54%*	*51%*	*47%*	*41%*	*39%*	*33%*	*29%*	*30%*

Table 4: Typical Day Observed Parking Occupancy

Fig.57: Parking Usage Map

2.5.3 Parking Surplus/Deficit conditions

Parking occupancy figures indicate the number of spaces in use within a parking lot or system at any given hour. However, they do not account for the precise availability or shortage of spaces at any given time. A parking surplus/deficit analysis is thus conducted to understand whether there is an excess or deficit of parking. Additionally, occupancy figures fail to account for the stress a driver experiences to locate a space when the parking facility starts getting full, hence "Practical Capacity" is applied to understand the operational efficiency of parking facility. It presents the occupancy levels at which a parking facility is perceived as full by a driver, usually when 90-95% of the spaces are occupied. Drivers find it difficult to find a spot once this level is reached and they circle to lot to find a space. For the purpose of this analysis a practical capacity of 95% is considered assuming that a majority of users would be familiar with the campus. Table 3 and Figure 36 represent the system wide parking surplus/deficit conditions.

Adjusting for practical capacity discussed above, on a typical weekday during the peak period (noon) there is a system wide surplus of 1,032 spaces across the campus.The O'Keefe Main Lot, with a capacity of 740 spaces, and the garage, with a capacity of 725 spaces, have the maximum concentration of spaces within the campus parking system and had an observed surplus of 521 spaces and 224 spaces, respectively. It is observed that most of the offstreet facilities, excluding the garage, remain largely vacant, with 40- 50% of their capacity unused.

		Inventory	Practical Capacity			Peak Period								
Facility	**Lot ID**	**Total**	**(95%)**	**09:00 AM**	**10:00 AM**	**11:00 AM**	**12:00 PM**	**1:00 PM**	**2:00 PM**	**3:00 PM**	**4:00 PM**	**5:00 PM**	**6:00 PM**	**7:00 PM**
O'Keefe Back Lot	**1**	10	10	9	8	7	7	6	5	6	6	6	7	6
O'Keefe Main Lot	**2**	740	703	539	531	516	521	545	556	575	557	569	577	544
Pacific Street Lot	**3**	27	26	15	15	4	13	12	13	14	14	15	14	14
College Dr Main Employee	**4**	182	173	92	43	19	10	26	37	52	69	104	126	139
Garage Surface Lot	**5**	74	70	60	49	42	49	46	47	50	49	58	61	60
ECC Building Lot	**6**	26	25	13	13	13	15	12	11	14	14	16	17	14
Horace Mann Lot	**7**	10	10	4	4	6	3	2	2	4	2	7	9	9
Edward Sullivan Building Lot	**7a**	8	8	6	6	6	6	6	6	6	6	6	7	7
Administration Lot	**8**	22	21	13	13	15	13	14	16	18	12	14	10	12
Garage	**9**	725	689	330	316	224	196	231	294	381	455	489	518	547
Viking	**10**	10	10	(1)	(1)	(1)	(1)	1	1	1	3	2	4	(1)
Stanley Building Lot	**11**	127	121	84	81	71	68	75	76	88	82	95	97	99
Canal St/ Weir Lot	**12**	176	167	10	7	5	11	22	24	39	40	61	78	35
Enterprise Center Lot	**13**	158	150	50	50	40	38	58	58	90	95	103	109	110
Atlantic Lot	**14**	232	220	92	78	66	82	65	60	38	12	31	28	60
		2,527	**2,401**	**1,315**	**1,212**	**1,032**	**1,030**	**1,119**	**1,204**	**1,374**	**1,414**	**1,574**	**1,660**	**1,654**

Table 5: Typical Day Observed Parking Surplus/Deficit. Adjusting for practical capacity discussed above, on a typical weekday during the peak period (noon) there is a system wide surplus of 1,032 spaces across the campus

Fig.58: Parking Surplus/Deficit Map

Fig.59: North Campus Quad / McKeown Plaza

2.6 Building Profiles

2.6.1 Building Use

North Campus: Sullivan Buliding, Meier Hall and Horace Mann make up the academic precincts of North Campus. Berry Library contains the University's hub for integrated learning, while Ellison Campus Center houses the university's student groups and meeting/event spaces. Bowditch Hall and Peabody Hall are the two student housing buildings on the campus.

Harrington Campus: Largely a residential campus, Forten Hall, Marsh Hall and Atlantic Hall are all student housing buildings. Marsh Hall having one of the two campus dining halls.

The Classroom Building is the only academic building on the campus also containing the Student Navigation Center

O'Keefe Center: O'Keefe Center contains the largest parking lot of the institution along with the O'Keefe building used for sports and academic purposes.

331 Lafayette leased property is part of the administration precinct and houses the President's office, as well as admissions. 287 Lafayette is an academic building for the university.

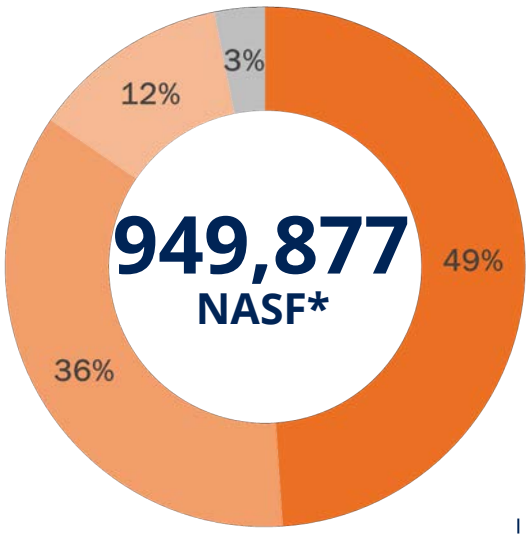


Fig.60: Campus Space Distribution

*NASF - Net-Assignable Square Feet


Lafayette Street
North C
Canal Street
Pacific Street
Charles Street
Loring Ave
Broadway
O'Keefe Center
CAMPUS EXTENT
ADMIN
ACADEMIC
STUDENT LIFE
RESIDENTIAL
ATHLETICS
FACILITIES
PARKING

Total Campus Space

Total Campus Space Distribution (NASF)

Campus	NASF	% Total
Harrington	436,720	49%
North	375,429	36%
O'Keefe	109,591	12%
Off Campus (Leased)	28,137	3%
Total	**949,877**	

**NASF – Net Assignable Sq Ft*

**Does not include South Campus, Parking Garage and Agganis Building*

Fig.61: Building Use

Total Campus Space - By Typology (NASF)

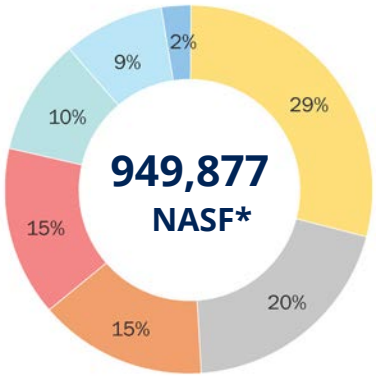
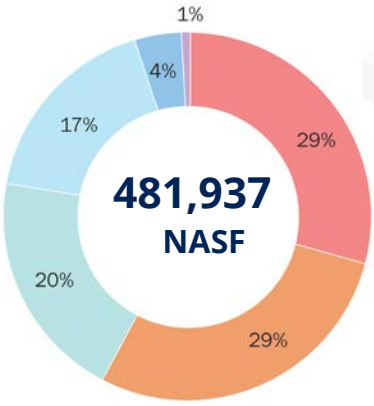


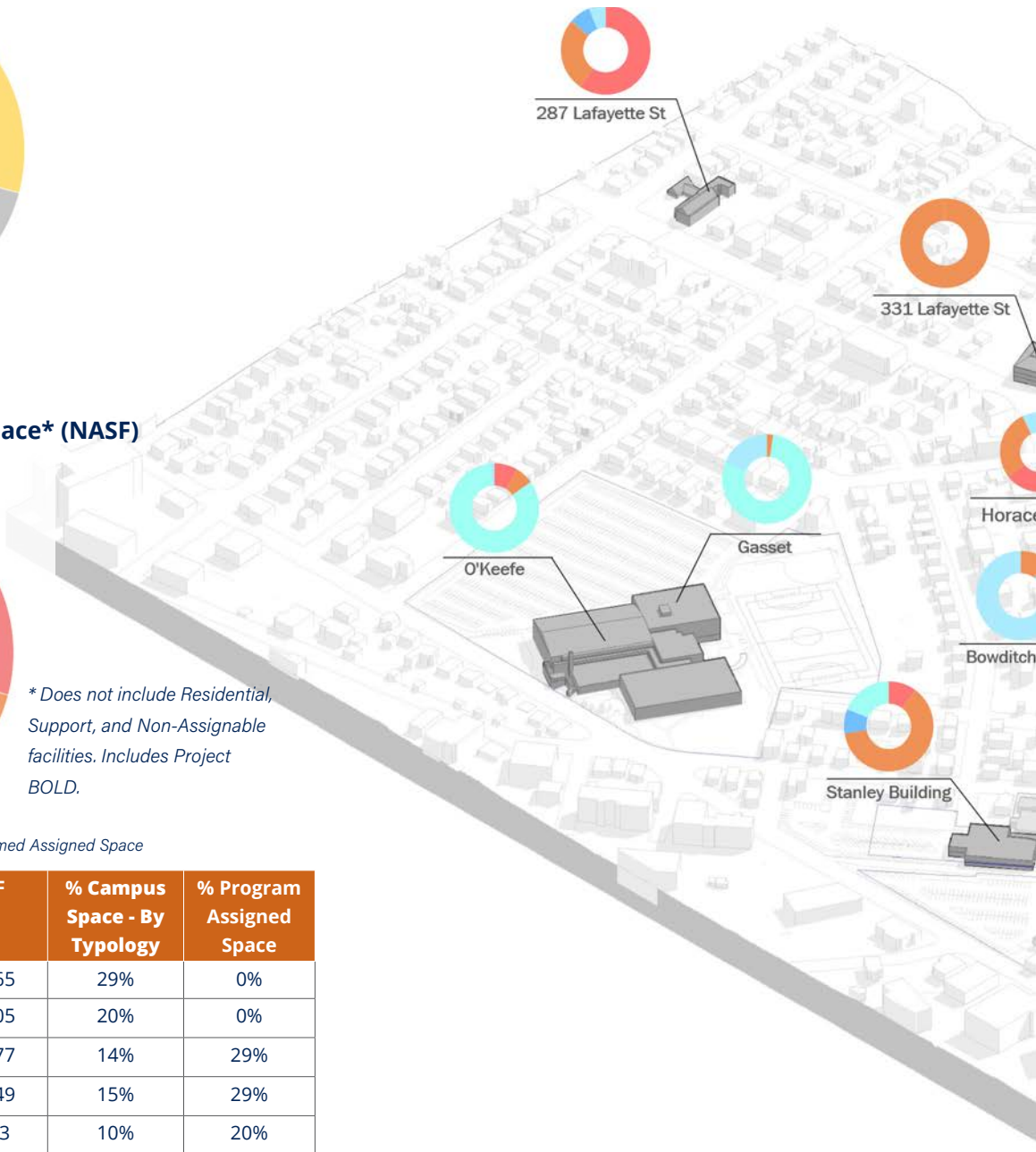
Fig.62: Campus Space Distribution by Typology

Total Campus Space - By Programmed Assigned Space* (NASF)



** Does not include Residential, Support, and Non-Assignable facilities. Includes Project BOLD.*

Fig.63: Campus Space Distribution by Programmed Assigned Space



Space Categories	NASF	% Campus Space - By Typology	% Program Assigned Space
Residential Facilities	278,465	29%	0%
Non-Assignable	188,405	20%	0%
Office	137,477	14%	29%
Instructional	141,249	15%	29%
Special Use Facilities	95,833	10%	20%
General Use Facilities	83,639	9%	17%
Study Facilities	20,092	2%	4%
Research	3,072	0%	1%
Support Facilities	1,070	0%	0%
Health Care Facilities	575	0%	0%
Total	**949,877**		

Key Takeaways

- **Overage of Instructional Space**, space is underutilized.
- **Mis-alignment of Instructional space size** to course scheduling size.
- Need for **Collaboration Space** for community building.
- Need for **Specialized Spaces (Labs)***.

*based on best-case enrollment planning scenario

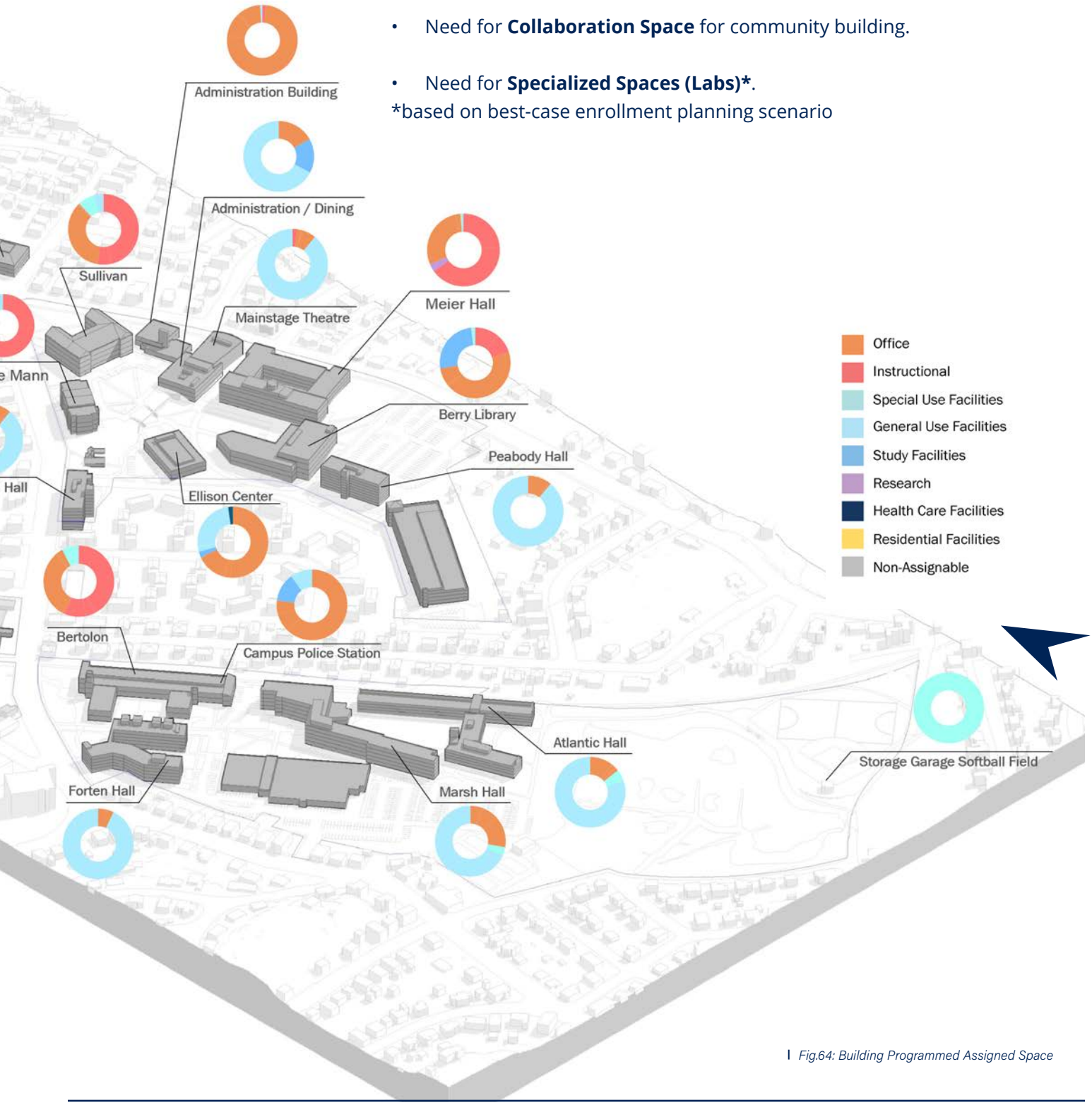


Fig.64: Building Programmed Assigned Space

2.6.2 Building Conditions

The Facilities Operations and Services (FOS) team of CannonDesign conducted a comprehensive study on the building conditions at Salem State University in 2024. The study highlights the university's deferred maintenance needs, focusing on the maintenance, repairs, and upgrades that have been postponed or delayed over time, effectively evaluating the overall health of the campus buildings. It provided a detailed Facility Condition Index (FCI) for each DCAMM-owned building, forecasting needs over 5, 10, and 20-year time frames. The FCI is based on a 1:1 construction replacement cost of the buildings, excluding costs for architectural design or other associated costs.

The findings from this study played a key role in informing the master plan team's development of a matrix of interventions, which helps prioritize necessary upgrades and repairs. Buildings with the most immediate needs were given priority in the preferred scenario, ensuring a strategic approach to addressing the most critical issues and promoting long-term sustainability for the university's facilities.

	No. of Buildings	CRV/SF	SF	Site CRV	10 Yr Needs	10 Year FCI
Salem State university	15	$725	933,139	$676,735,524	**$99,914,788**	0.15

Building Name	Build Year	Size	CRV	10 Yr Needs	10 Year FCI
Administration Building	1958	90,558	$56,280,399	$7,097,670	0.13
Berry Library and Learning Commons	2010	122,000	$96,478,647	$2,686,057	0.03
Bertolon School of Business Building 1	1936	94,669	$69,568,873	$9,278,667	0.13
Cat Cove Marine Lab	1970	5,479	$5,262,580	$0	0.00
Ellison Center	1966	49,776	$30,846,196	$6,889,201	0.22
Gassett Fitness and Rec Center	2013	39,000	$28,643,993	$615,565	0.02
Harrington Building	1965	63,920	$46,860,289	$12,540,470	0.27
Horace Mann School	1902	44,395	$32,605,135	$6,607,012	0.20
Mainstage Theatre (Sophia Gordon Theater)	1958	33,072	$28,027,522	$1,061,867	0.04
Meier Hall	1963	160,345	$117,410,523	$22,438,679	0.19
Offices	1914	6,600	$4,099,080	$1,630,890	0.40
O'KeefeCenter Sports Complex	1976	108,874	$79,967,953	$13,398,251	0.17
O'KeefeRockett Arena Ice rink	1985	30,600	$19,017,899	$4,046,221	0.21
Salem State University - Site		0	$79,875	$0	0.00
Sullivan Building	1896	83,851	$61,586,561	$11,624,237	0.19

Table 6: Building Conditions

0.00 - 0.06 GOOD	0.06 - 0.10 FAIR	0.11 - 0.30 POOR	0.31 - 0.50 CRITICAL	0.51 - 1.00 DIVEST

Building Deferred Maintenance – 5 Year Needs

- The buildings with the most significant deferred maintenance needs over the next five years are Meier Hall and a large portion of O'Keefe.
- Additionally, Sullivan and the Classroom Building also require considerable capital investment to address their deferred maintenance.
- It is important to address these shorter-term needs to prevent them from escalating into larger, more costly needs in the future.
- As part of Project BOLD, Horace Mann Hall will undergo renovations, which will alter the current condition assessments and associated deferred maintenance requirements for that building.

Building Deferred Maintenance – 10 Year Needs

- Buildings with the largest deferred maintenance needs over the next 10 years continue to include significant portions of O'Keefe, Meier Hall, and now also Sullivan Building.
- In addition, the Ellison Campus Center, Administration Building, and Classroom Building should be considered for upgrades or renovations. Notably, while the Office Building on North Campus has a lower deferred maintenance cost, it presents a critical Facility Condition Index (FCI) value.
- As a result, the master plan includes the demolition of this building to address its long-term viability and optimize campus space.

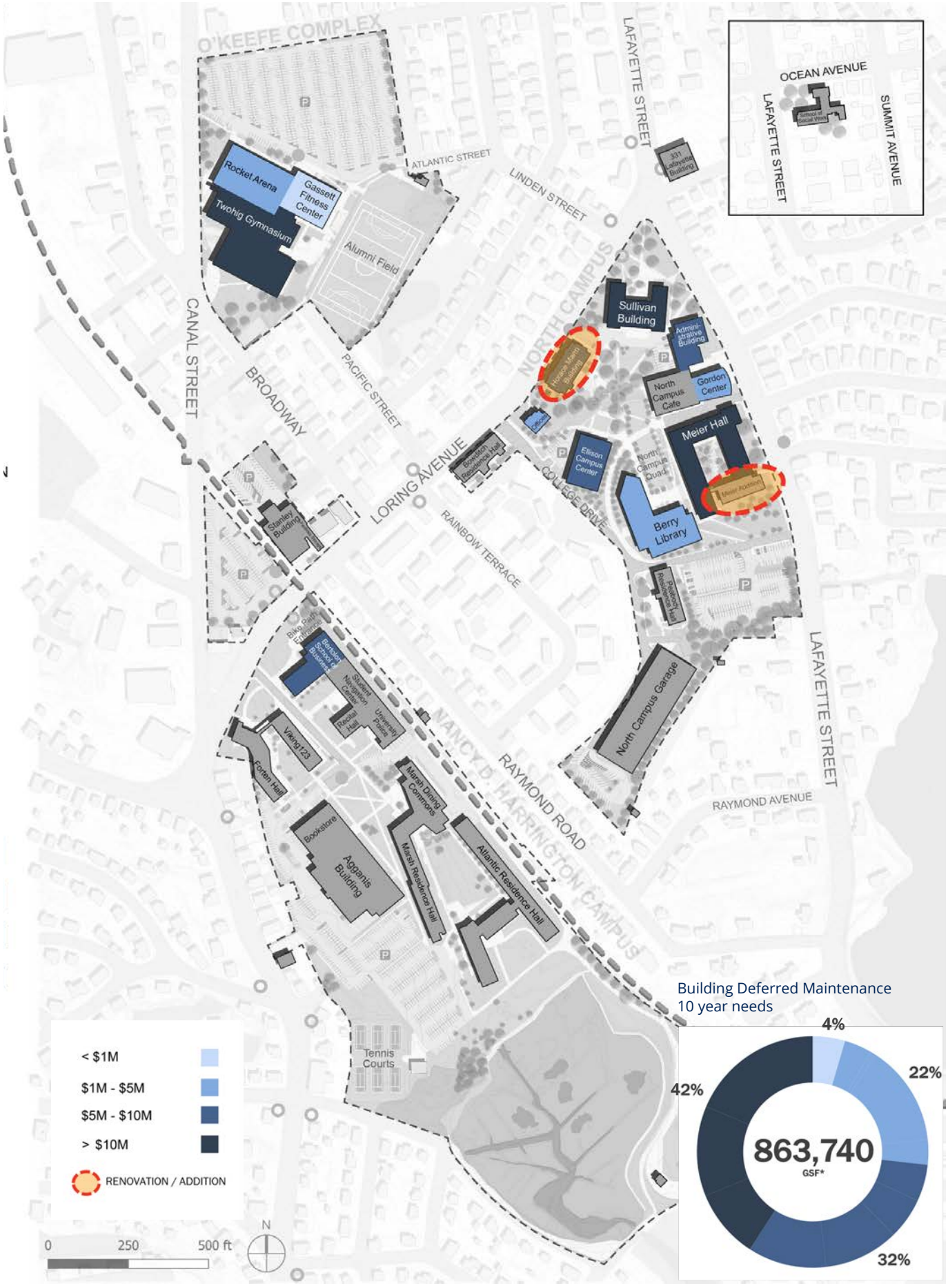


Fig.65: Building Deferred Maintenance - 10 Year Needs

Key Takeaways

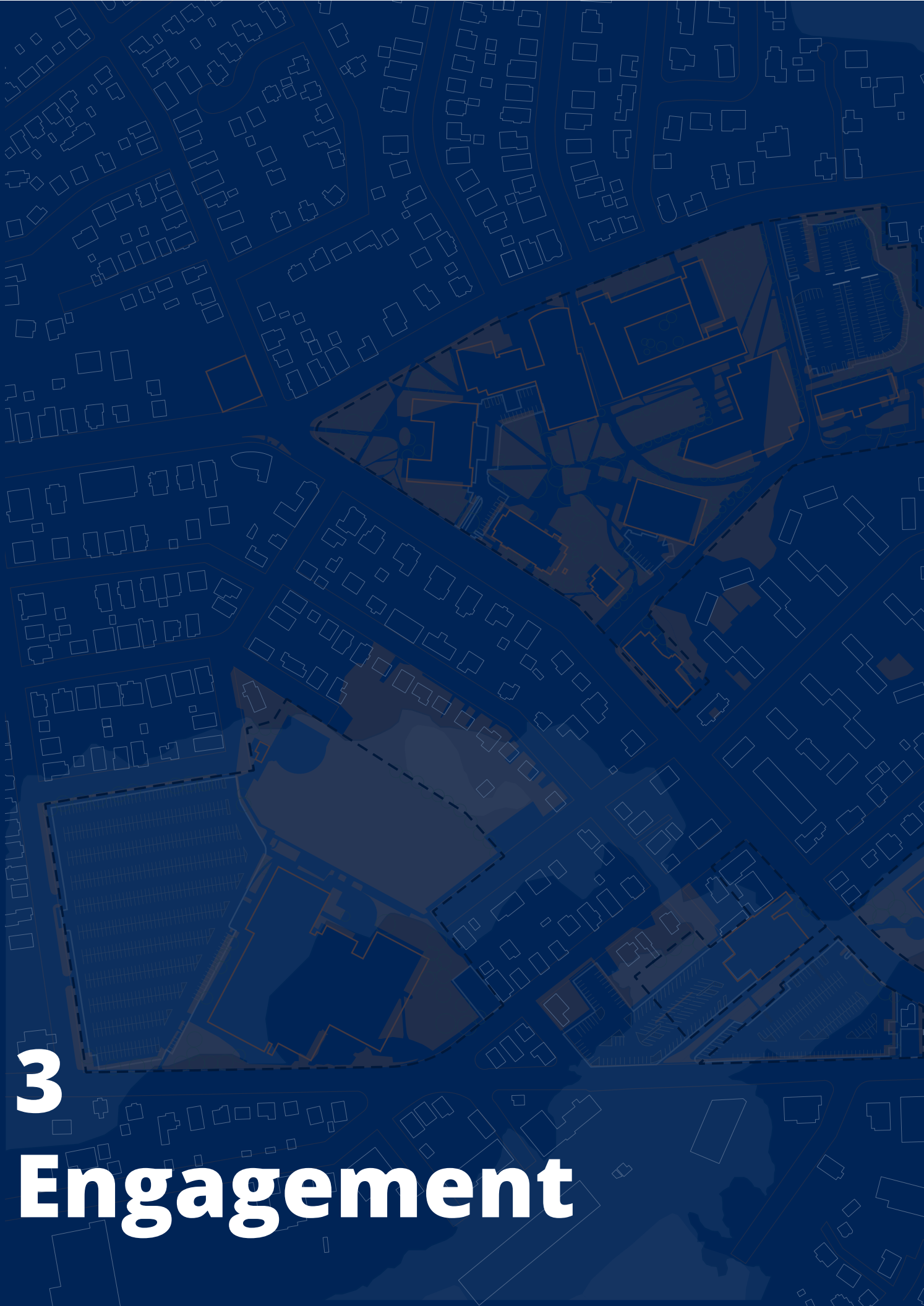
- Existing buildings have **deferred maintenance needs**, that will be partly address through South Campus closure. However, spaces also need to be better aligned to fit the needs of the campus.

- Need for **outdoor space enhancement** for improved campus character (Open spaces, Edges, pathways).

- **Connectivity** needs to be addressed between campuses, particularly pedestrian accessibility.

- **Parking supply is adequate** currently and will support the additional need generated from South campus move.

- Campus needs to build a **sense of place and community** through unified experience for all users.



3 Engagement

Fig.66: Open House event at O'Keefe

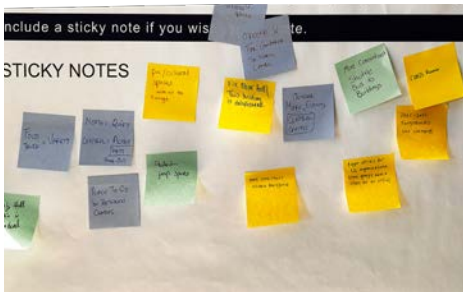


Fig.67: Student Engagement Surveys

Fig.68: Open House event at Meier Hall

Fig.69: Open House event at Ellison Campus Center

3.1 Engagement Approach

3.1.1 Introduction

Great ideas are born through collaboration. ***The planning team prioritized ongoing discussions and working sessions to ensure a collective approach to creating the Master Plan.*** *The plan was shaped by the* ***input of over 760 voices,*** *capturing the diverse needs and ideas from the university's stakeholders.*

The Salem State University Master Plan was developed through ongoing conversations with various stakeholders, community members, and university leaders. The planning strategy focused on gathering input using a variety of engagement tools and formats, including in-person, hybrid, and online sessions. Four on-campus workshops were held to engage students directly, fostering excitement for the university's future. Additionally, focus group sessions provided valuable insights into the unique needs, concerns, and ideas of the diverse faculty and staff that contribute to Salem State's vibrant programs.
Recognizing the university's hybrid environment and the importance of reaching commuting students and staff, the planning team created two surveys to capture feedback on both the student and faculty/staff experiences. These surveys received input from over 450 participants, providing critical data that served as a strong foundation for shaping the Master Plan.
Overview of Engagement Strategy:

Earth Week (April 9th-11th, 2024)

- Student Engagement Tabling Events
- Student Focus Group Sessions
- Site Walkthrough

Focus Groups (April-June, individual)

- Student Focus Group Sessions
- Faculty and Staff Focus Group Sessions

Master Plan Progress Touch Points (March 2024 - April 2025)

- Steering Committee Meetings
- PEC Meetings
- Board of Trustees meeting

3.1.2 Focus Groups

Focus group meetings were preceded by thorough research on the buildings in question and the preparation of topics tailored to each group's unique needs. Online tools were leveraged to facilitate real-time documentation and foster seamless communication with stakeholders. A total of 15 focus group sessions were held, engaging diverse groups such as the Student Government Association, Athletics, Student Life, Colleges & Departments, and Counseling, Health & Disability, among others.

These sessions generated both tangible and intangible feedback related to specific buildings, teaching practices, environments, and space requirements. Through this process, the planning team identified recurring themes centered around Space, Place, and Connections.

Feedback revealed that many physical Spaces do not align with the university's goals for a vibrant, student-centered campus. A significant portion of daily life at Salem State is fragmented and transactional, with limited informal gathering spaces that could foster community and enhance student life. Another common concern was the difficulty in finding appropriate meeting spaces for students, student-faculty interactions, and faculty collaboration, which limits opportunities for engagement. Many instructional spaces were described as outdated or not conducive to modern teaching practices. Additionally, a recurring request was for larger, multi-purpose spaces for university events or community partnerships.

Great ideas are born through collaboration. ***The planning team prioritized ongoing discussions and working sessions to ensure a collective approach to creating the Master Plan.*** *The plan was shaped by the* ***input of over 760 voices,*** *capturing the diverse needs and ideas from the university's stakeholders.*

The theme of Place highlighted misalignments between physical spaces and their current functions. Underutilized outdoor spaces, large blank areas, and lack of campus identity along commuter pathways were identified as barriers to a cohesive campus experience.

Lastly, Connections emerged as a key theme. The university has a great community of young learners and eager staff, but physical and perceptual barriers between campuses were seen as hindrances to fostering deeper connections. Wayfinding

and accessibility challenges further exacerbated this issue, with grade changes and disconnected pathways making it difficult to navigate and feel part of a unified campus.

The focus group sessions provided crucial insights that will shape Salem State University's Master Plan. The themes of Space, Place, and Connections highlight key opportunities to improve campus functionality and align physical spaces with the university's goals. Addressing these issues will create a more vibrant, inclusive, and connected campus, fostering an environment that supports engagement and lasting connections for the entire community.

31
Engagement Meetings

- 15 focus group sessions with faculties and staff
- 10 Steering Committee meetings
- 5 meetings with President's Executive Council
- 1 meeting with Board of Trustees

4
Open-House Events

- 230 + participants
- 930 dots
- 79 inputs

3
Campus-wide surveys

- Yielding 309 student responses and 155 faculty and staff responses
- With over 5000 individual inputs and 4,300 comments collected

760+ **Total Participant Inputs**

3.1.3 Key Takeaways

1. Student Experience

The student experience on campus is fragmented. Existing spaces do not support community building and peer-to-peer interactions for a collaborative campus experience. (Refer Appendix 7.1.4 for survey data)

- Lack of student spaces on campus that support group and peer learning, workspaces, lounge spaces, etc.
- Commuter students find it challenging to find sticky spaces after classes.
- Library spaces are not engaging enough to promote collaboration, especially at the ground-level.
- Existing campus spaces do not facilitate faculty-student interactions to create an atmosphere of mentorship and support.

2. Campus Environment

Existing campus has physical accessibility barriers to navigate between campus buildings. Additionally, the outdoor spaces are not utilized to their full potential for activities. (Refer Appendix 7.1.4 for survey data)

- The outdoor spaces on campus do not build a strong sense of community due to lack of programming.
- Existing campus does not provide a clear sense of place to orient, particularly in the open spaces and the campus edges.

3.Mobility & Connectivity

Connectivity is challenging for pedestrians which creates a misperception of distance. Additional challenges with the grade change accessing O'Keefe campus exacerbate the problem. (Refer Appendix 7.1.4 for survey data)

- Connectivity is challenging, specifically among the three campuses, particularly to O'Keefe and between the two quads on North Campus.
- Accessibility challenges getting between buildings.

4.Program & Space Needs

Existing classroom spaces are not sized correctly for the course sizes. Current course scheduling and locations don't support programmatic overlap. (Refer Appendix 7.1.4 for survey data)

- Instructional environments are sub-standard - lacking the right technology, layouts, seating arrangements.
- Hybrid learning is not effectively supported.
- Existing classroom spaces need to be right-sized to support better learning.
- Existing program-specific spaces are not co-located creating scheduling challenges.
- Additionally, there is a need for more specialized spaces, particularly labs.

5. Campus Culture & Identity

Existing campus branding is not strong enough to create a sense of belonging and identity.

- Lack of convivial spaces to make the campus more inclusive and accessible.
- Branding and signage are not strongly represented in the campus spaces.
- The existing spaces do not provide a touch-down space to support evening classes and commuter students.

6. Partnership Opportunities

The existing spaces need to better support industry and K12 collaborations/ events.

- Existing spaces do not support multiple large events through the year and are hard to schedule making it challenging for host industry partners on campus.
- Need for better collaboration with the Neighborhood Association and City of Salem to improve the campus edges.

Fig.70: Open House event at O'Keefe

4
Space Needs

Fig.71 Salem State University

4.1 Enrollment Projections & Space Needs

A primary goal for the Discovery Phase (Phase 1) of the Master Plan was to understand how much space is needed today to support current enrollment and course scheduling, as well as determine future state space needs in alignment to enrollment planning scenarios developed by Salem State University.

"In the best scenario for 2028, efforts to ***serve Hispanic students are realized, retention increases, state aid remains or grows, and out-of-state students choose SSU****."*

In the **best** scenario for 2028, efforts to serve Hispanic students are realized, retention increases, state aid remains or grows, and out-of-state students choose SSU. By 2033, this scenario aligns with Hispanic growth at SSU, more college-going students, stable feeder connections, ongoing state aid, and retention growth around 90% of out-of-state college-going students.

The **middle** scenario for 2028 assumes stabilization with increased enrollment from high schools and community colleges, and state aid remains. By 2033, there is some growth and stable retention despite shifting demographics.

In the **worst** scenario for 2028, there are fewer college-going students, decreased retention, and community

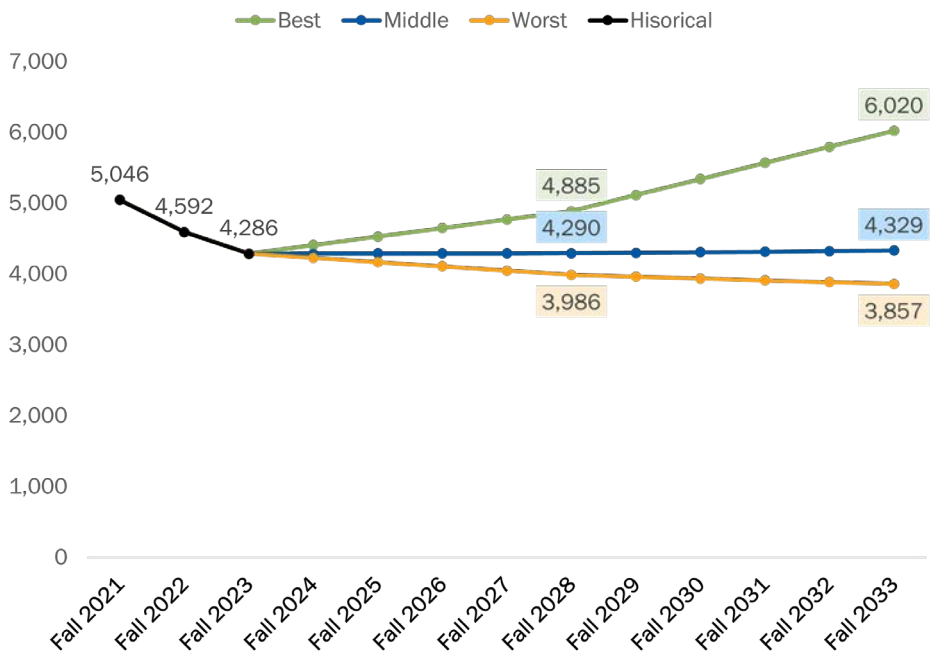


Fig.72: SSU Enrollment Projection Scenarios Informing Space Planning : Fall 2023- Fall 3033

college state aid impacts new student enrollments for four-year programs. By 2033, Massachusetts declines, including a dip from the Department of Elementary and Secondary Education (DESE), and there is little stabilization in retention.

Departmental level projections vary within the best scenario, and assume similar growth across all other growth scenarios and departments. The College of Arts and Sciences, as well as the College of Health and Human Services are estimated to experience the most growth across the 10-year planning horizon, with nominal growth projected within the Bertolon School of Business and the School of Education.

SSU Enrollment Projection Scenarios informing Space Planning, By Department
Fall 2023-Fall 2033

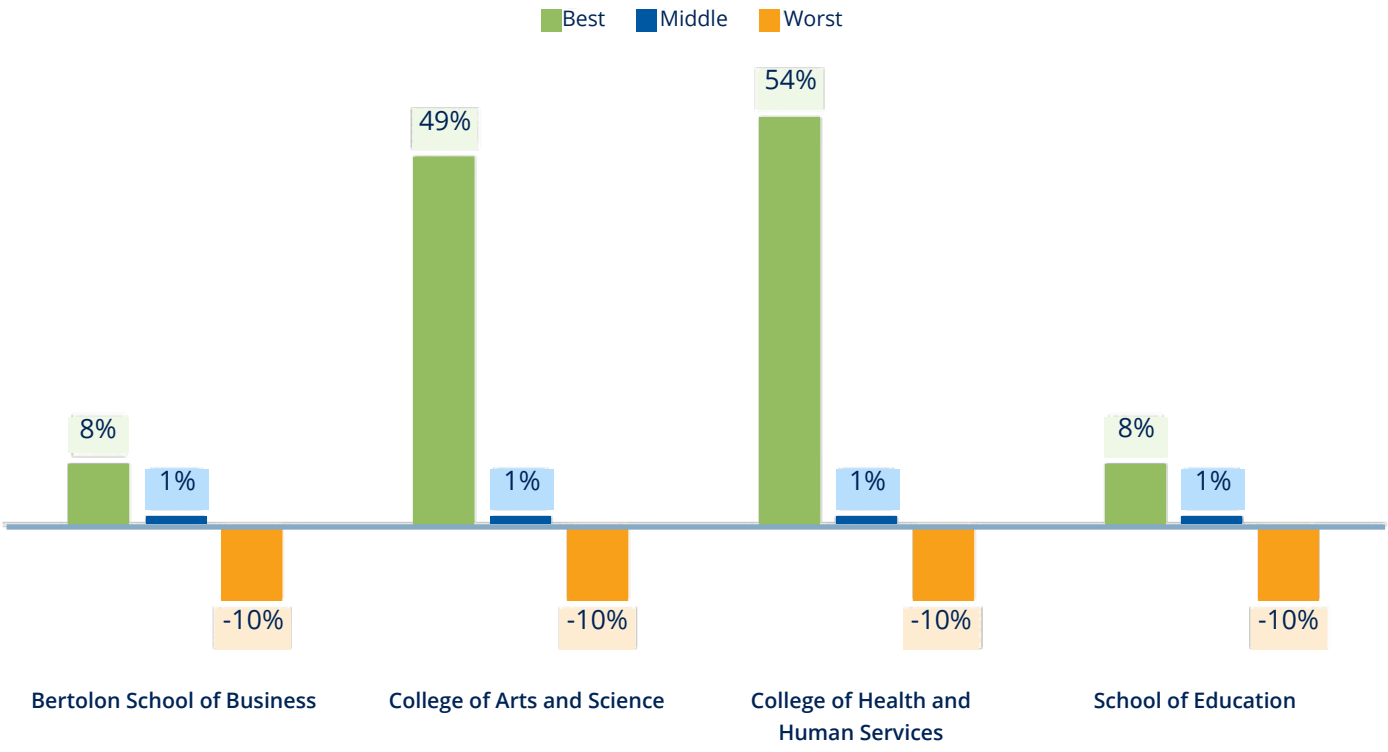


Fig.73: Salem State University Enrollment Projection Scenarios Informing Space Planning by Department

4.1.1 Introduction

Before projecting future state space requirements for classrooms and labs, a detailed analysis of current state utilization was conducted to determine how Salem State University is leveraging their existing inventory of rooms. Analysis of course schedules from the registrar database as well as room inventory informed the foundation of the assessment.

4.1.2 Utilization Summary (Classroom & Labs)

Classroom Utilization

- Peak hour classroom utilization (defined as 9:30AM-3:00PM Monday – Friday), is highest in the Sullivan Building and Meier Hall. Overall classroom utilization across all buildings fall below DCAMM target range.

- Target utilization standards used to understand space requirements are in alignment to DCAMM standards and industry benchmarks leveraged throughout higher education space planning; target utilization for classrooms is set to 65% to 80% of daytime hours.

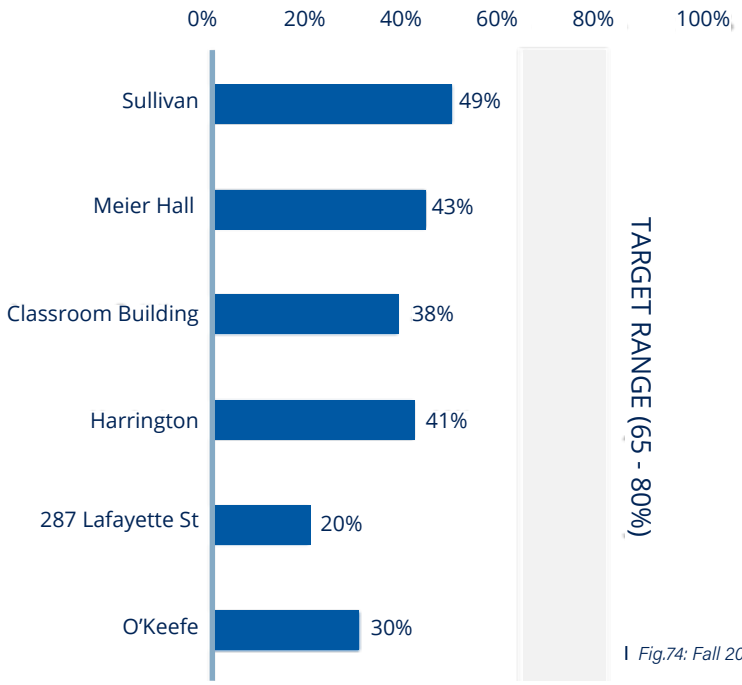


Fig.74: Fall 2023 Classroom Utilization by Building

- Sullivan Building, Meier Hall, and Harrington are some of the more heavily leaned on facilities across the campuses, in both average weekly scheduled room hours and seat fill rate. O'Keefe and 287 Lafayette have comparable seat fill rates, but lower average weekly room hours.

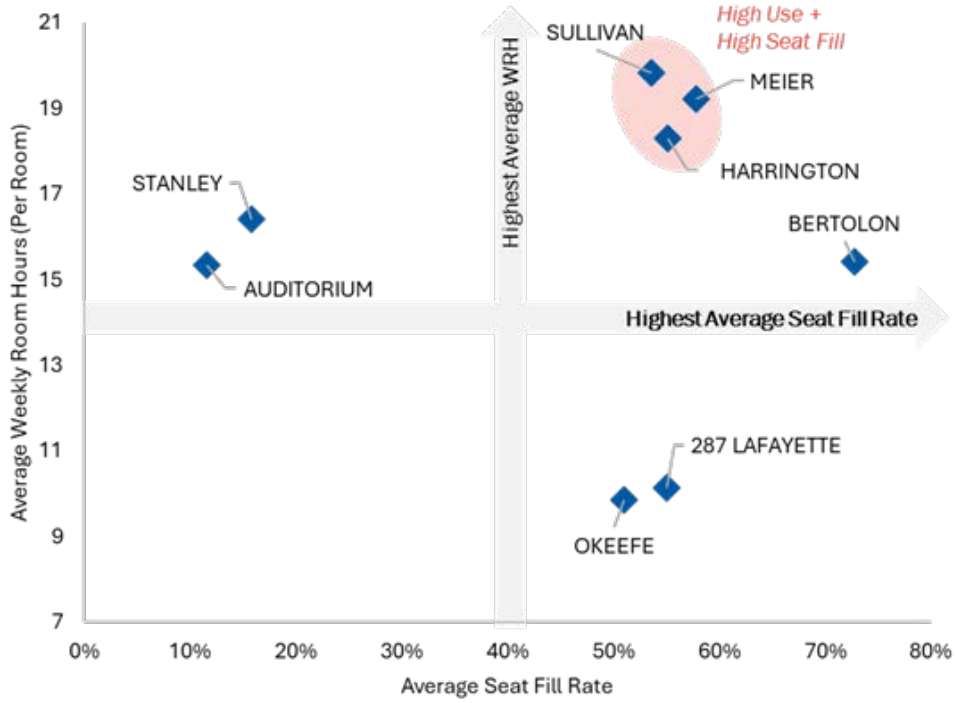


Fig.75: Building Comparison, Average Weekly Room Hours (WRH) versus Seat Fill Rate, Fall 2023

- An analysis into current course scheduling practices and building use by academic program shows high variability in the number of buildings certain programs tend to schedule courses within. The higher variability in total buildings, the more spread out it is for students to travel between classes. Academic programs with the highest number of buildings students are scheduled within include Music, English, and Sociology studies. With the completion of Project BOLD and Harrington Building being vacated, travel distances for students will be reduced, but overall variation will remain similar. Note: the figure below does not account for non-programmed scheduling.

- Peak instructional days are Tuesday through Thursday from 9:30AM – 3:00pmwith most activity occurring Tuesday through Thursday between the hours of 9:30am and 12:30pm.

Major	Auditori-um	Bertolon	Gassett	Harrington	287 Lafayette	Meier	O'Keefe	Stanley	Sullivan	Horace	Total spread (build-ings)
BIOLOGY				CLOSED		100%					1
ENGLISH + (Large Spread)		1%				36%			63%		3
PSYCHOLOGY						93%			7%		2
CHEMPHYSIC						100%					1
ART						88%			12%		2
NURSING										100%	1
SOCIAL WORK					97%	3%					3
SPRTFITNSS		0%	2%				97%		1%		4
THEATRSPCH	15%								81%		3
MUSIC + (Large spread)		46%					32%	20%			3
HISTORY		4%							96%		2
GEOGRAPHY						100%			100%		1
MATH											1
ACCNTFINAN		100%									1
COMPSCI						100%				100%	1
OCCTHERAPY											1
MANAGEMENT		100%									1
SECEDHED		4%				2%	2%		93%		4
MRKTDECIS		100%									1
FOREGNLANG									100%		1
GEOSCIENCE						100%					1
CRIMINLIST						3%			3%	94%	3
POLITCLSCI						100%					1
COMMUNICA		93%							7%		2
SOCIOLOGY						88%			13%		2
CHILDEDUC									100%		1
PHILOSOPHY						5%			95%		2
HEALTHSTUD		4%				4%				92%	3
INTRDISCIP		3%				77%			19%		3
ECONOMICS						100%					1
EDUCATION									100%		1

Largest Room Activity (total WRH)

Smallest Room Activity (total WRH)

Fig.76: Projected Building Use Matrix by Academic Program/Major, Upon Completion of Project BOLD

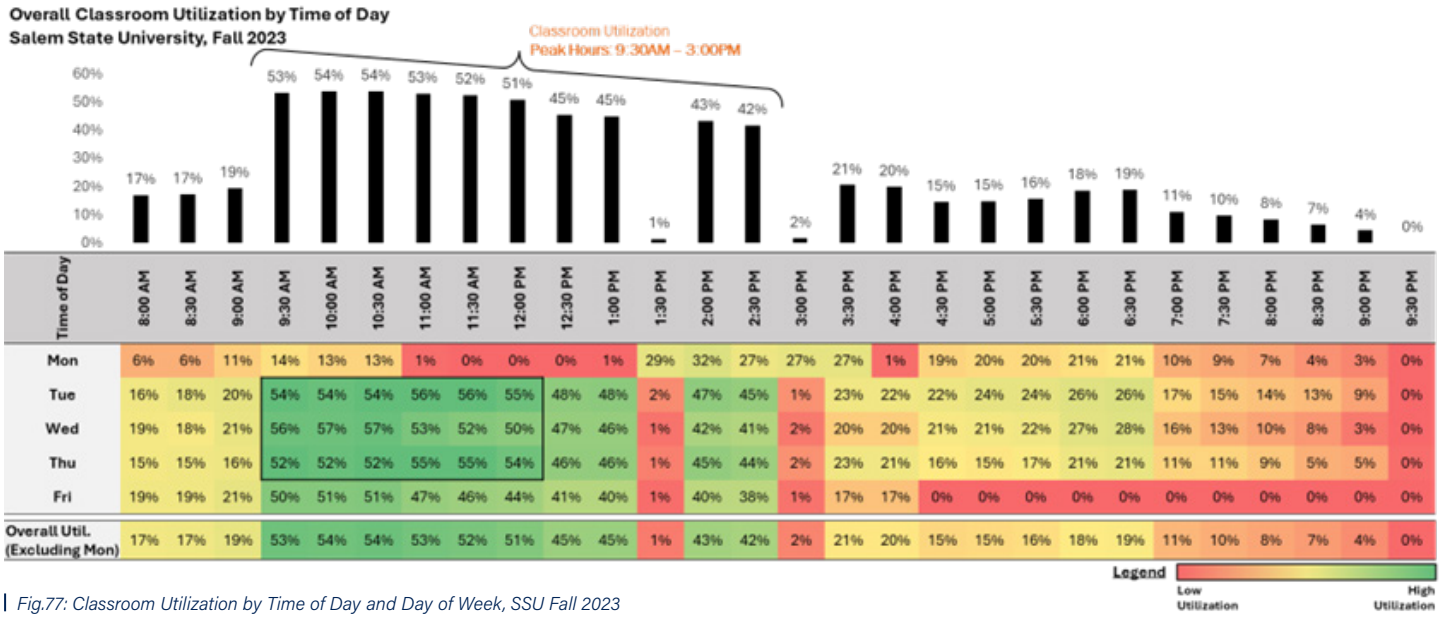


Fig.77: Classroom Utilization by Time of Day and Day of Week, SSU Fall 2023

Laboratory Utilization

- Overall peak time laboratory utilization (defined as the same time period as classrooms), falls below the State Higher Education System utilization targets Sullivan Building observes the highest utilization of space, followed by Meier Hall.

- Target utilization standards used to understand space requirements are in alignment to the State Higher Education System utilization standards and industry benchmarks leveraged throughout higher education space planning; target utilization for laboratories is set to 50% to 60%.

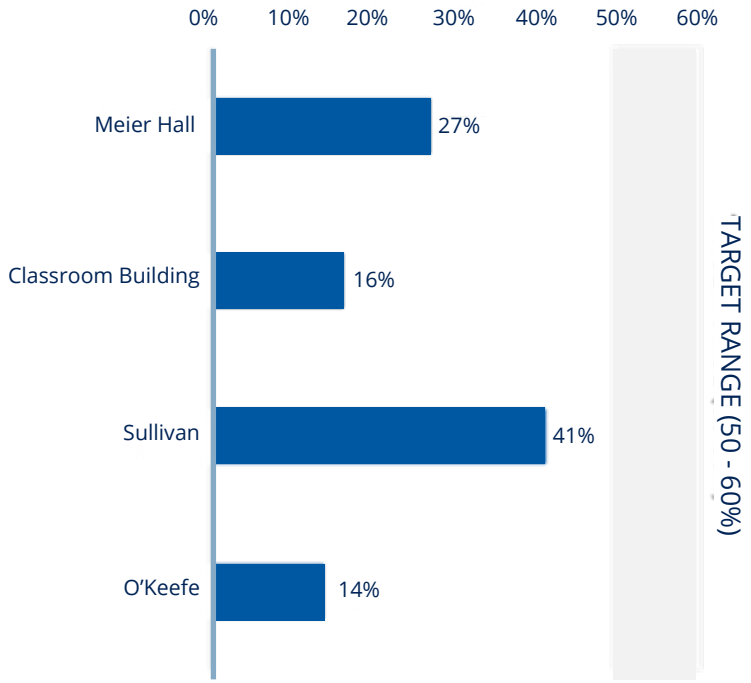


Fig.78: Lab Utilization (All Types) - Excluding Harrington, Including Project Bold by Building Fall 2023

- Peak lab use days are Tuesday through Thursday from 9:30AM – 4:30PM; Utilization targets are reached on Wednesday mornings and Thursday afternoon.

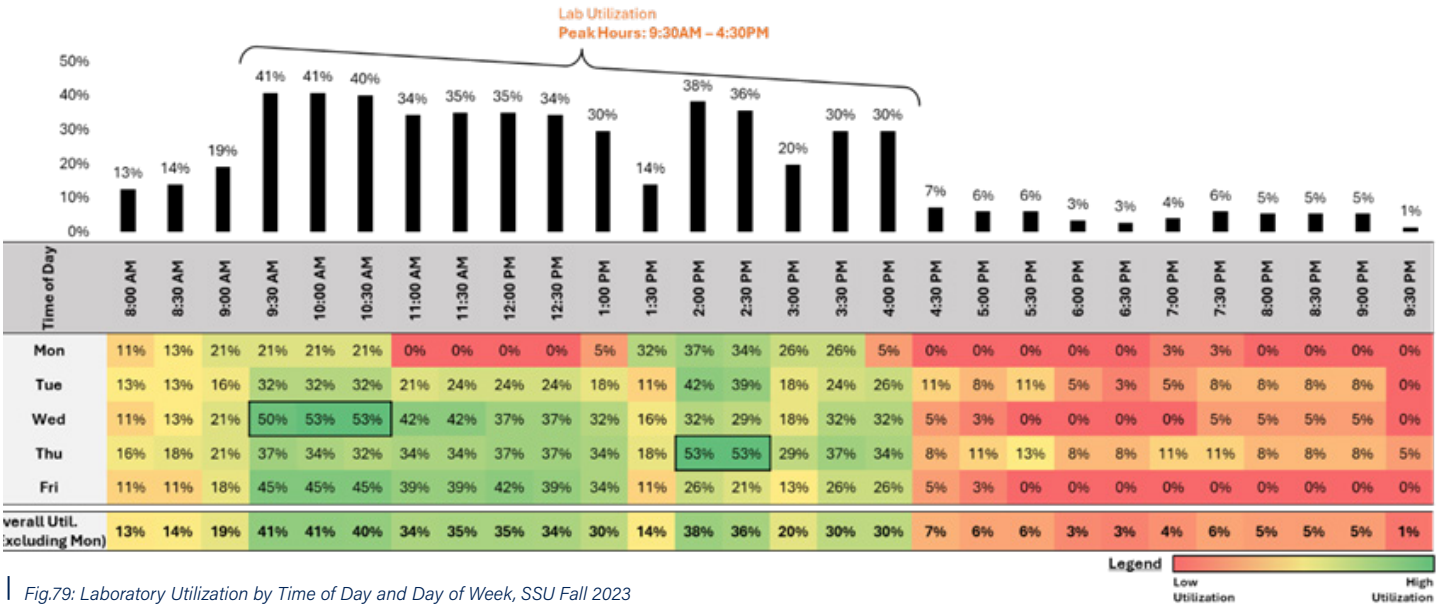


Fig.79: Laboratory Utilization by Time of Day and Day of Week, SSU Fall 2023

Space Need Assumptions

Key Assumptions were developed and utilized throughout the space needs assessment, which were reviewed by Salem State University leaders.

- The analysis is based upon existing scheduling patterns using SSU registrar data provided for Fall 2023 (and Spring 2024)
- It assumes Monday through Friday prime scheduling hours of 9:30AM through 3:00PM
- Classroom Target Utilization: 65% - 80% (Minimum of 26 Hours)
- Lab Target Utilization: 50% - 60% (Minimum of 20 Hours)
- Classroom and Lab supply excludes Harrington building (South Campus) and includes Meier Hall and Horace Mann building supply gained from Project BOLD
- All scheduled course hours are included, no exclusions except for online course hours
- Enrollment projection scenarios used were provided by Salem State University for space planning purposes only

4.1.3 Key Takeways

Current State

The analysis indicates a need for smaller classroom sizes, as 47% of classrooms seat 30-44 students, but only 8% of courses enroll that many students. Classroom utilization is highest in the Sullivan Building (49%) and Meier Hall (43%) in Fall 2023, with peak activity from Tuesday to Thursday between 9:30 AM and 12:30 PM. Lab utilization reaches the target of 50% on Wednesdays from 9:30 AM to 11:00 AM and Thursdays from 2:00 PM to 3:00 PM, with the highest utilization in the Sullivan Building (41%) and Meier Hall (21%). Salem State University has enough supply of classroom and laboratories to meet current state course demand.

Future State

The future space needs analysis highlights the “Best” enrollment planning scenario, which aims to grow the College of Arts and Sciences and Health and Human Services over the next 10 years. This scenario assumes that BOLD impacted academic programs will return to their 2019 fall enrollment numbers by 2033. By 2033, the “Best” planning scenario will require a total of 94 classrooms, with the highest demand for classrooms seating 0 to 29 students, necessitating 84 such classrooms compared to the 40 currently existing. For lab demand, the Project BOLD labs coming online in Meier and Horace Mann are expected to meet future needs, but if the “Best” planning scenario is achieved, additional science-focused labs may be required, with 31 science labs needed compared to the 22 existing.

Classroom Demand - 2033

Assumes lowest range of target utilization of 65% for classrooms

		5-Year Scenarios-Demand			10-Year Scenarios-Demand		
Room Size	**Existing Supply**	**Best**	**Middle**	**Worst**	**Best**	**Middle**	**Worst**
0-14	4	30	26	24	37	27	24
15-29	36	40	36	33	47	36	32
30-44	52	5	4	4	7	4	3
45-59	7	2	2	2	3	2	2
120-134	1	0	0	0	0	0	0
>150	1	0	0	0	0	0	0
Total	**101**	**77(+24)**	**68(+33)**	**63(+38)**	**94(+7)**	**69(+32)**	**61(+40)**

Fig.80: Classroom Demand Based Upon Enrollment Planning Scenarios, 2023 - 2033

Legend:
- indicates deficit in supply
- indicates match of supply
- indicates excess of supply

Lab Demand - 2033

Assumes lowest range of target utilization of 50% for classrooms

		5-Year Scenarios-Demand			10-Year Scenarios-Demand		
Lab Type	**Existing Supply**	**Best**	**Middle**	**Worst**	**Best**	**Middle**	**Worst**
Computer Lab	8	3	3	3	5	3	3
Lab	22	12	12	11	31	12	11
Lab-Specialty	1	1	1	1	2	1	1
Midi Lab	1	1	1	1	1	1	1
Nursing Simulation/ OT	6	4	4	3	5	4	3
Recital Hall	1	1	1	0	1	1	0
Rehearsal Space	**1**	1	1	1	1	1	1
Studio - Ceramics & Jewelry	**1**	1	1	0	1	1	0
Studio - Drawing	**2**	1	1	1	1	1	1
Studio - Graphic Design	**3**	3	3	3	3	3	3
Studio - Painting	**1**	1	1	1	1	1	1
Studio - Photography	**1**	1	1	1	1	1	1
	48	**30(+18)**	**30(+18)**	**26(+22)**	**53(-5)**	**30(+18)**	**26(+22)**

Fig.81: Laboratory Demand Based Upon Enrollment Planning Scenarios, 2023 - 2033

Legend:
- indicates deficit in supply
- indicates match of supply
- indicates excess of supply

4.2 Instructional Space Assessment

The identification of instructional space opportunities focuses on classrooms with lower than average utilization (less than 35%) or those not used at all in Fall 2023 or Spring 2024. These rooms will be discussed as part of the Master Plan repurposing and renovation scenarios. This approach aims to optimize the use of existing spaces and ensure that they meet future needs effectively.

Identification of instructional space opportunities focuses on ***classrooms with lower than average utilization or those not used at all***

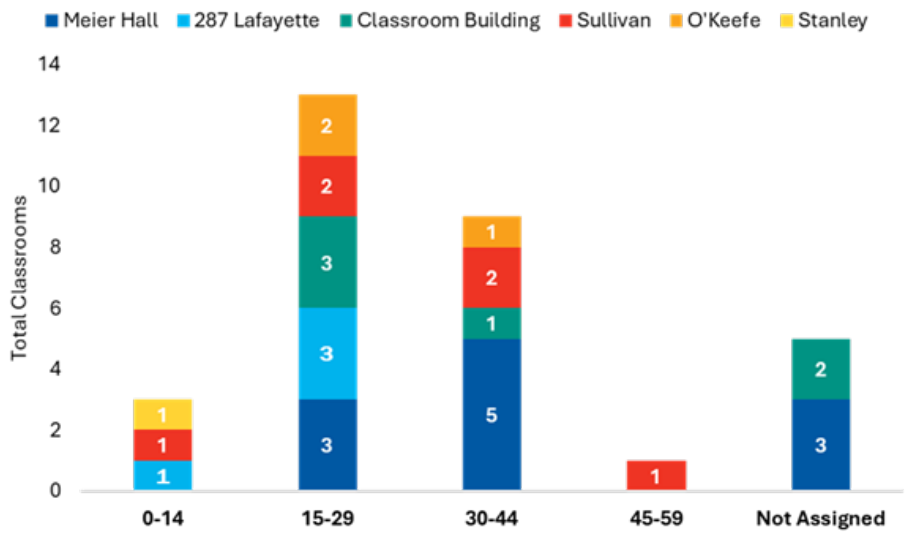


Fig.82: Classroom Opportunities by Building by Room Size, SSU Master Plan

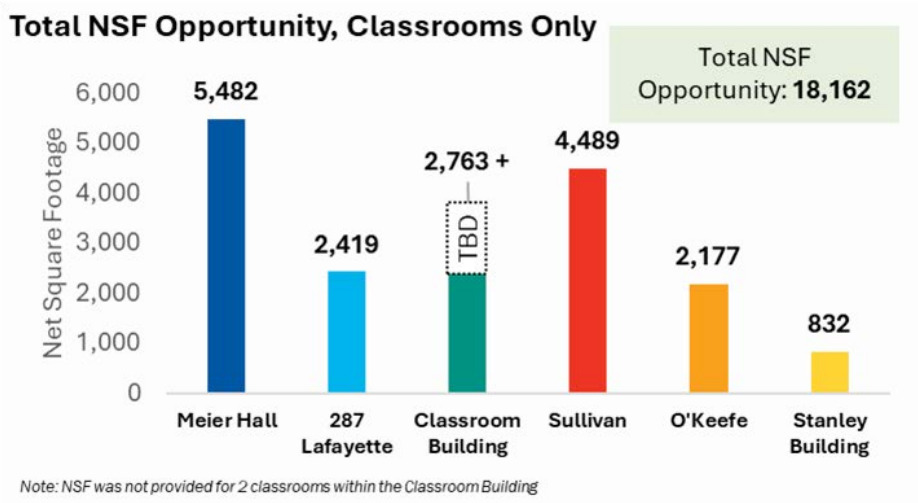


Fig.83: Total NSF Opportunity - Classrooms Only

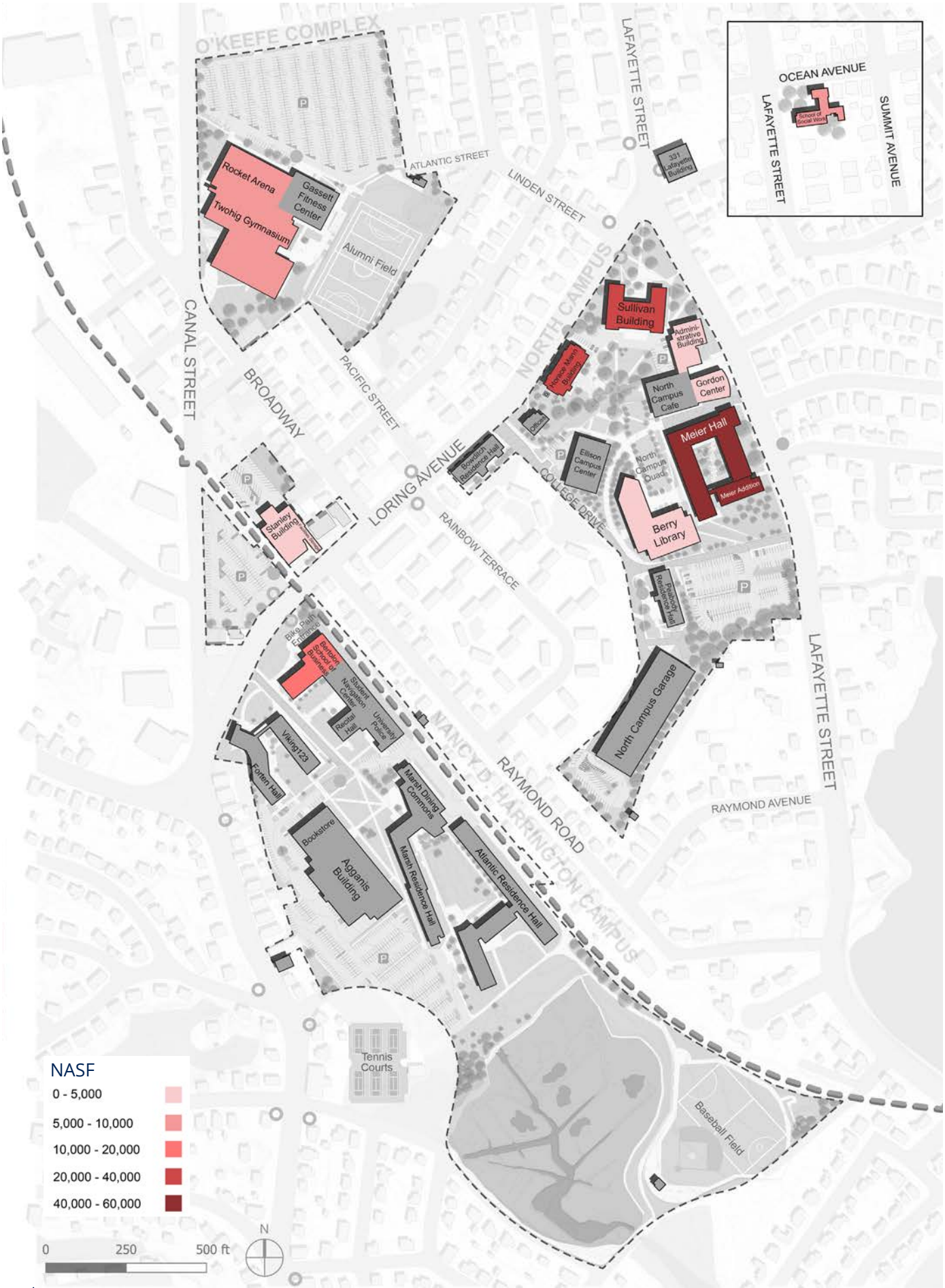


Fig.84: Instruction Space Assessment

Classroom Opportunity Matrix by Building and Room ID, SSU Master Plan				
Building Name	**Seat Cap.**	**Room ID**	**Fall 2023 Utilization**	**Total NSF**
Meier Hall	15-29	MH100C	0%	432
Meier Hall	15-29	MH120	0%	668
Meier Hall	15-29	MH318	32%	1,114
Meier Hall	30-44	MH219	10%	578
Meier Hall	30-44	MH232	0%	175
Meier Hall	30-44	MH233	0%	175
Meier Hall	30-44	MH234	0%	175
Meier Hall	30-44	MH235	0%	175
Meier Hall	990-1004	MH327	0%	394
Meier Hall	990-1004	MH329	0%	394
Meier Hall	990-1004	MH417	27%	1,202
Sullivan	0-14	SB106	7%	420
Sullivan	15-29	SB16	0%	416
Sullivan	15-29	SB5	0%	1,740
Sullivan	30-44	SB109	19%	576
Sullivan	30-44	SB307	0%	770
Sullivan	45-59	SB108	34%	567
Classroom Building	15-29	CC115	0%	600
Classroom Building	15-29	CC135	5%	529
Classroom Building	15-29	CC137	25%	672
Classroom Building	30-44	CC271	25%	962
Classroom Building	990-1004	CC150	0%	
Classroom Building	990-1004	CC151	0%	
287 Lafayette St	0-14	LA110	10%	458
287 Lafayette St	15-29	LA014	0%	801
287 Lafayette St	15-29	LA103	25%	662
287 Lafayette St	15-29	LA105	16%	498
O'Keefe	15-29	OK220	25%	720
O'Keefe	15-29	OK225	24%	744
O'Keefe	30-44	OK213	34%	713
Stanley Building	0-14	ST201	0%	832
Total				**18,162**

Table 7: Classroom Opportunity Matrix by building and Room ID, SSU Master Plan

Instructional Space Distribution (NASF)					
Building Name	**Classroom**	**Class Lab**	**Open Lab**	**Open Lab Service**	**NASF**
Meier Hall	21,488	37,750			59,058
Sullivan Hall	20,857	2,761			23,618
Horace Mann	5,740	8,540			14,280
Bertolon School of Business	10,887	1,144	2,632	35	14,698
287 Lafayete St	7,703				7,703
O'Keefe	2,890	3,440			6,330
Berry Library	1,093	7,769	5,505		14,367
Stanley Building	832				832
Gordon Center		219			219
Administration Building		144			144
Total					**141,249**

Table 8: Instructional Space Distribution (NASF)

Instructional Space Opportunities

Assumptions:

- Identifying instructional space opportunities focused on classrooms of any size that observed lower than average classroom utilization (less than 35%) or rooms that were not used at all in Fall 2023 or Spring 2024
- These rooms will be discussed as part of master plan repurposing and renovation scenarios

4.3 Office Space Assessment

Based on the space inventory, the office space compared to the overall space on all the campuses accounts to **28% of the total.** This ratio is generally acceptable as a benchmark across peer institutions for the office space. However, a deeper assessment of the inventory reveals that there are high numbers of larger individual offices. However, the utilization of the workplace and office environment would need to be a separate assessment following this master plan to make any adjustment.

*Deeper assessment of the inventory reveals that **there are high numbers of larger individual offices***

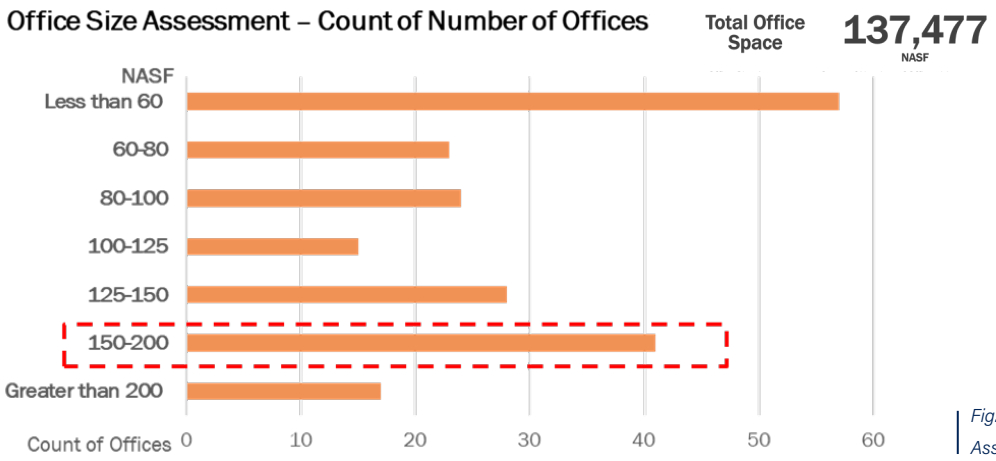


Fig.85: Office Size Assessment

Key Takeaways:

- Ratio of **office space to total campus space is comparative** to peer institutions
- **High number of 150-200 NASF compared to DCAMM guidelines of 100-120 NASF**

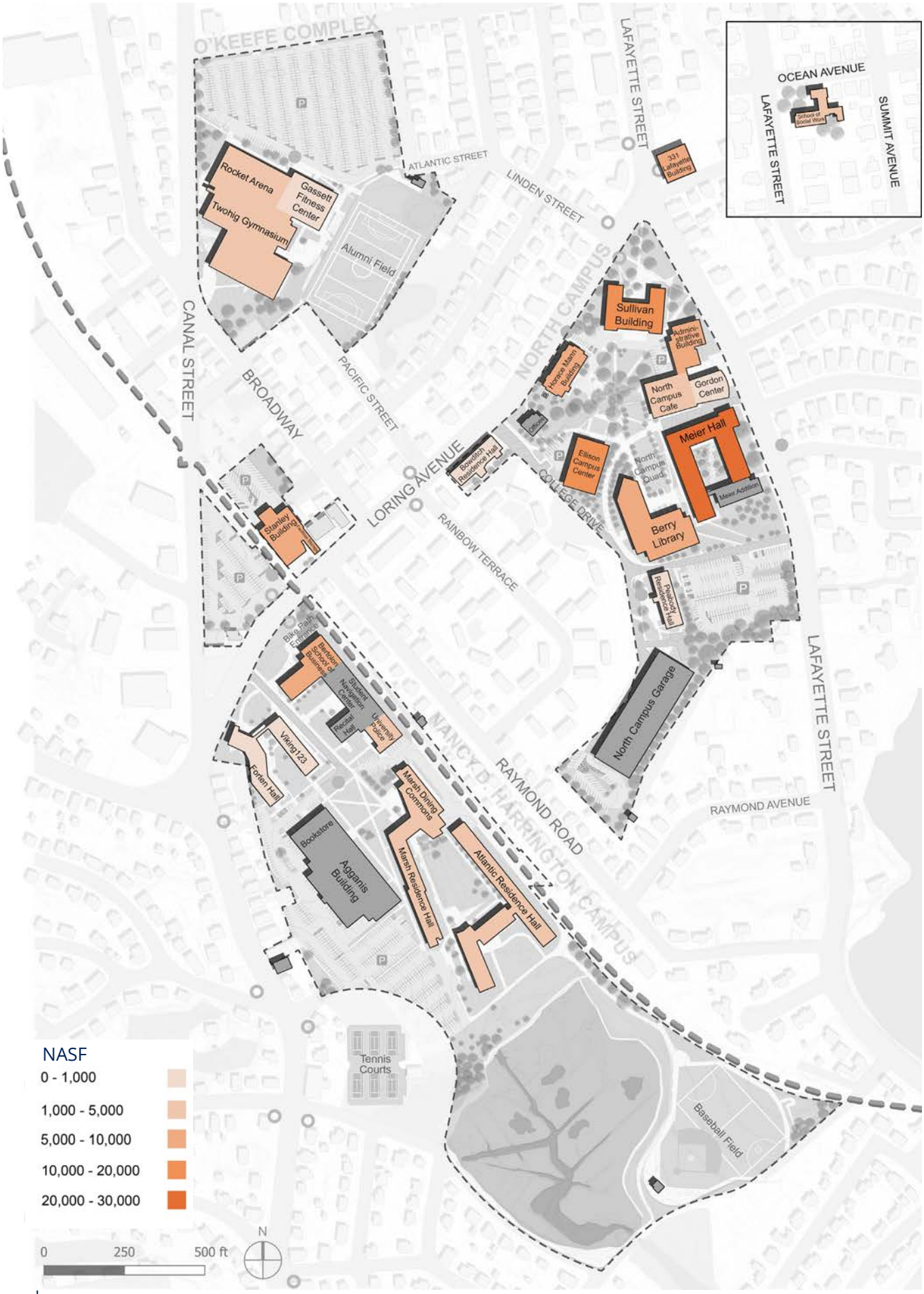


Fig.86: Office Space Assessment

4.4 Collaboration Space

The campus has an overall total of about ***22,000 NASF of collaboration space across all the buildings...***

Yet,

there is a net deficit of about 13,025 NASF of collaboration space across the campuses

Based on the space inventory, the campus has an overall total of about 22,000 NASF of collaboration space across all the buildings. This space is distributed in a variety of formats including study rooms, meeting rooms, lounge spaces etc. Based on peer comparisons and best practices, the recommended ratio for student collaboration space is 25% of the total instructional space. Therefore, as demonstrated in the calculation below, there is a net deficit of about 13,025 NASF of collaboration space across the campuses.

- Recommended ratio for collaboration space = 0.25 X total instructional space
- Recommended ratio for collaboration space = 0.25 X 141,249
- Recommended ratio for collaboration space = 35,312 NASF
- **Current deficit for Collaboration Space = 13,025 NASF**

Building Name	Study Room	Meeting Room	Lounge	Total (NASF)
287 Lafayete St	1,002			1,002
Campus Police Sttaion		294		294
Ellison Center	697	4,753	1,900	7,350
Forten Hall		1,222		1,222
Frederick E. Berry Library & Learning Commons	4,544	1,000		5,539
Gasset		2,70		2,760
Classroom building		240		240
Meier Hall Addition			600	600
Horace Mann			1,600	1,600
Stanley Building	726			726
Total				**22,287**

Table 9: Collaboration Space Distribution (NASF)

Fig.87: Collaboration Space Assessment

5 Campus Master Plan

5.1 Master Plan Vision

During the initial engagement with leadership, the President had set out a clear vision for the campus master plan.

"Create a ***vibrant campus*** *with a sense of place that fosters community and collaboration for all."*

This vision has been the guidepost for all the master planning strategies and explorations. It emphasizes the importance of designing spaces that encourage engagement, interaction, and inclusivity, ensuring that the campus not only meets the functional needs of students, faculty, and staff but also inspires a strong sense of belonging. Through thoughtfully planned green spaces and building interventions, dynamic gathering areas, and a well-connected infrastructure, the master plan aims to enhance the campus experience by fostering both formal and informal collaboration. By integrating accessibility, and innovative design, the plan seeks to create an environment where academic, social, and cultural life can thrive, reinforcing the university's commitment to excellence and community building.

5.1.1 Master Plan Guiding Principles

The master plan guiding principles provide a clear framework for developing a cohesive, accessible, and adaptable campus to meet future needs. They are meant to serve as guard rails while decision-making to address the physical and programmatic challenges of Salem State in the years to come. Collectively, these principles will guide the development of a dynamic, well-connected, and forward-thinking campus.

Enhancing physical connectivity & accessibility at a campus level and within the buildings

Enhancing branding and identity along the campus edges as well as internal to the campus

Creating programmatic alignment and hubs as buildings are right-sized

Developing alternative sequencing for transformation & addressing deferred maintenance as building projects are completed

5.1.2 Master Plan Concept

Main Spine
Links North campus and Harrington campus.

Loring Avenue is a key connector between North Campus and Harrington Campus and serves as the highest pedestrian movement corridor. In partnership with the City of Salem, the corridor enhancements will be key to the long-term campus vision.

Gateways and Connectivity
Improving gateways and connectivity between the campuses

There are several key pedestrian and vehicular gateways but those particularly along Loring Ave and Lafayette Street are critical to the campus functions which are highlighted in the concept diagram.

Campus Edges
Enhances branding, signage and identity along Loring Ave

Along with the pedestrian and streetscape improvements, the campus edges plan a significant role in defining the campus threshold. They also provide a vehicle for branding, signage and wayfinding and create a sense of place. For the Master Plan, Loring Ave and Lafayette Street provide these critical campus edges and opportunities.

The Hub

Focal point for North Campus for collaboration and community

Internal to North Campus, the quad space between Sullivan Building and Ellison Campus Center is an important point of convening and transition. Enhancing this space with a number of landscape improvements is critical to achieving the vision of the master plan.

Programmatic Hubs

Defining key programs for buildings

Each of the buildings, particularly on North campus is envisioned to align with a programmatic outlook to serve the overall mission and vision. As outlined in the map, they are categorized into academic, student life, university operations, integrated learning and residence life based on the primary function.

Fig.88: Concept Diagram

5.2 Campus Master Plan

A range of flexible options: The Master Plan development began by assembling a comprehensive matrix of building and landscape transformation options. This "menu" of interventions outlines scalable and flexible pathways for renewal across key campus assets. The matrix identifies a range of potential actions for each building – from reprogramming to full modernization or strategic repurposing – alongside associated landscape enhancements to strengthen campus connectivity and placemaking. This framework allows Salem State to remain nimble and adapt its capital strategy based on evolving funding availability, enrollment trends, and programmatic needs.

> *This framework allows **Salem State to remain nimble and adapt its capital strategy based on evolving funding** availability, enrollment trends, and programmatic needs.*

To support flexible, data-driven decision-making, the Master Plan introduced a three-tiered transformation framework for each major campus asset. This approach allows the university to calibrate its capital investments based on strategic priorities, available funding, and evolving program needs:

Extend:

A comprehensive strategic overhaul of functions to other parts of campus. Extend scenarios typically support space reduction, significant reinvestment, or building replacement, and are often tied to long-term cost savings and broader campus transformation.

Re-Align:

Moderate transformation that reconfigures interior layouts, updates systems, and reassigns programmatic uses to better support institutional goals. These interventions improve operational efficiency and academic adjacencies.

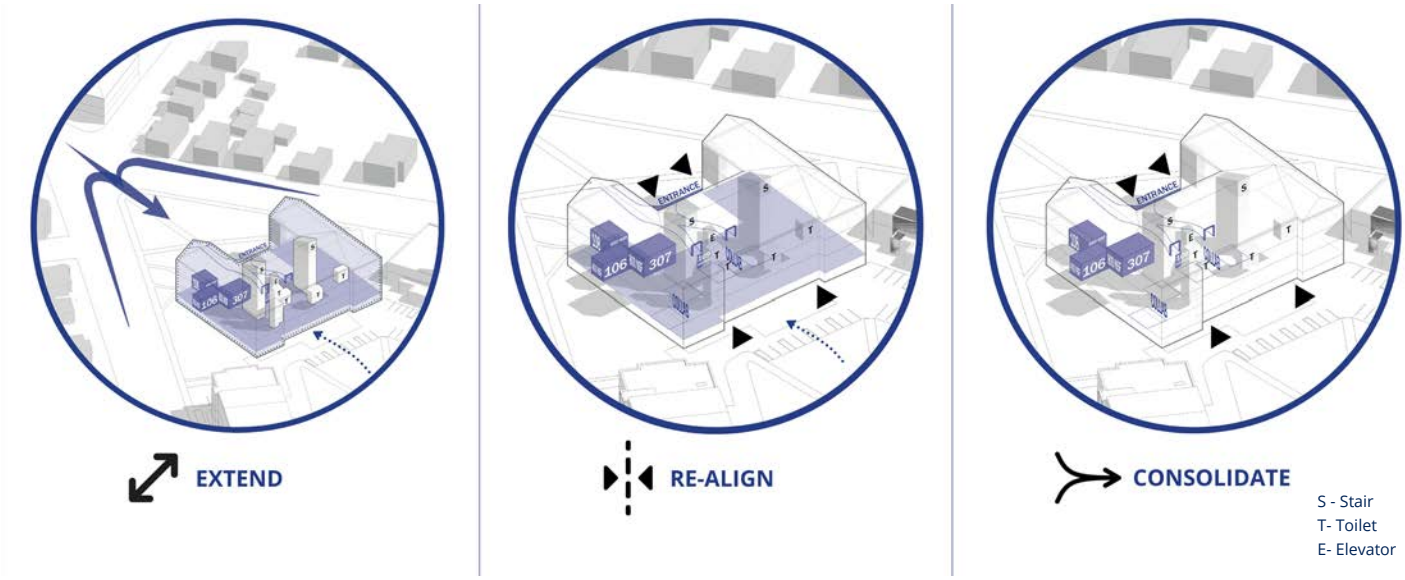
Consolidate:

Minimal intervention focused on enhancing existing functionality. This includes minor renovations, accessibility upgrades, and light-touch reprogramming to improve space use without major disruption.

This menu of options provides a nimble planning toolkit—enabling Salem State to implement phased change that is scalable, adaptable, and aligned with both current realities and future ambitions. The details of these can be found in the appendix.

Sullivan Hall

Fig.89: Select options for the Sullivan Hall Interventions



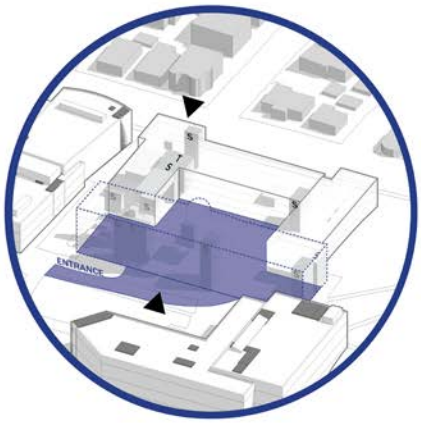
- Gut renovation of full building to an integrated learning hub.
- Enhance the “main gateway” into campus.

- Renovation of first floor for student “bump” spaces and centralized circulation.

- Re-align functions by creating flexible classroom clusters and an accessible main entrance.

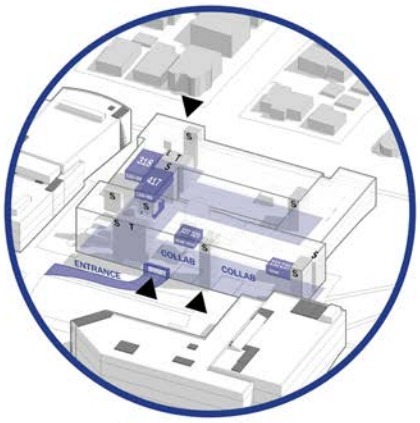
Meier Hall

Fig.90: Select options for the Meier Hall Interventions



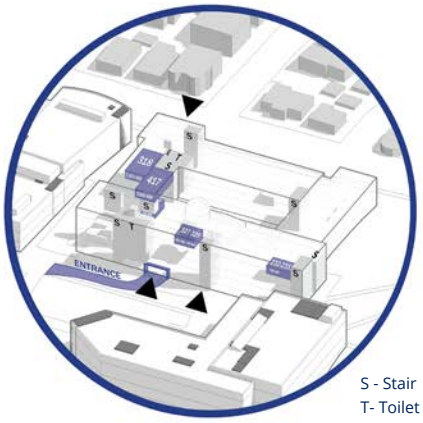
EXTEND

- Tear down portion of Meier and open up main quad to North Campus.



RE-ALIGN
+ CONSOLIDATE

- Reprogramming ground floor for new collaborative open space.



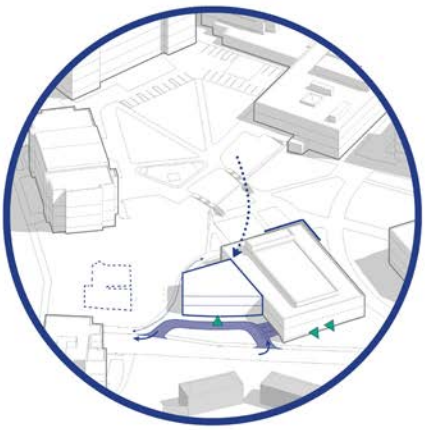
S - Stair
T- Toilet
E- Elevator

CONSOLIDATE

- Consolidation and right sizing classrooms for higher utilization of space.
- Reprogramming street edge for added student life space.

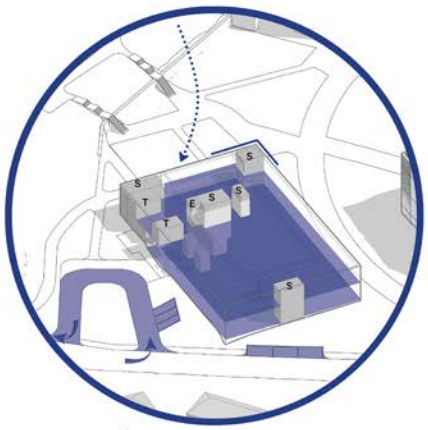
Ellison Center

Fig.91: Select options for the Ellison Center Interventions



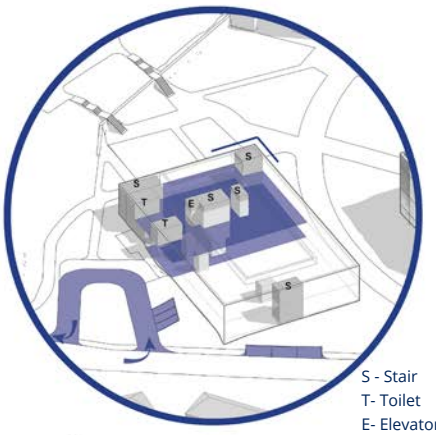
EXTEND

- New addition to student-facing admissions center and supporting student services (navigation center).



RE-ALIGN

- Reprogramming Ellison floor and relocation of Admissions center to provide enhanced first time visitor experience.



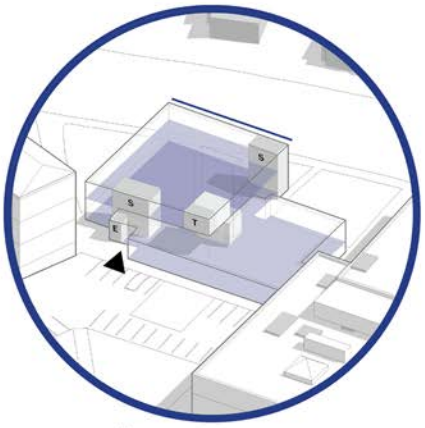
S - Stair
T- Toilet
E- Elevator

CONSOLIDATE

- Demolition of office building and new drop off to create an enhanced gateway to North Campus.

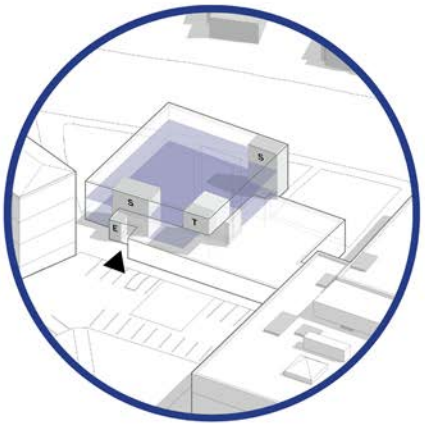
Administration Building

Fig.92: Select options for the Administration Building Interventions



RE-ALIGN
+ CONSOLIDATE

- Re-align functions in building to incorporate President's office.
- Partial street facade renovation for a stronger presence along Lafayette.



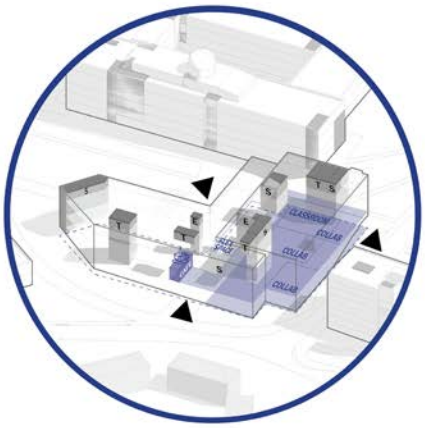
S - Stair
T- Toilet
E- Elevator

CONSOLIDATE

- Consolidate spaces to support hybrid administrative work.
- Centralize administration services and President's office.

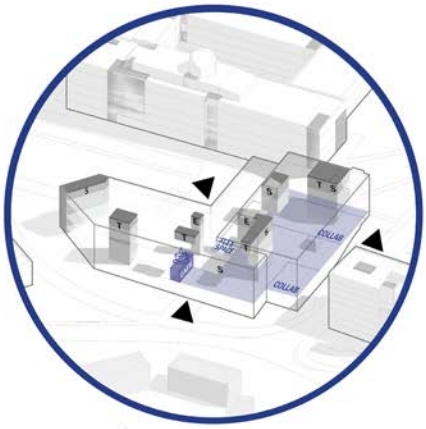
Berry Library

Fig.93: Select options for the Berry Library Interventions



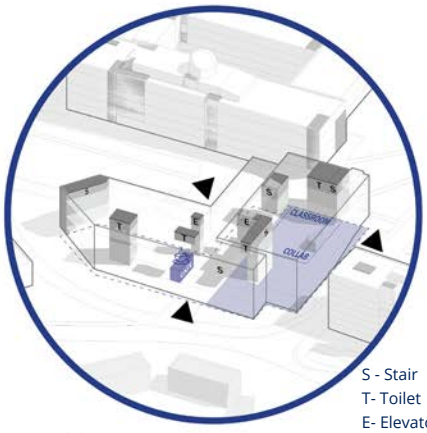
EXTEND
= RE_ALIGN + CONSOLIDATE

- Renovation of ground and first floor for increased collaboration spaces.
- Reprogramming for flexible swing space use.



RE-ALIGN

- Re-align functions in first floor to create workspace clusters, soft seating and flexible spaces to enhance different modes of learning.



S - Stair
T- Toilet
E- Elevator

CONSOLIDATE

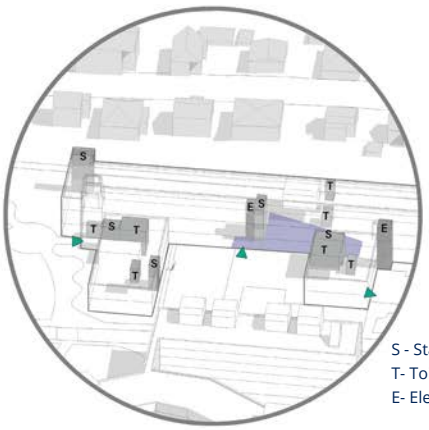
- Re-align part of ground floor for open swing space and more collaborative environment.
- Create new grab and go station.

Classroom Building

Fig.94: Select options for the Classroom Building Interventions

RE-ALIGN

- Renovation of underutilized spaces for large event space.
- Programming exterior courtyard space



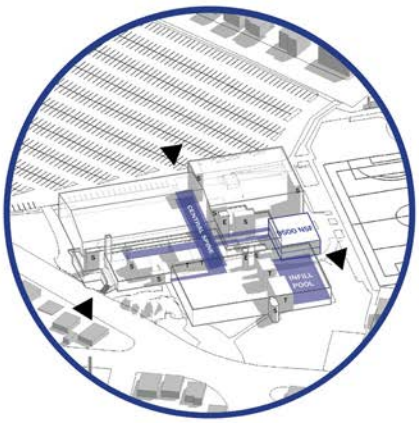
S - Stair
T- Toilet
E- Elevator

CONSOLIDATE

- Renovate existing dining commons to lounge space for increased student interaction on Harrington Campus.

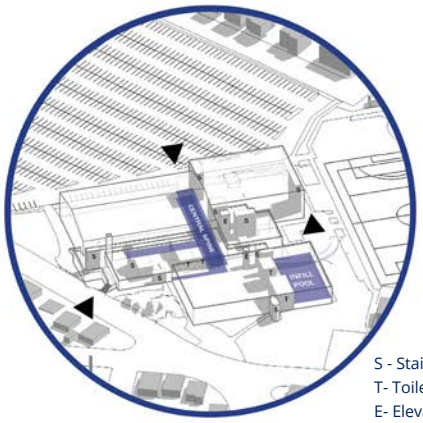
O'Keefe Building

Fig.95: Select options for the O'Keefe Building Interventions



EXTEND

- New addition to host all academic programs.



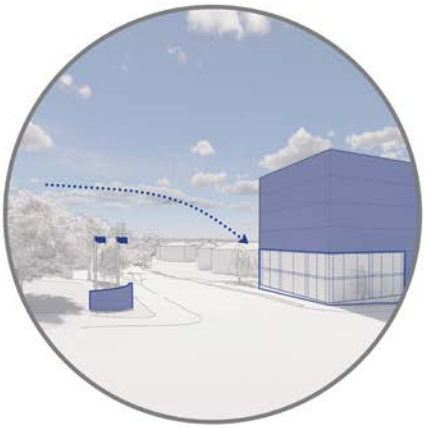
S - Stair
T- Toilet
E- Elevator

CONSOLIDATE

- Create central spine through building for enhanced circulation
- Reprogram and upgrade spaces to meet modern educative and athletic needs.

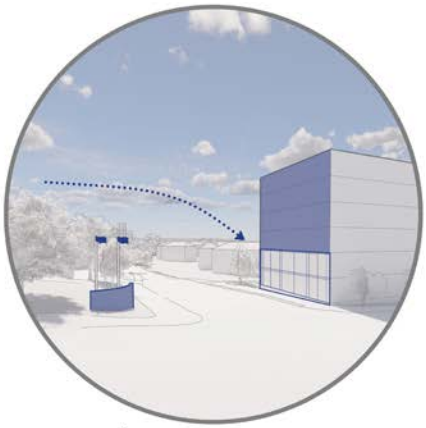
Bowditch Hall

Fig.96: Select options for the Bowditch Hall Interventions



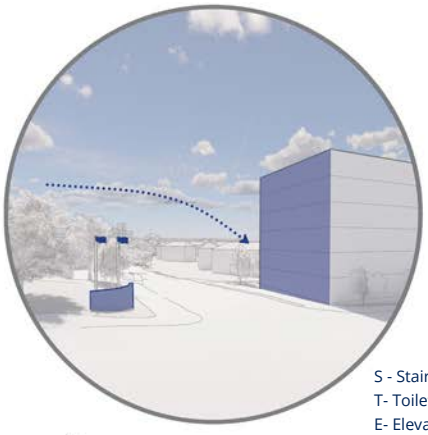
EXTEND

- Floor and facade renovation for expanded student programs from Ellison and creation of openness into campus.



RE-ALIGN

- Partial ground floor renovation for recreation and student office space to create a welcoming entry into campus.



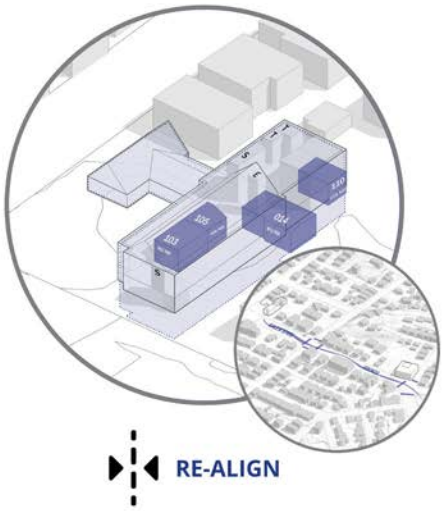
S - Stair
T- Toilet
E- Elevator

CONSOLIDATE

- Partial facade renovation for enhanced public entryway.

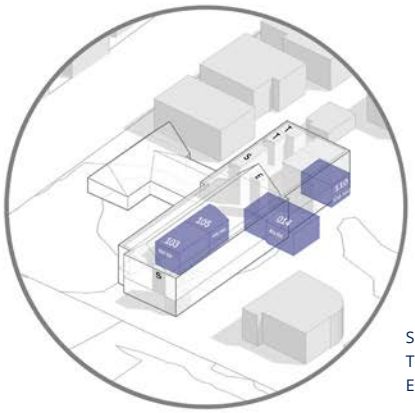
287 Lafayette

Fig.97: Select options for the 287 Lafayette Building Interventions



RE-ALIGN

- Re-align spaces in full building for optimized use.
- Increase Lafayette connection to North Campus and reconsider parking and accessibility to building.



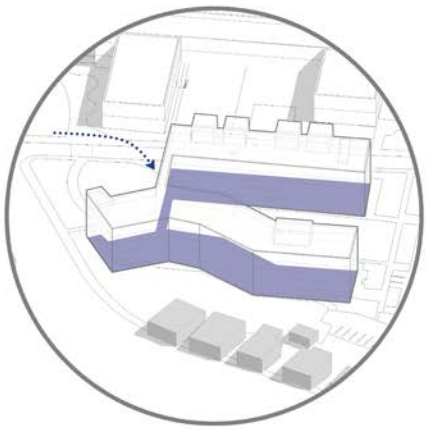
S - Stair
T- Toilet
E- Elevator

CONSOLIDATE

- Right sizing classrooms for better utilization and creation of student collaboration spaces.

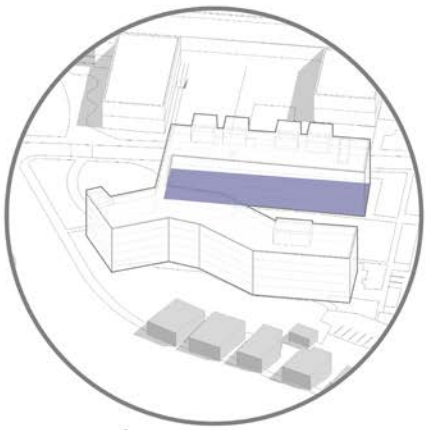
Forten Hall

Fig.98: Select options for the Forten Hall Interventions



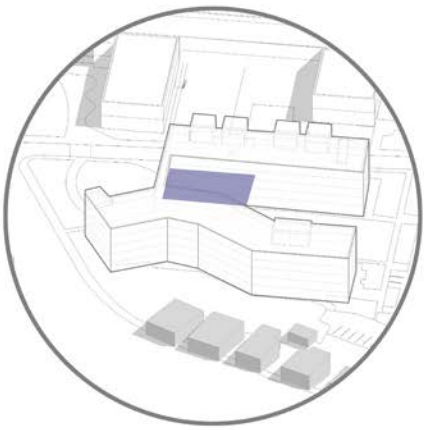
EXTEND

- Repurpose full building ground floor for swing space and incorporate programs from Berry Library and Ellison Hall for a more interactive student experience.



RE-ALIGN

- Create swing space opportunities and repurpose cafe/lounge to event space.

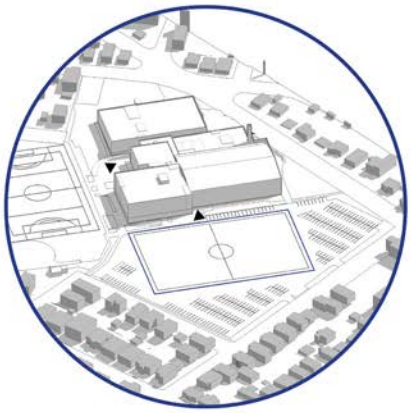


CONSOLIDATE

- Create opportunities for swing space in partial ground floor.

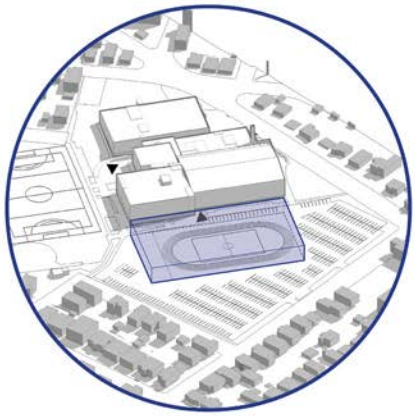
O'Keefe Campus

Fig.99: Select options for the O'Keefe Campus Interventions



EXTEND

- Soccer field and multi-sports turf field, potential for construction over parking.



EXTEND

- Field House containing 200m track and multi-sport surface.

Landscape Scenarios: Loring Avenue

Fig.100: Select options for Loring Avenue Landscape Interventions

EXTEND

- Create a new pedestrian gateway and drop off between Sullivan and Horace Mann.
- Raise and enhance road crossings at key pedestrian intersections such as Bertolon, Bowditch, Sullivan.

RE-ALIGN

- Add distinctive painted crossings at key pedestrian intersections.
- Add signage and banners along the street.

Berry Library Quad

Fig.101: Select options for the Berry Library Quad Landscape Interventions

EXTEND

- Expand and improve Alumni Plaza.
- Create a pedestrian path between Lafayette and the Quad.

RE-ALIGN

- Create an accessible connection between upper and lower quads.
- Activate the plaza and lawn for temporary gatherings and pop-up events.
- Place distinctive chairs on the lawn or in the plaza.

Sullivan & Horace Mann Quad

Fig.102: Select options for the Sullivan & Horace Mann Quad Landscape Interventions

EXTEND

- Remove parking from campus interior.
- Create accessible terrace off of the back of Sullivan.
- Create new pedestrian gateway and drop-off off of Loring.

RE-ALIGN

- Create a plaza overlooking the lower quad.
- Reorganize parking with green infrastructure strategies

CONSOLIDATE

- Add accessible pathway connecting upper & lower quads.
- Add new furnishing for existing terraces.
- Place distinctive moveable furniture in lawn areas.

5.2.1 Campus Master Plan - A Prioritized Pathway Forward

From this flexible range, the planning team developed a preferred implementation scenario in partnership with stakeholders at Salem State that advances the institutional priorities while optimizing its existing assets.

This scenario focuses on strengthening the North Campus as the university's vibrant academic and student hub, which is supported by Harrington Campus that continues to support student life. In addition, O'Keefe Center presents an opportunity for new branding that instills pride within the Salem State community.

Salem State University
Campus Master Plan

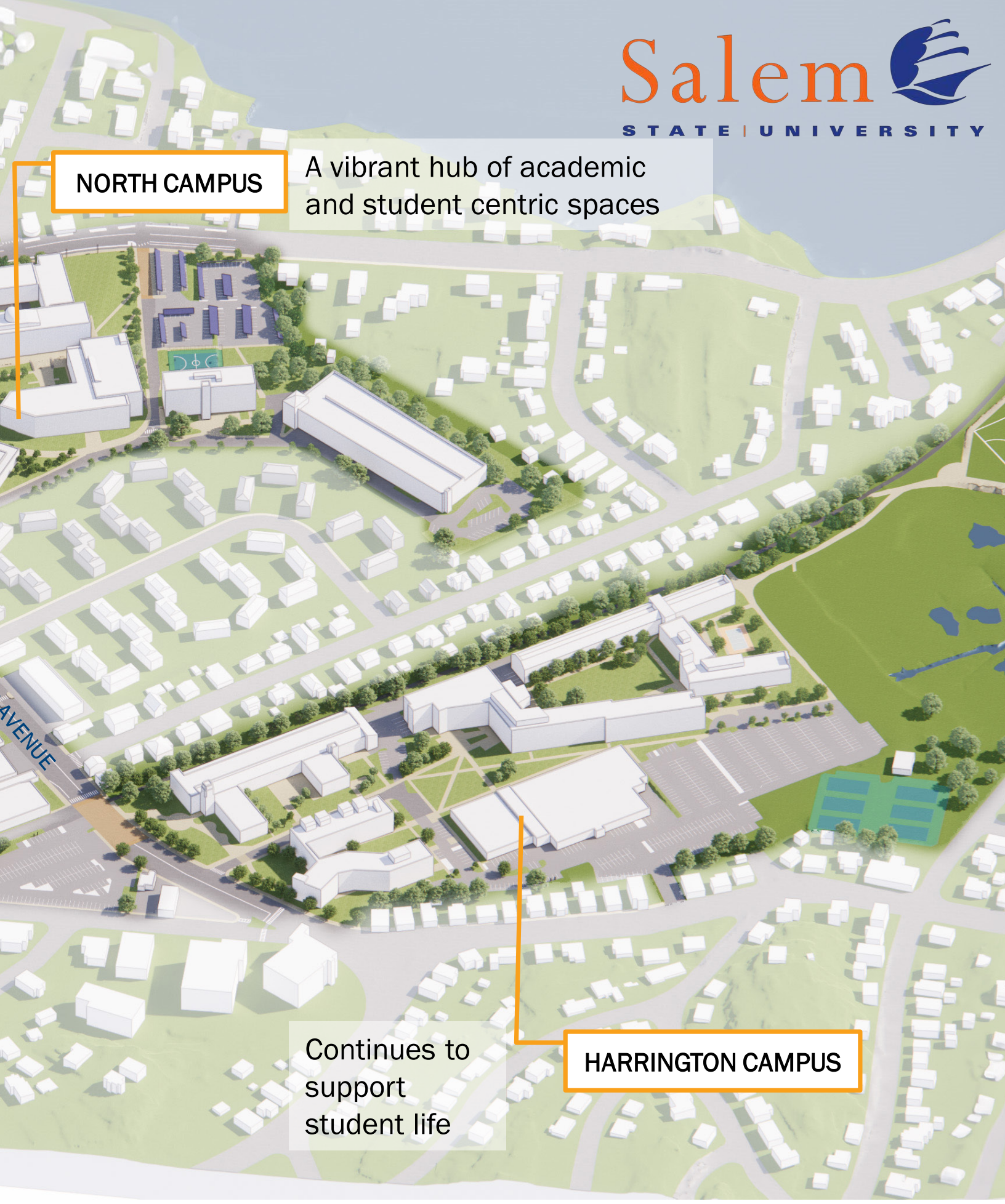
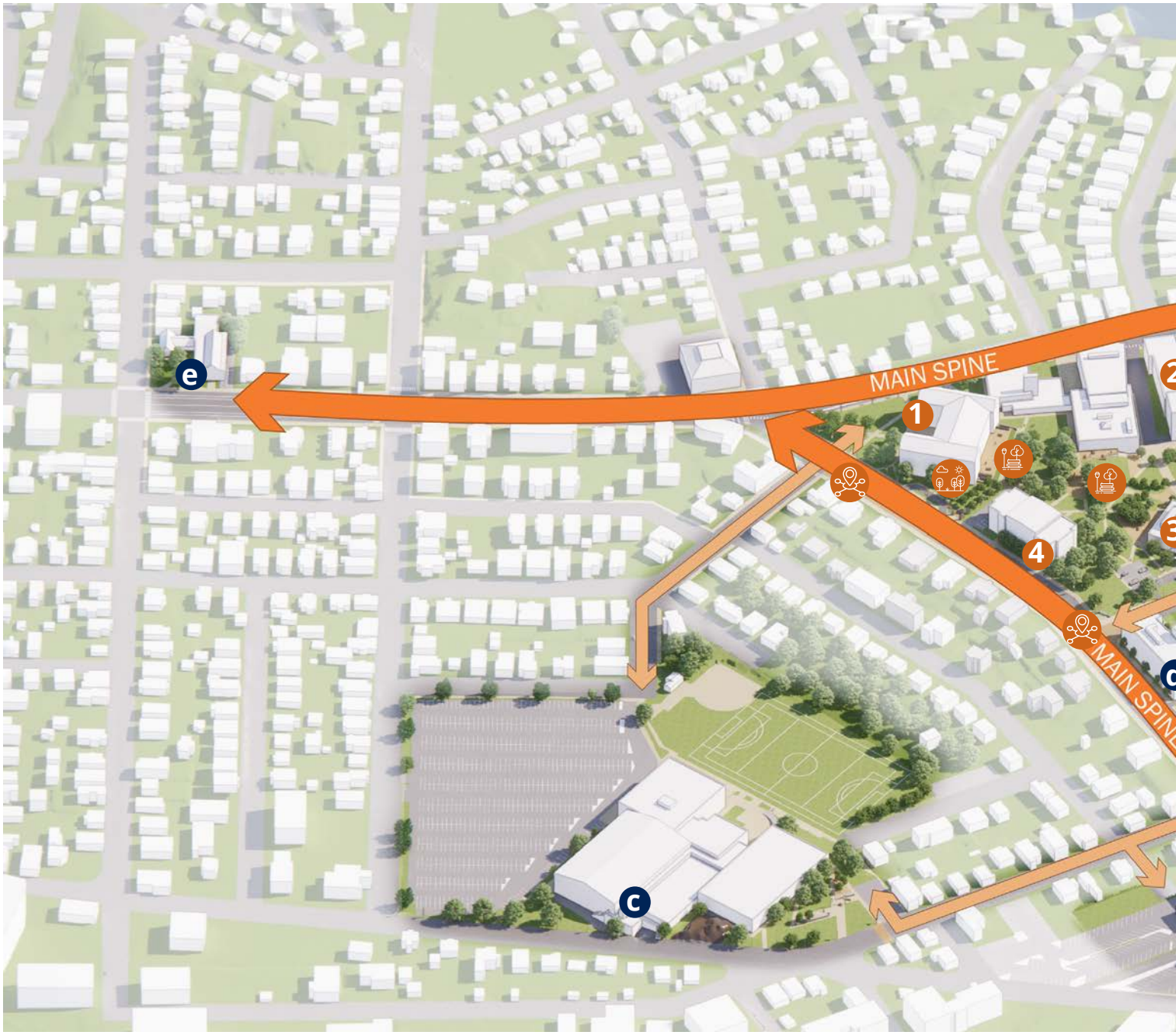


Fig.103: Campus Master Plan



Campus Catalysts: represent **high-impact, high-priority investments** that Salem State University should pursue over the next decade to align its physical environment with its academic mission and strategic goals.

Campus Catalysts

1. Sullivan Building (Sullivan Porch + Parking Lot, Upper/Lower Quad)
2. Meier Hall (Meier Hall Parking Lot Interventions)
3. Ellison Center (Ellison Center Drop-Off)
4. Administration Building

Project Impacts:

Understanding the financial and budgetary constraints of capital projects can be challenging, the master plan proposes two categories for the building and allied landscape intervention projects - Catalysts and Engancement projects. Both categories of projects are intended towards the same goal, but based on availability of funds Salem State University can prioritize and be nimble in the decision-making.

Fig.104: Campus Master Plan

Campus Enhancement: represent **significant impact but lower priority** than catalyst investments that Salem State University should pursue over the next decade to align its physical environment with its academic mission and strategic goals.

Campus Enhancements

- a Berry Library
- b Classroom Building
- c O'Keefe Center
- d Bowditch Hall
- e 287 Lafayette

Landscape Enhancements

- Arrival and Wayfinding Improvements
- Activated Public Realm Spaces
- Landscape driven Identity and Experience
- Sustainable Infrastructure and Accessibility

5.2.2 North Campus

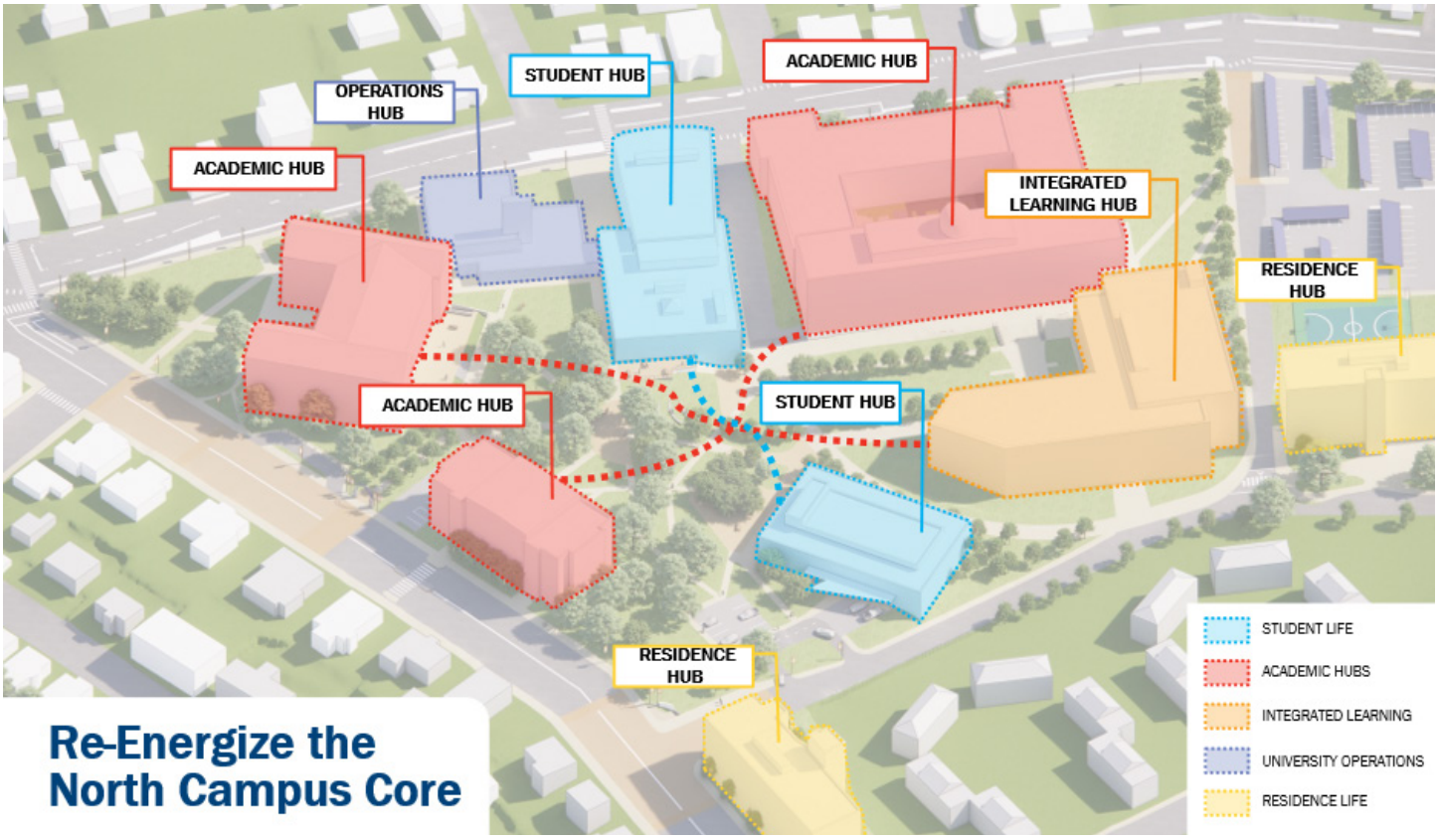


Fig.105: Reenergize the North Campus Core

Focusing on North Campus, the campus is envisioned to be a vibrant hub of academic and student centric spaces which will support the future of Salem State University. The plan addresses the existing accessibility, connectivity and mobility challenges on campus through landscape interventions, while the buildings are primarily geared toward critical categories: Academic, Student Life, Residential Life, Operations, and Integrated Learning. Each of these categories represents key areas of function with the intent of transformation towards.

A. North Campus - Loring Entry

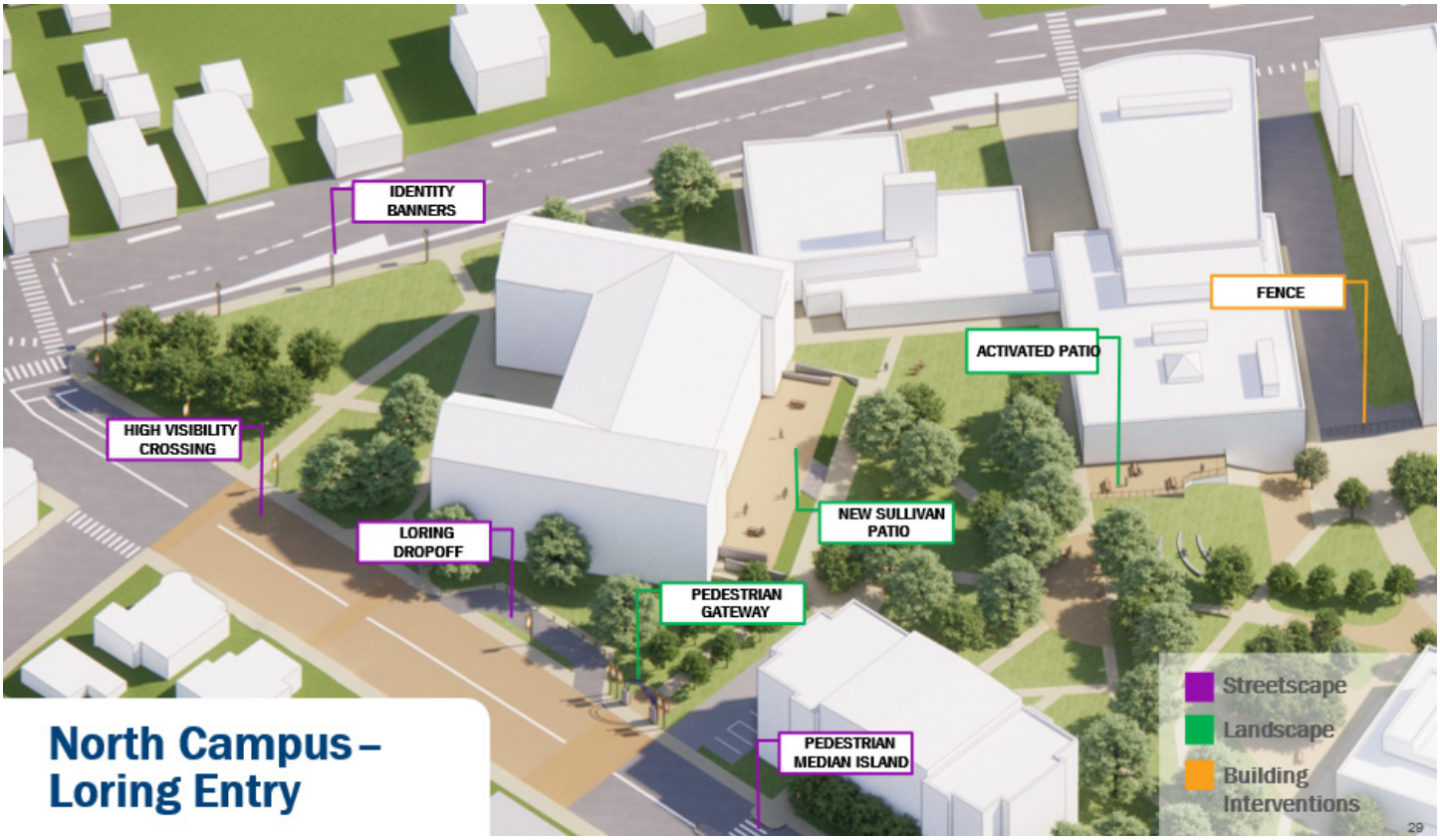


Fig.106: North Campus - Loring Entry

The area around Sullivan Building is a critical intersection of Lafayette St and Loring Ave, and provides the ideal location for campus-level interventions. These interventions are categorized into Streetscape Interventions, Landscape Interventions and Building Interventions.

Streetscape Interventions

Safety Interventions: Interventions intended for traffic calming measures that ensure safe pedestrian crossings.

- High-visibility crossings
- Pedestrian Median Island
- Loring Drop-off

Branding and Signage

- Identity Banners – these banners will serve as marking the threshold of campus along Lafayette Street and Loring Ave

Building Interventions

- Sullivan Building
- Administration Building
- Meier Hall

Landscape Interventions

- Pedestrian Gateway
- Sullivan Porch
- Activated Patio (near dining)

Landscape Interventions

Fig.107: Loring Avenue Gateway

a. Loring Avenue Gateway

Define a welcoming pedestrian entry along Loring Avenue through improved signage, consistent branding, and a clearer transition into campus.

b. Sullivan Porch

Introduce a terrace or “porch” along the quad side of the building, creating a new front that faces onto and terminates the new central quad.

Fig.108: Sullivan Porch & Upper QUad

c. Upper Quad

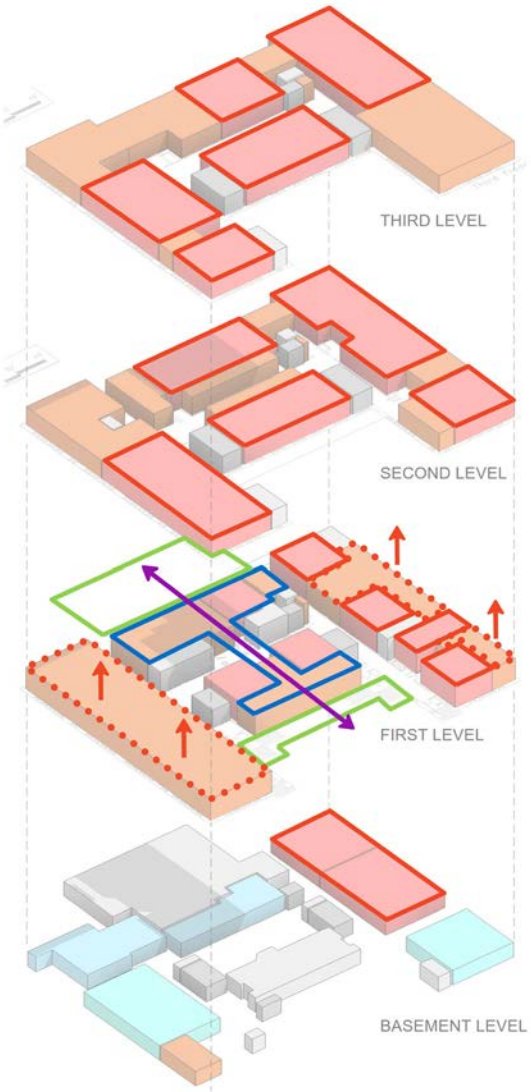
Convert the parking areas into a pedestrian focused green space with additional trees, seating and gathering areas, extending the scale of the North Campus quad.

d. Activated Patio

Enhance the existing patio with new furnishings.

01. Sullivan Building

The primary intent of the Sullivan Building is to continue to serve as the hub of academic spaces, particularly focused on the re-alignment of the existing spaces to serve the arts, humanities and other allied disciplines. The ground level circulation is envisioned to be a open and clear through the building providing room for seating and collaboration. The academic spaces focus more on providing flexible instructional capabilities for different modalities of instruction.



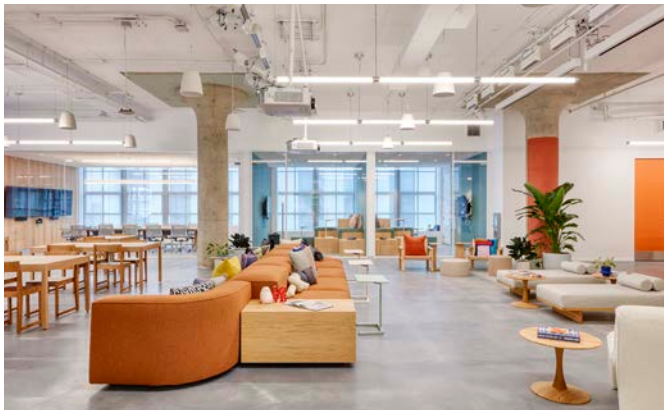


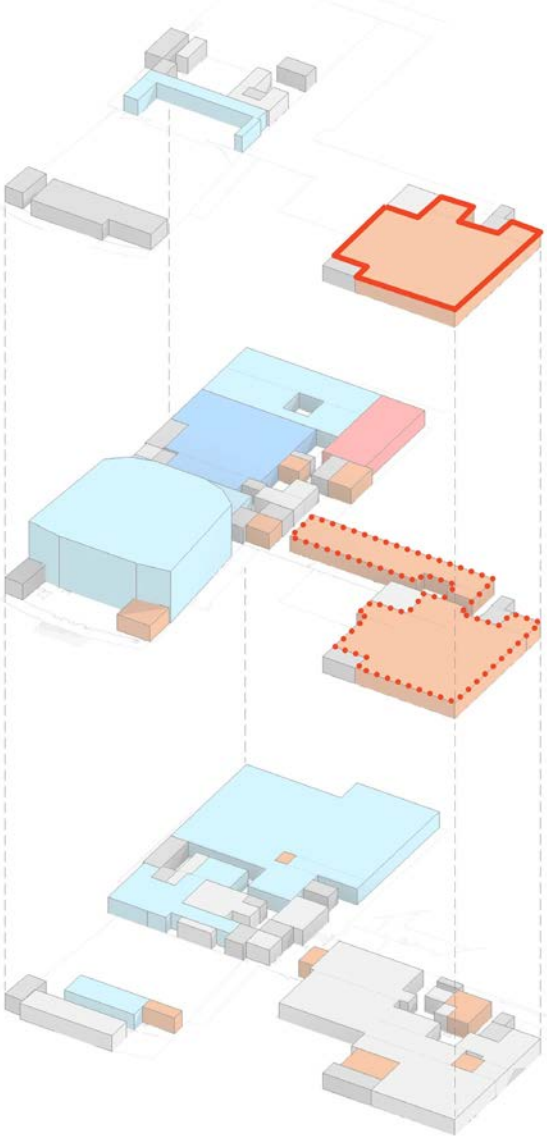
Fig.109: CannonDesign. Cash App - Philadelphia - Confidential Client. OpenAsset. Internal asset library.

Fig.110: CannonDesign.Texas Christian University. OpenAsset. Internal asset library.

Fig.111: CannonDesign. Bucknell University, Freeman College of Management / Art & Art History. OpenAsset. Internal asset library.

02. Administration Building

The existing Administration Building is envisioned to transform into a student support hub to absorb the programs and functions that will be displaced from the Ellison Center transformation. The workplace is intended to provide flexibility of small huddle rooms, meeting rooms, individual and group workstations as well as hoteling desks through this transformation.



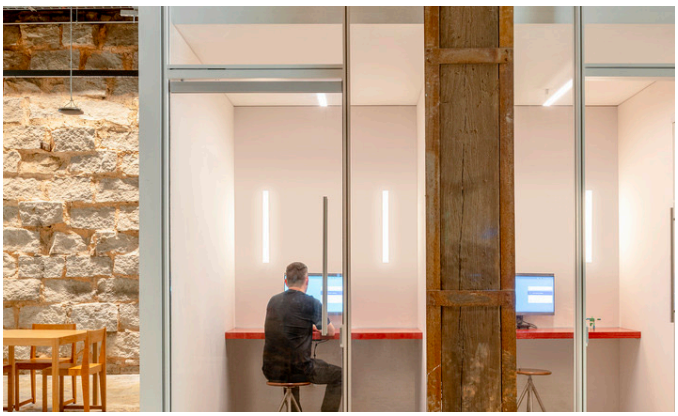
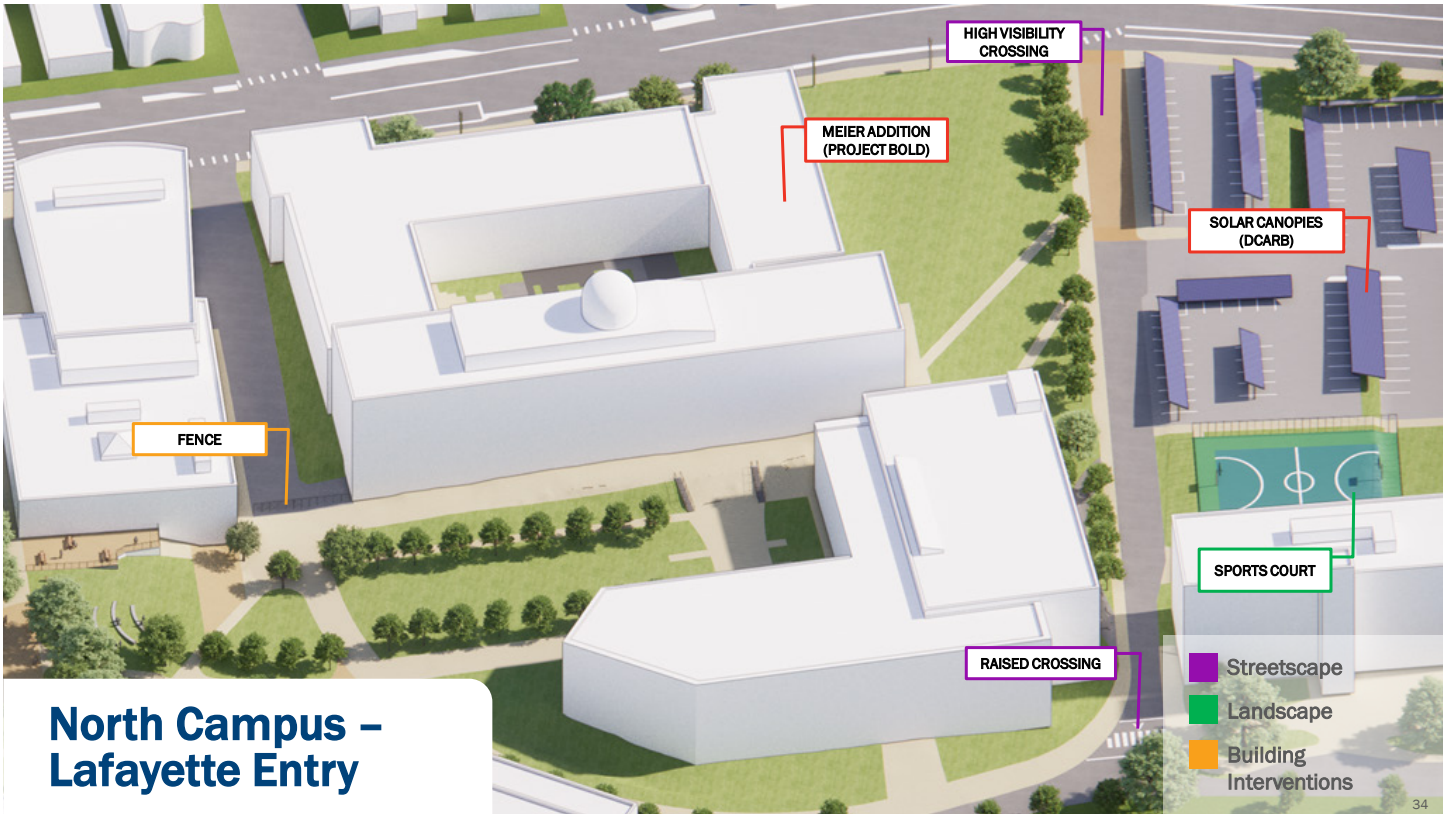


Fig.112: CannonDesign. Cash App-Atlanta - Confidential Client. OpenAsset. Internal asset library.

Fig.113: CannonDesign. Cash App-Atlanta - Confidential Client. OpenAsset. Internal asset library.

Fig.114: CannonDesign. New York City Office. OpenAsset. Internal asset library.

B. North Campus - Lafayette Entry



North Campus – Lafayette Entry

Fig.115: North Campus - Lafayette Entry

The Lafayette Street edge is critical to the campus wayfinding, branding and identity. The proposed interventions include strategic upgrades to critical areas to create a vibrant campus.

Streetscape Interventions

Safety Interventions: Interventions intended for traffic calming measures that ensure safe pedestrian crossings.

- High-visibility crossings
- Raised median crossings

Branding and Signage

- Identity Banners – these banners will serve as marking the threshold of campus along Lafayette Street

Building Interventions

- Meier Hall
- Berry Library

Landscape Interventions

- Sports Court (Activation of Lot 4)

Landscape Interventions

Fig.116: Sports Court to avtivate Peabody Parking Lot

a. Sports Court (Activation of Lot 4)

Repurpose parking Lot 4 as an outdoor recreation or sports court space to increase activation and student life near the adjacent to the Peabody Hall.

01. Meier Hall

Through this Master Plan, the primary intent of Meier Hall is to remain an academic hub for program delivery. The instructional spaces are intended to re-align with the course and section sizes, but with built-in flexibility with movable partitions to allow for larger spaces as needs may evolve over time. Along with instructional spaces, the ground floor of the Meier Hall is intended to serve as a small project-based work areas for academic collaboration.

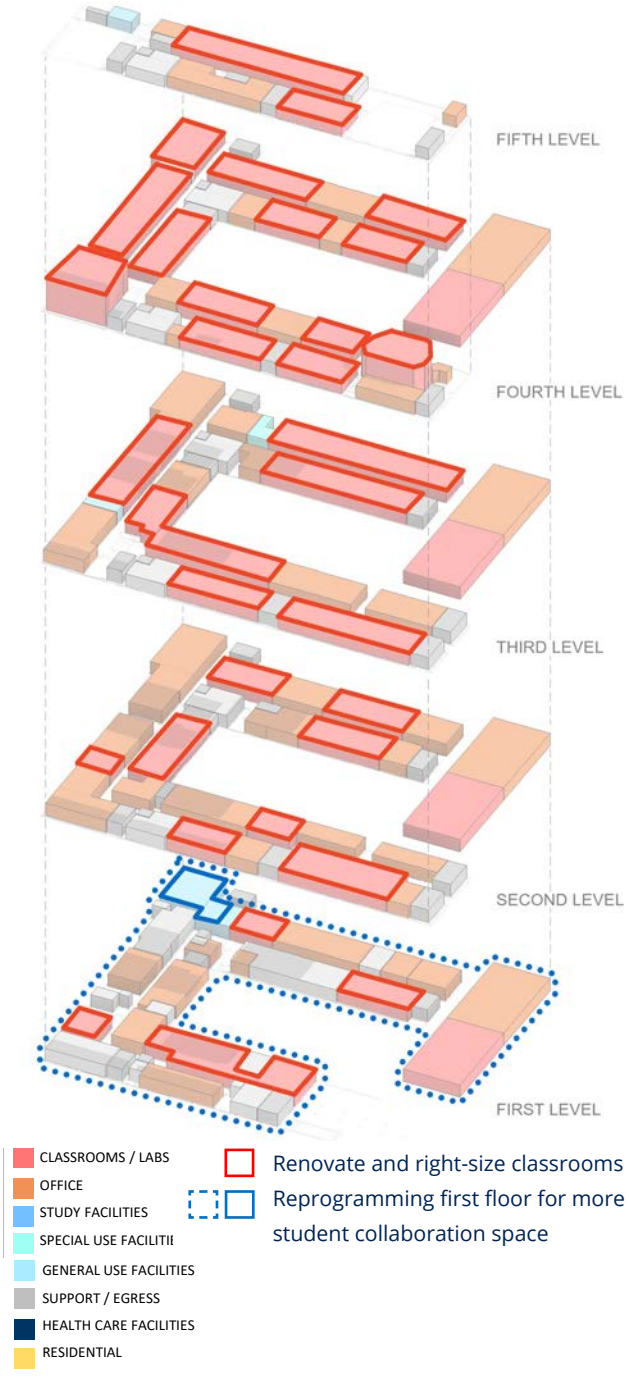


Fig.117: CannonDesign. St.John's University. OpenAsset. Internal asset library.

Fig.118: CannonDesign. Project. OpenAsset. Internal asset library.

Fig.119: CannonDesign. Radford University. OpenAsset. Internal asset library.

02. Berry Library

While Berry Library is an enhancement project, the library is intended to be an integrated learning hub for the campus needs. This would include a small grab-n-go food venue that would allow for extended hours on the campus for students. Additionally, the library would serve as small individual and group work spaces for project based collaborations as well as individual study.

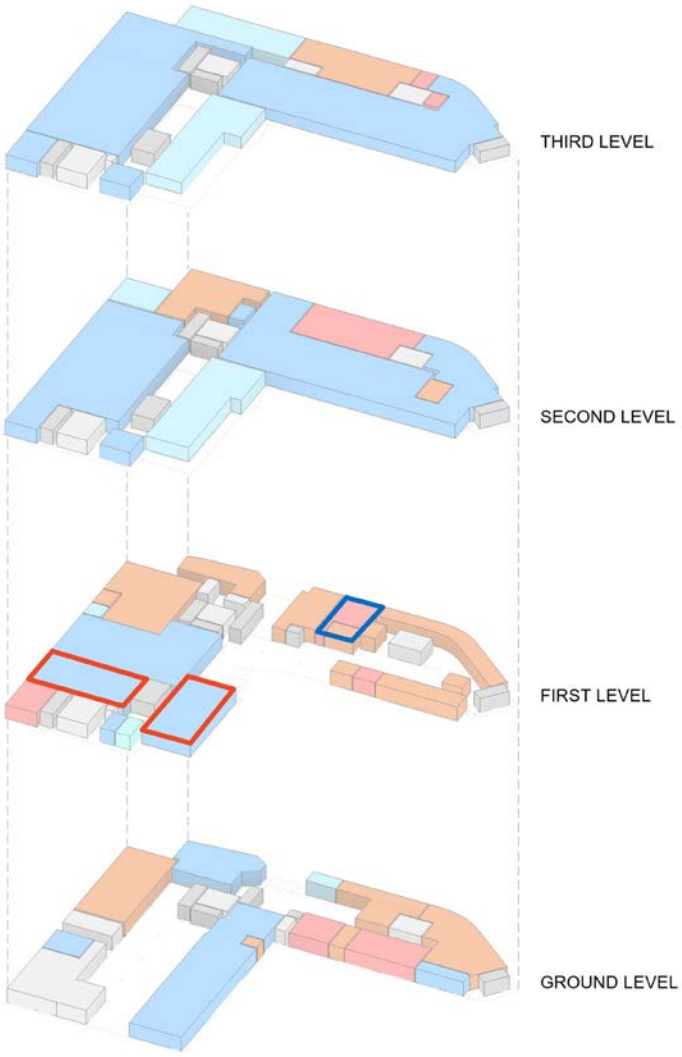


Fig.120: CannonDesign. Western Michigan University. OpenAsset. Internal asset library.

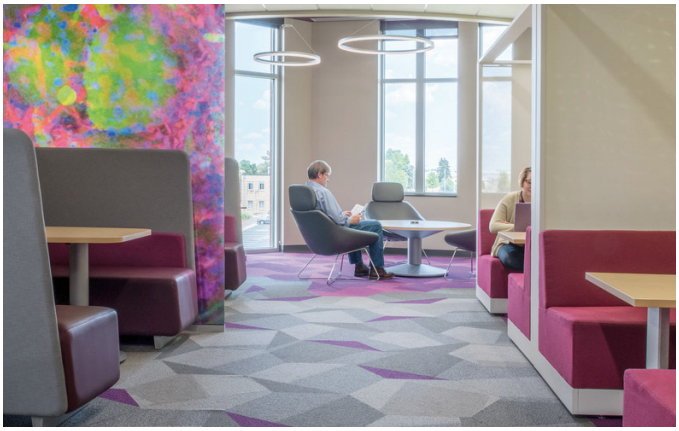


Fig.121: CannonDesign. University of Colorado. OpenAsset. Internal asset library.

Fig.122: CannonDesign. University of Colorado. OpenAsset. Internal asset library.

C. North Campus - College Drive Entry

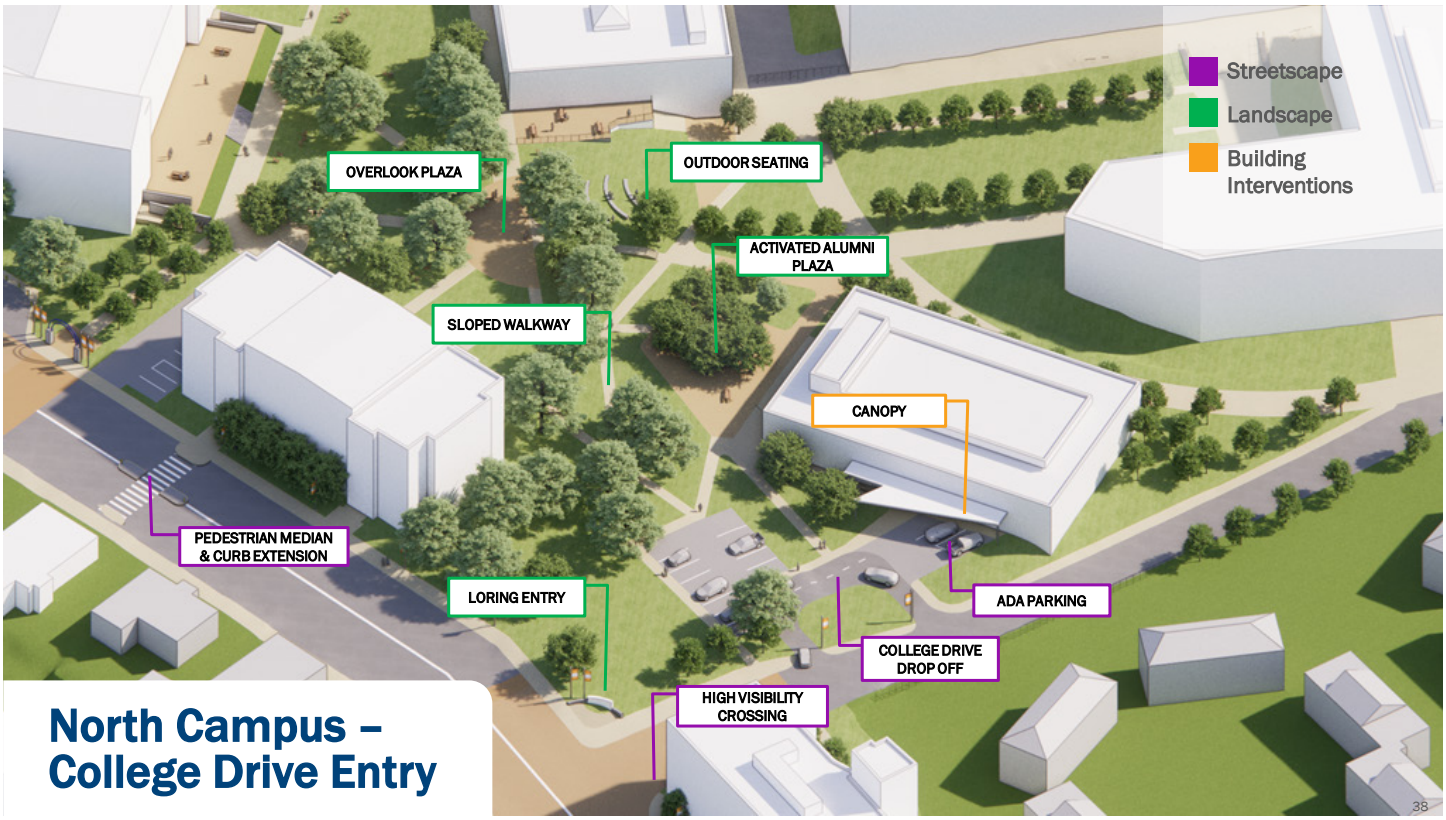


Fig.123: North Campus - College Drive Entry

The Loring Ave edge is critical to the campus wayfinding, branding and identity. The proposed interventions include strategic upgrades to critical areas to create a vibrant campus.

Streetscape Interventions

Safety Interventions – these interventions are intended for traffic calming measures that ensure safe pedestrian crossings.

- Pedestrian Median & Curb Extension
- High visibility crossing
- College Dr drop-off
- ADA Parking

Branding and Signage

- Identity Banners – these banners will serve as marking the threshold of campus along Loring Ave

Building Interventions

- Ellison Center
- Bowditch Hall

Landscape Interventions

- College Drive Gateway
- Ellison Drop-off
- Sloped Walkway
- Outdoor Seating
- Overlook Plaza
- Activated Alumni Plaza

Landscape Interventions

Fig.124: College Drive Gateway

a. College Drive Gateway

Introduce a small plaza space that connects the paths at the edge of the Upper Quad with views over the Lower Quad.

b. Ellison Center Drop-off

Adding an additional entryway and drop-off area for Ellison Center for admissions and first-time visitors.

c. Sloped Walkway

Create gently sloped, ADA-accessible connections between the Upper and Lower Quads to improve circulation and visual continuity.

d. Outdoor Seating

Include a variety of seating options including outdoor classrooms gathering spaces to encourage use and flexibility.

e. Overlook Plaza

Introduce a small plaza space that connects the paths at the edge of the Upper Quad with views over the Lower Quad.

f. Activated Alumni Plaza

Enhance the existing Alumni Plaza with improved articulation, furnishings, and planting to support more active use.

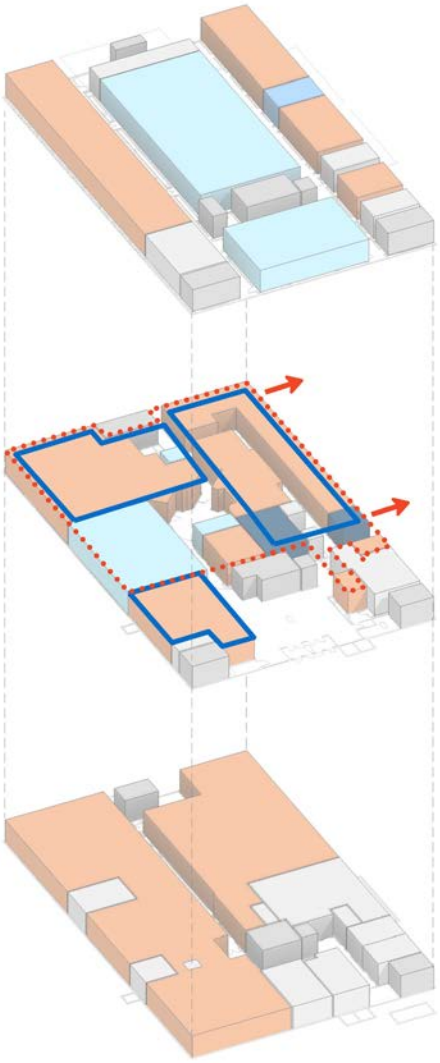
Fig.125: Ellison Drop Off

Fig.126: Slopred Walkway and Alumni Plaza

Fig.127: Overlook Plaza and Outdoor Seating

01. Ellison Center

The Ellison Center is intended to be the hub of student activity on the campus. It is envisioned to be a place where students would gather, meet with peers, and use as a space between classes as well as for clubs, events etc. The student supporting programs would migrate to the administration building to allow for the building to break down the existing layout and create an open space. Additionally, the Ellison Center will also absorb the admissions function from 331 Lafayette Street and would serve as the point of entry for first-time visitors to the campus.



CLASSROOMS / LAI
OFFICE
STUDY FACILITIES
SPECIAL USE FACIL
GENERAL USE FACILITIES
SUPPORT / EGRESS
HEALTH CARE FACILITIES
RESIDENTIAL

Create open student lounge space on first floor

Bring admissions into first floor

Move first floor spaces to the admin building

Renovate and open existing student affairs offices and full building

Fig.128: CannonDesign. University of Wisconsin at Milwaukee,Chemistry Building. OpenAsset. Internal asset library.

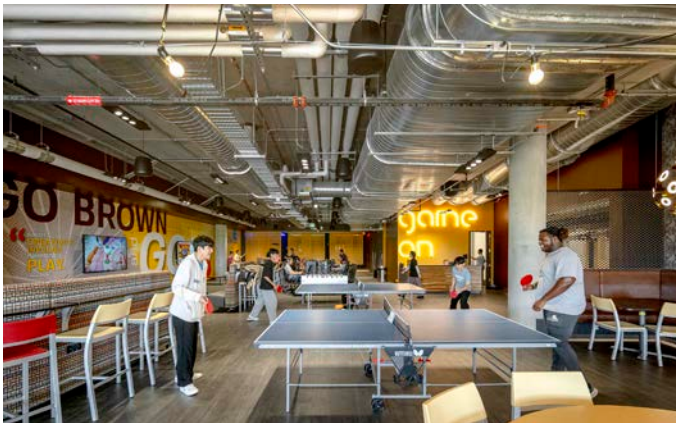
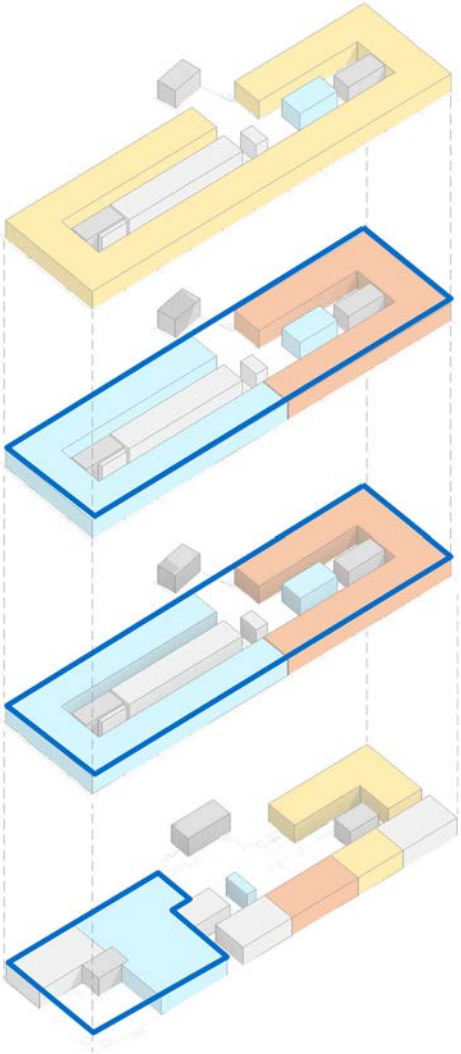


Fig.129: CannonDesign. Western Michigan University. OpenAsset. Internal asset library.

02. Bowditch Hall

While Bowditch Hall is an enhancement project through this master plan, it serves as an important intervention in the entry sequence into the campus from Loring Avenue. The critical project at Bowditch Hall is the façade and exterior improvements along Loring Avenue that allows for additional presence, branding and signage along the street edge. Additional to the exterior improvements, the first and second floors are intended to serve as additional student support adjacent functions, if needed from Ellison Center. The rest of the floors will remain as existing primary residence life functions.



Full facade renovation - enhanced gateway

Ground, first and second floor to accommodate student support spaces

Fig.130: CannonDesign. Texas Christian University. OpenAsset. Accessed May 14, 2025. Internal asset library.

Fig.131: CannonDesign. Project. OpenAsset. Accessed May 14, 2025. Internal asset library.

5.2.3 Harrington Campus

The Harrington Campus is currently primarily supporting residential life functions other than the Classroom Building (HCCB) which serves academic functions for the School of Business. The Master Plan continuation of the existing services and function but with strategic and transformative interventions. These interventions are intended to support the overall vision of creating a vibrant campus for all the users.

Streetscape Interventions

Safety Interventions – these interventions are intended for traffic calming measures that ensure safe pedestrian crossings.

- High visibility crossing at Loring Ave

Branding and Signage

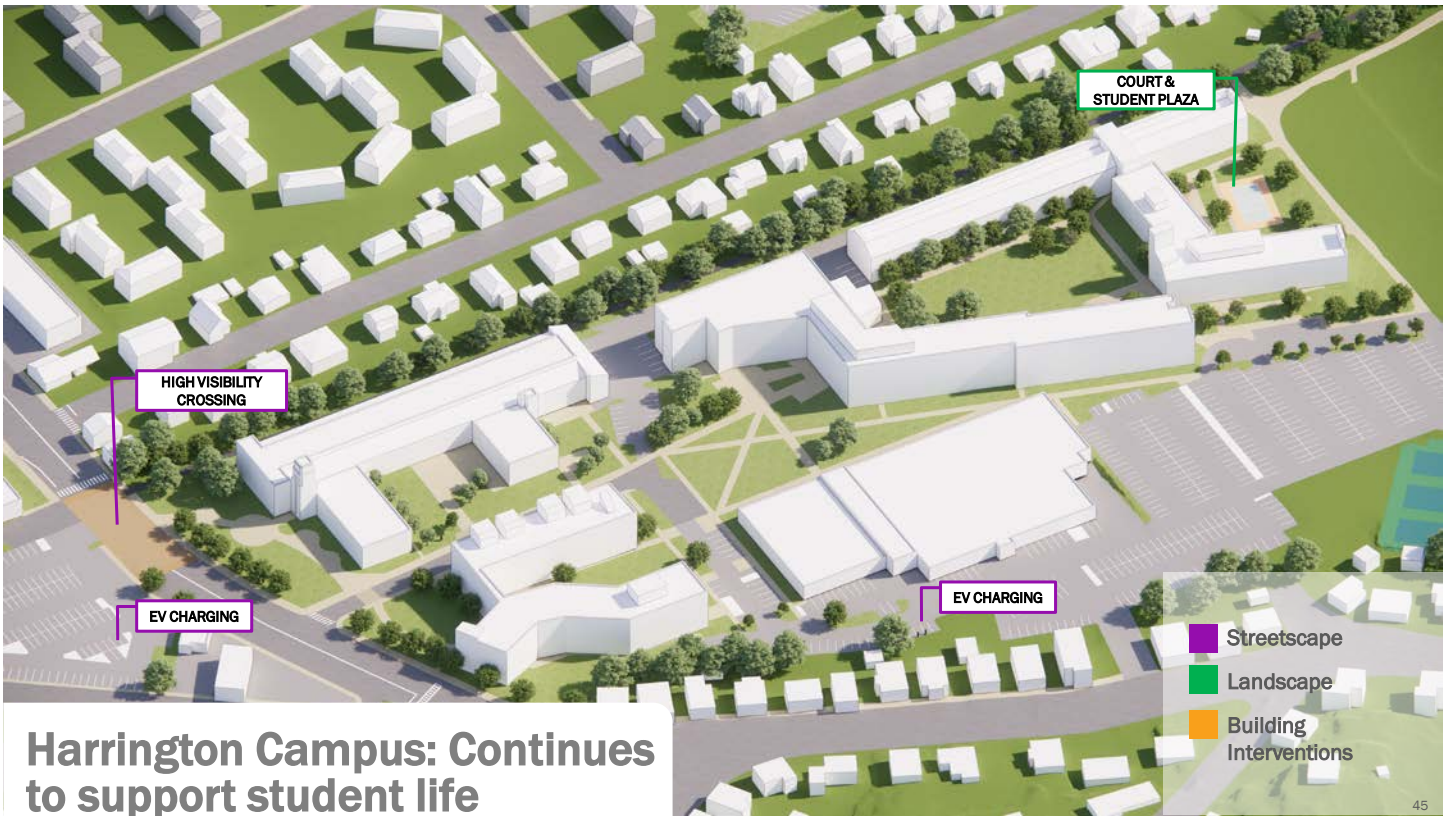
- Identity Banners – these banners will serve as marking the threshold of campus along Loring Ave

Building Interventions

- Classroom Building (HCCB)

Landscape Interventions

- Court and Student Plaza



Harrington Campus: Continues to support student life

01. Classroom Building (HCCB)

The Classroom Building serves the academic functions that support the School of Business. The key intervention in this building is to transform the unused dining and support space to lounge and student collaboration space. This space will serve as a mix of project work, collaboration and student seating space that will serve the Harrington Campus.

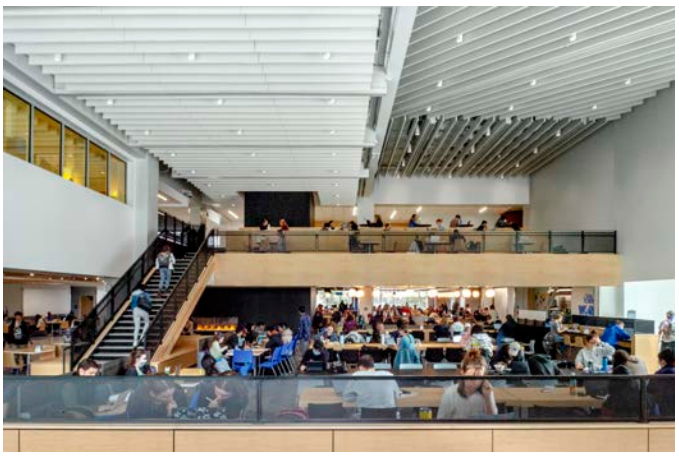


Fig.132: CannonDesign. University at Buffalo. OpenAsset. Accessed May 14, 2025. Internal asset library.

Fig.133: CannonDesign. M&Tbank, Techhub. OpenAsset. Accessed May 14, 2025. Internal asset library.

- CLASSROOMS / LABS
- OFFICE
- STUDY FACILITIES
- SPECIAL USE FACILITII
- GENERAL USE FACILITIES
- SUPPORT / EGRESS
- HEALTH CARE FACILITIES
- RESIDENTIAL

Renovate existing dining commons to lounge space for increased student interaction

5.2.4 O'Keefe Campus & 287 Lafayette St

The O'Keefe Campus serves as an existing hub for athletics and recreation facilities for Salem State University. The Master Plan envisions this function to be the primary focus of this campus with a few strategic interventions that will enhance both indoor and outdoor spaces. The key landscape interventions include an enhanced entryway into the building with a plaza and outdoor seating along Canal Street, as well as a high visibility crossing near that section. In addition, the exterior improvements for the O'Keefe Center will include smaller projects like enhancing the existing tower by lighting and signs to enhance branding and signage of the institution.

Streetscape Interventions

Safety Interventions – these interventions are intended for traffic calming measures that ensure safe pedestrian crossings.

- High visibility crossing at Loring Ave
- Enhanced connection to North Campus from 287 Lafayette St

Branding and Signage

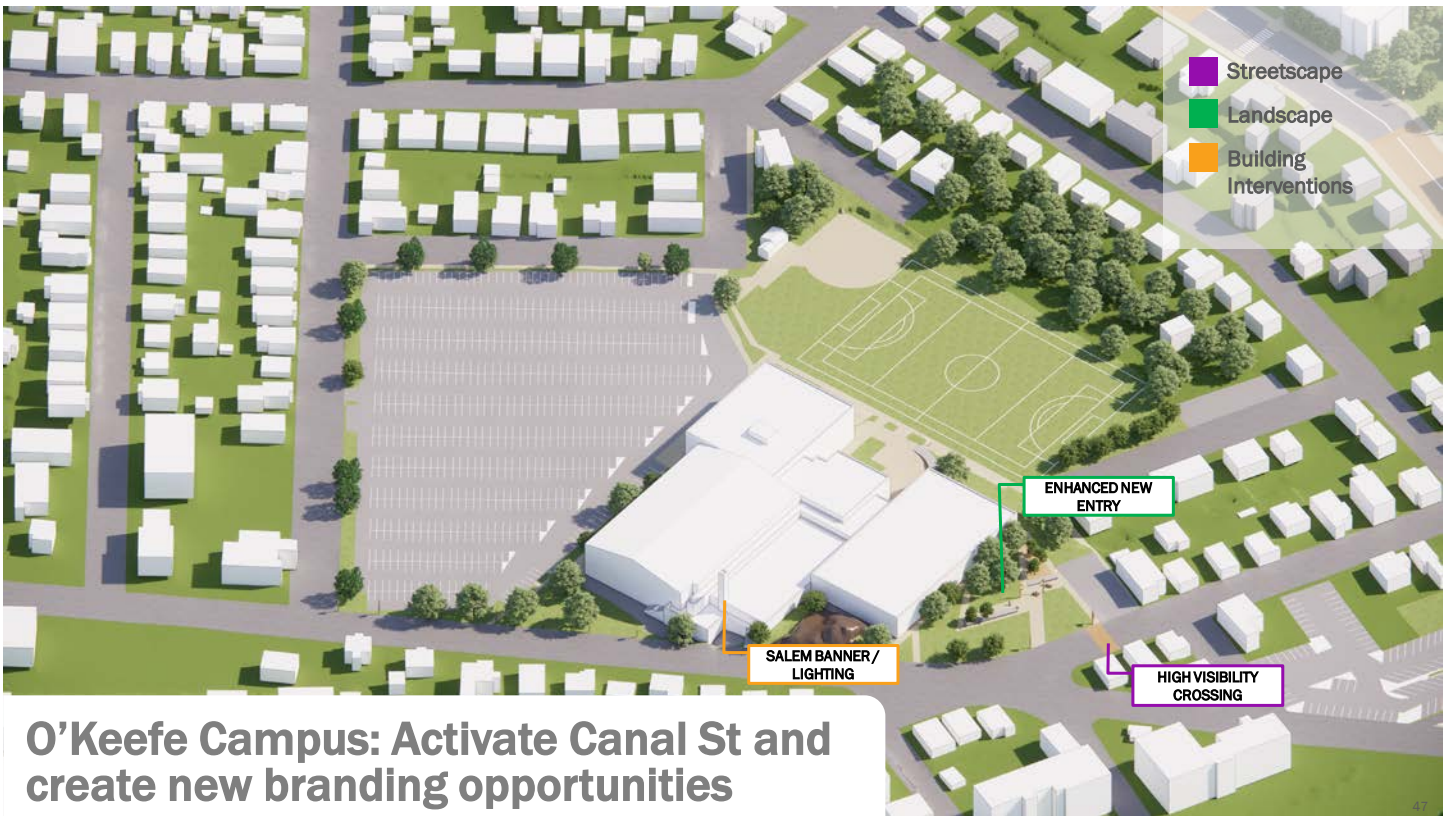
- Tower Element - Lighting/Branding

Building Interventions

- O'Keefe Center
- 287 Lafayette Street

Landscape Interventions

- New Entryway Plaza



O'Keefe Campus: Activate Canal St and create new branding opportunities

01. O’Keefe Center

The O’Keefe Center has some strategic transformation that envisions creating a central spine through the building for improved circulation and wayfinding. This is intended to work in alignment with the external circulation that connects through the building. In addition to the circulation, the old natatorium is imagined to be transformed into an active multi-purpose space for various activities. The Gassett addition and central spine through the north is thought to be activated through a climbing area. This transformation will elevate the overall experience of the space.

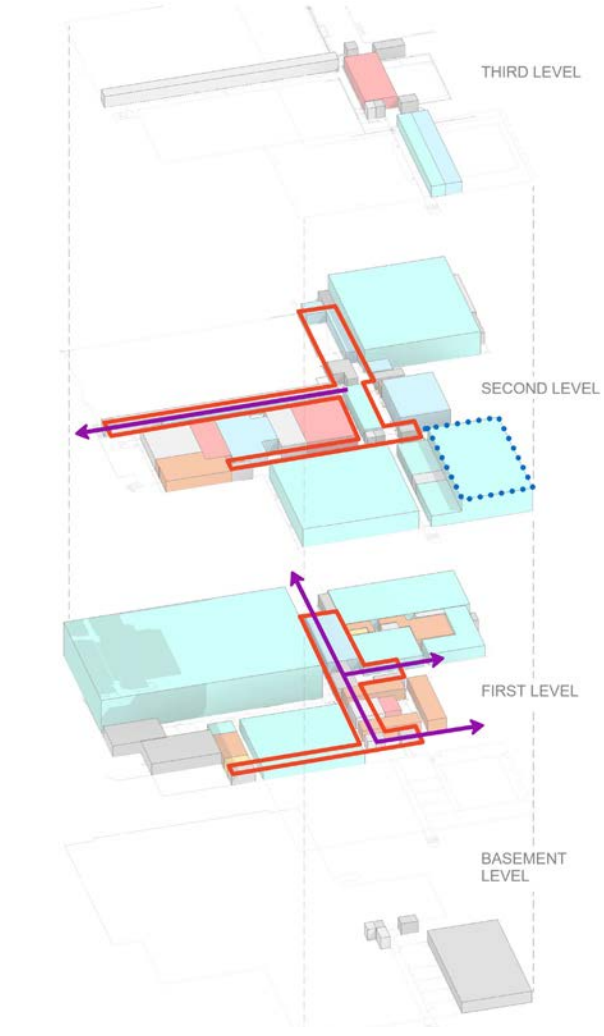


Fig.134: CannonDesign. Lake Placid Olympic Center. OpenAsset. Accessed May 14, 2025. Internal asset library.

Fig.135: CannonDesign. Washington and Lee University. OpenAsset. Accessed May 14, 2025. Internal asset library.

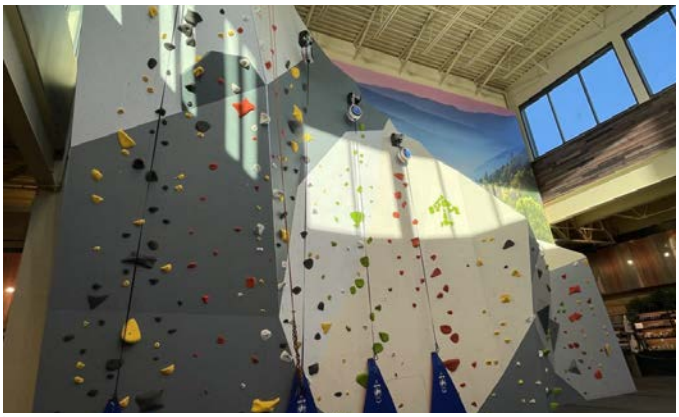


Fig.136: CannonDesign. Indoor Rock Climbing Project. OpenAsset. Accessed May 14, 2025. Internal asset library.

02. 287 Lafayette Street

The existing 287 Lafayette Street Building serves the academic functions for the School of Social Work. However, through the space utilization assessment it is learned that the classrooms are underutilized and not right sized for the section and course sizes. The master plan aims to address these challenges through strategically transforming the existing instructional space to align with the pedagogy styles and the section and course sizes. Additionally, allowing for flexibility in shaping these rooms with furniture will be critical to allow for varied instruction. In addition to the internal transformations, working with the City of Salem, streetscape improvements along Lafayette St will help improve the connectivity to the rest of the campuses.

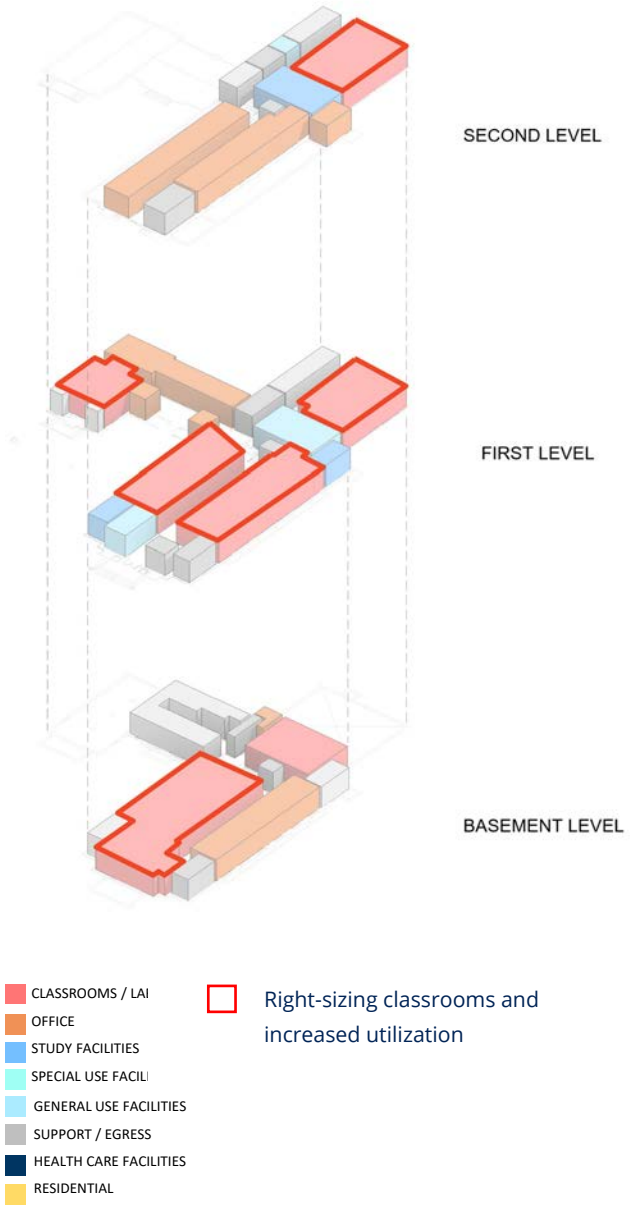


Fig.137: CannonDesign. Project. OpenAsset. Accessed May 14, 2025. Internal asset library.

Fig.138: CannonDesign. Project. OpenAsset. Accessed May 14, 2025. Internal asset library.

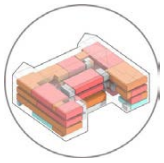
5.3 Cost Estimates

The table below demonstrates the proposed master plan projects and their estimated cost ranges. These ranges of costs are inclusive only of the project costs and do not include the following:

- Project indirect costs like design fees, permits, legal fees, insurance, financing costs, etc.
- Deferred Maintenance costs for buildings
- Escalation over time

Campus Catalysts

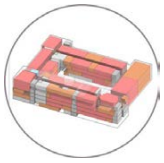
01 Sullivan Hall



$22M-$30M

Landscape interventions: Sullivan Porch + Parking Lot Upper Quad; Lower Quad

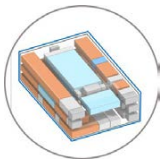
02 Meier Hall



$14M-$18M

Landscape interventions: Meir Hall Parking lot interventions

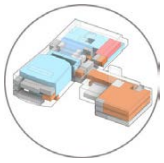
03 Ellison Center



$18M-$22 M

Landscape interventions: Ellison Center Drop-off

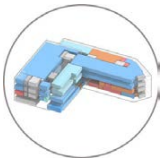
04 Admin Building



$14M-$20M

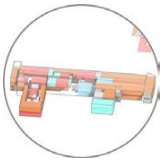
Campus Enhancements

05 Berry Library



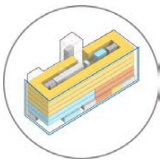
$10M-$14M

07 Classroom Building



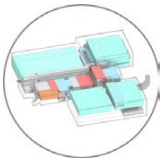
$5M-$8M

06 Bowditch Hall



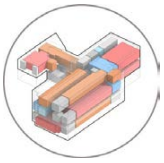
$18M-$23M

08 O'Keefe Center



$18M-$23 M

09 287 Lafayette



$3M-$5M

$ Project- Cost Estimates

Note: Estimates outlined do not comprehensively account for all the landscape interventions and will need to tackle on project by project basis

6 Mobility Recommendations

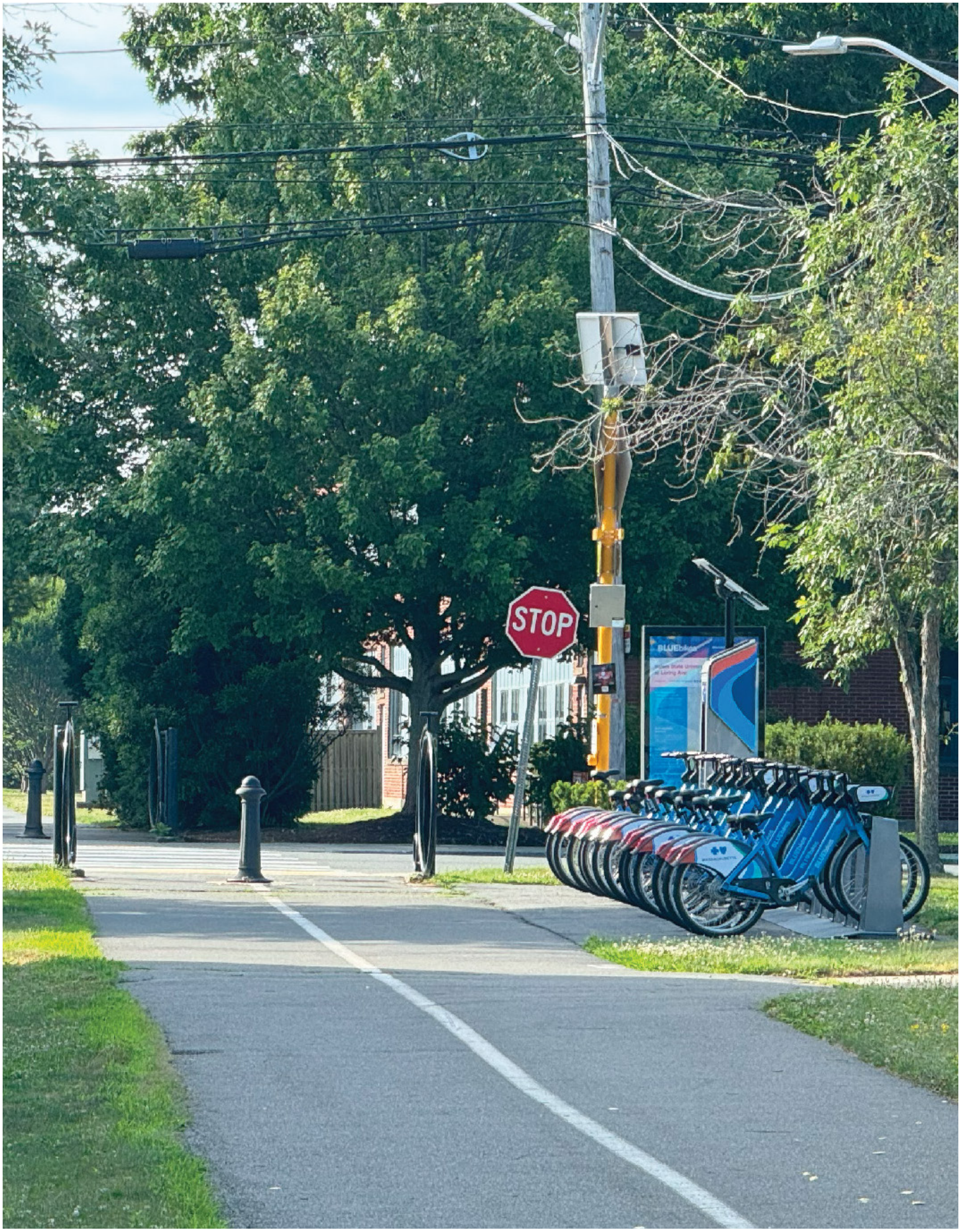


Fig.139: Street

6.1 Street Interventions

This section outlines potential recommendations for consideration and further development for biking, walking, transit, and vehicular mobility for the university. This includes potential recommendations for surrounding streets of the university, including **Loring Avenue, Lafayette Street, Redmond Road, College Drive, and Linden/Atlantic/Lussier Street, as well as recommendations within the university campuses**. A summary for high-level recommendations for streets surrounding the university are provided with tables. ***Fig.155*** provides a map outlining these high-level street recommendations. Summary of campus-wide high-level mobility recommendations are provided and shown graphically on a map in ***Fig.161.***

6.1.1 Loring Avenue

Loring Avenue is a **principal arterial route connecting North Campus to Harrington Campus and South Campus.** For this study, the limits considered for Loring Avenue are between Lafayette Street and Raymond Road. The south side of Loring Avenue includes majority of the North campus buildings and facilities. Along the north side, Linden Street provides a connection to O'Keefe Complex.

Loring Avenue has one travel lane in each direction as well as sidewalk on both sides of the street. A crosswalk is provided across Loring Avenue at the signalized intersection of Lafayette Street and Rainbow Terrace, and at the unsignalized intersection of Linden Street and Broadway, and at midblock near 20 Loring Avenue. There are no bicycle facilities provided along the corridor, except for the striped bike lanes where Loring Avenue approaches Lafayette Street. The Marblehead Raid Trail, a 4.5-mile trail connecting Salem to Marblehead, has a crossing at 2 Loring Avenue between Herrington Way and Raymond Road. MBTA Bus 455 runs along the corridor, with bus stops at the intersection of Linden Street, Rainbow Terrace, and near the Marblehead Rail Trail crossing. Parking is provided on both sides of the street. North side of the street is residential parking only, while the south side has time-restricted parking ranging from 30-minute parking to 4-hour parking.

The sections below outline mobility recommendations along Loring Avenue.

Pedestrian Facilities

There are several uncontrolled crosswalks along Loring Avenue that could benefit from enhancements to make the crossings more visible to motorists and increase safety. Listed below are recommendations that may be appropriate:

Evaluate adding Rectangular Rapid Flashing Beacon (RRFB) at all midblock crosswalks.

- A Rectangular Rapid Flashing Beacon (RRFB) is a pedestria activated flashing light system accompanying a standard pedestrian warning sign ***(Fig.140).*** RRFBs are intended to increase pedestrian conspicuity and motorist awareness at unsignalized or mid-block crossings. This treatment is considered the current best practice for pedestrian crossings[6] along streets with roadway characteristics like Loring Avenue.

Fig.140: RRFB with pedestrian crossing and arrow sign

Consider re-evaluating the traffic signal at Loring Avenue at Rainbow Terrace and replacing it with an RRFB or a Pedestrian Hybrid Beacon (PHB).

- The existing traffic signal at Loring Avenue at Rainbow Terrace seems to have been implemented to facilitate pedestrians to cross Loring Avenue and likely is not warranted for motor vehicle traffic since the signal is just for Loring Avenue while Rainbow Terrace is STOPcontrolled. The signal equipment also appears to be outdated and does not include pedestrian signals or push

Fig.141: A Pedestrian Hybrid Beacon (PHB) at a crosswalk

[6] https://highways.dot.gov/safety/proven-safety-countermeasures/rectangular-rapid-flashing-beacons-rrfb

buttons for the crosswalk. Overall, the lack of clarity can create more confusion for pedestrians and motorists.This intersection should be re-evaluated and replaced with an RRFB or a PHB as an unsignalized intersection. A pedestrian hybrid beacon (PHB) usually requires a warrant and is designed to help pedestrians safely cross higher-speed roadways at midblock crossings and uncontrolled intersections.

The beacon consists of two red lenses above a single yellow lens. The lenses remain" dark" until a pedestrian desiring to cross the street pushes the call button to activate the beacon, which then initiates a yellow to red lighting sequence consisting of flashing and steady lights that directs motorists to slow and come to a stop[7] ***(Fig.141).***

Consider a corridor-wide assessment of sidewalk condition to identify additional locations where upgrades may be needed.

Evaluate adding a crosswalk across Loring Avenue at the intersection of College Drive

- College Drive provides a key connection into campus that may be better facilitated if there was a crosswalk providing direct access to campus across Loring Avenue.Currently, pedestrians must travel more than 250 feet from this intersection (on either side) to cross the street at an existing crosswalk.
- Many pedestrians may cross the street without the crosswalk to connect more directly which presents a safety concern.

Consider implementing pedestrian median islands at all unsignalized and midblock crosswalks.

- Pedestrian median island is an island in the middle of the street that provides space for pedestrians to wait before crossing the road ***(Fig.142).*** It also physically narrows the roadway and provides horizontal deflection that can slow motorists down as they approach the crosswalk and encourage motorists to yield to pedestrians at crosswalks.

Fig.142: Crosswalk with pedestrian crossing island

[7] https://highways.dot.gov/safety/proven-safety-countermeasures/pedestrian-hybrid-beacons

Consider implementing curb extensions at all unsignalized and midblock crosswalks on Loring Avenue

- Curb extensions extend the sidewalk into the travel way. At crosswalk locations, this can shorten the distance pedestrians need to cross, improves sight lines between motorists and pedestrians, prevents parking in the crosswalk, and narrows the roadway which can reduce motorist speeds. Curb extensions can be constructed as permanent using the same material as the sidewalk or it can be done as a "quick build" ***(Fig.143 and Fig.144).*** Quick build curb extensions can be installed using paint and vertical objects as a low-cost interim treatment[8].

Fig.143: A curb extension at a crosswalk

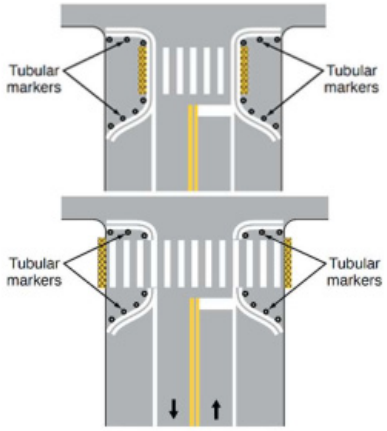


Fig.144: Quick build curb extensions.
Top: shows detectable warning panels at the edge of the curb extension.
Bottom: shows detectable warning panels at the curb edge

Upgrade crosswalk ramps at all locations that do not meet ADAcompliance

- Curb ramps provide an accessible route that people with disabilities can use to safely transition from a roadway to a curbed sidewalk and vice versa ***(Fig.145).*** They are a critical element in allowing people with disabilities to have full and complete access to the public right of way. There are several existing crosswalk ramps on Loring Avenue that do not appear to meet ADA-compliance and are therefore not accessible.

Fig.145: A pedestrian utilizing the curb ramp to access the crosswalk.

[8] https://mutcd.fhwa.dot.gov/pdfs/11th_Edition/part3.pdf

Evaluate upgrading the sidewalk between Rainbow Terrace and Broadway

- While Loring Avenue has a sidewalk on both sides of the street, the sidewalk segment between Rainbow Terrace and Broadway (on both sides) appears to be in poor shape. The sidewalk along this segment is primarily made of asphalt with large openings for driveways on both sides. The sidewalk should be upgraded to concrete sidewalk with a minimum 5-foot clear zone.

Bike Facilities

Protected bike lanes are recommended along Loring Avenue to provide a safe and comfortable bike facility for people of all ages and abilities ***(Fig.146).*** This will help create a continuous bike network, connecting to Lafayette Street, which is currently planned to have protected bike lanes. Having protected bike lanes for both corridors would create a safe connection to and from campus. Loring Avenue also provides an important connection to the Marblehead Rail Trail, further enhancing its utility to the larger bike facility network. Furthermore, the 2018 Salem Bike Lane included several infrastructure recommendations and included providing buffered or separated bike lanes from Lafayette Street to Lincoln Road as a high priority long-term project[9] ***(Fig.147).***

Bike lanes may be provided as one-way on either side of the street or as a two-way bike lane on one side of the street. On Loring Avenue, protected bike lanes can only be achieved by consolidating parking to one side of the street. Where curb extensions are recommended at unsignalized crosswalks, they can pose a challenge for bike lanes since those interventions narrow the roadway and may create a pinch point. In these cases, special consideration should be taken with curb extensions designed to accommodate bike lanes. Vertical barriers are recommended in bike lane buffers to prevent motorists from encroaching the crosswalk.

Fig.146: A protected bike lane in North Street, Salem

[9] https://www.salemma.gov/DocumentCenter/View/1877/Salem-Bicycle-Master-Plan-PDF

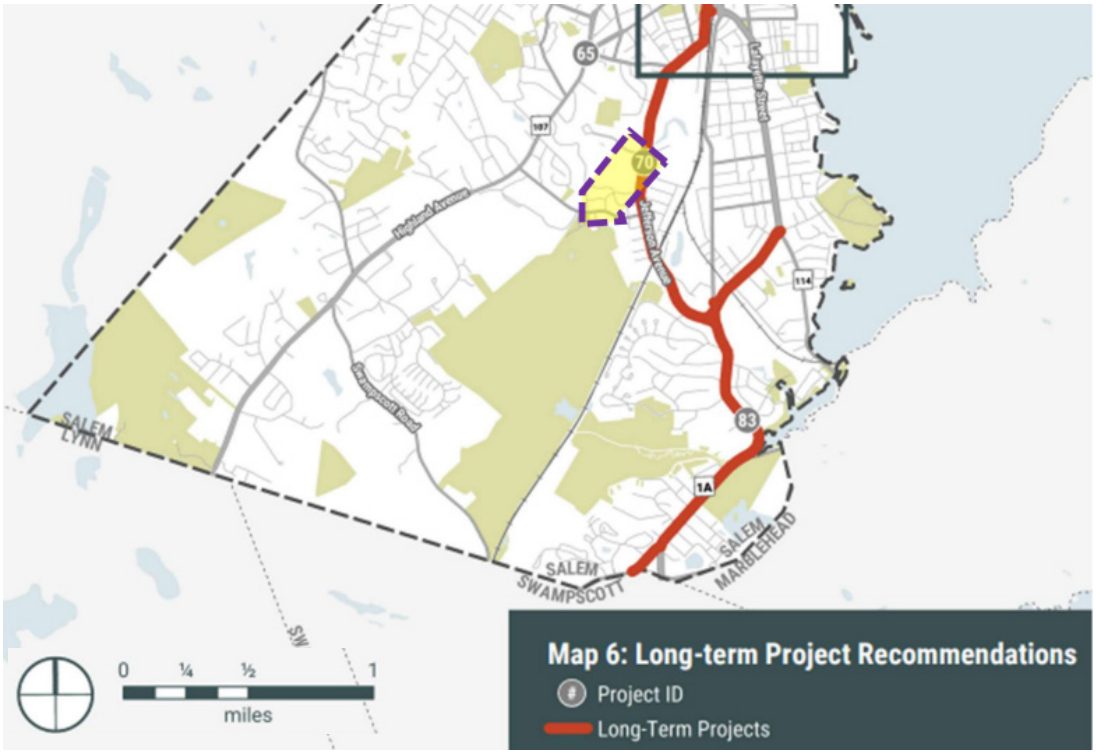


Fig.147: A snippet of Long-Term Project Recommendations map on the Salem Bicycle Plan showing Loring Avenue

Transit Upgrades

There are three bus stop pairs located along Loring Avenue in this study segment, however, in many cases it isn't clear where the bus stop starts and ends. There are no shelters or benches for the bus stops to provide a comfortable space. Below are recommendations to enhance these bus stops:

- Add adequate signage and pavement markings to denote the start and end of the bus stop. This will communicate with transit riders on where the bus stop is and will let motorists know that they cannot park or idle at the bus stop.

- Consider implementing benches or shelters for the bus stop for greater comfort of bus riders waiting at the bus stop ***(Fig.148).***

Fig.148: Example of a bus stop with a shelter and seating

Curbside Use

There may be opportunities to explore different curbside uses and parking for the university. In particular, along the south side of Loring Avenue that abuts various campus buildings, existing parking spaces may be repurposed for a variety of uses including pick-up and drop-off needs, loading needs, and more ***(Fig.149).*** Parking may also be converted to a metered system to ensure sufficient turnover.

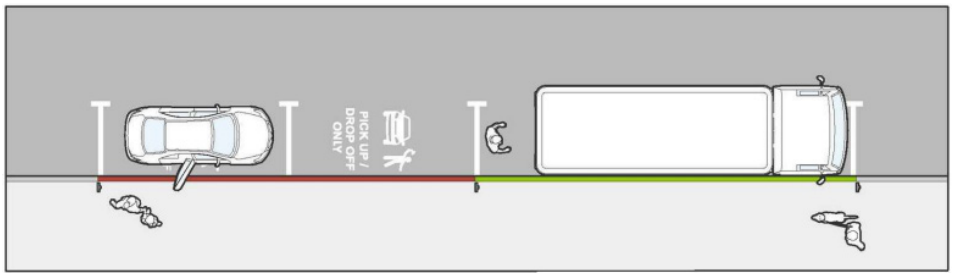


Fig.149: Graphic showing an example of various curb side uses including pick up/drop off and loading.

6.1.2 College Drive

College Drive is a **local street that connects Loring Avenue to Lafayette Street through the university North Campus.** It is the main campus roadway connecting to various campus buildings and parking lots within campus.

College Drive operates as a two-way street with one travel lane in each direction between Loring Avenue and Frederick E Berry Library. It operates as a one-way in the westbound direction between the library and Lafayette Street. A sidewalk is provided on the east or north side of the street throughout the corridor, with some smaller sidewalk segments on the west or south side as College Drive meets Loring Avenue and Lafayette Street.

Crosswalk is provided across College Drive at the following locations: at Loring Avenue, at midblock approximately 100 feet from the Loring Avenue crosswalk, at midblock by the entrance to the parking lot on Peabody Hall, at Lafayette Street, and at midblock approximately 100 feet west of Lafayette Street crosswalk. There are no bicycle lanes provided along the corridor. While there is no on-street parking on College Drive, there is a big parking lot on the south side of the street between the library and Lafayette Street.

The sections below outline mobility recommendations along College Drive.

Pedestrian Facilities

College Drive has several existing crosswalks. Below are strategies to upgrade existing crosswalks across College Drive are listed below:

- Upgrade existing crosswalk with high-visibility crosswalk markings
- The crosswalk approximately 100 feet south of Loring Avenue crosswalk currently does not have high-visibility crosswalk markings. Implementing high-visibility crosswalk markings will increase pedestrian conspicuity and motorist awareness.
- Add pedestrian crossing signs for all crosswalks to further increase pedestrian conspicuity and motorist awareness.
- Upgrade all existing crosswalks to have ADA-compliant curb ramps.
- Implement Traffic Calming recommendations in the next section to further enhance the crossings of College Drive.

Traffic Calming

College Drive has a different characteristic than streets like Loring Avenue within the study area. It serves as an entrance to the campus and should signal motorists that they are entering an area where there are students and pedestrians present, and traffic will be moving slowly. Throughout the corridor, there are opportunities to convey this change in environment by incorporating traffic calming treatments, as recommended below:

- Upgrade all existing crosswalks across College Drive to raised crosswalks. A raised crosswalk brings the roadway to the same level as the sidewalk ***(Fig.150).*** This makes it physically more difficult for motorists to go through the crosswalk at high speeds and encourage motorists to yield to pedestrians at crosswalks. Along College Drive, it emphasizes that motorists need to slow down due to presense of many pedestrians and signals to motorists that they are transitioning to a slower speed environment.
- Consider a raised intersection at the junction where College Drive intersects with the Frederick E Berry Library.

Fig.150: A pedestrian crossing a raised crosswalk

- A raised intersection, similar to a raised crosswalk, brings the roadway to the same level as the sidewalk making it physically more difficult for motorists to go through the intersection at high speeds ***(Fig.151).*** Raising the intersection at this location will further emphasize the presence of pedestrians who may be crossing the street and making connections between different campus buildings. This may be especially important for motorists who are looking to exit College Drive from the parking lot.

Fig.151: A raised intersection

Bike Facilities

College Drive currently provides access to various North Campus facilities but there is infrastructure provided to make access on a bike safer and more comfortable. Providing bike facilities will mean that the university students and staff can connect to the planned Lafayette Street protected bike lanes and make connections to Marblehead Rail Trail as well. College Drive is intended to be a lower speed roadway and has 10 mph speed limit signs. For this type of roadway, bike boulevard treatment may be appropriate. Where possible, speed and volume data should be utilized to ensure that this treatment is appropriate before implementing.

- Evaluate implementation of bike boulevard treatment on College Drive.

- Bike boulevards are low-stress bikeways primarily located on low-volume and low-speed local streets. Bike boulevards treatments include shared lane markings, signage, and traffic calming to prioritize bicycle travel[10] ***(Fig.152).*** Bike boulevard treatment at College Drive pairs well with proposed recommendation of raised crosswalks as a traffic calming treatment.

Fig.152: A street with bike boulevard treatment including shared lane markings, speed humps, and signage

[10] https://highways.dot.gov/sites/fhwa.dot.gov/files/2022-07/fhwasa18077.pdf

6.1.3 Raymond Road

Raymond Road is a local street under the City of Salem jurisdiction. It connects Loring Avenue to Lafayette Street. Land-use is primarily residential on both sides of the street.

Raymond Road operates as a two-way roadway with one travel lane in each direction between Loring Avenue and Raymond Terrace. It operates as a one-way eastbound between Raymond Terrace and Lafayette Street. A sidewalk is provided on both sides of the street. A crosswalk is only provided across Raymond Road at the Loring Avenue intersection. There are no bicycle lanes provided along this corridor. There is no bus route along this street. On-street resident parking is provided on the east and north side of Raymond Road.

The sections below outline mobility recommendations along Raymond Road.

Pedestrian Facilities

- Since there is only one crosswalk across Raymond Road, there may be opportunities to add more and upgrade the one that is currently provided.
- Add pedestrian crossing signs for all crosswalks to further increase pedestrian conspicuity and motorist awareness.
- Provide a crosswalk at the Lafayette Street intersection so motorists are aware that pedestrians may be crossing the street.
- Upgrade all crosswalks to have ADA-compliant curb ramps.
- Implement Traffic Calming recommendations in the next section to further enhance the crossings of Raymond Road.

Traffic Calming

Raymond Road has a different characteristic than streets like Loring Avenue within the study area. It serves as a residential access street and should signal to motorists that they are entering an area where they need to slow down. Throughout the corridor, there are opportunities to convey this change in environment by incorporating traffic calming treatments, as recommended below:

- Evaluate the feasibility to raise the crosswalk on Raymond Road at Loring Avenue. This will emphasize the crosswalk and convey that motorists need to slow down due to presense of pedestrians and that they are transitioning to a slower speed environment.

- Consider implementing speed humps in a series on Raymond Road to ensure motorists are moving slowly through the street.

- Speed humps are gradual mounds of aspahlt built into the pavement as vertical deflection to slow motorist speeds ***(Fig.153).***

- The city of Salem completed a pilot of rubber speed humps on Raymond Road[11]. This pilot should be built as permanent installations of speed humps pending feedback from the pilot.

Fig.153: Speed hump placed midblock on street

Bike Facilities

Similar to College Drive, Raymond Road is a local access street that is lacking in bike infrastructure and would benefit from bike boulevard treatment to build a safer connection to planned protected bike lanes on Lafayette Street. Where possible, speed and volume data should be utilized to ensure that this treatment is appropriate before implementing.

Note that the 2018 Salem Bicycle Plan did not include Raymond Road in its bike boulevard (or greenways) network, however, there may still be benefits in this designation if desired.

- Evaluate implementation of a low-stress bike boulevard treatment on Raymond Road paired with proposed traffic calming measures

[11] https://publicinput.com/X2020

6.1.4 Lafayette Street

Lafayette Street is a principal arterial roadway under the city of Salem jurisdiction. It is the primary route connecting North Campus to Downtown Salem and Town of Marblehead. For this study, the limits of Lafayette Street are between Loring Avenue and Raymond Road. The west side of Lafayette Street includes most of the North campus buildings and facilities including Meier Hall. East side of the street is primarily residential.

Lafayette Street has one travel lane in each direction as well as a sidewalk on both sides of the street. A crosswalk is provided across Lafayette Street at the signalized intersection of Loring Avenue, and at the unsignalized intersection of Savoy Road. Striped bicycle lanes are provided along the corridor, with the City of Salem planning to upgrade them to protected bike lanes by 2026. The Marblehead Raid Trail, a 4.5-mile trail connecting Salem to Marblehead, has a crossing at Lafayette Street about 600 feet south of Raymond Road.

There are no buses that run along the corridor; however, the university has a shuttle bus with a bus stop on Lafayette Street just south of Meier Drive. Parking is provided throughout the corridor on the west side of the street, and it is primarily time-restricted 1-hour parking. The west side also includes five accessible parking spaces as well as a service zone for the university operations. Parking is restricted to the east side of the street.

The sections below outline mobility recommendations along Lafayette Street.

Pedestrian Facilities

Currently, there are only two crosswalks across Lafayette Street in the study area – one at the signalized intersection of Loring Avenue and the second which is an unsignalized crosswalk by Savoy Road. There are opportunities to fill this gap with an additional crosswalk. While Lafayette Street has a sidewalk on both sides of the street, there are some segments that are in poor condition. In many locations, tree roots have warped the sidewalk panels, the curb reveal is too small, and the sidewalk grading appears to be inaccessible. There are opportunities to upgrade sidewalk along this corridor. Below are recommendations for pedestrian facilities along Lafayette Street:

- Implement a crosswalk across Lafayette Street at the intersection of College Drive to overcome the gap

- Assess sidewalk condition along the full corridor to identify locations for upgrades. Generally, the sidewalk should be upgraded to a concrete sidewalk with a minimum 5-foot clear zone

Curbside Use

The university should consider opportunities to explore different curbside uses and parking, particularly along the west side of Lafayette Street that abuts various campus buildings. This side of the street includes a bus stop for the university shuttle bus, some handicapped spaces, and other time-restricted spaces. Existing parking spaces may be repurposed for a variety of uses including pick-up and drop-off needs, loading needs, and more.

6.1.5 Linden Street, Atlantic Street, Lussier Street

Linden Street, Atlantic Street, and Lussier Street are local roadways under the city of Salem jurisdiction. They provide a connection from the university North Campus to O'Keefe Complex. The limit of the street for this study is from Loring Avenue to Forest Avenue. Land-use is primary residential along both sides of Linden Street. Atlantic Street and Lussier Street are primarily residential but they about the O'Keefe Sports Complex and Viking Softball Field on the west side.

All streets are two-way streets with one lane in each direction. A sidewalk is provided on both sides of all three streets. Crosswalk is only provided across Linden Street at the Loring Avenue and the Forest Avenue intersection. There are no bicycle lanes provided along any of these corridors. There are no bus routes on these streets. On-street resident parking is provided on the east side of Linden Street between Loring Avenue and Atlantic Street, and on both sides of Linden Street north of Atlantic Street. On Lussier Street, on-street resident parking is provided on the east side. No parking is allowed on Atlantic Street.

The sections below outline mobility recommendations along Linden Street, Atlantic Street, and Lussier Street.

Pedestrian Facilities

Since there is only one crosswalk on these corridors, there may be opportunities to add more and upgrade the one that is currently provided.

- Provide a crosswalk at the Lussier Street at Forest Avenue intersection so motorists are aware that pedestrians may be crossing the street.
- Upgrade all crosswalks to have ADA-compliant curb ramps.
- Add pedestrian crossing signs for key crosswalks to further increase pedestrian conspicuity and motorist awareness.
- Implement Traffic Calming recommendations in the next section to further enhance the crossings of Linden Street and Lussier Street.

Traffic Calming

Linden Street, Atlantic Street, and Lussier Street are all local streets with a local access utility. These streets serve as a residential connection as well as a connection for students on campus. Therefore, these streets should be designed to signal motorists that they are entering an area where they need to slow down. Throughout the corridor, there are opportunities to convey this change in environment by incorporating traffic calming treatments, as recommended below:

- Consider installing speed humps in a series on Linden Street and Lussier Street to ensure motorists are moving slowly through the street.
- Evaluate the option to raise the existing crosswalk on Linden Street at Loring Avenue and add a new raised crosswalk on Lussier Street at Forest Avenue. This will emphasize the crosswalk and convey that motorists need to slow down due to presense of pedestrians and that they are transitioning to a slower speed environment as they enter from larger arterial streets.
- Analyze the intersection of Linden Street at Atlantic Street and Day Street and explore the option to redesign with a traffic circle.
- A traffic circle is an island, placed within an unsignalized intersection, around which traffic circulates ***(Fig.154).*** A circle forces a motorist to reduce their speed when entering and passing through an intersection, whether the vehicle path is straight through or involves a turn onto an intersecting street[12]. A traffic circle would narrow the existing wide intersection and slow motorists as they maneuver around the intersection.

Fig.154: A traffic circle with plantings at an intersection

[12] https://highways.dot.gov/safety/speed-management/traffic-calming-eprimer/module-3-part-1#3.7

Bike Facilities

Similar to Raymond Road, Linden Street and Lussier Street are both local roadways where slower speed is anticipated and is lacking in bike infrastructure and would benefit from bike boulevard treatment to build a safer connection to and from the university North campus. Where possible, speed and volume data should be utilized to ensure that this treatment is appropriate before implementing. Please note that the 2018 Salem Bicycle Plan did not include these streets in its bike boulevard (or greenways) network. However, adding these streets to the network will encourage bicycle use and contribute to bicycle safety.

- Implement low-stress bike boulevard treatment on Linden Street and Lussier Street paired with proposed traffic calming measures.

6.2 Street Mobility Recommendations

Fig.155: Street Mobility Recommendations

Mobility recommendations : Loring Avenue- Lafayette Street and Raymond Road

Project Location	Project Type	Recommendation	Timeframe
Loring Avenue at Linden Street, 20 Loring Avenue, Loring Avenue at Broadway	Pedestrian facilities	Evaluate adding Rectangular Rapid Flashing Beacon (RRFB) at all midblock crosswalks.	Short Term
Loring Avenue at Rainbow Terrace	Pedestrian facilities	Consider re-evaluating the traffic signal at Loring Avenue at Rainbow Terrace and replacing it with an RRFB or a Pedestrian Hybrid Beacon (PHB).	Short Term
Street-wide	Pedestrian facilities	Consider a corridor-wide assessment of sidewalk condition to identify additional locations where upgrades may be needed.	Short Term
Loring Avenue at College Drive	Pedestrian facilities	Evaluate adding a crosswalk across Loring Avenue at the intersection of College Drive.	Medium Term
Loring Avenue at Linden Street, 20 Loring Avenue, Loring Avenue at Broadway	Pedestrian facilities	Consider implementing pedestrian median islands at all unsignalized and midblock crosswalks on Loring Avenue.	Medium Term
Loring Avenue at Linden Street, 20 Loring Avenue, Loring Avenue at Broadway	Pedestrian facilities	Consider implementing curb extensions at all unsignalized and midblock crosswalks on Loring Avenue.	Medium Term
Street-wide	Pedestrian facilities	Upgrade crosswalk ramps to be ADAcompliant.	Long Term
Loring Avenue between Rainbow Terrace and Broadway	Pedestrian facilities	Upgrade to concrete sidewalk with a minimum 5-foot clear zone. An assessment of sidewalk condition along the full corridor is recommended to identify additional locations for upgrades.	Long Term
Street-wide	Bike Facilities	Implement protected bike lanes	Long Term
Street-wide	Transit Facilities	Add signage and use pavement markings to denote the location of the bus stops.	Short Term
Street-wide	Transit Facilities	Provide a bench and/or bus shelter as appropriate for greater comfort of bus riders waiting at the bus stop.	Long Term
Street-wide	Curbside Use	Evaluate the need for campus-specific parking and curbside needs	Medium Term

Table 10: Mobility Recommendations: Loring Avenue: Lafayette Street and Raymond Road

Mobility recommendations -College Drive (Loring Avenue and Lafayette Street)

Project Location	Project Type	Recommendation	Timeframe
College Drive south of Loring Avenue	Pedestrian facilities	Upgrade existing crosswalk with high-visibility crosswalk markings	Short Term
Street-wide	Pedestrian facilities	Add pedestrian crossing signs for all crosswalks to further increase pedestrian conspicuity and motorist awareness.	Short Term
Street-wide	Pedestrian facilities	Upgrade all existing crosswalks to have ADAcompliant curb ramps	Long Term
Street-wide	Traffic Calming	Raise all existing crosswalks.	Long Term
College Drive at Frederick E. Berry Library	Traffic Calming	Implement a raised intersection.	Long Term
Street-wide	Bike Facilities	Evaluate implementation of a bike boulevard.	Medium Term

Table 11: Mobility Recommendations: College Drive: Loring Avenue & Lafayette Street

Mobility recommendations - Raymond Road (Loring Avenue and Lafayette Street)

Project Location	Project Type	Recommendation	Timeframe
Street-wide	Pedestrian facilities	Add pedestrian crossing signs for all crosswalks to further increase pedestrian conspicuity and motorist awareness.	Short Term
Raymond Road at Lafayette Street	Pedestrian facilities	Provide a crosswalk so motorists are aware that pedestrians may be crossing the street	Medium Term
Street-wide	Pedestrian facilities	Upgrade all crosswalks to have ADAcompliant curb ramps.	Long Term
Street-wide	Traffic Calming	Install speed humps in a series.	Medium Term
Raymond Road at Lafayette Street	Traffic Calming	Raise the crosswalk	Long Term
Street-wide	Bike Facilities	Evaluate implementing a bike boulevard.	Medium Term

Table 12: Mobility Recommendations: Raymond Road (Loring Avenue and Lafayette Street)

Mobility recommendations- Lafayette Street (Loring Avenue and Raymond Road)

Project Location	Project Type	Recommendation	Timeframe
Lafayette Street at College Drive	Pedestrian facilities	Implement a crosswalk across Lafayette Street at the intersection of College Drive	Medium Term
Street-wide	Pedestrian facilities	Upgrade sidewalk to a concrete sidewalk with a minimum 5-foot clear zone.	Long Term
Street-wide	Curbside Use	Evaluate the need for campus-specific parking and curbside needs	Medium Term

Table 13: Mobility Recommendations: Lafayette Street (Loring Avenue and Raymond Road)

Mobility recommendations -Linden Street/Atlantic Street/Lussier Street between (Loring Avenue and Forest Avenue)

Project Location	Project Type	Recommendation	Timeframe
Street-wide	Pedestrian facilities	Add pedestrian crossing signs for all crosswalks to further increase pedestrian conspicuity and motorist awareness.	Short Term
Lussier Street at Forest Avenue	Crosswalk Enhance-ments	Provide a crosswalk so motorists are aware that pedestrians may be crossing the street.	Medium Term
Street-wide	Crosswalk Enhance-ments	Upgrade all crosswalks to have ADAcompliant curb ramps	Long Term
Linden Street (streetwide)	Traffic Calming	Install speed humps in a series	Medium Term
Lussier Street (streetwide)	Traffic Calming	Install speed humps in a series.	Long Term
Linden Street at Atlantic Street at Day Street	Traffic Calming	Reconfigure the intersection to implement a traffic circle.	Medium Term
Linden Street at Loring Avenue	Traffic Calming	Implement a raised crosswalk.	Long Term
Lussier Street at Forest Avenue	Traffic Calming	Implement a raised crosswalk.	Long Term
Street-wide	Bike Facilities	Evaluate implementation of a bike boulevard.	Medium Term

Table 14: Mobility Recommendations: Linden Street/Atlantic Street/Lussier Street between (Loring Avenue and Forest Avenue)

6.3 Campus-wide Mobility Recommendations

6.3.1 Pedestrian Pathways

Pedestrian pathways play a crucial role in enhancing walkability on campus while also providing greater connections to green spaces. Well-designed walkways improve safety, accessibility, and overall campus experience.

Recommendations:

- **Pathway Width:** Pedestrian pathways should be at least 10 feet wide to accommodate comfortable and safe passage ***(Fig.156).***
- **Connectivity:** Ensure walkways provide direct connections between key destinations, including academic buildings, dorms, transit stops, and recreational areas. Recommended pathway network is shown in ***Fig.161.***
- **Safety & Visibility:** Paths should be well-lit and located in high-visibility areas to enhance security and usability, especially at night.
- **Material & Durability:** Use non-slip, durable materials that can withstand high foot traffic and various weather conditions.
- **Green Integration:** Design walkways to integrate with green spaces, incorporating shade trees, seating, and landscaping for a pleasant pedestrian experience.
- **Accessibility:** Ensure compliance with ADA standards, providing smooth, obstacle-free surfaces and proper curb ramps where needed.

Fig.156: Pedestrian pathway in University of Colorado, Denver

6.3.2 Bike Parking

The university North Campus primarily provides bicycle parking through bike racks located near major campus buildings and along Campus Drive. Currently, there are 46 bike parking spaces available in the North Campus and 24 spaces along College Drive. All existing facilities are Class II bike parking, designed for short-term use ***(Fig.157).***

Fig.157: Existing Class II Bike Parking on College Drive

Recommended Bike Parking Facility Types:

- **Class I – Long-Term Parking:** Designed for locations where bikes are left for extended periods (hours or more), Class I facilities provide high security, weather protection, and visibility, making them ideal for students, faculty, and staff who commute by bike ***(Fig.158).***

Fig.158: Covered bicycle parking at Drexel University (top)

- **Class II – Short-Term Parking:** Intended for locations where bikes are parked for less than two hours, Class II facilities prioritize convenience and accessibility. While weather protection is less critical, it should still be considered.

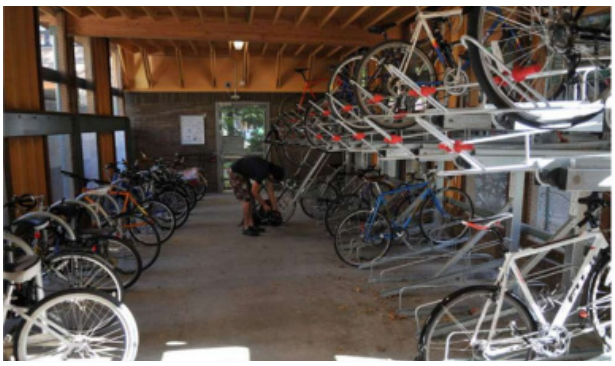


Fig.159: Secured bike room at Portland State University[13]

[13] https://www.pdx.edu/bikehub/indoor-bike-parking

Key Considerations for Placement & Design:

- **Visibility:** Locate racks in highly visible areas to deter theft and ensure easy access. Avoid isolated locations.
- **Weather Protection:** Use overhangs, covered walkways, bike lockers, or trees to provide shelter where needed.
- **Spacing:** Allow for proper clearance: 30" aisle space and 30" handlebar clearance between racks/structures. Increase if space allows.
- **Proximity:** Place racks near key destinations (e.g., campus buildings, transit stops) to maximize use.
- **Accessibility:** Ensure racks are easily reachable and do not block fire hydrants, doorways, or pedestrian paths.

Recommended Locations:

To enhance bicycle parking on campus, additional Class I&II facilities are recommended in areas with high commuter activity to support long-term bike storage needs. A summary of the proposed facility types, locations, shown ***Figure 81*** and recommended capacities is provided in ***Table.***

6.3.3 ADA Parking Facilities

ADA parking facilities ensure accessible and convenient parking for individuals with disabilities, improving mobility and compliance with accessibility standards across campus. At present, ADA parking spaces are located near buildings and are connected to accessible entrances. There are a total of 20 ADA parking spaces across various parking lots on campus. Well-placed and properly designed ADA parking spaces enhances safety and ease of access to key campus destinations.

Recommendations:

- **Location:** ADA parking spaces should be situated near building entrances, transit stops, and key destinations to reduce travel distance.
- **Spacing & Dimensions:** Spaces should meet ADA guidelines, including a minimum width of 8 feet with an adjacent 5-foot access aisle (8 feet for van-accessible spaces).
- **Signage & Markings:** Clearly mark ADA spaces with appropriate signage and pavement markings for visibility and enforcement.
- **Access Aisles:** Ensure ADA spaces connect to barrier-free pedestrian pathways, with curb ramps and smooth transitions. These must be at least 5 feet wide for standard accessible spaces and 8 feet wide for van-accessible spaces.
- **Surface & Maintenance:** Use non-slip, well-maintained surfaces to prevent hazards, ensuring year-round accessibility.
- **Quantity Compliance:** Provide the required number of ADA spaces per parking lot capacity, following federal and state regulations.
- **Massachusetts Architectural Access Board (MAAB)**[14] regulations recommend providing following ***(Figure 80)*** required minimum number of Accessible parking spaces.

Recommended Locations:

Based on standards, an additional seven accessible parking spaces are recommended across various campus parking lots. The ***Table 6*** outlines the proposed parking spaces and lot details, while ***Figure 81*** illustrates their locations

Total Parking in Lot	Required Minimum Number of Accessible Spaces
15-25	1
26-50	2
51-75	3
76-100	4
101-150	5
151-200	6
201-300	7
301-400	8
401-500	9
501-1,000	2% of total
1,001 and over	20 plus 1 for each 100 over 1000

Fig.160: Required minimum number of parking spaces

[14] https://www.mass.gov/doc/521-cmr-23-parking-and-passenger-loading-zones/download

6.3.4 Electric Vehicle Charging Facilities

Expanding Electric Vehicle (EV) charging infrastructure on campus supports sustainable transportation, reduces carbon emissions, and provides convenience for EV users. Currently, the O'Keefe Main Lot and Enterprise Center Lot each have one EV charging facility available for all users. Properly located and well-designed charging stations ensure accessibility and efficient use.

Recommendations:

- **Location:** Install EV chargers in high-demand areas, such as academic buildings, dorms, and visitor parking lots.
- **Capacity:** Provide Level 2 chargers for general use and consider Level 3 (DC fast chargers) in highturnover areas.
- **Accessibility:** Ensure a portion of EV charging spaces meet ADA standards, offering accessible charging options.
- **Signage & Enforcement:** Clearly mark EV charging spaces and implement enforcement measures to prevent misuse by non-EV vehicles.
- **Infrastructure & Power Supply:** Evaluate electrical capacity to support future expansion of EV charging stations.
- **Integration with Sustainability Goals:** Align EV charging expansion with campus sustainability and energy efficiency initiatives.
- **User Convenience:** Implement a payment or reservation system to manage access and prevent overstays.

Recommended Locations:

Various state and city regulations and guidelines for installing standard EV charging facilities are outlined in the ***APPENDIX 7.2: EV Charging Regulations section.*** A summary of proposed EV charging locations and specifications is provided in ***Table 15,*** with site locations illustrated in ***Fig.161.***

6.4 Campus-wide Mobility Recommendations

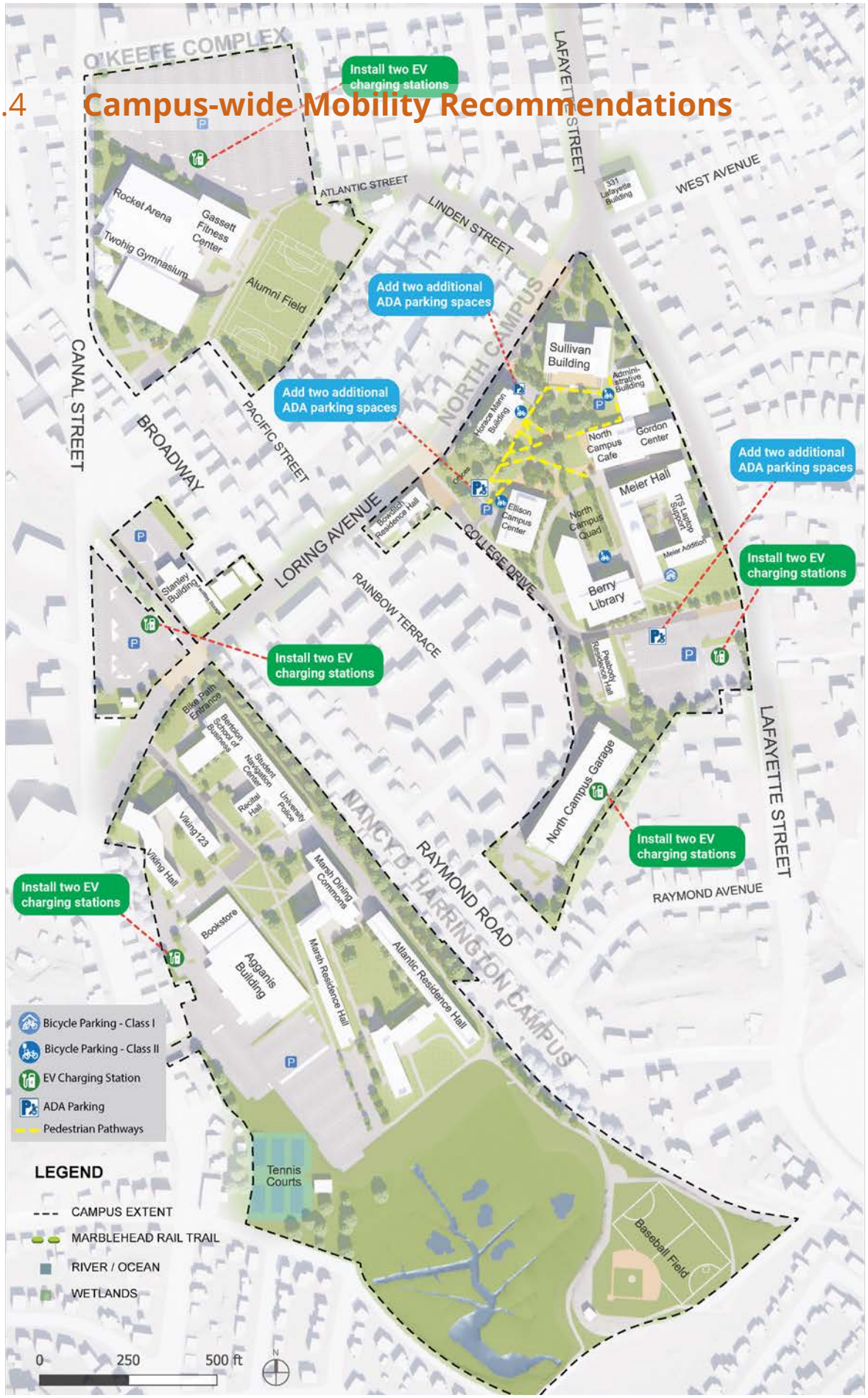


Fig.161: Campus-wide Mobility Recommendations Map

Campus-wide Mobility Recommendations

Project Location	Project Type	Recommendation	Timeframe
Campus-wide Pedestrian pathways	Pedestrian Facilities	Consider incorporating pedestrian paths ways with more than 10 ft wide paths	Long Term
Horace Mann Building,	Bike Rack	Provide Class II bicycle parking near the building, provide a minimum 6 bike parking spaces	Short Term
Sullivan Building	Bike Rack	Provide Class II bicycle parking near the building, provide a minimum 6 bike parking spaces	Short Term
Ellison Campus Center	Bike Rack	Provide Class II bicycle parking near the building, provide a minimum 6 bike parking spaces	Short Term
Berry Library	Bike Rack	Provide Class II bicycle parking near the building, provide a minimum 6 bike parking spaces	Short Term
Meier Hall	Covered Bike parking	Provide Class I bicycle parking near the building, provide a minimum 6 bike parking spaces	Long Term
College Dr Main Employee	ADA Parking	Provide two additional ADA parking space	Medium Term
ECC Building Lot	ADA Parking	Provide three additional ADA parking space	Medium Term
Horace Mann Lot	ADA Parking	Provide two additional ADA parking space	Medium Term
North Campus Garage	EV Charging	Install two EV charging stations within the garage to provide convenient access for students, faculty, and visitors.	Long Term
College Dr Main Employee	EV Charging	Install two EV charging stations within the garage to provide convenient access for students, faculty, and visitors.	Long Term
O'Keefe Main Lot	EV Charging	Install two EV charging stations within the garage to provide convenient access for students, faculty, and visitors.	Long Term
Enterprise Center Lot	EV Charging	Install two EV charging stations within the garage to provide convenient access for students, faculty, and visitors.	Long Term
Canal St/Weir Lot	EV Charging	Install two EV charging stations within the garage to provide convenient access for students, faculty, and visitors.	Long Term
ECC Building Lot	EV Charging	Install two EV charging stations within the garage to provide convenient access for students, faculty, and visitors.	Long Term

Table 15: Campus-wide Mobility Recommendations

Conclusion:

The street and campus-wide recommendations provided in this section aim to improve the on-campus experience by enhancing mobility, accessibility, and promoting sustainable transportation options. Expanding pedestrian and bicycle infrastructure, improving ADA accessibility, and adding more EV charging stations will help create a more walkable, connected, and inclusive campus. These recommendations will reduce dependence on personal vehicles, promote the use of alternative modes of transportation, and make campus navigation safer and more efficient for everyone.

Fig.162: Photo credit: CannonDesign

7 Appendix

7.1 Engagement Sessions

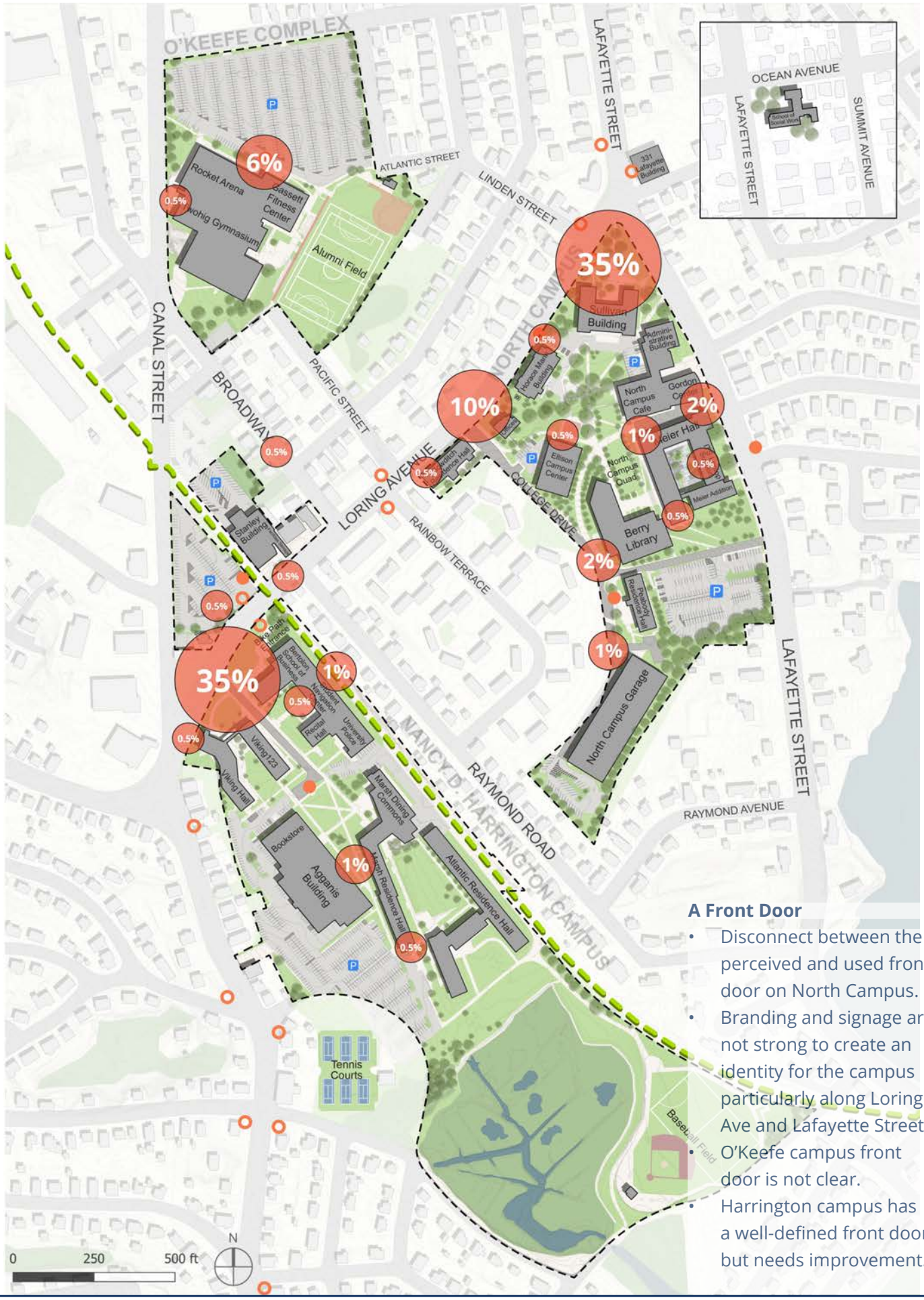
This appendix provides a comprehensive summary of the engagement process undertaken as part of the Salem State University Master Plan Update. Through a series of on-campus engagements, virtual meetings, stakeholder focus groups, and campus-wide surveys, the planning team collected critical input from students, faculty, staff, and community members.

The findings reflect a wide range of perspectives on campus needs, experiences, and aspirations. Key themes that emerged include the need for improved campus connectivity, flexible and inclusive learning environments, enhanced student life spaces, and stronger integration between academic programming and physical infrastructure. Feedback also emphasized the importance of accessibility, identity, and campus culture in shaping a unified and vibrant university experience.

The following pages are detailed input collected throughout this process and serve as a foundation for planning recommendations that align with the campus community's priorities.

7.1.1 On-Campus Student Engagement

To better understand student experiences and aspirations, the planning team conducted a series of on-campus engagement sessions across multiple locations, including the Ellison Campus Center, Meier Hall, Starbucks Lounge, and O'Keefe. These interactive sessions captured input directly from students through dot boards, open comment exercises, and informal conversations. The feedback revealed key themes around campus identity, mobility, community spaces, and daily experience. This section summarizes the student voices that shaped planning priorities, highlighting both opportunities and areas for improvement in the physical and social campus environment.



A Front Door

- Disconnect between the perceived and used front door on North Campus.
- Branding and signage are not strong to create an identity for the campus particularly along Loring Ave and Lafayette Street.
- O'Keefe campus front door is not clear.
- Harrington campus has a well-defined front door but needs improvement.

B Heart

- Heart of the campus for North campus is well-identified but has accessibility challenges between the quads.
- All-year use of outdoor spaces is not supported.

C Go-to Spot

- The Library is the go-to spot but has limited hours and does not support student group meetings.
- There are limited spaces in the Ellison Center that can be used to hang-out after hours or as casual lounge spaces.
- Marsh dining is marked as a go-to spot and supports late-night hours but has barriers to access such as xxx.

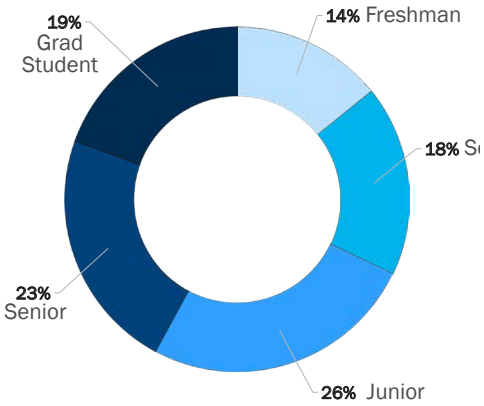
D Disconnected

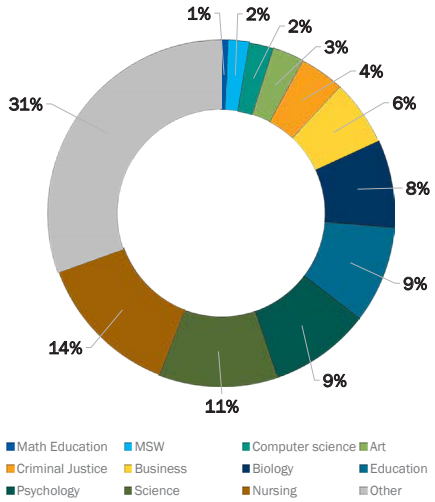
- O'Keefe and School of Social Work are the most physically disconnected from most of the campus.
- Some feedback received on the disconnected connections between the three campuses.

7.1.2 Virtual Engagement

309
Total Responses

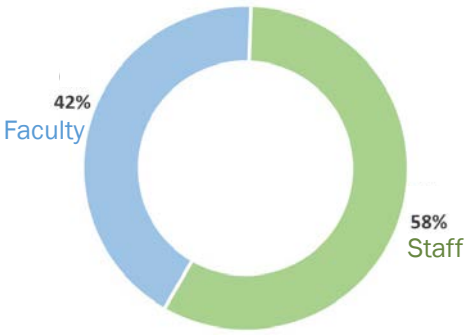
Equal representation from students of all levels.

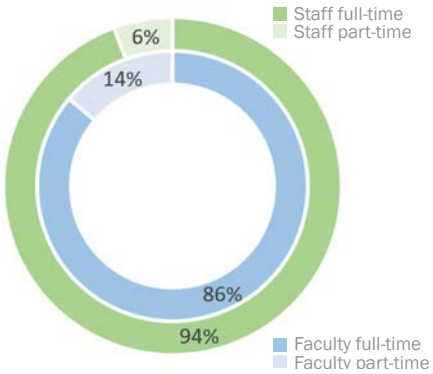




39% of students reported being nursing majors while large major representation included Education, Biology, and Psychology

155
Total Responses





Building Design and Space Needs

	Recreational	Academic	Technology needs	Space needs	Campus
School of Graduate Studies/ Continuing Education	• More spaces for student informal interactions	• Right-sizing, larger classrooms while maintaining student-teacher relationships • Organization of program adjacencies • Limitations to access, providing after hours use • Mental health counseling & psychology is in-person – but located in Meier (evening classes)	• Updated technology	• ALCI adjacent to Social Work School, lots of friction and more need for space • Program needs for simulation, clinical and lab space needs • Space need for administration and support	• Need for improvements in wayfinding / signage including directional signs & naming of buildings – especially for HSI initiative
Athletics	• Need for impromptu self-recreation spaces near residential halls • Big want for track & field facilities. • Opportunity to repurpose natatorium • Want for more intramural programs, but difficulty in finding room on the field	• Currently no classes on O'Keefe on Mondays, opportunity for programs during that time • Opportunity to renovate lower level, adding classrooms • Organize program adjacencies for easier commute between classes and to not inhibit selection of classes • Need for more classrooms and right-sizing spaces (especially for programs such as Dance) • Need for meeting space for administration and staff		• Need for food, grab & go on O'Keefe Campus • Need for changing rooms & equipment storage for programs on Harrington Campus • Need for longer hours of operation including lights for extended use (could have neighborhood implications) • Renovation needs of support spaces to courts & fields. • Want for outdoor classroom spaces	• Need for creating wayfinding and better walkways for O'Keefe not to feel disconnected. • Pairing up with counseling & health can be useful; and integration with other disciplines
Library			• Ensure technology upgrades to support hybrid work environments	• Need for improved planning of ground floor • Need for café on/near library, including weekend use • Need for variety of study spaces: meeting/group spaces, enclosed study spaces, space for online classes • Need for variety of furniture options for adaptive space use • Opportunity for first floor to add event space, exhibition space • Need for upgrades to makerspace	• Need for outdoor seating options around campus

	Recreational	Academic/ Program needs	Technology needs	Space needs	Campus
School of Social Work	• Need for more student lounges	• Need for right-sizing spaces for groups and classrooms • Standalone program, would be great to be adjacent to other disciplines, but not from a teaching/class perspective		• Need for more meeting spaces for both faculty and students • Need for longer hours of operation for student project work • Need for large event space for multiuse	• Open to moving to North Campus if space allows • Need for closer parking, especially for evening classes
Health & Human Services		• Need for group workspaces, for team-based learning • Opportunity for program adjacencies between combined majors: technical & language • Need for adaptive, flexible classroom layouts for different pedagogy needs	• Need for flexible classroom layout technology (hyflex) • Need for upgrades to technology to support programs	• Need for large multipurpose space for events (research conference, career service events, Pinning Ceremony) • Not enough space for all programs in Horace Mann, opportunity for program adjacencies in near buildings	
Counselling Health & Disability	• Address upgrades to technology to ensure connectivity across campus	• Increase availability of in-person mental health services and provide space for those programs. • Planning for program adjacencies so that services are not disconnected (advising located in Library); or create more visibility to resources • Improve accessibility and connectivity for disability services by integrating them with other student support services.	• Campus Student Center need for lounge, community spaces, reserved spaces, student activity spaces • Better planning of programs and there needed support spaces (storage) • Need for large multipurpose rooms, conference rooms • Upgrade quality of spaces to be at par with other universities		• Implement better wayfinding solutions to make navigation easier and more intuitive for all
College of Arts & Science	• Need for informal lounge spaces		• Need for additional technology and power points to enhance research and learning. •	• Create multiuse spaces to maximize the usability of campus facilities • Upgrade and maintain campus facilities to ensure they meet the needs of students and faculty. • Need for programming efficiency, especially within similar departments.	• Leverage current programs to beautify campus spaces (art and installations)

	Recreational	Academic/ Program needs	Technology needs	Space needs	Campus
Student Life	• Need for intramural or pick-up sports around campus	• Need for longer hours of operation for academic spaces (24 hour study spaces) • Student Life spaces closed on the weekends (Ellison)		• Need for large programmatic space that can be used for multipurpose activities and teaching. • Need for efficient utilization and programming of existing spaces • Need for storage & support spaces for student led programs	• Improve food service availability
First Year Experience		• Need for spaces that feel safe, comfortable and private • Need for centralized "one-start" office to streamline access to resources and foster a sense of community among students • Desirable adjacencies include: Student Nav Center & Disabilities Services, Tutoring & Advising: Student Organization Involvement		• Expand large communal areas to create large hang-out spaces to support student social life • Increase flexibility in classroom design to accommodate diverse teaching methods & learning styles • Need for large event space for multi-use (graduation ceremonies, commencement, in-person community events) • Need for individual one-on-one spaces for coaching sessions	
Student Government Association	• Need for "take a picture" moment to increase recruitment and retention.	• Upgrade classroom furniture and finishes to improve the learning experience • Optimize classroom sizes and layouts to accommodate different teaching methods. • Need for addressing scheduling challenges in Meier Hall to improve operational efficiency.		• Establish a Welcome Center for recruitment and spaces for student organizations • Need for renovated Campus Center to contain comfortable seating and be more available and visible to SSU community	• Improvement to outdoor and common spaces will improve the overall campus experience. • Need for improved wayfinding and planning so that visitors can park & attend events easily
Hispanic Serving Institute	• Need for purposeful outdoor spaces for studying, multi-use,pick-up sports etc.	• Need for academic learning space for scholarship		• Enhance common spaces and reserving room systems. • Expand hours of food service and provide healthy food choices. • Need for multipurpose spaces for tabling and club events, and adjacent storage. • Need for meeting and conference spaces.	• Improve wayfinding and space transparency by enhancing signage within buildings and ensure spaces are easily accessible and visible. • Need for beautifying campus and providing that modern social media aspect.

	Recreational	Academic/ Program needs	Technology needs	Space needs	Campus
Academic Affairs & Provost	• Improve climate control in buildings	• Create spaces that support hybrid learning and accommodate online and commuter students. • Repurpose underutilized spaces to meet the needs of various departments • Right-sizing academic and support spaces		• Upgrade furniture and create comfortable environments for both studying and socializing. • Need for seminar and meeting spaces to support academic and extracurricular activities. • Need for flexible multi-use event spaces (networking) • Provide more food options and comfortable lounge areas to improve the campus experience. • Need for extending hours of operation to not limit student resources	• Enhance campus connectivity to create a more unified community between all campuses.
President's Executive Council	• Need for athletics such as intramural sports programs			• Need for creating spaces for hybrid environment and being inclusive to online, commuter and in-person students • Need for centralized campus spaces and hot spots. • Improve dining services and add more food options.	• Need for pleasant pathways for wayfinding between campuses
School of Business		• 3-4 innovative lab spaces that can accommodate 26+ people • Need for large multipurpose event space	• Upgrades for hybrid modality needed for current and future technology • More collaborative technology incorporated into classrooms for students joining from other universities / countries	• Opportunities to activate and redesign atrium space – want for collaborative study, hangout area for students • Opportunities to activate and redesign exterior space, need for covering from elements to use the space • Repurposing large circulation spaces for touchdown collaborative workspaces encouraging working business model	• Desire to house "center for entrepreneurship" • Use of exterior space for hosting events, recreational space for students and faculty

Culture, Community, Identity and Program Delivery Needs

	Culture	Community	Opportunities & Program/ Course Delivery	Identity
School of Graduate Studies/ Continuing Education	• 70% of courses offered online: strategies for staying connected?	• More convivial space for commuter students to make campus more inclusive Need for large multipurpose gathering spaces • Need for providing secure well-lit parking areas to support evening classes • Need for informal use of space, multipurpose spaces for group / student-teacher meetings	• Moving towards online can provide opportunities for research; need for updates to infrastructure • Future pedagogy: classes that can be taught online will stay online; some classes alternated; but programs will not be fully online • Sections are rotated so that there are always some students in-person	
Athletics	• Increase school spirit and attendance to games and events (weekends) could increase retention & enrollment	• Need for ADA updates to building to not inhibit use of spaces Need for campus center • Need for intentional engagement with broader community (neighbors, Salem residents) in games • Need for making O'Keefe accessible to non-athletes by expanding sports offerings: pickleball, e-sports etc. • Need for adaptive health spaces inclusive of disabled students	• Possibility for Alumni & community memberships to recreational courts • Opportunity for hands-on research for Exercise Science group	
Library		• Create dedicated spaces for commuter students to relax/study between classes	• Opportunity to increase community engagement with designated public parking spaces • Want to become center for teaching & innovation • Partnerships with academic departments that do field work	• Compact shelving to reduce 60-70% long-term
School of Social Work	• Build in-person community events	• Address accessibility challenges • Integration of HSI initiative into spaces	• Possibility to move evening classes to day to build more community • Opportunities for partnerships with community • Looking to further develop programs online	

	Culture	Community	Opportunities & Program/ Course Delivery	Identity
Health & Human Services	• Program currently has highest % of minority students	• Want events to bring students (undergrad and grad) together • Need for increasing visibility of parking	• Opportunity for increased collaboration with community partners	
Counselling Health & Disability	• 21% of students are registered & identify as having disability	• Commuter lounge in Ellison needs more visibility & renovations		
College of Arts & Science	• Need for hot zones to create synergies to keep students engaged and foster a strong campus identity.	• Need for creating and enhancing community spaces that cater to all levels of the campus population.		
Student Life	• University has been accommodating in terms of housing and allowing ESAs	• Need for more kitchen areas to bring community • Need for more ADA accessible spaces to not restrict housing choices for students. • Develop commuter student facilities: lockers, kitchenettes, lounges, microwaves, storage etc. • Support for student resources: childcare services, small food pantry, access to affordable, healthy food	• Housing occupancy is 74%, opportunity to use housing externally, but needs to be secure.	
First Year Experience		• Need for commuter student spaces as SSU is becoming largely a commuter school • Need for resources to support academic success • In person events have been successful but difficult to plan space-wise • Need for more food options	• First-Year-Experience Programs include 250 workshops run online & 2-3 events / week • La Vida Scholars Program, First-Generation Success Center	
Student Government Association	• Enhance community and family-friendly spaces that can foster a more inclusive environment. • Further support spaces to be inclusive of university's HSI initiative	• Create more spaces for commuter students such as locker spaces and "in-between" spaces will support needs • Ensure food availability in gathering spaces • Need for better accessibility features to accommodate students with physical challenges (ramps, retractable desks etc.)		

	Culture	Community	Opportunities & Program/ Course Delivery	Identity
Hispanic Serving Institute	• Creating spaces for students to enjoy being part of SSU community and feeling comfortable; creating introvert-friendly spaces	• Creating multi-lingual signage is important to make the campus more welcoming. • Improve food options and facilities by extending food service hours, introducing culturally relevant food options and provide facilities like fridges & microwaves. • Improve accessibility to spaces such as bathrooms and classrooms to be ADA compliant.	• Over 40% of students identify as Students of Color, with significant portion from Latinx community, where English may not be primary language	• Creating a campus environment that provides students, faculty & staff with feeling of "this space is for me"
Academic Affairs & Provost		• Create more community and informal spaces to enhance retention and foster a sense of belonging. • Need for flex spaces for studying or online-classes • Enhance furniture and spaces to accommodate people with disabilities. • Need for student resources such as early childhood programs.	• Potential partnership with North Shore public libraries • Needing space for SSU early college programs	
President's Executive Council	• Need for defining signature programs and supporting HSI designation for recruitment and retention.	• Need for student hang-out spaces		• Create a "home away from home' • SSU teaching young adults who will become "locally sourced" professionals of Salem.
School of Business	• Supporting entrepreneurs and student ideas, but lacking appropriate resources • Desire to keep small class sizes to enable student/faculty relationships	• Majority of online education is asynchronous – preferred modality of students • Expectations to grow program with online reach • Desire to make campus inviting and secure as possible • Need for better programmed space and furniture to help students feel comfortable and included	• Need for networking spaces for industry networking with faculty, industry leaders with students • Open to business programs adjacency with other education programs and cross-collaboration	

7.1.3 Key thematic Topics

Campus

- Campus-wide needs include improving wayfinding and signage for easier navigation, to support HSI initiative, and creating better pathways to reduce disconnection between campuses, such as at O'Keefe.

- There is a need for more outdoor seating, better parking for evening classes, and better utilization of campus spaces through programs, art and installations.

- Need to enhance the outdoor spaces and enhance accessibility to create a more unified campus community.

Space Needs

- Space needs include more dedicated areas for separate programs, especially for simulation, clinical, and lab spaces.

- There is a demand for more food options, including a grab-and-go on O'Keefe campus and a café near the library with weekend availability.

- Program spaces such as changing rooms and equipment storage are needed, especially on Harrington Campus.

- There is a want for more flexible study areas, event spaces, and large multipurpose rooms to support more collaboration.

- The Campus Student Center needs lounge, community, and student activity spaces, as well as extended hours for student projects and services.
- Lastly, there is a strong demand for spaces to accommodate hybrid learning and storage for student programs,

Academic

- Academic space needs include right-sizing classrooms to accommodate larger student groups while maintaining strong student-teacher relationships.
- There is a need to better organize program adjacencies to make commuting between classes more efficient and facilitate easier class selection.
- Additionally, access limitations should be addressed by offering after-hours use of academic spaces, especially for mental health counseling and evening classes in Meier Hall.
- Opportunities exist to utilize underutilized spaces, such as O'Keefe on Mondays and the renovation of lower-level areas for classrooms. Improving scheduling efficiency in Meier Hall is necessary and there is a demand for 24-hour study spaces.

Technology Needs

- The campus requires significant technology upgrades to enhance both academic and administrative functions.
- These updates are essential for improving hybrid work environments, supporting flexible classroom setups, and accommodating learning methods.
- Programs like nursing and sciences need advanced technological infrastructure to stay competitive.
- Additionally, reliable campus-wide connectivity is crucial, along with more plug points and tech tools to meet both recreational and academic demands.

Maintenance

- The maintenance needs include improving climate control systems in campus buildings to ensure a comfortable and consistent indoor environment.

Program Needs

- Program needs include increasing the availability of in-person mental health services and providing dedicated spaces for these programs.

- There is a need for better planning of program adjacencies to ensure services are well-connected, with improved visibility of available resources.

- Enhancing accessibility and connectivity for disability services by integrating them with other student support services is essential. Additionally, spaces should be safe, comfortable, and private.

Community

- There is a strong demand for dedicated multipurpose gathering areas, informal spaces for group meetings or student-teacher interactions.

- Meeting spaces are behind closed doors with no transparency creating a perception of a barrier to access those spaces.

- Need for more resources such as commuter lounges, kitchenettes, and lockers.

- Currently lacking flexible, open collaborative spaces for all campus users.
- There is a desire for intentional engagement with broader Salem community and neighborhood associations.

- Additionally, there is a desire for more foodptions as well as improved accessibility.

Recreational

- It focuses on creating spaces for student informal interactions, such as lounges and impromptu self-recreation areas near residential halls and throughout the campus.

- Strong demand for expanded intramural sports programs and facilities.

- Opportunities to repurpose existing programs; interest in developing track and field facilities.

Culture

- Campus culture lacks a connected environment, especially with online/hybrid courses and a diverse student population.
- Strategies are needed to enhance school spirit, increase attendance at in-person events, and strengthen retention and enrollment.
- Need for spaces that support community building through a variety of sizes and flexibility.

Identity

- Need to foster a strong sense of belonging and identity by creating a campus environment where students, faculty, and staff feel personally connected, as if the space is truly theirs.
- Need for spaces both internal to buildings and on the larger campus that provide for opportunities for flexible, multi-purpose uses that promote the university's mission and vision.

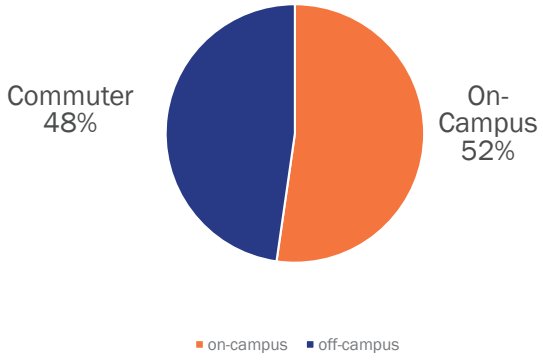
Opportunities/Course Delivery

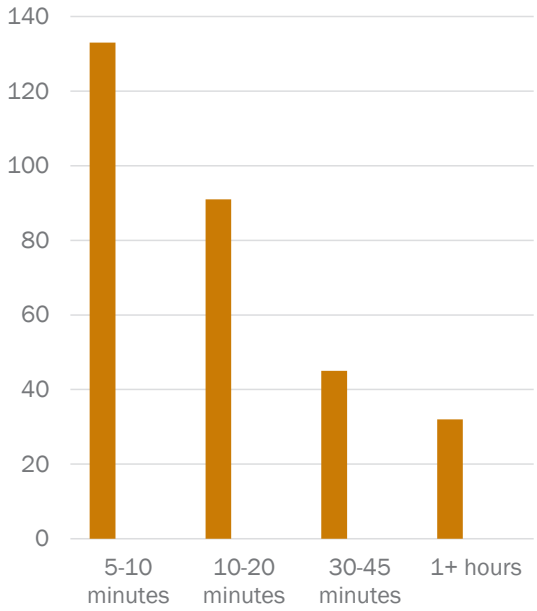
- Needs in program and course delivery focus on enhancing infrastructure to support online and hybrid learning models, while maintaining in-person engagement for select classes.
- Spaces to support more hands-on learning experiences in fields like Exercise Science.
- There are also opportunities to explore partnerships with community organizations, local and national industry partners etc.
- There is also potential to repurpose housing and further develop First-Year-Experience and early college programs.

7.1.4 Student Engagement Survey

Q. How long is your commute to class?

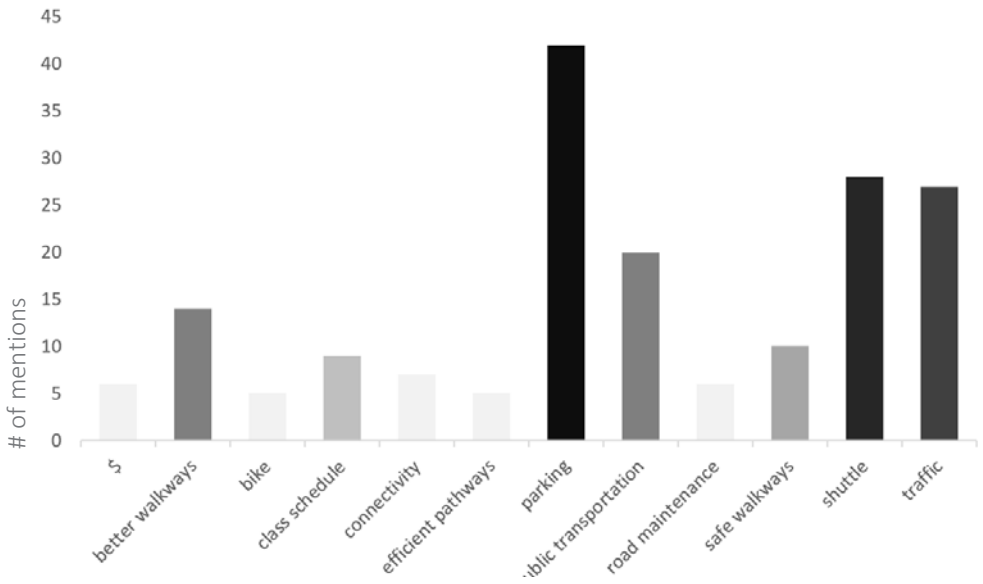
Most students who participated in the survey have a commute that is less than 20 mins





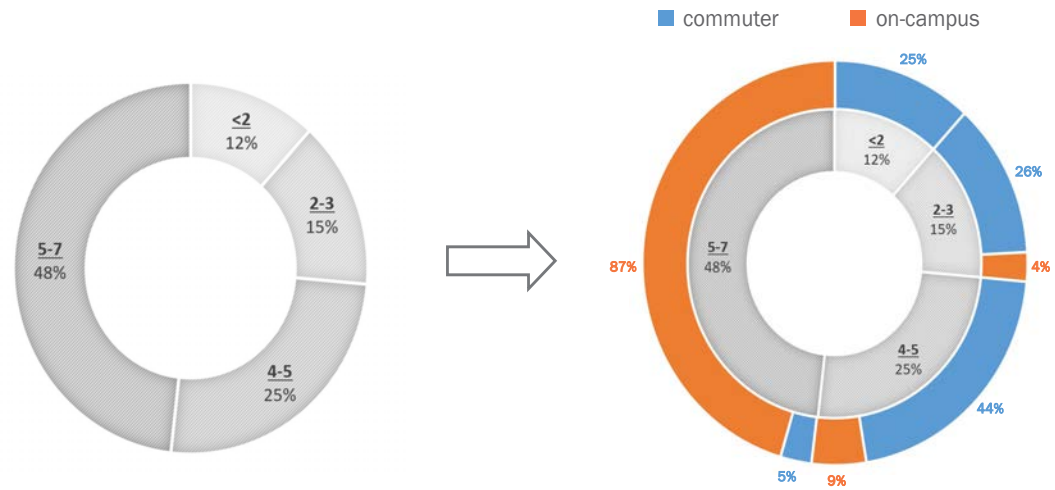
Q. How could your commute improve?

- Increase Shuttle Services: More frequent and reliable shuttle options, including direct routes and better schedules.
- Improve Sidewalk Safety: Safer and well-maintained sidewalks, especially during winter.
- Enhance Parking Availability: More parking spaces closer to key buildings and affordable options.
- Better Public Transportation: Improved and more affordable public transit options with reliable schedules.
- Create Direct Paths: More direct and accessible pathways between campus areas.
- Improve Bike Infrastructure: Better paved bike lanes and shelters for bicycles.
- Enhance Walking Conditions: Better overall walking conditions with regular maintenance.
- Add Green and Hangout Spaces: More green spaces and areas for students to relax and socialize.
- Ensure Accessibility: Barrier-free routes and better access for those with disabilities.
- Offer Flexible Class Options: More evening classes and online class options to accommodate different schedules



Q. How many days/week are you on campus?

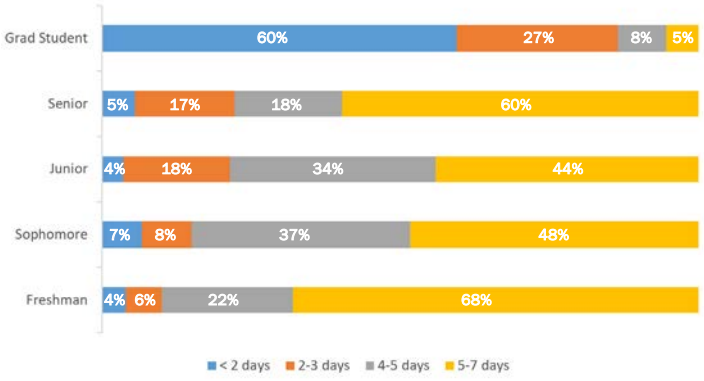
Most students who participated in the survey answered that they are on campus 4+ times a week.
But 51% of Commuter Students responded that they are on campus less than 3 times a week.



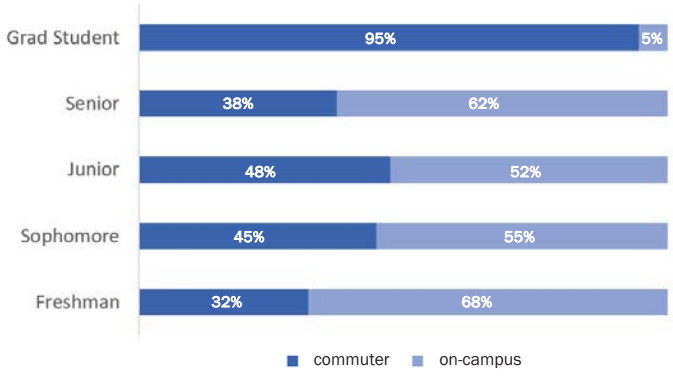
Q. What would keep you on campus besides classes?

- Outdoor Spaces and Green Areas: Including quads, plazas, and patios
- Food and Drink Options: Including food trucks, more coffee spaces, and better dining options
- Social Spaces and Events: More places for social gatherings, events, and community activities
- Athletic and Recreational Facilities: Including a swimming pool, gym improvements, and exercise classes
- Relaxation and Respite Rooms: Areas for relaxation and quiet study
- Affordable and Better Housing: Including improved dorms and affordable housing options
- Creative and Technology-Rich Study Areas: Including creative study areas, tech-enhanced spaces, and updated labs
- Extracurricular and Cultural Activities: More clubs, cultural events, and weekend activities
- Improved Library and Study Spaces: Better library hours, more study rooms, and quiet places to study
- Community and Social Interaction: Enhancing the sense of community, opportunities to meet new people, and social interaction

Q. How many days/week are you on campus?



Undergrad students are mostly on campus 4+ days a week, while Grad Students are mostly on campus



Undergrad students are half on-campus students and half commuter students. Grad students are

Q. How can we get students more engaged?

- Social Events & Activities: Concerts, dance events, food trucks, outdoor activities, cultural events, extended activity hours
- Club & Student Org Support" Outreach & support for clubs, collab between campus groups, graduate student-specific events
- Community & Academic Engagement: Volunteer / networking opportunities, major-specific events
- Health & Wellness: Mental health & recovery support, fitness activities

Q. Do you like the campus housing?

58%

Said Yes

Most on-campus students who participated in the survey answered that they like campus housing.

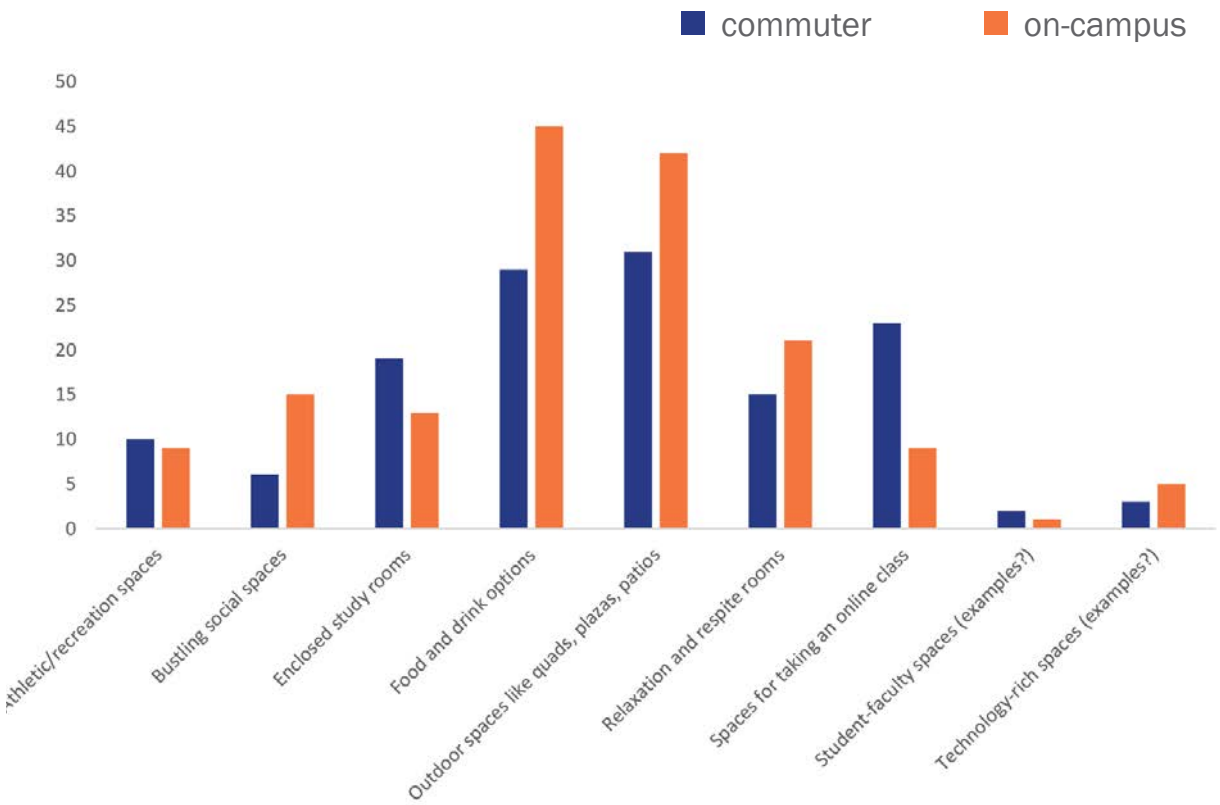
Those who responded No, commented:

- Upgrades & Renovations: many mentions about updating spaces, keeping up maintenance, cleanliness and including amenities in the housing.
- Too Far from Classes: there is a misconception that the campus housing on Harrington Campus is far from classes on North Campus. How can the Master Plan help bridge that distance so that it doesn't appear longer than it is?
- Need More Connection: some mentions about not having community even while living in dorms. What spaces can the Master Plan create to bring community for both on-campus and off-campus students?

Q. Which of the spaces would you like to see more of on campus?

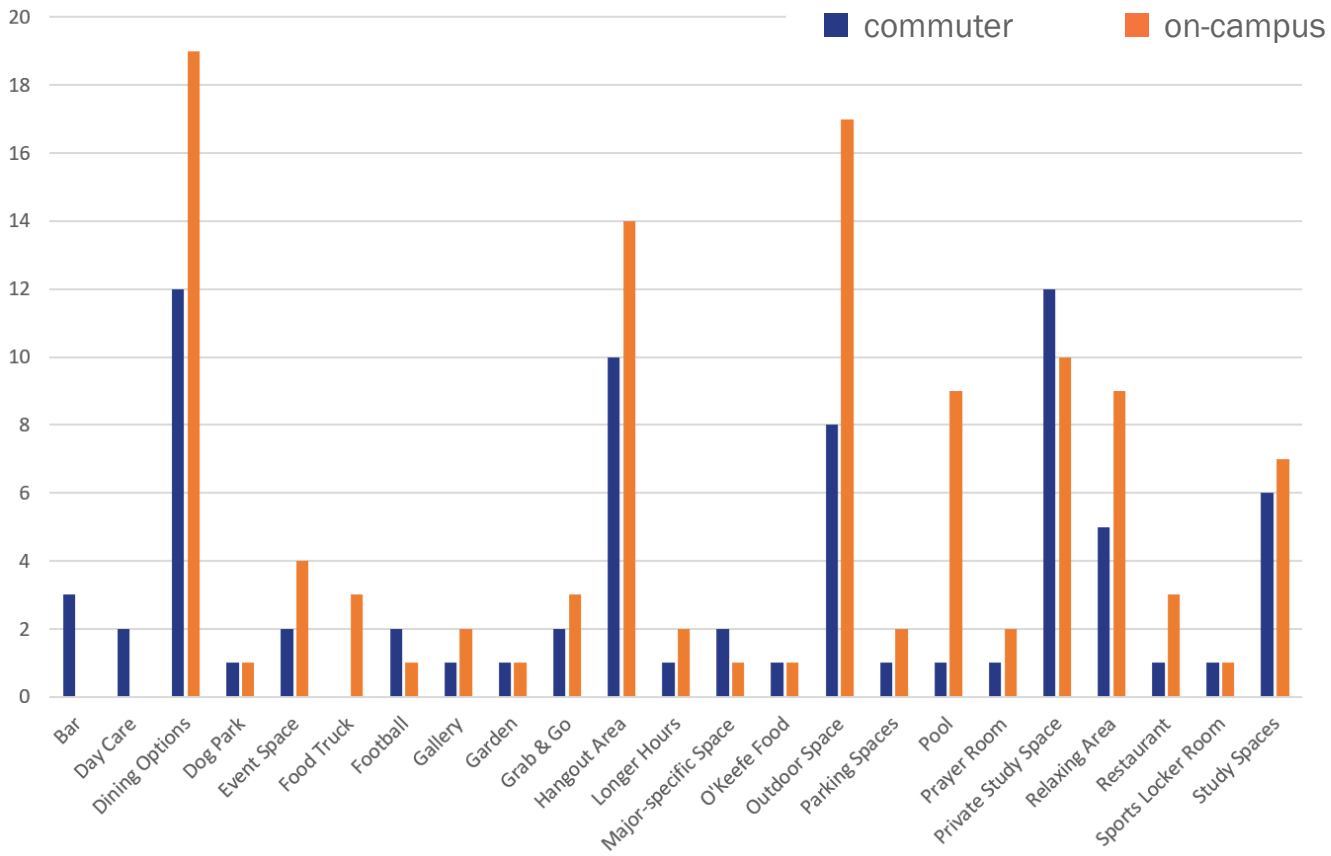
Most students who participated in the survey answered that Food/ Drink options and Outdoor Spaces were most desirable on campus.

Commuter Students had more of a preference for Enclosed Study Rooms and Spaces for online classes than On Campus students.



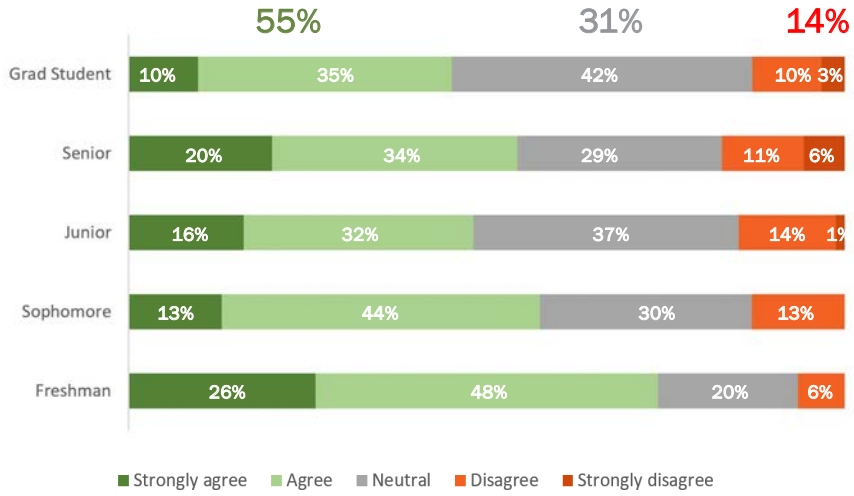
Q. What is one space missing on campus?

- Dining Options: many students want better dining options and extended hours for existing dining facilities. Suggestions include food trucks, late-night dining, snack bars, and grab & go's around campus.
- Study Areas: strong demand for more study rooms, quiet study areas, and private spaces for taking online classes. Students also suggest having 24-hour study locations and more relaxed study areas. Also mentioned for a designated study space on Harrington Campus.
- Outdoor Spaces & Recreational Areas: many students express the need for more outdoor & indoor recreational spaces, such as green spaces, playgrounds, pool and outdoor seating. Requests also include hammocks, gazebo and outdoor hangout areas.
- Social & Relaxation Spaces: students mention a lack of social hangout spots, lounges, and relaxation areas where they can de-stress. Ideas include sensory rooms, meditation spaces & communal spaces for social gatherings.

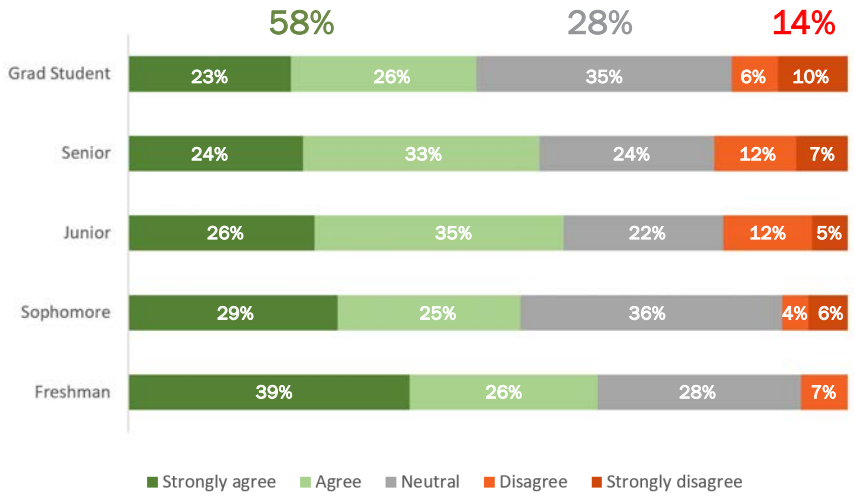


Rate the following sentences:

Academic buildings are well connected to spaces that foster community and student-faculty interaction



Living on campus is important for recruitment and retention of new students



Participants responded with a rating of 3.94 for access to academic resources.

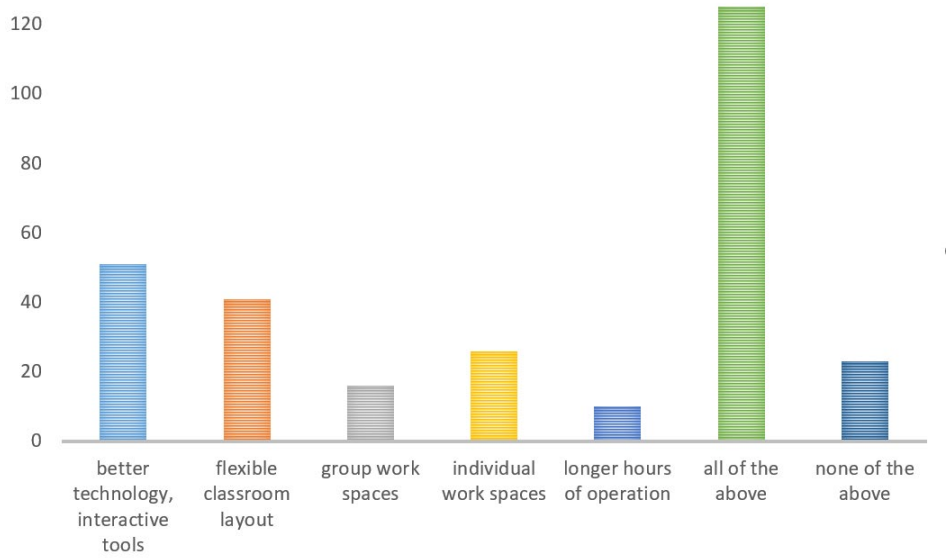
3.94/5

Q. What types of support/resources can enhance your experience?

- Academic Support & Tutoring: more classes available for tutoring; study spaces and longer hours of operation at the library; clearer support resources and easier access to services such as mental health and disability services; affordable books and resources and financial support
- Campus Life & Facilities: need for social and recreational spaces that include community events; dining services was also mentioned numerous times as there is a dissatisfaction with the dining options, desire for more diverse dining options
- Community Building: s some students suggested more community-building activities, support groups and a more supporting community environment for specific majors – such as nursing.

Q. How can your classroom experience improve?

Top responses included all of the above, better technology and flexible classroom layout.



Q. How can we improve the campus to be more inclusive and accessible?

- Physical Accessibility Improvements: maintenance / addition of elevators; better-maintained ramps; improve conditions of sidewalks and walkways to be more wheelchair-friendly with wider and safer paths; clearer signage and detailed campus maps to help navigate accessible routes and specific rooms.
- Inclusivity Enhancements: gender-neutral restrooms across campus; creation of inclusive spaces for LGBTQ+ individuals and for POC individuals; inclusive events that are accessible and appealing to a wider range of students such as commuters and people with disabilities; greater support for clubs that promote cultural heritage and inclusivity such as LASO, HCC, BSU and ASA.

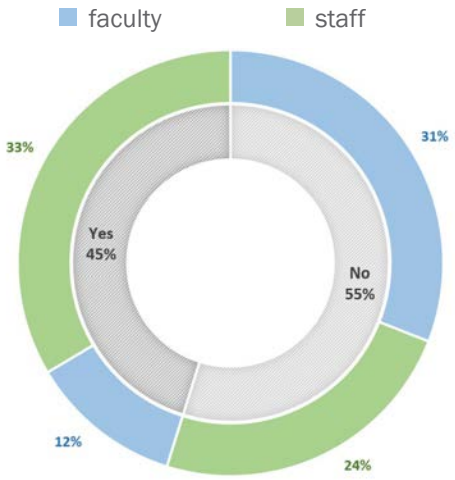
7.1.5 Faculty Engagement Survey

Q. What building are you primarily located in?

Most Faculty/Staff who participated in the survey were primarily located in Meier Hall, Sullivan and Bertolon.

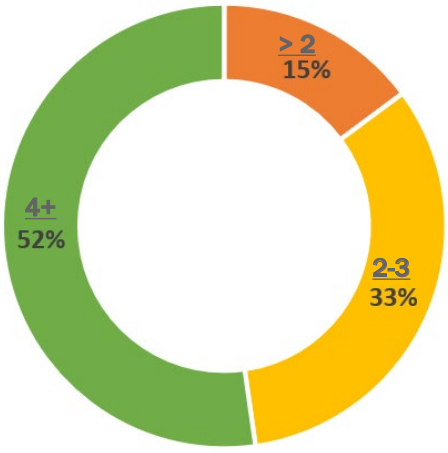
Q. Do you prefer remote working?

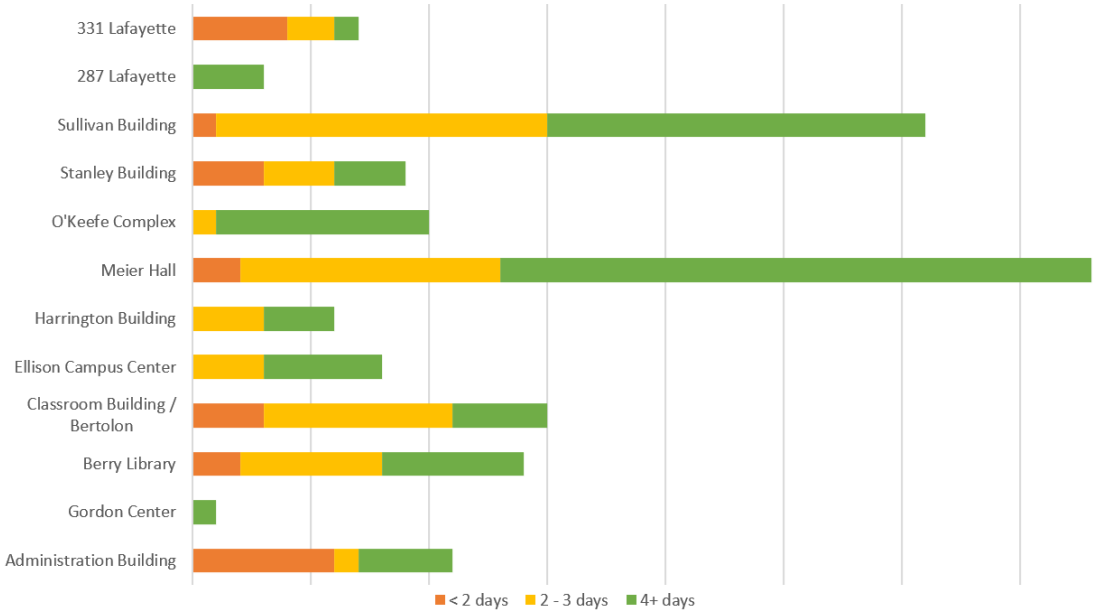
Of the participants, majority of Staff do prefer remote working. While, majority of Faculty do not prefer remote working.



Q. How many days/week are you on campus?

52% of faculty/staff who participated in the survey answered that they are on campus 4+ times a week.

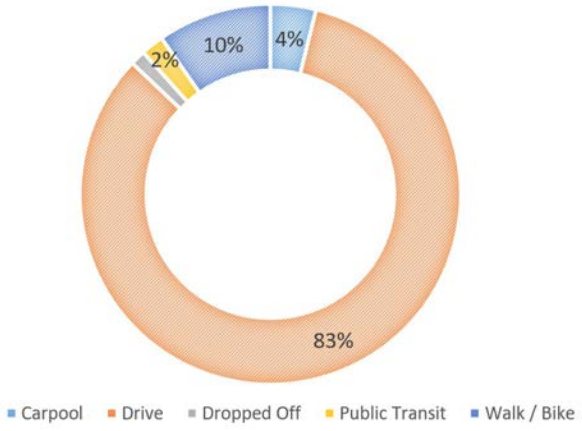




This graph shows which buildings are most frequently occupied by faculty/staff who participated in the survey.

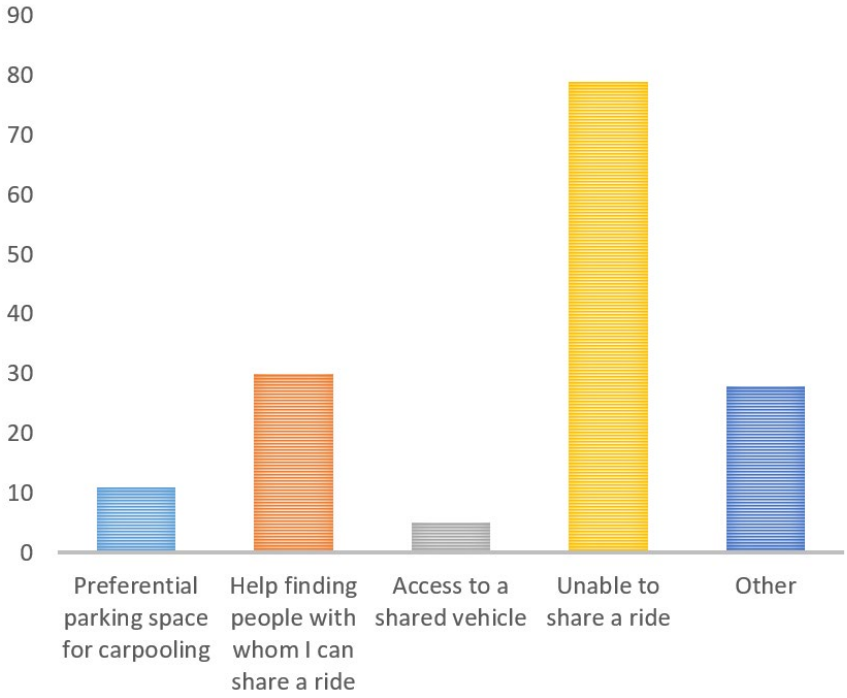
Q. How do you travel to campus?

Most faculty/staff who participated in the survey answered that they drive to work.



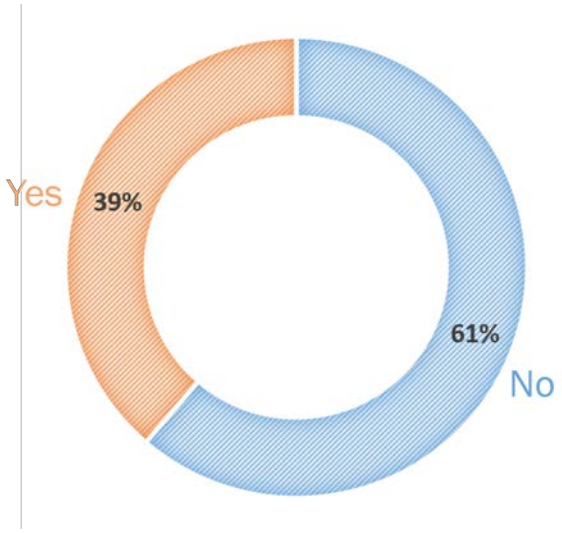
Q. What would encourage you to share a ride in the future?

45% of participants responded that they are unable to share a ride; top reasons included short travel distance and differing hours of commute; some mentioned modalities depended on season.



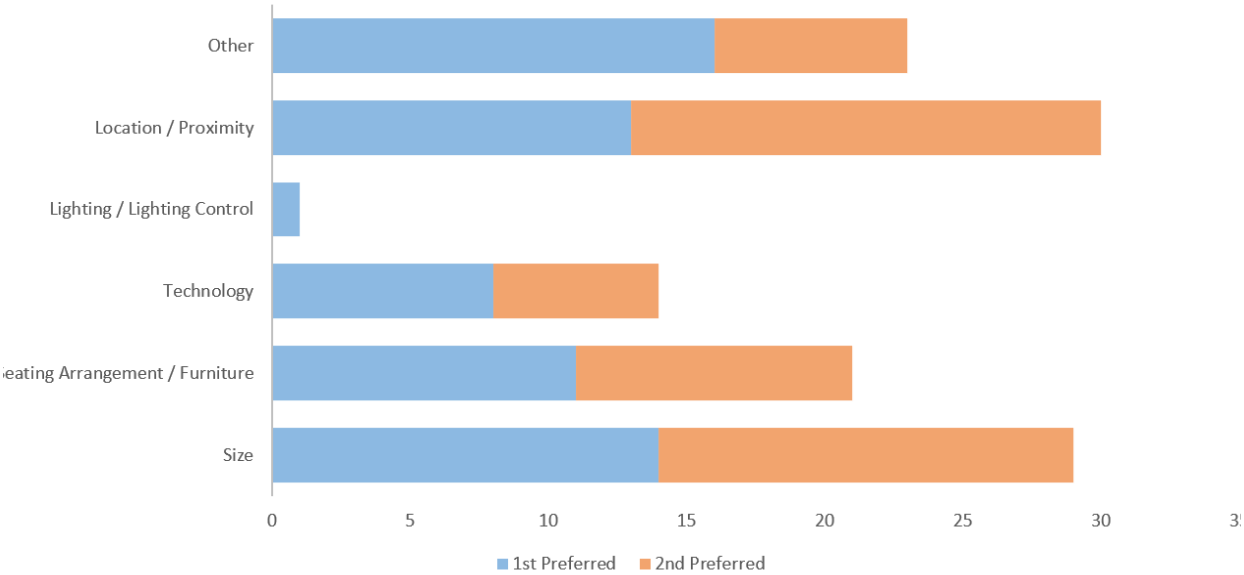
Q. Do you have any traffic, transportation or parking concerns on campus?

- Parking Issues: difficulty in finding parking on Harrington and office buildings, students frequently parking in faculty/ staff-designated spots; lack of enforcement for parking zones; poor condition of parking lots (flooding, potholes, narrow spaces; winter conditions)
- Remote Work Preferences: mentions of preference for remote work or hybrid models to maintain work-life balance; concerns about fully returning to in-person work and the effects on the parking situation
- Accessibility issues: limited handicapped parking and difficult walkway conditions; need for improved safety measures, such as better traffic flow and clearer drop-off points
- Sustainable Options: desire for more sustainable modalities like better public transportation, bike lanes, and electric vehicle charging stations.



Q. What is your preferred instructional space on campus and what quality makes it your preference?

Most participants prioritized Location/Proximity and Size when asked about preferred qualities in instructional spaces.
Other answers included:
Various layouts
Window / natural light access



Q. Which instructional spaces require attention?

- Meier hall: Upgrades to classrooms (3rd floor and labs)
- Maintenance and renovations
- "we need a new science building, not a new wing"

- Sullivan Building:Upgrades to classrooms
- General need for tech upgrades and climate control

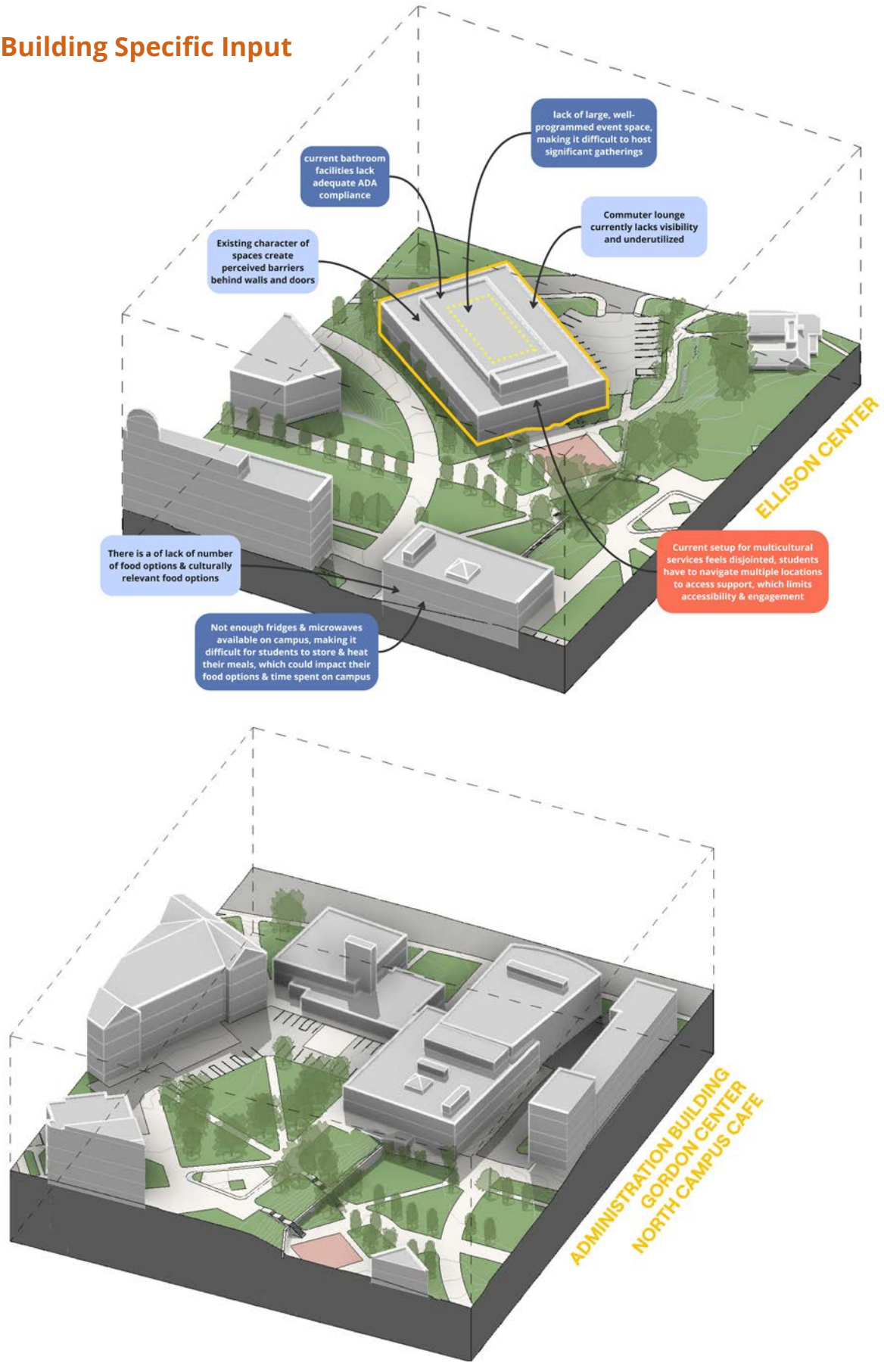
- Better classroom layouts

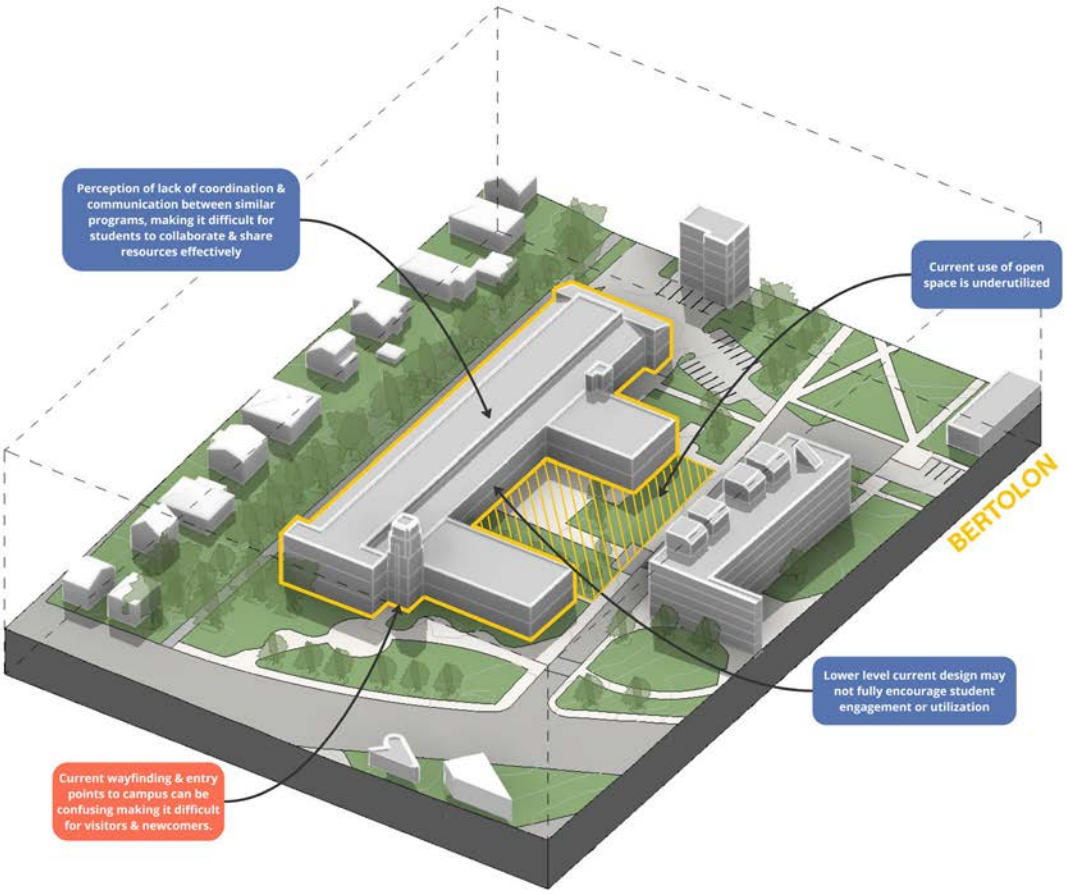
- General: Accessible furniture
- General need for updates

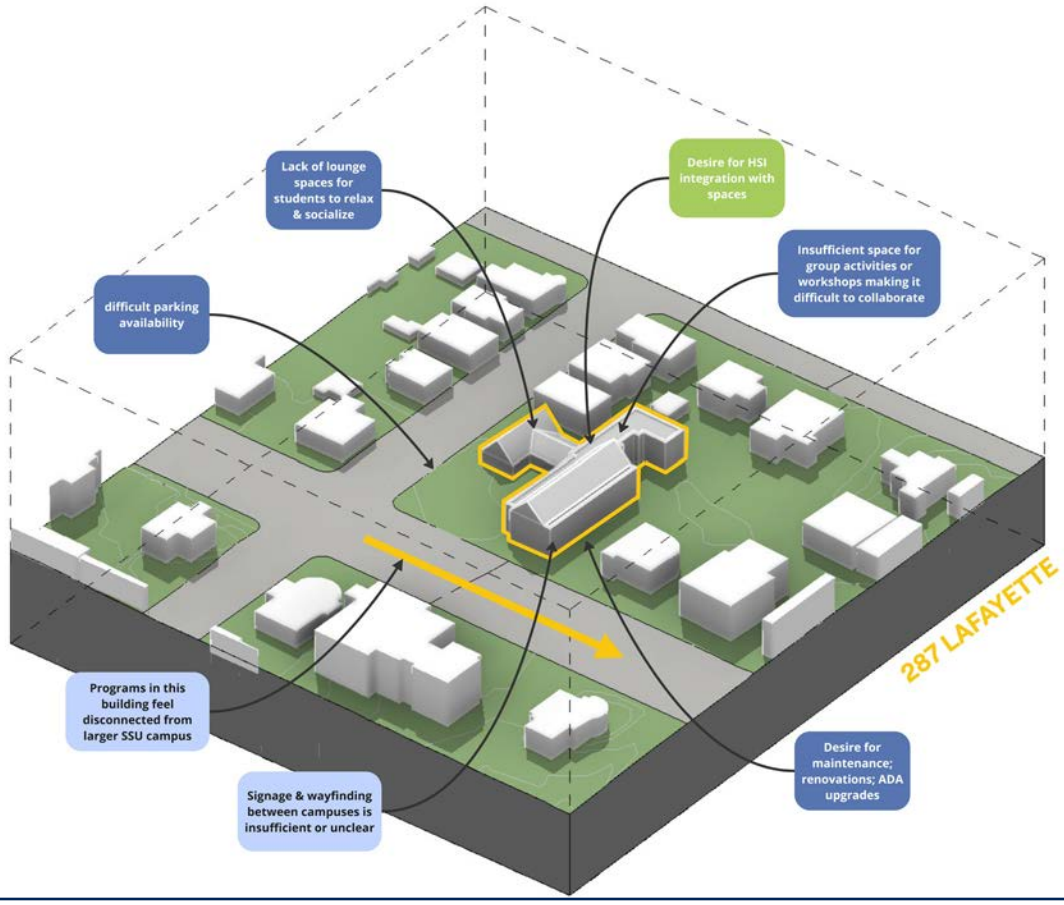
Q. Which space would you like to see more of on campus?

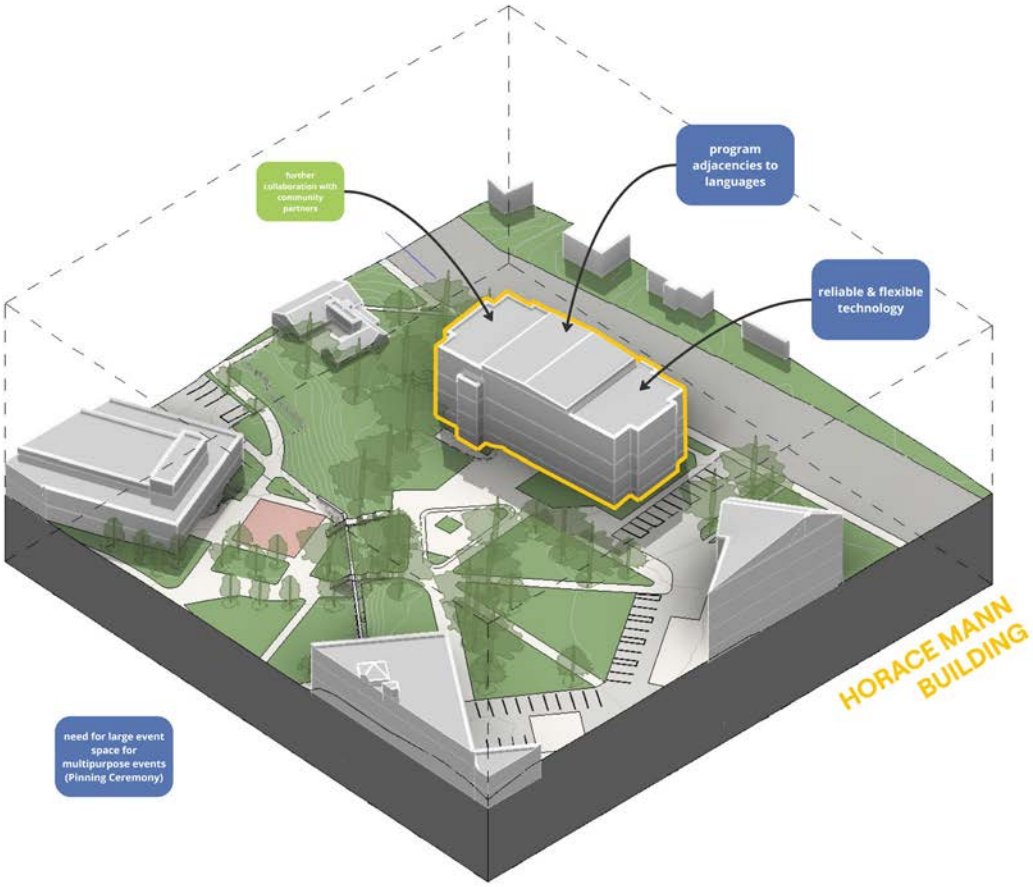
	Student Takeaways	Faculty Takeaways
Community	• Desire for more community spaces on campus such as: hangout areas, event spaces, relaxation spaces, and planned outdoor spaces. • Desire for more dining options with extended hours, snack bars, and additional campus cafes. • Desire for inclusive environment, focusing on accessibility and cultural & gender inclusivit	• Desire for more outdoor spaces, student-faculty spaces, enclosed work rooms • Desire for more dining options with extended hours, snack bars, and additional campus cafes.
Academic	• Suggestions included club support, health and wellness activities, and community engagement/ volunteer opportunities. • Strong desire for more study areas including: private spaces for online classes, group working spaces, and quiet study spaces. Variety of location is also desired.	• Desire for improved learning spaces, such as better natural light and updated technology & better classroom layouts. • Improve connectedness between buildings to improve learning environment • Participants pioritize location/proximity and size for instructional spaces
Connection	• Increase parking visibility and better communication about commuting services • Improve walkways and paths between campuses to strengthen the sense of community • Better maintained ramps, wider and safer paths, clearer signage	• Increase parking visibility and better communication about commuting services • Improve walkways and paths between campuses to strengthen the sense of community

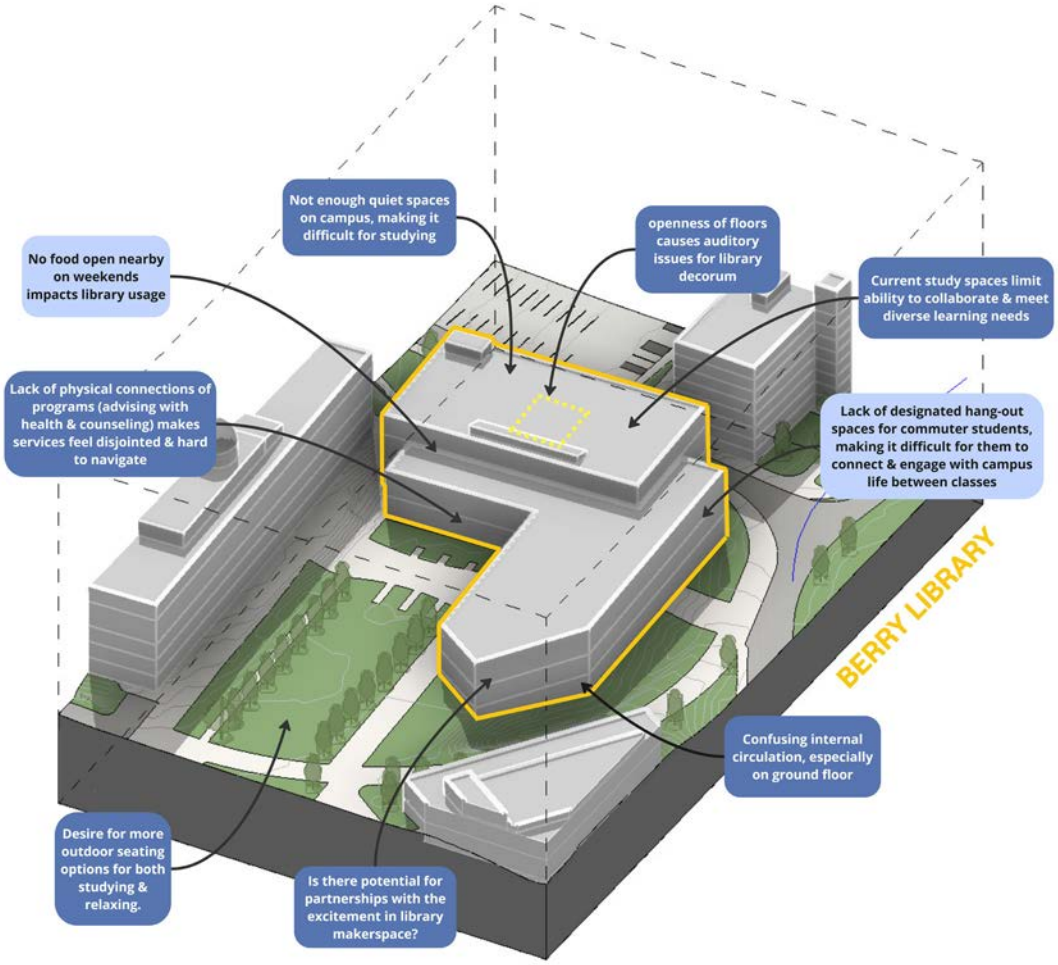
7.1.6 Building Specific Input

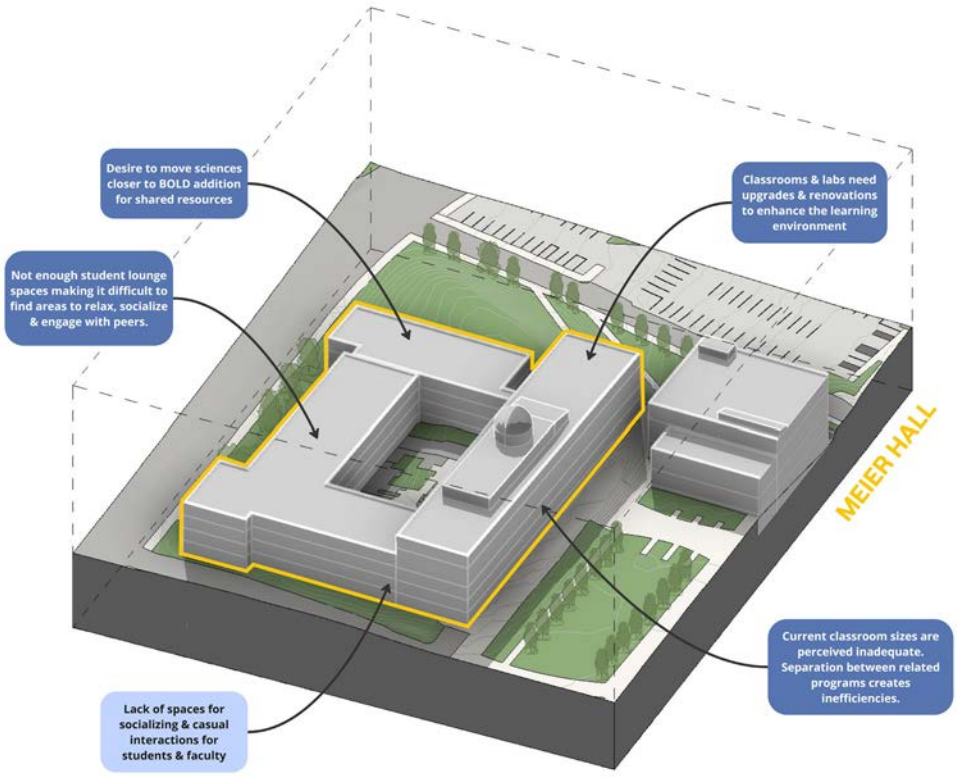


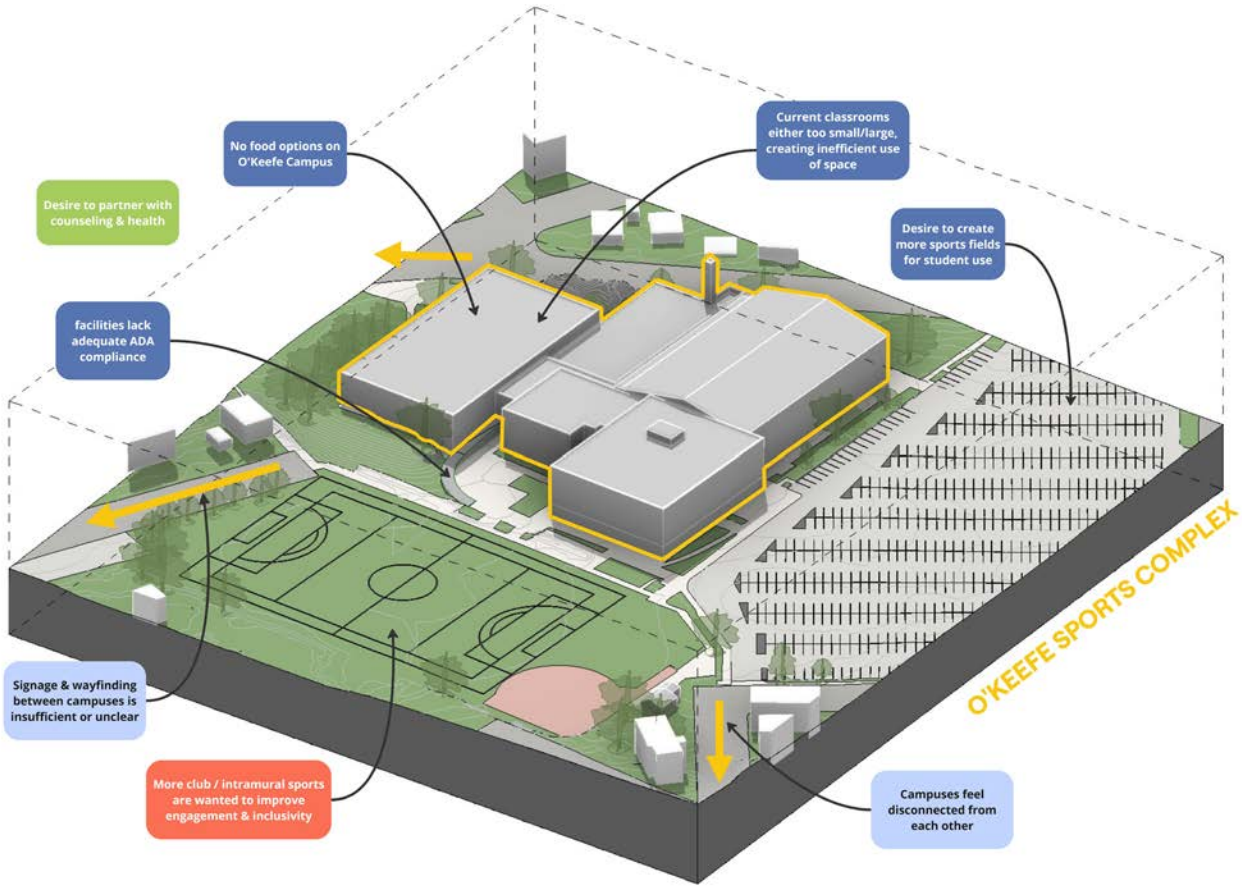

Perception of lack of coordination & communication between similar programs, making it difficult for students to collaborate & share resources effectively
Current use of open space is underutilized
BERTOLON
Lower level current design may not fully encourage student engagement or utilization
Current wayfinding & entry points to campus can be confusing making it difficult for visitors & newcomers.

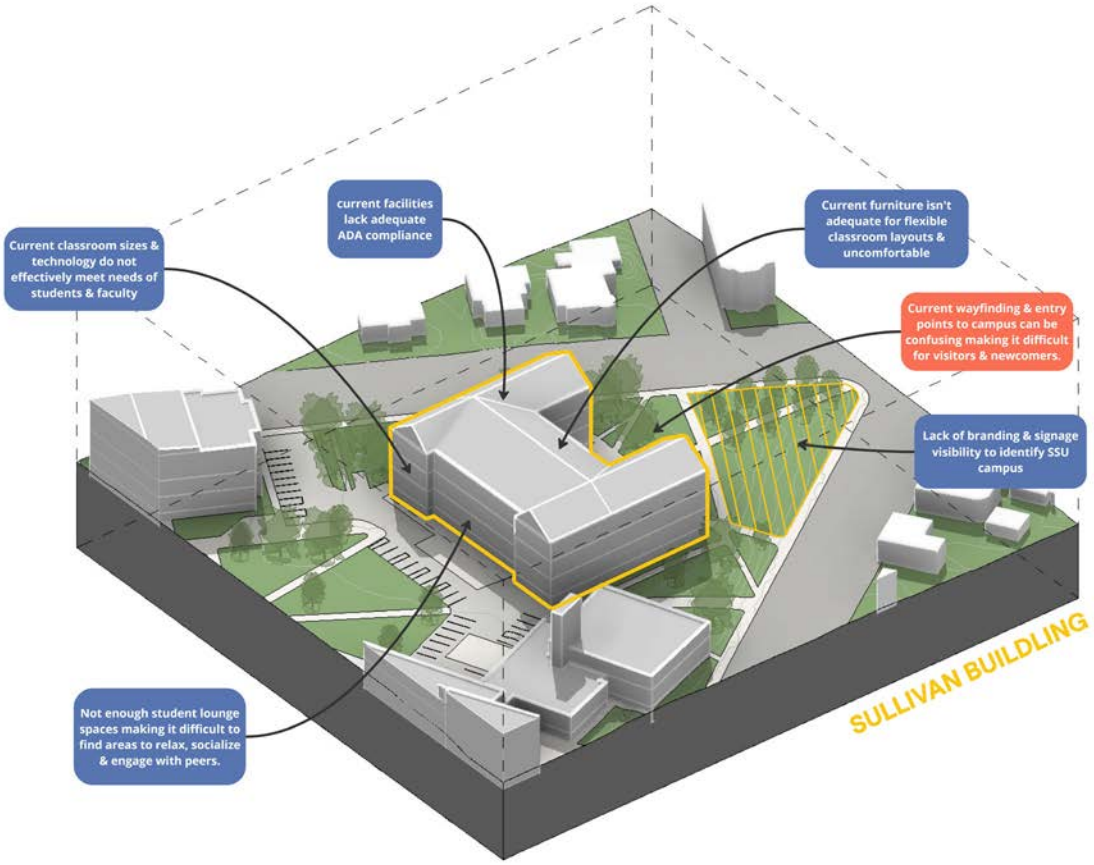

Lack of lounge spaces for students to relax & socialize
Desire for HSI integration with spaces
Insufficient space for group activities or workshops making it difficult to collaborate
difficult parking availability
287 LAFAYETTE
Programs in this building feel disconnected from larger SSU campus
Desire for maintenance; renovations; ADA upgrades
Signage & wayfinding between campuses is insufficient or unclear


further collaboration with community partners
program adjacencies to languages
reliable & flexible technology
need for large event space for multipurpose events (Pinning Ceremony)
HORACE MANN BUILDING


Not enough quiet spaces on campus, making it difficult for studying
openness of floors causes auditory issues for library decorum
No food open nearby on weekends impacts library usage
Current study spaces limit ability to collaborate & meet diverse learning needs
Lack of physical connections of programs (advising with health & counseling) makes services feel disjointed & hard to navigate
Lack of designated hang-out spaces for commuter students, making it difficult for them to connect & engage with campus life between classes
BERRY LIBRARY
Confusing internal circulation, especially on ground floor
Desire for more outdoor seating options for both studying & relaxing.
Is there potential for partnerships with the excitement in library makerspace?


Desire to move sciences closer to BOLD addition for shared resources
Classrooms & labs need upgrades & renovations to enhance the learning environment
Not enough student lounge spaces making it difficult to find areas to relax, socialize & engage with peers.
MEIER HALL
Current classroom sizes are perceived inadequate. Separation between related programs creates inefficiencies.
Lack of spaces for socializing & casual interactions for students & faculty


No food options on O'Keefe Campus
Current classrooms either too small/large, creating inefficient use of space
Desire to partner with counseling & health
Desire to create more sports fields for student use
facilities lack adequate ADA compliance
O'KEEFE SPORTS COMPLEX
Signage & wayfinding between campuses is insufficient or unclear
More club / intramural sports are wanted to improve engagement & inclusivity
Campuses feel disconnected from each other


current facilities lack adequate ADA compliance
Current furniture isn't adequate for flexible classroom layouts & uncomfortable
Current classroom sizes & technology do not effectively meet needs of students & faculty
Current wayfinding & entry points to campus can be confusing making it difficult for visitors & newcomers.
Lack of branding & signage visibility to identify SSU campus
Not enough student lounge spaces making it difficult to find areas to relax, socialize & engage with peers.
SULLIVAN BUILDLING

7.2 EV Charging regulations

7.2.1 State Building Bylaw Requirements

Electric Vehicle (EV) Charger Building Standards

At least one parking space in any new commercial construction with over 15 parking spaces must be made-ready for EV chargers. An EV-ready space is defined as a designated parking space with a dedicated branch circuit for EV chargers. Additional terms and conditions apply.

(Reference Massachusetts General Laws Chapter 143, Section 94 and 95 and Code of Massachusetts Regulations 780-13

Public Electric Vehicle (EV) Charger Requirements

Public Electric Vehicle (EV) Charger Requirements Owners and operators of public EV chargers that require payment must provide payment options that allow access by the public. In addition, payment should not require users to pay a subscription fee or obtain a membership of any kind; however, required fees may be conditional on such memberships. Owners and operators can impose reasonable restrictions on EV charger use, such as limiting access to visitors of the business. In addition, owners and operators of public EV chargers must provide the location, hours of operation, accepted methods of payment, and characteristics of each EV charger to the U.S. Department of Energy's Alternative Fuels Data Center.

(Reference Massachusetts General Laws Chapter 25A, Section 16B-16E)

City of Salem Municipal Code

Sec. 12-253. - Green municipal transportation[15]. (b) Electric vehicle charging stations. All new city-owned buildings and new or renovations of parking lots with more than 25 parking spaces shall include electrical vehicle charging stations to encourage use of lower-emission vehicular transportation.

Design Standard and Requirements

Massachusetts Standards for Accessible EV charging spaces[16]

[15] https://library.municode.com/ma/salem/codes/code_of_ordinances?nodeId=PTIIICOOR_CH12BUELPLRE_ARTVGRSAMUBUOPTR_S12-251GRMUBU

[16] https://www.mass.gov/doc/guidance-on-accessible-ev-chargingspaces/download#:~:text=The%20Commonwealth%20of%20Massachusetts%20has,a%20designated%2C%20accessible%20parking%20space.

Guidance on Accessible Electric Vehicle (EV) charging spaces and accessible Electric Vehicle Supply Equipment (EVSE) for public parking facilities owned or operated by the Commonwealth of Massachusetts - Feb 2023

The Commonwealth of Massachusetts has obligations under Title I and II of the Americans with Disabilities Act (ADA) to ensure non-discrimination in employment and must ensure all public programs, services, and activities are accessible to persons with disabilities. To meet this mandate, State entities must ensure that at least 5% of the site's EV charging spaces, but not less than one such space, be accessible to persons with disabilities. Accessible EV charging spaces must include the following:

- An 8' wide charging space adjacent to an 8' wide striped access aisle.
- The charging space and access aisle must be level and adjacent to an accessible route.
- The EVSE must be located on a connecting accessible route to the accessible charging space.
- The EVSE must have a level, clear maneuvering space of 48"x30" at the controls.
- The controls must be within an accessible reach and not require tight grasping, pinching, or twisting of the wrist.
- The parking layout must be designed so the charging cord does not conflict with the accessible route when connected to a vehicle as cord may be a barrier.

Accessible EV charging spaces can share an access aisle with designated accessible parking but do not count toward the minimum required accessible parking spaces in a facility. Currently, these spaces are not required to display the International Symbol of Accessibility (ISA) to avoid restricting use to only those with disability placards. In addition to the above requirements, the following are considerations for best practice:

- Accessible EV charging space(s) should be as located as close as possible to an accessible entrance of the building or facility and on a connecting, accessible route to that entrance.
- A permanent standing sign with the following words is recommended to indicate the accessible EV space
- is designed with persons needing accessible features in mind. "This charging space has accessible features".
- The International Symbol of Accessibility should not be used at accessible, EV charging spaces unless the intent is to restrict the charging space to persons who have disability placards.

U.S. Access Board - Design Recommendations for Accessible Electric Vehicle Charging Stations

The U.S. Access Board has released a technical assistance document to guide

the design and construction of accessible EV charging stations. The document outlines requirements under the ADA, ABA, and Section 508 of the Rehabilitation Act, ensuring accessibility for individuals with disabilities. The ADA applies to state and local governments and public accommodations, while the ABA covers federally funded or leased facilities. Section 508 mandates accessibility for ICT used by federal agencies. The document distinguishes between mandatory compliance requirements and recommends best practices to improve accessibility at EV charging stations.

Number of Accessible Chargers[17]

- The ADA and ABA Guidelines do not specifically address how many chargers must be accessible at an EV charging station. Under the ADA Standards, when a facility or element does not have specific scoping requirements, access to a "reasonable number" is required under the general prohibitions against discrimination in the Department of Justice (DOJ) regulations for Title II and Title III entities.
- The Access Board recommends designing at least two EV charging spaces with accessible mobility features and providing accessible communication features and operable parts at all EV chargers.

Signage Requirement

- The "use last" model would require more EV charging spaces be designed with accessible mobility features but would not require that the charging spaces be reserved exclusively for people with disability placards.
- A "use last" sign would indicate an EV charging space is accessible, but also direct people to use this space only when other charging spaces are occupied, or accessibility features are needed.

Accessible Mobility Features[18]

EV chargers designed to serve people who use mobility devices must be located on an accessible route and should provide:

- a vehicle charging space at least 11 feet wide and 20 feet long
- adjoining access aisle at least 5 feet wide
- clear floor or ground space at the same level as the vehicle charging space and positioned for an unobstructed side reach
- accessible operable parts, including on the charger and connector

Accessible communication features

EV chargers should include accessible communication features and operable

[17] https://www.access-board.gov/tad/ev/#accessible-mobility-features-1
[18] https://www.access-board.gov/tad/ev/#accessible-mobility-features-1

parts to accommodate individuals who are deaf or hard of hearing, little people, and others who do not require mobility-related accessibility features.

EV chargers with ICT that are developed, procured, maintained, or used by the federal government must comply with Section 508 Standards, ensuring accessibility in hardware, software, and operable components

List of figures

List of Documentation Received

- 2008 Master Plan
- 2013 Master Vision Plan
- 2015 Meier Hall Capital Investment Plan Report
- 2015 New Science Lab Building Study Reports (Payette)
- 2016 ADA STRATEGIC COMPLIANCE ASSESSMENT DRAFT
- 2017 North Campus Heating Energy Master Plan Report (RFS)
- 2017 North Campus Precinct Plan (Sasaki)
- 2021 SSU North Campus Clean Energy Feasibility Study (MEP)
- 2023 Administrative Space Planning Report
- 2023 DCAMM Summary of Key Accessibility Issues
- 2023 Decarbonization Plan Phase 1
- 2023 SSU Strategic Plan
- 2023 Transportation Program Summary
- 2024 Facility Conditions Assessment
- 2024 Modernization of Science Laboratories and
- Health Sciences Report – Project BOLD
- Project BOLD Report- A Campus Unification and Modernization Study
- SSU Campus Wide Facility Condition Assessment (FCA)
- Campus Utilities Infrastructure
- Decarbonization Plan final report (vanZelm)
- Board of Higher Education Strategic Plan for Racial Equity
- SSU Mission & Values
- Campus History
- Academic Goals
- Project BOLD and Decarb Coordination Meeting (Ongoing)
- BRIGHT Act Introduction (Ongoing)
- Other background documentation that was provided: Floor Plans, Drawings, Space Inventory, Parking Inventory, Campus Site Maps

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