

PLANNING BOARD FOR THE CITY OF CAMBRIDGE

GENERAL HEARING

Tuesday, February 3, 2015

7:10 p.m.

in

Citywide Senior Center
806 Massachusetts
Cambridge, Massachusetts

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Hugh Russell, Member
Tom Sieniewicz, Member
Steven A. Cohen, Member
Louis Bacci, Jr., Member
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P R O C E E D I N G S

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H. THEODORE COHEN: I guess you can hear me. Welcome to the Planning Board's Town Gown -- annual Town Gown report. We're starting with a couple of matters of the Planning Board business.

We have an update from Iram Farooq.

IRAM FAROOQ: Thank you so much, Ted. Good evening. So our next few, given the cancellation due to the storm last week, our meetings are a little bit tight and you will be excited to know we are going to be meeting weekly for a while. So we will be a regular Tuesday evening entertainment for all.

Next week we will have a continuation of this, of the Town Gown topic so that the Board can deliberate. Today is going to be

the presentations and the public comment. So next week will be Board deliberation.

And then we have a public hearing for the Foundry disposition in East Cambridge. This was a building that we got as part of the Alexandria rezoning and the city's partnering -- is intending to partner with the Cambridge Redevelopment Authority to determine what the next steps in terms of utilization of that building. And we also have the -- the Planning Board rules discussion we anticipate.

At the meeting of February 17th we will have a hearing of 57 J.F.K. Street, and then we'll be coming to you with a discussion about Volpe which was scheduled for last week, also and has been -- there will be a -- we anticipated that there will be a pre-application meeting for First Street

project which you haven't seen yet, but there has -- there is a proposal to look at some of the retail stores along First Street and think of those as a development assemblage. So that will be on the agenda for the 17th assuming that we get documentation which we have not yet received.

And then finally the postponed Twining Normandy hearing for the Zoning Petition will be on February 24th.

So those are the major update items. I did also want to mention one other item of interest that is at the City Council right now which is that we have worked with a consultant to do an update of the Nexus study for incentive Zoning and that was on the City Council's agenda for Monday, and the meeting -- sorry, yes, for this, for their last meeting. So we anticipate that there

will be continuing discussion on that topic which I think is probably going to be interesting to board members as well as to other citizens.

Thank you.

HUGH RUSSELL: Can we receive copies of that?

IRAM FAROOQ: Did they, Jeff? We will certainly send them to you if you have not received them yet.

Thank you.

H. THEODORE COHEN: Thank you.

Is Liza still here?

IRAM FAROOQ: She is not here.

H. THEODORE COHEN: And so we have no transcripts and no Zoning Board of Appeal cases.

JEFF ROBERTS: You have to wait for a second to come on. We did receive the

transcript for January 6th Planning Board meeting, and it's been certified.

H. THEODORE COHEN: Do we have a motion to accept the minutes?

STEVE COHEN: So moved.

H. THEODORE COHEN: Second.

LOUIS BACCI, JR.: Hands?

H. THEODORE COHEN: Accepting the meeting of January 6th.

(Show of hands.)

H. THEODORE COHEN: Accepted.

Now we'll have our Town Gown presentations. The procedure that we're going to follow this evening is that each of the five schools will make a presentation hopefully for no more than 20 minutes and in order that been pre-arranged by staff. And after each presentation if the Board has any questions, we can ask them briefly but we

will hold all public comment until the conclusion of all the presentations and then we will take everybody's public comment. And then in a change from previous years when we've waited several weeks or months before the Board talked about it, as Iram mentioned, at our next hearing, at the meeting on the 10th the Board will have a discussion about the Town Gown report and the presentations.

So if we could start with Hult International School of Business.

SHAWN SULLIVAN: Is this working?

Good evening, Mr. Chair and Members of the Board. Thank you for having us. My name is Shawn Sullivan and I'm the director of real estate for Hult as well as EF Education First in Cambridge. And we're going to all introduce ourselves and then we'll get through our presentation.

TOM HALL: Do I have to use this?
My name is Tom Hall, H-a-l-l executive
director of Hult Business School. And my
colleague here is....

HENRIK EODDERMAN: Good evening,
everyone. My name is Henrik Eodderman.

TOM HALL: Okay, so this is our
first town and gown, thank you very much.
It's a pleasure to be here. I want to give a
little background about Hult International
because it's a little bit unique and then
I'll turn it over to my colleague for the
Hult Cambridge campus.

What our mission is is to be the most
global and most relevant business school in
the world. Global because 95 percent of our
students are not from the United States, and
relevant because we want to really zero in on
what corporations want to make sure our

students are providing that as they graduate.

If we step back a little bit, the school got its origin actually with the Arthur D. Little School of Management which was founded in the sixties who ran into financial trouble about ten years ago, and Bertil Hult who founded EF Education at first also in the sixties, was asked to provide financial support, which he did do, and then renamed it Hult International Business School.

What differentiates us, and there's quite a few things, first of all, we have the Cambridge campus and then we have four other campuses: San Francisco, London, Dubai and Shanghai and Cambridge. Cambridge has always been the number one campus and the most popular, the one that tends to have the most applicants. They have five campuses around

the world to rotate through and I'll explain that in just a second.

As I said a second ago 95 percent of our students are international, so when they come to Cambridge or any other campuses, most likely not American. In the Hult network globally we have over 125 different countries represented throughout the last five or ten years, and the dean will talk a little bit more about what's on our campus.

The other thing that differentiates, is Hult is -- we have a one-year intensive degree. So it's not a two-year normal MBA. It's one year, in twelve months they can get an MBA or a Master's degree in several different subjects. We also focus very much on experiential learning and what we call action projects. We do a lot of action projects which are real life engagements

with, you know, real companies. For example, Johnson and Johnson here in Cambridge we do a lot of work with. They'll give us a real life problem and our international students will work on it.

The other thing we can do is rotate to different campuses. So a student might, for example, come to Cambridge for eight months and then they have the opportunity to go to Dubai or Shanghai. So within 12 months they can come out with an MBA and have lived significantly and studied in a significant way in three different cities. So it's really very international.

We also focus very much on innovative curriculum that matches, as I said, what companies want.

One of the things that we are very proud of is the Hult prize. Five years ago

one of our students thought that our curriculum might have been too focussed on entrepreneurship, that was solely focused on making money and did not address how you can solve social problems through entrepreneurship. So he partnered -- created the Hult prize and partnered with the Clinton Global Initiative. So for the last five years this has grown to be the largest case competition and accelerator for social entrepreneurs. It started here in Cambridge and now it's worldwide. Every year we open up a case which could be focussed on hunger or education, healthcare in an undeveloped part of the world. We have 125 to 150 different colleges competing. In Cambridge, here, in March we'll have 49 different colleges, including some here, Harvard's involved, MIT's involved, that will be

competing to solve a certain, certain issue. The issue this year, by the way, if you're interested is how do we address education for children under six. Where a lot of cultures may believe that it's not that important. So that's the case.

Now, I'll turn it over to the dean and he'll talk a little bit more about the campus itself.

KENDRIK EODDERMAN: In Boston we currently host 180 students in our three different programs. We have the MBA program between billboards and so that's way we have long, long many years, many years we have MBAs. We also have a most international business students. And most of the international program is quite interesting.

So most of our international business program has been created -- was initially the

MBA program. We had a lot of students with less than three years work experience and a program was good to meet that requirement. When we look at the MIM program, it's mostly international marketing for students specializing in marketing and they come from different backgrounds and their target, their focus is work specifically in the space of marketing.

Over 580 students come from 75 different countries. Of course big countries like India and China are well represented. Over all we have about 16 percent of students from each of these countries, the rest come from all over the world. And U.S. students range around seven percent or so currently.

When we look at our campus, as you may know, we have refurbished our campus in the last year. Currently we have eight

classrooms, and out of these eight classrooms two are so-called flexible classrooms that really allow us to do a lot of creative work in the classroom and environment. And of course we can also video conference people from all around the world at the same time as our students present and so forth. So it's really a multimedia center with these two classrooms. And our case rooms, they have the newest technology that the space requires.

And then we look at our team room, something I'm pretty fascinated about, because we have about 60 team rooms which is one per ten students. And that's actually signifies what I was talking about earlier. Our way of learning and teaching is an action oriented way and that is with respect to Cambridge in the sixties, we have started the

school, they already back then emphasized actual learning. And our students work significant portion of their time in highly international teams. And I often bring in companies like Fidelity Investments, ZipCar, Sanofi, (inaudible) and action project. So a lot of local companies work in an international scope come to us to seek for advice in terms of problems they need to solve, and of course challenges they are facing, both locally and foremost in the international market space. And that's something that excites me a lot to see our students help both the local business and benefit for our student body.

And of course when we look into the future, we are definitely about innovation and education space. Hult just this year actually, over this academic year they got

the innovation of MBA and raised the board for the new MBA curriculum. And the reason why we were chosen was of our soft skills part of the curriculum which is likely to bring some of the students innovative the benefit or makes our students very attractive for employers out there.

When we look on the programs, we currently have the MBA, the MIB, and MIM and I think in addition to that we're going to be launching a Master of Finance program here in Boston next fall. That's the program that we piloted here a few years ago. Students absolutely loved it. Our concern was the fact we didn't have enough space to host them. So we've been running that program in London and San Francisco, and then we're going to bring it back to Boston and that's something that was really good for us as a

capitalist in terms of bringing not only national diversity and diversity to adjust the students in the subject matter and interest.

And then Hult is a place where we have (inaudible) staff continuously. We just had a service excellence workshop for a couple of days with our entire staff, and of course service is something that we value very highly and our students look for. And in addition to that of course, our faculty meets continuous development. And we're going to be hosting several seminars and -- a couple day seminars in Boston for faculty in the spring just to ensure that they stay tuned and they're up to date.

And then we look at our facilities, we continue to develop them. We want our facilities to be state-of-the-art. Something

that I want to emphasize about Hult is that all our education takes place offline. So we don't have any on-line courses. Currently we operate offline with our students in Boston and elsewhere, and that's something which is pretty unique in this space where everyone is trying to make their mark in the on-line space.

And we look at the staff and faculty growth. We have almost doubled our staff from year to year to support our students. And of course when we look at the faculty, we currently have about 13 faculty on a daily basis on campus working with our students. And that includes mostly full-time faculty, and we also, of course, work with adjunct faculty. And I would say that Hult is quite unique in the sense that we have a lot of adjunct faculty flying in from other campus

regions, elsewhere. People that are practitioners, people that can help us create an actual learning environment.

And then when we look at the student body, we are basically -- I don't know what happened with the computer, but the student body has grown from being around 250, 288 -- 290 for several years to 600 this year. And then into the future we look to 900. And that's definitely the target number for our campus going forward that we think our facilities can support.

I'll hand it over to Shawn, who will talk a little bit more about the impact on Cambridge.

SHAWN SULLIVAN: Thank you.

So it occurred to me that we may be missed orienting everyone so you know where our Hult campus is actually located. We are

over in the North Point area of Cambridge. Hult leases space, currently four floors from EF Education First which developed one of the first buildings over in the North Point area, and Hult and EF have a very interconnected campus because of our similar missions, and the student body and the faculty and staff work a lot with each other in various ways. And so when you drive over across the Museum of Science through North Point Park, the first building that was put over -- that was developed over there is where Hult currently is and EF is the new building next-door.

So, as Dean Eodderman and Tom were talking about our vision for the future is to expand our academic offerings and really focus on some new MBA programs that we're going to be hosting here in Cambridge. As part of that our student body is growing

slightly over the next ten years or so, but we're not planning to have more than about 900 or so students by 2024. And with that the question is well, Where do these students live? And the answer is around our campus in 10, 15, 20 minute walking, biking, or public transportation increments. Our student body is -- 100 percent of our students use public transportation, walk or bike to the campus. And so the location for their living is incredibly important to be well located to the campus. So we, we survey our students. We have a housing placement program that facilitates their ability to find housing and roommates in Cambridge. And about 35 percent of our students today live in Cambridge. The remaining students live around and whatever, you know, affordable housing frankly that they can find. They're here rotating, so

they're only here for six to nine months. Some are here for a full year. And what we do very often is facilitate the subletting so that when a student leaves, another student can come into their apartment.

And so today we see a majority of our students living very close to the North Point Cambridge campus. We think right now we have 100 -- 208 to be exact students living in Cambridge. And, again, they're living in non-affiliated housing that they either find on their own or they get through -- they're put in touch with various rental opportunities through Hult student services. And when we look to the next ten years, we see that number of students increasing by about 100, 130 approximately in Cambridge. There could be more people living in Cambridge if there's more affordable housing

opportunities for our students. So when you look at the North Point area and all of the planned housing and rental housing, we see there being a lot of opportunity for synergy with the graduate students and, you know, future young professionals so that they can take advantage of that, those rental properties coming on-line.

As I talked about, public transportation and pedestrian connectivity is really, really important to Hult. We do not provide parking for our students and it's sort of the most effective transportation demand management measure really because they have nowhere to park. And they're only here for about six or nine months, so they're not gonna buy a car, they're not gonna rent a car. If they need to go somewhere for the weekend, if they can't take an Amtrak or get

on a plane, they will probably rent a car. But we don't offer them parking on campus. And they come to our Cambridge campus knowing that. So they like to take Science Park, Lechmere stops, Community College. Orange Line is fantastic for getting out to Somerville and Medford and Malden.

We also have a shuttle service that is shared between EF and Hult that brings students on demand to the Red Line stops and beyond North Station. You know, with all the snow, there's been a lot of pedestrian connections that haven't been super easy to access, and we've been shuttling our students so that they have a safe way of getting to public transportation.

And then lastly I'm just gonna talk a little bit about the renovations that we've conducted in the passed year and a half. So

the building where Hult is located used to be EF's headquarter building. And so there was a great amount of opportunity for renovation there to turn office space into classroom space, and take, you know, collaboration space and turn it into team rooms as we talked about. We encourage everyone to come over and see some of the beautiful new renovations that have happened over the course of the last year. We -- Hult is pretty much occupying most of the building now with some beautiful new sustainable designed classroom space and team rooms. And it's just gorgeous. It's really, really nice. And I think we've been happy to see how easy it was to retrofit office space into classroom space so seamlessly.

We also now have a new Hubway stop outside. So in an area that used to be a

trash transfer facility and a warehouse, now has a shared bike service. So it's -- and there's never bikes. We need another Hubway because the Hult students in particular are using them all the time.

We also are really -- I would say Hult in particular is really involved in the local community through some social entrepreneurship programs. You may have heard about the global challenge at Cambridge Rindge and Latin School. It's an EF program where Hult students mentor Cambridge Rindge students to help them solve global issues and then implement them locally. And so that's been a really successful partnership in Cambridge for Hult students, and it brings a little bit of internationalism over to the high school that we really enjoy. And I think the Hult students really enjoy it as

well.

We talked about the Hult prize. So I won't go back into that.

And with that, thank you, cheers, gracias.

Are we taking questions now or is that for next week?

H. THEODORE COHEN: Well, do any of the board members have any questions?

AHMED NUR: May I?

H. THEODORE COHEN: Sure.

AHMED NUR: Thank you for the presentation and welcome to Cambridge. Do you have -- as far as new students concerned, you noticed that you're in Dubai as well as London and maybe San Francisco and Boston, any -- what would you -- what would the students like Cambridge to be in terms of like accessibility? What are their

complaints in terms of -- anything that you want to share with us with regard to affordability in rental, accessibility, what they like as far as Cambridge is the headquarters.

SHAWN SULLIVAN: Sure. I think we touched on this a little bit.

Cambridge is always one of our most popular rotations, and it's because of the fact that we have Harvard and MIT and Cambridge College and Lesley and all these other universities right down the street. I think they love the collaboration opportunities, the opportunity to, you know, potentially be placed with these action projects with Cambridge companies. So we're always reaching out to the Microsofts and the Googles and the Biogens of the world, but the fact that they're in Cambridge down the

street, I think poses a great opportunity for our students for these action projects.

They also love the location. What's wonderful about the North Point area is that, you know, it used to be this sort of secret and now a lot of people are learning just how awesome of a location it is. They're right across the North Bank Bridge from downtown Boston, and then they're right, you know, and soon enough, really well connected to East Cambridge and Kendall Square and Central Square. You know, they're a bike ride down from Harvard and MIT. So I think they feel like they're really in the center of the universe here, whereas some of our campuses abroad, you know -- London's a huge city. So, you know, we have an excellent location in London, but it still might take a 20-minute tube ride to get down to some of

the same types of locations that we have a ten-minute walk away in Boston or Cambridge.

I think from a housing standpoint, you know, obviously young people are always looking to get the most for the least amount, and I think that for them we have to remember they're coming from a lot of different background and cultures, and some of our students have never lived in a developed country before. And, you know, they're just amazed by the level of commercialism and, you know, infrastructure that's in place here. So something that may not be up to par for maybe a business school student somewhere else, is actually a palace for some of our students because they're coming from a lot of different countries around the world that don't necessarily have the same housing market that we do here.

AHMED NUR: I appreciate that. And one more question.

So four percent is Melrose but there's 22 percent of unknown. I wondered the nearest town to your location is Charlestown, a two-minute walk or three-minute walk?

SHAWN SULLIVAN: I think we included Charlestown in Boston.

AHMED NUR: Okay.

SHAWN SULLIVAN: Sorry about that. We should have differentiated that.

AHMED NUR: That's fine. It should be in Boston. That's all right, thank you.

H. THEODORE COHEN: A question I have is when you get to your 900 plus students, do you think you will need to have larger facilities or do you envision everything is going to fit into the one building you're in now?

SHAWN SULLIVAN: So right now we -- our plan is to keep it all in our building that we have. So Hult's only occupying with the 600 students about four floors. And there's seven floors of occupiable space in the EF building. So we -- we're looking, or for the, you know, in the hopefully soon Hult's fully occupied building. We think there's a good amount of growth space in there and we'll be, of course, assessing our needs, as it goes over the next few years.

H. THEODORE COHEN: Great. Thank you.

Anyone else have any questions?

(No Response.)

H. THEODORE COHEN: So we'll hear from the public later. But thank you very much.

And now I guess it's Harvard's turn.

While they're setting up, one thing I did want to mention is that all of the schools did submit formal reports. Some of them are on the table over there. If you haven't seen them, you can grab them, otherwise they are also on the Planning Board CDD website and you can look -- now you can download them.

ALEXANDRA OFFIONG: We're almost ready for the presentation, but I'll just get started. Good evening and thank you so much for having us tonight. My name is Alexandra Offiong. I'm here from Harvard Planning and Project management. I'm joined as well by various colleagues from Harvard University, including Heather Hendrickson, who will be presenting after me, and Tom Lucey from Harvard Public Affairs.

I know tonight's intent is to really focus on current projects on Harvard's

Cambridge campus, but I want to just take one moment to sort of remind us the important drivers of why, why all the planning and development activity that's taking place, what's driving all of that. And I'll let -- we're almost to the presentation.

All right, so first and foremost we are an educational institution. So everything we do has to support the teaching and research mission. So tonight we'll talk to you about new campus academic buildings like the Harvard Kennedy School, but more frequently things that you may not hear about are how we adapt our existing buildings. For example, this is a classroom in the science center that we call the sci-box, and this is a newly renovated space. It's an open classroom space. It has movable furniture. It has lots of technology. And these are the kind

of spaces that we are trying to create lots of collaborative spaces and adapting to all these teachings, the really innovative teaching methodologies.

Housing our affiliates is very important. When Harvard was founded, it was founded as a residential college. And to this day we continue to dedicate about a third of our campus to residential facilities. We -- in Cambridge alone we house more than 11,000 of our students, faculty and staff. Tonight we're going to talk a lot about our most significant housing initiative which is the renewal of the Harvard houses.

We also care a lot about having a very dynamic campus. And so we look at our landscape, we look at our cultural facilities, at our common spaces, at our

athletics, and that's -- we're always reinvesting in those facilities to make sure that it's truly an excellent campus.

Sustainability is a major priority for the university. It's part and parcel of all of our campus projects. You'll hear more about that later.

This is an example of a homegrown project from the graduate school of design. This is a roof terrace at Gun Hall where some of the students got a seed grant and created a modular landscape system which helps to reduce storm water. So it's just a small project, but it's an example of a cool and innovative sustainability project.

And finally we must have a robust campus infrastructure. We have to have the utility systems, the transportation networks, the communication infrastructure, to make the

campus run, so we continue to reinvest. And this is an example of something we're doing right now which is making improvements to our chilled water distribution system.

So I'm gonna move to current projects, and while we have a lot of projects going on at the campus, we're focusing on the ones that are of most significance. And we're gonna start along the river with our house renewal project.

So for those of you not familiar with the Harvard houses, in the 1920s the university conceived of the house system as a way of creating a living and learning environment for our undergraduate students who were not all living on campus at the time, and now through the development of the houses, many of which are the iconic neo-Georgian buildings that you see as you

drive along Memorial Drive, we now house nearly all of our undergraduate students. These are buildings, however, that are 80 to 110-years-old in many cases and have never been comprehensively renovated. So we began this program a few years ago and we are now in construction on our third project.

I'll start right now with the project that we just completed last summer. This is the second house renewal project called McKinlock Hall. It's project that we took on the exterior. We took a restoration approach and we really took care that made sure that the full envelope was restored; the brick, the masonry, slate, everything. We made it right for another 50 years. In the interior we have some very special traditional historic spaces that we, we took great care to restore their features, but overall we --

in order to bring the buildings up to full accessibility and building code, we had to make a lot of changes in terms of new room layouts and new circulation and new -- all kinds of new building systems. There were some opportunities to make some targeted alterations. You can see on the left, this was a former exterior alleyway space that we added a glass roof and we were able to capture some new overflow dining space and common spaces in a place that was not very appealing before.

We also were able to create a lot of new common spaces for the students. You can see an art room here.

This is a project that was completed last summer.

Right now we are in construction with Dunster House which is just kind of next-door

down the river. So the approach is very similar to the McKinlock with restoration approach on the outside and full renovation on the inside. What's interesting about this building is that when it was originally built, it was built with eight double height squash courts in the basement that had not been well utilized in recent years. We have been able to capture that space, reprogram it, and meet a lot of our common space -- our social space, learning spaces, athletic spaces, without adding any additions that are visible.

So that's a project that's intended to be completed this summer.

Looking ahead, we are in the planning phase for Winthrop House which is just to the west of McKinlock, and this is -- Winthrop House is actually comprised of three

buildings. Two neo-Georgian buildings. This is Gore Hall and one little wood frame. And unlike the passed two projects, this project was actually built as freshmen dormitories. And they were -- they were built in about 1915 and then when the house system was introduced about 15 years later, there were some alterations done at the time. But they've always been a little bit undersized and never been quite working the same way as the other houses. So we're excited that the renewal of the house gives us an opportunity to adjust that, to make it work just as well as the rest of the houses. Our approach overall will be the renewal of the buildings, but there's also -- thankfully there's a development site next-door which is currently a utilitarian one-story garage building along Mill Street. And we are in the planning

process to add a new addition in that area that will allow us to house all of the Winthrop House students. Currently some of them live in overflow housing, and it will also allow us to provide some of the common spaces that every house has that Winthrop House just doesn't have today. So this is a project that we are -- this will require some technical zoning relief. We're happy to present it in more detail to the Board later this spring, and it's a project that we are hoping to start later this year.

Finally in the house renewal front we -- when all of these houses are under construction, the students need to live somewhere. So we have renovated 1201 Mass. Ave. in Harvard Square, the former Inn at Harvard, as what we call the swing house. So right now you can see Dunster House students

are living there, and it's -- this is a renovation project that was completed last summer, and it -- we were able to reuse a lot of the pre-existing hotel layouts that work nicely as a dormitory. We also reprogrammed the atrium space as the dining hall for the swing students. And it's worked out very well.

You can see this is one of the bedrooms.

So moving west on the campus, the Harvard Kennedy School. So the Harvard Kennedy School is finalizing the development plans for an addition to its campus, and this project will provide new and improved teaching spaces. It will also allow a more collaborative environment at the Kennedy School, and it will address some shortcomings that the campus faces today which is lack of

a really robust kitchen and dining facility and a loading facility. So this, as you know, the project was recently approved by the Planning Board and the Board of Zoning Appeals and we're looking to start construction later this spring. The project is one that will actually raise the exterior courtyard and allow better connections to not only Harvard Square and Eliot Street but also the J.F.K. Connector, and altogether it will be about a 91,000 square foot addition.

This is a view looking into the courtyard from Eliot Street at one of the new buildings.

So in Harvard Square at the Faculty of Arts and Sciences has just completed the renovation of 102 Mount Auburn Street which is the Hutchins Center for African and African-American research. You might

recognize this is right next-door to Peete's Coffee. So this is an institute that has lots of different programs, but most notably it has the Ethel Burt Cooper Gallery of African and African-American art. It's a great little cultural resource in Harvard Square. It's open to the public, free admission. We invite you to check it out.

In the center of Harvard Square we are now planning for the creation of a new campus center, the Richard A. and Susan F. Smith Campus Center located in the former Holyoke Center. The vision for this space is that it will be a vibrant space where students, faculty, staff, the Cambridge community, visitors, can all come together and engage the ideas that it will have lots of seating areas and gathering spaces and have an array of food options as the building does today.

There also be flexible meeting and event spaces. And the idea is that it will continue to contribute to the vibrancy of the Harvard -- of Harvard Square.

We are currently hosting a number of open houses that we -- in order to get additional feedback from the Cambridge community as well as from the Harvard community. Our next open house for the public is on Thursday, February 19th from five to seven p.m. We invite you to come and learn more.

And that open house will actually be at the building in an entrance next to the Cambridge Trust, 1344 Mass. Ave.

So this is a project, this is a view of the interior as it sort of opened up in creating a large gathering space. So this is -- it is a project that will require

approval from the Cambridge Historical Commission as well and Zoning relief and we do look forward to presenting it in more detail to the Planning Board later this spring.

So the Harvard Art Museum is at 32 Quincy Street. We had our grand reopening of this building after many years of planning and construction and reinstallation. It -- this is a project that combined the preservation of the original 1927 Fogg Art Museum building with a new addition all designed by Renzo Piano. We had a lot of grand opening activities that I hope you were able to attend. But if not, the facility's open everyday, free admission to Cambridge residents. We urge you to visit.

Just to give you a peek, when you enter the building, you still enter into the

historic travertine courtyard space. We've added a new glass rooftop addition.

On the lower level of the building we have gallery space which has increased by about 40 percent through the -- through the project. And we're also very excited because the project just was awarded LEED Gold. And you can see, that was very challenging just given the strict temperature and climate requirements of the museum facility. One of the strategies we used was using super efficient LED lighting for all of the gallery space.

As you move up the building, one of the unique features is this study center which is a place where scholars, students, faculty, staff, the public, can come in for a close examination of artwork. You can make an appointment and choose a particular piece of

art and really work with it in close proximity.

And on the top level we have strategically placed the conservation lab which is the use in the building that demands the most natural light. So this is where a lot of art conservation and research is undertaken.

Moving over to Ash Street, the Graduate School of Design is planning the restoration of 9 Ash Street which is the -- what we call the Philip Johnson house. It was a house designed in 1940 when Philip Johnson was an architectural student at the Graduate School of Design and this was actually his thesis project. It's where he lived and it's what he designed. And so for the past few years the focus has really been on stabilization work and on some structural repairs which

were actually more extensive than we originally anticipated. But now thankfully we're focusing on the restoration which will bring the building back to its original appearance and architectural integrity. So that's a project we're working with the Historical Commission on and we're expected to begin that work later this year.

Moving to Radcliffe Yard. The Graduate School of Education is just, is nearing completion with the renovation of Longfellow Hall. So this is a project that was a renovation of the fourth floor and an addition, a penthouse addition on the top. And it's allowed the school to kind of shore up its campus on the Appian Way.

And the final project is the Tozzer Anthropology Building. This is a project on Divinity Ave. It was a full building

renovation and a one-and-a-half story addition. It has sort of a very striking copper roof, and it's a project that allowed the anthropology department to all come together in one facility. They had been scattered in different places around the campus before that. Within the building there's a new atrium space which is really striking. And it also provides -- this building provides an accessible entrance to the adjacent Peabody Museum and there's also some of the artwork installed.

So just to -- stepping across the river just to provide you with an update on Harvard's Allston campus. So in the -- we have made a lot of progress in the planning and development of Allston since last year's approval of our institutional master plan by the city of Boston. In the coming weeks we

are going to beginning the demolition of the Charles View Complex and that will allow us to do some enabling work including some new roads. We are continuing to advance the planning and design of the Allston science project, and this is a project that will include teaching and lab space for the School of Engineering and Applied Sciences.

We are also -- there's also been a lot of progress made on the transformation of Barry's Corner through the construction of the continuum which is a mixed use residential retail project. The grand floor retail with about 325 market rate units. This is a project we are undertaking in partnership with Samuel's Associates, and this is actually expected to be completed this coming fall.

I am going to hand it over to my

colleague Heather Hendrickson to provide an update on campus sustainability.

HEATHER HENDRICKSON: Thank you, Alexandra. Thank you for allowing me to be here and talk about sustainability of Harvard.

So I'll just start by saying that, you know, our focus is really trying to translate the research and teaching into action on campus and try to create logical models. And so this is our approach and framework for sustainability.

Basically four-pronged to try to really educate, empower students in particular, but everyone on our campus to really, as I said, translate that research and teaching into some action so that we can hopefully try to help others do this work faster.

To institutionalize our best practices

and to constantly sort of be improving them, and then to amplify that impact through our partnership and really creating shared solutions. And I'll draw your attention to two, you know, highlights from our progress last year.

One is that President Faust announced she started at \$20 million climate change solutions fund, which was absolutely to inspire students and faculty to work and get state funding on projects that would help us go faster from a fossil free to a renewable economy. As in its infancy, it just started.

A second thing that I'll talk more about that I just wanted to announce, we released our first ever university-wide five year sustainability plan in October.

Also, in case you didn't know, in 2014 at the end of the year, the center for green

buildings and cities was launched at the Graduate School of Design. It's led by professor Robbie McCauley and this new center seeks to push the envelope and design strategies for sustainable building systems.

Of course we have hundreds of faculty you know, and, you know, many more students who are working on research related to climate and sustainability. And I would just say that -- two things, Michael Aziz is here, and he is a faculty member, and he and his other scientists and engineers are demonstrating a new type of battery that could fundamentally transform the way electricity is formed on the grid and can actually make it, you know, renewable energy cheap.

So what our office does is try to translate, as I said, into the campus piece.

So those are a couple of studies, I'll just say thought that since Alexandra talked a lot about the house renewal, we're working with the School of Public Health where they're doing pre and post studies from the renovations and studying the students' impact of air quality and students' health.

Speaking of the students, there certainly are our future and they'll be working in various sectors of the economy. And so we spent a lot of time trying to, you know, educate them, give them professional development opportunities, have them meet with world and regional and local leaders and in particular we also bring them into our development processes like our sustainability planning and get their advice.

And we are very proud and, you know, delighted to be working with the city of

Cambridge and others regionally and internationally. We strongly believe that working together to solve these very large challenges related to climate change and sustainability is smart.

This is our five-year university-wide sustainability plan as I mentioned. It isn't that we haven't been focusing in all areas, but now we have one set of goals, standards, and commitments that the entire university, all 12 schools will be following. So this was, you know, built off the foundation of how we worked together to implement our greenhouse gas reduction goal, and it's got some hefty commitments in it. It's our road map for basically moving forward. It aligns and creates one shared vision for sustainability at Harvard, and it gives our schools however these sort of inspiration to

be creative and autonomous and hopefully they'll be competitive in implementing it. There are four goals, eight standards, and over 30 commitments in the plan.

The five topical areas listed there were developed very much in working in particular with faculty as well as students and staff, but it was really driven by the latest in sustainability science. So we will be striving to learn and develop these as we go.

These are an example of the four key goals just because it relates in particular to the built environment greenhouse reduction goal which is a science-based goal, 30 percent reduction by 2016 a ten year time frame inclusive of growth. We were there -- we're there with outgrowth -- with growth with 21 percent mostly in the science related

area.

Our approach to addressing the built environment and climate and energy efficiency really is two pronged both in increasing the energy supply and also, of course, in energy efficiency in existing buildings and then I'll talk a little bit about our green buildings standards that we just pushed the envelope on.

And so according to the U.S. Green Building Council gives out the LEED certifications, we still have the highest number of LEED certifications in higher ed. and actually also in the world. And so we're proud of those, those numbers. There are 65 LEED certified projects now in Cambridge.

We also updated our green building standards. At the end of 2014 not only have energy and emissions -- greenhouse gas

emissions continue to be a focus, but we also delved into new areas. We're going to be working with School of Public Health and Medical School to study the healthy building materials and what is actually going into our buildings, and the impact in health and how to make them more healthful.

We also will be evaluating all these major projects on the feasibility for Net-Zero as well as for the Living Building Challenge Certification.

And then lastly, as I said, you know, we have a wholistic approach to sustainability at Harvard because the challenges we faced are certainly not defined to climate, and beyond what I have in greenhouse gas and energy in our sustainability plan, these are just kind some of the broad highlights of areas that we have

focussed on in the last year. Our single occupancy rate is down again. We also have all of our dining halls are now green restaurant certified in the last year. And we also recognize with the Gold Level bike friendly university, which I guess is ranked the highest in New England. So those are just an overview of some of the sustainability highlights from last year.

And with that, I'll turn it over to the next speaker unless there are questions.

H. THEODORE COHEN: That's it. Great. Do any of the board members have questions?

We can hold off, yes.

AHMED NUR: We can hold off towards the end if you want.

H. THEODORE COHEN: Do you have a question?

AHMED NUR: May I please? I'm sorry.

H. THEODORE COHEN: If you're not aware, there is a sign-in sheet on the back table if you want to sign up to speak, but even if you don't sign up, everyone will have an opportunity to speak if they'd like. And I guess --

AHMED NUR: Yes, I just have a quick question about sustainability. Heather? I'm sorry, I should have asked while you were here. Just a quick question with regarding to -- I think you mentioned something about batteries, renewable batteries working as of electricity. Currently I worked on a project ten years ago and we had golf-sized batteries that are storing the renewable -- this particular item was a turbine. And so when it filled up or it charged the maximum, it

would basically either sell back to National Grid or whatever it is. Now, is this technology, I'm just trying to figure out whether I understand what you're saying. So does that mean, does that mean that instead of storing it, that this actually could be used as an electricity within that facility? This renewable energy instead of just --

HEATHER HENDRICKSON: So it's basically -- I mean, the real answer is I'll get you Michael Aziz who is the faculty and the PI on this. But essentially what they're doing is looking at -- it's a different battery technology. So it's a different way as I understand it, to sort of solve that storage challenge of, you know, you can continue to have the capacity when you need it, so it doesn't, as you say, sort of go away and over top, right? So they can

continue to capture it --

AHMED NUR: Right.

HEATHER HENDRICKSON: -- and then be able to continue to use it.

AHMED NUR: To use it. Okay.

HEATHER HENDRICKSON: But I'd be happy to get you more information and connect you to Professor Aziz.

AHMED NUR: I'm sure I'll get to it.

HEATHER HENDRICKSON: Trust me, we'll be deploying it.

AHMED NUR: Thank you.

H. THEODORE COHEN: Okay, great. If MIT could set up.

ISRAEL RUIZ: I apologize for the short delay. While it's great to be here tonight, for those members of the Planning Board that I haven't had yet a chance to meet you, I really look forward to the next few

months to work together with you. I'm Israel Ruiz, Executive Vice President and treasurer at MIT. And part of my responsibilities is to oversee the finances and sort of the overall capital planning, and we're here to kind of -- always looking forward to the Town Gown night to show you a little bit of what MIT is thinking and how that impacts the physical aspects of which clearly are most interest to you.

I'm joined by senior members of the staff and campus planning and sustainability, government and community relations and real estate, and are all here and I think, you know, all of them.

We always want to start with why MIT is here to do what, right? And basically those --

JAMES WILLIAMSON: Because of the

sound and the air conditioning, if you could hold it closer?

ISRAEL RUIZ: Sure, I'll try.

Better this way?

JAMES WILLIAMSON: Appreciate it.

ISRAEL RUIZ: So we are here to do three basic things: Education, research, and innovation. And I want to touch on those three on where MIT is and where MIT is going on then really link it back and connect it to the physical aspects of the campus.

On education we've talked and we've shared some of this thinking before, but we took very, very seriously the on-line education model which we launch with MIT X and in partnership with Harvard, and we really took a very deep look last year when President Reif launched the task force on the future of MIT education. I was one of the

three co-chairs together with professor Sanjay Sarma and professor Karen Wilcox.

We issued a report late last year, and it basically we divided 16 recommendations into four groups:

One that talked about what we call the foundation for the future. And basically what we really meant is that we see on-line here to stay as a new medium and as a new way of delivering education that will definitely impact residential and off-campus education. We propose to launch an educational innovation initiative alongside this task force.

We talked about transforming pedagogy on campus, and we're really walking the talk there with more than 3,000 undergraduates are exposed to on-line transcripts of technology on campus, and freeing up time for laboratory

and experiences that are really what we believe make MIT different and so special. That make our hands-on experimental culture of the engineering and science at MIT.

We also approached the issue of extending MIT's educational impacts beyond the campus and how that the world with certificates and credit and potential other forms of accreditation may actually arise by the advent of on-line and what we're investing in.

And then the fourth one, which basically was the main one that I led was enable the future of MIT education on the basis of finances. How these model either disrupt, challenge, or enable the current great model of what we think higher education in America represents. In connection with this it was about also enabling the spaces

and the future spaces and how those spaces would look like, 15, 20, 30 years from now in the academic how technology plays a role both the living and educational environment.

In research, we approach research at MIT by basically trying to understand the big questions of today and the future. Asking big questions in science and trying to resolve the big challenges for the world.

We have many initiatives. We work and we're notoriously known for working across boundaries and across disciplines. Our interdisciplinary labs are very well known, and what we've done really to enable them even further, is to create a set of initiatives and efforts from our schools and departments. In particular we have a health effort that connects what you already know as the Koch Institute here in Cambridge in which

we are trying to conquer cancer and rediscover kind of the techniques that hopefully will allow us to fight cancer. The picture up above is a diagnostic picture based on an ansaid developed by one of our professors of the Koch.

In energy, we launched the energy initiative a while back. And we wanted to pair this energy initiative with the environmental solutions initiative, which has gotten launched. And in particular with that initiative to play a very big focus on what are fluid and what are fluid shortages across the world. We have a very committed alum who helped launch the food and security lab which got started also late last year.

And finally we do education and research for impact, and that impact is what we really call about innovation. And if

there's one thing that I believe defines MIT in many ways is how we apply the education and research to innovate and accelerate discovery into action and change. There was an innovation initiative launched. Two associate deans -- an associate dean Fiona Murray at the Sloan School of Management and Vladimir Bulovic at the School of Engineering are collating this initiative also launched by the President. This report, again, just released, identified four areas which I want to kind of close by and connect it now to the physical campus.

The first one is about what they've in kind of, what I would say a very good use of words, rewire the existing infrastructure of the campus. In many ways reposition the elements that we already have playing a roll of innovation.

The second one is an accelerated in creating mechanisms to accelerate and enable the idea to impact into the market.

There's a third one in which we're very much interested to develop a science around innovation and do we understand how innovation occurs, and can we therefore try to make it faster, make it cheaper, make it more efficient, make it more widely available, make it scaleable.

And the fourth one is to foster this innovation communities. And I want to use this one as a segue to really the space part, because if there is an innovation community that we all treasure so much and we want to foster, that's the one that happens right here on our campus at MIT and around Kendall Square. And in many ways that's what we've been talking to you and really helping shape

up together with you and the city our ambitions for what that area should look like.

So when we talk about creating spaces to support MIT mission, I believe that my colleagues and I feel very, very fortunate on the people aspect. We believe our student and faculty and researchers and staff are really greatly poised to the labor of that. We don't feel so much the same around spaces, and we believe there's a lot of work to be done there. The picture I'm using here I'll refer later that's the -- our new MIT nano facility right behind the dome and that will play a very significant role going forward.

So just to remind you a little bit, I believe this is my fourth year coming before you to talk a little bit about these and our envisioning. We talked about MIT 2030, which

at the time felt really, really late in the game, it's becoming much closer in time. And certainly the third decade of 2030 is much closer with the governance body starting to ask me.

We had four things. We had identified four things coming off of what I would say was a very significant expansion of the campus mission or the campus ambition. It was together with very significant pieces of architecture on campus in the early decade of the 2000s. So just turning of the century we clearly benefitted a lot from that. In this MIT 2030 framework plan, we wanted focus and refocus our things on the renewal of the existing buildings, and I want to show you a little bit of data on that.

We wanted to focus on the maintenance of the buildings that were a priority. We

wanted to kind of make sure that we used the dollars that we had in the best possible way to accelerate our mission and plan.

We also wanted to address, and we've had various significant discussions on campus around student housing, and certainly with you. And we wanted to focus on how can we do it and do it early in the plan.

And finally, we are putting a lot of emphasis certainly on East Campus and Kendall Square project, but also on the west around the open gateways and the emerging spaces around the campus.

So how does this translate to the other hat I wear which is finances? And what it translates into a very significant, and I would say very important development of last year, which was the approval of our incorporation of a 15-year plan. Basically

an envelope plan that goes all the way to the 2030. On one end we had an ambition to talk about it, to renew the physical infrastructure of our campus, but we hadn't really put a price tag to it all the way through. So what I presented and I got the approval for was to really a sustained development plan that would allow us to do it in the right thoughtful characteristic way of MIT. So we're talking about \$200 million a year of which the new part of this, is that we're actually going to have to be very disciplined about the renewal aspect of it. It's been a lot easier to create new spaces and to envision new spaces and to get fundraising for new spaces then to get the kind of renewal focus for our campus.

So as you can see, this is the preliminary allocation and we're working on

three pieces of this plan. One is what we have approved, and I'll show you some of that which already is in construction and you are quite familiar with.

What we develop in the working scenario and most of what we talked in the reports submitted to you belongs to this for first decade basically. I would say through 2020 but more or less defined through 2018. And there's a much more undefined planning scenario which we, I'm sure the only thing I know would be wrong in our planning assumptions. But we will really try to make sure that that pie chart you see is kind of maintained in balance as a whole.

So what's the goal of this, and what is the reason of this plan and what are somewhat I feel success of the approval of this plan? Is that in order to get to the real

fundamental underlying issue of our renewal on campus is decades and decades and decades of deterioration without appropriate investment in addressing those. So catching up on that is not a matter of two years, it's not a matter of five years, it's not even a matter of ten years. We're going to have to do it gradually, and we're going to have to do it with a sustained effort.

So I painted this chart which plugs a metric widely used in facility management, the facility condition index, which is really a proportion of how bad the building is divided by the replacement value today. So that the bigger the ratio, the worse it is. The lower the ratio, the better it is. A ratio of zero would be basically a brand new building. And when we first debated was what is the right appropriate target for an

institution, an institutional portfolio like MIT? And getting to that 15 percent basically is really the ratio of the renewal that we would like to see on a steady state basis and it reflects that.

The second part is something that if we didn't do anything, that's the blue curve, where things would get. And I believe I shared a total dollar value of \$2 million in 2012 numbers. That's where that would be in 2012. So that number scaled significantly up if we invest and if we commit to the investment level that I just showed you. With a level of investment and the planning that we have, we can commit to the slope down by 2020, and we hope that if we were to continue, it can create specific actions around that working scenario through 2030, we would get to the goal.

So essentially what this is is like to our community, to our governance bodies, and really to you, it is a long-term commitment to the renewal of the campus.

I also kind of showed you this chart last year and I think I joked in a very typical MIT fashion on a two-by-two matrix showing the prioritization we went through without academic colleagues and facilities and campus planning staff. What this, what this chart shows, it's on the Y axis, on the vertical axis, we have something called mission enabling opportunities, which is really defined as the level of additional investment that would make a difference in mission enabling at MIT. Just to put it concretely, what you would have is in a new building if you were to invest an additional \$10 million, you wouldn't gain that much from

a mission perspective. \$10 million invested in an old building that there are a lot of laboratory activities and we would transform the actual physical space, it would really pay off. So the higher on that vertical axis, the more it pays off from a mission perspective and that's ranked and basically co-ranked by our academic leaders.

And on the X axis we have the physical environment, basically the measure of the FCIC I showed you before. The closer it is to five, the closer it would be to that one metric, to the worst it gets from our building perspective. And what you see plotted is the way of course at MIT we number buildings and that's the way we refer to our buildings, so our magnificent building 10 you can get to E52 and that's the Sloan building. You can get to the lower left corner of 76,

that's the Koch Institute. 6B and 6C, that's the in-fill around the physics department. So the bottom line of this kind of matrix is not to really show you all of our buildings and where they are, but to really think and communicate with our community, but also showing you our transparency process is that the upper right corner becomes the target of opportunity for us where the most dollars would go the earliest. So our focus has been how can we try to address the renewal needs of all these buildings that you can see a little bit of the color coding that are academic and research and in the residential of learning commons, how can we attack those? And the good news is we've been able to attack many of those, and for some of those we've triggered planning studies to really understand wholistically how to address those

issues. So you see a lot of buildings that are up there labelled NWs, that's the code for the northwest sector which would be the west side of the Albany and Vassar Streets. And we have a lot of property in there that we could believe that by planning in a kind of a more wholistic way and not building by building, we will get a better outcome.

So we allocated a lot of dollars and then outside that upper right quadrant what we've focussed on is these focus systems. What we said is we're not going to address completely the entire building, but maybe in one of the other areas, but we may want to build the entire mechanical, the entire roof, the entire HVAC system so that we don't get repeated maintenance and repair costs.

Okay. So what has this translated into? So I want to point out at the upper

right corner, for instance, 66, that's -- you can see in both of my characterizations of these two axes that this is a building that was in very poor, rough condition. And a building that was deemed by our academic colleagues that if we were to invest dollars into it, we would get a really good return from an academic perspective. So building 66 is the Landau building, the chemical engineering, it's the home of chemical engineering at MIT. You have it right there. It's about to be reopened. This is clearly a great piece of architecture, a landmark of our campus for which I would say if we were to choose today to put a chemical engineering laboratory, we would not put it in it, but we recognize the value of it being there and being connected to many of the adjacencies, and with invested significant amount of

dollars an impact to really make sure that building 66 becomes a really brand new home for chemical engineering. And I can tell you the laboratories now in building 66 have nothing to kind of envy or any of the new buildings. The infrastructure from the basement has been completely redone.

Just to give you a very different sense of these types of renewal projects, they all share a characteristic which is we -- we didn't want to do patchwork. We wanted to tackle buildings as a whole. The -- if you move to the bottom, that's building 2, that's still in construction. It's probably about another year or so for construction to finalize. Building 2 that has the two kinds of the north and south, so this is the kind of south wing of building 2 where the Charles River would be right here. And then the

chemistry is the north part of building 2. So chemistry's open to this map. This is the home of the math department. And, again, working very collaboratively with executive director of the Historical Commission, Charles Sullivan, we've been able to put really an addition on top of this building which will not only renovate the building spaces existing but also create very great space for MIT students and faculty to do their collaboration right at the top.

Building E52, this is the old Sloan building in the Sloan School. We've presented to you in years past the restoration of the Arthur D. Little building, another jewel of renewal. The E52 is the home of the department of economics at the Sloan School of Management.

At the top again what you see here is a

picture of a conference center, an additional rooftop on the E52 renovation of the building.

And then up at the top right corner it's the MIT chapel. Another one of our architectural jewels on our campus that we all love so much. Again, in fairly poor, rough shape. And what we've done is undertaken a significant restoration of the MIT chapel space.

Under new construction, again, there are many more described in our report, but we wanted to flag you three to represent what we believe are the scatterplot of opportunities. To the top left, MIT nano, I already briefly remarked, right behind our MIT dome. And right on the site of building 12, which I didn't really point out in the scattered two-by-two chart before, building 12. If 66

was at the top, right corner of utility, building 12 was at the lower, right corner, which meant it was in very rough, poor condition. And nobody in the academic departments cared about it. Which when one as a financial steward person for MIT sees that, well, maybe we ought to think about doing something there different. And what we're doing is really rebuilding building 12 as MIT nano. And MIT nano is today an under design that we're aware of, the most advanced clean roof facility, what we refer to the ultimate maker space at the nano scale which represents a huge investment. And furthermore, a huge investment at the corner at the heart of the campus which we wanted to use as a connector for all the disciplines to really collaborate at the nano scale.

Furthermore, we are really intensely

designing this facility to achieve LEED Gold which we believe would be the first of its kind, and we would want to be as the kind of the blueprint for clean roof facilities for the future.

To the right of that picture another very dear to my heart piece, which is the remembrance and the memorial piece for MIT police officer Sean Collier shot in the aftermath of the marathon bombings of 2013. That's the memorial designed by a professor in our school of architecture in collaboration with one of our best engineers and structural engineers, Professor John Ochsendorf that designed one of a kind concrete and stone structure. That will be a piece that's been actually built and, again, very true MIT fashion, collaboratively with students and engineers. We are working

expeditiously to being able to open it at the second anniversary on April 18th. This is right where the city of Cambridge was actually gracious enough to name it as MIT police officer Sean Collier at the corner of Vassar Street and Main Street where the Koch Institute and Stata Center.

And at the bottom just to kind of give you a complete sense of range, this is 610 Main Street North. This is the second phase of what we've been referring to as 610 Main. The 610 Main South is the home of Pfizer. 610 Main Street North will also be occupied by Pfizer. But more importantly and very excitedly for us, it will complete a retail corner with Main Street with a retail corner that we would like to very much activate and work on.

Again, I just wanted to give you a

sense of that there are many more things going on, and clearly there will be, based on the planning that I just shared with you, but the three show a very good range of new frontier academic facilities, remembrance, and pieces of solemnity on campus and then really the juxtaposition of our innovation mission with companies like Pfizer in this case in the Kendall Square vicinity.

In planning and design, we have again to show you just the range, Kresge Auditorium. I would say this is the companion piece of the MIT chapel but on a much larger scale. Kresge Auditorium just turned 60 or will turn 60 this year. One of the great emblematic pieces of architecture on our campus, very widely publicized, and I would say in fairly poor shape from a systems perspective. So it is the largest facility

of this kind on our campus, 1200 seats. So taking it offline is actually very hard from an academic mission perspective. So we're going to work hard the next two years or so to really work around that schedule.

This is where most of our music and performance arts occurs during semester.

The cogeneration plan. This is again another point of our commitment. We're building the kind of facilities and research facilities where we're really pushing the mission of MIT forward. We need generation and we need sufficiency and generation and kind of alter the -- and so the cogeneration plan will renew the existing turbine, the turbine that we have which is very much coming to an age. In fact, it has come to an age. And we've got an extension, a life extension from Siemens to build another one.

So it will be a 44 megawatt total generation facility. And it will really help reconstruct this generation from a green perspective from a sustainability perspective. Lots of resiliency measures taking into account and making sure that these plans is available 24/7 for MIT's mission critical academic and research facilities.

And then at the bottom I've briefly mentioned in passing, this is a companion, if you will, to the East Campus which I'll talk in a minute the West Campus study area. I referred already to that collection of northwest buildings, that's right up there. So for orientation clearly you probably know but just for sake of it, this is kind of the Charles River southern frontier of MIT, Mass. Ave. going this way, Vassar and Albany. So

around this area, all this northwest, the cluster of northwest buildings presents an opportunity. This is where we have quite a bit of grad housing today. We have quite a bit of undergrad housing this way, and a lot of undergrad housing this way. And we want to be able to resolve with this study key questions around housing for undergraduates for graduates. Key questions around parking. We have an important parking structure in dual renewal here. We have another one further to the east. We would like to undertake that one. And we will also want to, in connection with Kresge and the other renovations and renewal programs right here, we would like to think about the open spaces and how that will work. As you know, the other aspect that you've seen is Bexley, and Bexley Hall and the demolition of Bexley Hall

and how that will play a role in the future of West Campus as well as a collection of a plan and framework.

Moving to the East Campus, so this is process and a project that you've been quite familiar with. We've been fairly active for now quite a while, and I'll show that just to reconnect us all with the East Campus/Kendall Square initiative. We, we kind of set the project goals with a very ambitious mind. And if you really read through from enhancing the innovation cluster to enlivening the area, creating a gateway, connecting the campus, and creating all of that in a financial physical way, it's kind of one of those things that the mathematicians may call a null set for a solution, and but we believe that working together with the city, with you and the Planning Board, with the

neighborhoods, with our community, with our professors in architecture, and certainly with the real estate development team, they've been doing a tremendous job. And we've now a very, very (inaudible) with a team of architects we've come up with a solution that will make us all quite proud.

Just to remind you all, this has been a quite a long time in coming. We started all the process in 2010, and we hope to file the Special Permit kind of later this spring, make sure that we move this process ahead.

You've seen this chart. This chart's been publicized. This is kind of the new elements on the new site. This is the conceptual site plan for which we've engaged, and in the report it's highly detailed which design firms are involved in which site and the creating in the ensemble. So we're

working expeditiously. I think many people are working expeditiously to really work on how this will look altogether.

So to summarize we're looking ahead to Article 19. We're really working and we're having great productive conversations, ongoing conversations, with Charlie Sullivan as well on the approach to the historical buildings on the approach to the historical buildings along Main Street and our code, those are E38 and E39 and kind of where that is, this is where the T, the Kendall T stop on the MIT campus site east. So we are expecting, as I said, to file this permit process in the spring term.

Moving to housing, just again to contrast and balance our views. We have one of the most, I would say pushing the envelope type of architectures in terms of housing --

innovative housing dorms at Simmon's Hall along Vassar Street. And then further down we have one of the, I think probably the most historical pieces on our campus, which was very recently renovated as Masse Hall for undergraduate residents. So both are undergraduate residents with very different characteristics, but the reason we've kind of put them up there is because they are both highly popular with our undergraduate population. They are very highly heavily subscribed.

So we know we have things to do. We know we have the mechanism to identify where housing should be. We have kind of -- we've heard the task force recommendation for additional 500, 600 students. The provost has responded. The administration will kind of go with this recommendation and think

about where it should go. We're actively and in the chart before the conceptual site plan for East Campus, there's an active location for a graduate dormitory right at the T, right at the gateway. And we are looking for additional locations both for undergraduate and graduate on the West Campus study team which we hope over the next few months we'll be able to finalize and show us guidelines for thinking about new additional housing.

The real challenge again to link it to our charts is the renewal. Is not only that we need to create more spaces for graduate housing, but also we need to really create the space and the elbow room to be able to renovate the stock of housing both on an undergraduate, but also a graduate basis.

And getting to the closing on sustainability just to kind of paint a few

pictures, you have quite a bit also on the report. There's two pictures back to balancing, we show an example of MIT is doing what we do best, which is laboratories but this is not just an array of photovoltaic cells, but it's really a kind of new generation of photovoltaic cells and professors are printing and generate 4X and (inaudible) the efficiency of those cells. We're kind of less interesting in enabling the commercial technology today but enabling the commercial technology of the future, and we think that's where the impact of a place like MIT can be met. This is our aspiration and truly with Julie Newman with the sustainability, that's where we're positioning the office. I'll show you in a minute.

The other one is our investment and

commitment to really do landscaping and the landscape efforts at MIT to improve our biking on campus and to campus and from campus. This is clearly a picture not taken in the last ten days, but if you go through Walker Memorial and on the library, it's actually much more pleasant than it used to be and clearly is a heavily popular area for our students.

I'm not going to go into the detail of the structure that Julie's put together to really create a fabric, and I would say a language around sustainability and the way we want to do it. But what MIT's faced with is we want to make sure that we answer a tough and high call, and that high call is really how can we be a changing agent for sustainability on campuses around the 21st century. And in order to do that, as I said

on the photovoltaic example, it's not really about creating efficiencies today, it's certainly about creating efficiency today, but really about creating rare efficiencies for tomorrow. And a lot of these sustainability working groups, many of which are in connection with the city of Cambridge and in connection with great participation by our faculty, staff, and students, we want to make sure that we move those frontiers forward together. And that we can move them in a way that are -- that is feasible and in a way that's scaleable in a way that the impact and the change in the world will be a very positive one.

So when we talk about collaborative communities, we are leveraging that. We are bringing those collaborative communities together to work in the Kendall, from the

Kendall Square eco district, all the work to the Net-Zero task force, the signing of the contract, all the way to really the energy use disclosure ordinance. But what we're linking those collaborative communities inside is really leveraging the problem solving ethos of MIT and solving a big problem and rallying those around with a systems that are sustainable at MIT. And we're at the center, at the core of creating a living laboratory for students and researchers and professors. They feel they can push the envelope right at the heart of our campus.

And just to close, this is a campus that we will be celebrating 100 years next year. We will celebrate the crossing from Boston to Cambridge in 1916. It's something that we all at MIT are looking very much

forward. We're planning to invite the entire Cambridge community to our celebration. And with that I'll close.

H. THEODORE COHEN: Thank you.

ISRAEL RUIZ: Happy to take questions.

H. THEODORE COHEN: Does anyone have any questions right now?

I think we'll save them for the end or next week.

ISRAEL RUIZ: Thank you.

H. THEODORE COHEN: If Lesley could set up.

MARY BATT: I'm Mary Batt. I'm the Vice President for Administration at Lesley University. And with me tonight I have four colleagues. Matt Brownell, who is trying to get things centered here. George Smith who is the director of operations for Lesley.

John Sullivan who is the head of communications for Lesley, and Michael Orr who is the head of sustainability for the university.

And tonight we're going to talk briefly about the projects that we have underway. We're going to talk about the campus overview and the projects. A little bit about sustainability and some of the other questions that you had asked as well.

And just to remind you that as of a week ago, we no longer have any schools in Boston. We're now totally located in Cambridge which makes it much easier for all of our students who are not shuttling people all over the place. Although at the moment it's a little challenging. And to give you a sense, I think you've seen the Lesley profile in terms of the numbers of students and

faculty. And one of the things to remember is that we have, we now have really 59 buildings, because in the condo we actually share one building with the Episcopal Divinity School. But we have 23 sites that are off, outside of Cambridge, 15 of which are outside of Massachusetts in total. Eight of which are in Massachusetts. And we're now initiating a new community college initiative, and the first one is -- has just gotten underway this semester. So we're very pleased with that opportunity as well.

Over the course of the passed several years we've had -- we do three year strategic plans to look at the future and where we're sort of going. Obviously the whole education world is a very dynamic enterprise these days, and certainly around education in terms of where and who is seeking advanced degrees.

So we've had some changes in terms of how we look at our students and who, and what programs we're sort of looking at. And like our colleagues, although we're a little smaller, both obviously diversity integrate, innovation, and creativity are really the hallmarks of what Lesley is looking at and what we're about at this point.

Following setting our strategic plan obviously comes the campus plan that really makes sure that we have the physical resources to meet the academic needs that we have, and just to make sure that we're not bored this year, we have a NNEASC accreditation study which a team aligning n April, so that our other schools know what a challenge that can be on education.

But at this point I am going to turn this over to Matt Brownell, he's gonna talk

about the various projects as the work that's been going on on the campus. I want to thank you all. You've been extraordinary supportive of us getting the major project that we have underway and we open finally on Monday. So we're very excited.

MATT BROWNELL: Thank you.

Okay, so thank you very much, good evening. I'll be taking you through the projects that we've engaged in over the last year, that we've completed, that are in construction, and that we're planning. And hopefully these graphics, you can see them. They're spilling out the page. We've got -- we're going to spend a little time on Porter Campus where we've got the new Lunder Art Center. We've got another project very important project that we've been engaged in on the Doble campus, and then we have a few

other things on our Brattle campus. So we're going to work north to south here.

And so the two projects that we've completed, one is in our biggest building, which was an extensive energy upgrades. The other is a pocket park off to the side on the Roseland Street, which was actually part of the Lunder Art Center project which is now in construction and will be opening to 70 percent of the space this -- hopefully this Monday, and then we'll be renovating the upper floors of the new building over the course of this -- of the rest of this month. And we're very, very excited about this project as we'll see more.

And so for the energy upgrades. Some of the great work we did here, we added control valves to 150 heat pumps. We had massive HVA schedules set up for all of the

different times that we would be turning on and off. We not only -- motion sensors but daylight sensors as well. And LEDs on the inside of the building and the outside in the parking lot which you can see them replacing a few right there. We expect nearly 330 metric tons of reduction yearly in CO2 emissions with 15 percent overall reduction for the building.

And here's a picture of the beautification project we've just engaged with on Roseland Street which adds some seating, new vegetation. The image is a little dark here, but there's also a little fence there which reduces people just walking through. And so we've also got some bike parking here as well.

And then now on to Lunder Center, which we're so excited about. We feel like this

will be a transformative project for the Porter Square area, not only an arts nexus for our -- meeting our academic needs, but also for the community as well. Nearly a third of all of our students engage in the arts in some form or fashion. So this is a collaborative space for the whole university. But we've brought over the College of Art and Design from Boston to Cambridge now, and we're very excited about all of the year round programs and exhibits and gallery shows that will be happening in the community.

So you can see, this is a slide that we used last year which now we can finally say here it is. So the -- this is -- it has been a long time in the making, which has benefitted greatly from community discussion, and it really takes national, a national register historic place church to its former

glory really. It's a beautiful, beautiful renovation job that's been done, and we're gonna take a look at it a little bit closer here. But as I mentioned, this is a building which brings together not only our different schools but also the community and encourages the arts in Cambridge.

So you can see on the right here where we were last year at this time, moving this historic church over. And then on the left there you can see an image of it as it is now with all of the -- oh, getting ahead of ourselves -- with all the beautiful retails restored.

So originally this church was in Harvard Square. And the forecourt of the image on the left from 1845 which would be the overpass on Harvard's campus. And you can see the large spire that then when the

church moved up Mass. Ave. to the Porter Square area, was replaced with a cupola design. And then you can see in 2009 the state of affairs had deteriorated, the cupola had been destroyed and was replaced by a much smaller spire, which was not in keeping with the overall architectural design. A lot of the ornamentation was lost and it was -- the paint was peeling, it was looking decrepit and showing signs of age. And also the whole building had been raised when it moved to Porter Square. I forgot to mention that.

So when we, when we got about renovating this beautiful building, we decided let's put it back down to its original relationship with the ground plane as it was when it was first constructed and let's restore that historic cupola from the turn of the century. And you can see a lot

of the ornamentation as been brought back and we're very excited about it.

On the inside we've repurposed this space from a sanctuary to an open to the public library. And you can see some of the images here on the right. You -- top right you can see the total section of the building with the mezzanine cutting through which now you can see the stained glass which will be, which we are restoring and we're doing piecemeal two at a time over the next few years. And you can see in the bottom right there one of the them already installed.

And then on the attic space we've got illustrations. You can see a before and after shot now of how that space is being used.

And then to connect the building and really give it a -- some breathing space

between the new and old, is this marvelous glass double height space both on the entry and in the back of the building. And you can see it's being blanketed by snow in this photo, but it's really going to be lots of light coming in here. A nice connection piece between the old and the new, and really a great entry for the building. And also providing accessible entrance into the historic building as well as the rest of the new building. And one of the nicest things about this really is how the new building is brought forward and really has great site lines now. You can see on the right here the new cupola shining in the sunset there.

So moving now to the Doble campus we have completed a couple of smaller projects and have a few in the works now for our threshold campus. And one of the smaller

renovations was a renovation of one of our oldest buildings on Mass. Ave. at 1627, and we, we created a new ADA bathroom here and a new regular bathroom and did some improvements to the exterior for handrails as well. But this is, this is our kind of our first entrance to the campus for a visitor. So we wanted to make it look nice and I think we've accomplished that.

On Stebbins Hall on the Dolbe campus, our undergraduate campus, also lives an accessible -- it's made accessible through this project but not only was it just adding an elevator and providing connections to one of our main conference room spaces and our classroom building, but we also took the opportunity to do a fire suppression system overhaul. We did new HVAC improvements throughout the building, new windows. We're

quite proud of how that turned out.

And then moving on to the threshold renovations, and if you weren't aware of what the Threshold projects are or what the Threshold Program is, I encourage you to come to a Threshold graduation, which I was encouraged to do so when I first started at Lesley. I didn't know what I was getting myself into. I'll warn you ahead of time, be prepared, you might cry. I did. I didn't expect that. I didn't know what it was. It's such an amazing program. It's, it really gives adults with learning and cognitive disabilities a chance to, to be self-sufficient and to hear the stories of how these young adults were brought from point A to point B was very, very moving. And we're very committed to this whole program. And so the first couple of phases

of work that we've already completed has been to improve the living space for these students and to also provide a context for -- a lot of the students who remain in the area actually find jobs here and then come back at our alumni center which is at 80 Oxford in the back there. Phase III, can you see in the bottom, is 82 Oxford? And what we're working on right now, which we hope to have finished in the next few weeks and have people move back in is another of the dormitories here at 68 Oxford which we've included a new elevator to the building. We've got a ramp. We have right sized a lot of the spaces and made them full accessible. Also provide, provided a teaching kitchen for the program, really going to be a great space, and we're excited about how this is coming along finally.

And moving on to Phase III, which we hopefully will have, we'll be starting next -- this summer would be to renovate the office space over at 82 Oxford.

Moving now down to the Brattle campus, we've done some exterior lighting retrofits here. This is a map which we provided for the Cambridge Historic Commission detailing all of the lighting that we would be replacing. Some of it would be removed. All of the inefficient 1960s area -- era lighting was replaced with modern LED lighting. And another benefit is that it reduced night sky pollution by pointing the lighting down.

Also in planning now is a second phase. We already did the first phase, but a second phase of work in the Sherrill Library which is to update this again 1965 when it was built, HVAC system. We've done the first

phase right now, which has been to bring the archives on-line with temperature control and humidity, and now we're doing the rest of the building. And we also have plans for expanding the community garden which we have in the back of 101 Brattle which are in the back of some of the dormitories. And continuing to improve the Lawrence Hall, the historic building, the interiors there.

And you asked us about shuttle service. We're very excited that we've been able to reduce the number of vehicles that we have going from two busses down to one, because we don't have to ship people off to Boston and worry about people standing out there. And now we have one continuous circuit that's going through each of the three campuses here. And so we were able to accomplish that with one bus and a van. Our ridership is

strong. It's increased I think by 3,000 from the previous. And we're looking at how we can improve this as well going forward as we've just had a major change to the whole system.

So looking at sustainability now. We've really done some great work in our greenhouse gas emissions. Reducing more than 35 percent of our emissions despite increasing our total building square footage, you can see the yellow line that's going up there levelling out a little bit now, but we really went after the -- a lot of the low hanging fruit of lighting retrofits, HVAC retrofits, and also a change in how we deliver our education model with fewer air travel in favor of on-line services. So we've made some tremendous improvements but we're really now in the phase of, okay, now

that we've done all this work, what do we do next? And we think that the next, you know, percentage points are being harder to get so that's what we're planning right now.

Waste diversion. In previous years we called this recycling or something else. And we started to realize that we were improving our recycling rate which we then included composting in that figure, but we also were just wasting a lot more to begin with. So we thought of this as waste diversion. So one of the things we did last year which we're really proud of is that we -- working through our bona petite, which is our food service provider, we reduced the portion sizes considerably, and we saw a massive decrease in the amount of food going into compost to begin with. So we saw -- overall we have a total 26 percent decrease in total waste from

the previous year. And then we noticed, okay, our recycling rate is going down with this, too, but one of the things that we've done just in the last few months is to think about how we do things operationally. We focussed on the Doble campus which is where most of the undergraduates live and we made some steps consolidating where we took the trash and recycling and everything and making it simpler for the workers who have to take these things to different compactors and we've seen an increase in our recycling composting grate just in the few months that we've done this rising from 30 percent all the way to 68 percent. And we're excited about what that means for us next year.

And then with commuting, we've overall in the last few years we've seen a decrease from 38 percent in 2006 for single occupancy

vehicle trips down to 22 percent for this last year, and we're looking at how we can make that even better. One of the ways is by encouraging bicycles, bicycle use. And we've, we've now raised the number of bicycle spaces on the campus to 360 which included 70 new spaces as a result of the Lunder Art Center project, and also investing in 15 spaces for Hubway.

You asked us about antennas, and so this is a picture of University Hall and the antennas up on the top there. And we have two service providers now with AT&T and Sprint. And MetroPCS, they're just decommissioned. We're looking for another one to replace them. But we also have a couple other things on top there, and including a microwave dish that connects our phone, our phone service from our Porter

campus to our Doble campus. And then we also have a few things up there for the city of Cambridge. And we're -- we have made some progress with some of the other existing infrastructure that we have. We still have a point to point smaller wave antenna from 30 Mellen on our Doble campus to two of the other dormitories there. One at One Wendell and one at 78 Oxford. But we've made improvements in our fiberoptic network, and as a result last year we were able to eliminate five radio dishes.

Going forward we have one project that's gone through the impact study and has been improved and we are looking to get this underway tentatively this summer, but just going forward, you know, we're committed to making these antennas look as invisible as possible. You know, we wanted them to fade

into non-existence.

Signage. You asked us about that as well. And several years ago we developed a comprehensive sign packet and we've been implementing that packet now with the last pieces really being these horizontal maps. We just wanted to wait for the Lunder Art Center to be open to put those on there and they're up there now to bring us to the Lunder Art Center.

So if you have really, really amazing vision you can see at the very bottom middle with the glass area there's gonna be a little sign that says Lunder Art Center above the entrance there. You can see also above the glass, there will be something that fades into the terrace -- the terra-cotta there, the Lesley University, and then we have some vinyl on the glass, and we have this vertical

art element which we envision for this space.

And with that, I want to thank you very much for the opportunity to present.

H. THEODORE COHEN: Thank you.

Do any board members have any questions right now?

(No Response.)

H. THEODORE COHEN: Great. So if we could hear from Cambridge College.

PHILLIP PAGE: This is where I say last but not least. Here's an opportunity to say less is more. This presentation should be relatively quick.

With respect to the fact that Cambridge College in many respects, as opposed to my colleagues in the room, has actually contracted over the last year in terms of its physical domain and I'll get into the explanation of why.

But I thought what would be helpful to start out would be to a little context setting for Cambridge College. For those who don't know, Cambridge College is rapidly approaching its 46th anniversary. Founded in 1971, Cambridge College's focus, unique focus has really been around educating adults, and in particular adults who have had challenges with accessing higher education. So that our mission statement which is noted on the slide above is really very clear, that we're, we're really poised and focussed on providing academically excellent, time-efficient, cost-effective higher education for a diverse population of adults and adult learners. And for the years that we have been in existence that really, truly has been our social justice mission and I think we performed quite well in that space.

Over the last year we've had a variety of things happening with Cambridge College, many of which we think have been actually quite -- went quite well for the future of the college, but certainly have transitioned us or positioned us to transition from a state of being that over the years has probably been growing more rapidly outside of the Cambridge area. In 2013/2014 we had about 1400 students that were a part of our graduating class. Our overall offerings at the college are one third, two thirds, undergraduate and graduate programs. The average age of our students is 36-years-old. The predominant number of the prominent student is female, 70 percent. We're proud that we have over 51 percent minority, and very soon we'll be designated Hispanic serving institution. With more than 33,000

alumni around the Greater Boston and Massachusetts domain, we are again also excited in the years to come to activate them even more so in participating in Cambridge College. What's distinct about the population that does come to Cambridge College is that quite a number are coming from outside of the Greater Boston area, in fact. And many of our studies in surveys of our students we find that we have students travelling in excess sometimes of an hour, hour and a half to get to Cambridge College because they see the opportunity for themselves as individuals who had challenges with education, taking advantage of the unique model that exists at Cambridge College.

So currently existing within the Cambridge College campus network in

Massachusetts it's our headquarters. Almost 2800 students in Cambridge. We have a site in Lawrence that's been active for over 11 years. We have a site in Springfield that's been active for over 21 years. And that represents the Massachusetts locations for Cambridge College. We also have a site in Puerto Rico near San Juan. And we have another site out in Southern California near Rancho Cucamonga that's been there for nine years. We've had over the -- probably the last 15 years or so sites located in multiple locations in southern states; Georgia, Tennessee, and Virginia. And what's occurring in those southern states from a regulatory standpoint, however, has positioned us to discontinue our programs in those states which were primarily dedicated towards education teacher training. And so

as of 2015 we will have closed those sites working with those students, working with those states in a teach-out process to have those students finish their degrees and to close those campuses for the time being so that we will be primarily focussed in Massachusetts, Puerto Rico, and Southern California.

Within Cambridge itself we have -- we've had over the last several years three sites as our predominant locations. 80 Prospect Street, which is located just down the street in Central Square, was the home of our school of education and our school of psyche and counselling. Our lease was expiring in 2014. We revisited the possibilities of staying at 80 Prospect Street and then came to the realization that both the conditions of the building and the

efficiencies of our discoordination of our schools made less sense to stay. Part of the decision was -- I have to be very honest, was based on the expediency in which the lease was coming to termination. But what it's provided for us in this transition moment is an opportunity to really think about how we wanted to position the school from a physical standpoint without having 80 Prospect as part of the campus plan. So what we did when we decided not to go back to 80 Prospect or not to stay at 80 Prospect was to take the school of education, relocate it to another site that we have in existence at 17 Monsignor O'Brien Highway, the school of management has been at that site for several years, and the space was based on reallocation of some of the classrooms and offices that existed for the school of management and the acquisition

of a floor that was previously occupied by another tenant to relocate all of our school of education and to have them coexist with our school of management.

It enabled us to negotiate for greater parking opportunities for that building now that we occupy the entire building, and we were able to take advantage of the fact that the proximity of the Cambridgeside Galleria and Museum of Science actually provide more convenient parking for the students who had previously been at 80 Prospect Street.

At 1000 Mass. Avenue we moved the school of undergraduate studies, we moved the school psyche and counseling. And in doing that and bringing more students to that building we did modify some of the internal space to add an additional classroom. But more through the magic of scheduling, we were

able to adjust having the greater number of classes within 1000 Mass. Ave. to allow both the school of psyche and counseling and the undergraduate studies to coexist. One thing that happened in that transition which we were very excited about is that we were able to actually do a little bit of that same scheduling magic with our parking situation on-site. Under the building we have two levels of parking that are occupied by tenants of the building and Cambridge College. Because we had the new students coming from -- the graduate students coming from the psych and counseling to the building, we decided that we would look at off hour parking flexibility and work with the tenants and work with the staff of the college to make parking available on-site for the students that were a part of the influx

from the school of psych and counseling. In particular the evening hours. So after five o'clock we were able to add 150 new parking spaces within the building as an opportunity for students coming to the site. How we managed that is where the parking attendants and a very rigorously managed allowance for students who sign up for the parking opportunity, but it gave greater flexibility for our students and it's actually working out rather well.

One piece that we wanted to also reference and stress in our report is that the use of 1000 Mass. Ave. is also important as a community engagement strategy for the college. Part of our social justice mission is not only to serve our students in ways that provides opportunity for sustainable careers and opportunities for their lives and

livelihood but also to invest in the opportunity and engage in the community as particularly around social justice mission related topics and subject matter that we think is important for the community to be exposed to. And that may take the place or take the form of the college initiating activities and events, but also working with members of the community to bring those events to the college with access available to the community. So over the course of this past year we've had leadership speaker series that has included representation from Senators Mo Cowan, Carmen Ortiz, Congresswoman Katherine Clark to an annual exhibit of art from MFA guards to violence transformed events which are dedicated to domestic violence initiatives. So there's a broad spectrum of presentations and events

that we think are important both in what they represent to the community, but what they also reflect of Cambridge College's commitment to bring torn topics to light.

And this image really shows some of the activities happening in the space for those of you who don't know where we might be at 1000 Mass. Ave. We're really at the midpoint of Central Square and Harvard Square. And so the notion of this community engagement is important relative to that siting because we have great visibility, and I think opportunity for members of the community to really take advantage of that.

And it turns out that over the course of the year, probably 25 percent of the year is dedicated to opportunities for the community to use space within Cambridge College for multiple activities, and it

ranges from the city of Cambridge to the Cambridge foundation to other non-profits in the area as well.

So, last, the last time I was here, which was not the last session which we had our pass on, the question was around what were we doing relative to our strategic plan, and we talked a little bit about where we were at that point, almost finalizing the strategic plan. I think at that time I made it clear that we had not put a great or heavy emphasis on physical design changes for the strategic plan, because we were really at a junction for the college where we were looking at where were we going from academically but also from a community engagement standpoint. I'm happy to say that the work that was done with the strategic plan, which is going to see a refresh or a

recycling of many of the ideas and looking at some future initiatives in the year to come, was completed and we have actually made good progress in terms of looking at both the academic experience introducing new programs, developing an array of services for our students that would help to achieve greater efficiency and experience for those students to succeed. But also connecting the college and the students and our programs to the broader community that many of those things that worked well.

With regards to the academic side of the house, and this does and will play out with respect to physical planning, the college does expect over the next ten years to grow its academic programs. Over the last probably four or five years the college has really looked to stabilize enrollments across

all of its campuses. With the loss of the southern centers which came somewhat by surprise by virtue of regulatory requirements, we realized that we had more work to do locally both in Cambridge and our Lawrence and Springfield sites and we've been aggressively doing that and with success. Our enrollments are actually rising. In the fall we were over 100 percent in terms of our enrollment and we look to be doing the same in the spring term. Without the sites being -- the southern sites being available to us, we're also looking at launching new programs that are specifically designed to attend, to workforce development opportunities for, again, that very special population that we serve so looking at healthcare management, early childhood education, and expanded MBA offerings at the graduates level.

And because of our scale, we know it's important for us to have stronger relationships with other academic institutions, businesses and non-profit partners across the board. And we've been doing quite a bit more with that and look forward to some great opportunities in that arena in the years to come.

So with respect to the physical growth for the campus or for the college, it's really going to be a part of this next phase of our strategic plan and work. Our president likes to say the strategic plan is not a static thing. It's something that we will continue to work on and evolve as we go each year. So we are actually looking at components of the plan where we had established some growth opportunities from an academic and programmatic standpoint and what

does that mean relative to the campus utilization. So we are now with the consolidation to the two sites looking more strategically at what it is that we would need to grow and how would we grow? And so much of the considerations around the graduate programs and whether or not there's an opportunity to even consolidate them into one building, how effectively we use 1,000 Mass. Ave. All of those kinds of questions are now being asked and we will be doing some real hard work on strategic planning refreshing in the months ahead.

And I'm gonna stop there with regards to the report. If there are questions that folks have with regards to what we've submitted, let me know and I'll be happy to answer them.

Thank you.

H. THEODORE COHEN: Thank you.

Do any board members have any questions right now?

CATHERINE PRESTON CONNOLLY: You had a number of times mentioned that you managed through various scheduling or leasing opportunities to increase the amount of parking available which is generally not the direction we like to see things go. And I'm wondering if the monitoring and reporting you've done for your PTDM plan over the years has shown that you've been able to meet and achieve your mode share goals despite that increase?

PHILLIP PAGE: So the increase, that's a good question. I'm not familiar with the prior years with the reports relative to that detail, but I will say that the parking that exists within the building

for Cambridge College is parking that's utilized by full day tenants.

CATHERINE PRESTON CONNOLLY: Right.

PHILLIP PAGE: So the parking that is required for our students, many of whom are driving as I showed or I described from areas that are beyond public transportation access, have typically been managed by the students parking on street. Parking wherever available sites were. So now that parking is consolidated within the building of Cambridge, within Cambridge College.

CATHERINE PRESTON CONNOLLY: Right.

PHILLIP PAGE: So, with respect to, you know, managing the load, I think the answer would be that I don't think we've changed the parking load on the city of Cambridge because these students were already distributed within the Cambridge system of

parking. If I'm understanding your question correctly.

CATHERINE PRESTON CONNOLLY: Well, I mean your parking and transportation demand management plan has a specific, and I don't know the number, but it has specific percentage of your population that is allowed to commute by car. And usually when we see an increase in available off street parking, we see those numbers go up. And, therefore, it is of concern that your availability of off street parking has gone up because unless you're actively doing something to combat that natural tendency, you will no longer be able to achieve the mode shares that you have. That's usually what the literature would say.

PHILLIP PAGE: I'm not quite sure I'm understanding the --

CATHERINE PRESTON CONNOLLY: Okay.

We can follow up at another time on it, but the fact that you don't understand it is also concerning. So we should -- we'll -- I'm sure we'll follow up on it more at another session.

PHILLIP PAGE: Okay.

H. THEODORE COHEN: Okay, would board members --

HUGH RUSSELL: I didn't get your name.

PHILLIP PAGE: Oh, Phillip Page.

H. THEODORE COHEN: Would members like to take a very brief break now or should we go to public comment?

LOUIS BACCI: Whatever you would like.

AHMED NUR: We should keep going.

H. THEODORE COHEN: Keep going?

That's fine.

Thank you.

Okay, we'll take public comment now.

We only have a couple people who indicated that they want to speak, but anyone else who hasn't signed up is perfectly welcome to.

James Williamson.

JAMES WILLIAMSON: So, thank you.

James Williamson, 1000 Jackson Place. A couple of comments for what it's worth.

First of all, on housing, I think MIT, not that they've done a better job housing the graduate students, but I think they've done a little better job presenting the data. In their narrative, they actually spell out, they actually indicate that it's currently MIT houses 38 percent of their total graduate student population.

Harvard having, I don't think broken it

out -- I think that's a very useful number to have the percent, and I don't know that Harvard has done it anywhere, but by my calculation the comparable figure for Harvard is 31 percent. So Harvard are housing roughly 31 percent of their graduate student body and MIT 38 percent. I don't think neither of these is adequate. And I also think it's a bit surprising that Harvard has stated on page 3, Harvard has not undertaken university-wide projections of future student residences. This kind of thing is vitally important to the people who can't afford to live in Cambridge anymore who are getting displaced by unaffordable rents. It's been happening for years. It's not new. It's gonna continue. So I think Harvard, as a responsible neighbor, ought to be a little bit more careful in coming up with

projections in terms of what they're gonna do about housing and in particular graduate students.

38 percent, 31 percent are nowhere near what they should be. There are people within the institute, MIT who are advocating that Harvard -- that MIT house 100 percent of their graduate students. And that brings me to the presentation, the part about East Campus. The number of five to six hundred is nowhere near enough. There are some people at MIT, including people who participated in some of these study groups, these task forces, who felt that the numbers should be larger. I think that this process has been controversial not just with people in the community, but among some at MIT. So I just want to make the point that a lot more needs to be done by both Harvard and MIT to house

their graduate students.

On transportation, the shuttle information from Harvard does not include, as far as I can tell, the all important M2 Longwood Medical area shuttle that now says Vanderbilt on the front of it. These are brand new busses which are fantastic, which was supported with a major public subsidy from Mass. Development, \$16 million. They're riding on our streets. They're using our bus stops. We all ought to be able to get on these busses. Now, actually you can if you know the secret place at Harvard where you can buy the ticket, you don't have to be a Harvard affiliate to ride. But who knows that's even possible and where you can buy it. And now there's some talk of making it available in City Hall somewhere. But, again, who knows that? And what really ought

to happen is you ought to be able to get on the M2 and use your Charlie Card, add money if necessary, it really ought to be free with people with Charlie Cards, get on the M2, it would relieve a lot of pressure on the No. 1 bus. It's something really -- I mean, I think we ought to look to get cooperation from Harvard on this and it would benefit everybody except maybe for a little bit of crowding on the M2.

On the Smith Center, I think there's some issues having to do with the plans for the Smith Center. The designer designed that as a public plaza in the spirit of his work from his background in Spain. I haven't yet had a chance to look at the plans carefully but I understand there are some issues involving that public, very important public plaza even though it's privately owned. It's

historically has been a public space. And the question is how is that gonna be handled in a way that respects the public character of that space both in terms of its design, how it was conceived of by the designer and its historic use which has been protected in past agreements around, for example, Au bon pan not being able to allow to charge people sitting at those outdoor tables and also the fact that they created chess tables as an amenity for the public.

And finally, you know, just to focus a little bit again on the Kendall Square plan, it's going forward with some proposals for housing students. I'm not completely clear about, but which do raise some questions about how adequate the housing is going to be in terms of the numbers, but also the building that one of the proposals is I think

maybe building on top of the MIT Press Bookstore building, the one that's maybe the least attractive of the ensemble of three buildings that are, you know, in question in terms of their preservation. And I really think there's a question as to whether that's really the best place for housing and whether other locations for housing that might be appropriate are in fact -- and this has come up before, being used for commercial purposes in Kendall Square, you know, in deference to MITCo's interests rather than in the academic and community interest of where the best locations for housing really are.

So those are my comments. Thank you.

H. THEODORE COHEN: Thank you.

I'm sorry, I can't read the name. I think it's someone who lives at 20 Essex Street.

FROM THE AUDIENCE: I'm not going to say anything.

H. THEODORE COHEN: Oh.

Is there anyone else who would like to speak?

AHMED NUR: She said she's all set.

FROM THE AUDIENCE: I said I'm not going to say anything.

H. THEODORE COHEN: Right I understood that.

FROM THE AUDIENCE: But I'm shocked that my handwriting's that bad.

H. THEODORE COHEN: Well, I'm sorry. So the long names don't fit into the long box.

Is there anyone else who would like to speak?

(No Response.)

H. THEODORE COHEN: If not, then I

think we are concluded.

I would invite everybody to come to our next meeting when the Planning Board will be discussing what we've heard and --

IRAM FAROOQ: It will be here.

H. THEODORE COHEN: And yes, the meeting next Tuesday will be in the same location.

So thank you all very much.

(Whereupon, at 9:30 p.m., the
Planning Board Adjourned.)

* * * * *

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