

## ABSTRACT

Title of Document: **CREATING A RESIDENTIAL CAMPUS FACILITY PROGRAMMED FOR FRATERNITIES AND SORORITIES.**

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This thesis will explore a new model for a Residential Campus Facility, a mixed use building, housing on top, public campus space below. This facility will help create a sense of community on campus, creating a richer academic and social environment. My site for exploration is located at the University at Buffalo.

The Residential Campus Facility will be programmed for fraternities and sororities. Fraternities and sororities historically reside on campus and can be a link between the community and campus, as well as the campus and students. Fraternities and sororities have a unique mix of activities they engage in, ranging from academic seminars and personal development programs to school pride functions and philanthropy events. Fraternities and sororities located in a Residential Campus Facility will have a greater opportunity to create a relationship with fellow students and faculty members, enriching their academic experiences.

CREATING A RESIDENTIAL CAMPUS FACILITY PROGRAMMED FOR  
FRATERNITIES AND SORORITIES

By

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## Dedication

I would like to thank my committee members, family, friends, Sigma Phi Epsilon and my very patient and caring girlfriend. You have all been extremely supportive in my endeavors and I could not have done it without you. Thank you.

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## Introduction to the Idea

The concept behind this thesis is to explore the design, planning and interaction of fraternity life on college campuses and create a residential facility that could imply a new way to design mixed use campus housing.

The State University of New York at Buffalo North Campus was planned and built using design principles to discourage community and student-to-student connections. The campus is very segregated and intentionally unconnected to housing and dormitories. It is primarily a school for commuter students and does not have properly adapted buildings to deal with these students.

Students living on-campus many times have to commute to campus because they are over a half mile away, often across a major highway. Bus routes connect the housing to campus, but many students still drive personal vehicles to campus.

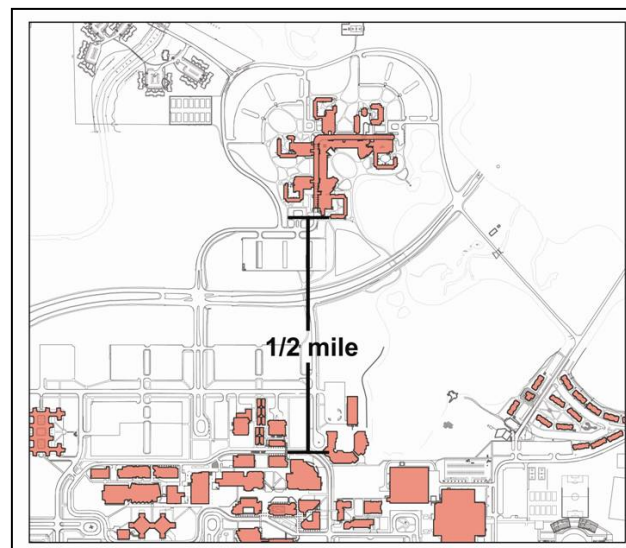


Figure 1: The Ellicott Dormitory is located half a mile north of the Student Union.



Figure 2: View looking northwest at Ellicott Dormitory.

There are few diverse and open spaces available for students to relax and congregate between classes. The Student Union is the only social-purpose student building on campus. It has a very large dining area with several hallways connecting the space to other buildings. There are few places in the building that can be used for lounging or gathering space for students. Faculty members are rarely seen in the Student Union since there are insufficient spaces for intimate conversations, smaller scaled social interactions or finer dining areas.



Figure 3: View of Student Union Dining area from second floor mezzanine.

Commuter and on-campus students both can get stuck in a lethargic and passive learning experience. Meeting and socializing with other students and the informal meetings with faculty members that can be a very positive experience in a student's career, have few places to exist. These interactions are what truly can create an academic community.

Creating housing that is in close proximity to academic buildings, as well as housing that could contain campus-wide social and gathering spaces would alleviate some of the campus problems. Spaces that allow commuter students to integrate themselves with other students and faculty would create an academic atmosphere outside of the classroom.

Fraternities and sororities are an interesting and worthy program for the Residential Campus Facility to be programmed with. These organizations are social organizations that would interact well with the public campus space levels in the building. Fraternities and sororities can be a great opportunity for commuter students to get involved on-campus. These organizations create opportunities to socialize with other students and become involved on-campus through philanthropy and community based events as well as academic seminars. Through fraternities and sororities, students have opportunities to gain experience in recruitment, programming, finance, membership development, leadership training, networking, and necessary social skills for every day life. The mix of commuter and on-campus students in fraternities and sororities enrich the culture of the group and bridges the social gap between the two. The way campuses treat housing for fraternities and sororities, is problematic. Many "Greek Row's" are located on the outskirts of campus or off the campus altogether.

The shortage of fraternity and sorority housing and proper support from the administration discourages faculty involvement. Faculty members and administrators are hesitant to hold office hours or meetings at off campus housing. The physical separation from campus creates problems for the fraternities and sororities when they attempt to recruit faculty members and advisors. The lack of Greek life presence on the campus and weak administrative support creates an environment where faculty members do not take the fraternities' and sororities' goals and academic development seriously. Rethinking the way fraternity houses are organized and designing them with proper spaces for faculty offices and small academic rooms can help close the gap between fraternity and sorority students and faculty. A devoted space in the house for faculty members will show the dedication of the fraternity or sorority to their academic development as students. The proposed campus facilities will help provide maximum opportunity for these students to interact with faculty and administration as well as other students in a structurally unified and cohesive environment.



Figure 4: Valparaiso College Fraternity getting a presentation on Greek art from Professor Mark Farmer (Photo from Sigma Phi Epsilon Pamphlet on Residential Learning Community).

Administrative thinking and policies for dealing with fraternities and sororities can be in a prejudicial and punitive mindset. Schools have adopted an almost contentious stance towards members of Greek organizations, distancing them from campus affairs because of a few poorly run organizations. The restrictions and stipulations put on Greek life by campuses is forcing fraternities and sororities to pursue different tactics for recruitment and socializing. Many schools prohibit first semester freshmen to join and disapprove of fraternities and sororities advertising their principles and values in student dormitories. This forces many Greek programs to use the social aspect of Greek life to recruit and retain members.

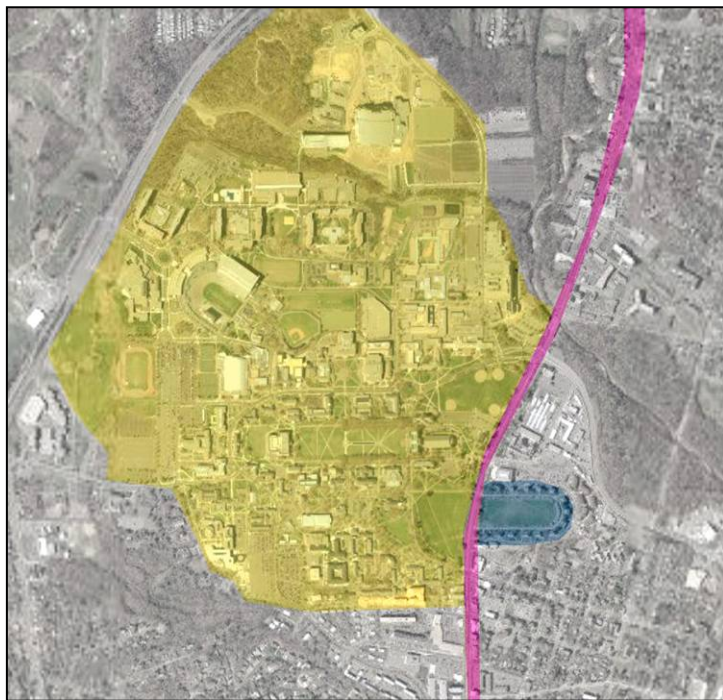


Figure 5: University of Maryland Campus, diagramming the separation of Fraternity Row from campus. The divider is Route One. (Photo from [www.earth.google.com](http://www.earth.google.com))

Fraternities and sororities espouse academic success and cutting edge social networking, despite the dated negative image immediately ascribed to them by most

college officials. The University at Buffalo realizes the organizations at some point began to stray from their ideals and principles, and instead of looking at what is causing this departure they created a set of laws governing the Greek system, restricting them and cutting off their support. This philosophy in dealing with the problems is counterproductive. The rules do not help mend the problem they just punish the organizations that have the problem. This neither helps bring the organizations back to where they were originally, nor does it help bring them to a new level of prominence. Campuses need to start from the ground up, encouraging and developing principles and programs, as well as support the Greek system and their ideals. Being proactive instead of reactive would benefit both the school and the Greek system.

## Chapter 1: Campus and Greek History

### State University of New York at Buffalo Campus History

The State University at Buffalo was originally founded as a private medical college in 1846 by former President Millard Fillmore. From 1846 to 1885, the medical school was the only academic program present on the campus.

From 1886 to 1908, the University expanded its disciplines to include a School of Pharmacy, Law and Dental Medicine. The rapid growth of Buffalo was the cause for the campus expansion. The classes were taught at or near what is known today as the downtown area of Buffalo. (“SUNY’s Crown Jewel”)

The campus currently known as South Campus was established in 1913 and is located five miles north of Buffalo’s downtown business district along Route 5, Main Street. South Campus created the ability for the University to expand the programs offered. From 1920 to the mid 1940’s the University added Business Administration, Education, and Social Work, a Graduate School in the Arts and Sciences as well as evening sessions still known as Millard Fillmore College. By the end of WWII the population of the campus doubled to 13,000 enrolled students.



Figure 6: University at Buffalo South Campus: Hayes Hall (Photo from [www.Buffalo.edu](http://www.Buffalo.edu)).

South Campus is nested adjacent to a residential neighborhood. A bus terminal/ metro line is located off the center axis of the campus along Route 5 connecting the campus to the cities downtown area. South Campus is 154 acres large with 52 buildings located on it. The schools of Architecture and Planning, Medicine and Biomedical Sciences, Dental Medicine, Public Health and Health professions, and Nursing are headquartered on the South Campus. (Center for Urban Studies)

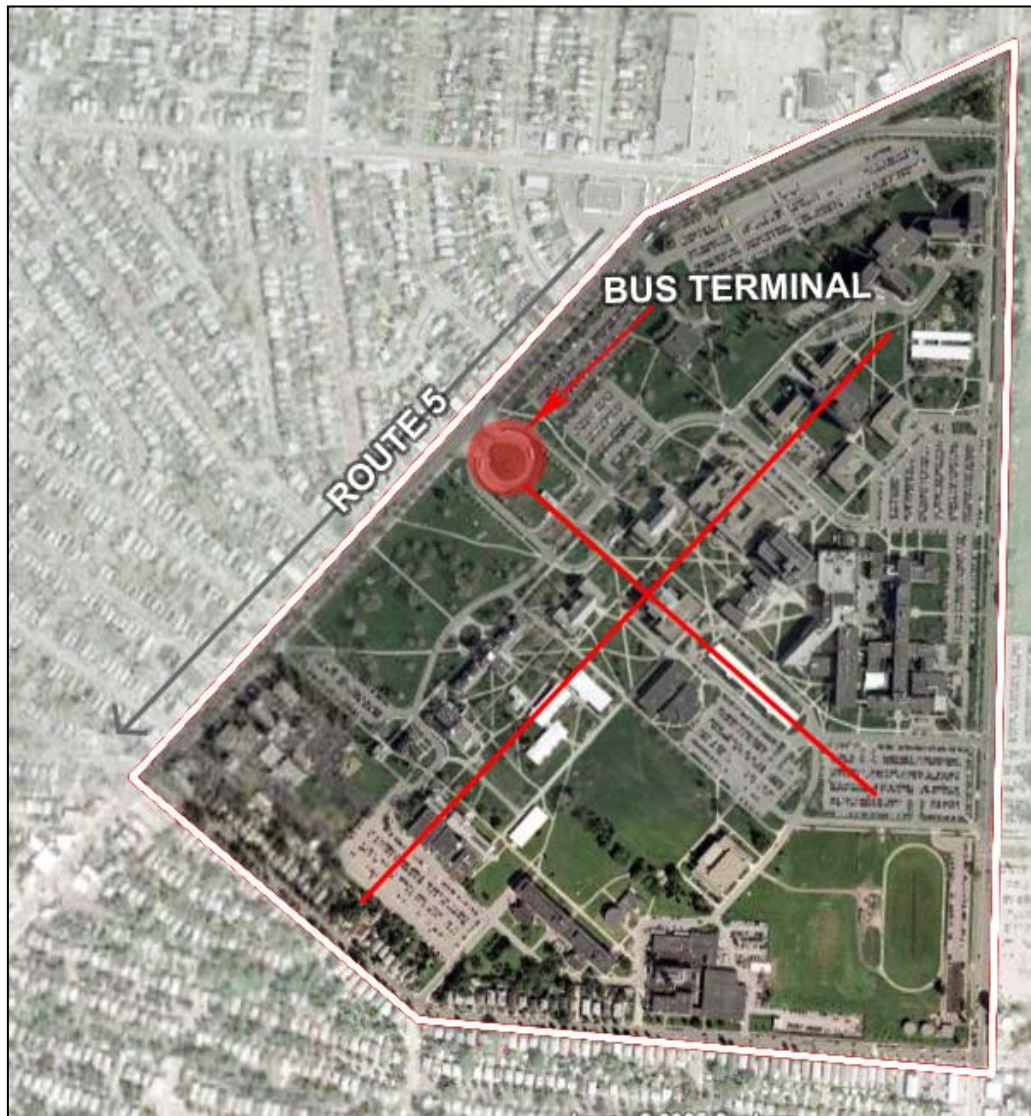


Figure 7: University at Buffalo South Campus: Bus Terminal and Axial Relationships. (Aerial photo from [www.earth.google.com](http://www.earth.google.com)).

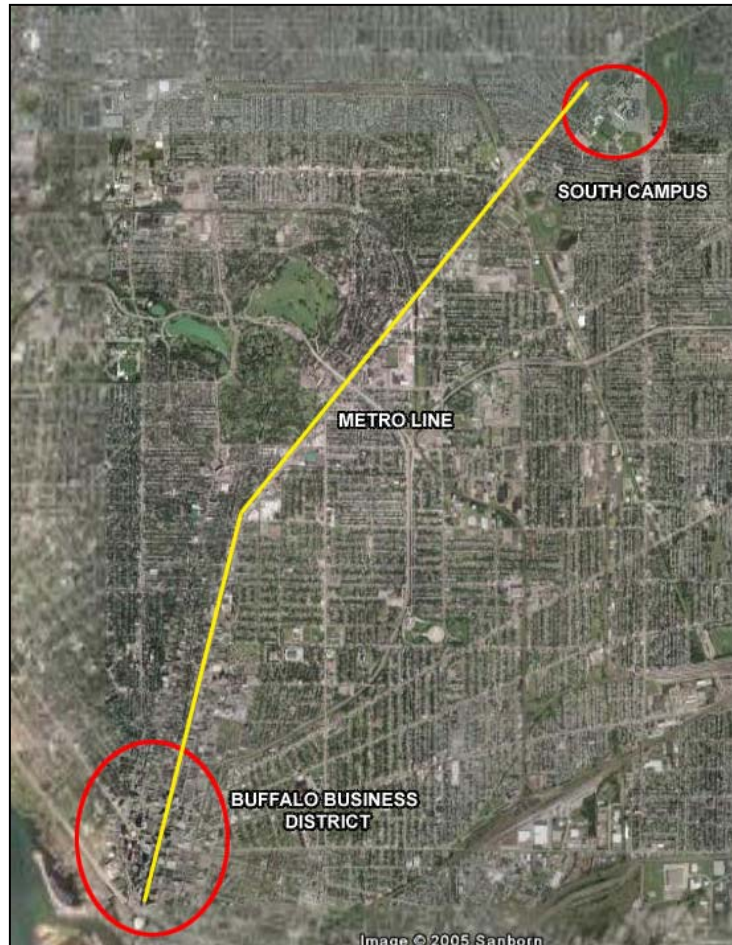


Figure 8: University at Buffalo South Campus in relation to Buffalo business district. (Aerial photo from [www.earth.google.com](http://www.earth.google.com)).

Following talks with the State University of New York (SUNY) trustees, the University of Buffalo merged into the state system to become the State University of New York at Buffalo in 1962. As a result of the merger the size of the faculty and enrolled students increased significantly. Recognizing this expansion, plans were made to add an additional campus, currently known as North Campus, to the town of Amherst, New York three miles north of South Campus. (Center for Urban Studies)



Figure 9: University at Buffalo South Campus in relation to University at Buffalo North Campus. (Aerial photo from [www.earth.google.com](http://www.earth.google.com)).

### Violence Influences Planning

During the late 1960's protests against the Vietnam War swept through the country. Protesting students at campuses all over the United States advocated the evacuation of troops from Vietnam. On February 25, 1970, University at Buffalo students protesting the war clashed with police on campus. Violent interactions continued until March 21, 1970.



Figure 10: Police arresting female rioter during 1970 protest. (Photo from Buffalo News).

Students were protesting on South Campus in front of Hayes Hall facing Main Street and hundreds of Buffalo police in riot gear. Thousands of students confronted hundreds of policemen. During the few weeks of protests and strikes, 18 people were arrested, 12 people were injured and over two dozen campus buildings were damaged. Several hundred books were destroyed when a fire bomb was tossed into Lockwood Library. Tear gas and physical violence were used to keep the students from getting further out of hand. (Violanti, Anthony)

Local citizens were outraged by the violence and destruction brought on by the students. The 1970 protest was the largest and most destructive in the school's history. The effects of the protests led to several new guidelines for the planning of North Campus.



Figure 11: Police in riot gear during 1970 protest. (Photo from Buffalo News).

The planning of North Campus departed from the original planning ideologies of South Campus. Ideas of centrality, and enclosure, so dominant in the planning of South Campus, were abandoned. On the new North Campus, there were no quadrangles, fountain areas, plazas, enclosed courtyards, or other areas where students could congregate. This new school of thought for Campus Planning created a campus apart from itself. The dormitories for students are half a mile away from the Student Union and across a major roadway. The academic buildings on campus are oriented along a spine with no mixed use facilities provided for amongst the academic facilities. A student union and common area was not built until 1985 on the East end of the academic spine. (Lachiusa, Chuck)

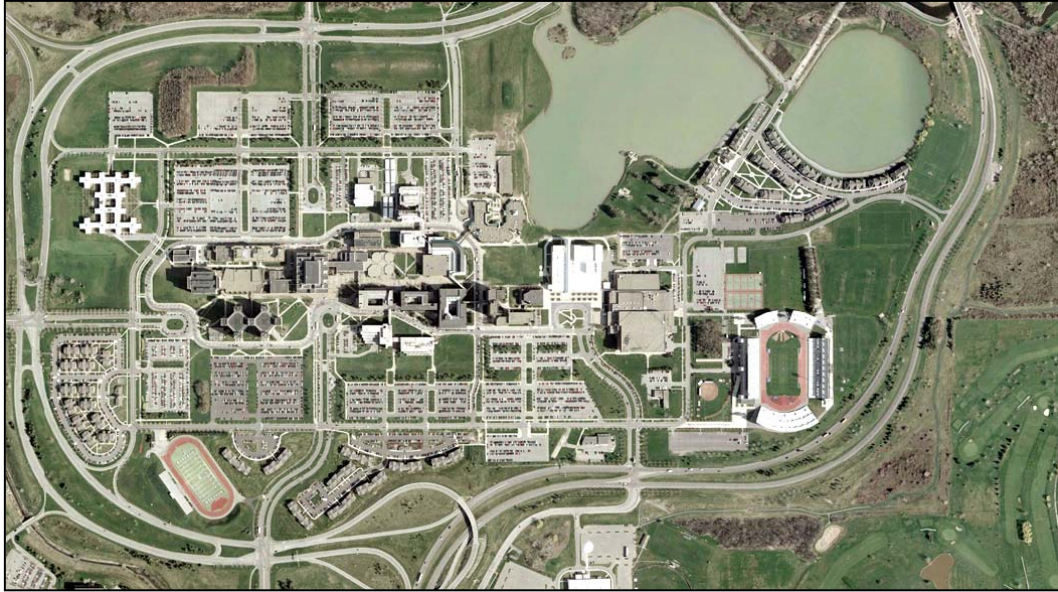


Figure 12: University at Buffalo North Campus inside of the Audubon Parkway. (Photo from [www.earth.google.com](http://www.earth.google.com))

### *The Campus Today*

North Campus is the main campus for the University, sitting on over 1,100 acres of land and containing over 140 buildings. New expansion and development is done on North Campus annually. There are 10 dormitories and 5 apartment complexes located on the North Campus. Most of the buildings are under 30 years old with some being state of the art research facilities. (“Town and Country)



Figure 13: View looking southeast at Student Union (right) and The Commons (left).

The State University of New York at Buffalo is the largest public University in New York and New England. It is the only institution in New York and New England to be a member of American Association of Universities. The University at Buffalo enrolls 23,180 students each year, 15,491 of which are undergraduate and 7,689 as graduate students. (Center for Urban Studies)

South Campus is located on the northeast corner of the city. This area of the city is home to local citizens, fraternities and sororities as well as students attending the University. This mixture of students, fraternities and local citizens has been at times troublesome for everyone. Citizens see the students as outsiders who don't care about the neighborhoods and students do not feel safe living in houses close to high-crime areas. Movements have been made in the form of organizations such as the University Community Initiative. The UCI is making alliances with local citizens and government officials to strategize and help alleviate any problems produced by students living in the local neighborhoods. The goal is to create affordable housing and safer neighborhoods for everyone. ("Information for Parents")

North Campus resides in Amherst, New York a suburb of Buffalo located 3 miles north of South Campus. Approximately 4,000 students currently live in North Campus housing. Since 1990 over 200 million dollars has been invested in North Campus buildings. North Campus is home to most of the non medical disciplines including arts and sciences and the very well known School of Management. (Center for Urban Studies)

## Economic Impact

The University at Buffalo is one of the most influential economic factors on Western New York. There are over 5,000 full time employees at the University alone affecting the local economy. Including revenues from the school totaling more than \$700 million and spending by students, faculty and visitors the total economic impact is estimated at \$1.4 billion. (“SUNY’s Crown Jewel”)

## Fraternity origins

The origin of the American Fraternity system is as old as America itself. The first fraternity started in 1776 at William and Mary College, the second oldest college in America. Students at the end of the day had a custom to meet up with each other at the Apollo room of Raleigh Tavern in Williamsburg, Virginia, to discuss the daily events. Five students on December 5<sup>th</sup>, 1776 stayed late and founded the secret society known as Phi Beta Kappa. The fraternity was forced to stay secret because the faculty did not approve of students talking about social issues and possibly straying from accepted beliefs. Phi Beta Kappa created secret signals and rituals as well as grips and a code of laws. Morality and literature are the principles on which the founders created the fraternity. At William and Mary the society prospered and members decided to expand their organization to other schools. Within three years Phi Beta Kappa was expanded to Harvard, Yale, and Dartmouth. Phi Beta Kappa by 1826 developed into a purely a scholarship society, much as it exists today. During this time other fraternities started to emerge, creating social organizations founded on principles and ideals of their own. (“The Origin of Fraternities”)

Union College in New York was the birthplace of the first social fraternity, Kappa Alpha. Kappa Alpha was founded on November 26, 1825. The secret society was despised by some for its secrecy and admired by others for its organization. This happened in 1827 soon after Kappa Alpha, Sigma Phi and Delta Phi were founded. This created the pattern for the American Fraternity System. By 1860 over 22 fraternities were founded all around the country.

After the Civil War in 1866, a significant change was affecting campuses. Women were increasingly enrolling in higher education. The average college campus was occupied by both men and women. Women wanted to achieve an equally important position on-campus as the men. The first national sorority was founded at Monmouth College, Illinois, in 1867, and the first Greek-Letter sorority was founded at DePauw University, Indiana. (“The Origin of Fraternities”)

#### Fraternities and Sororities Become Major Institutions On-Campus

Colleges in America eventually began to see large numbers of men and women start to enroll in higher education. State supported institutions began to grow into universities to support the need for mass education. During this time fraternities and sororities became prosperous and grew in numbers and membership. They soon realized housing was a shortcoming in universities they could help fix.

Housing was limited on colleges and fraternities did not have housing for themselves. Fraternities and sororities soon found it to be not only a necessity, but desirable to house their members and create a fraternity house functioning as a meeting point as well as a dormitory. The less organized fraternities and sororities

were weeded out and stronger fraternities with more effective leadership grew at a very rapid rate all over the country.

After World War I and World War II men flocked back to campuses to resume their study and education as well as the fraternity way of life. The returning men had a different view than before with a serious attitude about academics, questions about social inequalities and the impersonal relationship students now had with the huge growth of the educational system. Fraternities and sororities grew at an astounding rate giving men and women in college the ability to make personal relationships within a smaller group of students. Schools had no infrastructure to foster social interaction between students or faculty. Fraternities took it upon themselves to create these opportunities.

In the late 1960's and 1970's fraternity and sorority members began to question all that was traditional and accepted. Fraternities changed some of their actions and way of life. The changes have led to a stigma that continues to haunt the institutions. Eventually the Greek system re-examined themselves and rectified their problems by reaffirming principals and ethics that they were originally founded on. Students began to see fraternities and sororities as a way to develop oneself personally and academically. Programs and priorities were realigned by national headquarters to help the local chapter foster personal development and achievement for their members. ("The Origin of Fraternities")

Eventually, local societies began to spring up all over campuses and national organizations could not align all of them. This brought back the general fraternity into college campus. Growth is still apparent in fraternity life with new chapters

starting all over the country. Many fraternities and sororities are allowed to be nationally recognized on college campuses. These nationally recognized organizations have financial and philosophical backgrounds strong enough to create great programs and activities to benefit chapter members. There is constant improvement between fraternity and sorority organizations and school administration allowing for improved membership development programs as well as school-oriented programs. (“The Origin of Fraternities”)

## Chapter 2: Campus and Fraternity Analysis

North Campus is surrounded by three major highways. Several streets and boulevards connect the campus to the surrounding city and region. It has a main “academic spine” at its center, with housing and dormitories along the perimeter. The campus currently is looking for appropriate sites to develop fraternity and sorority housing.

The “academic spine” located in the center of the campus has a very urban typology. There are several buildings over five stories tall. The problem with the spine is there is no housing. This creates a very desolate and rural feel to the spine when classes are not in session. The lack of housing prevents a true “campus” environment that includes students using spaces and interacting with the campus outside of class.

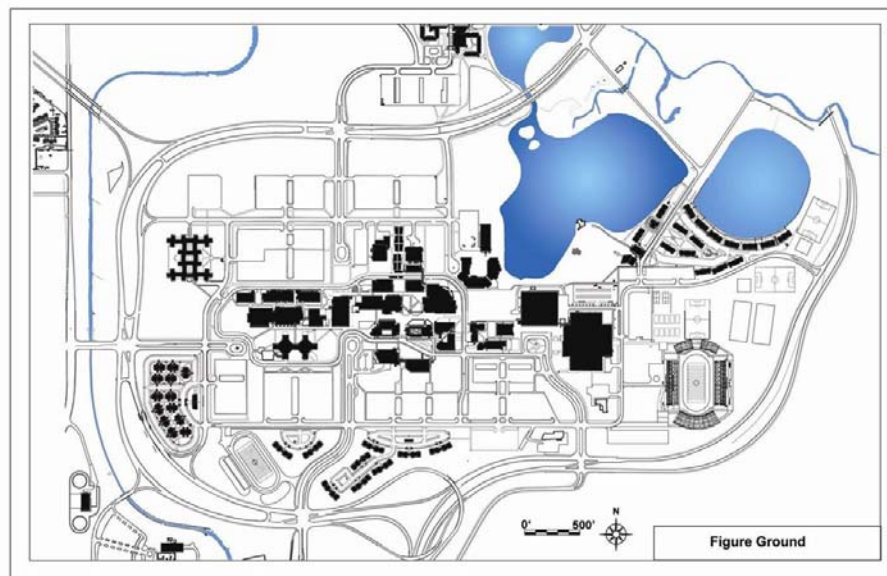


Figure 14: Figure ground of University at Buffalo North Campus inside the Audubon Parkway.

### Campus Analysis

North Campus has several problems stemming from the layout of the campus. Problems range from too much surface parking to not having 24 hour activity on most of the campus.

There is very valuable underdeveloped land located near the Student Union and The Commons, which is the site for my proposal. Capen Library located at the center of the academic spine could be the pivot point, for a perpendicular spine running north – south to foster future campus growth.

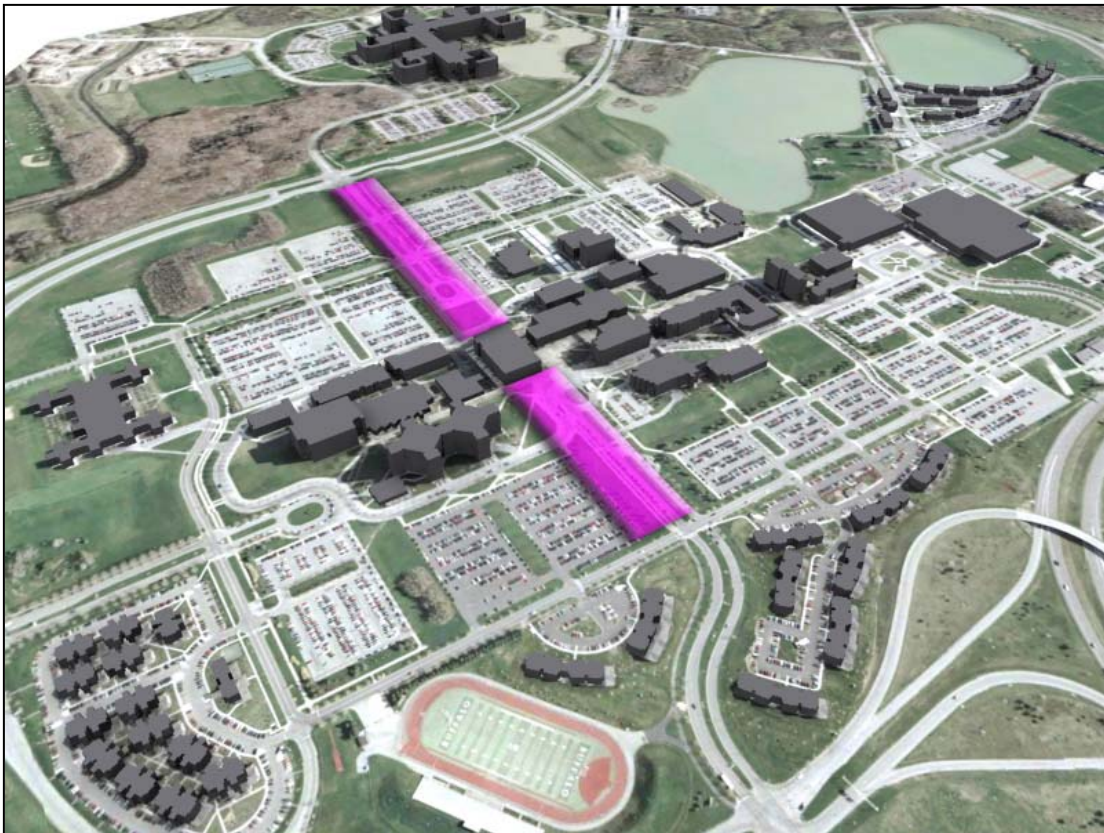


Figure 15: Diagram showing potential perpendicular spine (aerial photo from [www.earth.google.com](http://www.earth.google.com)).

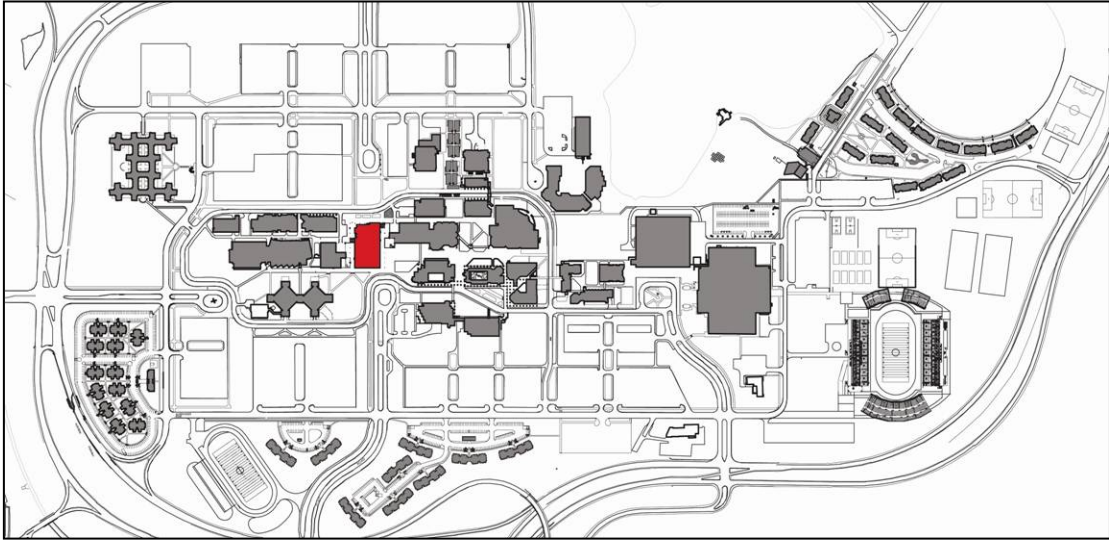


Figure 16: Location of Capen Library on Academic Spine.

**Uses**

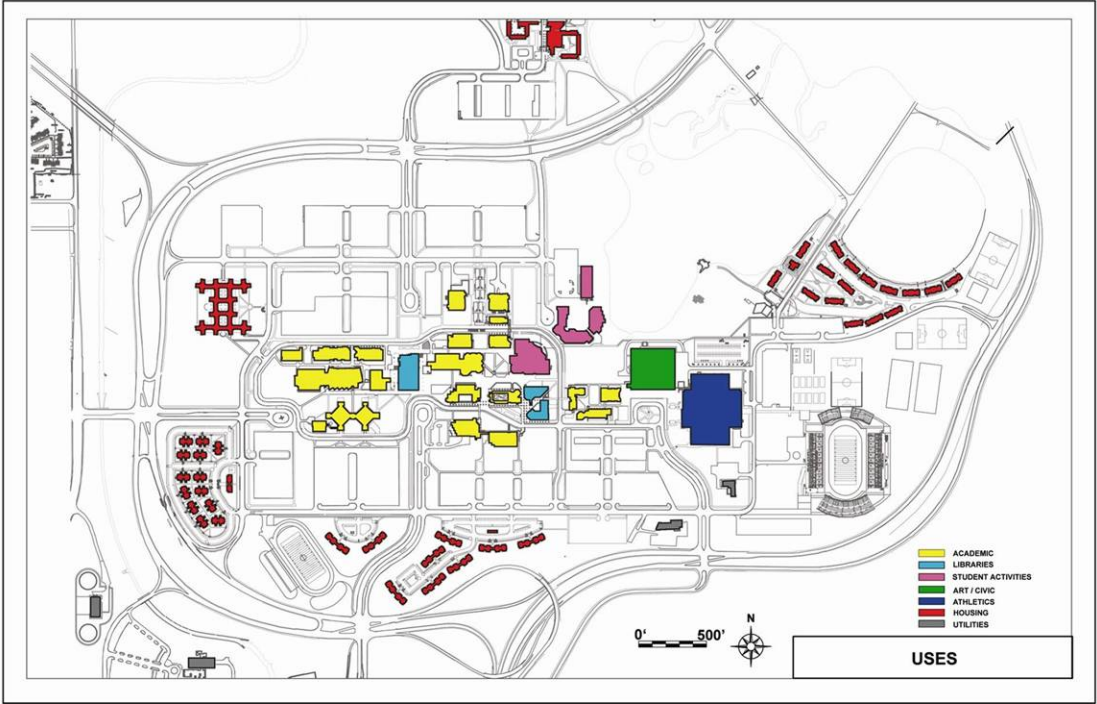


Figure 17: Building uses on North Campus.

The building types on North Campus can be organized into seven types: Academic, Libraries, Student Activities, Art /Civic, Athletics, Housing, and Utility buildings. The academically oriented buildings, including libraries and classroom buildings, are centrally located in the campus. The arts and athletics are located on the east side of campus. The dormitories are spread around the perimeter of the campus. The Ellicott Complex on the north side houses incoming freshman and sophomores. Junior and seniors live in the campus housing closer to the main cluster of buildings on the inner perimeter of the Audubon parkway. (“Town and Country”)

### Academic Spine

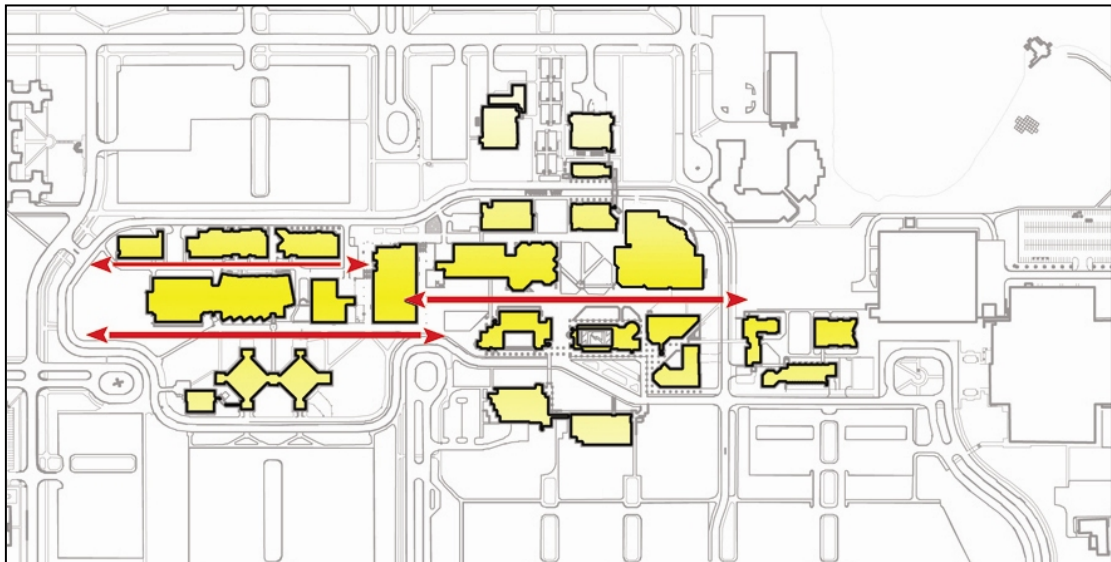


Figure 18: Diagram illustrating academic spine axis connections.

The academic buildings are located in the center of campus along a main academic “spine.” Along the spine are all of the North Campus academic buildings and libraries. The spine also works as an orientation feature. It allows students to know where they are on campus and what buildings are near them since the buildings are ordered in a linear fashion. In the center of the spine is located Capen Library. Capen Library is four stories tall. The bottom floor is used by students to travel to other buildings through connected bridges and tunnels.



Figure 19: View looking west down academic spine.



Figure 20: View looking east down academic spine.



Figure 21: Ground floor of Capen Library.

The East end of the spine is adjacent to the student union and Commons buildings, where food and retail is located. The arts building is located just past the Commons building on the east end.

The West end of the spine is undeveloped and lacks an anchor point to the spine on that side. There is no food, civic, retail or culturally oriented buildings on that side of the spine.

### **Pedestrian vs. Automobile**

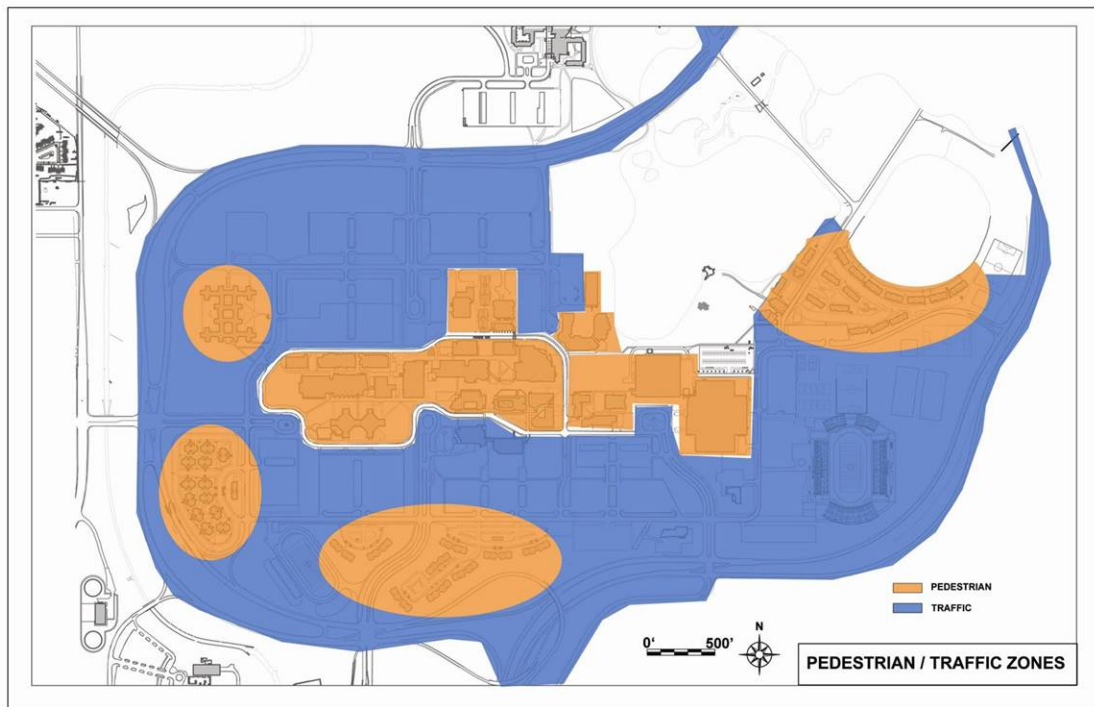


Figure 22: Diagram of pedestrian versus automobile zones.

The North Campus consists of very distinct pedestrian and vehicular zones. The academic spine is the only major pedestrian zone on-campus. Putnam Way is a



Figure 23: View of parking lot in front of academic building.

service road that goes along the perimeter of the academic spine. Putnam Way is the threshold between pedestrian and vehicular zones. Outside of the pedestrian zones there is very heavy traffic and enormous parking lots located on the rest of campus.



Figure 24: Diagram of Putnam Way.

The housing developments on the border of campus work as oases in the vehicular traffic zones. The campus parking areas are not pedestrian friendly and are inconvenient and often hazardous to walk across. This separation of zones works

well within the academic spine, but becomes problematic for on-campus students walking between classes and their dormitories.

## Pedestrian Paths

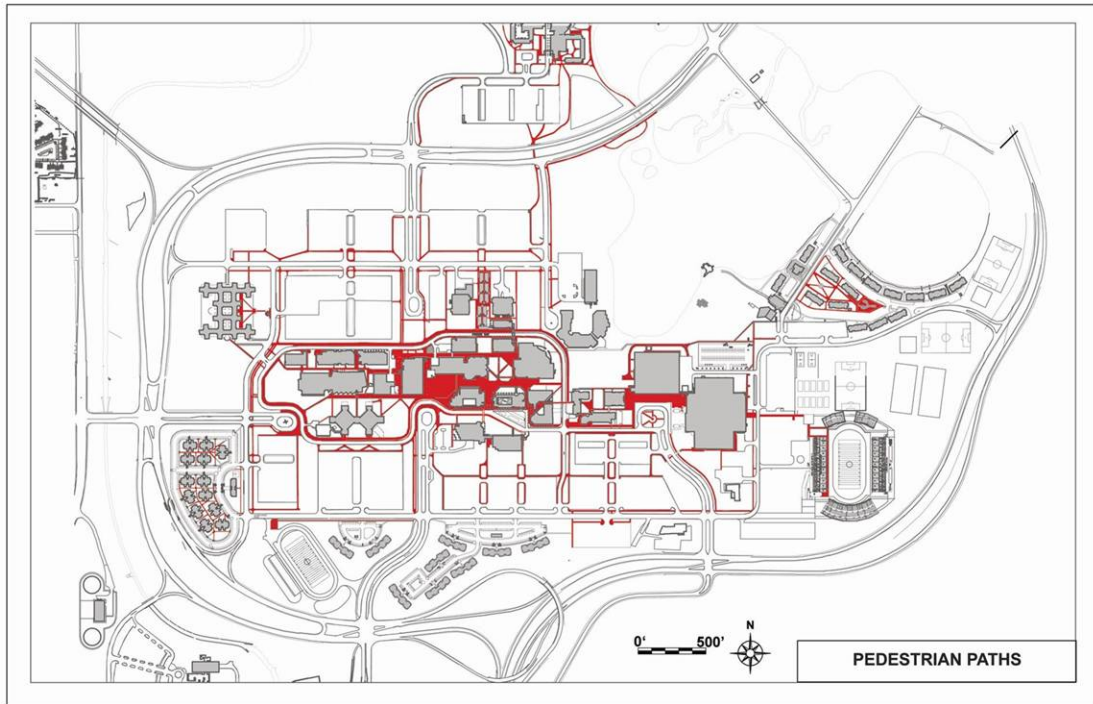


Figure 25: Diagram of Putnam Way, the red lines indicate pedestrian access through the campus.

Pedestrian pathways on North Campus are designed to keep the pedestrian separate from automobile traffic. Most of the pathways are located in the academic spine and extend outward toward dormitories and housing developments. The Ellicott dormitories located directly north of the academic spine have pedestrian paths that cross over Audubon Parkway with just a yellow flashing light to slow down cars.

This is the most dangerous crossing on-campus. The other pedestrian paths crossing from dormitories to the academic spine run through the parking lots.

## Road Hierarchy

The main part of North Campus is surrounded by the Audubon Parkway that links all the main entrances into campus. The Audubon has three lanes of traffic going in each direction and has exits connecting to the major interstates I-990 and I-290.

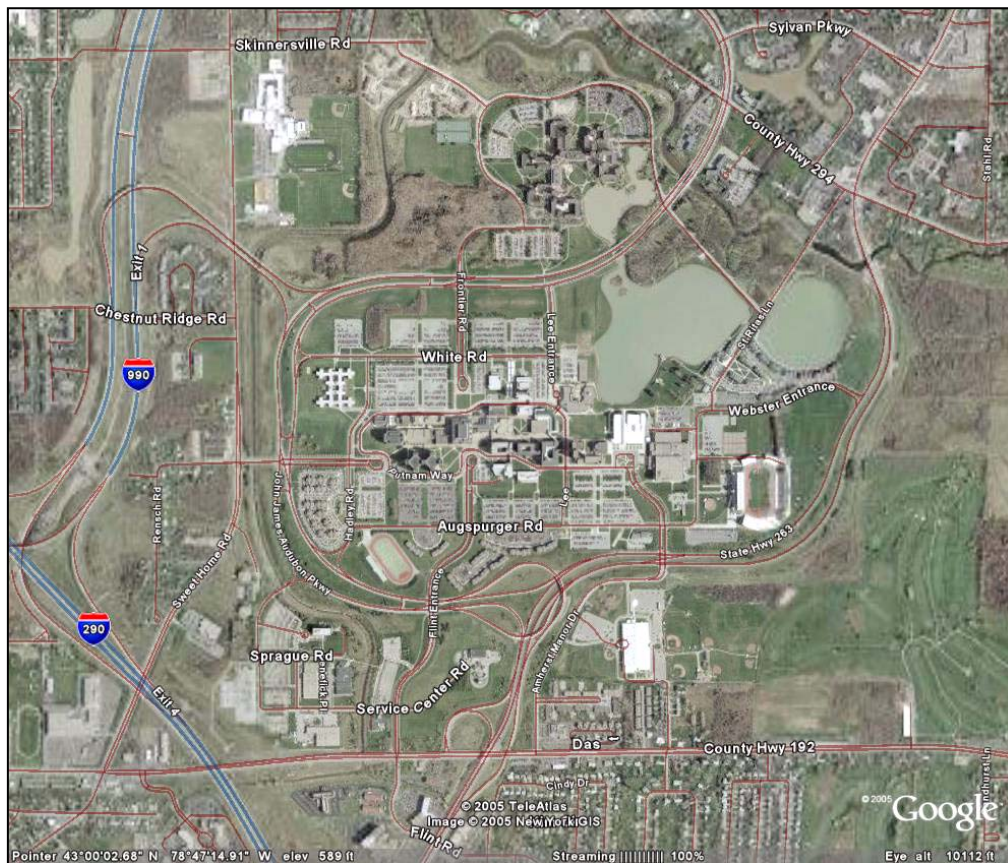


Figure 26: Road network around University at Buffalo North Campus. Major interstates I-990 and I-290 located to the west of campus (photo from [www.earth.google.com](http://www.earth.google.com)).

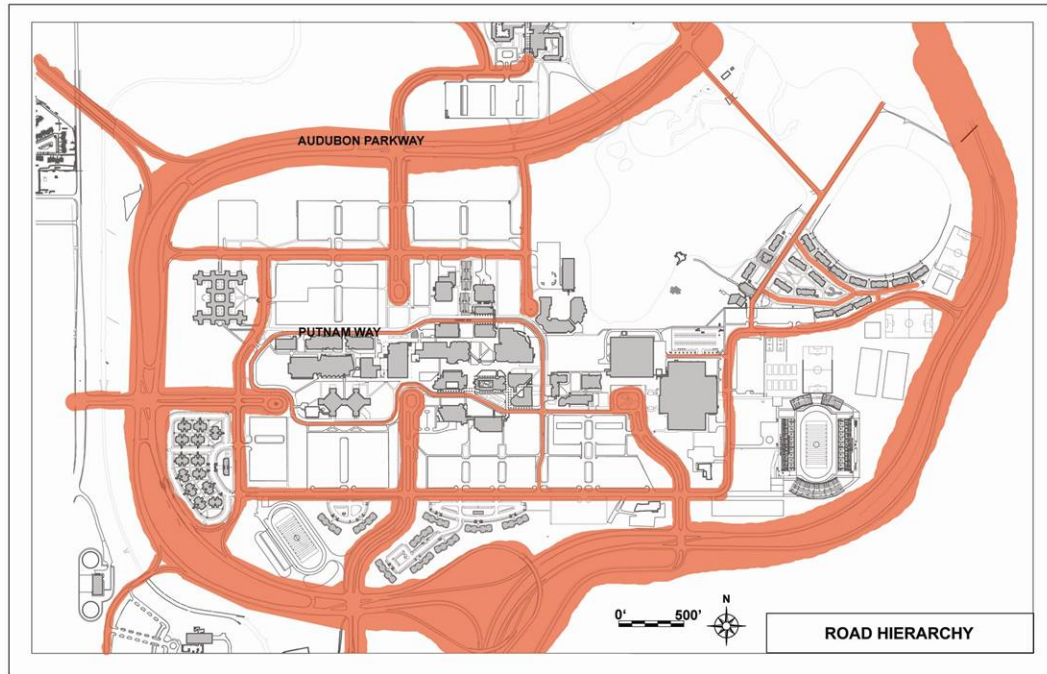


Figure 27: The hierarchy of streets in and around University at Buffalo North Campus. The thicker lines represent higher traffic flow.

The Audubon Parkway allows for very fast travel around the perimeter of the campus. Connecting perpendicularly to the Audubon leading into the campus are traffic loops extending from the main entrances to campus. These traffic loops are used as the major bus stops on-campus.

White Road, Hadley Road, and Auspurger Road run around the perimeter of the campus between the Audubon Parkway and Putnam Way. These roads connect the traffic loops and are the major roads for getting around campus.

On the inside of campus there is Putnam Way that circles around the perimeter of the academic spine. Putnam Way is used primarily as a service road.

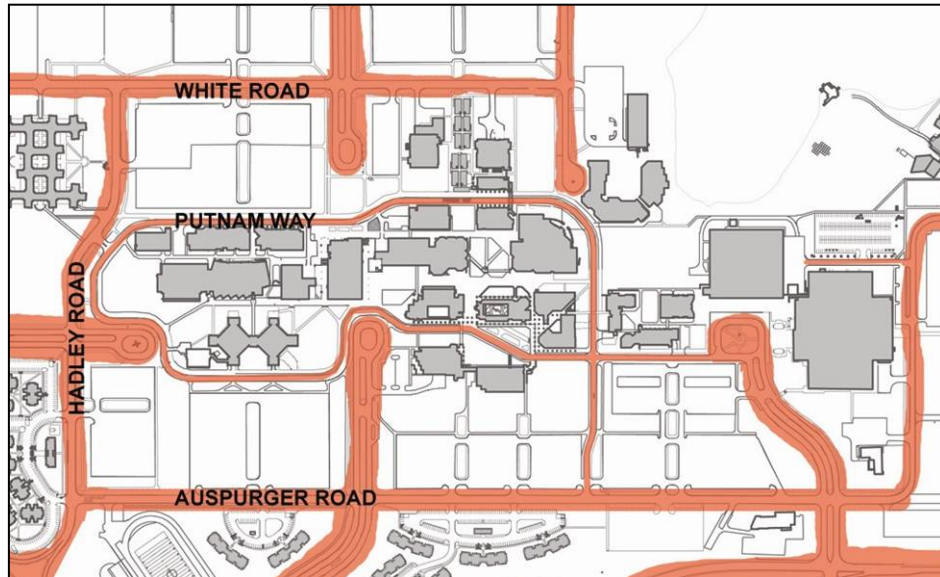


Figure 28: White Road, Hadley Road, Auspurger Road and their location on campus.



Figure 29: View Looking west down Putnam Way.

## Entrance Hierarchy

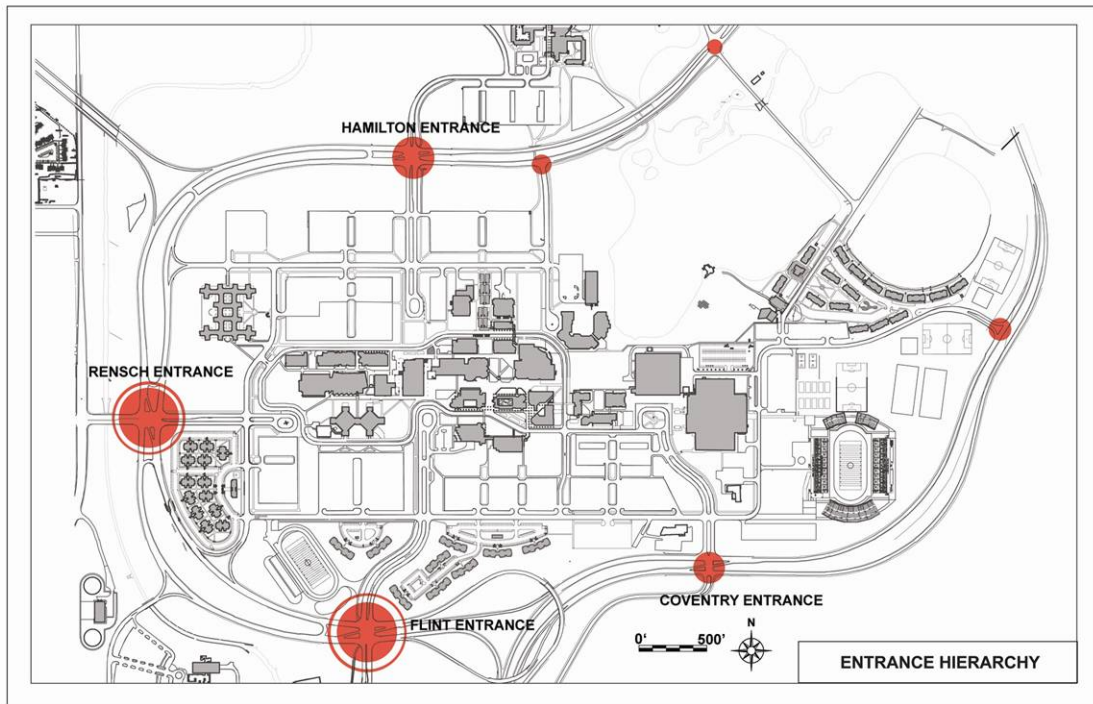


Figure 30: The entrances on campus, the bigger the red circle the higher the amount of traffic enters through the circles with an outline are considered the main entrances to campus.

The entrances to North Campus come at intersections between the Audubon and city roads. The main entrances are located to the West and South with secondary entrances located to the North and Southeast. The West entrance is called Rensch Entrance coming off Rensch Road. The South entrance is called Flint Entrance. Coming through Rensch Entrance you do not get a clear sense of entering a campus. The view is arbitrary and without orientation. Rensch Entrance seems to be the back entrance of the campus because of the oblique angle you perceive the campus as from the entrance road. Flint Road is not much better as a source of orientation. It is perpendicular to the academic spine but there is poor indication of entry. When you enter the campus you are faced with thousands of feet of parking and no significant

building. Coventry and Hamilton entrances are both secondary entrances to the campus.



Figure 31: View looking East from Rensch Loop.



Figure 32: View looking north from Flint Loop.

## Parking

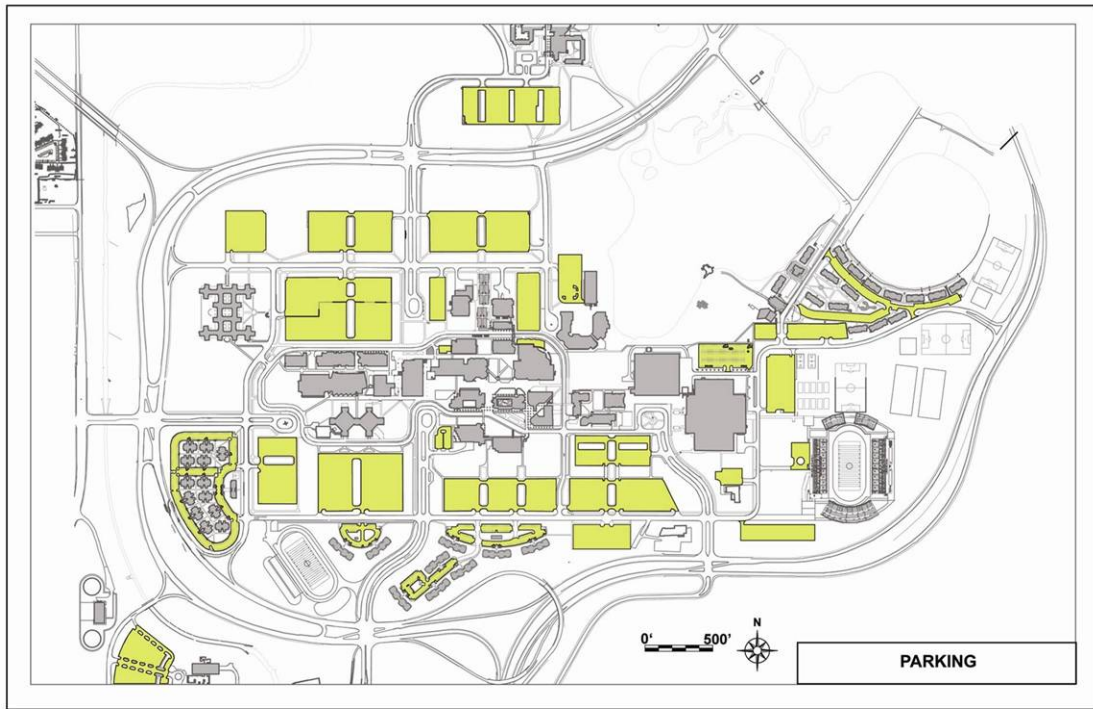


Figure 33: Parking lots are highlighted in relation to the buildings on campus.

Surface Parking is ubiquitous on campus. There are no parking garages or underground parking levels in buildings. The parking surrounds the academic spine and creates a sense of a barrier between the campus and the housing. During the winter time it snows from around November until late April. During this time large portions of the parking lots are unusable because shoveled snow is piled there. Storm water runoff is also a major problem with such large quantities of surface parking and no bio-retention zones catching the excess water.

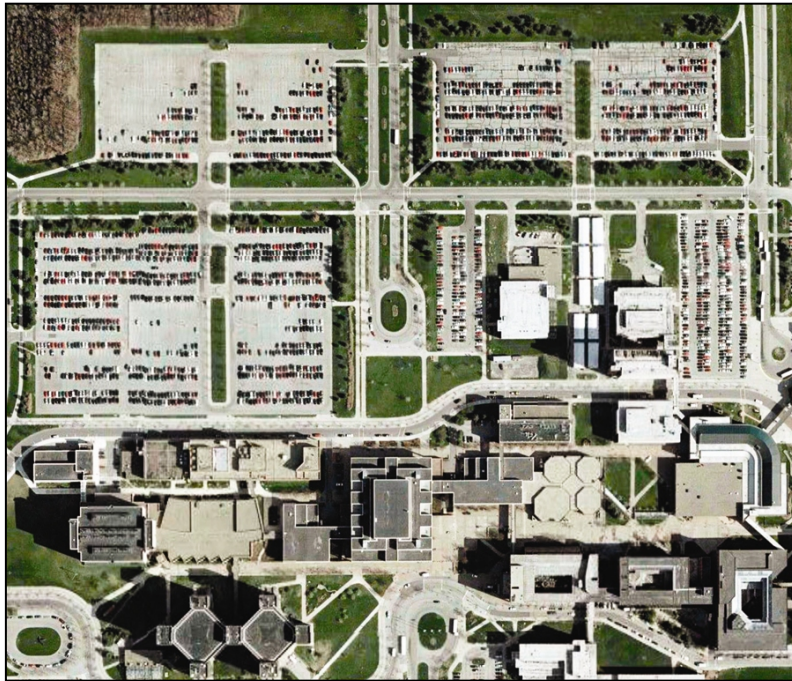


Figure 34: Aerial Photograph of Capen Library and surrounding area (photo from [www.earth.google.com](http://www.earth.google.com)).

## Green Space

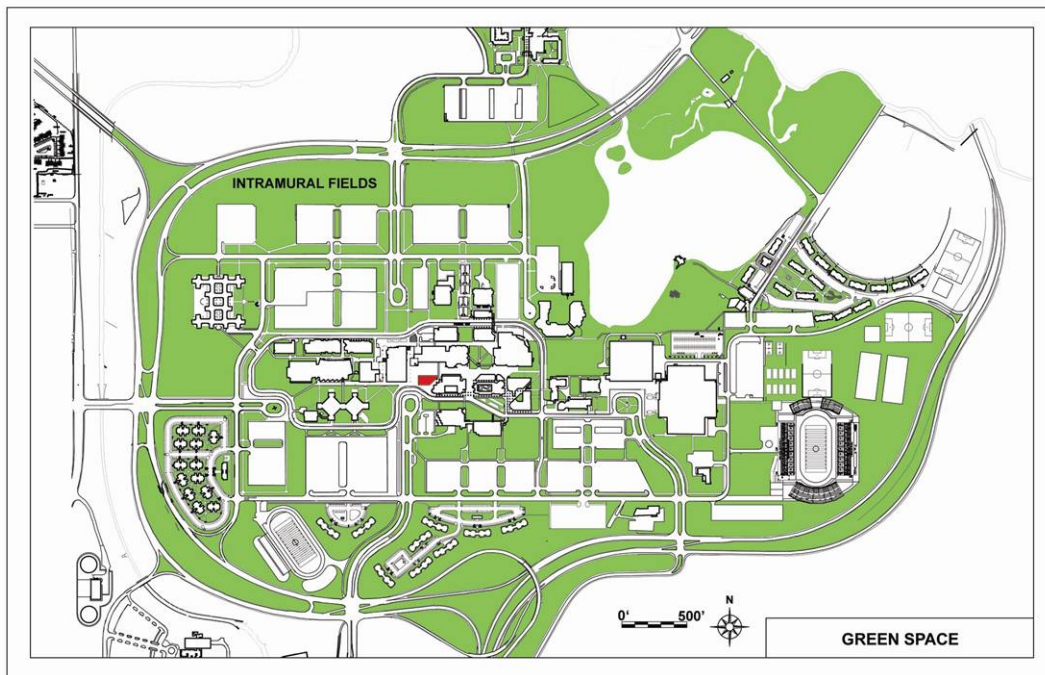


Figure 35: Green space on campus.

North Campus has plenty of green space, but it is because all the leftover space on campus has grass on it. There are no well-shaped “figured spaces” organized for the campus. The green spaces are areas of leftover land that weren’t used for parking or buildings. Intramural and social sporting events take place on the Northwest side of campus where there is enough leftover grass to measure out a playing field. There is one plaza named Founders Plaza on the academic spine that attempts to become an organized green space, but because of poor upkeep and lack of diverse vegetation, is unsuccessful.

### Bus Routes

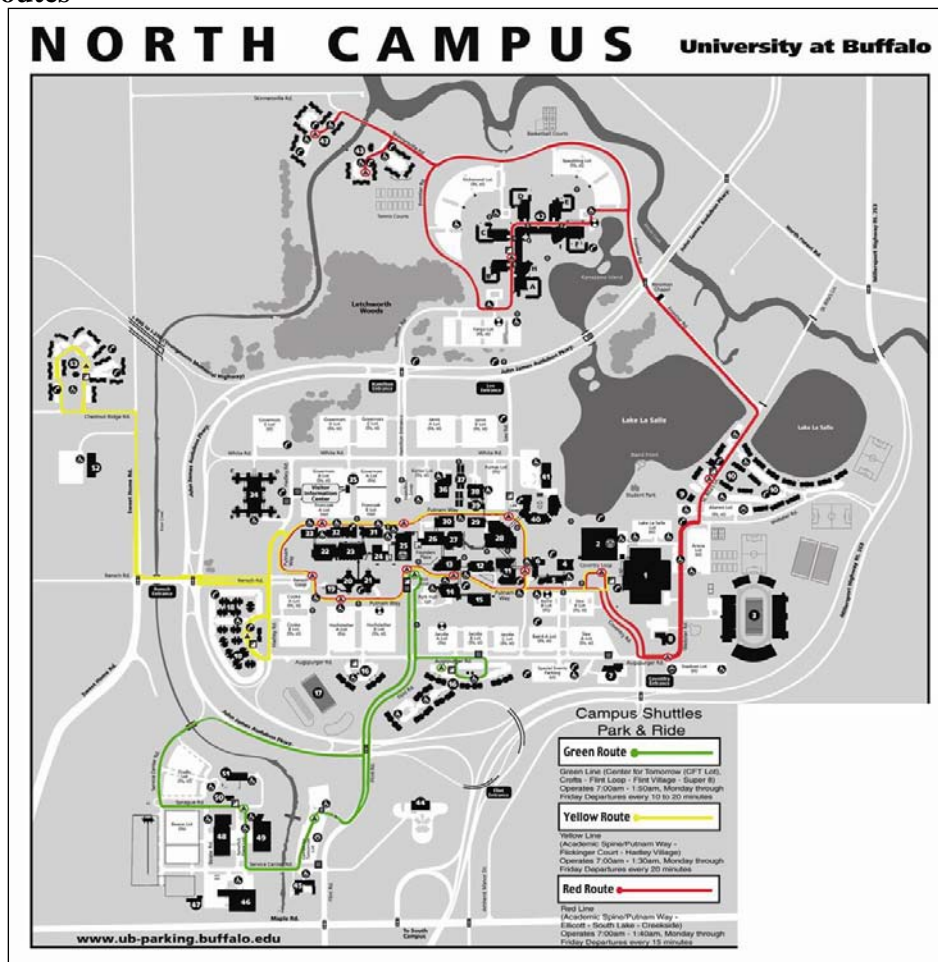


Figure 37: Diagram showing bus routes on North Campus (image from www.buffalo.edu).

The North Campus has three main bus lines, Green, Yellow and Red. These bus lines are crucial for the campus. The bus lines connect the dormitories and housing to the academic spine. The Red and Yellow bus lines run from Putnam Way to the outer buildings of campus on the North side. The Green line connects the Flint Village to Flint Loop and the utility buildings on the southwest side of campus. The bus lines are used 12 months a year from five in the morning till 2 at night.

### 5 Minute Walk

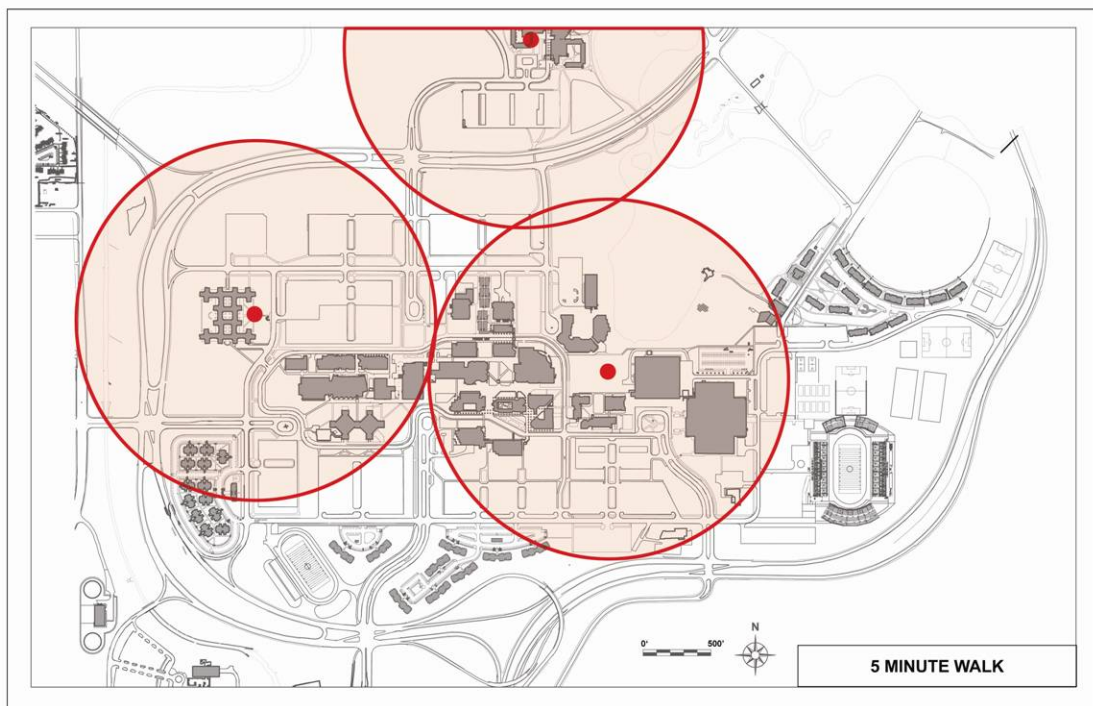


Figure 38: Diagram showing five minute walking distance from each end of the academic spine and from Ellicott dormitory.

North Campus is relatively easy to walk. A student can walk from the very East end of the academic spine to the West end in about 10 minutes. The academic

spine is a little less than one half mile long. Most of the dormitories and housing on campus is within this ten minute walking distance. From the student union to the farthest point of the north dormitory, Ellicott is about five-eighths of a mile. The student union is within five minutes walking distance from the East end of the academic spine and 10 minutes from the west end.



Figure 39: View looking north towards Ellicott Dormitory from The Commons.



Figure 40: View looking west at Capen Library from the academic spine.

## Topography



Figure 41: Diagram of the topography on campus. There is a highpoint of 600' (darkest green) and low point of 575' (lightest green). Biggest grade change happens on the academic spine.

The topography on North campus varies from a low point of 575' to a high point of 600'. The grade change is gradual throughout most of the campus. The academic spine sits on top of the steepest grade drop, using the buildings to accommodate the hill. The campus, aside from the grade change on the academic spine is relatively flat in most areas.

## Water Features

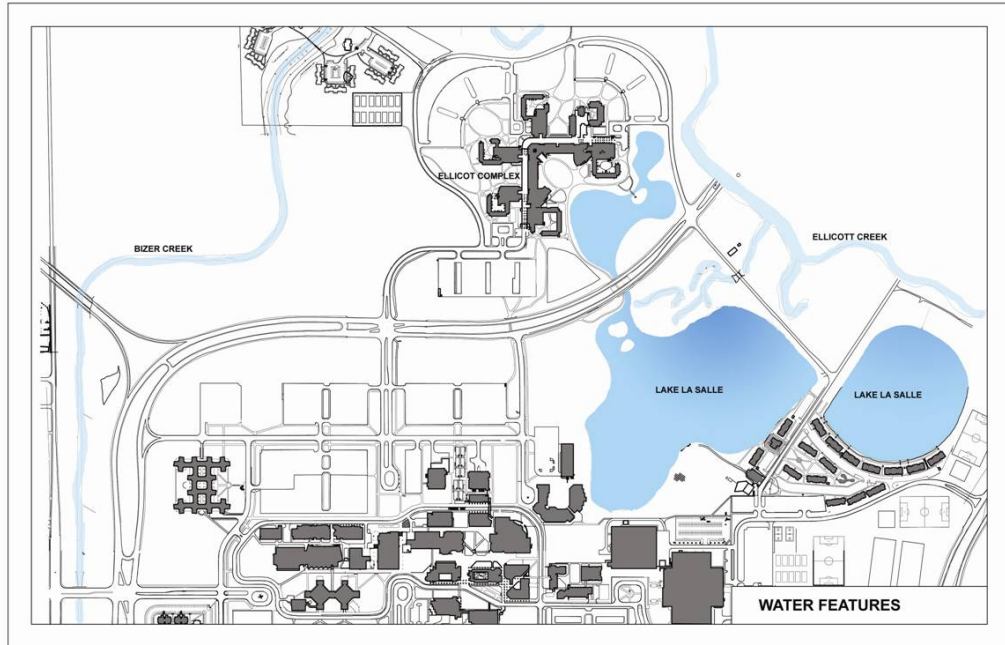


Figure 42: Figure Ground of North Campus showing Lake LaSalle and the connecting creeks.

North Campus has an artificial lake that is located between Ellicott complex and The Commons. There are two creeks that run into and out of the lake, Ellicott Creek and Bizer Creek. Ellicott Creek runs along the East side of campus and Bizer Creek along the West side. The lakes create very picturesque views of the campus and aesthetic spaces along the edges.



Figure 43: View of Lake LaSalle looking at Baird Point.

## Building Connections

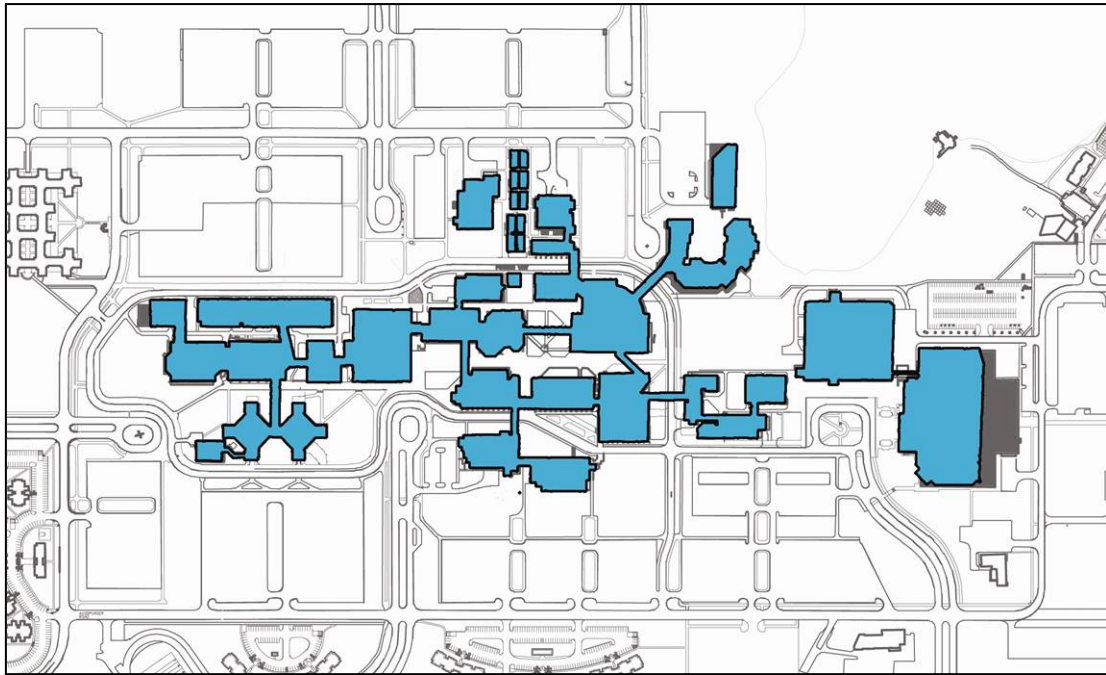


Figure 44: Figure ground of North Campus showing connections between buildings.

North Campus, because of weather conditions in Buffalo, had to adapt its buildings to accommodate pedestrian access during the coldest of weather. Every building on the academic spine is connected through either a bridge or a tunnel to its adjacent building. Many of the buildings have their bridges on the second and third level and force students to figure out their way through the building to find the bridge. Many of the bridges are not in obvious or intuitive spots inside the building.



Figure 45: Example of bridge connection between buildings.

### *Fraternity Life On-Campus*

At the University at Buffalo there are over 20 fraternities and sororities associated with the school. UB has a Greek Life Office to create policies governing the fraternities and sororities. The Greek Life Office can be used as a liaison between the fraternity/sorority and the school administration and faculty. The office is the public relations center for fraternities and sororities to the school, local community and parents of students. The Greek Life Office points out six great reasons to join a fraternity/ sorority: (“Information for Parents”)

- Access to University facilities for meetings and events

- Membership in a Greek Community that includes over 20 organizations
- National/ international membership access to alumni networks
- Recognition of academic excellence
- Positive leadership opportunities
- Promotion and community support of philanthropic and service events

The office is in charge of setting the standards of fraternities and sororities.

These standards include grades and social restrictions as well as recruitment policies.

The fraternities and sororities on campus do not have to be nationally recognized by a major fraternity or sorority. The nationally recognized fraternities and sororities do have the advantage of a central headquarters linking them to other chapters around the country and being used as a resource for their chapters.

Headquarters are generally available during regular business hours. Headquarters offer advice, seminars, personal development programs and ideas as well as the ability to send personnel to chapters. Many national fraternities and sororities have academic scholarships and leadership retreats. Other advantages include insurance policies for the chapters as well as risk management classes. Headquarters representatives visit the chapters annually to make sure they are adhering to the standards and principles set forth by them.

Currently fraternities and sororities are having a positive influence in the local neighborhoods. Within the past few years, fundraising and volunteering events have been held by the Greek community such as Coats for Kids, Buffalo News Kids' Day, and Community Cleanups. Philanthropy events such as Breast Cancer Workshop,

Latinos Rock the Vote, Election 2004, and Education is Inspiration have also improved relationships. (“Information for Parents”)

### Fraternity and Sorority Housing

Housing for fraternities and sororities is non-existent on campus. The lack of housing on campus prevents a strong presence of Greek life and promotes a disruptive presence in the surrounding neighborhoods where they reside. This creates some friction in the local neighborhoods because of some of the more social aspects of Greek life and the lack of governance over them by the school.

Off-campus housing also creates a situation where Greek organizations do not have to take responsibility for their actions. If something goes wrong or a problem happens the “fraternity” is not responsible, it is the residents listed on the house lease who are held accountable.

Illegal fraternities and sororities (organizations not affiliated with the school) are also becoming a problem. These organizations without campus affiliation reside in the neighborhoods as well. They perform illegal hazing acts and throw excessive social events to draw students to their fraternities. Students are unaware sometimes of which organizations are school-affiliated and which aren't. This is problematic for the school as well, because they have no control over what goes on off-campus in these houses, creating dangerous situations for new students.

## Sigma Phi Epsilon Residential Learning Community

Sigma Phi Epsilon is the largest national fraternity in the country and has instituted a program called the Residential Learning Community. This program presents a new way of looking at how fraternities can engage the faculty.

Greek life has been criticized for its lack of an integrated and focused learning environment. Sigma Phi Epsilon has used the criticism and began to encourage its chapters to recruit faculty fellows. These faculty fellows can be teachers or graduate assistants associated with the school. The faculty fellows are encouraged to hold regular office hours in the chapter facility, share meals with the brothers and promote student- faculty interaction. The faculty fellows work with the brothers to develop cultural and educational programming and even have the opportunities to teach a class inside the house. The out of classroom interaction between the student and the faculty member allows for a more personal relationship to form. This relationship allows the brother to approach the faculty member for personal or academic advice and mentorship.

When the program is instituted it has shown increases in chapter size and overall grade point average nationally. Fraternity life is striving to change and refocus its goals. This new commitment to academics and faculty involvement is fundamentally changing the way fraternities on-campus develop its members. It is important to see a leader of the Greek community realizing the problems of fraternity life and attempting to solve them through encouragement and community. (“Residential Learning Community”)

## Chapter 3: Site Analysis

### Site as Connection

The large Ellicott complex located north of the campus across the Audubon houses most of the freshman and sophomores. The apartment complexes located inside the Audubon highway house primarily juniors and seniors at the University.



Figure 46: View looking north at Ellicott Dormitory



Figure 47: View of Hadley Village. ([www.buffalo.edu](http://www.buffalo.edu))

Commuter students do not have an adequate space where they can be between classes to either do work or socially interact with other students. The layout of the campus creates a situation where if you live “on-campus” you still need to commute to class. Students between classes need to make a decision if they want to travel back to their housing or stay on-campus.

This thesis will look at an area of campus that has the potential to become a site that will reconnect part of the campus as well as add programming to the area that will support and add to the existing buildings in a positive way.

### Site Selection

The site is located on axis with the academic spine, between The Student Union, The Commons, and The Center for the Arts, Slee Hall, Clemens Hall, and Baird Hall. The Student Union is located to the west of the site. The Student Union and The Commons have retail and administrative offices in them as well as food services. The Center for the Arts has a theater and art installation area as well as several other cultural features. Putnam Way runs adjacent to the site.

The site is very valuable land for the University; mixed use housing will optimize the site. Housing brings a 24 hour activity level to the area. This new activity level will help with security and campus atmosphere during all hours of the day. Surrounding buildings do not have adequate food or lounge areas and the gym on campus located southeast of the site is very often overcrowded and not adequate for the amount of students using it.

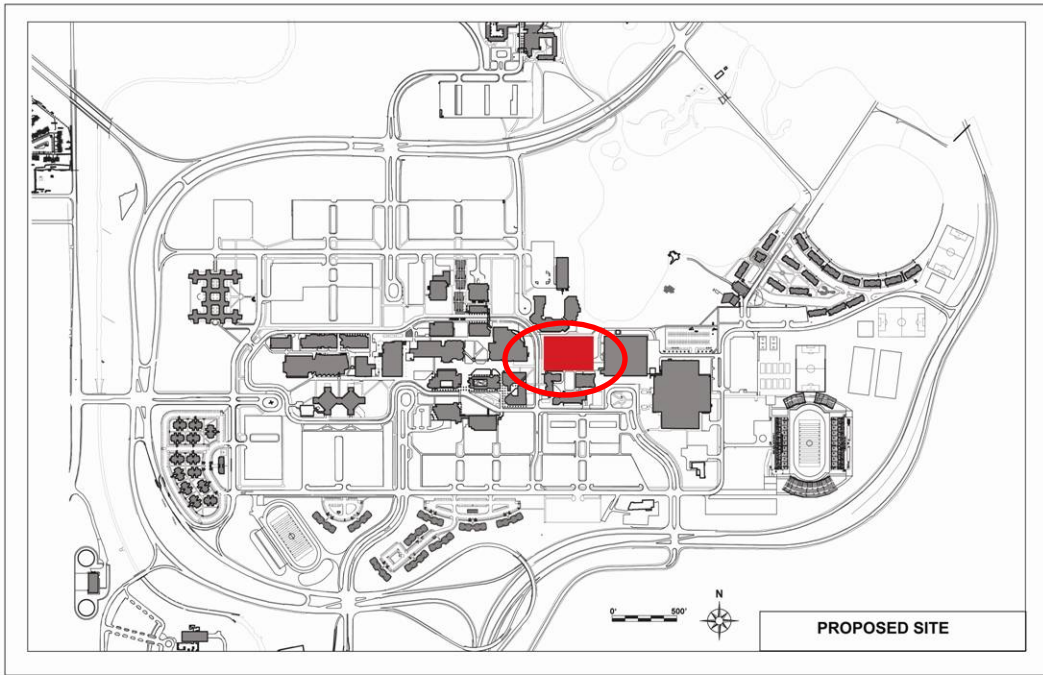


Figure 48: Proposed site on North Campus.

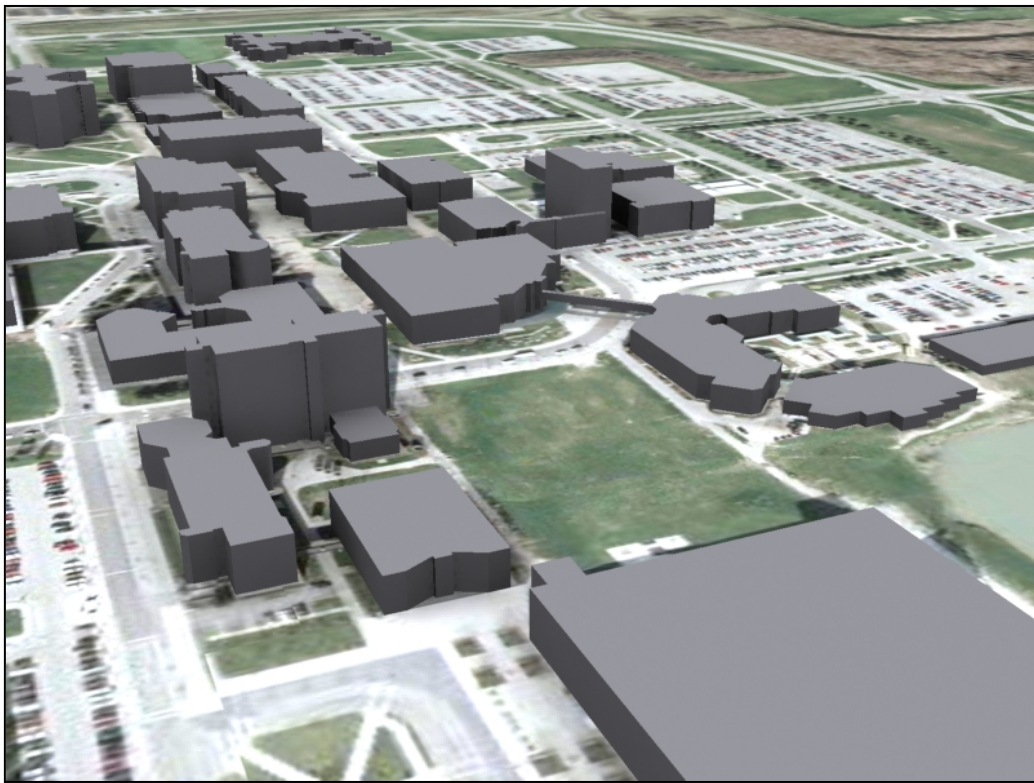


Figure 49: Three dimensional image of proposed site. (Aerial photo from [www.earth.google.com](http://www.earth.google.com))

*Analysis*

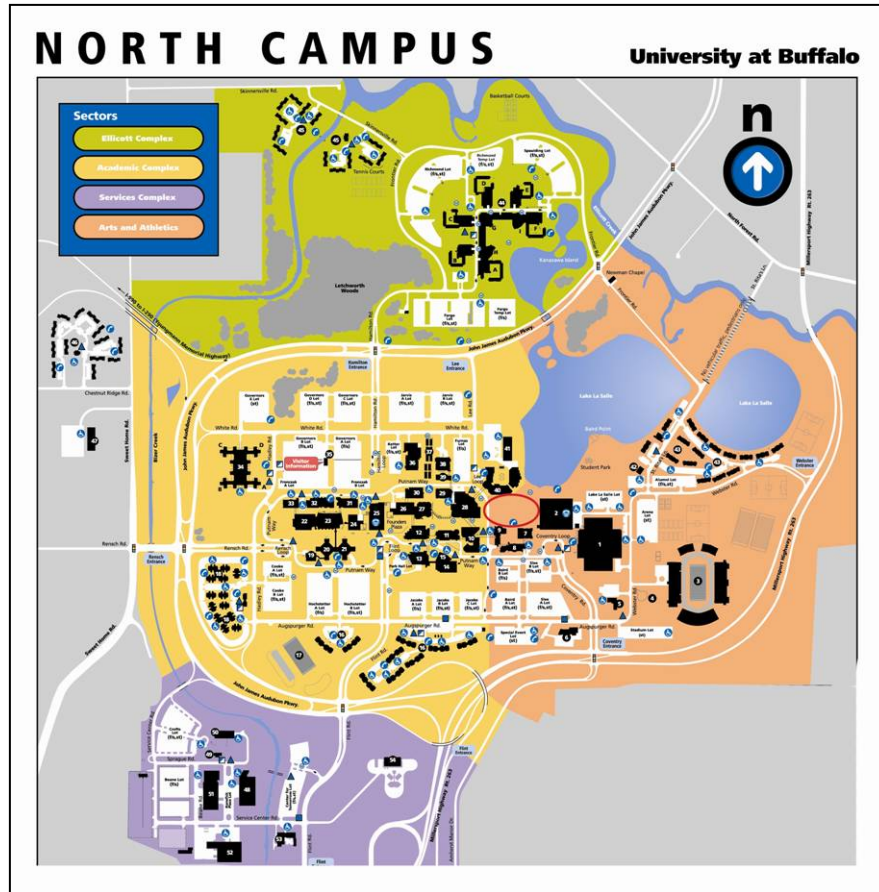


Figure 50: Diagram showing how the proposed site sits on the edge of both the academic complex and the arts and athletics complex. (Image taken from [www.buffalo.edu](http://www.buffalo.edu))



Figure 51: Aerial photo of proposed site. (Photo from [www.earth.google.com](http://www.earth.google.com))

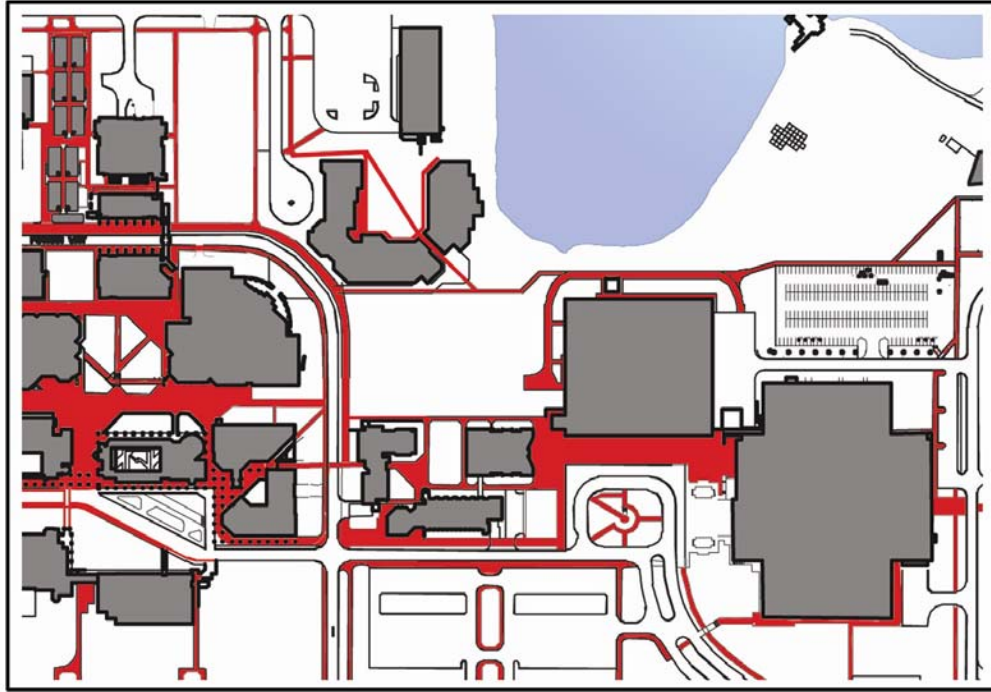


Figure 54: Existing pedestrian traffic around proposed site. No pedestrians cross site from northwest to southeast corner because of topography change in southeast corner.

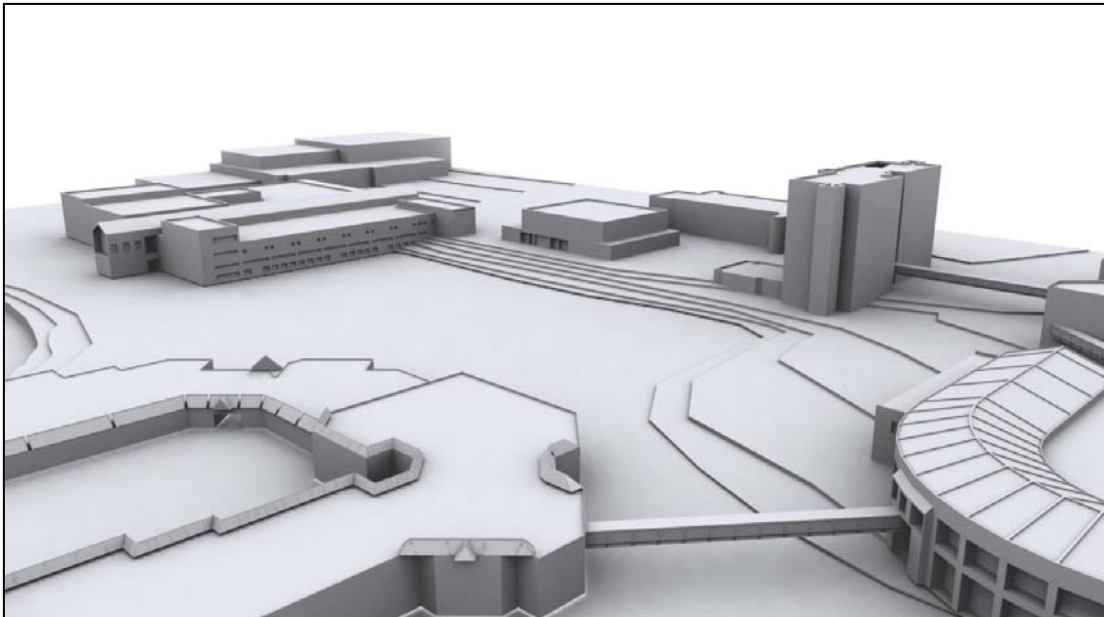


Figure 55: Diagram showing grade change in southeast corner of site. The change in grade is approximately eleven feet.



Figure 56: Panoramic photo looking south on proposed site. Center for the Arts is on the left side of the picture.

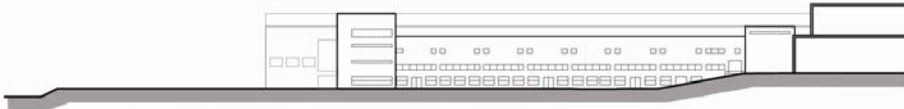


Figure 57: Section through proposed site north-south 1"=64', Center for the Arts façade shown in background.



Figure 58: Close up photograph of grade change in southeast corner of proposed site. Center for the Arts building is nestled in the hill.

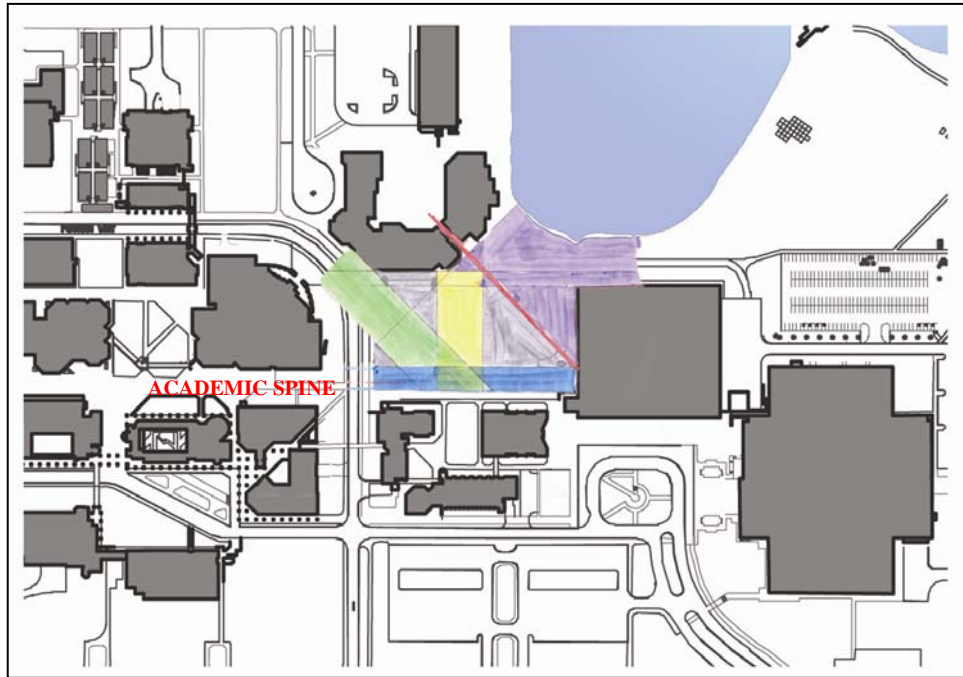


Figure 59: Abstract diagram exploring the proposed site, showing contextual influence from surrounding area, each shade shows area of site that could be designed in respect to its surrounding context.

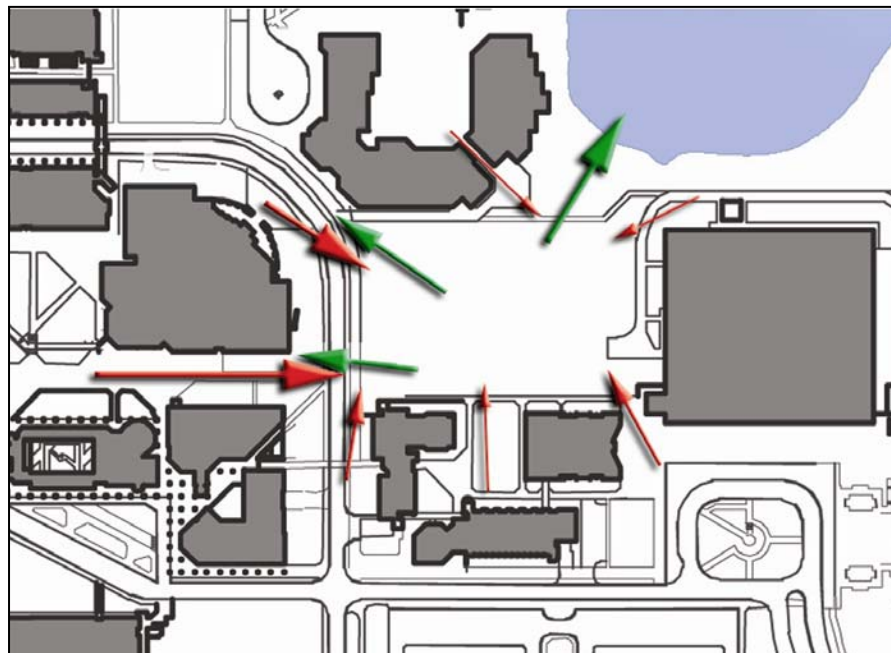


Figure 60: Diagram of the proposed site showing important views in and out of the site.

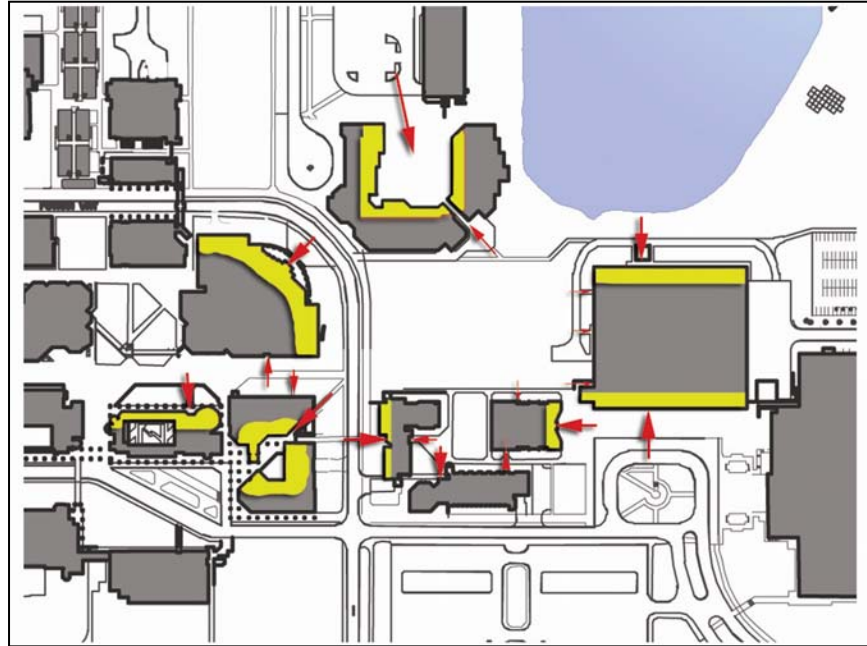


Figure 61: Diagram of the proposed site showing front entrances of surrounding buildings.

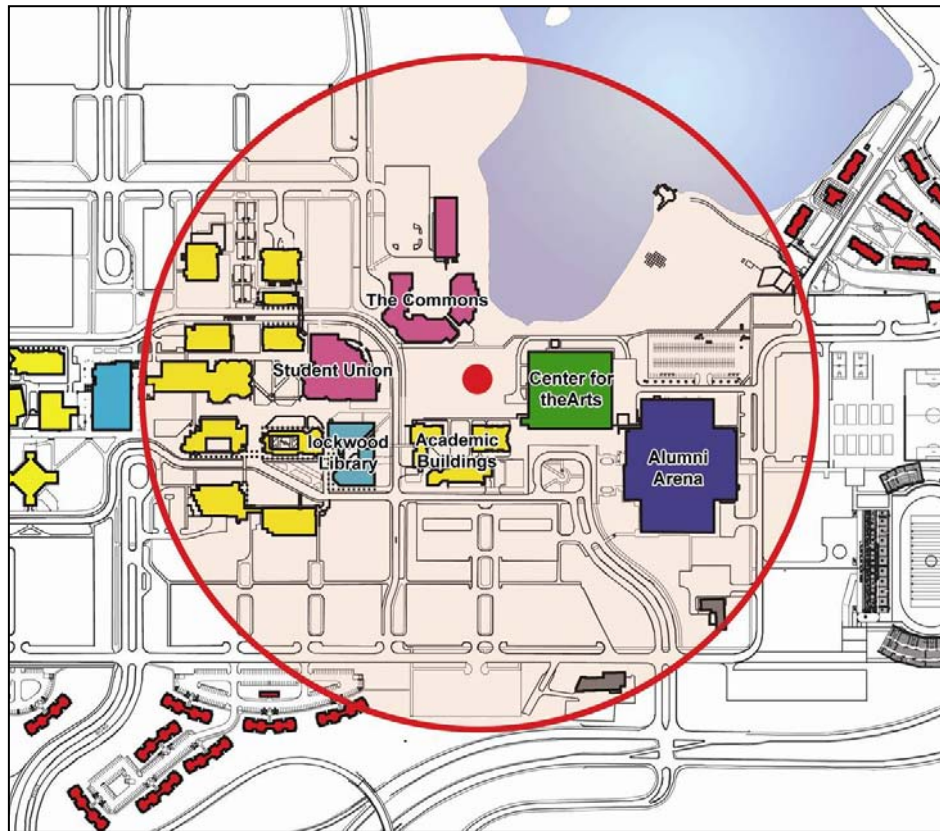


Figure 62: Five minute walk from the site and surrounding building uses.

## Chapter 4: Program

### Size as Program

Programming in a campus environment can be articulated by considering the size of spaces to plan the space. Small spaces would constitute anything from closet space to bedrooms. Medium size space would include classroom, office and lounge spaces. Large space would include atriums, large social gathering space, and small lecture halls. Extra large spaces would include very large open spaces, large theaters, and other spaces that could contain or be used by large numbers of people.

Using this terminology the initial spatial and program layout of a building can be done without pinpointing exactly how many bathrooms, rooms or facilities needed in the building. The location and spatial connection will be the guideline to laying out the building or diagram of the building. This provides a way to do preliminary designing and programming based on connections between the building and programmatic proximities based on the size of the space.

The Residential Campus Facility will have some very basic design principles. The first two floors will have campus wide social lounges and academic spaces and the top floors will be the housing. The second floor will also be used as the entrance to the housing, placing all their social spaces on that floor to reduce privacy issues.

*A New Model for the Residential Campus Facility*

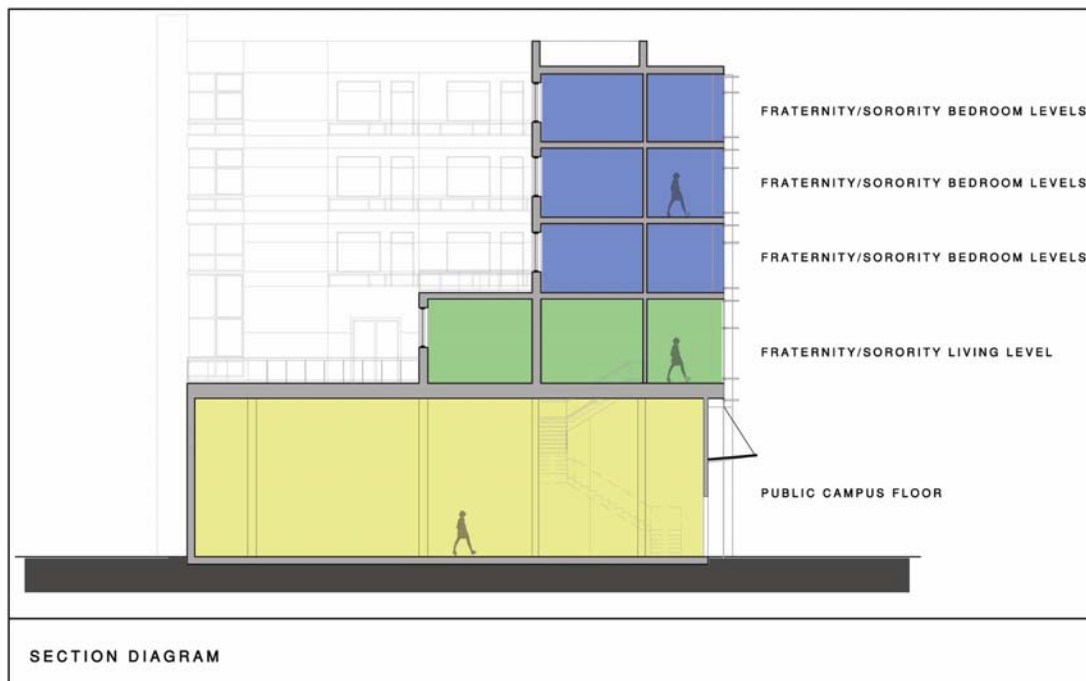


Figure 63: Diagrammatic section of how spaces can work in the proposed Residential Campus Facility. The bottom is the public campus floor, the second floor is the fraternity/sorority living level, the top three levels are fraternity/ sorority bedroom levels.

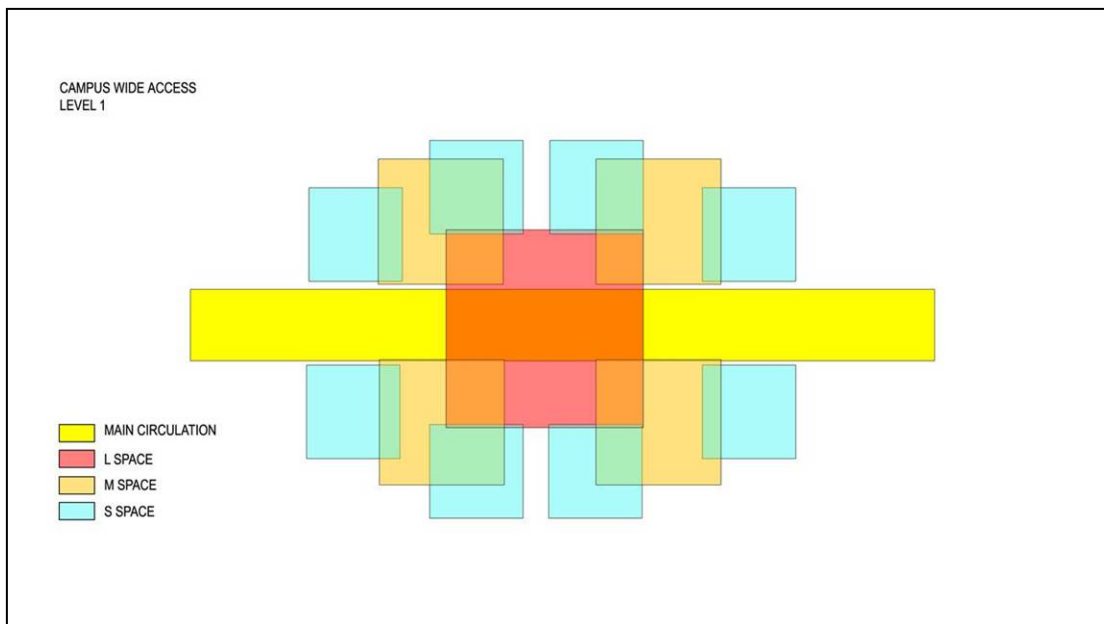


Figure 64: Possible Courtyard Scheme. Diagrammatic first floor plan of the proposed Residential Campus Facility. Horizontal bar represents main circulation. Boxes around the horizontal bar represent different spaces and program. The overlapping of shapes represents a possible shared spatial experience to connect the spaces.

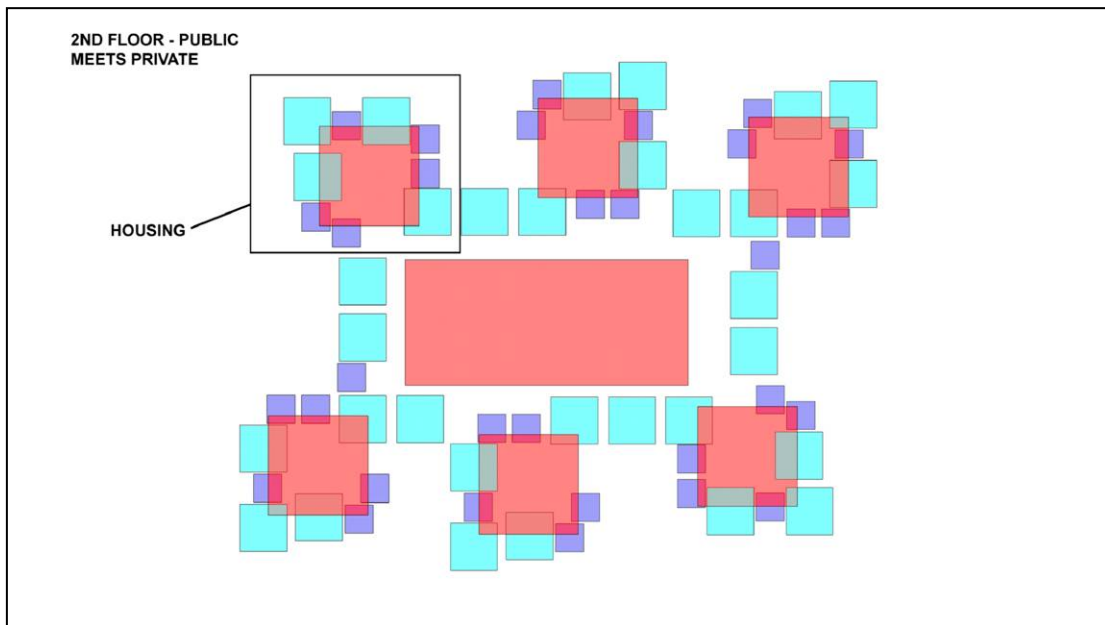


Figure 65: Diagrammatic second floor plan shows different housing units surrounding a large space with several smaller spaces linked between the housing. This floor is where the public spaces meet the housing entrances.

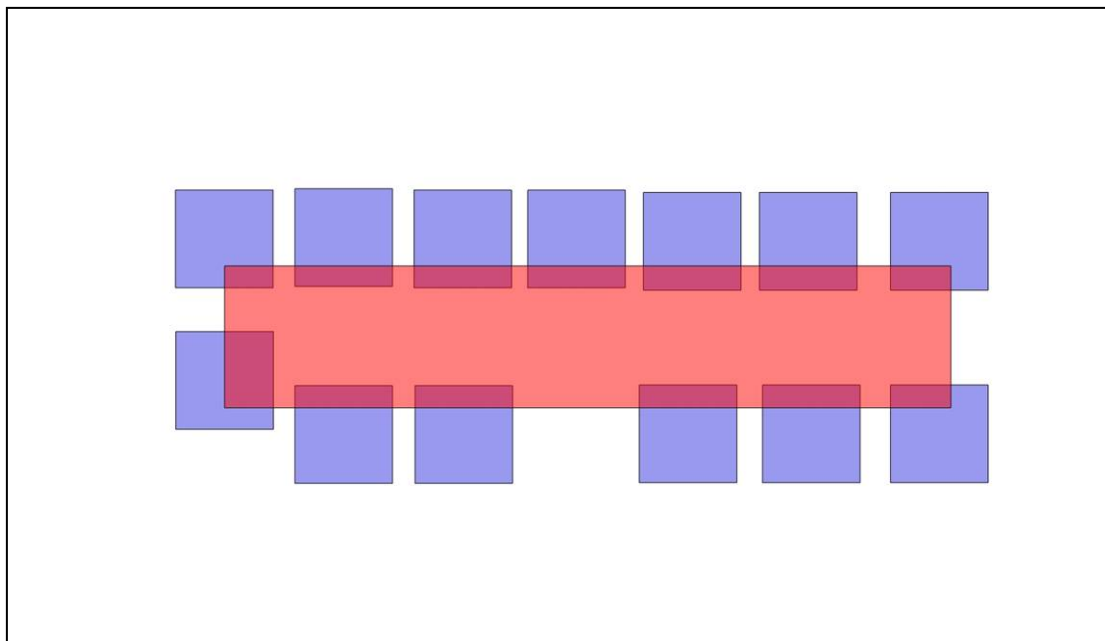


Figure 66: Diagrammatic upper level floor plan showing small spaces possibly bedrooms surrounding a circulation space.

Public Campus Space

The new Residential Campus Facility will be programmed to encourage the population of the whole campus to utilize its spaces. The complex will include a diverse range of programming.

Programming needs to be developed on two levels. The first level should integrate the campus and the complex. The complex should be used as more than just housing for fraternities. The second level will be the threshold between the campus and the housing above.

School Wide Accessibility Programming

- Food Service 3,500 Sqft.
- Dining Areas 4,100 Sqft.
- Lounge Areas 10,000 Sqft.

- Areas for students to congregate and lounge in a specified Location in the building consisting of chairs/ tables/ couches

- Classrooms 4,000 Sqft.
- Offices 1,000 Sqft.

-Offices for Greek life officials as well as housing offices and other necessary offices for the building.

- Social Formal Space 4,500 Sqft.

-Compensate for the void on campus for a formal dining/ ballroom to allow social events, and formal dinners. Large enough for 150-200 people

- Ice Skating Rink 3,200 Sqft.  
-Similar size skating rink as Rockefeller Center, outdoors to keep activity level in courtyard during the winter months.

- Retail Stores 5,300 Sqft.

-Space in the building to accommodate Ice Skating rink store room, Greek store for fraternities and sororities, and possible small supermarket for the residents

-Guest Faculty Apartment 5,200 Sqft.

-Total of 8 apartments (650 square feet each) integrated in the building for visiting faculty lecturers and guest faculty members.

-Utility etc. 11,000 Sqft.

### Fraternity and Sorority Housing

Fraternity and sorority houses currently consist primarily of bedrooms, a living room, dining room, and food service spaces. The new fraternity complex will create many more opportunities for fraternities and sororities to utilize their space further. There will be rooms available for faculty members to hold office hours and work with the chapter inside of their house. As an organization fraternities and sororities need volunteers and faculty involvement in order to reach their full potential as individuals to be a successful group. The interaction can help guide new academic oriented programs as well as create seminars and events with cultural and educational programming.

### Fraternity and Sorority Space Programming

-Food Service/Kitchen Facilities 110 Sqft.

-Dining Area 570 Sqft.

-Living area 800 Sqft.

-Faculty Office 180 Sqft.

-Executive Board Room 250 Sqft.

-Study Room 200 Sqft.

- Storage 300 Sqft.
- Student Bed Rooms 100-160 Sqft.

-There are three floors of bedrooms. Each floor will contain a diverse type of bedrooms: single, double and triples. Each fraternity house will be able to accommodate approximately 55 residents.

The gross square footage of the building will be approximately 280,000 square feet and approximately 68' tall. The first floor containing the public campus spaces will be 23' tall, the fraternity living level is 12' tall, the bedroom floors are 10' tall. 650 students will be able to be housed in the building.

## Chapter 5: Precedents

### University of Virginia

Thomas Jefferson was the architect of the University of Virginia lawn, and his concept was simple: create an “academic village” with housing and academic classrooms located on the lawn. The housing includes dormitories for the students and faculty houses with the ground floor used as academic classrooms. A rotunda shaped library building is located at the head of the lawn. The rotunda building is symbolic of the importance on books and education. The Lawn and its buildings were oriented and planned based on the philosophy of Jefferson and the University, which held that faculty and student should be as integrated as possible to create a true academic experience. (Turner 3)

The lawn is laid out in four rows. On the East and West sides of the Lawn, there are two ranges. These contained student rooms and “hotels”, and refectories which would feed about fifty students. The hotel keepers would lease the space and live there with their families. Thomas Jefferson wanted the first hotel to be leased by a French family so the students would learn French during lunch time. The philosophy that education continues outside the classroom was a driving force in his design. The dispersal of eating places prevented centralization on the Lawn, which Jefferson wanted to avoid. He allowed each eatery to only fit so many students, so they would diversify their dinner time experience at the different hotels. Jefferson wanted each hotel to support an educational objective. (Brawne 14-17)

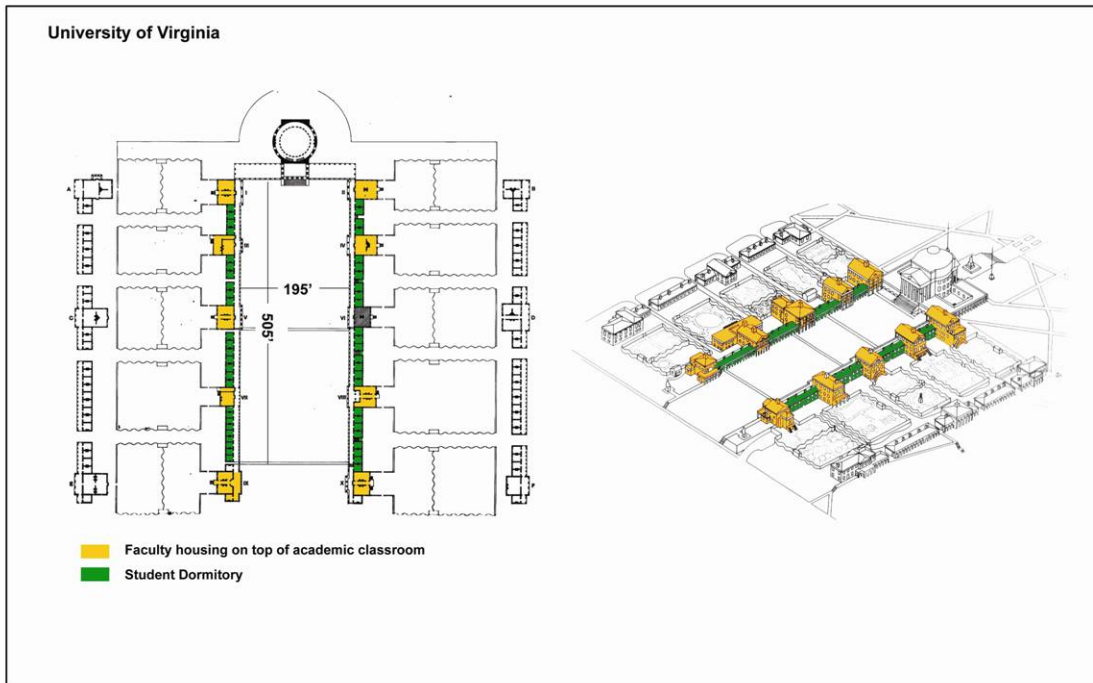


Figure 67: Analysis of University of Virginia Lawn. Relationship between faculty housing and student housing. (Initial image from Brawne, Michael. [University of Virginia the Lawn](#))

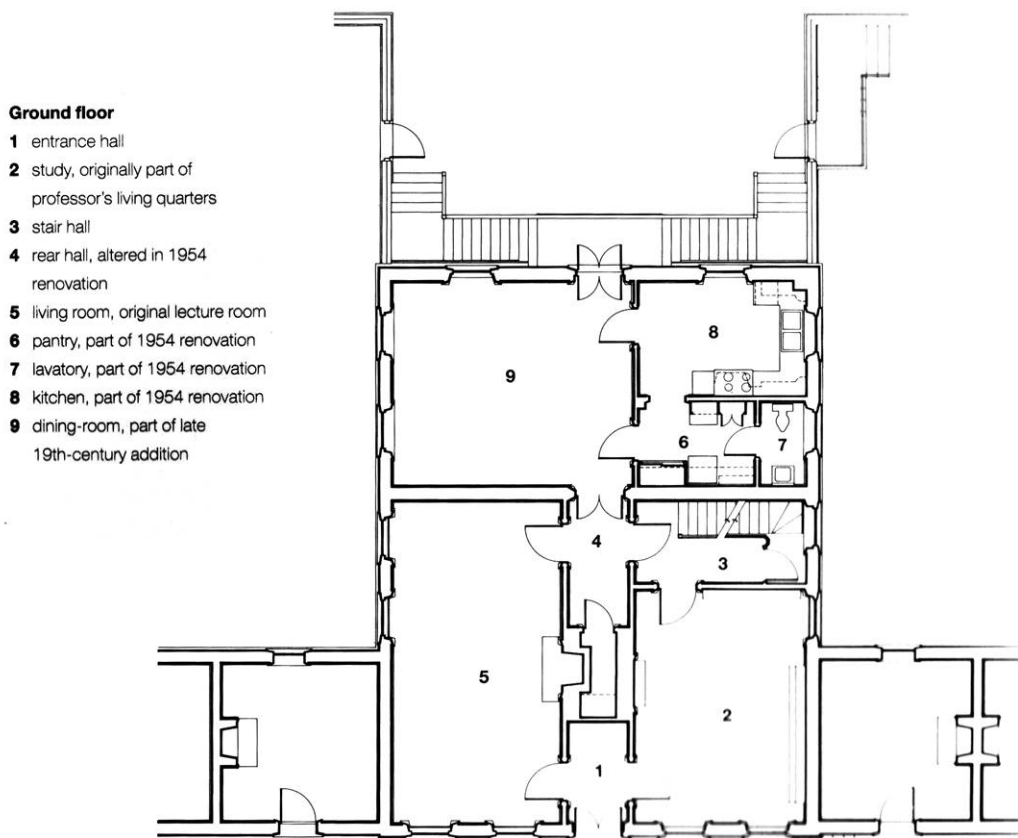


Figure 68: Ground floor plan of faculty pavilion on UVA Lawn showing academic and house spaces. (Image from Brawne, Michael. [University of Virginia the Lawn](#))

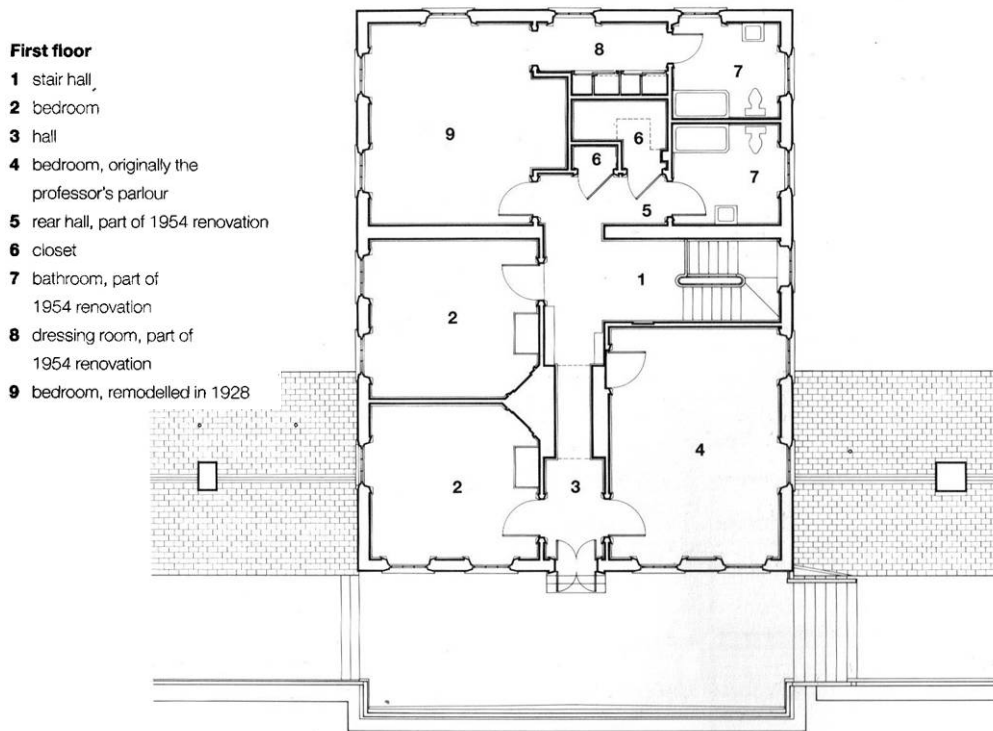


Figure 69: first floor plan of faculty pavilion on UVA Lawn. (Image from Brawne, Michael. University of Virginia the Lawn)

### Oxford and Cambridge College

In 1379, William of Wykeham founded New College at Oxford. New College was designed placing the emphasis on education and housing of undergraduates. Prior to New College, students living arrangements were not a concern of the school. The students would live in hostels or with local townspeople. Wykeham decided to create a college that would not only house students, but “would contain all the major collegiate requirements: a chapel, a hall (used for dining, lectures, and other assemblies, scholars’ and masters’ chambers and quarters for the head of college” (Turner 10). The buildings created a quadrangle form. The quadrangle form and the

idea of having teachers and undergraduates live together was repeated and followed over the next two centuries at Oxford and Cambridge. The quadrangular shape was created for several reasons: The tradition of the cloister around the ministry, defense of the college was strategically more viable through a walled courtyard with limited entry, and space in Oxford and Cambridge was limited, the quadrangle made the most of the space by surrounding the perimeter and creating one large courtyard space.

(Turner 10)

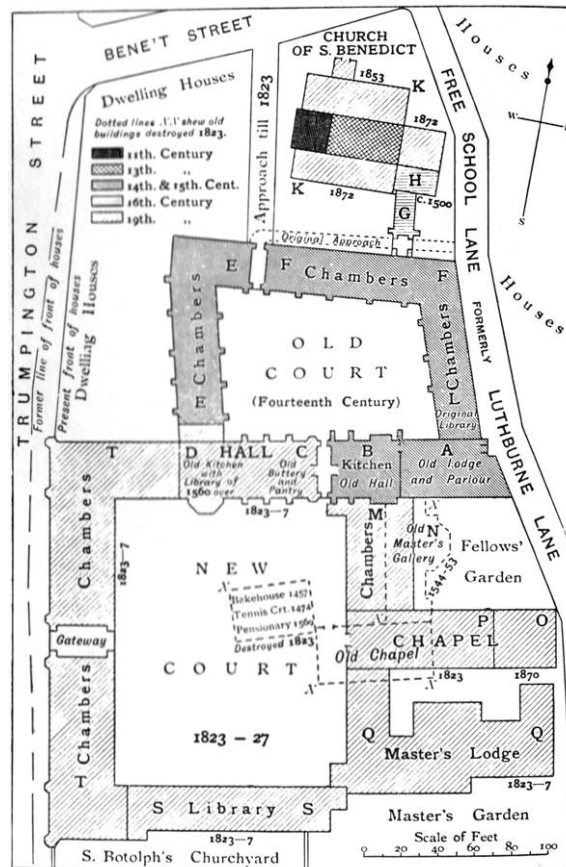


Figure 70: The Plan of Corpus Christi College used a quadrangle formation. When the campus expanded it attached another quadrangular courtyard on the previous one. (Image from Turner, Campus P. 7.)



Figure 71: Map of Oxford showing collegiate quadrangles. (Image from Turner, Campus pg 8)

## Kresge College

Kresge College was designed by Charles Moore and William Turnbull. The college was built during the early 1970's when architectural and educational experimentation was taking place. The site was in a forest setting in California. The design concept for the campus was borrowed from the shopping center model. "The shopping center, with its assumptions of easy gregariousness and diverse functions performed within a single unifying framework, were incorporated into the plan to reduce the likelihood that students would suffer from loneliness in so isolated a setting".(Floyd 76-79)

Kresge College used meeting areas, housing and service facilities placed along the spine and an assembly hall and student commons center at each end. "The Scale is intimate; the effect is of a Mediterranean village, set incongruously in the midst of a redwood forest" (Woodbridge 76-82). The College was designed to encourage social interaction between the students and faculty.

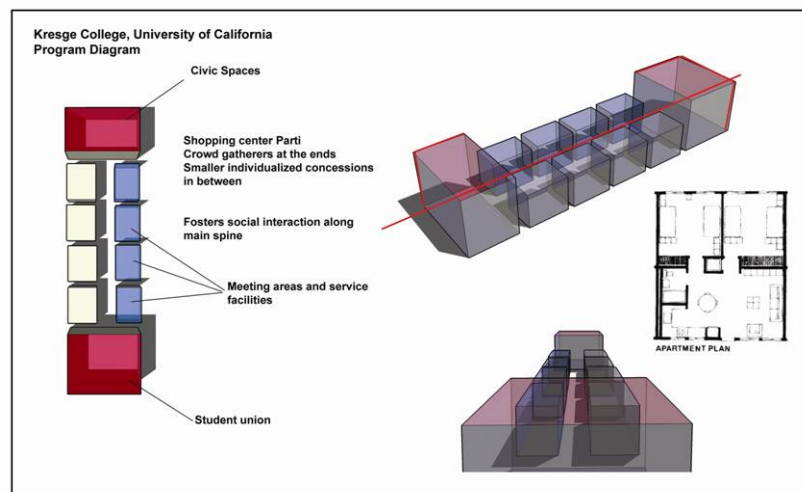


Figure 72: Diagram of Kresge College. Two large campus buildings on the end of the spine with smaller academic and faculty facilities filling in the space between.

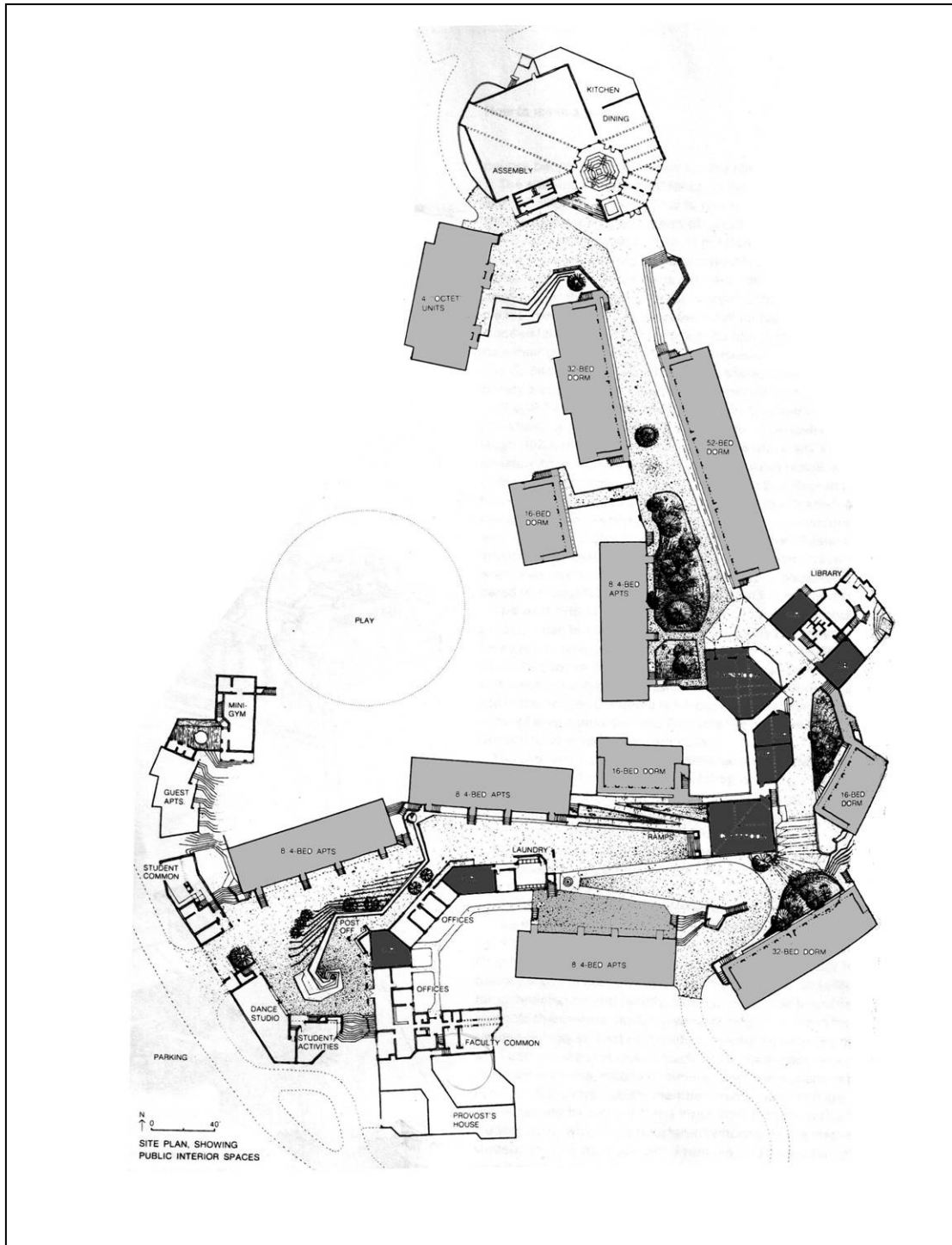


Figure 73: Site plan for Kresge College. Light shade is dormitories, dark shade is academic spaces. (Image from Woodbridge, *How to Make a Place* p 77)

Stata Center MIT

The Stata Center was designed by Frank Gehry. The building is designed to bring together several related programs in computer sciences. “The researchers wanted more openness, community and easier ways to collaborate”. (Russell 98-102)

The school realizes the most creative and significant work is done by independent and teamwork cooperation, which is a social process. The building was created and designed to have the most public realm on the ground floor. The ground floor is used as the “student street” and is open and accessible to the entire Massachusetts Institute of Technology community. The school not only wanted to attract the best students, but have a facility that would create a comfortable student life environment. Along with the academic classrooms, there is a fitness center, daycare center and multiple food services located along the street. The spaces are “Festooned with intertwining overhead stair ways and shapes from the floors above plunging through the ceiling, it urges students to slow down by offering eddies of space fitted out with benches, computer terminals, and blackboards”. (Russell 98-102)

A community was formed in the building between the students and faculty members. The circulation spaces and social interactions are all dependent on each other.

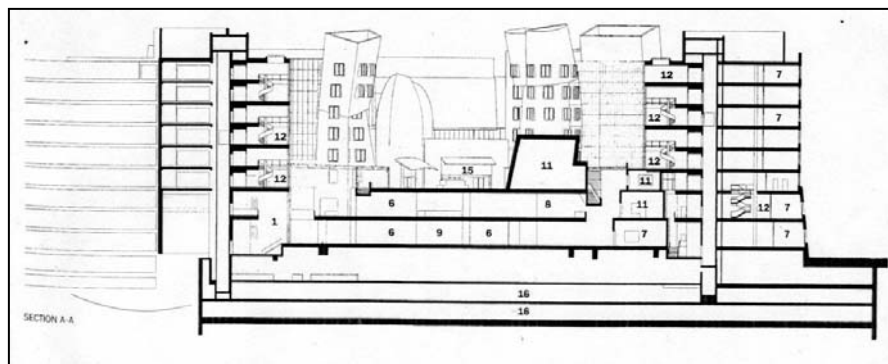


Figure 74: Section through Stata Center MIT Campus. (Image from Russell “Stata Center, Massachusetts”.)

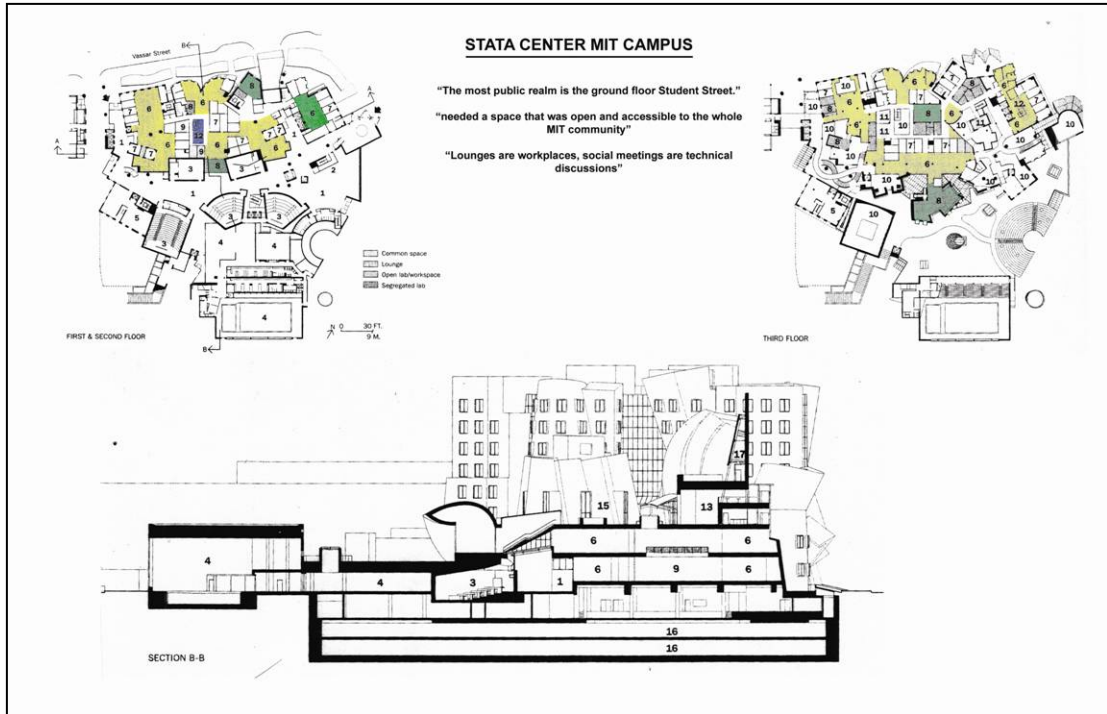


Figure 75: Section and plan Stata Center MIT Campus. (Image from Russell "Stata Center, Massachusetts".)



Figure 76: Interior photo of Stata Center MIT Campus. (Photo from Russell "Stata Center, Massachusetts")

University of Maryland Fraternity Row

The University of Maryland has a very traditional Fraternity Row. Each fraternity or sorority on the Row has its own individual house. There is a large lawn inside of the Row available for use by the whole campus but primarily is used by the Greek organizations.

Fraternity Row is isolated from the rest of campus. It is located across Route One a major road running through College Park. The Row has a very strong central axis running through the center of it. The lawn on Fraternity Row is used mostly by fraternities, but there are also several intramural sports played on the field such as club rugby.

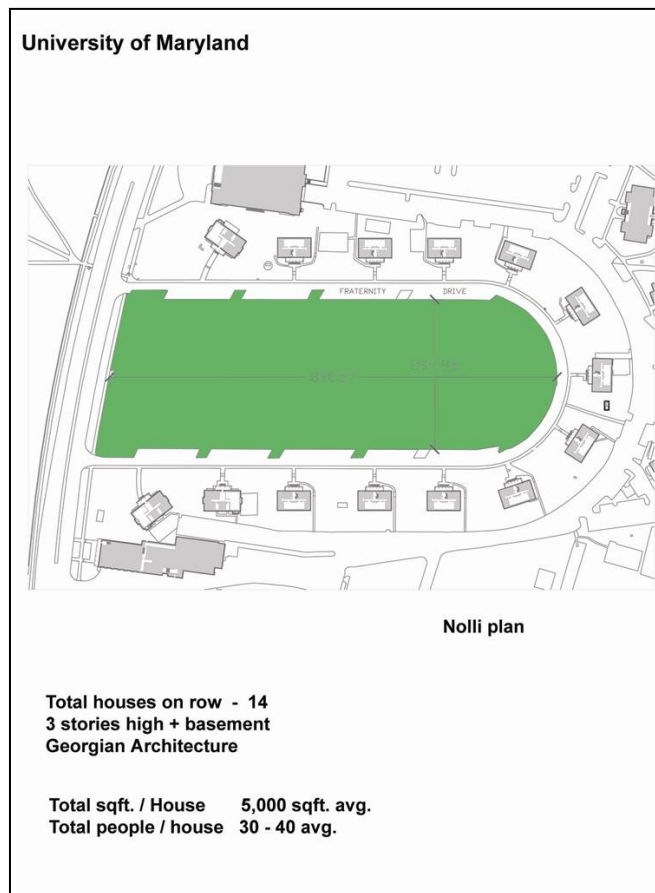


Figure 77: Analysis of Fraternity Row at University of Maryland.

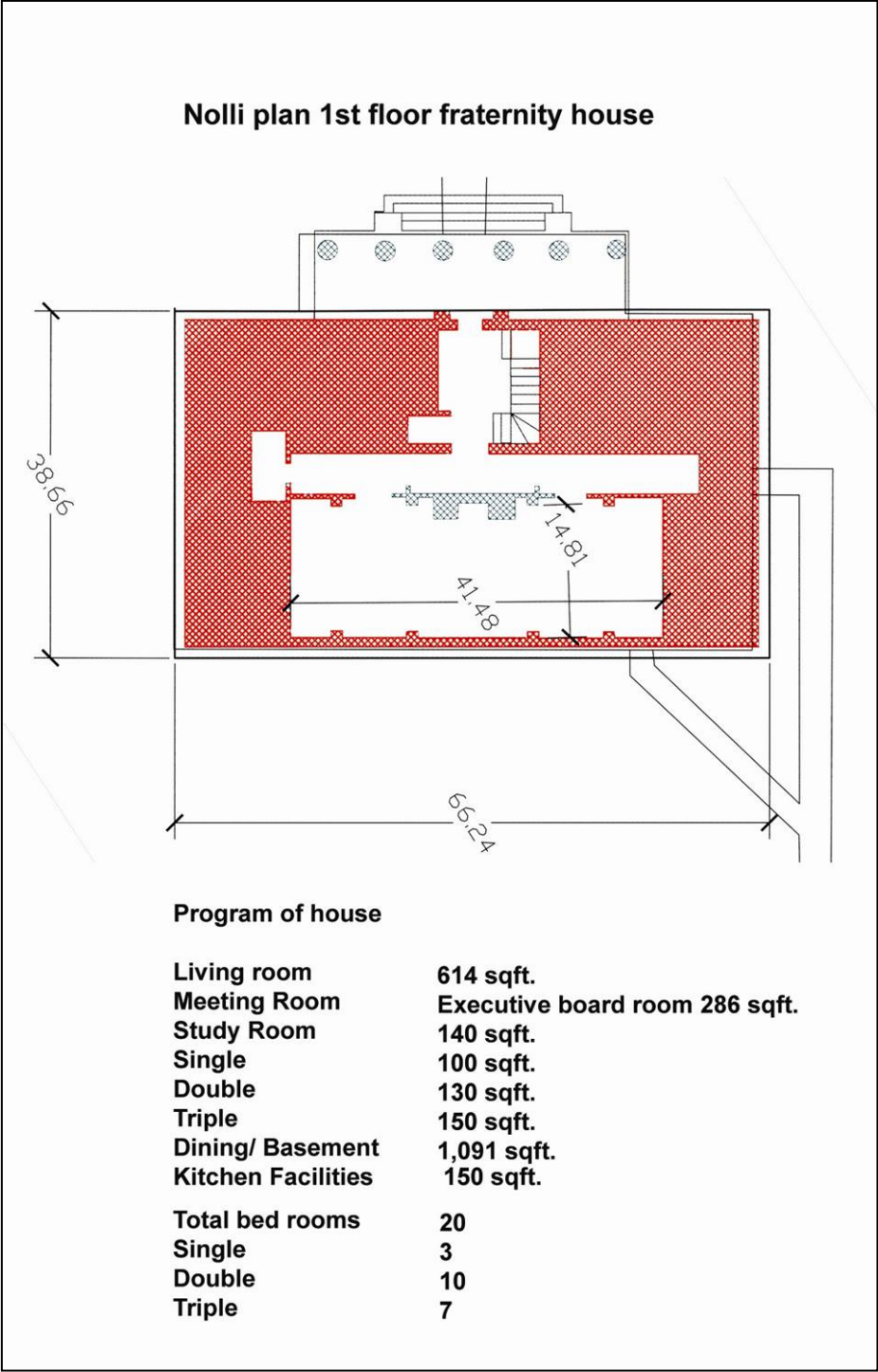


Figure 77: Analysis of individual fraternity house at University of Maryland. .

## Chapter 6: Partis

### Parti One

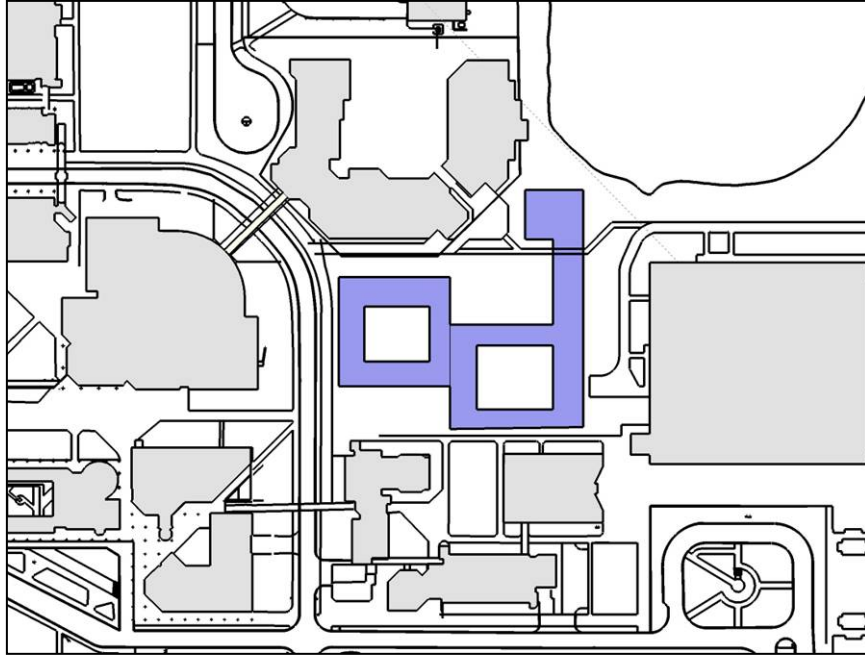


Figure 84: Parti one Site Plan.

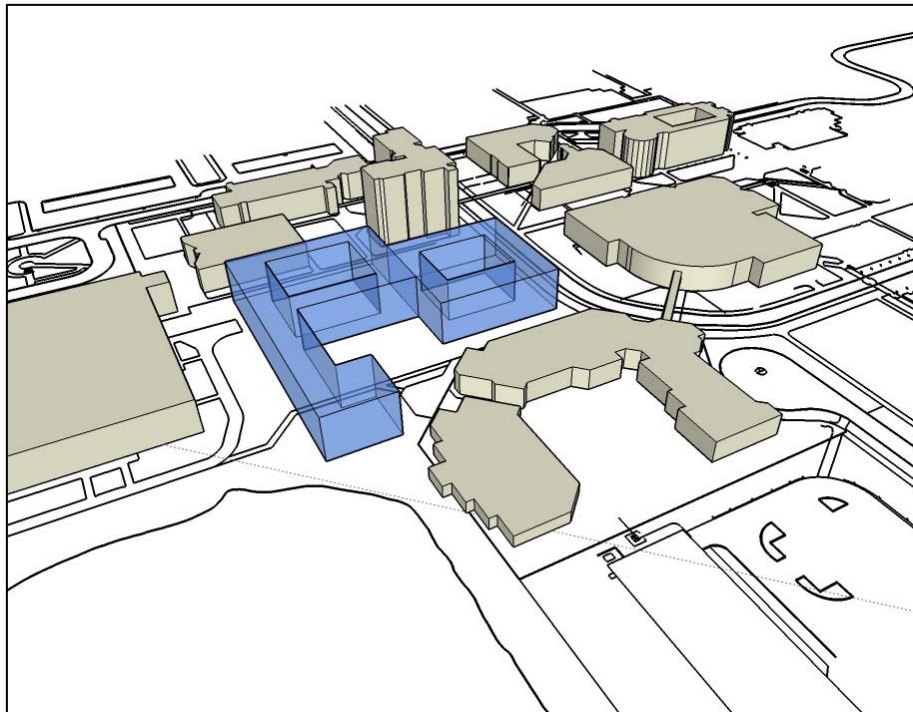


Figure 85: Parti one Birds eye view looking southwest.

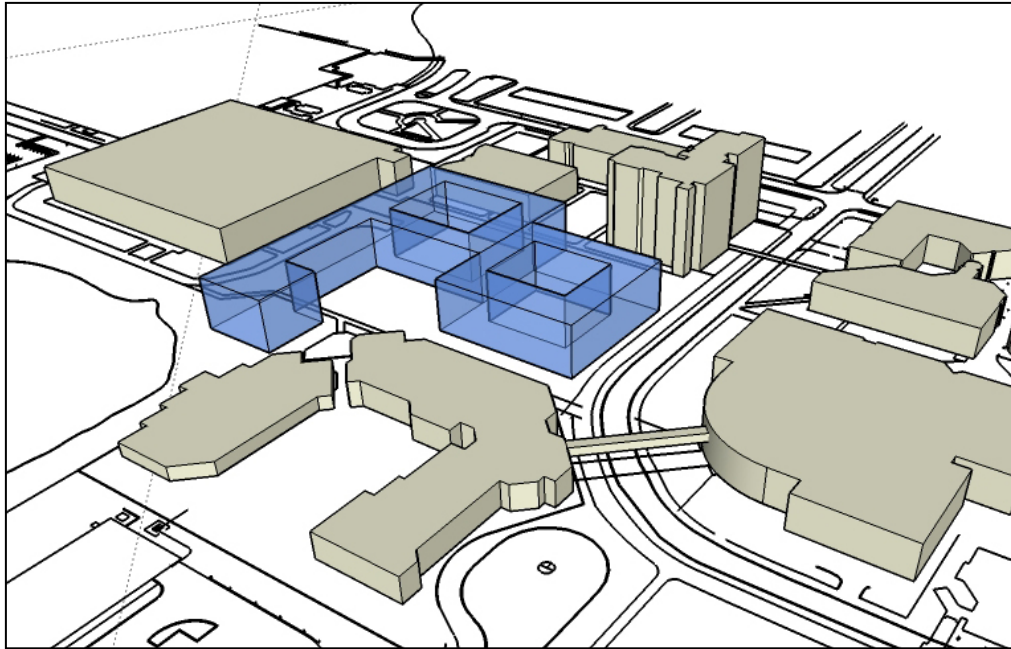


Figure 86: Parti one Birds eye view looking southeast.

This Parti is a dual courtyard system. The placement of the courtyards creates spaces that could imply usable organized outdoor sites. The courtyard closest to the Student Union is built close to the corner to help create a connection with the Union and The Commons. This creates a space behind it open to the academic spine. The second courtyard creates an end to the academic spine and extends outward towards the water to take advantage of the view and site.

*Parti Two*

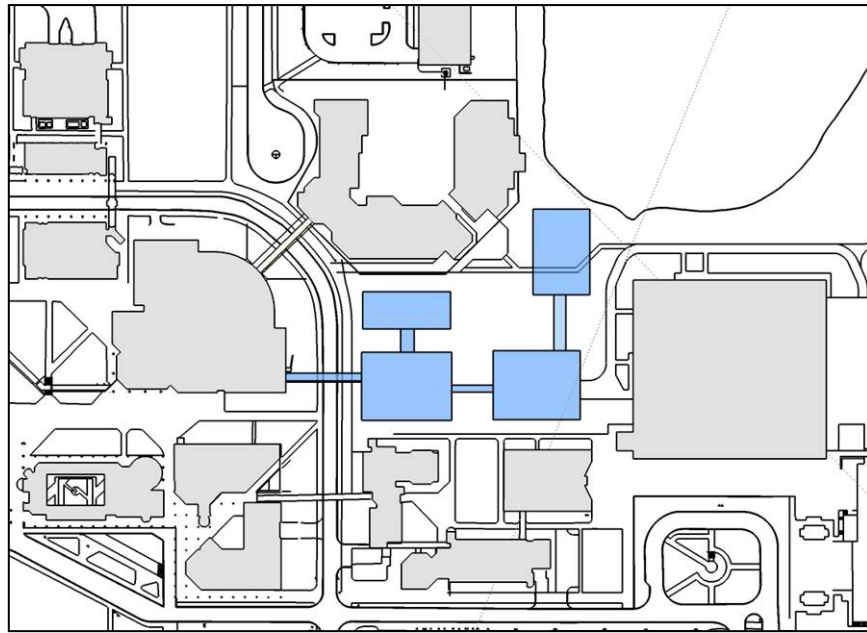


Figure 87: Parti two site plan.

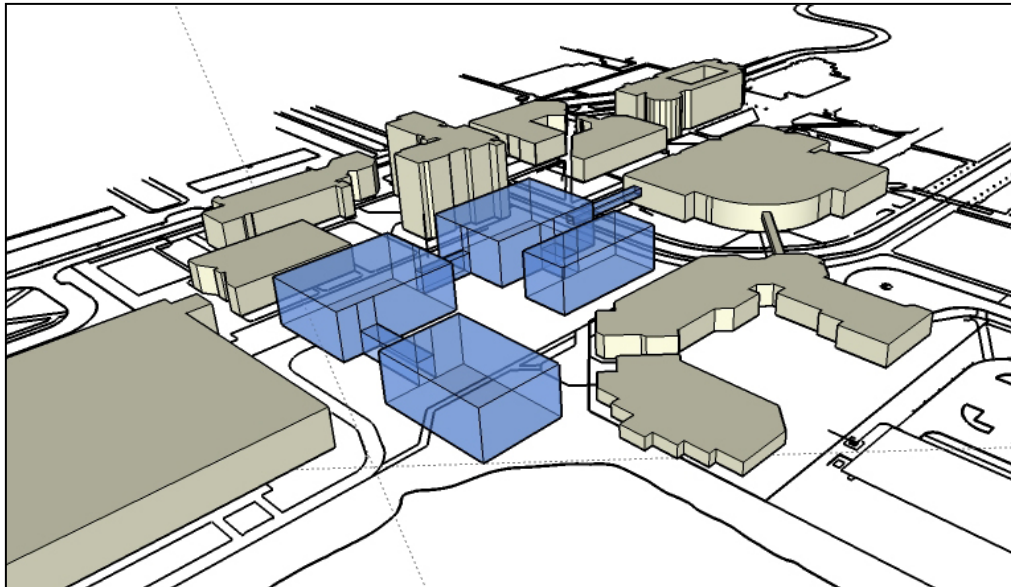


Figure 88: Parti two birds' eye view looking southwest.

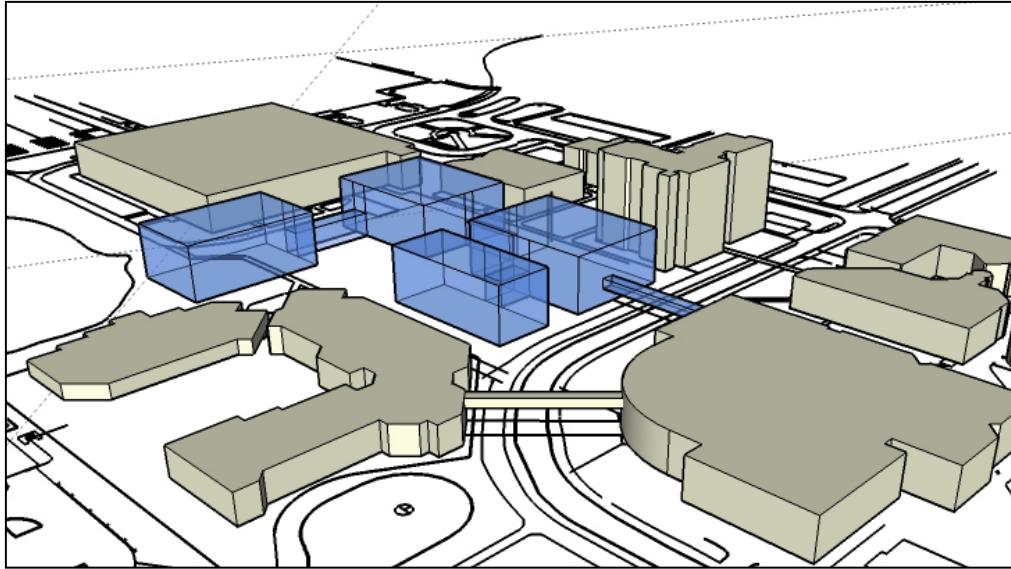


Figure 89: Parti two birds' eye view looking southeast.

The second Parti is a series of buildings connected to each other. The buildings are organized to create an outdoor space in the center of the site as well as creating a connection to the Student Union. The buildings on the South end continue on the same axis as the academic spine. These buildings could have a strong connection to the spine. The bridge connecting to the Student Union would be similar to the one connecting the Student Union to The Commons.

*Parti Three*

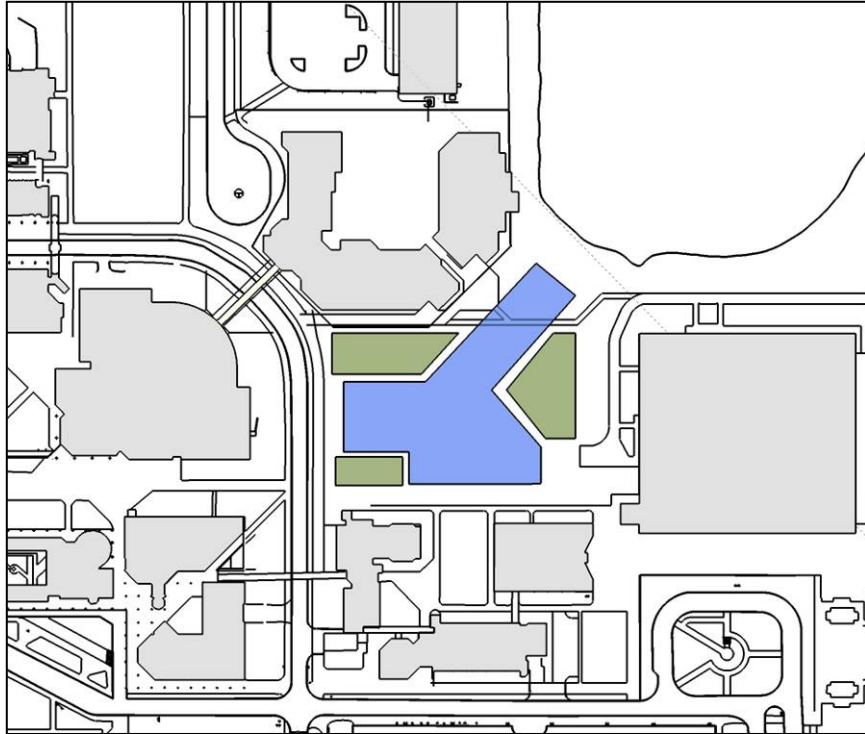


Figure 90: Parti three site plan.

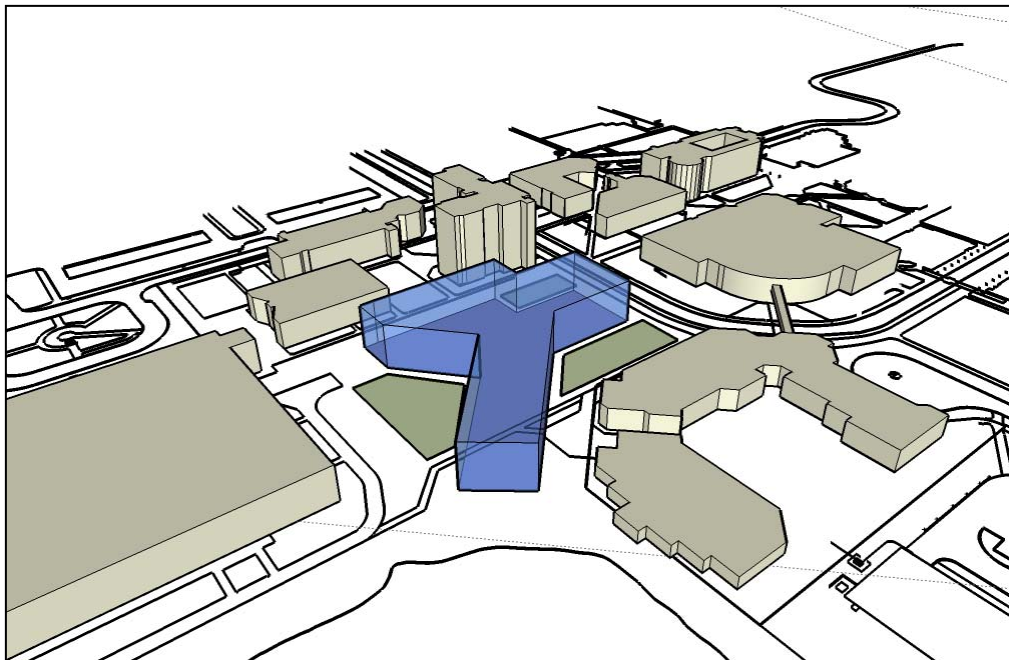


Figure 91: Parti three birds' eye view looking southwest.

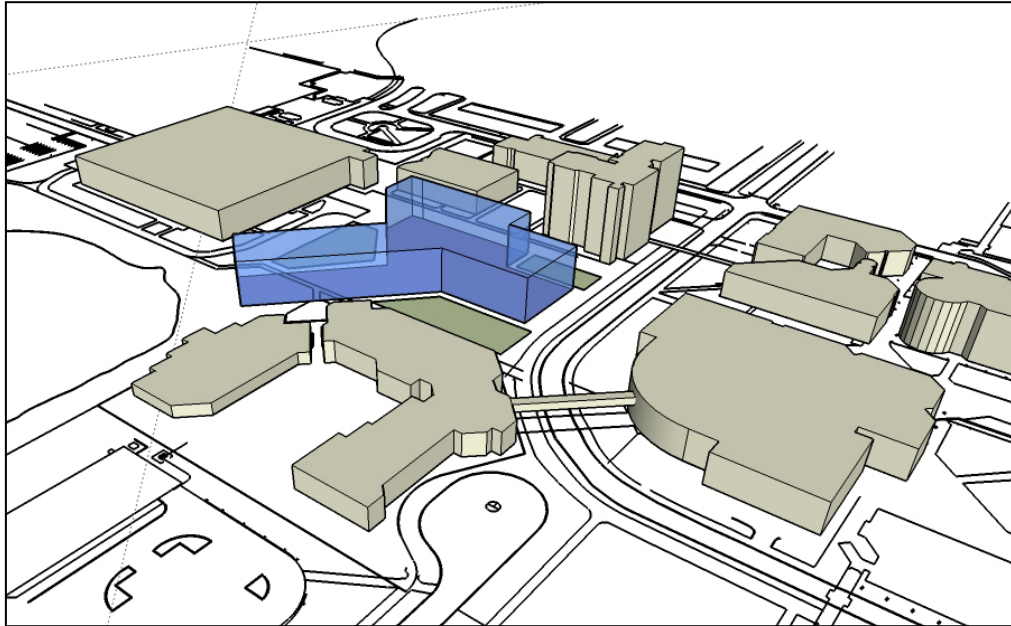


Figure 92: Parti three birds' eye view looking southeast.

The building in this Parti proposes a built space that creates entries and outdoor spaces on all three sides of the building. On the West side of the site the Center for the Arts is a large forty- five foot high box with the side of the building facing the site. This creates an undesirable area to place housing adjacent to because of the ugly façade and the impeding view. This space has a nice view of Lake LaSalle and could be a pleasant place to eat or socialize outside. On the Northwest side of the site there is a space that could create a sense of entry off of the road. The Southwest side of the site creates another entry space being sympathetic to the strong axis of the Academic Spine.

*Parti Four*

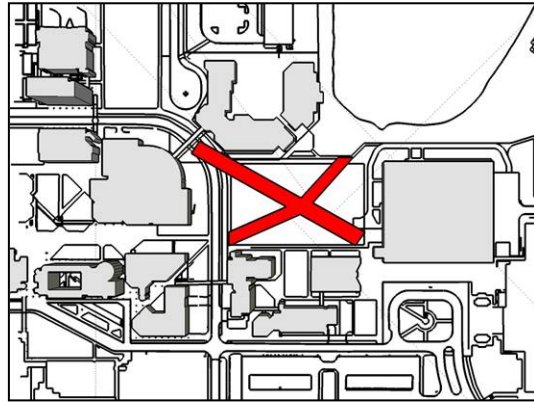


Figure 93: Parti four diagram of proposed circulation.

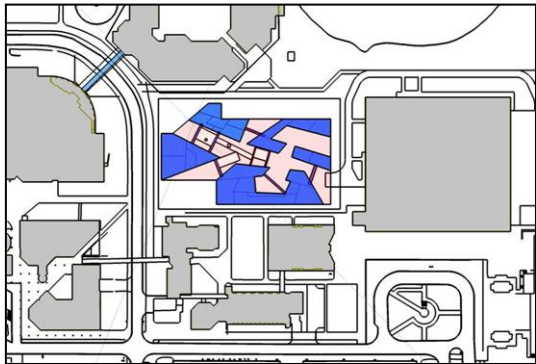


Figure 94: Parti four site plan one.

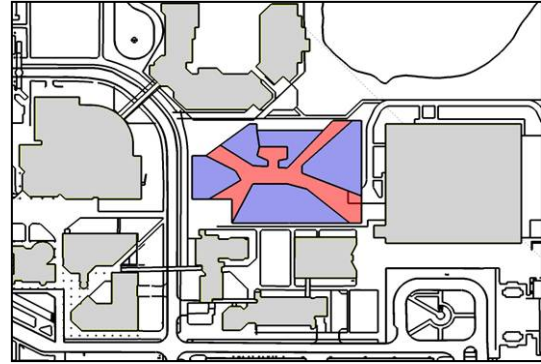


Figure 95: Parti four, site plan two.

This Parti creates a circulation pattern through the site to allow for new access through this part of the campus. The circulation is then used as the form giver to the rest of the building. The building is still sympathetic to the site, creating outdoor space at the three corners of the site. Each of these corners connects to a view or axis coming into the site. Connected to the main circulation space are smaller spaces, which can be used for a diverse range of programming. The circulation space being adjacent to these smaller lounges and outlets creates a very lively and interactive space.

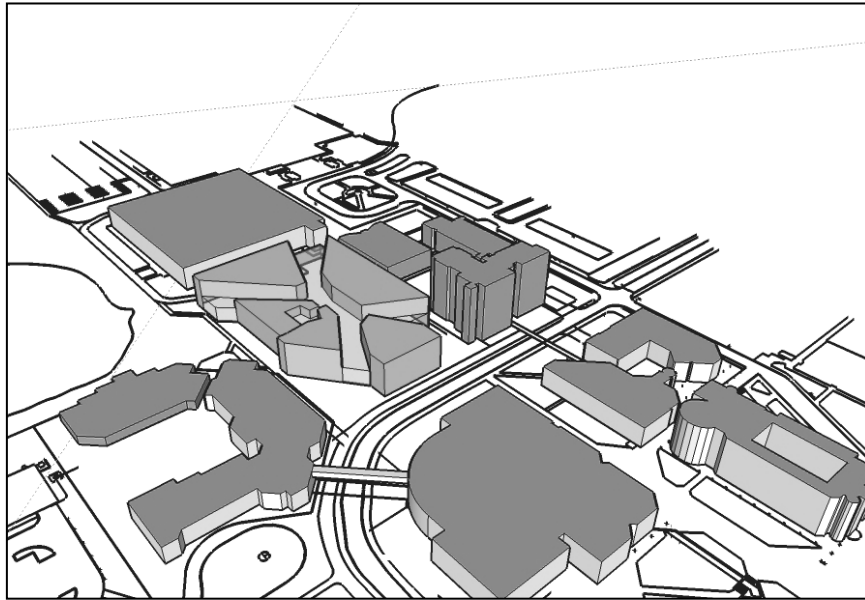


Figure 96: Parti four birds' eye view looking southeast.

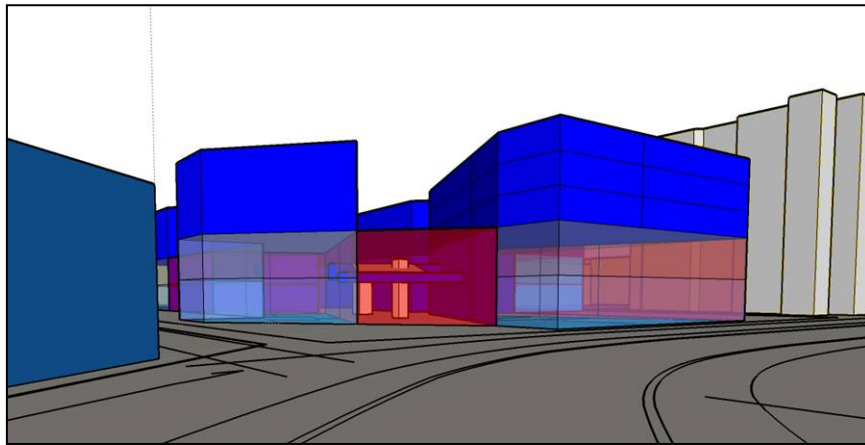


Figure 97: Parti four, perspective looking from Student Union into site.

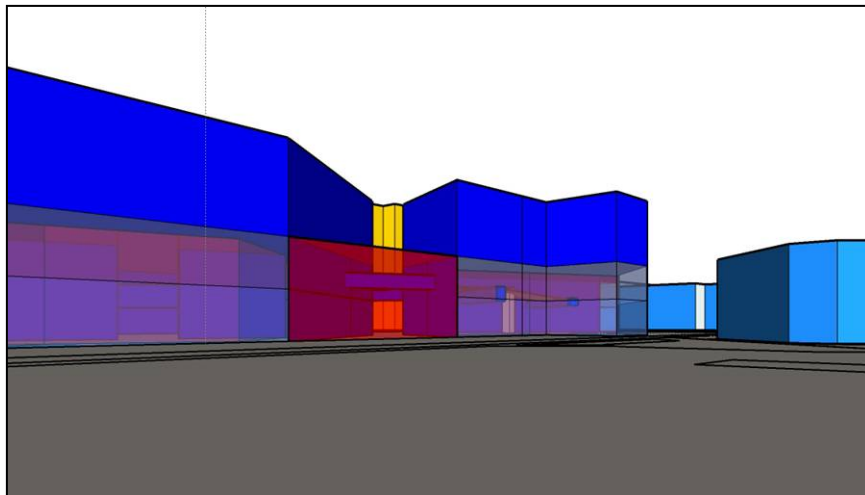


Figure 98: Parti four, perspective looking from Lake LaSalle into site.

# Chapter 7: Final Proposal

## Campus and Greek Life Critique

### RESIDENTIAL CAMPUS FACILITY: PROGRAMMED FOR FRATERNITIES AND SORORITIES

#### CAMPUS CRITIQUE

##### PARKING



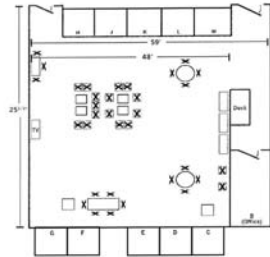
##### OUTDOOR ORGANIZED SPACE



##### HOUSING



##### COMMUTER LOUNGE



##### MONOLITHIC BUILDINGS VERY LARGE SCALE



##### LARGE OPEN UNUSED GREEN SPACE BY STUDENT UNION AND COMMONS AREA



#### FRATERNITY / SORORITY CRITIQUE

-LOOK BACK AT ORIGINS

-USE RESIDENTIAL COLLEGES AS PRECEDENTS

-NEED TO INTEGRATE GREEK HOUSING, NOT ISOLATE

-NEED TO FOSTER INTERACTION BETWEEN FACULTY /STUDENT / FRATERNITY, SORORITY- CREATE DESIGNATED OFFICES FOR FACULTY IN "GREEK" HOUSING

-CREATE A SENSE OF RESPONSIBILITY TO THEIR ACTIONS

-CREATE A "GREEK LIFE" THAT OFFERS THE BEST OVERALL ACADEMIC EXPERIENCE.

-ABANDON "TERRITORIAL" MIND SET AND INTRODUCE A MORE COLLABORATIVE

*Before and After Diagrams*

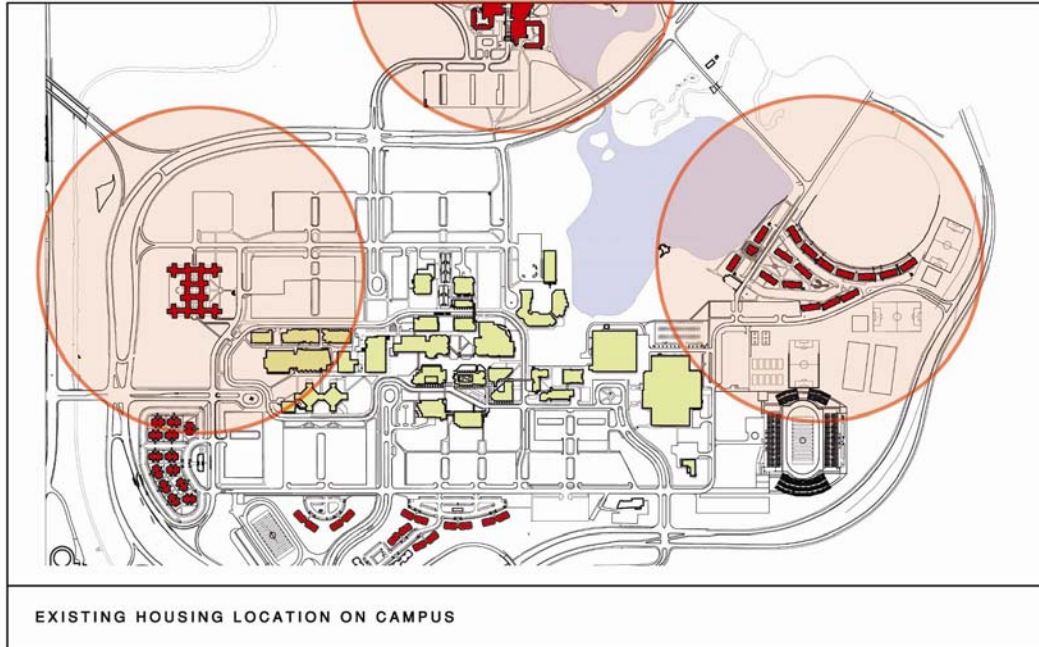


Figure 99: Diagram showing five minute walking radius from existing housing.

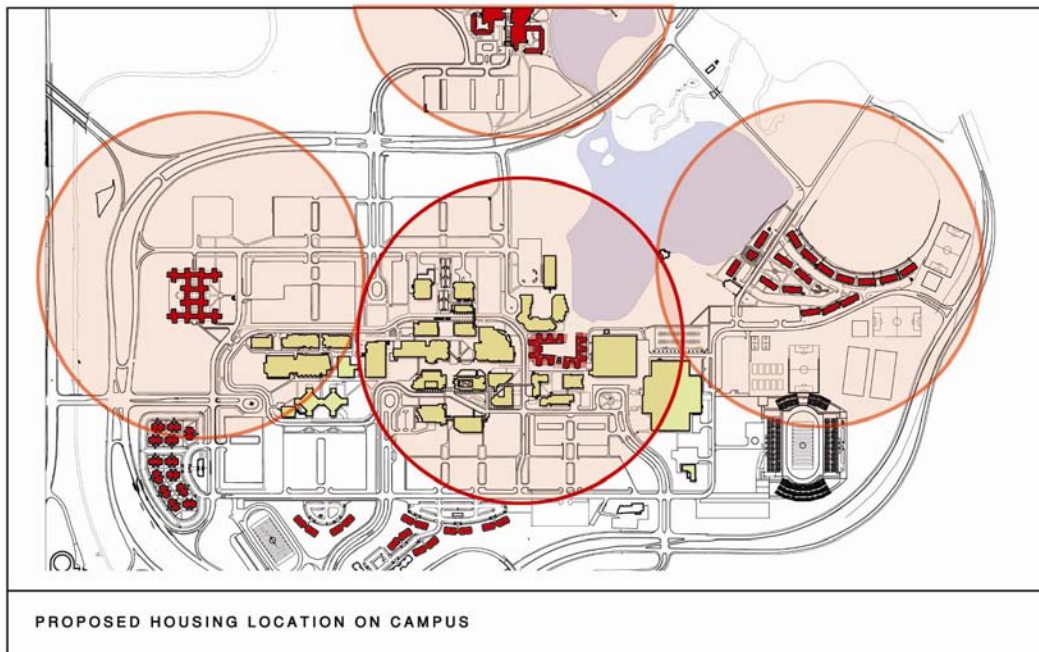


Figure 100: Diagram showing proposed Residential Campus Facility with five minute walking radius.

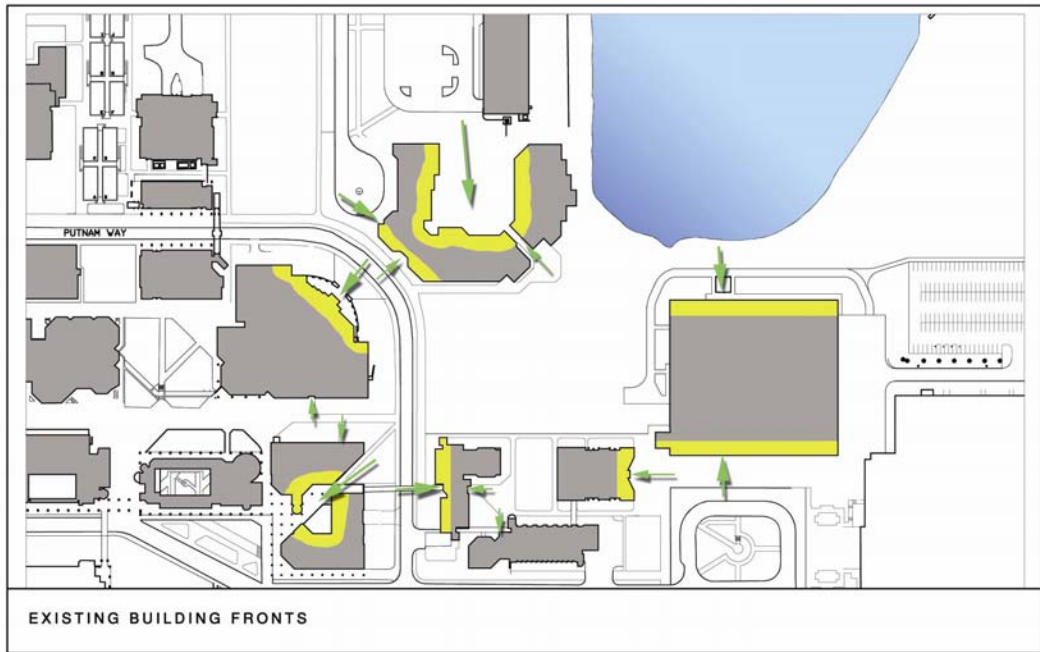


Figure 101: Diagram showing existing building fronts and entrances into surrounding buildings.

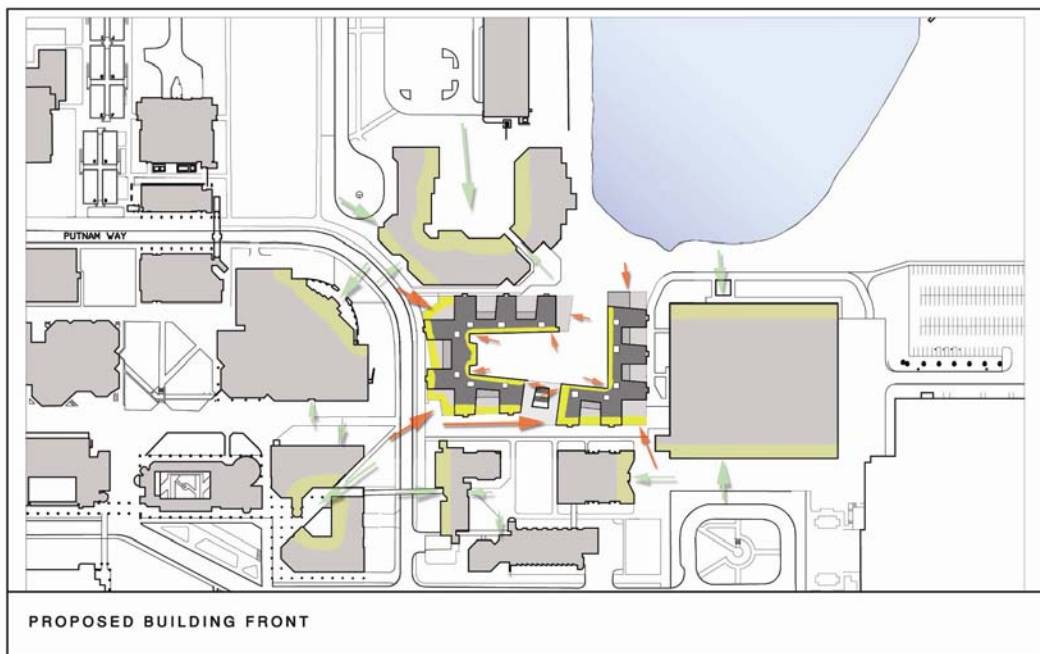


Figure 102: Diagram showing proposed Residential Campus Facility frontage and entrances.

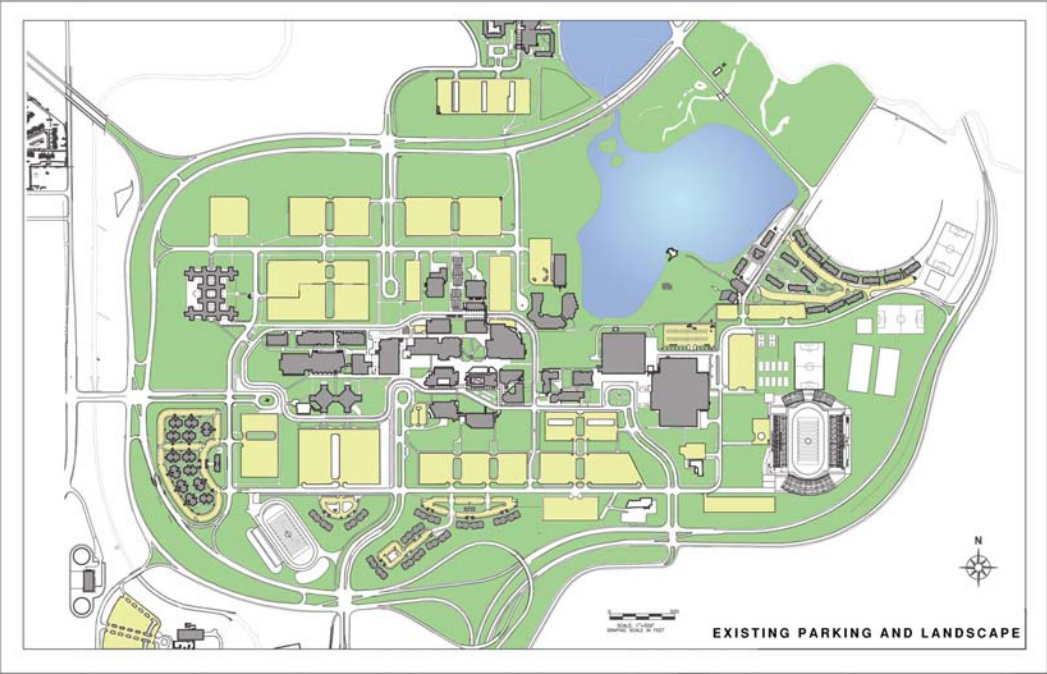


Figure 103: Diagram showing existing green space and parking on campus.

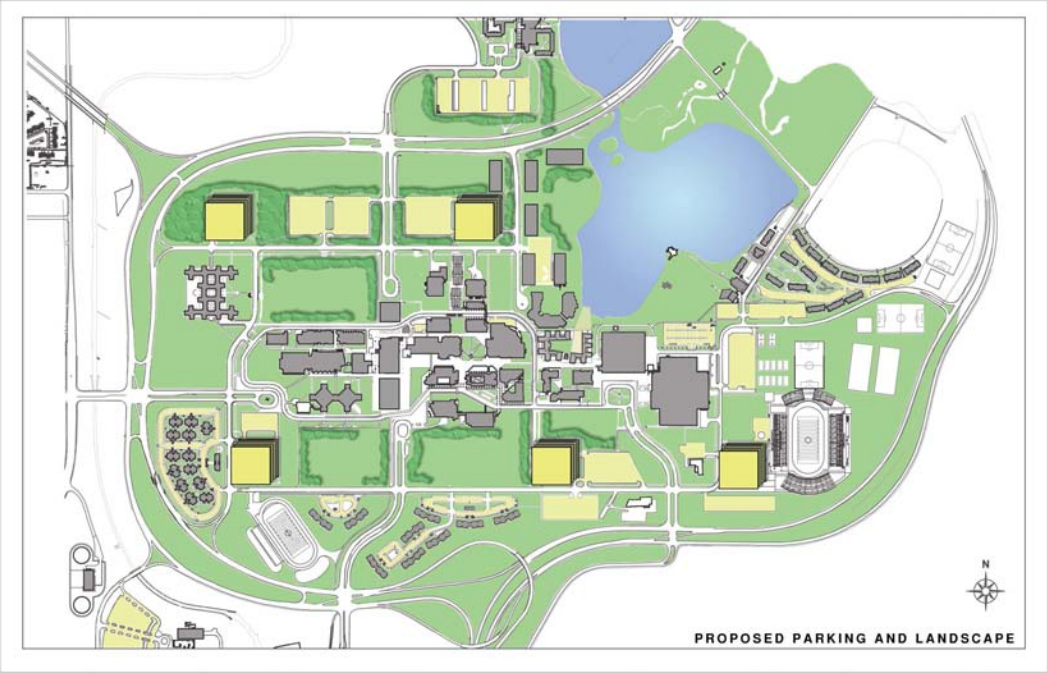


Figure 104: Proposed parking garage and new landscaping.

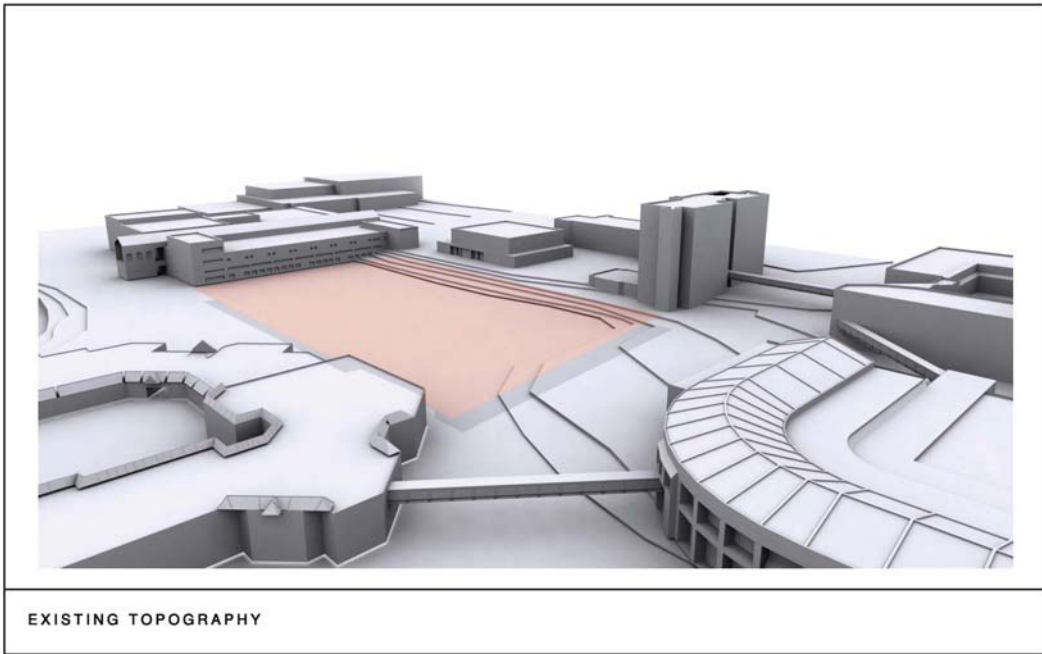


Figure 105: Diagram showing existing topography on the site.

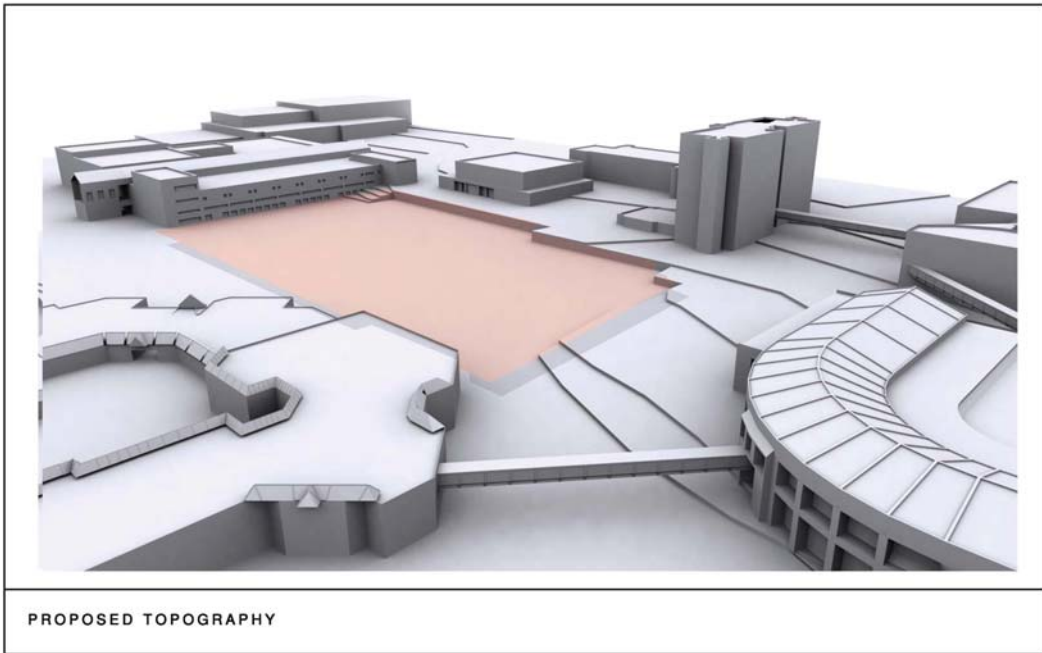


Figure 106: Diagram showing proposed site changes. The building will be used as a retaining wall.

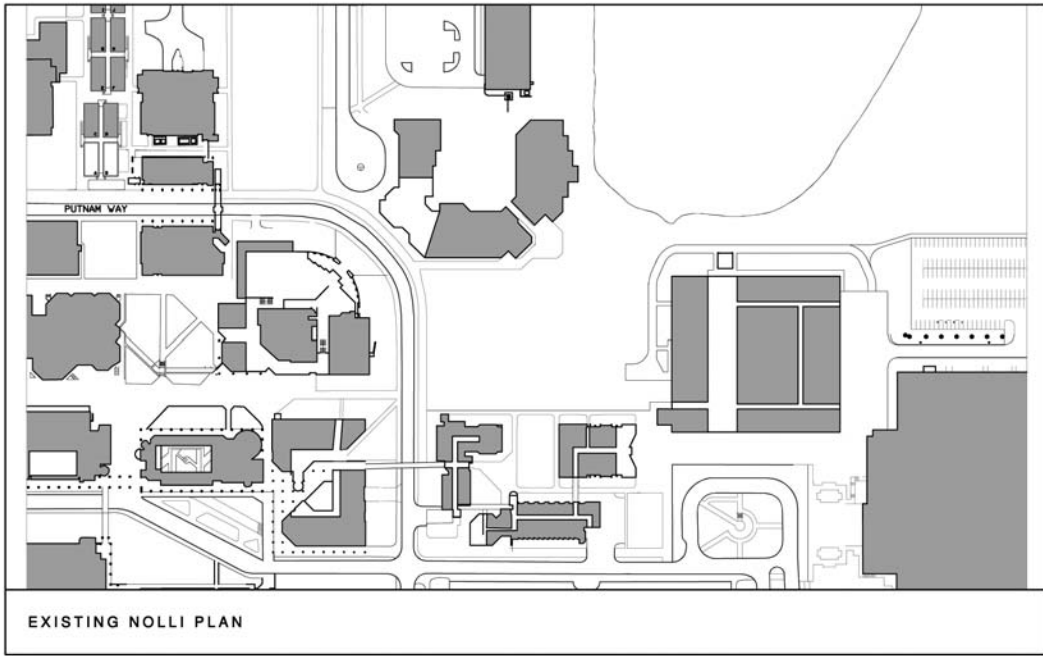


Figure 107: Diagram showing existing Nolli plan.

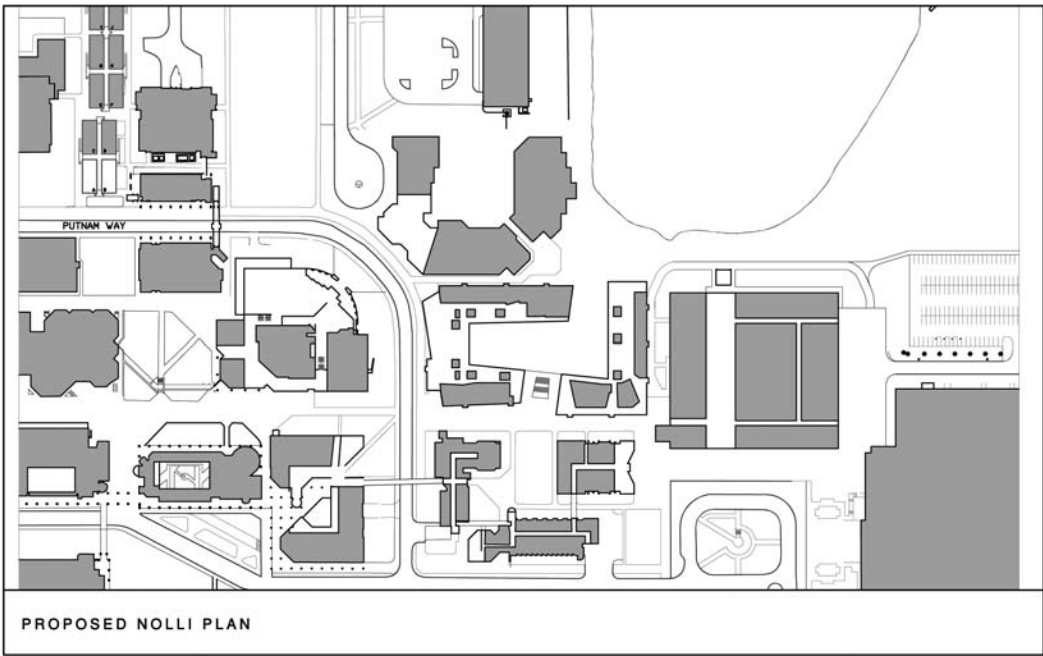


Figure 108: Diagram showing proposed Nolli plan.

*Building Diagrams*

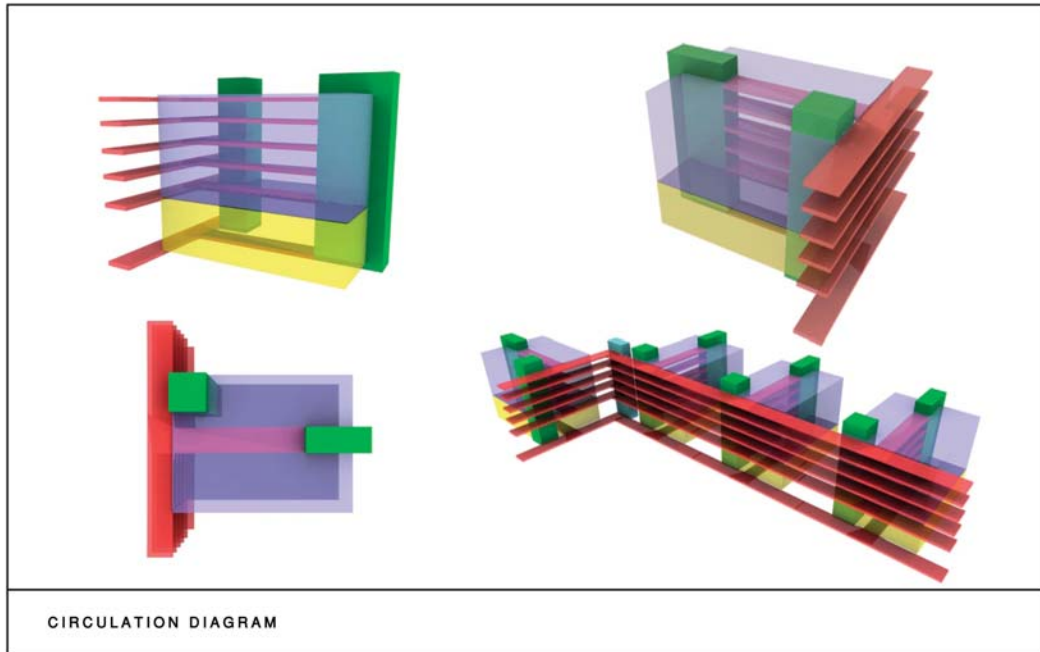


Figure 109: Fraternity sorority house diagram. Each fraternity/ sorority has two stairs. One stair is located off of the main circulation space and the other is located off of the secondary circulation space.



Figure 110: Diagram showing public access is limited to the first floor and the second floor circulation space.

## Floor Plans

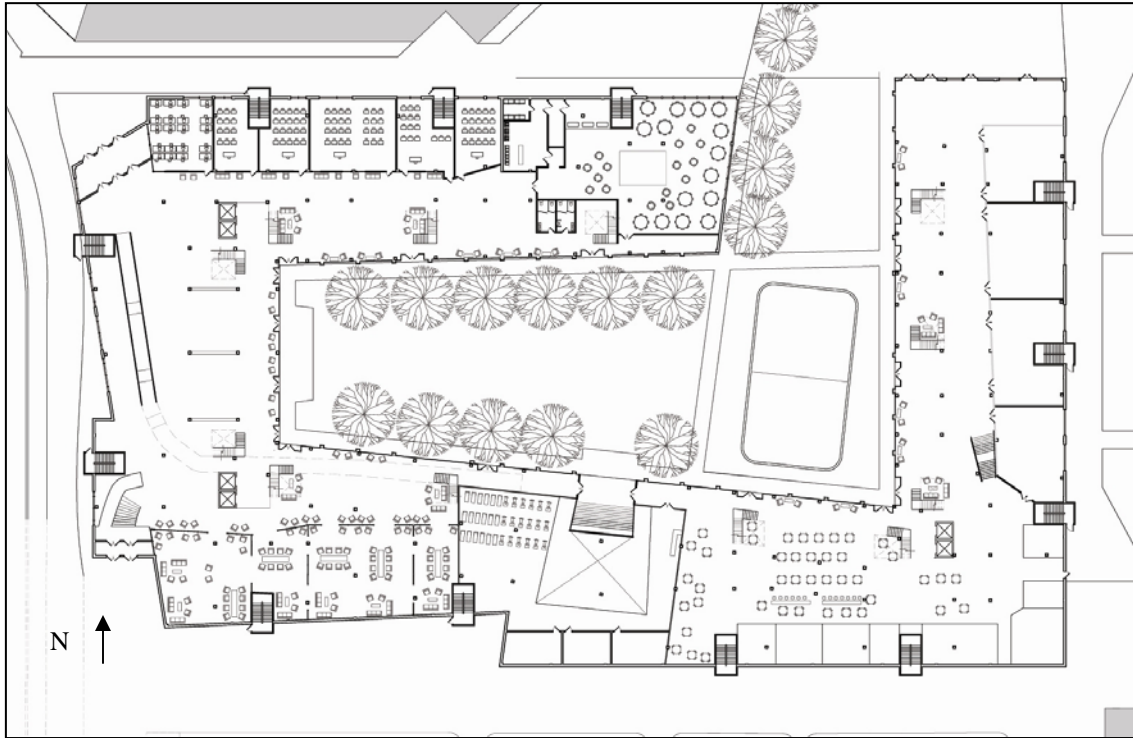


Figure 111: First floor campus public space, courtyard level N.T.S.

The first floor of the Residential Campus Facility is programmed for the entire campus. Along the north side of the building is a formal dining/ball room and classrooms are located adjacent to it. A computer lab is located next to the front entrance on the northwest side of the building. The southwest wing of the building contains lounge areas and dedicated commuter space for students to congregate and relax between classes. There is a gym located in the building with the food court east of it wrapping around the East Wing of the building. There is a large grass field in the courtyard, as well as an ice skating rink during the winter months. During warmer months the ice skating rink will be covered up and be made into an outdoor patio area.

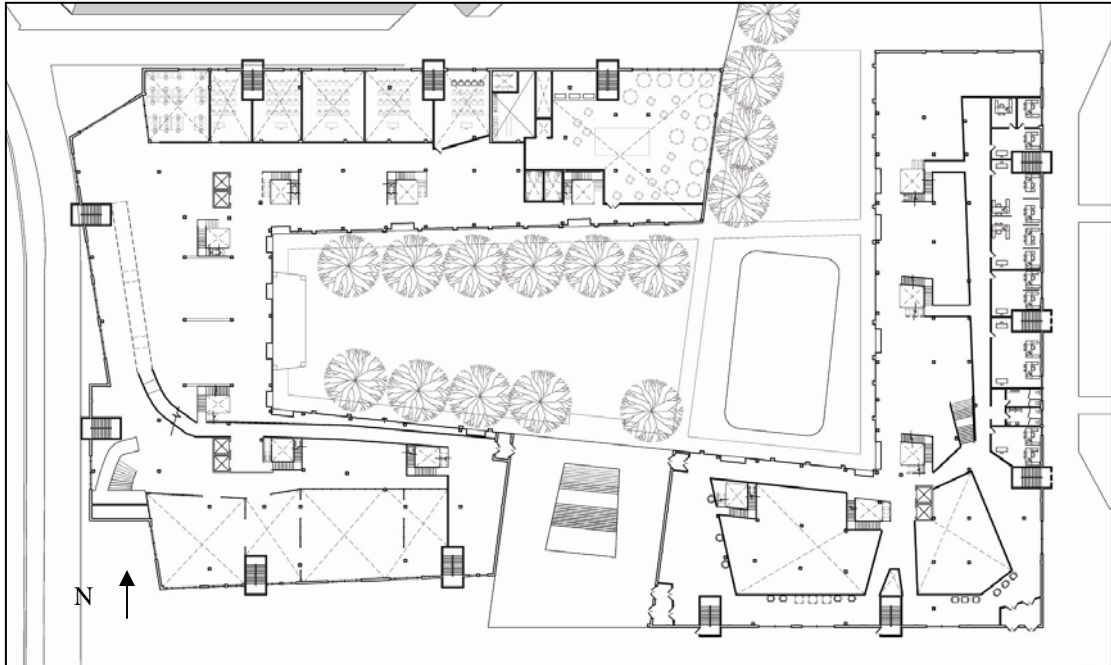


Figure 112: Second floor campus public space with mezzanine areas over food court. Ramp connects lower level near Student Union to Upper level. N.T.S.

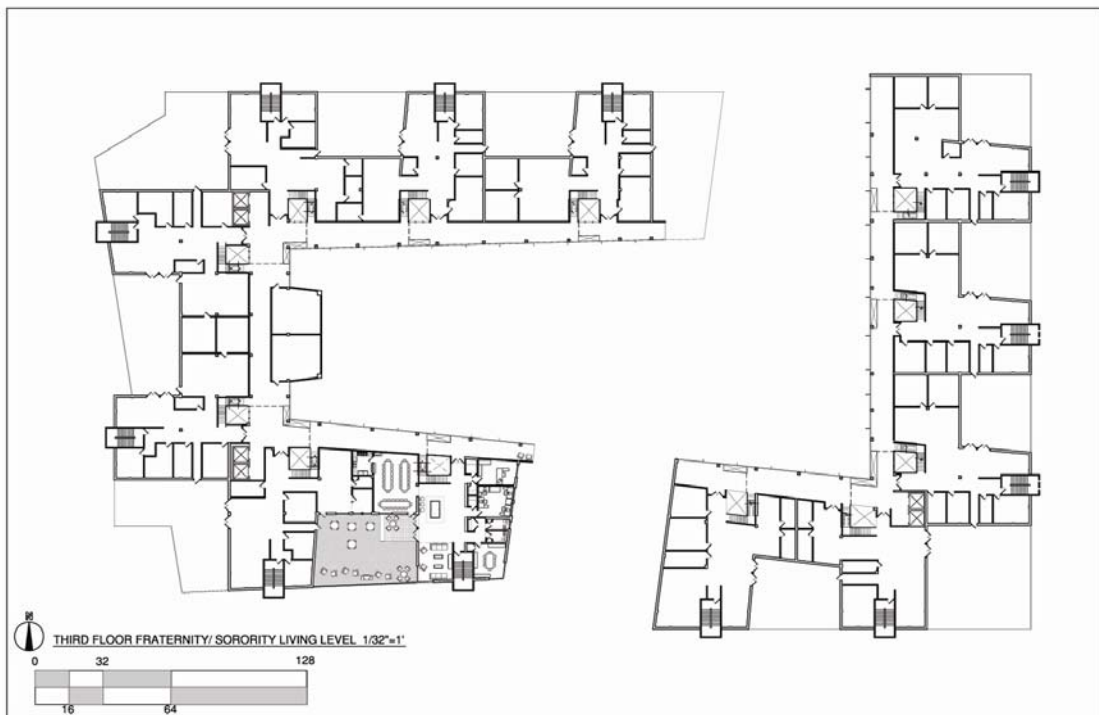


Figure 113: Third floor Fraternity/ Sorority living floor. N.T.S.

The third floor contains the living areas for the fraternity and sororities. Each fraternity and sorority has its own living room, kitchen, dining room, bathroom, faculty office, study room, and meeting room. In order to get to the upper floors by stairs you must enter into a fraternity living area. Each living room is double height and able to be looked down on from the floor above, giving a vertical connection to the floor above.

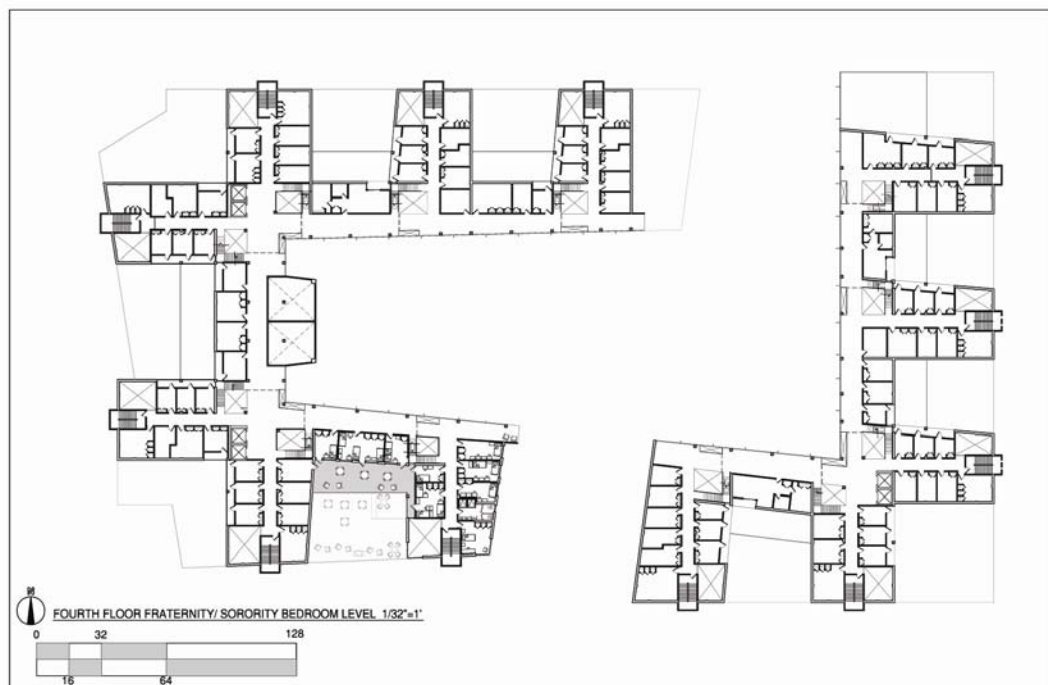


Figure 114: Fourth floor Fraternity/ Sorority living floor. N.T.S.

The fourth floor of the building is the first level of bedrooms for the residents. On the fourth level there are located two large multi-purpose rooms for the fraternity/ sorority to hold meetings or general use by the residents. Each fraternity house on one of the levels also has a faculty apartment located next to it, so faculty members can live within the building along side students.

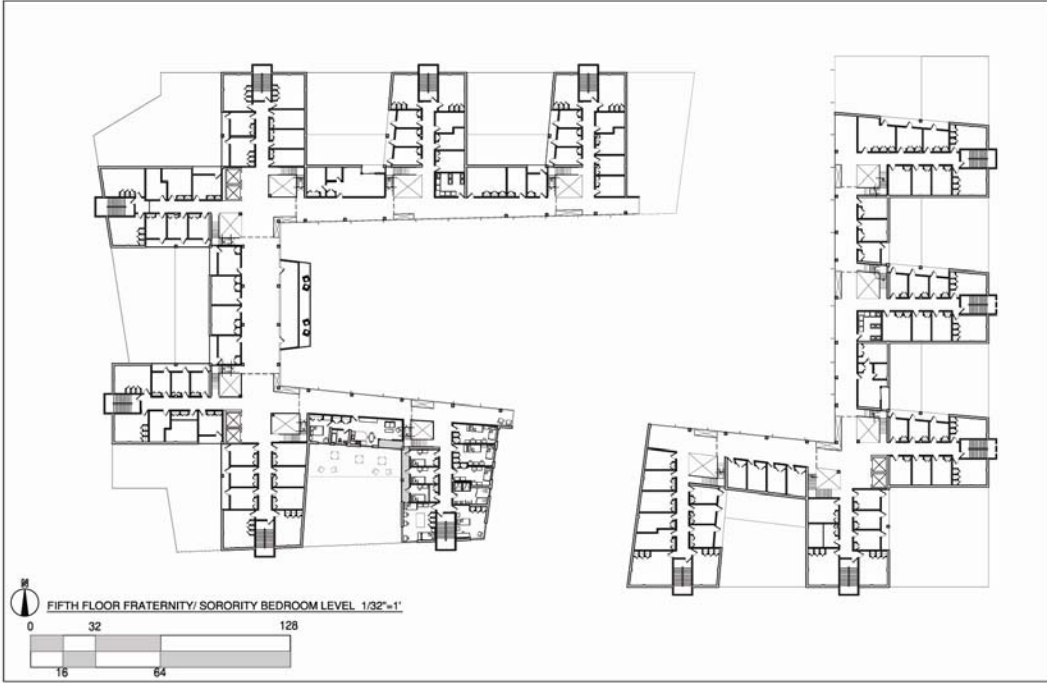


Figure 115: Fifth floor Fraternity/ Sorority living floor. N.T.S.

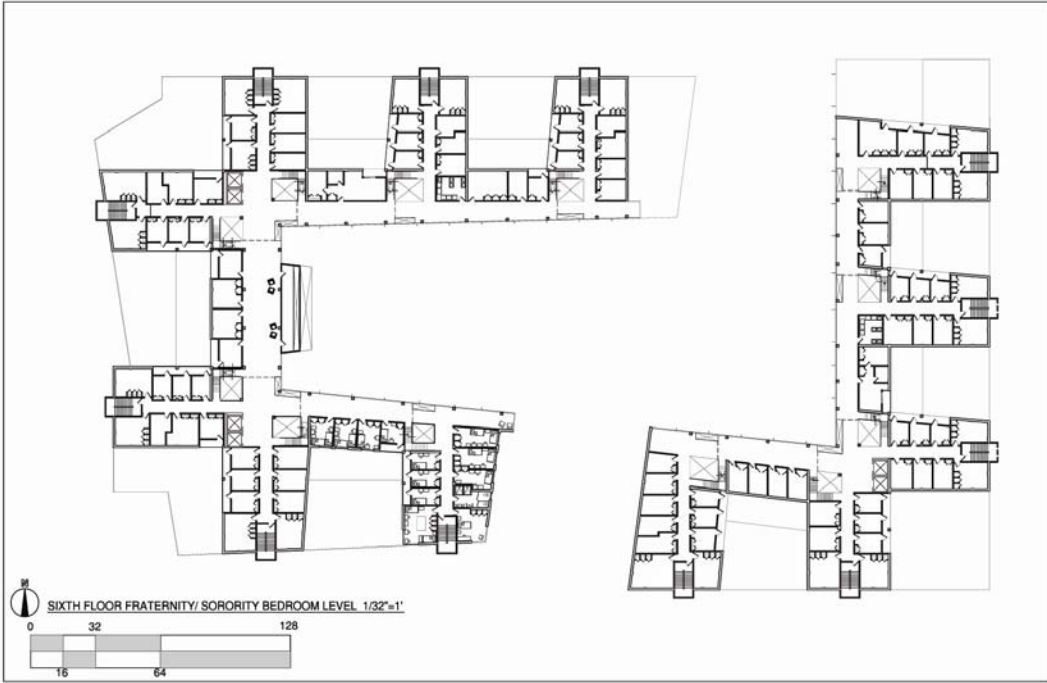


Figure 116: Sixth floor Fraternity/ Sorority living floor. N.T.S.

*Typical Unit Plans*

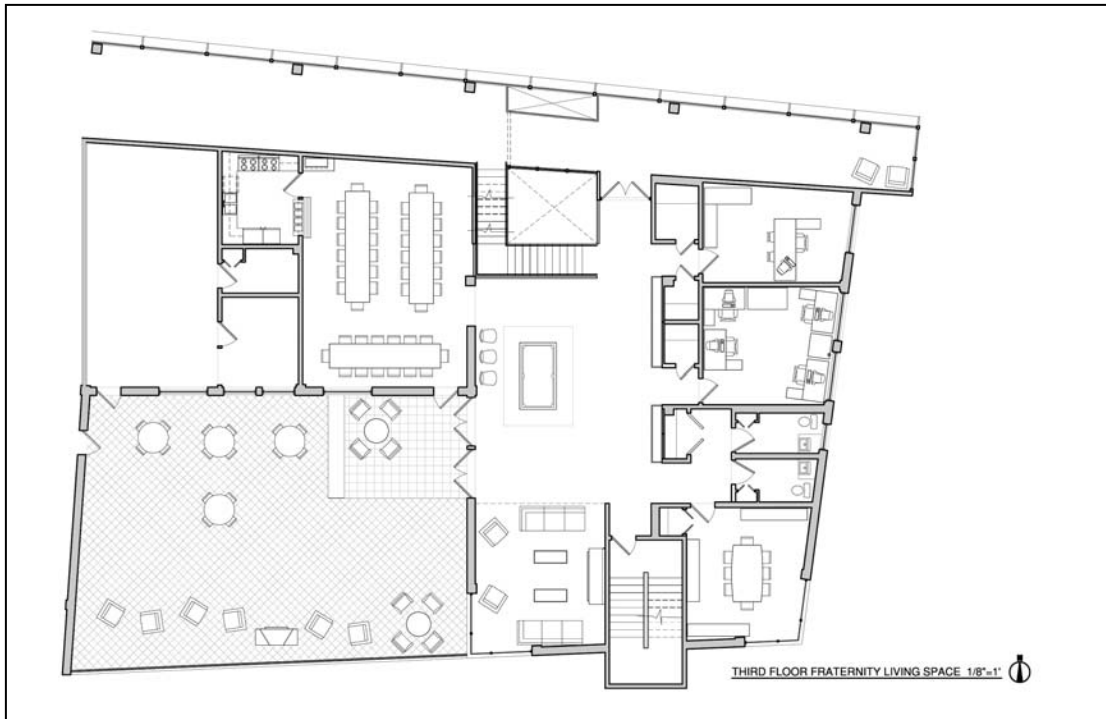


Figure 117: Typical third floor plan. Living room and dining room are located off of the main stair. The living room opens out to a terrace platform. On the left side of the floor plan is located all the social activities and the right side is the more private activities such as the study room and faculty office.

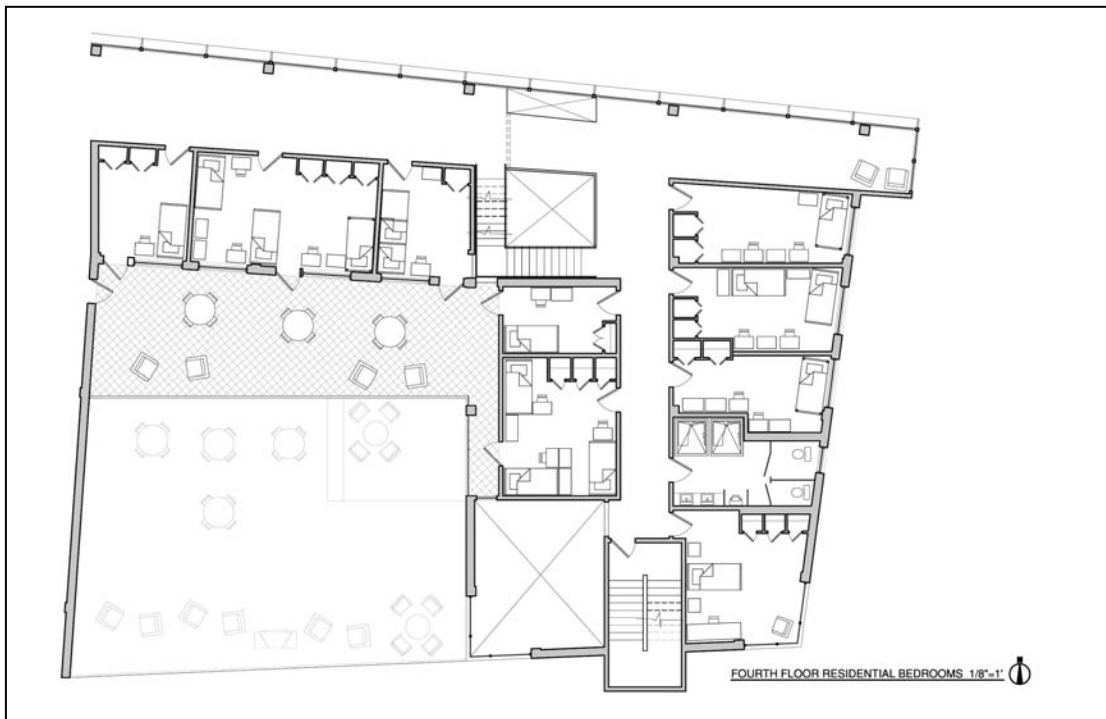


Figure 118: Typical fourth floor plan. The fourth floor has a few bedrooms with access to a second terrace level.

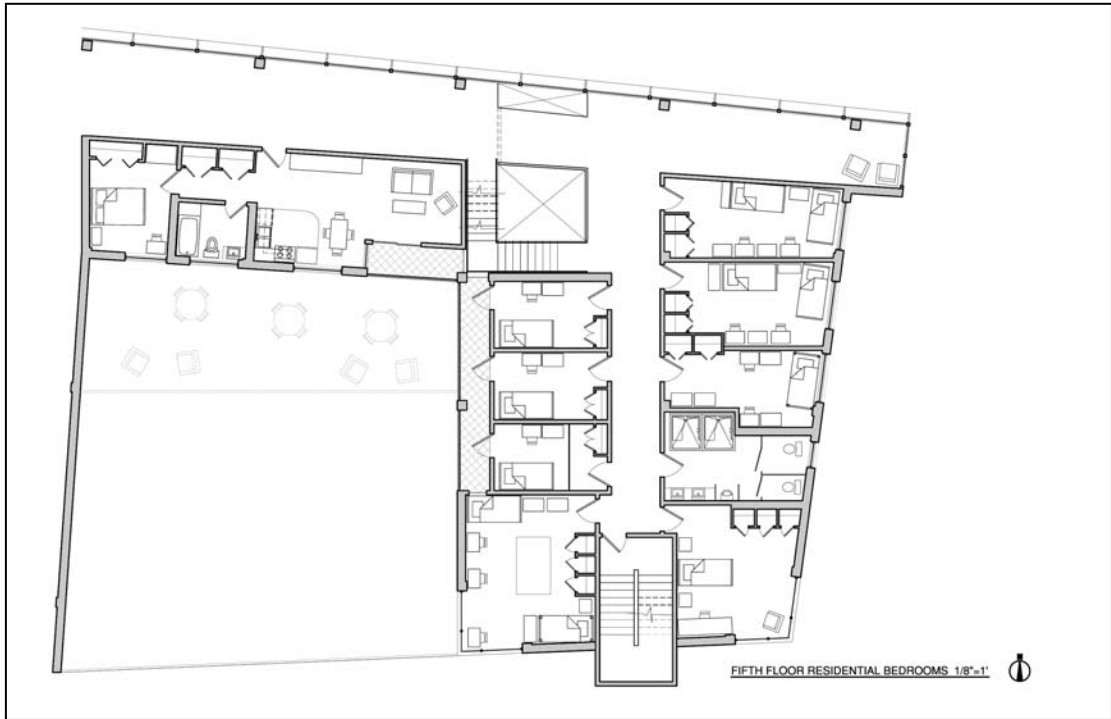


Figure 119: Typical fifth floor plan. The fifth floor shows the faculty apartment and its arrangement.



Figure 120: Typical sixth floor plan.

*Interior Perspectives of Typical Fraternity/ Sorority House*



Figure 121: Perspective looking at living room in fraternity/ sorority house.

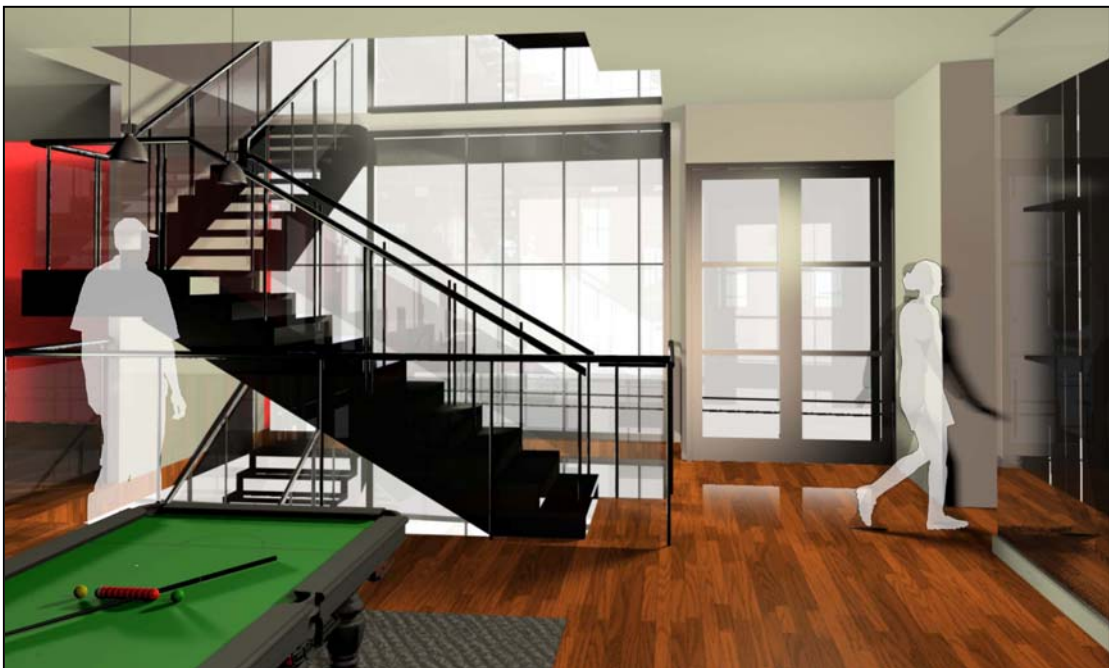


Figure 122: Perspective looking at main stair in fraternity sorority house showing connection from public campus space below and up above to fourth floor.

*Interior Perspectives of First Floor Public Campus Space*



Figure 123: Perspective looking into building from main entrance adjacent to the Commons and Student Union. Fraternity / Sorority main stair shown landing in the public level, signifying the presence above.



Figure 124: Interior Perspective showing view looking north on west end of building.

*Exterior Perspectives of Proposed Building*



Figure 125: Perspective looking east at proposed building from academic spine.



Figure 126: Perspective looking west from courtyard space.



Figure 127: Perspective looking north from upper level on south side of building, looking at ceremonial stairs leading to courtyard level.



Figure 128: Perspective looking southeast from space between Student Union and The Commons.

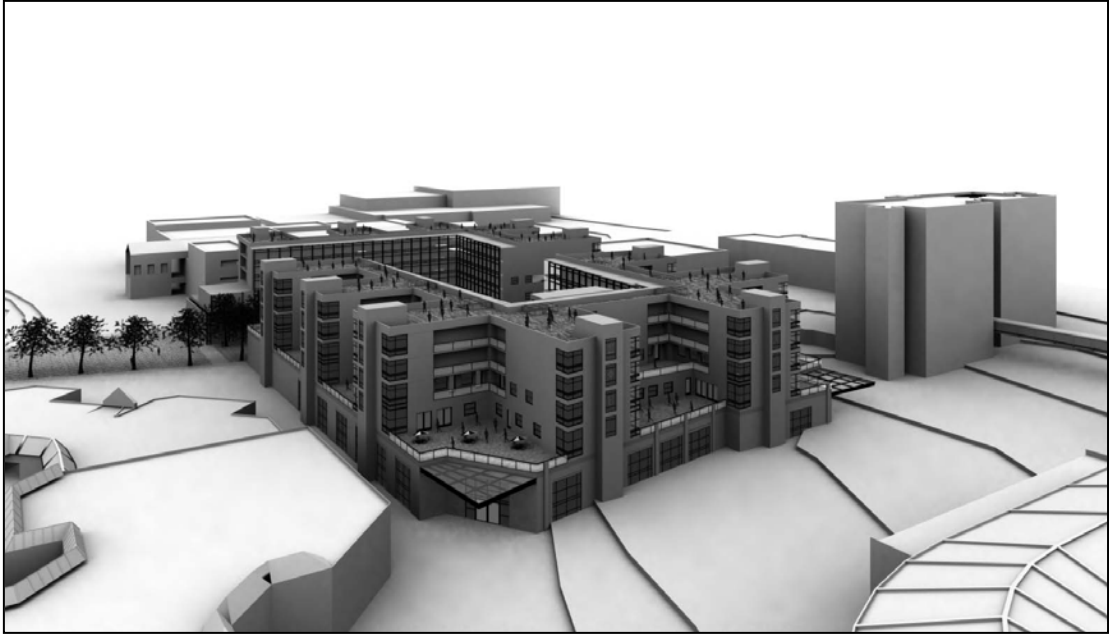


Figure 129: Birds eye view looking at northeast corner of building.



Figure 130: Birds eye view looking at northeast corner of building showing it in context with aerial photo.

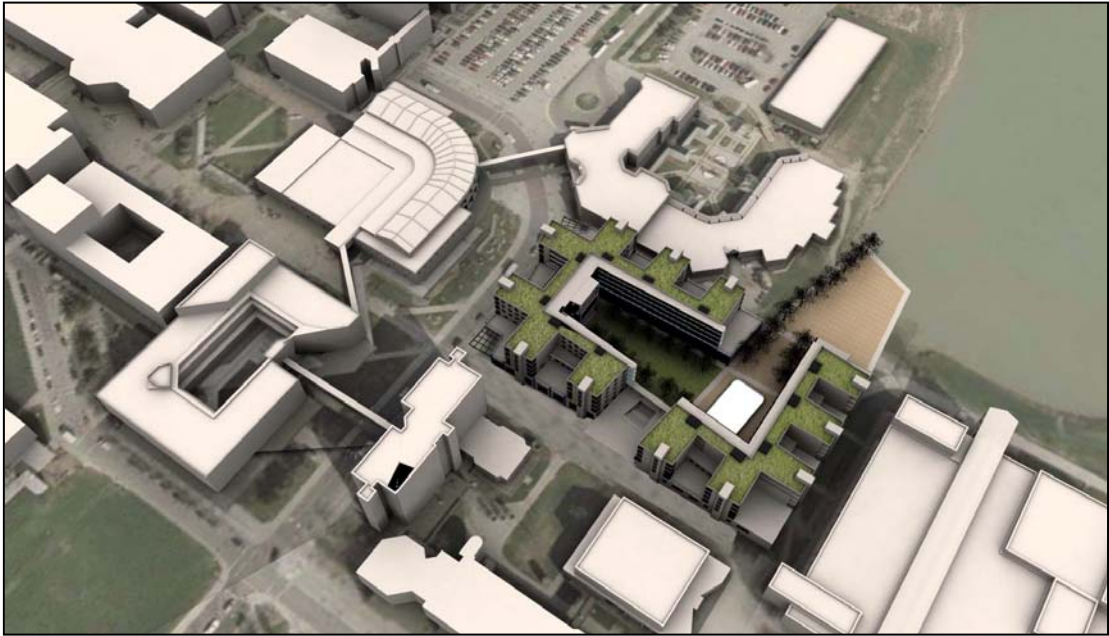


Figure 131: Birds eye view showing building in relation to academic spine.

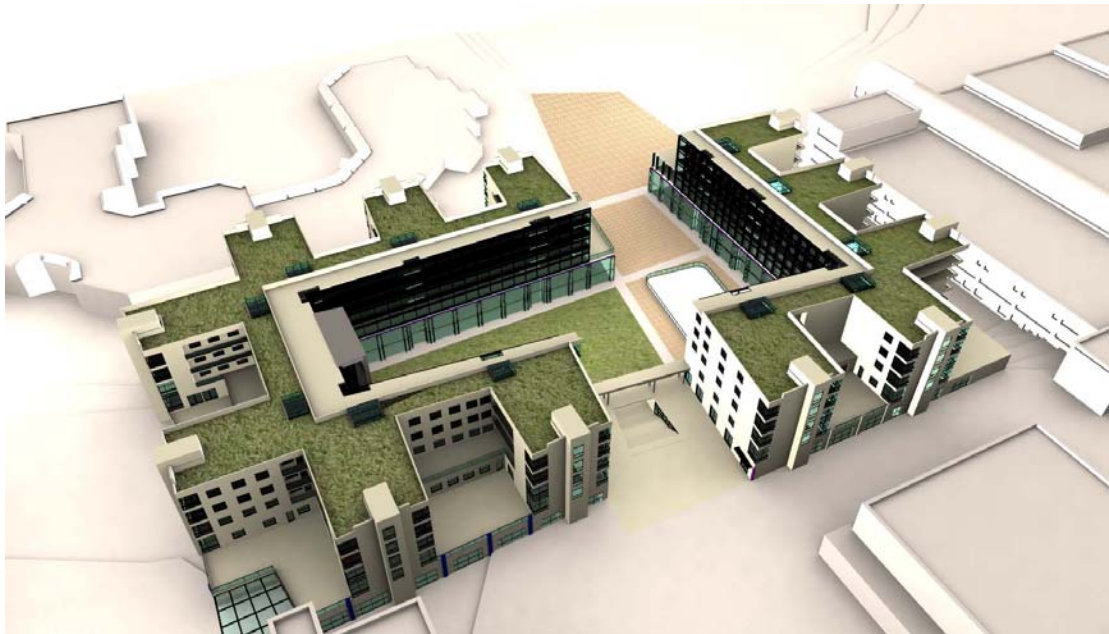


Figure 132: Birds eye view showing ceremonial stair leading down to courtyard level.



Figure 133: Birds eye view at night showing ice-skating rink and grass courtyard.

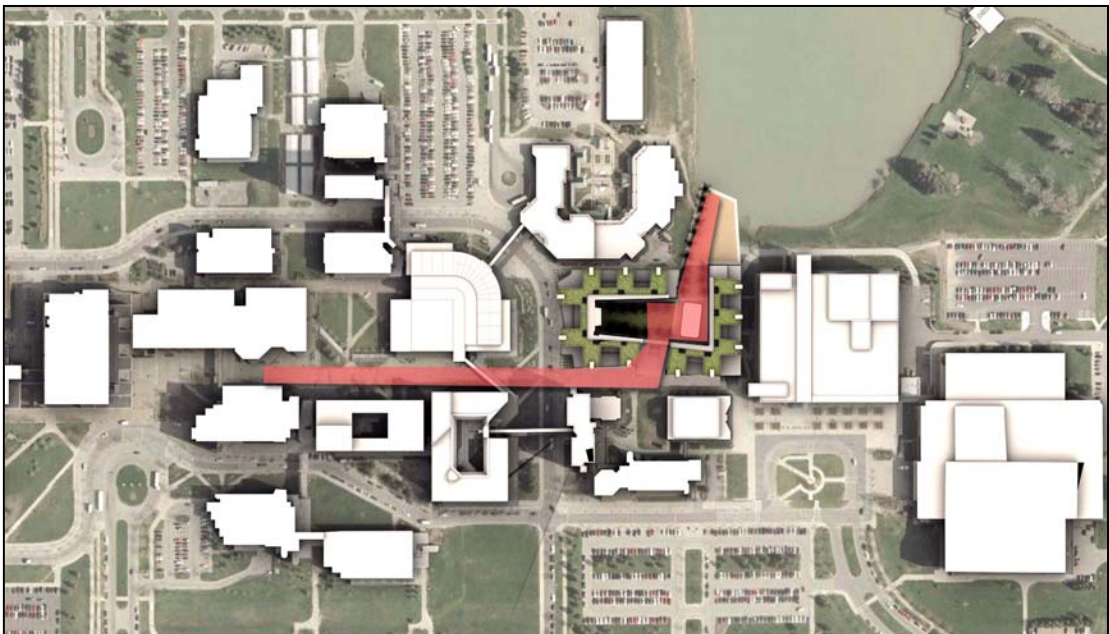


Figure 134: Aerial view showing sequence of spaces leading from the academic spine to the water.

*Sections and elevations*



Figure 135: West elevation showing individual fraternity sorority “pavilions” extruding from building allowing for individual identity to be shown. N.T.S.



Figure 136: East- West Section showing south façade on interior courtyard N.T.S.



Figure 137: North-south section showing west façade on interior courtyard. N.T.S.

## Chapter 8: Conclusion

This thesis explored a Residential Campus Facility that could imply a new way for campuses to house their students and faculty, while creating public campus spaces for the student body. Students at the University at Buffalo have long been denied appropriate spaces to go between classes and it has become problematic.

Fraternities and sororities at the University at Buffalo will be able to have access to faculty and administration inside of their house. This dedicated space inside the house will signify the Greek organizations intentions of academic success and involvement with faculty outside of the classroom.

The addition of the Residential Campus Facility to the campus will start to fix many of the campus problems. The lack of housing in the academic spine creates problems after class hours. The spine becomes desolate and inactive which is problematic in a campus environment. The proposed building will start to bring students back into the campus after class hours and create 24 hour activity levels near the Student Union and the Commons. Adding housing into the center of the campus will start to create a true campus environment.

The diversity of program in the building developed a completely integrated academic environment that fosters interaction between students, faculty, and Greek life members. The site selection and planning of the building supports the concept of reintegrating the Greek system into the university, allowing them the opportunity to work toward their original values and goals. Progressively dealing with Greek life organizations allows them to grow and become institutions with academic opportunities not seen before by campus groups. The social, academic, and personal

growth values in these organizations create a system that can be used as a recruitment tool for both the Greek system and the University. The University at Buffalo will be the first in the country to have a cutting edge Greek system that fosters academics, social behavior, and personal growth.

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