

MEANINGFUL PARTNERSHIP

SYRACUSE UNIVERSITY | COLLEGE OF VISUAL AND PERFORMING ARTS
SCHOOL OF DESIGN | ENVIRONMENTAL AND INTERIOR DESIGN PROGRAM



NORTHSIDE
LEARNING
CENTER

22-23

CDS COMMUNITY

The Community Design Studio develops a partnership between the Syracuse University Environmental and Interior Design DES 451 studio course and the ESF Construction Management CME 454 course. In this efforts, the students focus on a community project that provides opportunities to improve the Syracuse community's social, environmental, economic, and political position. It also, allows students to comprehend current challenges faced within the Syracuse community and address them through creative and analytical perspectives.

The Community Design Studio, known as Meaningful Partnership, was established in Fall 2017 and has become an important aspect of design education as it fosters relationships with community organizations to provide beneficial design and build solutions. In 2022, the Community Design Studio became one of the service learning initiatives under Mary Ann Shaw Center for Public and Community Service. This partnership was directed by Laurel Morton and Pamela Heintz, with intern Iona Volynets, providing support to the our students and the community clients. The collaboration with the Mary Ann Shaw Center attempted to streamline the project process through providing more management and support. This year, 2022-2023, aspiring designers and construction managers reimagined the North Side Learning Center, which is an organization that provides resources for refugees and immigrant populations within the Syracuse community. The North Side Learning Center provides educational services as well as fosters an environment that helps refugees and immigrants transition into the local Syracuse community. However, their existing facility does not recognize accessibility requirements and inclusivity ethics as it is not suited for the wide variety of cultures present within the space. Thus, each group of young designers brainstormed and developed a design that would encourage accessibility, inclusivity, and culturally aware spaces to empower the Northside community's desire to connect, grow, and thrive within Syracuse.

Seyeon Lee, Ph.D
George Miller Quasi Endowed Associate Professor
School of Design
Syracuse University

Y DESIGN STUDIO

VPA | Syracuse University
College of Visual and Performing Arts

SCHOOLS
DESIGN

ESF

Syracuse University
Mary Ann Shaw Center for
Public and Community Service



Alyssa Sgambati

As **PROJECT MANAGER**, Alyssa managed deliverables across five working groups through monitoring projects, providing directions, time line and activities. She resolved any issues in developing documents, team collaboration, and changes in scopes. Alyssa coordinated with the community clients and partners for meetings and scheduled presentations. She also designed and edited the Meaningful Partnership 2022-2023 booklet with Iona Volynets.

While Alyssa was the project manager, she also maintained a small role as a designer within a group. She assisted in generating final renderings, a video walkthrough, and construction documents.



Iona Volynets

As a **SERVICE LEARNING INTERN** from the Shaw Center, Iona provided supports to the Project Manager, and the designers in DES 451. Iona was responsible for documenting the project process and becoming familiar with the designs of each group. Iona spent a lot of time writing the draft for the Meaningful Partnership 2022-2023 booklet.

"Thank you so much for the incredible opportunity to become involved in this project. Being tasked with documenting the work throughout the semester meant that I was able to see first-hand and in detail all the incredible work that was being accomplished. I was struck by how much of a true partnership the project is. Both parties got so much out of the process, from the organization gaining a blueprint for a new center and connections with the university, to the students gaining firsthand experience not only in design and construction but in how to meaningfully engage with a nonprofit community organization."

fall



DESIGN KICK-OFF
 CLIENT MEETING
 SITE SURVEY
 PRELIMINARY DESIGN



AS-BUILT
 DEVELOPMENT
 SCHEMATIC DESIGN



DESIGN
 DEVELOPMENT
 DESIGN
 PRESENTATION

the project 2022-23

The North Side Learning Center, led by Mark Cass, Executive Director, provides educational services for refugees and immigrants of all ages in the Northside community of Syracuse. These services include teaching computer skills, English as a second language, mathematics material, and literacy courses. The organization "empowers refugees through English language education to be independent and to become active participants in their community." In addition to educational opportunities, the center provides a space for community bonding through hosting events including weddings and religious celebrations. These services and opportunities are made possible through donations and local volunteers. The North Side Learning Center is seeking to redesign their current interior space to create a functional, accessible, and culturally appropriate space to better meet their needs.

spring



DESIGN & CONSTRUCTION
 MANAGEMENT KICK-OFF



CONSTRUCTION
 ESTIMATION &
 SCHEDULE



DESIGN &
 CONSTRUCTION
 COORDINATION

DECEMBER



CONSTRUCTION DOCUMENTS

APRIL



CONSTRUCTION PRESENTATION EXHIBITION





COMMUNITY INVOLVEMENT

BLOCKBLITZ The Environmental and Interior Design students connected with the Northside Community through participating in BlockBlitz, an annual community revitalization event hosted by Home Headquarters in Syracuse, New York. The design students rejuvenated a local neighborhood through re-mulching a playground and repainting fences. While the work was physically demanding, the students found it to be incredibly rewarding. This experience allowed them to collaborate and bond with each other and with the community as “the community volunteering formed into a class bonding exercise.” Students felt that “it was great to see how appreciative the members of the community were ... yelling out of their car windows that they [were] grateful for what we [were] doing.” This activity was a wonderful way for these young designers to connect with the local Syracuse community.





The Environmental and Interior Design students visited the North Side Learning Center on September 6th, 2022 for the first time to learn more about the center. They were met by Director Mark Cass, who provided extensive information on the North Side Learning Center's history, current function, and future goals. The students used the information provided by Mark Cass to assist with the Preliminary Design phase of the project. During this phase the designers researched relevant information like the neighborhood's demographics, the diverse countries and cultures of the North Side Learning Center members as well as precedents from existing community centers to better understand how to design for the Northside community. This preliminary research guided the designers as they created culturally aware and accessible designs that could foster a community at the North Side Learning Center.



North Side
Learning Center

the site visit in september

Students took the relevant measurements of both exterior and interior features such as windows, columns, doorways, and spaces in order to understand the structure of the existing North Side Learning Center building. The site analysis was extensive as it required multiple visits to the center to ensure the collection of the proper measurements and data. These measurements and data were used to understand the current features of the building. A virtual model of the existing building was created and used as a foundation of the student's redesign. These site visits and as-built information allowed the students to understand the current North Side Learning Center facility, which prompted ideas on how to feasibly redesign the building.

While the designers felt nervous, excited, and intimidated, they found that visiting the North Side Learning Center calmed their nerves because those at the center were extremely welcoming and excited to meet them. The designers had the opportunity to interact with the faculty, teachers, and students in the center, which prompted the designers to ask questions and develop ideas. This inspired the designers to develop ideas on how to incorporate the community atmosphere into the interior design.



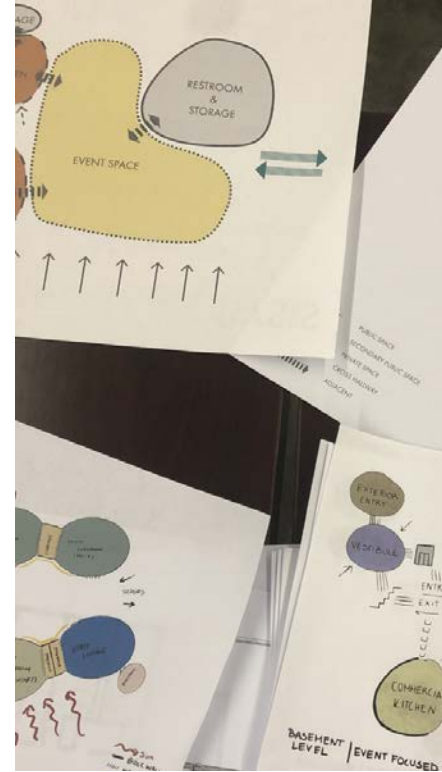


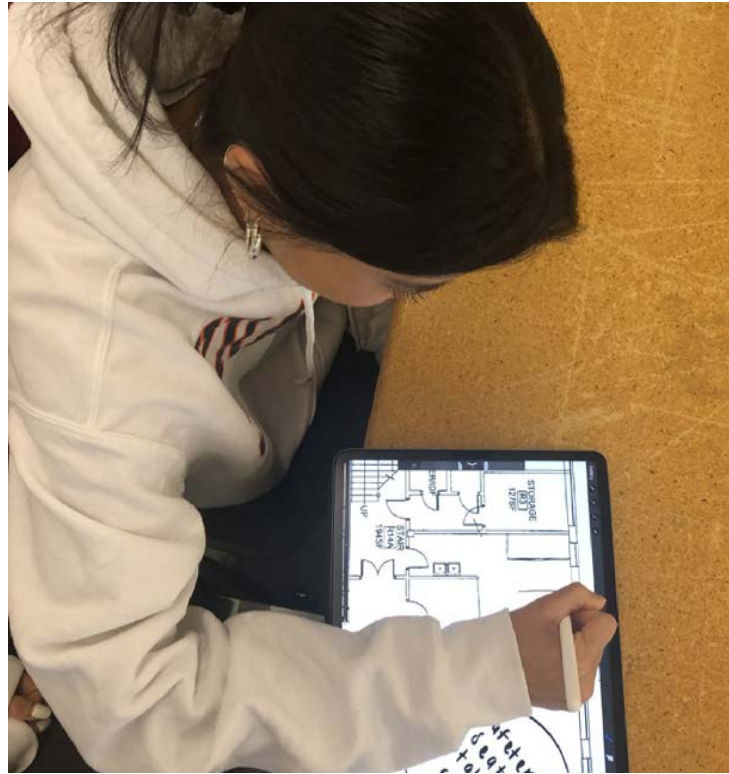
“the first visit to any site can be overwhelming but also facilitate a burst of ideas.”

-Riley Blumenthal

schematic design

Once the design students visited the North Side Learning Center, met the client, and gathered more information on their aspirations for the redesign of their space, each team of four to five designers began the Schematic Design phase of the project. This phase of the project required researching the site as well as the occupants of the building in order to understand how to reorganize the space. The designers showcased their acquired knowledge through various diagrams and visual representations such as site diagrams, demographics charts, existing building analyses, and preliminary perspectives. This phase concluded with a client presentation at the North Side Learning Center on October 18th, 2022 where each group proposed their design intent—goal for the redesign—to the clients in order to receive feedback prior to moving forward onto the next phase of the project.





A collage of posters and hand-drawn diagrams. The posters include "NORTHSLIDE DEMOGRAPHICS" and "PEOPLE IN THE AREA". The hand-drawn diagrams include a "COLOR WHEEL?" with letters A through Z, a "REPETITION KEY TO PATTERN" diagram, and a diagram titled "How Do THINGS FIT TOGETHER?" showing overlapping circles.



schematic design



The designers expressed a combination of nerves and excitement for the client meeting held at the end of the Schematic Design phase. Though the designers spent a lot of time collaborating, researching, and revising to prepare, it was still their first time presenting to a real client. However, many students felt that their nerves dissipated due to the positive energy and feedback from the clients.

One student believed that "this experience lets us actually be able to connect with the people we are designing for," while another student expressed that they "genuinely feel touched [by] the real emotion and bonding [in] this project process."

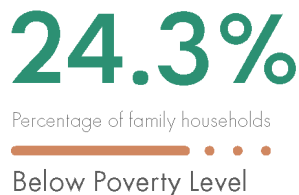
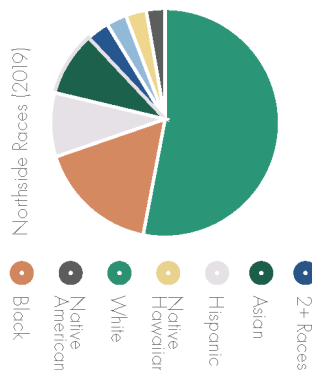
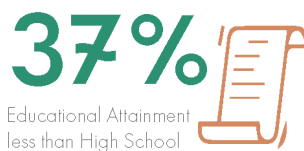
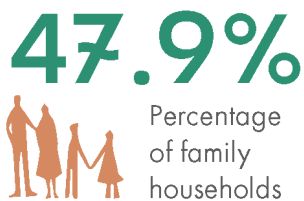
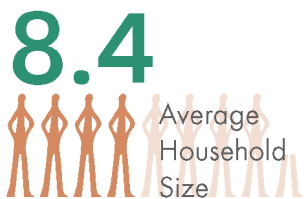
This experience prepared the young designers for their career in design, especially working in teams and tailoring presentations to the needs and knowledge of a client. "The client presentation was a learning experience and helped me better prepare myself to think about what it is like to work with clients in the future."



“I truly care about the NSLC community and I want my work to reflect that.”

- Jessica Mitchell

Northside Demographics



Relevance to NSLC

Determines components in regards to who the redesign of the NSLC will affect and how we can specifically cater to the surrounding community

Needs to function for large families

Potential language barriers

High priority of increasing accessibility

Inclusivity and acceptance should be prioritized

SECOND FLOOR

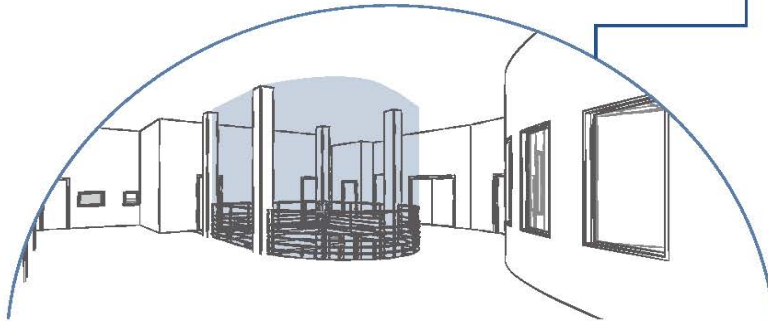
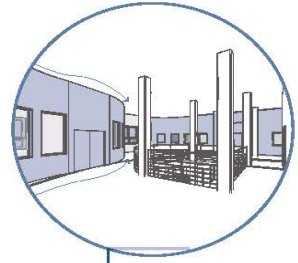
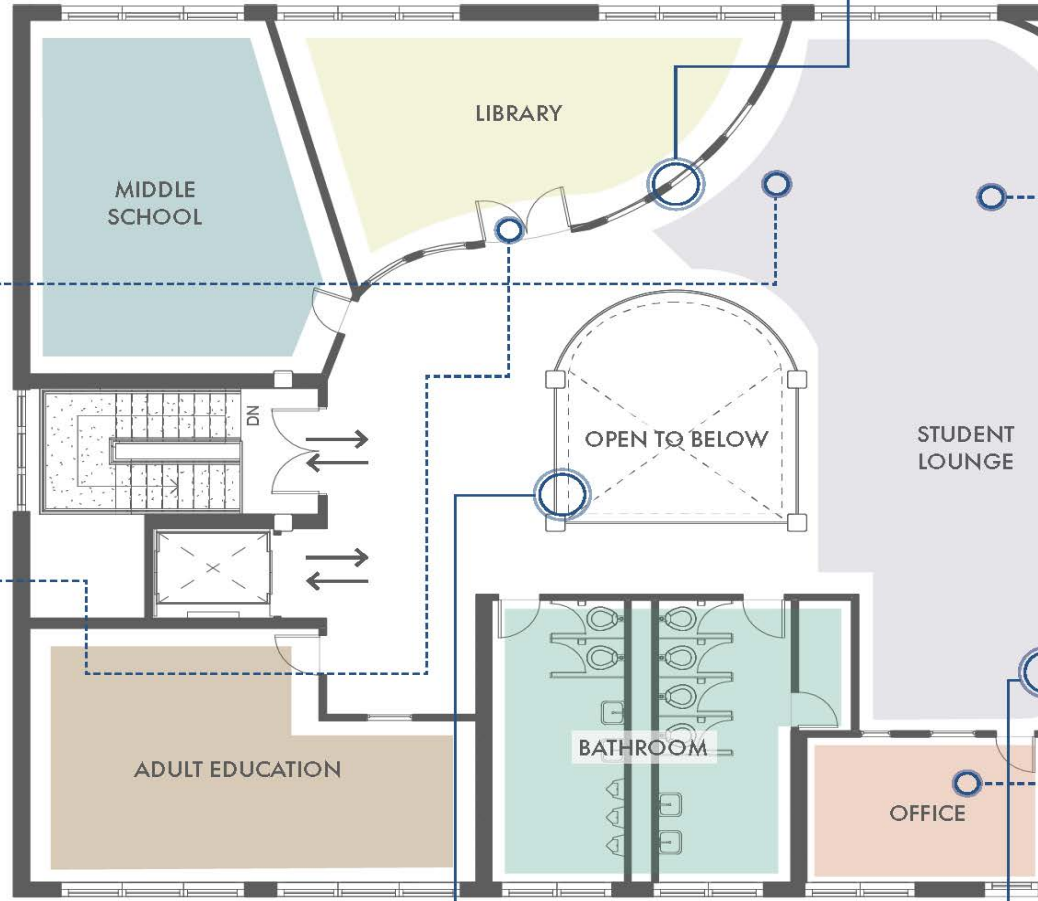
YOUNG ADULT
AND ADULT
FOCUSED

OPEN PLAN

More centralized
circulation between
classrooms

LIBRARY

Focused location of library
invites learning and reading
to all students



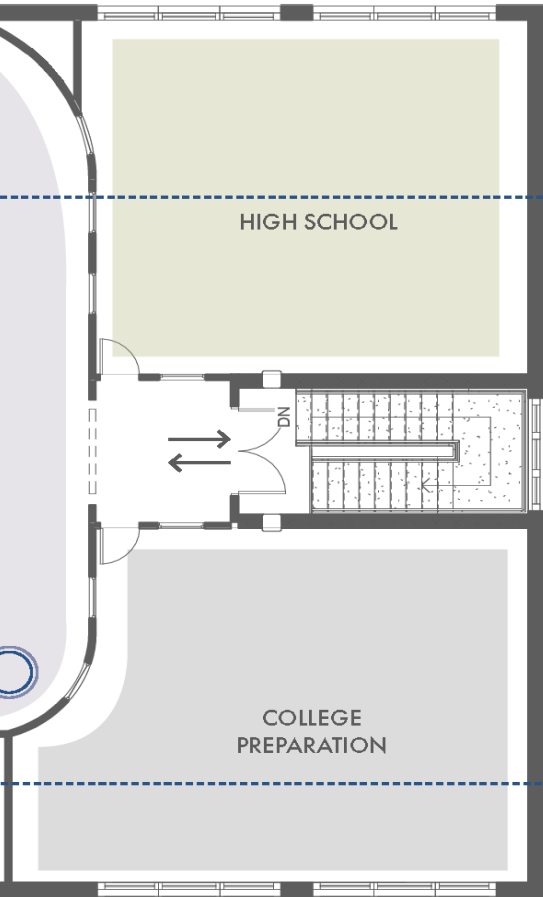
CONNECTING FLOORS

Opening floor plate creates
connection between floors
and increased ventilation



INVITING ENTRY

Curved walls and open plan invite students into dynamic learning environment

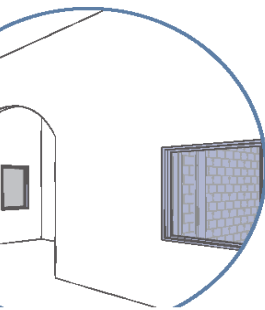


HALLWAY

Hallway becomes used space for student lounge and interactions

OFFICE

Size and shape of staff office supports better working environment



CLASSROOM WINDOWS

Supports productive classroom environment and facilitates ventilation



Eva Groos

Seo Hyun Kim

Hongan Nan

Yuqi Fu

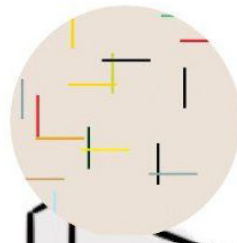
FLOORING 1



PAINT



WALLCOVERING



FLOORING 2



Interactive Learning Space



design development



Monica Lee

Lidia Woolery

Rasita
Ratanakul Sereroengrit

Riley Blumenthal

design development

After the October 18th, 2022 client meeting where students presented the Schematic Design phase of the project, the Design Development phase of the project officially began. This phase of the project required creating site plans, detailed floor plans, building elevations, interior elevations, and renderings, as well as choosing materials and finishes. The chosen materials and finishes were also documented in a furniture, fixtures, and equipment booklet, which allows contractors or clients to refer to these selections. The diagrams, drawings, and renderings created during this phase showcase the designers' aspirations for the North Side Learning Center redesign through visual representations. This phase concluded with a client presentation at the North Side Learning Center on November 17th, 2022 where each group presented their final design to the client.



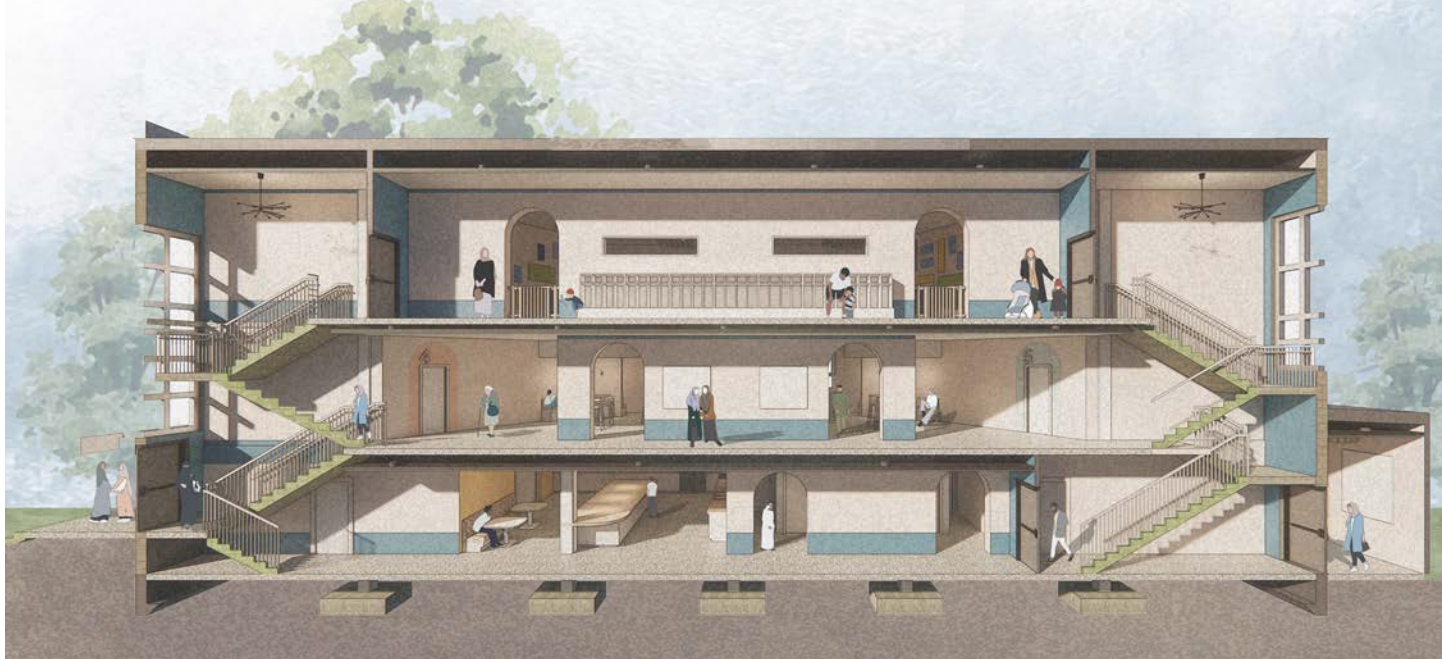
Mallory Mosier

Haoxuan (Johnathan) Jiang

Rachel Chiricos

Spencer Schultz

Alyssa Sgambati



The found that the Design Development presentation was better than the Schematic Design presentation as they practiced and knew what to expect given it was their second client presentation. Most students believed that their team worked really well together both throughout the Design Development phase and the presentation itself. One designer found that “the project allowed [them] to learn how to work with others in a team.” Another designer found that “this project helped me to improve and learn a lot not only in terms of design skills but also how to work collaboratively in design projects.” It is agreed that this was an excellent experience that prepared the young designers for their careers in Interior Design. The students were very proud of their work and received positive feedback from the North Side Learning Center. The Design Development phase and presentation was a rewarding experience as everyone felt a sense of accomplishment and pride in their work.



“Having actual, real-life clients was very rewarding.”

- Irene Nam



Irene Nam

Pawarapa Osathanugrah

Rocío Carrero

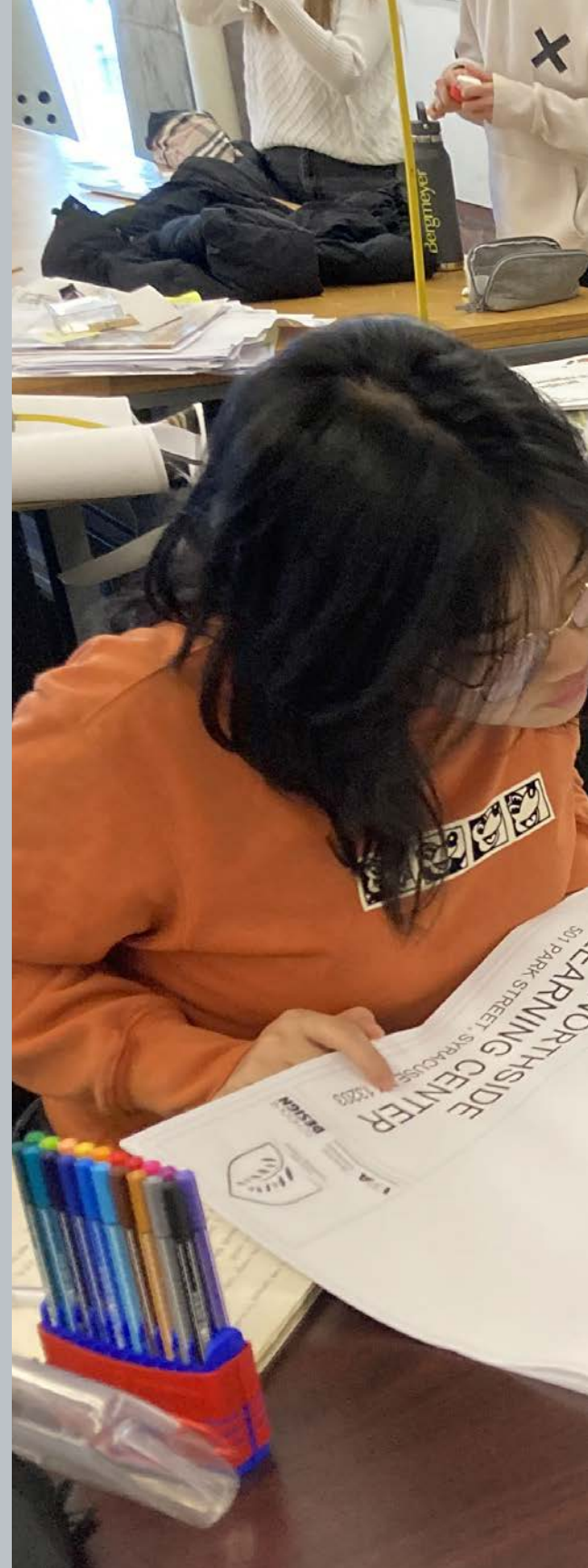
Sophie Scandura

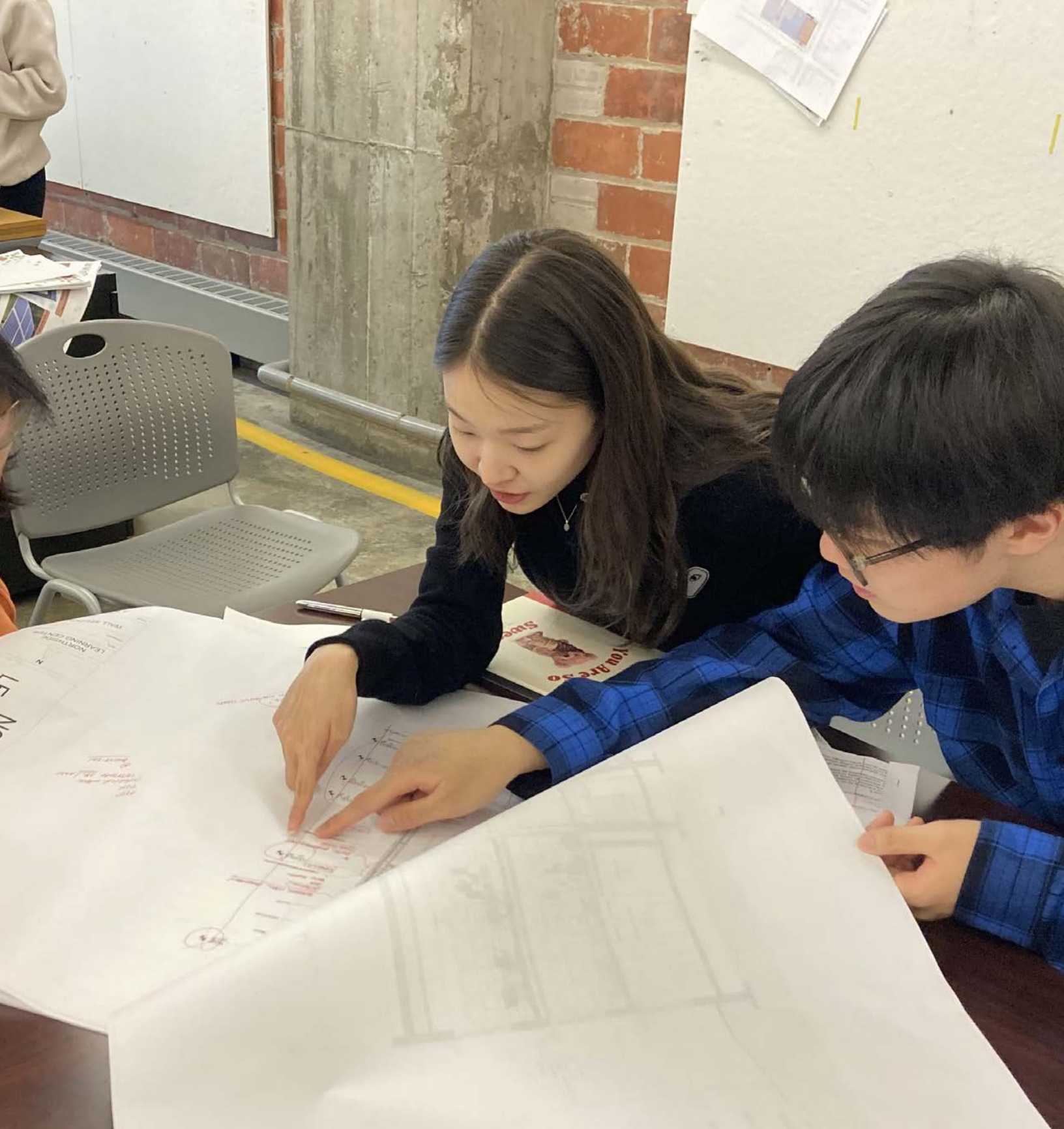


Kaitlynn Brach Jessica Mitchell Qifan Xu Jeongyeon Lim

construction documents

The Construction Documents phase began after the Design Development client meeting on November 17th, 2022. This phase of the project included producing deliverables such as a furniture, fixtures, and equipment booklet and a construction document set. These documents are used for architects, contractors, clients, and others involved in the building process. They serve to represent the final design decisions that will eventually be represented within the physical space. The drawings created within the construction document set include demo plans, floor plans, floor finish plans, exterior/interior elevations, interior sections, and wall sections. These drawings include extensive dimensions, annotations, and tags for ease of reference. It was the designers first time creating these documents and while it was difficult it was a great learning experience.

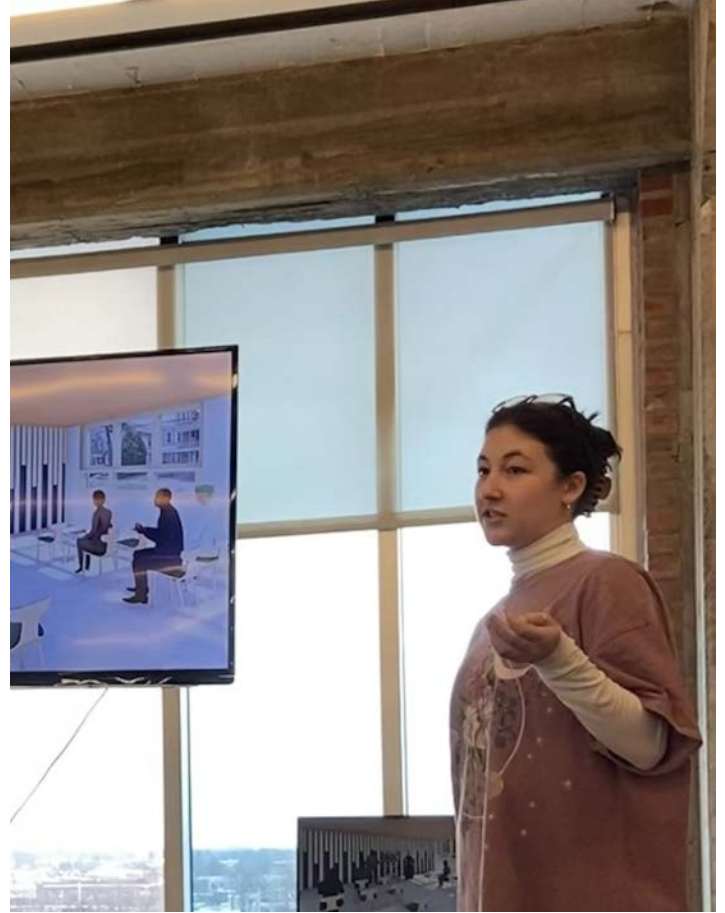




“I was extremely impressed with the Construction Management students and the Interior Design students ability to communicate and ensure that their goals aligned.”

- Alyssa Sgambati, Project Manager





design & construction kick-off

The spring semester began with a project kick-off meeting on January 24th, 2023 where Syracuse University EDI students and SUNY ESF Construction Management Engineering (CME) students met for the first time. At this meeting, the Project Manager Alyssa Sgambati explained the design process that occurred throughout the fall semester to provide a general introduction. After this introduction, the students broke into groups consisting of both EDI and CME students. Within these groups, the EDI students explained their design concepts and shared their construction document files with the CME students. This kick-off meeting initiated communication between the EDI and CME students.

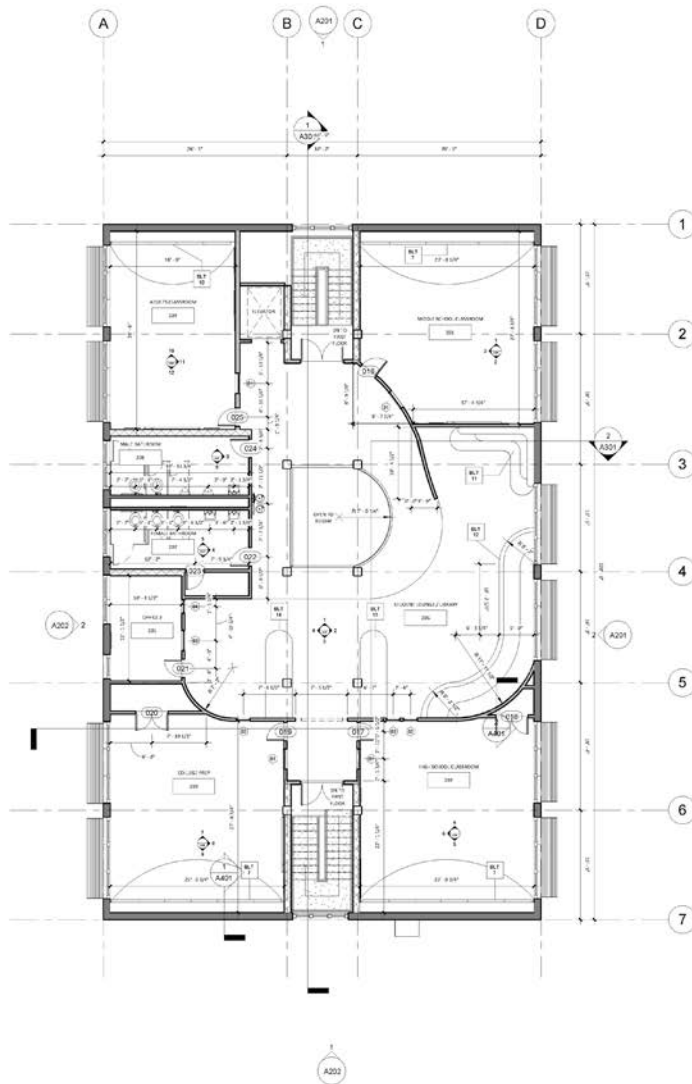
Once the communication channels were established, the SUNY ESF CME students studied the documents provided by the Syracuse University EDI students. These documents allowed the SUNY ESF students to better understand how the Syracuse University designers chose to redesign the Northside Learning Center. This sharing of information and files perpetuated collaborative communication between both schools.



LIGHTING LEGEND		
CODE	ITEM	LIGHTING
LT-1	EPDM CEILING LIGHT 2x2	
LT-2	NORTH PENDANT LAMP 6 5/8" x 5 1/2"	
LT-3	DOMO CEILING LAMP 7 1/4" x 3 3/4"	
LT-4	MADERA 3 LED 9" x 12" x 3 1/2"	
LT-5	ACOUSTIC ECHO 4" DIA x 1 1/2"	
LT-6	K-RAB 3' x 1'	
BAF-1	TURF BAFFLE CEILING	

FINISH LEGEND		
CODE	PATTERN	FINISH MATERIAL
EVT-1		LUXURY VINYL TILE
EVT-2		LUXURY VINYL TILE
CT-1		CORK TILE
CT-2		CORK TILE
CT-3		CORK TILE
CT-4		CORK TILE
ACT-1		ACOUSTICAL CEILING TILE
ACT-2		ACOUSTICAL CEILING TILE
ACT-3		ACOUSTICAL CEILING TILE
ACT-4		ACOUSTICAL CEILING TILE
ACT-5		ACOUSTICAL CEILING TILE
ACT-6		ACOUSTICAL CEILING TILE
ACT-7		ACOUSTICAL CEILING TILE

NOTE:
 ACT-05 ON GROUND FLOOR IN CIRCULAR FORM AS INDICATED IN A101.1



1 SECOND FLOOR FLOOR PLAN
 1/8" = 1'-0"

NORTHSIDE LEARNING CENTER

501 PARK STREET, SYRACUSE NY 13203



NORTHSIDE LEARNING CENTER	
DATE	11/14/2022
DRAWN BY	EVA, HORGAN, BECHTOLD, YUQI
SECOND FLOOR FLOOR PLAN / RCP	
A104.1	
SCALE	1/8" = 1'-0"





Estimate Sheet

Estimate					
Date: 3/1/2023					
Project: Northside Learning Center					
Address: 501 Park Street Syracuse, NY 13203					
ITEM #	CSI SECT	DESCRIPTION	QTY.	WASTAGE	QTY WITH WASTAGE
DIV 01 GENERAL REQUIREMENTS					
1		Permit Documentation and Fees	1	0%	1
2		Hazardous Waste Or Disposal Work	1	0%	1
3		Staircase	1	0%	1
4		Subsidiary Personnel	1	0%	4
5		Temporary Services	1	0%	4
6		Water	1	0%	4
7		Lighting And Power	1	0%	4
8		Toilet Facilities	4	0%	4
9		Temporary Staircase	4	0%	4
DIV 02 DEMOLITION & NETWORKS					
BUILDING DEMOLITION					
10		Demolition In Adjacent Contaminated Area, ceiling, lighting fixtures	3600	0%	3,600
11		Door demolition, interior door, single, 3 x 7 high, 1-3/8" thick, remove	26	0%	26
12		Fixture, toilet closet, wall mounted, selective demolition	30	0%	30
13		Entrance canopy, 4 x 8, selective demolition, including frame	1	0%	1
14		Selective demolition masonry, columns, cast in place, 6" x 8"	32	0%	32
15		Door demolition, exterior door, double, 6 x 7 high, 1-3/4" thick, remove	1	0%	1
16		Selective demolition masonry, concrete block walls, unreinforced, 8" thick	3976	0%	3,976
17		Minor building deconstruction, salvable labor, kitchen cabinets, upper and lowers, prefab LF 2 Club 24.00 0.657	14	0%	14
SITE WORKS					
18		6" Thick Concrete Pavement	3	10%	3
19		Rehabilitated Construction Entrance	1	0%	1
CONCRETE					
20		CONCRETE RAMP	3.0	10%	3
21		4" Thick Reinforced Concrete Slab, 4000 psi, 4" #4, 2" #2 W/W reinforcement	1	0%	1
MASONRY					
22		CMU Exterior Wall	1266	5%	1329
STEEL					
23		W 24x55 Steel Column	16	0%	16
24		W 10x27 Steel Beam	14	0%	14
WOOD, PLASTIC & COMPOSITES					
25		WOOD COLUMNS & STUDS	2294.13	10%	2,493
26		2x6 Douglas Fir #1 Studs @ 16" OC	102	10%	112
FINISHES					
27		CEILING FINISH	14000	5%	14,700
28		FLOOR FINISHES	14000	5%	14,700
29		CEILING VINYL TILE	14000	5%	14,700
30		Resilient Flooring, cork tile, standard finish, 1/8" thick	7000	5%	7,350
WALL FINISHES					
31		WALL PAINT	35547	10%	34,922
32		Tile	764	10%	838
33		6" Vinyl Tile Base	1900	10%	1990
34		Crown Molding	1758	10%	1934
35		WALL TILES	100	10%	110
36		Ceramic Tiles	100	10%	110
37		1/2" Acoustic Board	100	10%	110
WALLS					
38		WALL	4021.96	10%	4,423
39		2x4 Wood studs Framing @ 16" OC	8042	10%	8,846
40		5/8" Gypsum Board	8042	10%	8,846
CURTAINS					
41		Curtain	900	10%	990
42		Curtain rod	100	10%	110
SPECIALTIES					
43		Mural	1	0%	1
44		Blue Rock	1	0%	1
45		Convey	1	0%	1
46		Stucco	2	0%	2
CONVEYING EQUIPMENT					
47		Elevator	1	0%	1
ELECTRICAL					
48		EDH CEILING LIGHT 2'x2'	103	0%	103
49		NORTH PENDANT LAMP	48	0%	48
50		MADEIRA 3 LED 3'-10"	65	0%	65
SUB TOTAL					
OVERHEAD AND PROFIT					
TOTAL BASE BID					



construction presentation

Project Intent Statement

EDI: Rachel Chiricos, Johnathan Jiang, Mallory Mosier, Spencer Schultz

ESF: Nataly Shearer, Tyler Simon, Brandon Stala, Charles Stewart

"Since NSLC believes in planting roots and creating communities, it is vital that their space reflects that. Taking inspiration from both the educational focus of NSLC as well as their goals, the new design for the space will foster and feature interconnectivity throughout the building. This will be achieved through color and organization in a way that meets the needs of NSLC now and in the near future, with plenty of room to grow. During the design process, the designers were keeping the client's budget in mind and considered the best options for cost-effectiveness without compromising the integrity of the design intent.

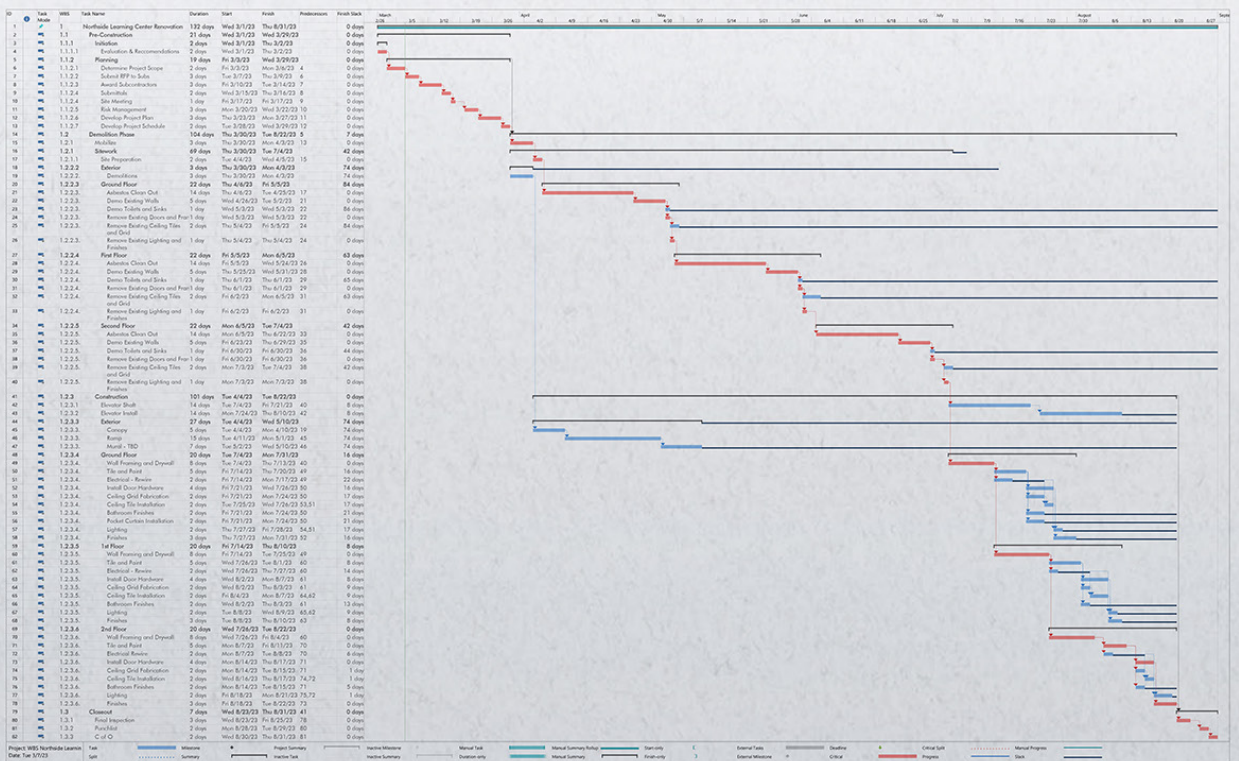
Stemming from the design phase, the construction management team incorporated the owner's requirements into every aspect of the construction phase. They compiled an accurate estimate for the project using resources and knowledge in order to give the client a realistic sense of what to expect. The construction management team then put together an efficient schedule to give NSLC the quickest possible completion date, ensuring that this remodel will have as little impact as possible to the function of NSLC so that they may continue to provide help to the Syracuse community."

Project Schedule

Summary		Amount
Reference		\$ 701,900
Permit/Deposit		\$ 178,476
Total		\$ 877,381

UNIT COST (LAB/MAN)	TOTAL ITEM COST	TRADE COST
IA \$20,000.00	\$20,000.00	\$ 16,000.00
IA \$55,429.00	\$55,429.00	\$ 44,343.20
IA \$500.00	\$500.00	\$ 400.00
IA \$6,000.00	\$6,000.00	\$ 4,800.00
MFPA \$200.00	\$200.00	\$ 160.00
MFPA \$200.00	\$200.00	\$ 160.00
MFPA \$185.00	\$185.00	\$ 148.00
MFPA \$75.00	\$75.00	\$ 60.00

UNIT COST (LAB/MAN)	TOTAL ITEM COST	TRADE COST
IA \$20,000.00	\$20,000.00	\$ 16,000.00
IA \$55,429.00	\$55,429.00	\$ 44,343.20
IA \$500.00	\$500.00	\$ 400.00
IA \$6,000.00	\$6,000.00	\$ 4,800.00
MFPA \$200.00	\$200.00	\$ 160.00
MFPA \$200.00	\$200.00	\$ 160.00
MFPA \$185.00	\$185.00	\$ 148.00
MFPA \$75.00	\$75.00	\$ 60.00



MEANINGFUL PARTNERSHIP EXHIBITION 2023





Interdisciplinary collaboration environment.

While it is not uncommon for CME students to work in teams during their four-year college education, those team works often happened within single homogeneous discipline (i.e. CME). Yet, this collaboration project with SU provides a unique opportunity for the students to work with students from a distinct discipline (i.e. EDI students) which can help the students of both disciplines learn more beyond their own curriculums. Apparently, this experience of broadening their horizons can significantly benefit their future career development. As such, students from both disciplines were highly motivated to work seamlessly during the process.

Real-world problem-solving experience.

This is really a problem-driven project from the real world. NSLC expressed their needs for building renovation through novel design on layout and functions. With customized design schemes from EDI students, constrained to existing conditions, CME students developed project-specific problem-oriented construction management programs. The real-world problem-driven nature enabled the students to be highly engaged in the project. It is expected to help students more easily transit from college education to industry practice with critical thinking capability which is an important learning objective in this Capstone class.

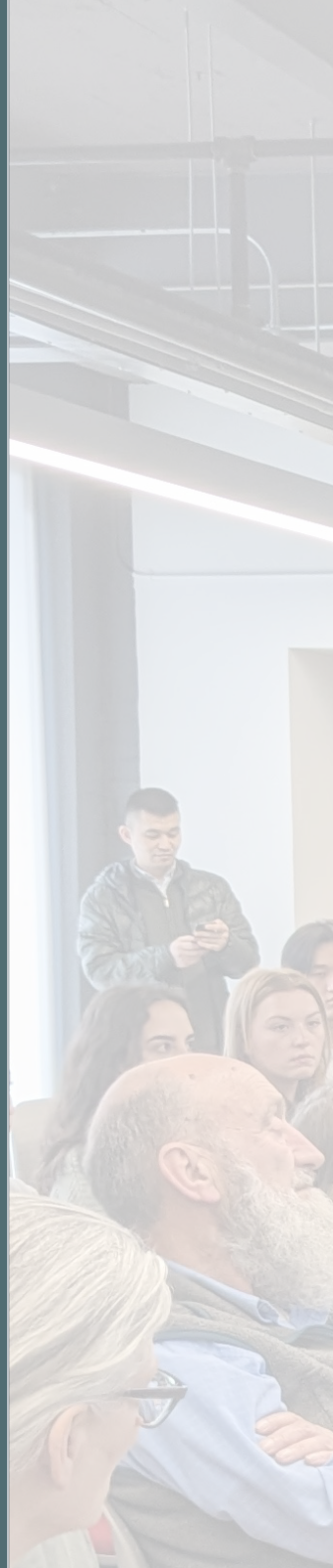
University-community engagement.

Community engagement has been claimed as a new paradigm of university development. In this renovation project, Syracuse University and SUNY College of Environmental Science and Forestry worked with the local community partner NSLC. Scientific knowledge from institutions and practical experiences from community partner were integrated during project implementation. Consequently, this community-engaged project created an appropriate circumstance of generating, transforming, and leveraging professional knowledge for both disciplines. It can not only benefit the development of more attractive curriculums in both colleges, but also promote the economic growth of the local community.

Disadvantaged community improvement.

This project also provides a valuable opportunity for CME students at SUNY-ESF and EDI students at SU to help with the improvements of the disadvantaged communities in the City of Syracuse. I believe the students from both disciplines take pride in being involved in the project process to assist the minorities with their classroom knowledge and professional skills. Through this project, we hope the residents in the disadvantaged communities can acquire better living and working building environment.

Endong Wang, CPC, LEED AP BD+C
Associate Professor of Sustainable Construction at SUNY-ESF





To: Seyeon Lee
From: Pamela Kirwin Heintz, Associate VP & Director
Re: DES 452 - Community Projects Studio
Date: April 19, 2023

Shaw Center & MEANINGFUL PARTNERSHIPS

Enhancing the academic experience for students through reciprocal campus-community partnerships is a core Shaw Center goal. Collaborating with MEANINGFUL PARTNERSHIPS - DES 451 - COMMUNITY PROJECTS STUDIO, instructor Seyeon Lee, PhD, this semester perfectly aligns with this critical goal. Shaw Center was delighted to have our Service Learning Leadership Intern collaborate with and support the STUDIO this semester.

By connecting pedagogy with community based learning, students see each other as members of a learning community, applying knowledge and skills in a community context. Beginning to understand how applying knowledge and developing skills can be accomplished in a community setting is essential to promoting a culture of innovation and discovery. The STUDIO provided the opportunity for this learning community this academic year.

Collaborating with the STUDIO is a unique opportunity for Shaw Center to engage with faculty and to be embedded in the community learning experience. As an evolving "laboratory" drawing on archives of student, instructor and community assessments, we value the opportunity for being on the ground and part of a real project.

Attending the final presentation where design options were presented to the community partner was that precious moment of seeing, feeling and understanding the impact of the authentic community engaged learning experience. Faculty, students, community partner come together after so much work, to share the outcome whatever that may be. For DES 451 and the community partner - Northside Learning Center (NSLC) - there is a real product that addresses a real problem identified by the community partner. Work well done and well received.

Thank you Seyeon for inviting Shaw Center to join you and your STUDIO this semester. We look forward with excitement to future opportunities to collaborate.

Best regards,

special thanks

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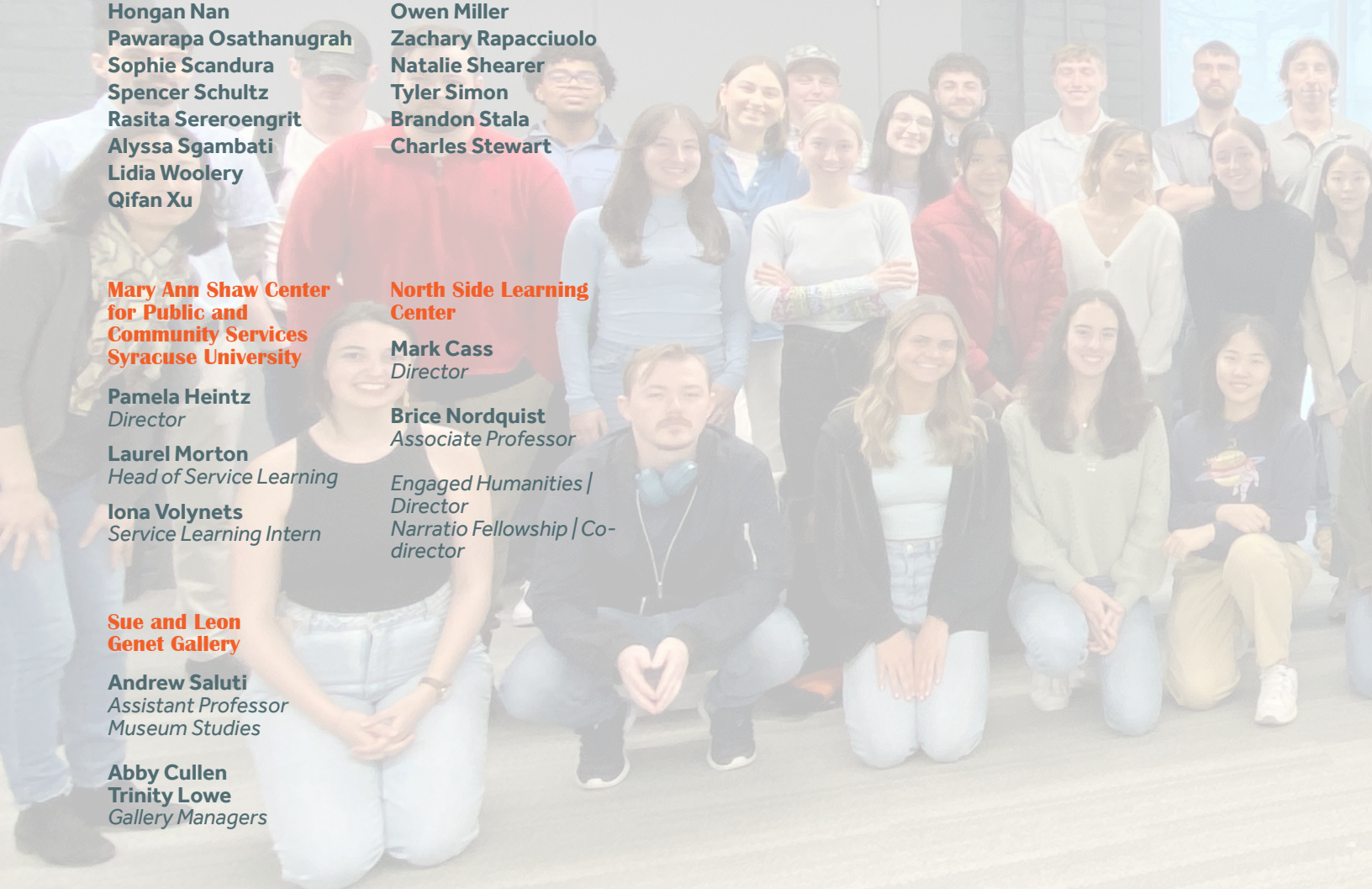
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April 17, 2023

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Dear Seyeon and Endong,

We express our deep appreciation for the recent completion of the *Meaningful Partnership: Community Design Studio* project. The process was exciting, thorough, highly professional and productive. It is rare to see such an effective collaborative process, particularly across institutions.

The Design students were well prepared, really listened well to our students and staff, and presented imaginative and beautiful designs. Their presentations were professional and have delighted and excited our people.

Equally impressive is the work of the construction management teams. It was clear that the teams from both universities worked well together. The results have provided us very valuable resources, which we will use immediately as we begin to raise funds to update and upgrade our building.

Once again, please accept our sincere thanks for such an important and interesting process, providing us such amazing results.

Sincerely,

Brice Nordquist

Brice Nordquist, Board President

Mark Cass

Mark Cass, Executive Director

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