

THE LESLEY UNIVERSITY
CAMPUS MASTERPLAN

2009

Centennial Plan



LESLEY UNIVERSITY
CAMPUS PLANNING

DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
CAMPUS AND FACILITIES PLANNING CONSULTANTS

LESLEY
UNIVERSITY

ON THE COVER

Superimposed on a map of the planning study area are the four elements of Lesley's Three-Node Campus: the Quad Campus, the Porter Campus, the Brattle Campus, and the Massachusetts Avenue connector.

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

BACKGROUND & PROCESS

Planning for Lesley's growth and development is an on-going process. The Centennial Plan is an important part of that process and represents the work of Lesley University Campus Planning and Dober, Lidsky, Craig and Associates, Inc. (DLC+A), which was brought on board in 2003. With over fifty years of experience at over 100 institutions, DLC+A has provided Lesley with expertise and analysis in developing a master plan that will chart a course for growth over the next decade.

The Centennial Plan addresses Lesley's main properties in Cambridge and was developed in close concert with and in support of the University's strategic plan, *The Second Century: The Strategic Plan for Lesley University: 2008-2011*, spearheaded by President Joseph P. Moore and included in the appendix. It is not a "punch list" or "to do" list, but rather a roadmap that sets the strategic framework for campus development. Within that framework, the Plan proposes a variety of development options over the next decade.

Initially spearheaded by President *Emerita* Margaret McKenna, planning activity began with establishing an oversight committee which was composed of 24 Lesley personnel, broadly representing all academic, student life and administrative constituencies. This committee met frequently and provided ongoing review and direction to the developing planning process. Smaller committees were established to look at specific issues in more depth. These groups included academic, administrative, student life, residential life, financial, AIB relocation and building renewal working groups. All planning activity was frequently presented to the Trustee Campus Planning and Property Management Subcommittee for additional update, review and direction.

The process began with extensive data collection and review which included:

- A review of the initial and recently-adopted strategic plans to understand direction, new degrees and support programs, new majors and emerging interdisciplinary programs
- Review of all previous campus planning initiatives dating back to 1983
- Extensive meetings with school and department leadership to understand current facility support, future needs and potential growth
- Several meetings with the Lesley community at large to gather additional input
- An extensive study of the undergraduate program to strengthen academic areas and consider coeducation
- Review of current enrollment and projected growth
- Review of faculty and staff and projected growth

- Various other detailed studies including classroom, library, gymnasium / fitness facility and residential housing - current and future growth
- Numerous alternative use studies spawned by discussions on relocating various schools and departments such as GSASS and especially AIB as a way of best utilizing facilities now and in the future
- Development of a detailed inventory of facilities including use by department and by building
- Development of a formal building renewal program to address ongoing maintenance and repair of building inventory

As a part of the discovery during the planning process, specific projects were identified that needed to be accomplished prior to the completion of the Plan to support ongoing areas of growth within the University. These projects, now completed, included new science facilities, relocation of the School of Education to University Hall, a new student center and renovation of several residence halls.

With the development of Lesley's strategic plan has come a redoubling of creative, sustained engagement with Lesley's multiple communities. The Centennial Plan translates key elements of the strategic plan into both short-term and long-term development. It is the intent to continuously revisit and update the Plan to reflect phasing and priorities and the fundamental necessity to respond to new opportunities and challenges as they arise.

PLANNING CONTEXT

Section 1 provides an overview of the University, its campus and its urban context. The partnership recently negotiated with the Episcopal Divinity School (EDS) and the adjacent acquisitions from the Weston Jesuit School of Theology (WJST) enable Lesley to develop a three-node campus and accommodates the initiatives of this Centennial Plan.

Only a ten-minute walk apart, Lesley's three campuses, linked by the vibrant connecting artery of Massachusetts Avenue, must be developed to satisfy the University's needs and incorporate an understanding of the needs of the neighborhood, an exceptionally engaged and well-informed community.

PLAN ELEMENTS BY PROGRAM AREA

Reflecting the broad range of needs that emerged from conversations with the various constituencies mentioned above, Section 2 presents development initiatives in the context of seven program areas:

- Academic-oriented development initiatives that enhance the University's strengths

- Technology-oriented developments that create new opportunities
- Student life-related projects that encourage student engagement
- Residential life-related projects that foster community
- Administrative initiatives that promote greater efficiency and collaboration
- Community-driven and sustainable facilities
- Stewardship and accessibility as they relate to building renewal

PLAN ELEMENTS BY CAMPUS

The physical and site planning emphasizes enhancement of each of the three distinctive campuses and engagement with the surrounding neighborhoods. The Plan seeks to give each campus a distinctive and significant role in the wider University. This distinctiveness will be balanced by measures to integrate the three nodes visually, to create a sense of a coherent whole.

Section 3 highlights development initiatives in their campus context. In all cases, the plan recommends that each campus be open, reflecting a porosity that diminishes traditional town/gown barriers and that creates a welcoming, diverse, and engaged campus environment.

The Quad Campus will continue to be the home of Lesley College and the majority of the University's student housing. Proposed development on the Quad Campus will seek to leverage its collegiate campus character and the advantages of a traditional residential undergraduate liberal arts experience.

The Porter Campus, already the seat of the University's flagship School of Education, will be joined by the new Art Institute, creating an exciting urban campus environment, infused with the arts. The University's administrative functions at the Porter Campus will also be enhanced. Long-term additional development will address the large areas of surface parking on this campus.

The Brattle Campus will provide expanded opportunities for the University's growth. Student housing, a superior central library, additional classroom space and student life space are made possible by the partnership with EDS and the acquisition of these properties. The relocation of the Graduate School of Arts and Sciences as well as some administrative functions to the Brattle Campus are envisioned by the Plan.

PHASING & PRIORITIES

The Centennial Plan includes projects and initiatives that are expected to be accomplished over the next 10 fiscal years. It allows for flexibility based on changing conditions, assumptions and

evolving strategic goals. The projects represented in the Plan have been prioritized and set in a phasing sequence to meet the demands of the University's growth and evolution as they have been projected to date. The actual implementation of the projects will, of course, be highly dependent on the realization of increased enrollment and the availability of funding.

MAJOR INITIATIVES OF THE CENTENNIAL PLAN

As outlined above, the Plan addresses many institutional needs and details both larger, higher profile projects and smaller supporting projects. A summary of the primary goals includes:

- Development of a 3-Node Campus
- Leveraging the unique characteristics of each campus with appropriate program and infrastructure
- Continued development of a "porous" campus environment where Lesley is integrated into and open to its host neighborhoods
- The relocation of AIB to Cambridge
- Relocation and consolidation of the Graduate School of Arts and Social Sciences on the Brattle Campus
- Relocation and consolidation of Library collections and redevelopment of core campus space to create a state-of-the-art "Information Commons"
- Provision of new academic space for Lesley College, which plans to increase its enrollment
- Improvements to classrooms, labs, and other learning space
- Expansion of student life space, including dining and student activities
- Development of new campus green spaces
- Provision of 400 additional student beds
- Comprehensive improvements to office space
- Rationalization of campus parking and reducing the impact of vehicular traffic
- Transformation of the University's IT services to not only get ahead and stay ahead of needs on campus, but to provide state of the art support for off-campus and on-line programs on a scale not previously contemplated
- Development of athletic fields and facilities to meet the needs of a Division III athletics program and fitness/recreation opportunities for students and employees

**SECTION 1:
PLANNING CONTEXT**

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Spearheaded by President Joseph P. Moore and adopted by the Board of Trustees in Fall 2008, Lesley University has established a new strategic plan. *The Second Century: The Strategic Plan for Lesley University: 2008-2011* addresses the University's current scope and the challenges it faces in the early years of the 21st century. Within that context, the Centennial Plan provides a framework for campus development that seeks to provide facilities and physical resource best suited for the full realization of the University's Strategic Plan.

This Centennial Plan will be phased in over ten years so that the impact of changes on campus will be moderated. During that period, planning and communication with Lesley's many communities and constituencies will continue, continuously balancing Lesley's ambitious agenda to make a difference in the world with the changing realities within these communities.

THE UNIVERSITY

Founded by Edith Lesley Wolfard in 1909 with a mission to train young women as teachers, Lesley has experienced a century of growth. With the addition of graduate programs and the merger with the Art Institute of Boston in 1998, its name was changed to Lesley University in 2000 to better articulate its range of degrees and programs. Fully coeducational since 2005, Lesley today offers undergraduate and graduate programs in liberal arts, education, counseling, human services and the arts.

Lesley's degree programs are offered through four schools: Lesley College, including the Adult Learning Division; The Art Institute of Boston; the Graduate School of Arts and Social Sciences; and the School of Education. In addition, Lesley offers the Threshold Program, a comprehensive, non-degree campus-based program for highly motivated young adults with diverse learning disabilities and other special needs. The University also encompasses several centers focused on specific research and services, and annually hosts a variety of academic and professional conferences and institutes.

Today Lesley delivers its programs on-campus, online and at remote sites in 23 states, as well as international locations. Despite the variety of flexible programs and delivery models, all share the institution's commitment to quality, innovation and the integration of theory with practice.

On-Campus

Lesley has made a commitment to traditional face-to-face teaching and learning and prides itself on low student faculty ratios and the individualized, personal attention students can receive on-campus.

Online Programs

Lesley has made a commitment to increasing programs that incorporate online technology, enabling students to earn undergraduate and graduate degrees in a convenient and flexible format. The University intends to enhance and expand opportunities for online education, establishing itself as a nationally-respected leader in this field. Online programs are coordinated by their respective schools and taught by faculty members who are highly experienced in teaching online and skilled at moderating discussions, facilitating collaborative projects, and providing thoughtful, practical feedback.



National Programs (off-campus)

Lesley's programs reach far beyond the Cambridge campus. National Programs deliver Lesley's unique pedagogical approach and the benefit of Lesley faculty expertise to thousands of students in 23 states and delivered in a range of formats: Face to Face Instruction, On-line Courses, and hybrids or blended combinations of the two. Each 3-credit course is taught by faculty practitioners who are experts in their fields. Classes are developed around a cohort group that provides a network of support with fellow students. The weekend cohort model courses meet intensively for two weekends with a specialized work/study program designed to be completed between the two weekends. These groups encourage and stimulate both creative development and practical ideas.

**THE CAMPUS:
THREE NODES, ONE TREMENDOUS OPPORTUNITY**

Over the past century, Lesley's campus has grown from Edith Lesley Wolfard's historic home at 29 Everett Street to multiple campuses on over eighteen acres. With its landmark partnership with the Episcopal Divinity School, Lesley has dramatically expanded its footprint and its opportunity to develop a three-node campus. This three-node campus is formed by the historic Quad Campus, the Porter Campus, a ten-minute walk to the north, and now the new Brattle Campus, a ten-minute walk to the southwest. One of the goals of the Centennial Plan is to simultaneously strengthen each campus's distinctive qualities while integrating the three nodes into a coherent, vibrant, community-oriented whole.

Lesley's three campuses, each with its distinctive architecture, are set in three neighborhoods, each with its distinctive character. These differences and distinctions are an advantage to Lesley, as they have the effect of making a small urban campus seem like a larger, more varied place. Still, these three campuses share certain important urban qualities: they are pedestrian-oriented, bicycle-friendly, and open and inviting. While the campuses are within walking distance, they will also be linked for convenience by a non-polluting shuttle system, making it possible to travel between campuses quickly and efficiently. Massachusetts Avenue, with its array of shops, restaurants, and services acts as a connector

linking the campus nodes while providing a vibrant urban environment and many student-oriented services, retail and entertainment venues. Lesley will continue to integrate itself with its neighborhoods so that Lesley students feel at home in the City and residents feel welcome to enjoy Lesley's multiple campus settings and events.

To encourage a sense of campus coherence, the University will use architecture, building and landscape materials and furnishings, signage, and color to heighten the sense of the campus as an integrated whole and to identify Lesley's presence and purpose.

THE CITY & THE REGION

Lesley is located in Cambridge, Massachusetts, part of Greater Boston, a region world-renown for its colleges and universities as well as its cultural, historic, political and financial importance. Collectively, Cambridge and Boston have a substantial student population base and a reputation as America's premier college town. In addition to Lesley University, Cambridge is home to the Massachusetts Institute of Technology and Harvard University.

Cambridge was founded in 1630 and was incorporated as a city in 1846. It is bounded by the Charles River and the City of Boston to the south, the City of Somerville to the north, the cities of Arlington, and Belmont to the west, and the City of Watertown to the southwest. Cambridge is home to 101,355 people and has a population density of 15,763 people per square mile. Primary industries in Cambridge are Education, Professional & Technical Services, Accommodation & Food Services, Health Care and Social Assistance.

Because the supply of land in Cambridge is finite, and because the City is host to multiple universities, colleges, schools and other non-profit institutions, the City and community tend to be conservative about campus expansion plans. Lesley works closely with both City and neighborhood associations to proactively ascertain the best opportunities for mutual gain. Cambridge has an active and well-educated permanent community base, organized around neighborhood associations and planning districts. The City strives for comprehensive citizen input opportunities, and has detailed, complex processes with which it strives to meet neighborhood associations' expectations for participation in decision-making.

Given Lesley's multiple schools and their wide-range of programs, Lesley has an analogous wide-range of needs and constraints. Lack of surplus land, empowered neighborhoods, high degrees of regulation and complex city processes present challenges and opportunities for campus planning and development. Virtually all of the proposals in this plan will undergo thorough public review by city boards, agencies, officials and neighborhood groups.

**SECTION 2:
PLAN ELEMENTS
BY PROGRAM AREA**

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OVERVIEW

The program areas highlighted below emerged from a wide-ranging collection of needs that were identified and articulated by constituencies both within Lesley and in the larger community. In an extensive series of interviews, meetings and working groups with Lesley faculty, administrators, staff and students as well as Cambridge neighbors and city officials, potential projects and initiatives of the Centennial Plan were grouped into seven program areas:

- 1: **Academic:** Enhancing Strengths
- 2: **Technology:** Developing New Opportunities
- 3: **Student life:** Engaging & Encompassing
- 4: **Residential life:** Building Community
- 5: **Administration & Campus Support:** Efficiency & Collaboration
- 6: **Facilities:** Community-Driven & Sustainable
- 7: **Building-Renewal:** Stewardship & Accessibility

PROGRAM AREA 1: ACADEMIC Enhancing Strengths

At its core, the Centennial Plan aims to support the University's core mission: educating students to make a difference in the lives of others. The central role of the academic enterprise in that mission translates to providing the best facilities and space planning suited to teaching, learning, research and discovery. These academic program elements range from school-specific projects (e.g. AIB relocation) to University-wide initiatives (e.g. classroom plan) and are highlighted below.

School of Education

The School of Education (SOE) is the flagship graduate program of Lesley University. Housed for many years primarily in a collection of residential-scale Victorian houses on the Quad Campus, the School relocated to the newly-renovated 2nd floor of University Hall in the summer of 2006. This consolidation has stimulated collaboration within the School and made sharing resources feasible. SOE's leaders are planning modest growth in on-campus faculty, enrollments and activities.

This growth can be accommodated within University Hall with the relocation of GSASS to the Brattle Campus. In addition, the School will be a major participant in the new Course Materials Studio planned as part of future development across Mass Ave from University Hall.

Technology-rich Math/Science Space

Science and Math are bellwethers of academic quality. Colleges and universities with strong science and math programs attract higher-achieving students and compete for in-demand faculty. Lesley has recognized this dynamic and has made a significant commitment to science by creating 2 first-rate science wet labs in 2006 to provide students interested in the sciences with inquiry-



Science Labs in University Hall

based state-of-the-art instructional labs. In January 2009, Lesley renovated an existing third floor classroom in University Hall for specialized use in mathematics and science instruction. Located in close proximity to new laboratory space and science faculty offices on the building's second floor, the math/science lab complements the existing infrastructure and creates a math/science nexus on the Porter Campus. Also equipped with cutting edge scientific probes, laptop computers, and other equipment, the result is an innovative, technology-rich classroom that facilitates the integration of mathematics and science and encourages an inquiry-based approach to teaching and learning. As enrollment grows and the program strengthens, the University may need to consider additional science space.

Art Institute of Boston

The planned relocation of the Art Institute of Boston (AIB) from its location in Boston's Kenmore Square will have a major transformative impact on Lesley University and Porter Square. The University projects growth from 520 to 600 students in AIB's undergraduate programs, including increased enrollment of Lesley College students who take AIB courses, 75-80 MFA graduate students, and an active pre-college program oriented towards high school students conducted on weekends, vacations and summer break that involve 450 students over the course of the year.

In establishing AIB in Cambridge, the University seeks to create an Arts-oriented campus in the Porter Square area stimulating the concurrent development of galleries, art supply stores and the like as part of the retail mix.

More importantly, through this move, the University looks to integrate AIB intellectually and operationally with the rest of the University. Programmatic synergies and the energy generated by the Arts will help the University's programs evolve in a distinctive way within Boston's higher education environment.

Many alternatives to accommodating AIB on the Porter Campus have been explored in the course of the planning: new buildings, renovated buildings and alternate locations have all been proposed in response to this challenge. Previously, the University pursued acquisition of the air rights over the commuter rail tracks in Porter Square as a possible site for construction of a new AIB facility. Lesley also explored the potential in developing a close collaboration involving joint programs and shared use of facilities with the Episcopal Divinity School. Also, reallocation of space on the Quad Campus was examined as a possible location for AIB's activities. None of these options has met the requirements of appropriateness, cost, feasibility, or timing.

The current plan began to emerge when the University acquired the historic North Prospect Church property at 1799/1801 Massachusetts Avenue just south of University Hall. Bruner Cott & Associates, a Cambridge-based architecture firm, has proposed relocating the church structure on the site and adding a new structure that wraps around the church. Conceptually, the existing structure has been designated as space for the art library.



AIB Site Plan
Courtesy: Bruner/Cott & Assoc.



1801 Mass Ave.

The new building will be designed to accommodate studios such as painting, photography, printmaking, and 3-D. Of the total 100,000 sf, approximately 40% of the square footage will be located below grade. This will provide AIB with the flexible, purpose-built space it needs in a prominent, contiguous location with the potential for a solution of highly distinctive architectural character. A key condition for achieving this vision is to work with the City to obtain the necessary approvals, as current zoning does not allow development of a project of the size envisioned.

For additional details on the program of spaces envisioned for AIB, please refer to the Appendix.

Lesley College

Lesley's traditional, residential liberal arts college is clustered on the Quad Campus, with additional residence halls on the Brattle Campus and classrooms on the Porter Campus. GSASS's relocation from the Quad Campus to the Brattle Campus and other moves present an opportunity for further consolidation of Lesley College on the Quad Campus. As at SOE, such an initiative would enhance collaboration among faculty and provide better opportunities for student-faculty interaction. Long-term, a possible new Lesley College building along Wendell Street could provide faculty offices, classrooms and technology and would create a new quad on the site of Lot C, extending the campus character of the existing quad and providing additional open green space in the community.

Library Transformations

Lesley University offers high-quality, student-oriented and effective library services. Nonetheless the physical setting of the Ludcke Library is constrained in size and technology.

Recognizing the dramatic changes in library technology and access over the past decade, Lesley seeks to re-imagine the role of the Library, both in its capacity as a research resource and a cornerstone of the student experience. Changes in how library materials are accessed, produced and disseminated, how students work, and the need for different space configurations for collaborative work must all be addressed.

- **Sherrill Library:** The acquisition and renovation of Sherrill Library on the Brattle Campus will allow Lesley to move and house its book collection in a superior facility shared and interfiled with the Episcopal Divinity School collection. This will mark the first time in Lesley's history that its library collection is housed in a purpose-built facility. Renovations to the iconic modernist structure will enhance both its technology and its comfort. Comfortable seating, electronic access and space for collaborative work are primary areas of emphasis.
- **Information Commons:** Located in the space currently occupied by the Ludcke Library, immediately across the quad from the McKenna Student Center, the Information Commons will provide students with access to state-of-the-art technology for research, production, collaborative learning and instruction. As at Sherrill, renovations to the building will create an attractive and comfortable environment, helping to erode the wall that separates "academic" and "student life." The Information Commons will serve as a complement to the print

collections at the Sherrill Library on the Brattle Campus and the Art Library on the Porter Campus.

- **Art Library:** As part of the relocation of the Art Institute of Boston, the Art Library will be housed in a new facility on the Porter Campus. The Art Library collection is a valuable resource for AIB students as well as all students engaged in the arts and will be enhanced to better serve its patrons. Improvements may include digitization and online access to art databases and the library's extensive slide collection. Plans call for the adaptive re-use of the former North Prospect Church interior for this purpose. The re-use of the historic church will allow for the preservation of much of its soaring interior and provide the library with a prominent, more accessible new space.



3 Phillips Place



5 Phillips Place



University Hall Classroom

Graduate School of Arts and Social Sciences

The Graduate School of Arts and Social Sciences (GSASS) benefits from its University context and strong curricular synergies with SOE and AIB. The partnership with EDS presents another opportunity for such synergy and growth in student enrollments. The proximity of GSASS and EDS presents exciting opportunities for potential curricular development and joint programs at the intersection of theological training, pastoral ministry, social sciences and public service.

The present challenges facing the School are dispersal of staff to several buildings and access to sufficient classrooms at the right times for their program offerings. The School occupies space in six residential-scale Victorian houses on the Quad Campus as well as in University Hall. One of the departments is split over three small buildings on the Quad Campus.

The School's highest priorities are: a consolidated location, space to accommodate the unique Creative Arts and Expressive Therapies courses and more space to accommodate planned growth. The Centennial Plan proposes that the School relocate to 3 and 5 Phillips Place on the Brattle Campus. This move will result in a consolidation of space with greater adjacencies in a more collegial environment that fosters more collaborative work. The School will continue to make use of dance and art studio space in University Hall. Space available in Washburn Hall may provide long term alternatives for studio and dance space on the Brattle Campus.

Classroom Plan

Two major initiatives of Lesley University's strategic planning, the planned growth of enrollment in Cambridge campus-based students and the relocation of AIB to Cambridge will place significant demands on the University's inventory of classrooms.

Enrollment growth is a key element of Lesley's Strategic Plan. The Strategic Plan anticipates continued undergraduate growth, with an ideal size of 1,100 for Lesley College and 600 for AIB. The bulk of growth for Adult Learning as well as SOE and GSASS will occur online.

The projected enrollment growth in on-campus programs is indicated in the following table:

Table One - Lesley University Enrollment Projections

School	On-Campus FTE Enrollment 2008	Projected FTE Enrollment 2013	Percentage Growth	Projected FTE Enrollment 2018	Percentage Growth
Lesley College	700	850	21%	1,100	29%
AIB	520	520	0%	600	15%
SOE	529	584	10%	645	10%
GSASS	707	781	10%	862	10%
ALD	158	254	61%	410	61%
TOTAL	2,614	2,989	14%	3,617	21%

Note:

Lesley College and AIB enrollment Increases are pre-determined by the Strategic Plan

SOE and GSASS enrollment increases 2% per year

ALD enrollment increases 10% per year with significant enrollment in on-line courses

Lesley's three-node campus requires a multi-pronged analysis of classroom utilization. A review of the utilization of Lesley's general-purpose classrooms over the past five years identified that the registrar data from Fall of 2007 was closest to the average utilization of the period and therefore the best data set to use for analysis and planning. Lesley's current inventory includes 35 classrooms, a number expected to grow with the addition of classrooms at the Brattle Campus and additional classroom space at the new Art Institute and the proposed Information Commons. At present, with the exception of the 4 to 6:30 period in the evening schedule, classroom utilization at Lesley University is less intensive than normative standards indicate. This excess capacity helps offset the classroom stock to accommodate growth. The table below provides a comparison of critical Fall 2007 Utilization data with normative utilization targets.

Table Two - Lesley Classroom Facts and Normative Targets

Utilization Fact	Cambridge Campus '07	Normative Target	DLC+A Database*
Usage Hours per Week - Day Program	13.4	26	19.9
Mean Station Occupancy - Day Program	63%	65%	59%
Usage Hours per Week - Eve Program	11.4	19.5	N/A
Mean Station Occupancy - Eve Program	47%	65%	N/A

* Benchmarks taken from 11 classroom utilization studies of institutions with 1,054 to 4,571 enrollment.

In order to determine the appropriate number and size of classrooms to accommodate the growth and change projected in the University's planning, an arithmetical model has been developed. This model can help answer the following questions:

- Can the classroom needs of the AIB program be accommodated in the Cambridge campus classroom inventory?
- What adjustments to the classroom inventory will be required to handle the projected growth in enrollment?

The most dramatic growth will be experienced in the daytime undergraduate program of Lesley College and AIB. More modest growth will be experienced in the graduate-level programs that meet mostly in the evening.

Long-term growth of the College's/AIB's teaching load will be accommodated through the addition of classrooms and computer labs enabled by the proposed Lesley College building. In the short-to mid-term, the acquisition of Sherrill Hall and its suite of classrooms on the Brattle Campus will meet Lesley's growing need for classrooms. This additional capacity will allow the creation of some larger rooms accommodating a shift to slightly larger section sizes. Historically, seat utilization in Lesley classrooms has been low, an indicator of excess capacity. With the addition of new rooms to the classroom inventory, and new students to sections in existing courses, the increased teaching load will be managed.

Expansion of online programs and a pedagogical commitment to have all students take several online courses further impacts the classroom inventory needs.

A detailed Classroom Utilization & Model is included in the Appendix.

PROGRAM AREA 2: TECHNOLOGY

Developing New Opportunities

The University provides an advanced computing environment for its students, faculty and staff. Supporting infrastructure is necessary to provide a robust networking and technology environment. In addition, Lesley is moving aggressively to work at the leading edge of face-to-face and distance education technology tools and spaces. The following assumptions and initiatives will be implemented in the early years of the Centennial Plan.

Technology assumptions:

- Lesley's investment in technology will provide students and employees with a quality experience on campus and at a distance.

- Growth in the use of technology will require leveraging outside vendors to provide 24-hour data centers for Lesley's systems and prevent the University from building more than is needed on its limited campus foot print.

Campus Node & Building Standards

- Each campus node will have technology which is fully integrated with the campus network as well as independent technology to ensure each node is functionally independent.
- Each node will have a core network, communications and data center to provide the independence necessary. This will require a core data center and overall connectivity throughout the node to this core.
- Each building on campus will have an independent networking and communications space providing the access into the building and distributing it throughout the facility. In each case the area should provide for clear and accessible pathways from this location to all locations within the building.
- All buildings as they are renovated or built will include appropriate wireless connectivity.

Academic Technology Standards

- Each classroom as it is built or renovated is being equipped with appropriate technology. All general classrooms which are not currently planned for renovation have been enhanced from 2005 through 2007. During 2008 & 2009 current art rooms at both the Porter and AIB campus will be enhanced along with the 3rd Science lab in University Hall.
- eLearning & Instructional Support will be growing to support the growth of online and hybrid courses. This growth may already be accommodated in the Library and Information Common designs along with the potential future 1840 Massachusetts Ave project.

Projects planned in the next year:

- Networking Infrastructure Upgrades & Implementation
- Develop the Brattle Campus Node's Network Infrastructure
- Technology Support Services at each Node

Supporting the Growth of Technology with Training Facilities

As Lesley is growing in the use of technology, effective training facilities must be developed to provide ongoing training to students, faculty and other employees. The student facing spaces for this work are being identified in the information commons and other areas across all campus nodes. Training for employees, inclusive of faculty, has yet to be identified and will be necessary in the short term. A space to accommodate 25 to 30 individuals with 15-20% additional space to accommodate a variety of teaching styles and materials inclusive of laptops or other technology.

e-Learning and Instructional Support (e-LIS)

Lesley has made a commitment to increasing programs that incorporate web-based technology, enabling students to earn undergraduate and graduate degrees in more flexible and effective formats. The e-Learning and Instructional Support department was

created to advance this commitment. The department is comprised of two primary functions; e-learning which supports the courses and programs that are offered completely online, and instructional support which provides faculty with the resources, training and support needed to make the most effective use of technology in their teaching. To support this goal, an experimental space should be considered for testing new technology for teaching and learning. In some organizations this is a full classroom, similar to a black box for theater, which can be easily transformed allowing for evaluating classroom design with current courses.

PROGRAM AREA 3: STUDENT LIFE **Engaging & Encompassing**

Student Center Enhancement

The University has made significant progress in addressing student life needs through the renovation and expansion of the McKenna Student Center in 2006 and 2008. As the University increases enrollment and makes full use of its three campuses, it will need to continue to expand this type of space to provide students a variety of on-campus food service options, and recreation, meeting, and student organization space.

Additional student life space could be created in University Hall through the expansion of the Porter Café. The area may expand into the adjacent reading room and lounge space, allowing expansion of the kitchen and servery, while accommodating at least twice as many seats.

On the Brattle Campus, Washburn Hall, which once served as the EDS dining refectory, may be redeveloped as a small student center with venues for informal gatherings, formal meetings, student activities, as well as food service on the upper level. The lower level could be renovated into a student lounge or fitness/recreation center. The goal with these renovations is to provide diverse, distinctive campus life settings, contributing to each campus's unique character and simultaneously expanding the choices available to Lesley students.

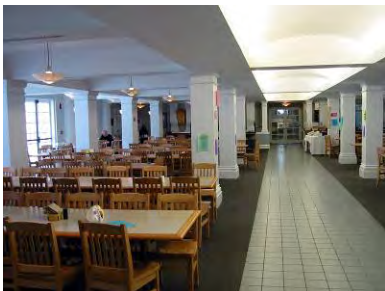
Dining

Lesley has four primary food service facilities: the White Hall Dining Commons, the McKenna Student Center snack bar, the Porter Café on the third floor of University Hall, and the AIB Café at 700 Beacon Street in Boston. Additionally, Massachusetts Avenue provides a wealth of eclectic and affordable dining options, including those at the "Common Market" on the ground floor of University Hall. As student enrollment increases and the number of students living on campus increases and the activity level at the Porter Campus intensifies, adjustments to the range of food services will be required.

The University desires to maintain a central dining facility at the White Hall Commons supplemented by the various options on each



Porter Café



White Hall Dining

campus mentioned above. This will balance the efficiency of a central kitchen to serve meals and support catering with the variety and convenience of multiple locations. To advance this goal and meet the demands of a growing population, the White Hall Commons will require renovation, expanded seating, serving, kitchen and storage capacity and capability. The proposed plan calls for new construction, either in the area currently occupied by the outdoor amphitheatre or into Malloch, to increase the seating capacity and free up space for servery, kitchen, and storage space. The expansion would triple kitchen and servery space, increasing to 5,500 NASF. The dining room would be enlarged by 1,100 NASF to increase seating by at least 50 seats while transforming the dining room by allowing greater flexibility in seat and table arrangements.

Expansion of food service to the Brattle Campus could be accommodated in the purpose-built dining refectory at Washburn Hall. As previously noted, dining options would compliment other potential student life and recreation activities envisioned for Washburn Hall.



AIB Gallery

Social / Community Spaces

Lesley has a range of spaces oriented to social and community activities: the art galleries on all campuses; lounges in student housing; food service venues; and Marran Theater. All these spaces support a wide variety of co-curricular and social activities essential to the residential college experience and important for residential and commuting students.

The recently completed Amphitheater on the second floor of University Hall is an excellent venue for lectures, visiting speakers, colloquia, panel discussions, presentations, small music ensembles, and simple performances. With tiered seating for 175, solid acoustics and a first-rate sound system, this space has provided a much-needed venue for a wide variety of events. Outside the Amphitheater, a multi-functional atrium space provides further opportunities for functions and informal gathering.

Currently under consideration as part of the University's efforts to increase space available for theater and performing art is the creation of a "black-box" performance space as part of the new Art Institute building. Designed to be a very flexible space to accommodate a wide range of configurations, a black box provides a versatile venue for dramatic and comedic performances and presentations of many types.

There is a real need for a gathering/presentation space that will accommodate more people than Marran Theater's capacity of 189 or the Amphitheater's 175. A multi-purpose auditorium seating 500 - 1,000 has been identified by many in the course of campus plan discussions as a desirable addition to campus. There is no suitable site on campus and the plan does not include a project to provide a free-standing auditorium. The most flexible assembly space would



have a flat-floor, movable seating, and excellent sound/lighting/presentation system, access to a catering kitchen, ample storage and good acoustics for a wide range of events. One possibility would be to design these attributes into the athletic/recreation center that is likewise under discussion for a future planning cycle. Combining these types of facilities requires close coordination of schedules, but would provide an economical and high-utilization solution.

Athletics / Recreation

Responding to increased demand from current and prospective students and accelerated by the advent of co-education at Lesley College, the University has embarked on a major expansion of its intercollegiate athletics and recreation programs. Given Lesley's dense urban setting, meeting all needs on or near campus remains a major challenge. At present, most varsity teams use facilities at the nearby Buckingham, Browne and Nichols School as part of an agreement with the school.

The Lesley Lynx compete in the New England Collegiate Conference as part of the National Collegiate Athletic Association's Division III. Varsity intercollegiate teams include:

Sport	M	W	Venue
Basketball	●	●	BB&N
Crew (club)	-	●	Community Rowing
Cross-country	●	●	Local Venues
Soccer	●	●	BB&N
Softball	-	●	BB&N
Volleyball	●	●	BB&N
Tennis	●	2009	BB&N
Baseball	TBD	-	TBD

As athletics, wellness, recreation and a fitness culture establishes itself more pervasively at Lesley, the University must consider adding significant indoor athletics space. A multi-purpose gymnasium and fitness center to accommodate both performance and practice and intramural competitions would offer the Lesley community a vital, convenient focus for intercollegiate, fitness and recreation activities. It would also provide increased stability to a program that, of necessity, has been run in spaces off-campus while complying with NCAA standards for Division III programs. The Centennial Plan does not include a preferred location for athletic programs. At this writing, all options, including property acquisition, are still under discussion and subject to further study to identify the best solution.

PROGRAM AREA 4: RESIDENTIAL LIFE
Building Community

Housing Plan

To accommodate enrollment increases and create a more dynamic residential life environment, the University intends to add 400 beds to the original inventory of beds. The University's housing needs, completed and current projects and potential future areas of expansion are outlined in the table below:



White Hall



Renderings Courtesy of:
 Bruner/Cott & Associates

Total Beds Needed 400

Completed & Current Projects	Beds	Year
14 Wendell	24	2006
35 Mellen	23	2006
16-18 Wendell	42	2007
White Hall, 2 nd Floor	43	2008
Winthrop Hall	64	2008
Subtotal Completed Projects	196	
1663 Mass Ave	72	2009
3 Wendell	26	2009
Total Completed & Current Projects	294	

Potential Future Projects	Beds
Winthrop Hall	16
7-13 Mellen	50
Bouma Hall	15
White Hall addition	90
Kidder/Rousemaniere	60
Total Potential Future Projects	231

The housing plan takes a three-pronged approach: convert vacated academic and administrative space where appropriate; create new residence halls where possible; and continue to seek appropriate buildings in Cambridge that can be converted to residence hall use more economically than new construction.



The bed total projected exceeds the target to provide some flexibility to allow for architectural variation within this conceptual projection.

While the University already offers its students a range of housing styles, one goal of the housing plan is to introduce new housing styles. These approaches could include suites or apartments, with or without student-kitchens, academic spaces such as study rooms, seminar rooms and studios, and a variety of social space types from food service to fitness/wellness facilities.

Threshold Housing

The Centennial Plan proposes that a Threshold campus be consolidated along Oxford Street, with renovations to Reed, Crockett and/or MacCormack houses. Renovations would provide upgraded housing and allow students currently housed in 28R Wendell Street to be relocated near the program’s home at 82 Oxford Street, creating a “campus within a campus.”

**PROGRAM AREA 5: ADMINISTRATION & CAMPUS SUPPORT
Efficiency & Collaboration**

Administrative Needs

Through the recent renovation and conversion of all of 815 Somerville Avenue to Lesley administrative functions, the relocation of UT to the lower level of the University Hall, and the conversion of 1627 Massachusetts Avenue for use by the Admissions Office, long-standing, pressing needs have been addressed. As administrative groups expand to respond to enrollment growth, Lesley will need to adjust space devoted to administrative functions. This will be accomplished in the short-to-mid-term through the reallocation of some space on the Brattle and Quad campuses. Long term, however, the University will need to create additional space to serve these functions.

The Advancement and Alumni Offices will relocate to a renovated Hodges House on the Brattle Campus. Hodges House provides a significant increase in space and can accommodate growth for these two expanding administrative functions. This will provide an appropriate use of the former residence, preserving the architectural integrity of its historic interior spaces, and send a strong signal to the community about the centrality of the Brattle Campus to the University’s future.

The University’s student service offices are split between the Quad and Porter campuses, with Student Life staff on the Quad Campus and Student Administrative Services in University Hall. While both areas likely need to expand to meet the challenges of both enrolling and supporting an enlarged student body, this growth may be offset by improved systems technology. In University Hall, modest expansion will be possible when GSASS relocates to the Brattle Campus. On the Quad Campus, a possible strategy could involve converting 27 Mellen for use by Student Services. The resulting complex will provide significantly more space for Student Services while maintaining a consolidated location.



815 Somerville Ave.



Hodges House



27 Mellen St.

Many offices at Lesley, administrative and academic, make significant use of mailroom-type space to process, package and prepare materials for mailing. Admissions, National Programs, Financial Aid and others all need access to space to fulfill the needs of their "clients". The current spaces, located in a variety of buildings, are dispersed and inadequate. The plan calls for the addition of a new fulfillment center combined with an expanded student mailroom in the basement of Malloch to accommodate increased demand generated by more on-campus residential students.

The Building and Grounds function currently housed in 33½ Mellen and small storage spaces scattered across campus will move to the B&G building on the Brattle Campus.

The moves outlined above will meet critical administrative needs for several years, but as both on-campus and off-campus enrollment grows, the University will have to create new space for administrative and Student Services needs. One alternative is to lease space off-campus for those functions that don't depend on day-to-day interaction with students. Through the course of the campus planning, the functions identified as "non student-facing" by a sub-committee of the campus planning committee included:

- Administration/Operations
- National Programs
- Mail Room
- Copy Center
- Human Resources
- Finance
- Marketing/Web Services

Depending on the rental market, this can be a cost-effective approach. However, it is prudent to identify a solution for important functions that do not depend on an ideal rental situation being available when needed. Accordingly, the Plan calls for the development of new administrative space on the parking lots west of Massachusetts Avenue. A likely scenario for the use of these lots would include retail, or public access space at the ground level and new space for administrative functions—particularly Online and National Programs on the upper floors that would benefit from expanded space, consolidated adjacencies, and appropriate new technology. The relocation of offices and functions currently in 815 Somerville Ave. would allow for expansion of existing offices and functions in that building.

PROGRAM AREA 6: FACILITIES

Community-Driven & Sustainable

Lesley University offers a great many services and benefits to the City of Cambridge and residents of both the Agassiz and Porter Square neighborhoods. These benefits will likewise be extended to the Brattle Street neighbors as Lesley makes full use of that campus.

A partial list of locally beneficial University activities includes:

- Lesley Student Teachers working in local schools
- Lesley Student Interns in various fields, including the arts, education and human services
- Scholarships for graduates of Cambridge, Somerville and Boston public schools
- University Safety personnel presence on all three campuses
- Maintenance of building condition and neighborhood character on Massachusetts Avenue, Everett, Mellen, Oxford, Wendell, Sacramento, Roseland, Mason and Brattle streets and Phillips Place
- Operation of Porter Exchange, one of the neighborhood's most attractive retail centers
- Lesley-affiliated patrons of Cambridge businesses
- Cultural Programs such as lectures, seminars, athletic contests, art shows, etc.

This close engagement with the community will continue in the future. Several impacts of the University's planning with the community are noted below.



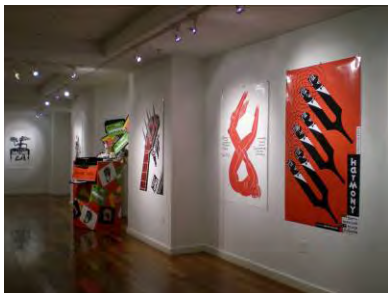
University Hall

Increased Student Population = Increased Retail Activity

The projected increase in the number of Lesley students in Cambridge will boost retail activity in the Porter Square, Mass Ave. and Harvard Square areas. The retail mix may shift, especially to serve the substantial arts student cohort. Art supply shops and galleries, additional or different cafés and restaurants may also spring-up. As articulated in the Centennial Plan, Lesley's planned growth in its student population will be accommodated within existing Lesley-owned property.

Increased Positive Presence in Porter Square

More Lesley students inevitably will generate more campus activity at night which has positive impacts on the character of activities in and around campus. The presence of students, faculty, and the University's security staff in greater numbers will keep more "eyes on the street" for longer into the night and provide a more active, vibrant, and safer environment.



AIB Gallery

Enhanced Art / Cultural Opportunities

With the relocation of AIB, the University has a rare opportunity to enhance cultural venues on campus. The approach will mix some small-scale projects with more significant development. With 600 art students and approximately 50 faculty artists, the presence of art making and art display will increase dramatically in Porter Square and on Lesley's Quad Campus. Periodic gallery shows and installations open to the public, performance art opportunities and art classes for Cambridge youth, all of these events and programs will have a beneficial, enlivening effect on Lesley's environs, drawing more visitors to the area, with the potential to drive more economic activity.

Improved Urban Environment

These changes will create a more vibrant and uplifting urban setting, building on the steady stabilization and enhancement of Porter Square over the last decades. Lesley's contribution to this enhancement will positively affect real estate values and the image of this historic, vital node in Cambridge's urban fabric.

Preservation of Neighborhood Qualities

In all of its campus development projects, the University works with its neighbors to respond to concerns regarding the project's impact on the quality of life and the aesthetic character of the neighborhood. Other goals such as constraining vehicular traffic and reducing the impact of the automobile are shared with neighbors and the City of Cambridge. As it moves forward with its ambitious development program, the University will continue this approach, seeking to maintain and enhance the existing qualities of its host neighborhoods. Attention to building scale and style, and the encouragement of small, independent retail stores along Massachusetts Avenue are obvious preservation and enhancement techniques that are built into Lesley's planning.

Sustainability

Lesley University has been active in advancing sustainable practices in University operations. A campus Sustainability Task Force leads the University's work in sustainability. Their mission statement identifies their goals for this work:

Lesley University seeks to provide education and tools within the community to engage in just and sustainable practices. Lesley honors the complexity of sustainability, as it connects to environmental, social and economic resources. Lesley's goal is to empower individuals, and the institution, to contribute to a sustainable community, through a deeper understanding of the ecological connections that bind us all together, through the creation of opportunities for action, and through ongoing assessment of our progress.

The Task Force recommends that Lesley adopt an expansive vision of sustainability which promotes practices that both sustain the natural earth and sustain and promote social justice. The latter emphasis is based on the work of the 1995 World Summit on Social Development which defined sustainability as "the framework for our efforts to achieve a higher quality of life for all people," in which "economic development, social development and environmental protection are interdependent and mutually reinforcing components."

The Sustainability Task force was created in the autumn of 2005 and includes approximately thirty-five faculty and staff from across the University. Their work is focused on the Boston and Cambridge campuses but will expand to create guidelines for the national sites Lesley operates as well. The Task Force has established a steering

committee and four working groups on Academics and Research, Operations and Campus Planning Outreach, and Social and Community Responsibility. Each working group has identified goals and initiatives for the Task Force to advance.

President Moore has signed the American College & University Presidents' Climate Commitment, a high-visibility effort to make campuses more sustainable, particularly through the reduction of greenhouse gas emissions and education. Lesley is currently working on four of the Commitment's seven action items:

- 1) Encouraging all new buildings be built to LEED Silver standard specifications
- 2) Procurement policies that ensure purchasing of energy-efficient appliances and equipment
- 3) Developing a policy for offsetting greenhouse gas emissions generated by University air travel
- 4) Participation in the waste minimization component of the national RecycleMania competition.

Other short-term initiatives include retro-fitting and energy conservation in lighting and heating. The ambitious agenda established by the Task Force has placed Lesley squarely in the leading group of sustainable universities.

PROGRAM AREA 7: BUILDING-RENEWAL Stewardship & Accessibility

Lesley University has long been committed to continued use of existing buildings and adaptive re-use within historic structures. The University is justifiably proud of its track-record in building preservation and restoration—efforts that have garnered awards from the Victorian Society of America and the Cambridge Historical Commission, among others. The maintenance demands of the University's facility inventory are significant. Providing adequate budgets for these structures is a required obligation.

The ongoing maintenance and repair of existing campus facilities is an integral part of the Centennial Plan. While the University's Operations Department has long had a yearly capital replacement and improvement program, a broader, long range Building Renewal Program was initiated in 2007, with an extensive review of each building and each building system. At the heart of the program is a new software package called VFA that allows for organizing and monitoring buildings by system and the dates by which these systems come to the end of their useful life, requiring replacement. VFA is able to estimate the replacement price of each of the systems in the building and adjust for inflation when looking into a building's future requirements. VFA interfaces with the University's work order preventive maintenance system, which allows for scheduling and aggressively completing these essential capital maintenance items. It is intended that within the next year, all buildings and systems will be resident in the program.

While the current capital funding level of \$1.5M annually is lower than industry standards of 3%-4% of replacement value, this work is coordinated with the many renovation projects proposed in the Centennial Plan. As these program-driven projects are accomplished, needed or deferred maintenance will be further reduced. With the addition of new buildings and property over the next several years, it is anticipated that a larger annual capital funding amount may be required to address increased facility maintenance needs.

Sustainable Project Construction

Lesley has established a policy that all new campus construction and applicable large project renovations will be designed and built to at least the U.S. Green Building Council's LEED Silver standard or equivalent. The University's green building policy encourages the design of new construction and major renovations to follow the LEED Registered Project Checklist as a guideline wherever practical. The checklist addresses sustainable site design; water efficiency; energy efficiency and refrigerant management; use of sustainable materials and recycling and re-use of materials; Indoor environmental quality and innovation in green design processes. In addition, all building renewal capital projects will have this sustainability focus as will day to day building operations.

Accessibility Improvements

Reflecting the culture of accessibility that has been established at Lesley, accessibility issues are now seamlessly addressed with each renovation or new construction project on campus. Operations and Campus Planning are responsible for ensuring that campus buildings, paths of travel, parking and other facilities are accessible to an extent that no individual with a disability is denied access to programs, services or activities offered by the University as a result of inaccessible physical facilities.

Physical access will be achieved by methods that allow individuals with mobility impairments to circumvent stairs, curbs or other such barriers without the physical assistance of others. The University has made great progress in this area. Modifications and retrofitting of existing inaccessible facilities will be accomplished on a priority basis established by the Director of Facilities and Operations.

All new structures and major renovations of existing facilities and paths of travel must, at a minimum, meet current accessibility standards and guidelines required by Federal and State regulations. The University is taking a proactive approach toward encouraging all individuals to participate fully in the Lesley community by improving accessibility.

**SECTION 3:
PLAN ELEMENTS
BY CAMPUS**

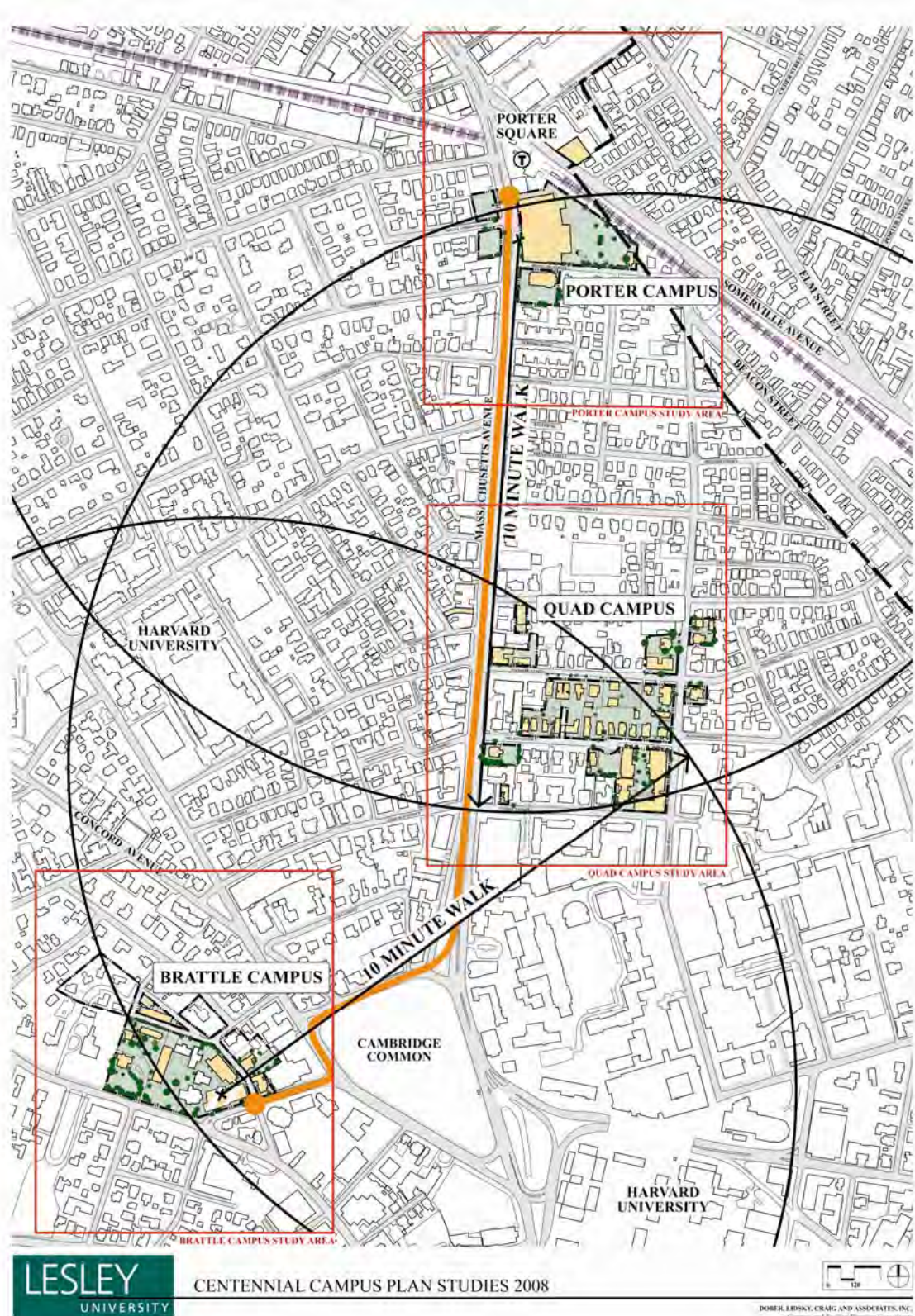
SECTION 3: **PLAN ELEMENTS BY CAMPUS**

Lesley's campus has evolved significantly since its early days in Edith Lesley Wolfard's home. For most of the 20th Century it expanded gradually and organically, as new parcels were acquired and developed in the city blocks around 29 Everett Street. The creation, in 1973, of the main quad based on the idea of an "urban academic village" represented the first major redevelopment project in the University's history. In 1994, Lesley took the bold, imaginative and necessary step to acquire the former Sears-Roebuck building in Porter Square and created the Porter Campus, a ten-minute walk north of the historic Quad Campus. Once again, in 2008, the University moved boldly to add a third campus, entering into a partnership with the Episcopal Divinity School and establishing the Brattle Campus a ten-minute walk south of the Quad Campus. Linking the three campuses is Massachusetts Avenue and the Cambridge Common, which form a vital connector between the campuses and an essential part of the campus experience. See Figure 1 (Overview).

A main principle of the Three Node Campus is that each campus's unique character should be emphasized and leveraged. The Quad Campus's character derives in large part from its many restored Victorian wood-frame houses and provides an ideal setting for a traditional but unique residential undergraduate liberal arts experience. The Porter Campus's larger scale and urban context is well-suited for the consolidated School of Education and the vitality of the new Art Institute. The landmark Victorian Gothic architecture, idyllic landscape and existing resources of the Brattle Campus provide a striking setting for high-profile University functions, a consolidated Graduate School of Arts and Social Sciences and the University's library collection. The tremendous range of retail and dining options along Massachusetts Avenue afford a rich student experience and compliment offerings in the Student Center. Finally, while the Centennial Plan underlines the unique attributes of each campus, it also seeks to integrate, unify and clarify each campus's relationship to the entire University—through signage, wayfinding systems and a guiding philosophy that each campus be "porous" and interwoven into the fabric of its neighborhood.

In the following pages, elements of the Centennial Plan are detailed by campus location.

Figure 1: OVERVIEW



CENTENNIAL CAMPUS PLAN STUDIES 2008

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Section 3: Plan Elements By Campus

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QUAD CAMPUS

Existing

The Quad Campus is the historic heart of the University, where in 1909 Edith Lesley Wolfard founded the Lesley Normal School in her home at 29 Everett Street, now called Founder's Hall.

The campus has grown to include most of the land bounded by Wendell Street to the north, Oxford Street to the east, Everett Street to the south, and Massachusetts Avenue to the west. These blocks are set in a residential neighborhood of delightful Victorian houses on small lots. Massachusetts Avenue provides a lively, urban edge enlivened with a wide range of retail, commercial, and apartment buildings. Neighboring the campus is Harvard University with a portion of its Law School to the north and south and its Sciences to the west. See Figure 2 (Existing Quad Campus).

The Quad Campus is also the location of several of Lesley's institutional-scale buildings. The red-brick, 5 story East-West Complex composed of linked buildings commemorating key supporters – Malloch, Wolfard, Mackenzie, Doble, and Ludcke – with White, Founders and Stebbins Halls to the south, define the Quad and house a wide array of university functions. These include classrooms and labs, the library, the Office of the President, the student center, dining, and the majority of the University's student beds on the upper floors of the complex. Across Mellen Street, the 4-story, brick Schwartz Hall houses the several offices providing Student Affairs services.

Balancing these larger buildings is a wonderful collection of Victorian wood framed residential-scale structures that blend seamlessly into the fabric of Cambridge's Agassiz neighborhood. The University employs these buildings as student residences, department offices, and rental properties. Facing quiet, tree-lined, neighborhood streets, these graceful buildings have a strong impact on defining the character of the Quad Campus.



1627 Mass. Ave.



Wendell House



Glennon Hall



Doble House and Ludcke Library



McKenna Student Center

Figure 2: EXISTING QUAD CAMPUS



Section 3: Plan Elements By Campus

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QUAD CAMPUS

Planned

The Centennial Plan will preserve and enhance the Quad Campus's eclectic nature, continuing to preserve the neighborhood's character, while adding campus open space and reducing the impact of vehicular traffic. Lesley College will retain its strong presence on this campus with the majority of students in residence and faculty offices located here. As part of the university's plan to expand undergraduate enrollment, new beds are needed to accommodate growth. See Figure 3 (Planned Quad Campus).

Housing:

- (A) New residences halls at 1663 Massachusetts Avenue and 3 Wendell Street are currently being built to accommodate 98 students. These residence halls will open in Fall 2009.
- (B) The GSASS move to the Brattle Campus will vacate four houses at 7-13 Mellen Street which could be converted to student housing.
- (C) Additional housing could be created by adding two floors and 90 beds to White Hall.
- (D) An additional 15 beds could be added by converting Bouma Hall to housing.
- (E) To provide consolidated facilities for the Threshold program, students previously housed in 28R Wendell Street may move to renovated housing at 68 Oxford Street close to the Threshold home base at 78-82 Oxford.

Longer-term initiatives:

- (F) A new academic building for Lesley College fronting on Wendell Street as a long-term initiative. The façade of this building would be designed to blend with the scale and rhythm of the neighborhood fabric.
- (G) In an effort to expand the campus character of the existing quad area, a new quadrangle could be landscaped on the current site of Lot C and/or other surface parking lots. Such development might include underground parking.
- (H) To accommodate increased enrollment, the White Hall Dining Commons could be significantly expanded.
- (I) The Plan proposes that the University's main library collection be relocated to the Sherrill Library building on the Brattle Campus. The Ludcke Library space can then be renovated as an Information Commons, and related technology space.
- (J) As Lesley College functions consolidate in their new facilities, Student Service offices in 23 Mellen Street could expand into vacated space in 27 Mellen allowing follow-on renovations in 23 Mellen.

Figure 3: PLANNED QUAD CAMPUS



A Residential	Dorms at 1663 Mass. Ave. and 3 Wendell St., Fall 2009	F Academic	New Lesley College Building, Potential Future Development
B Residential	Student Housing at 7-13 Mellen St.	G Student Life	New Campus Quad and Parking, Potential Future Development
C Residential	Addition of Beds to White Hall, Potential Future Development	H Student Life	Addition to Expand Dining Capacity
D Residential	Student Housing in Bouma Hall	I Acad./Admin.	Ludke/Doble Renovated To Information Commons
E Res./Acad.	Consolidation of the Threshold Program	J Administrative	23 and 27 Mellen conversion to student services



CENTENNIAL CAMPUS PLAN STUDIES 2008

QUAD CAMPUS



DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
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PROPOSED USAGE

- ACADEMIC
- ADMINISTRATIVE
- LIBRARY/INFO. COMMONS
- STUDENT HOUSING
- STUDENT LIFE
- GREEN SPACE
- RETAIL AT STREET LEVEL
- FUTURE DEVELOPMENT

EXISTING USAGE

- EXIST. ACADEMIC
- EXIST. ADMINISTRATIVE
- EXIST. ATHLETIC
- EXIST. STUDENT RESIDENCE
- EXIST. STUDENT LIFE
- EXIST. RENTED TO OTHERS

PORTER CAMPUS

Existing

Lesley's Porter Campus is located a ten-minute walk north of the Quad Campus along Massachusetts Avenue. The campus is set in Porter Square and is dominated by University Hall, an Art Deco landmark built by Sears, Roebuck and Company, which served as the retail anchor of the Square for 60 years. Lesley acquired the building in 1994 and now uses the upper floors and part of the lower level for University functions, including new science and math labs and a 175-seat amphitheater. These include the School of Education, University Classrooms, studio space for GSASS, the Porter Café and a consolidated Student Services Center—including the University Registrar, Bursar's Office, and Financial Aid. Most of the lower level and the first floor are devoted to retail uses - a lively hub of activity with restaurants, a bank, an athletic goods store, a travel agency, fitness gym, and the University Bookstore and Copy Center. See Figure 4 (Existing Porter Campus).



Prospect Hall

Prospect Hall, a 19th century wood-frame church structure is located to the south of University Hall. Acquired in 2006, this building is currently used by the University as an auditorium. The lower level is leased.

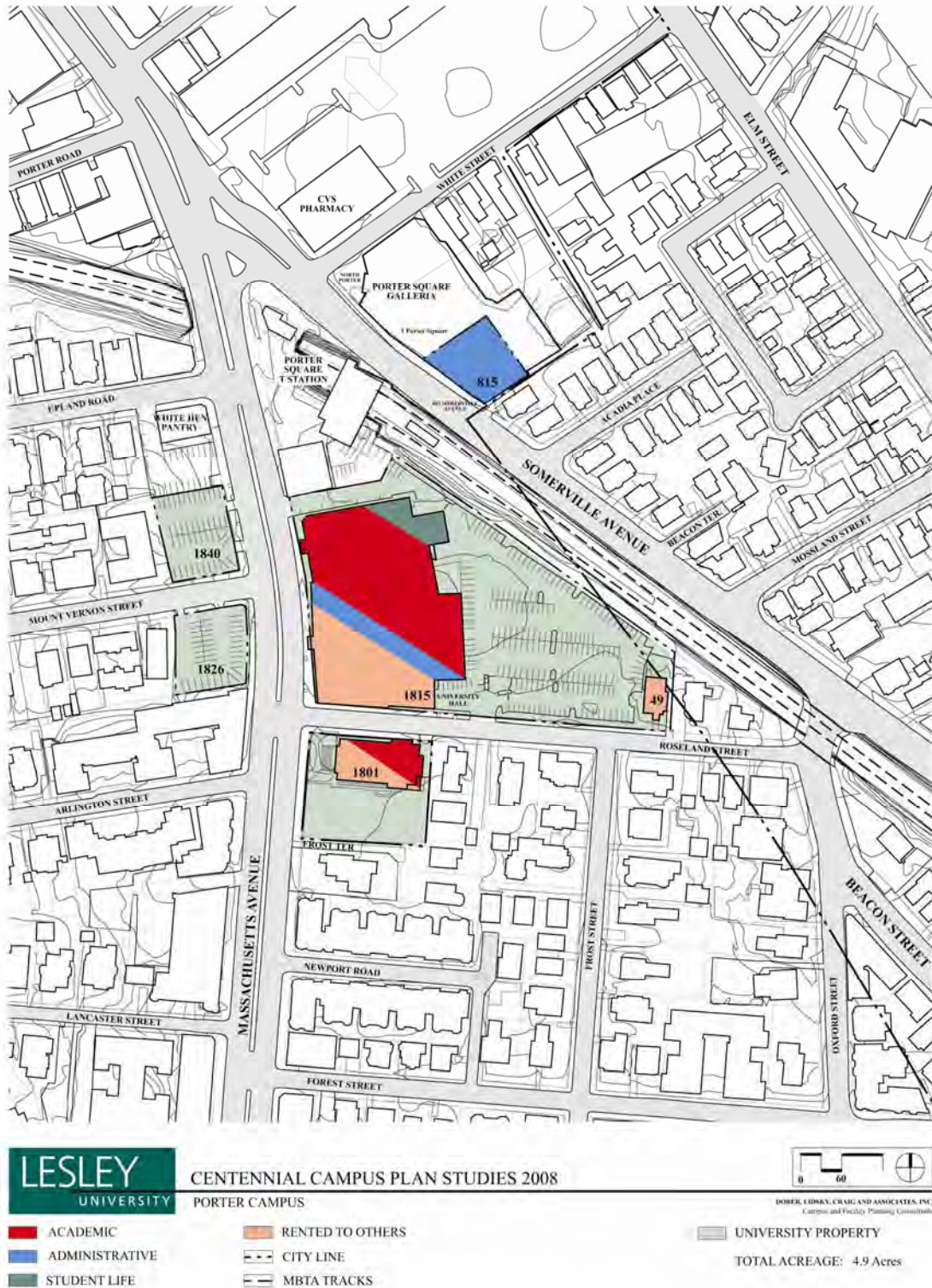
815 Somerville Avenue, a former warehouse, accommodates University administrative offices. It is located to the west of University Hall, just across Somerville Avenue.



University Hall

The rest of the campus consists of parking lots that serve University Hall functions. A large 200-car lot is located adjacent University Hall, with two 40-car lots west of Mass Ave.

Figure 4: EXISTING PORTER CAMPUS



Section 3: Plan Elements By Campus

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PORTER CAMPUS

Planned

The Centennial Plan's objectives for the Porter Campus emphasize enhancing its urban character, providing new amenities for the community while accommodating Lesley's growth and strategic goals. A major plan initiative will relocate the Art Institute of Boston (AIB) from its current location in Boston to Cambridge in order to consolidate the University's four schools and build integrated programs and a critical mass of undergraduate life. In campus planning terms, this move provides an opportunity to redefine the southern portal to Porter Square and adds the vibrancy of AIB's artistic students, faculty and activities. See Figure 5 (Planned Porter Campus).

The University has proposed the creation of a Lesley Overlay District encompassing its Porter Campus that would allow for the transfer of buildable square footage within the campus.

- (A) Design for AIB's new facilities is advancing in close coordination with the City, neighborhoods and local arts groups. Planned for the property Prospect Hall now occupies, the concept seeks to optimize use of the site while preserving the historic church structure and adding new studio and teaching space to the complex.
- (B) The Centennial Plan suggests long-term development on the parking lots west of Massachusetts Avenue which could be developed as mixed academic, administrative and retail buildings.
- (C) Potential future development could include offices and studio/collaboration space dedicated to the development of on-line and electronic course materials. Space might be occupied by related SOE units or other administrative functions.
- (D) The University Hall parking lot offers further potential future development. Any development will also address parking and open space.

Building on major recent renovations and upgrades, University Hall has consolidated its role as the University's primary instructional facility and home to the University's flagship School of Education. On-going small-scale moves and space reallocations will respond to incremental growth and change as well as the increased use of the building by AIB students.

815 Somerville Avenue will continue to provide space for a variety of administrative functions including administrative support for the National Programs.

Given the extent of surface parking on the Porter campus at present, any development will have to take into account replacing or relocating parking. In keeping with the Plan's goal of mitigating the impact of vehicular traffic, underground parking will be considered in such cases.

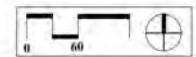
Figure 5: PLANNED PORTER CAMPUS



- | | |
|------------------|---|
| A Academic | AIB to Move to Porter Square |
| B Academic | 1840 Mass Ave. - New Learning Materials Studio, Potential Future Development |
| C Administrative | 1826 Mass. - New Administrative Space, Potential Future Development |
| D Misc | 1815 Mass Ave. Lot - Parking, Green Space, New Building, Potential Future Development |



CENTENNIAL CAMPUS PLAN STUDIES 2008
PORTER CAMPUS



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PROPOSED USAGE

- ACADEMIC
- ADMINISTRATIVE
- RETAIL AT STREET LEVEL
- FUTURE DEVELOPMENT WITH PARKING
- OPEN SPACE

EXISTING USAGE

- EXIST. ACADEMIC
- EXIST. ADMINISTRATIVE
- EXIST. STUDENT LIFE
- EXIST. RENTED TO OTHERS

BRATTLE CAMPUS

Existing

The result of an exciting new partnership between Lesley and the Episcopal Divinity School, the Brattle Campus is distinctive from the Quad and Porter campuses in that it was originally conceived and designed as a campus. The original 1860's complex of Burnham, Lawrence, Reed, St. John's Chapel, Winthrop and Wright are stone buildings forming a Victorian Gothic quadrangle handsomely punctuated with specimen trees. The quad opens onto Brattle Street, creating a strong campus image. Just down Brattle Street from the quad is Hodges House, an early 19th century historic house that provides an elegant transition from the campus scale to Brattle Street's dominant character of grand residential structures. See Figure 6 (Existing Brattle Campus).

Newer Campus buildings added in the 1960's and 1970's include Washburn and Sherrill Halls. Washburn serves as the campus dining hall, while Sherrill houses the library and classrooms.

Lesley's existing use on the campus has been limited to leasing Lawrence Hall as a residence hall for the past three years.

The landmark partnership between Lesley and EDS provides for the phased acquisition of 7 ½ buildings on the Brattle campus over 22 months. Also part of the partnership is an agreement to share resources on this campus in the context of a condominium agreement that accounts for buildings, maintenance and security. As part of the partnership, Lesley has agreed to provide facilities maintenance, management and public safety for the campus.

Also included as part of this campus are the houses at 3 and 5 Phillips Place, both adjacent to the condominium area. These two well-maintained properties were recently acquired from the Weston Jesuit School of Theology which has relocated to Boston College.

Parking poses a challenge for this campus with a limited number of spaces in small lots that must fit around the building pattern. The existing pattern is difficult to reconfigure without losing spaces.



Lawrence and Reed



Winthrop Hall



Lawrence Hall

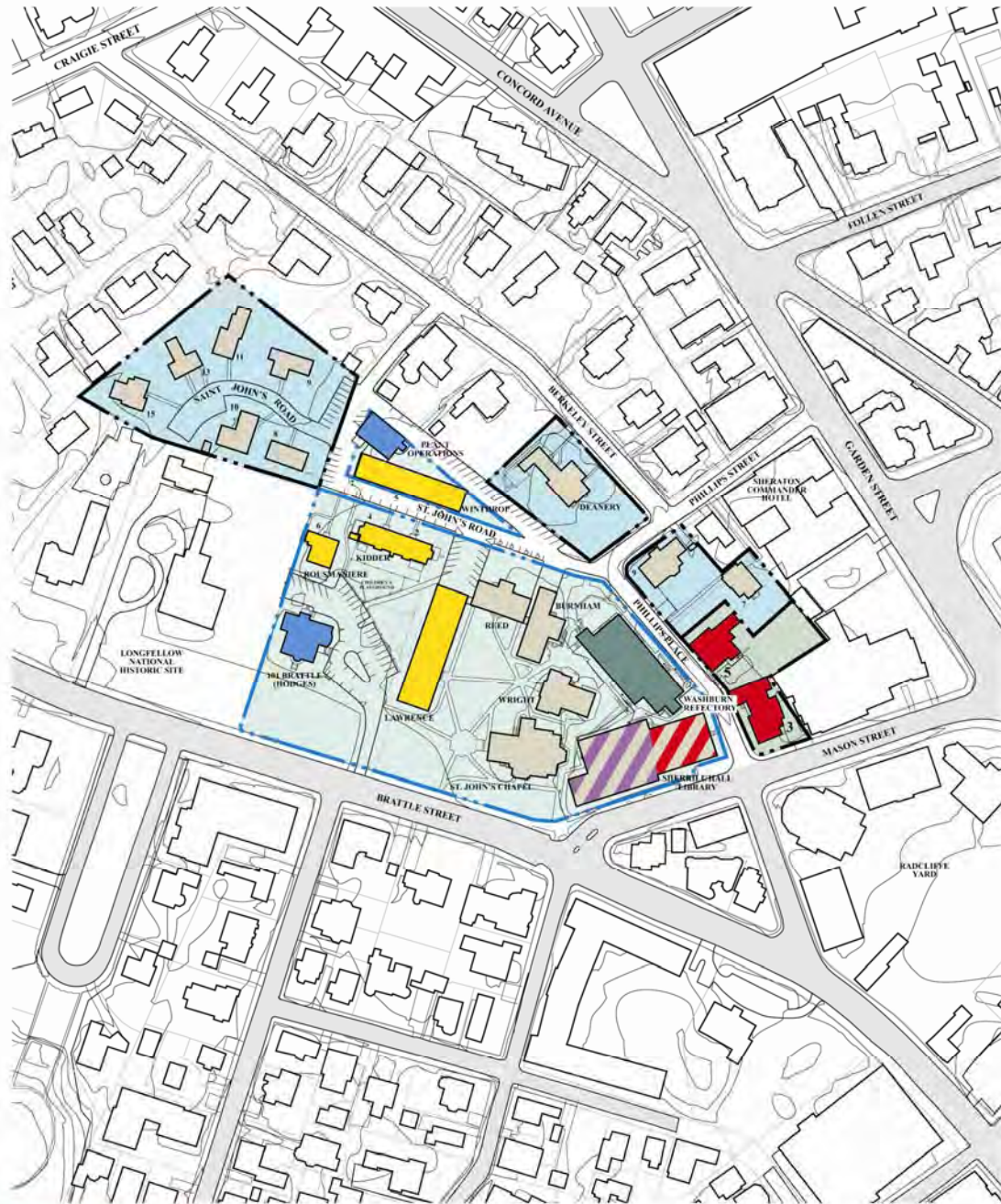


Washburn Hall



Sherrill Library

Figure 6: EXISTING BRATTLE CAMPUS



CENTENNIAL CAMPUS PLAN STUDIES 2008

BRATTLE CAMPUS



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- | | | |
|--|---|--|
| ■ ACADEMIC | ■ EDS | CONDOMINIUM PROPERTY - 5 Acres |
| ■ ADMINISTRATIVE | ■ STUDENT RESIDENCE | LESLEY UNIVERSITY PROPERTY - .5 Acres |
| ■ LIBRARY | ■ STUDENT LIFE | EDS PROPERTY |

TOTAL
ACREAGE:
5.5 Acres

Section 3: Plan Elements By Campus

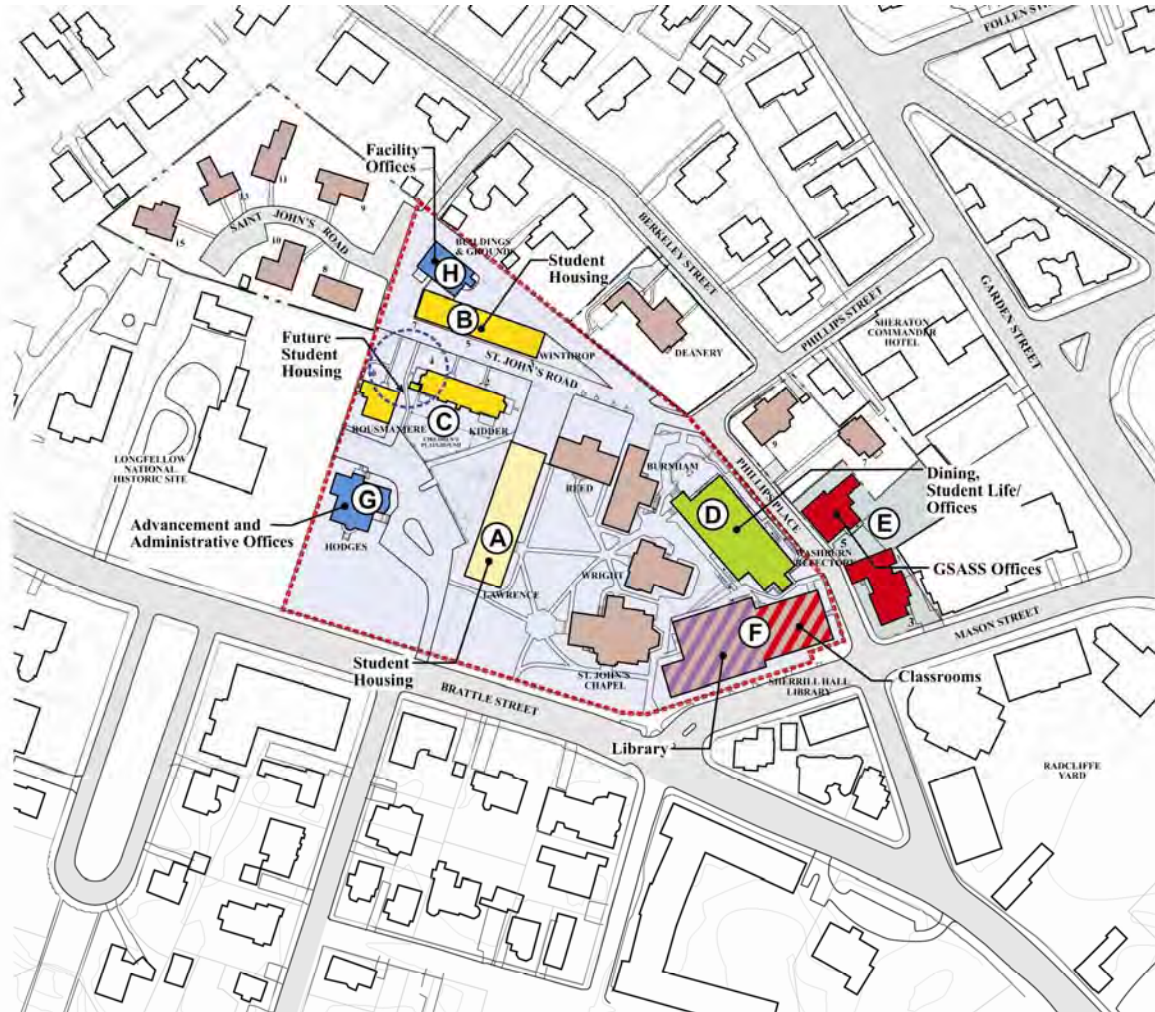
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BRATTLE CAMPUS***Planned***

The Plan seeks to preserve and enhance the campus's historic architecture and mature landscape. See Figure 7 (Planned Brattle Campus).

- (A) Lawrence Hall will continue to serve Lesley's residential life goals.
- (B) Winthrop Hall will need to be renovated to better meet Lesley's residential life goals.
- (C) Longer term, Kidder and Rousmaniere can provide limited student housing, and additional new housing could be added in the vicinity.
- (D) Washburn Hall will serve as a student life facility. Renovations to the structure could include expanded dining and a possible fitness/recreation facility.
- (E) GSASS faculty and staff will relocate from the Quad and Porter campuses to 3 and 5 Phillips Place.
- (F) Sherrill Hall will be used jointly to house the merged Lesley and EDS libraries and upgraded classroom space.
- (G) Hodges House will house the offices of University Advancement, Alumni Relations and other administrative functions.
- (H) The B&G building will be serve as Lesley's Facility Office.

Figure 7: PLANNED BRATTLE CAMPUS



A Residential	Lawrence Hall, Fall 2008	E Academic	3 and 5 Phillips Place GSASS Relocation, Fall 2009
B Residential	Winthrop Hall, Fall 2008	F Academic	Sherrill Hall Library & Classrooms, Fall 2009
C Residential	Kidder/Rousmaniere, Fall 2010	G Administrative	Hodges Hall, Fall 2009
D Student Life	Washburn Hall, Fall 2010	H Administrative	Facility Office, Fall 2008



CENTENNIAL CAMPUS PLAN STUDIES 2008
BRATTLE CAMPUS



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PROPOSED USAGE

- ACADEMIC
- ADMINISTRATIVE
- LIBRARY/INFO. COMMONS
- STUDENT HOUSING

EXISTING USAGE

- STUDENT LIFE
- FUTURE DEVELOPMENT
- EXIST. STUDENT RESIDENCE
- LESLEY PROPERTY

EDS LEGEND

- CONDOMINIUM AREA
- EDS BUILDINGS
- SHARED WITH EDS

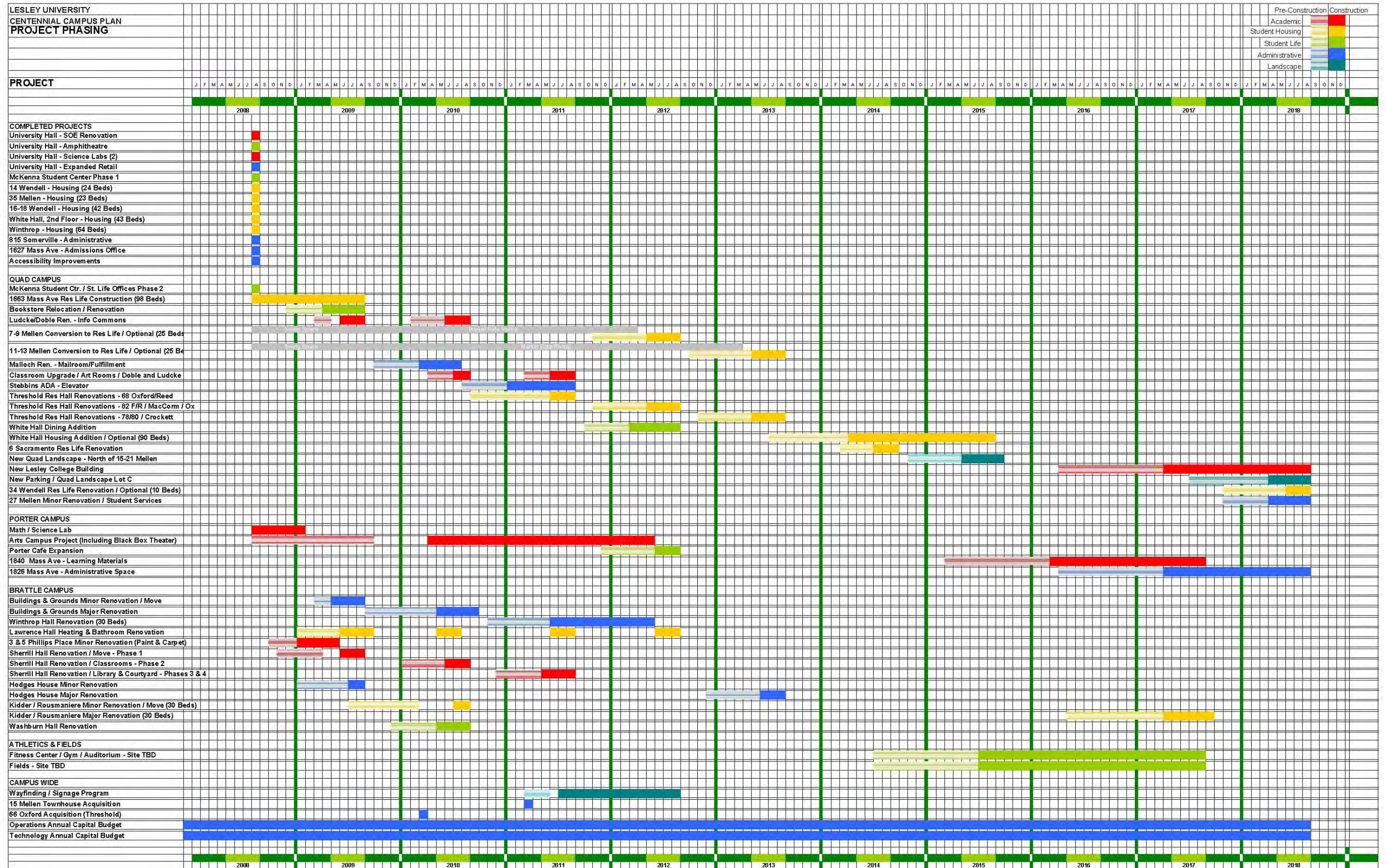
**SECTION 4:
PHASING & PRIORITIES**

SECTION 4: PHASING & PRIORITIES

Overview

The Centennial Plan includes projects and initiatives that are expected to be accomplished over the next 10 fiscal years. Within this time frame, the University will periodically update the campus plan to reflect projects completed and changing conditions, assumptions and evolving strategic goals. The projects represented in the plan have been prioritized and set in a phasing sequence to meet the demands of the University's growth and evolution as they have been projected to date. The actual implementation of the projects will, of course, be highly dependent on the availability of funding. The following phasing below identifies the projects, their place in the implementation sequence, and the estimated duration of each project - both its pre construction activities and the interval required for construction.

The projects are grouped by campus with the bars representing project duration color-coded to indicate project type. Many projects are timed to be in construction during the summer months when the number of students on-campus is lower, and construction activities cause less disruption.



Section 4: Phasing & Priorities

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APPENDIX A:
STRATEGIC PLAN

APPENDIX A: STRATEGIC PLAN

The Second Century: The Strategic Plan for Lesley University: 2009 – 2012

Founded in 1909, Lesley University now enrolls more than 8,000 students annually through its two undergraduate schools, Lesley College and the Art Institute of Boston, and two graduate schools, the School of Education and the Graduate School of Arts and Social Sciences. The University's mission builds on Lesley's past, drives its present operations, and guides its future.

Lesley University is committed to active learning, research, artistic and cultural inquiry, and close mentoring relationships among students, faculty and practitioners in the field. Lesley prepares graduates with the knowledge, skills, understanding and ethical judgment to be catalysts who shape a more just, humane and sustainable world.

Four core values support our mission:

Democracy: The fundamental purpose of education in a democratic society is to provide opportunities for all to participate fully in the cultural, political and economic life of the nation and the world. These democratic ideals are reflected in an academic environment that encourages scholarship, freedom of expression and an open exchange of ideas.

Inquiry: Lesley University is devoted to active, transformative teaching and learning, artistic creativity, critical inquiry and individual development across the lifespan. We create and deliver innovative interdisciplinary programs, high quality instruction, research and scholarship, advocacy and outreach. The University identifies and engages with new artistic, professional and educational challenges, while extending educational opportunities that serve local and global communities.

Equity: We honor, value and respect all individuals and their communities for their unique backgrounds and capacities.

Lesley learning communities educate students to provide educational, social, scientific and artistic services that meet the needs of diverse populations and underscore the importance of social justice.

Community: Learning is a collective endeavor that involves students, educators, families and communities. We believe in the power of individuals – working collaboratively – to bring about constructive change. This collective learning emphasizes personal identity and integrity as key to professional competency and effectiveness, and acknowledges each individual's relationship with local, national, global and natural communities.

LESLEY UNIVERSITY IN THE WORLD TODAY

Lesley University's 60,000 alumni, 8,000 students, and 1,000 employees seek to make a difference in education, the arts, human services and other fields in their communities and around the globe.

We are a university informed by history, motivated to make history, and willing to take calculated risks to be leaders in our fields. Our society faces challenges that are real – not academic abstractions: low levels of educational attainment; health care barriers; environmental degradation; substandard housing; the digital divide; and widening gaps in income, employment and economic opportunity. Also, a recent report describes a “growing disparity in life expectancy between individuals with high income and low income and between those with more and less education.” Our mission is to collaborate with undergraduate and graduate students who choose to be part of the solution to these problems.

At Lesley University, each academic program connects theory with practice, the classroom with the “real world,” the campus with the field placement, and the text with the experience. Our faculty and students are drawn to Lesley because of these connections – connections made evident in the speakers we bring to campus, our honorary degree recipients, art exhibits, service learning programs, and faculty and student scholarship.

These connections also directly influence the design and sustainability of our campus and our academic programs. Lesley's campus and programs are embedded within larger communities, including working neighborhoods and engaged communities of professional practice in the greater Boston area, in other locations among the fifty states, and around the world.

We design our curriculum, pedagogy and campus to embrace and support the community, and do this on a human scale, where

faculty, students and staff know one another, respect one another, and learn together.

TEN PRIORITIES FOR 2008 – 2011

1. A Singular Focus on Student Success

Student success is our mission. Our students include traditional-age college students and adults earning bachelor and advanced degrees who complete their studies on campus, at other sites in Massachusetts, in twenty-three other states, in other countries, and online. Our students' lives are changed for the good when they earn a Lesley degree, and our society is changed for the good by Lesley graduates. This focus drives our individual and collective efforts.

We want our undergraduate and graduate students to enroll, succeed and graduate with a degree on time. We will scrutinize retention and graduation rates and assess student learning to inform plans that enhance each student's total experience. Our design and use of an e-portfolio for students

will present documentation that drives institutional learning, continuous improvement and accountability. We will support this model of assessment and accountability through all levels of formal education.

2. Excellent Academic Programs

Our primary relationship with students, alumni and the larger community is through our undergraduate and graduate academic programs. We will initiate new academic programs, grow existing programs, and reconstruct or phase out some programs on an ongoing basis. These decisions are influenced by our mission, evolving social needs, and institutional expertise. We will review multiple sources of information to strengthen academic programs, enhance student learning, and promote excellence in teaching.

3. Dedicated Faculty, Staff and Administrators

Our employees' workplace is also our students' learning space; therefore, a just, creative and supportive workplace is the optimal learning space. We will invest in the professional development of employees, support faculty scholarship, recruit and retain a diverse range of employees, and engage in progressive shared governance so Lesley employees appropriately influence the future of their university. The intellectual capital of our faculty is our most important resource. Through our faculty, we will invest in advocacy and research activities that improve our communities, our nation, and the world. We will improve our institutional ability to participate in knowledge, creation and the application of that knowledge to real-world challenges.

4. Strong University Partnerships

No university is sufficient unto itself. Lesley's mission and programs are strengthened through partnerships with individuals, institutions and organizations that share our values and our enthusiasm for integrating theory and practice. We will support and promote regional, national and international partnerships that connect Lesley to other communities, foster student learning, and enhance the public good.

5. Dynamic Enrollment Management

Lesley University is tuition-dependent and enrollment-driven – similar to most colleges and universities – even with the recent growth of our endowment. We will sustain and grow enrollments through improved retention of current students and successful recruitment of new students regionally, nationally and internationally at the undergraduate and graduate levels. We anticipate opportunities to serve more adult learners at both the undergraduate and graduate levels, on campus and off campus, and to increase the number of undergraduate and graduate students from underserved populations in the greater Boston area and throughout the country.

6. Mission-Driven Technology

Technology is changing how, when, and where people learn, work, and communicate. We will integrate appropriate technologies into all programs and delivery models, including

those that support face-to-face courses, supplement short-term residency courses, sustain online courses, and extend academic support services. We want every student and employee to develop the technological competencies to be successful in the workplace and as a lifelong learner. We also will use technologies to sustain our learning communities in all locations, to support our internal administrative processes, and to recruit new students and employees to this community.

7. Community-Driven Facilities

The University's physical infrastructure supports students, faculty and staff in their scholarship, teaching, learning and service. We will develop, on a sustainable basis, the University's three-node campus, the Porter Campus, Quad Campus, and Brattle Campus, moving the Art Institute of Boston (AIB) to Porter Square, and implementing a partnership with the Episcopal Divinity School on Brattle Street – all with an eye toward building our academic community and serving the larger community in which we live and work.

8. Engaged Lesley Alumni

Lifelong learning means lifelong access to educational resources, contacts, and services. We will use digital technologies to extend educational resources, occupational information and opportunities, and professional networking to our alumni around the world. We also will engage alumni as referrals for future undergraduate and graduate students, as mentors to our students and recent graduates, and as advisors to faculty in the review of current and proposed academic programs.

9. Responsible and Visionary Management of Fiscal Resources

Effective management of our fiscal resources serves both current and future operations. In the coming years we will work with a larger endowment, expand our physical resources, and engage in a major capital campaign. We will face increasing budgetary pressures related to personnel and health care, technology, energy and program investment costs. We will need to constrain tuition and fee increases while we grow scholarship support for an increasingly diverse student body. Effective management, careful planning and clear vision are required to grow our resources, control our expenditures and fulfill our mission.

10. Comprehensive Friend-Raising and Fund-Raising

Friend-raising and fund-raising can be institution-changing. We will work with individuals and organizations who share our values, support our mission, and are willing to partner, contribute or advise. A strong, mission-driven university is not fueled by student tuition and fees alone. It is fueled as well by the spirit and generosity of alumni, friends, foundations and corporations who believe in Lesley's mission, programs, employees and graduates.

[Source: *The Second Century: The Strategic Plan for Lesley University: 2008 – 2011*]

**APPENDIX B:
UNIVERSITY PROFILE**

APPENDIX B: UNIVERSITY PROFILE

OVERVIEW

Lesley University offers undergraduate and advanced degrees that prepare women and men to become leaders in education, human services, the arts, environmental studies and a variety of other professional fields. Lesley is a national leader in quality teacher preparation. The University prepares more teachers than any other private institution in Massachusetts and is one of the largest providers of graduate education for classroom educators in the United States. Lesley enrolls over 8,000 students, both on-campus in Cambridge, at the Art Institute in Boston, and at 150 locations in 23 states as well as several locations around the world. Almost 1,700 undergraduates and 3,000 graduate students study in Cambridge. In total, Lesley employs nearly 650 faculty and staff.

Lesley has pioneered programs in many fields including Expressive Therapies, Integrated Teaching Through the Arts, and Art Therapy, and offers extraordinary environmental education experiences through its Audubon Expedition Institute. The University is also home to a number of centers and institutes that conduct research, help shape public policy, and provide continuing education and professional development opportunities across a wide range of disciplines including: Math, Special Education, Literacy, Conflict Resolution, Evaluation and Research, and Children, Families and Public Policy.

Lesley University is made up of four schools. Two undergraduate colleges:

- Lesley College (including the Adult Learning Division)
- Art Institute of Boston

And two graduate schools:

- School of Education
- Graduate School of Arts and Social Sciences

Lesley provides opportunities for learning in three distinct delivery modes:

- Traditional on-campus
- National Programs--off-campus & weekend cohort
- Online Programs

Additional programs:

- Threshold program
- High school programs

SCHOOLS

Lesley College

Lesley's undergraduate liberal arts program provides both a residential collegiate experience for traditional-aged students as well as extensive programs for adult learners. Centered at the Quad Campus in Cambridge, Lesley College offers the benefits of a small, residential liberal arts college and the resources of a larger university. Academic programs integrate a strong foundation in the liberal arts, with opportunities for study in a range of academic fields, as well as professional preparation in Education, Human

Services, Management, the Environment, and the Arts. Additional opportunities include accelerated bachelor's/master's programs and cross-registration with the Art Institute of Boston and other schools within the University.

As part of Lesley College, the Adult Learning Division offers adult students flexible ways of earning a Bachelor's Degree while accommodating on-going work and personal responsibilities. Courses are offered in the late afternoon or evening, as well as on weekends, both on campus in Cambridge and regionally at Lesley learning sites throughout New England. The Learning Community Bachelors degree program alternates six months of independent study with nine-day residencies twice a year. Majors are offered in Liberal Arts, Environmental Studies, Human Services, Human Development, American Studies, or Individually Designed Majors. Prospective teachers may also complete course work that leads to initial licensure in Massachusetts. In 2009, the Adult Learning Division will introduce a new online business degree. Additional degree programs are currently being designed including an expansion of online programs and course opportunities.

Art Institute of Boston

Both a professional school of art and design and a constituent college of Lesley University, AIB offers the benefits of both a rigorous art school curriculum and opportunities for integrated studies in the liberal arts, education, and myriad other academic offerings of the University. AIB is currently located in Boston's Kenmore Square, though undergraduate housing is integrated with that of Lesley College on the Quad and Brattle campuses. AIB offers a number of degree programs including the BFA degree, MFA degree, diploma, and certificate in Design, Illustration, Fine Arts, Photography, and combined majors. AIB faculty members are leading professional artists in their fields. A 9-to-1 student-teacher ratio ensures AIB's intimate, hands-on, studio-based learning environment.

School of Education

The School of Education continues Edith Lesley Wolfard's century-old commitment to educating teachers and is marked by its commitment to education reform, action-oriented research, and its philosophy of providing lifelong learning for educators. With nationally recognized programs in early childhood, elementary, middle school and special education; literacy and language arts; and technology in education, Lesley is a major source of teachers and other educational personnel for schools across the country. The school's goal is to expand its leadership in the public policy arena and to continue to develop new ways to work collaboratively with schools to enhance learning for all children.

Graduate School of Arts and Social Sciences

The Graduate School of Arts and Social Sciences offers creative and integrative adult programs for those seeking personal and professional growth in diverse areas of human development that emphasize the application of theory to practice. Programs include

Counseling and Psychology, Integrated Teaching Through The Arts, Expressive Therapies, Intercultural Relations, Independent

Study Degree Program, Interdisciplinary Studies Program, M.F.A. Program in Creative Writing, Lesley/Audubon Environmental Education Programs, International and Collaborative Programs, and the Institute for Body, Mind and Spirituality. Academic programs offered through the Graduate School of Arts and Social Sciences are innovative and at the forefront of their fields. Several hold the distinction of being the first of their kind. GSASS is also responsible for Lesley’s programs in Israel.

ADDITIONAL PROGRAMS

Threshold Program

Threshold is a comprehensive, non-degree campus-based program for highly motivated young adults with diverse learning disabilities and other special needs. Threshold’s Two-Year Residential Program accommodates about fifty students each year. Threshold was founded in 1982 by Dr. Arlyn Roffman, Professor of Education at Lesley University, and was the first college-based program in the nation to provide comprehensive vocational and independent living training skills to this student population.

High School Programs

In collaboration with the Cambridge Public Schools and the Boston Public Schools, Lesley offers non-degree opportunities for high-school aged students to engage in artistic and intellectual exploration, both in Cambridge and at the Art Institute of Boston. Programs are offered on weekends, over the summer and at other times of the year.

University Profile FY 2009

Founded:	1909
Total Enrollment:	9,625
Undergraduates:	1,857
Master’s, C.A.G.S., Ph.D. students:	7,768
Non-Matriculating Students:	1,990
Total Alumni:	67,887
Annual Budget:	\$103,000,000

Campus locations:

- Cambridge, Massachusetts
- Boston, Massachusetts
- Belfast, Maine
- Las Vegas, Nevada
- Over 150 sites in 23 states
- Netanya, Israel

Accreditation:

- New England Association of Schools and Colleges
- National Association of Schools of Art and Design
- Teacher Education Accreditation Council

**APPENDIX C:
UNIVERSITY TIMELINE**

APPENDIX C: UNIVERSITY TIMELINE



Edith Lesley Wolfard



Class of 1917



Commencement program,
1930

LESLEY'S FIRST CENTURY

1909

- Edith Lesley Wolfard organizes the Lesley Normal School to train kindergarten teachers. The school opens in Lesley's home at 29 Everett Street in Cambridge's Agassiz neighborhood, north of Harvard Square.

1911

- 11 students take part in Lesley's first graduation ceremony, held at the First Parish Church in Harvard Square.

1912

- The School for Practical Art, precursor of the Art Institute of Boston, is founded by Roy Davidson.

1918

- Gertrude Malloch is named Principal of the Lesley Normal School.
- The Lesley Normal School is renamed the Lesley School.

1922

- Adjoining houses are acquired for use as residence halls.
- Alumni Hall is built as an assembly hall with classrooms in the basement.

1924

- First yearbook, *The Lesleyan*, published.

1928

- Enrollment reaches a milestone with over 300 students, both boarding and day.

1930

- Lesley adopts Edith Lesley Wolfard's family's coat of arms, two griffins holding a field medal, as its coat of arms.
- Lesley adopts "I had perished had I not persisted" as its motto.



Tennis match, 1939

1934

- In the midst of the Depression, enrollment dwindles to 63 students.

1938

- Gertrude Malloch is appointed chief administrator as Edith Lesley Wolfard's health begins to decline.

1939

- After thirty years of private ownership, the Lesley School is incorporated as a non-profit institution.



Lesley College sign, 1943

1941

- Lesley Board of Trustees established to make Lesley a school of "collegiate caliber."

1944

- Dr. Trentwell Mason White (1944-1960) begins tenure as President
- The Lesley School becomes a four-year, not-for-profit educational institution and is authorized by the Commonwealth of Massachusetts to be renamed Lesley College and given the right to confer the degree of Bachelor of Science in Education.
- President White writes the school song, "Loyal Lesley Daughters."

1945

- Lesley awards first bachelor's degrees.



Edward Ingraham Lounge in White Hall, 1958

1949

- "Lesley Laboratory for Learning" created with acquisition of three private elementary schools: Lesley-Ellis, Dearborn and Carroll-Hall.

1950

- Stebbins Hall built, adding two floors to Alumni hall, including a library.

1953

- Edith Lesley Wolfard dies.
- Lesley receives authority to award master's degrees.

1955

- Lesley is organized into the Undergraduate School and the Graduate School.
- The Graduate School awards first graduate degrees.
- The Undergraduate School is accredited by the New England Association of Colleges and Secondary Schools, now the New England Association of Schools and Colleges (NEASC).



The Lesley Review, 1962

1958

- White Hall, a residence hall and dining commons, opens.

1960

- Dr. Don Orton (1960-1984) begins tenure as President.
- Graduate training for special education is offered in response to growing interest in learning disabilities.

1964

- NEASC accredits Lesley’s graduate programs.
- Lesley issues its first master plan for development. The plan, which calls for the demolition 29 Everett Street and adjacent houses and the creation of a central campus quadrangle, is only partially executed. 29 Everett Street is preserved.

1967

- City of Cambridge grants Lesley permission to close off part of Mellen Street which bisects the campus.
- The School for Practical Art is renamed the Art Institute of Boston (AIB) and is established as a non-profit institution of higher education.



Fundraising, Parents Weekend, 1969

1970

- AIB moves to Kenmore Square.

1973

- The new campus, or “urban academic village,” is completed after a decade of planning and construction. The new campus creates a quadrangle with a library, residence hall space, academic offices, theatre and classrooms.



Library groundbreaking, 1971

1976

- Lesley receives authority to award Certificate of Advanced Graduate Study.

1981

- Programs in Management for Business and Industry, forerunner to the School of Management, established.

1982

- The Threshold Program, a non-degree campus-based program for young adults with diverse learning disabilities and other special needs, is begun.
- AIB receives accreditation from the National Association of Schools of Art and Design (NASAD).

1985

- Margaret A. McKenna (1985-2007) begins tenure as president. McKenna's tenure is marked by expanded degree programs, off-campus programs and the size of the physical campus. Endowment grows from less than \$1 million when McKenna takes office in 1985 to over \$45 million at the conclusion of her presidency. Enrollments more than double during that same period.



Margaret A. McKenna, 1985

1986

- Lesley receives approval from the Massachusetts Board of Regents to amend its charter and award doctoral degrees.

1988

- AIB awards its first BFA degrees.

1994

- Graduate School of Arts and Social Sciences is established.
- Lesley acquires former Sears Roebuck & Company Retail Store building in Porter Square.

1995

- Lesley becomes part of the National Collegiate Athletic Association (NCAA), Division III.



Threshold graduation, 1996

1996

- First on-line courses offered.

1997

- First on-line degree program begins.

1999

- Lesley merges with the Art Institute of Boston which becomes a constituent college in Lesley's university structure and adds a campus in Boston's Kenmore Square to the university's property inventory.
- Lesley receives an award from the Victorian Society of America "for preserving the Victorian character of Cambridge."



Cross Country award- winners, 2006

2000

- Approval granted for change of name: Lesley College becomes Lesley University.
- Lesley's undergraduate liberal arts program assumes the name Lesley College.

2003

- School of Management discontinued.
- Lesley begins offering two M.F.A. degrees.

2005

- Lesley College becomes co-educational; men admitted to all Lesley degree programs.



School of Education, 2007

2007

- Dr. Joseph Moore (2007 to present) begins tenure as President.
- School of Education moves to new, consolidated location in University Hall, the former Sears Roebuck building.

2008

- Nearly forty years after his death, a charitable trust established by former Lesley trustee Frank C. Doble brings \$136 million to the University. It is the largest gift in Lesley's history and among the largest in the history of American higher education.

- Groundbreaking on first new buildings in over 35 years, two new residence halls with retail along Massachusetts Avenue.
- Lesley University and the Episcopal Divinity School (EDS) form a partnership to share ownership of the EDS campus, located on Brattle Street near Harvard Square and Lesley's historic quad campus.
- Lesley's Teacher Education Program is accredited by the Teacher Education Accreditation Council (TEAC).

**APPENDIX D:
CONTEXT & ZONING**

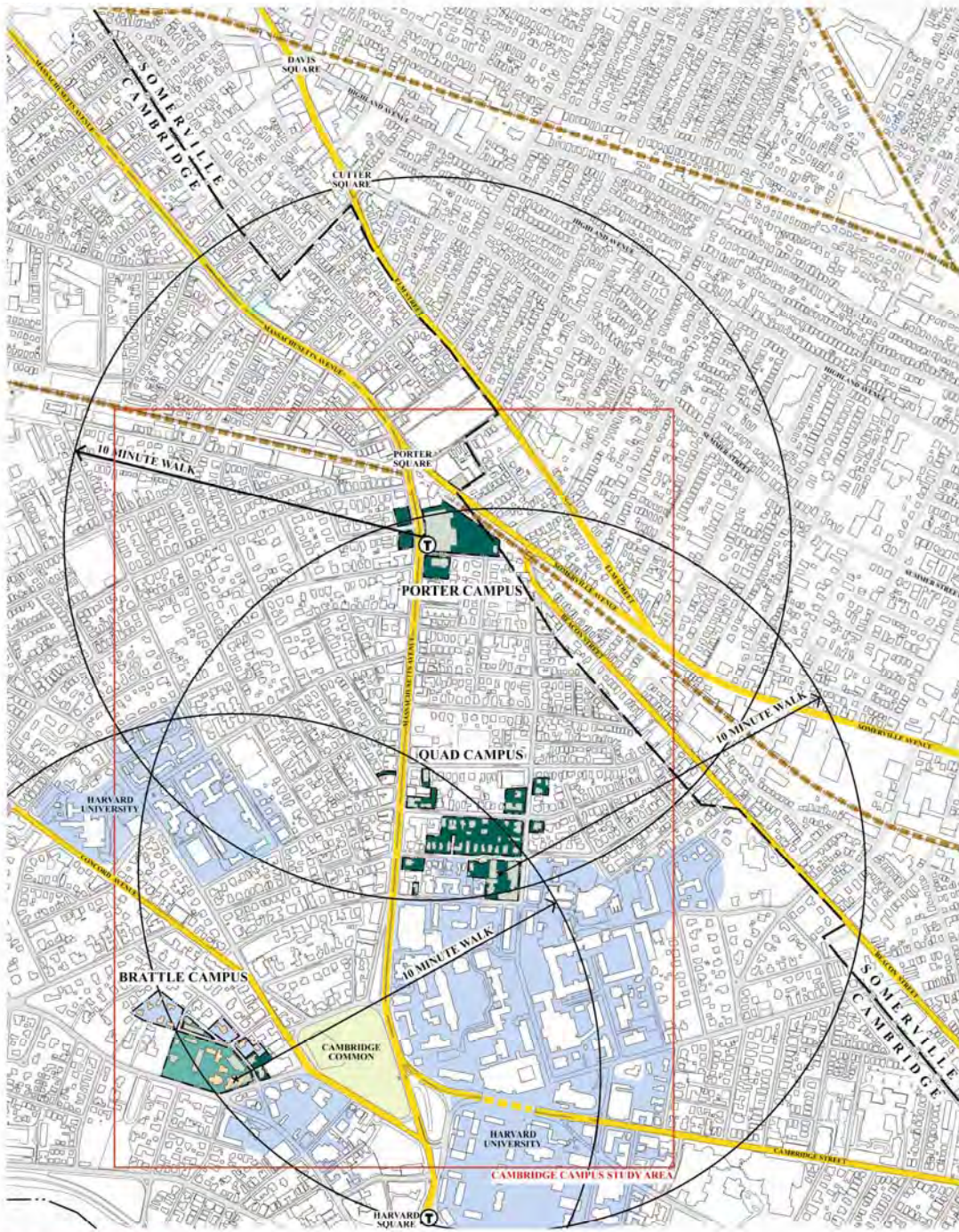
CONTEXT

Lesley University property, indicated in dark green on Figure D-1, (Context) is located primarily in Cambridge, although a small portion of its land holdings is in Somerville. The University is comprised of three campuses, the Porter Campus, Quad Campus and the Brattle Campus. The Porter Campus is at Porter Square, the Quad Campus is between Porter and Harvard squares, and the Brattle Campus is on Brattle Street just to the northwest of Harvard Square. Massachusetts Avenue is the primary connecting artery between the two squares and the three campuses. The University currently has a condominium arrangement with the Episcopal Divinity School for portions of the Brattle Campus. The red rectangle incorporates Lesley's three campuses and broadly defines the study area of this analysis.

All three campuses are easily accessible on public transportation. The MBTA's Red Line subway and Fitchburg Commuter Rail Line stops within steps of the Porter Campus; MBTA bus lines stop at the doorstep of the Quad Campus, a ten minute walk to Harvard Station. The Brattle Campus is about a five-minute walk from the Harvard Square T stop. Circles representing a ten-minute walking radius are shown, centered on each campus. The Porter and Brattle campuses are each about ten minutes from the Quad campus by foot and Harvard Square is about a ten-minute walk from the Quad campus.

The primary open space in the immediate area is Cambridge Common, shown in light green. The general land holdings of other institutions are indicated in light blue. Harvard University is dominant in this part of Cambridge.

Figure D-1: CONTEXT



LESLEY UNIVERSITY CENTENNIAL CAMPUS PLAN STUDIES 2008

DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
Campus and Facility Planning Consultants

LESLEY PROPERTY	CONDOMINIUM PROPERTY	SHARED EDS/ LESLEY BUILDINGS
LESLEY BUILDINGS	EDS BUILDINGS	OTHER COLLEGE AND UNIVERSITY USE

ZONING

Lesley University property is outlined in red and buildings are white in Figure D-2 (Zoning). On the Brattle Campus the extent of the property shared with the Episcopal Divinity School in a condominium arrangement is shown in reddish-purple. As in the previous figure, all three campuses are shown.

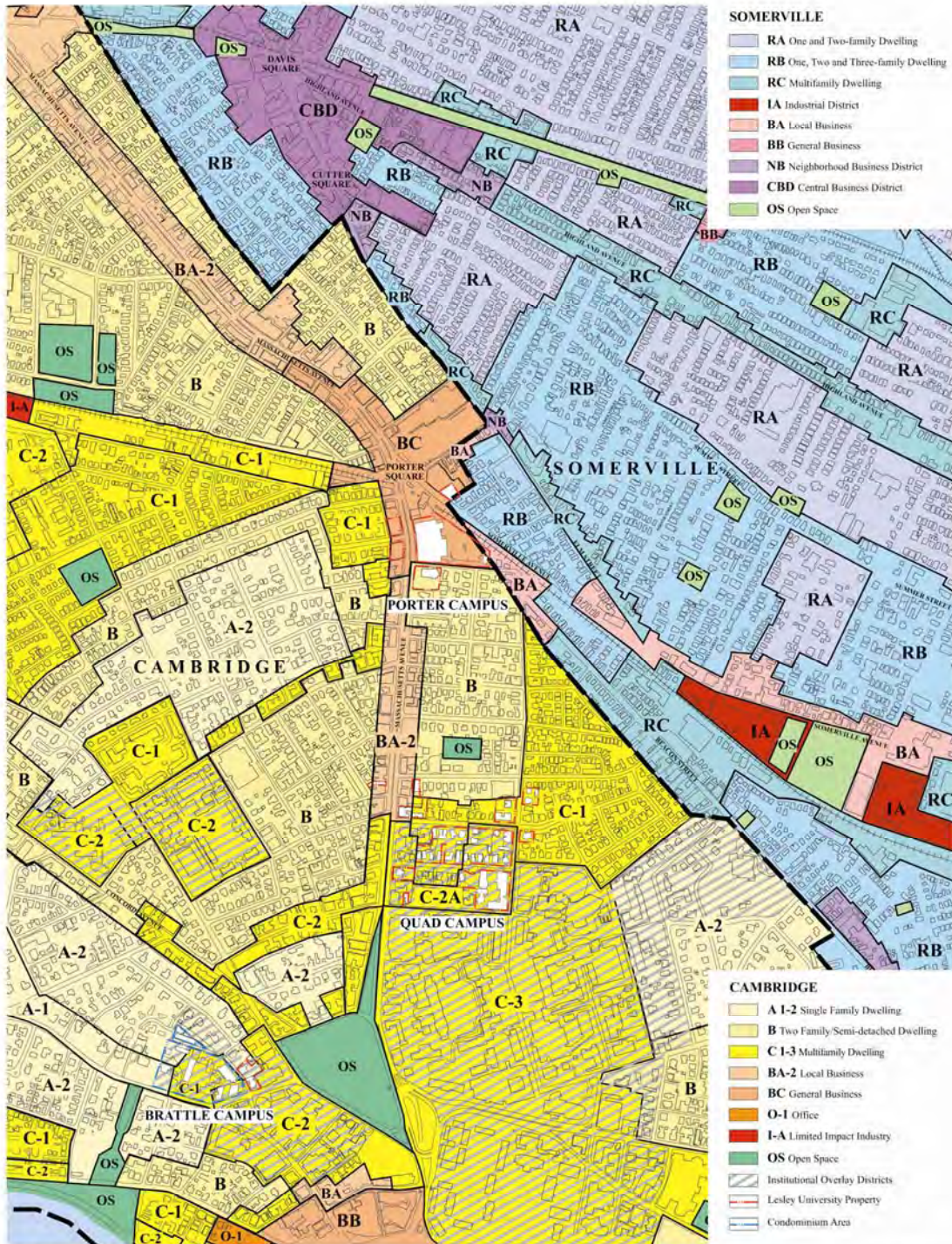
The zoning areas of Cambridge and Somerville shown on this map are predominantly residential as indicated by yellow tones in Cambridge and blue tones in Somerville. The lightest yellow represents a Single-family District in Cambridge, and the lightest blue is a One- and Two-family District in Somerville. All the other residential districts contain two- to multi-family dwellings. The oranges, pinks, and purples indicate business districts in both cities. In Cambridge these are located primarily in Harvard Square, Porter Square, and along Massachusetts Avenue; in Somerville they are primarily in Cutter Square, Davis Square, and along Somerville Avenue. The industrial districts are indicated by shades of red and are located adjacent to railroad tracks. Designated open space is shown in shades of green.

INSTITUTIONAL OVERLAY DISTRICTS

Outlined in Section 4.54 of the Cambridge Zoning Ordinance, Institutional Overlay Districts are areas of contiguous institutional use where prior development patterns create a precedent for more flexible use regulation.

Institutional Overlay Districts currently exist at various school and hospital locations in Cambridge. At present, parts of the Quad Campus are included in the Harvard-Radcliffe-Lesley District and the Brattle Campus is included in the Episcopal Divinity School District.

Figure D-2: ZONING



CENTENNIAL CAMPUS PLAN STUDIES 2008

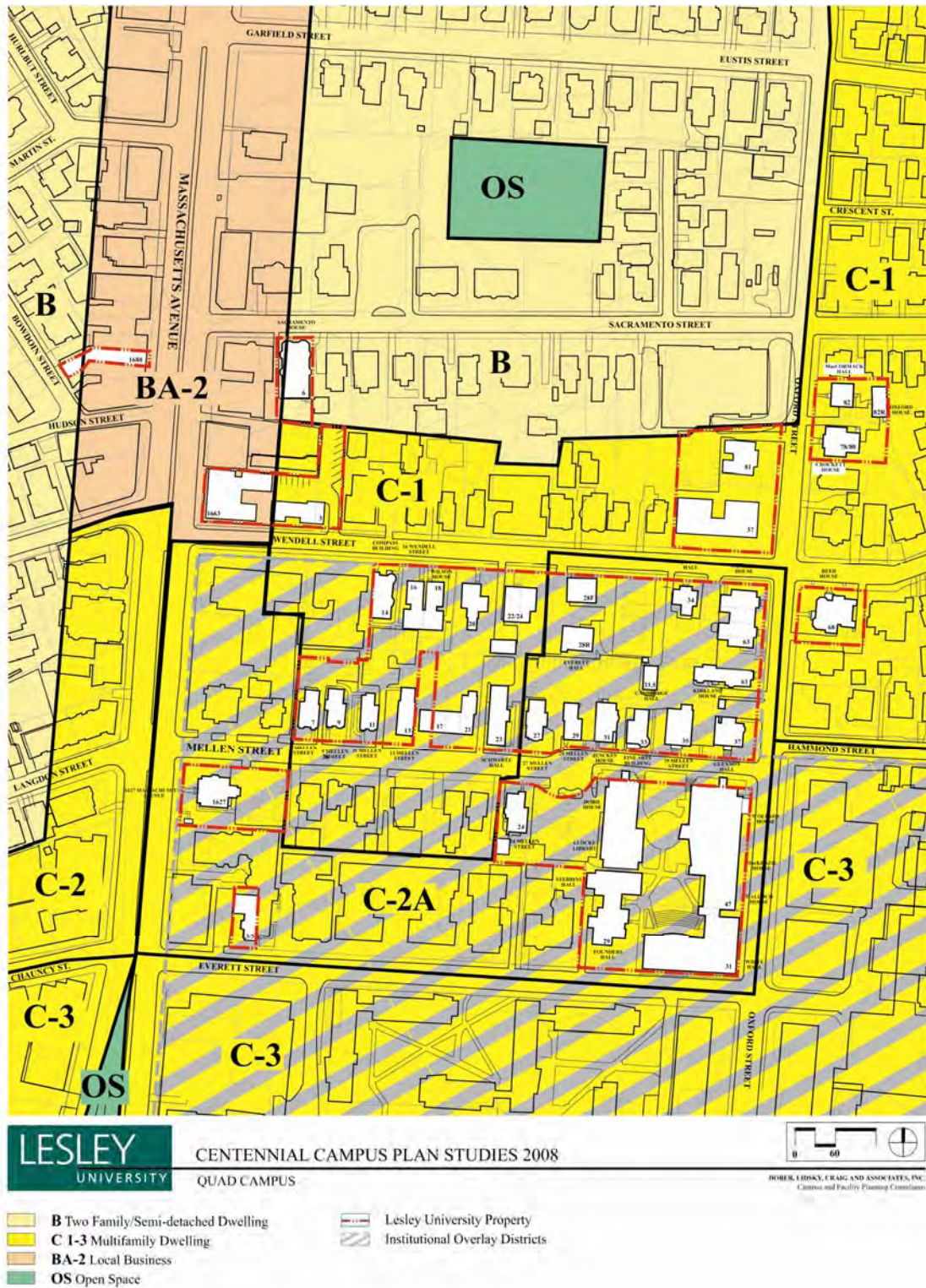


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ZONING*Quad Campus*

The Quad Campus is primarily in a Multi-family Dwelling District and is immediately surrounded by the same. The exceptions are the properties along Massachusetts Avenue that are in a Local Business District. Note that this district extends from the northern part of the Quad Campus all the way to the Porter Campus. Most of the Quad Campus also lies in the Harvard-Lesley University Institutional Overlay District, the main purpose of which is to define areas where contiguous institutional development and uses control and provide a framework for future development of this type. The overlay districts are defined by a gray diagonal hatch pattern. See Figure D-3 (Quad Campus Zoning).

Figure D-3: QUAD CAMPUS ZONING

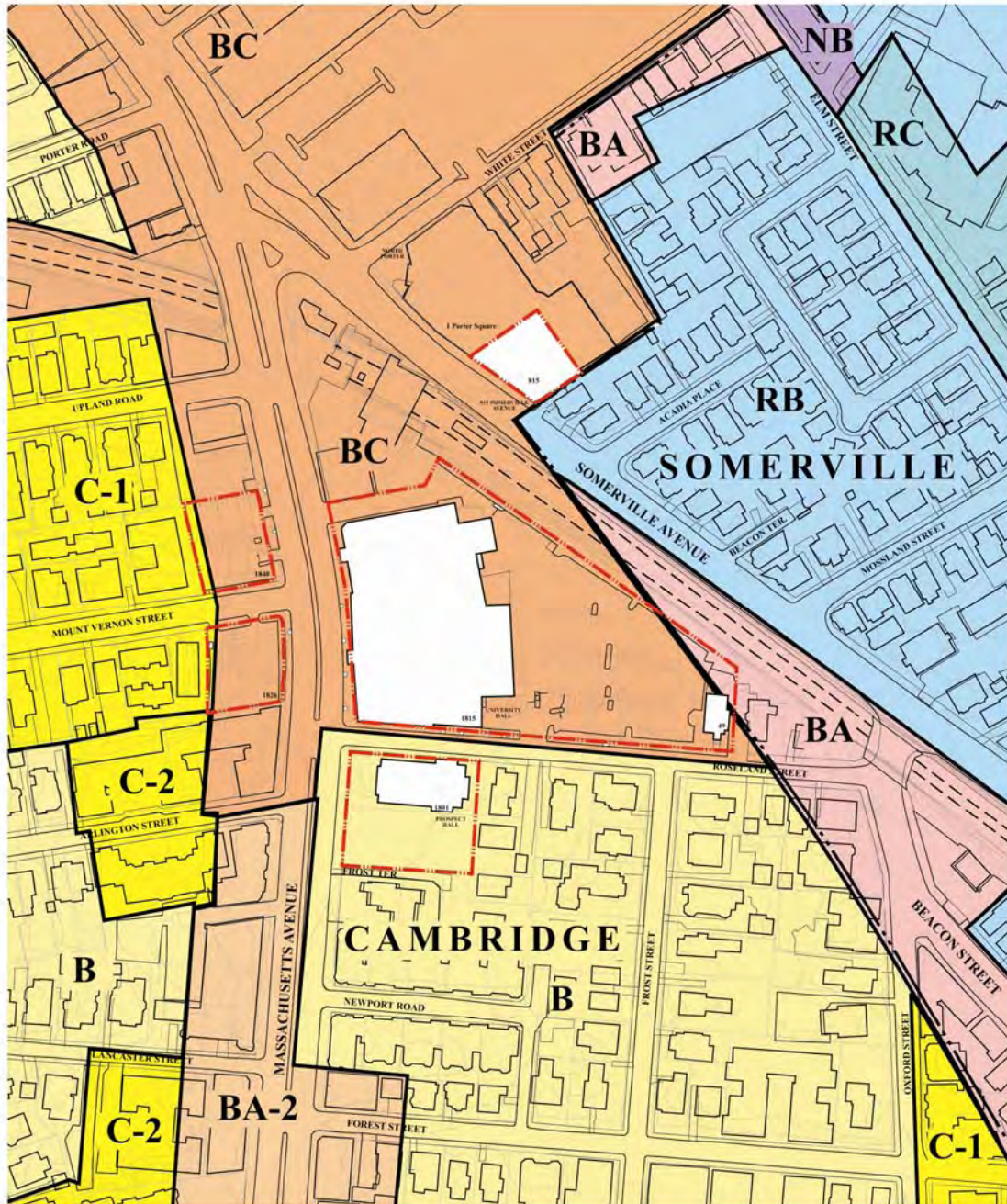


ZONING*Porter Campus*

The Porter Campus is located almost entirely in a business district. In Cambridge the district is designated as General Business and in Somerville as Local Business. The districts immediately surrounding the Porter Campus are both business and residential. See Figure D-4 (Porter Campus Zoning).

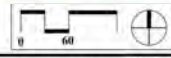
Lesley seeks to have the future Art Institute property rezoned to extend the Business C zone that currently includes all other properties on the Porter Campus. The University also seeks to create an institutional overlay district for all Lesley properties on the Porter Campus to provide both the University and the community predictability regarding future development. See Figure D-5 (Porter Campus Proposed Zoning).

Figure D-4: PORTER CAMPUS ZONING



LESLEY
UNIVERSITY

CENTENNIAL CAMPUS PLAN STUDIES 2008
PORTER CAMPUS



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CAMBRIDGE

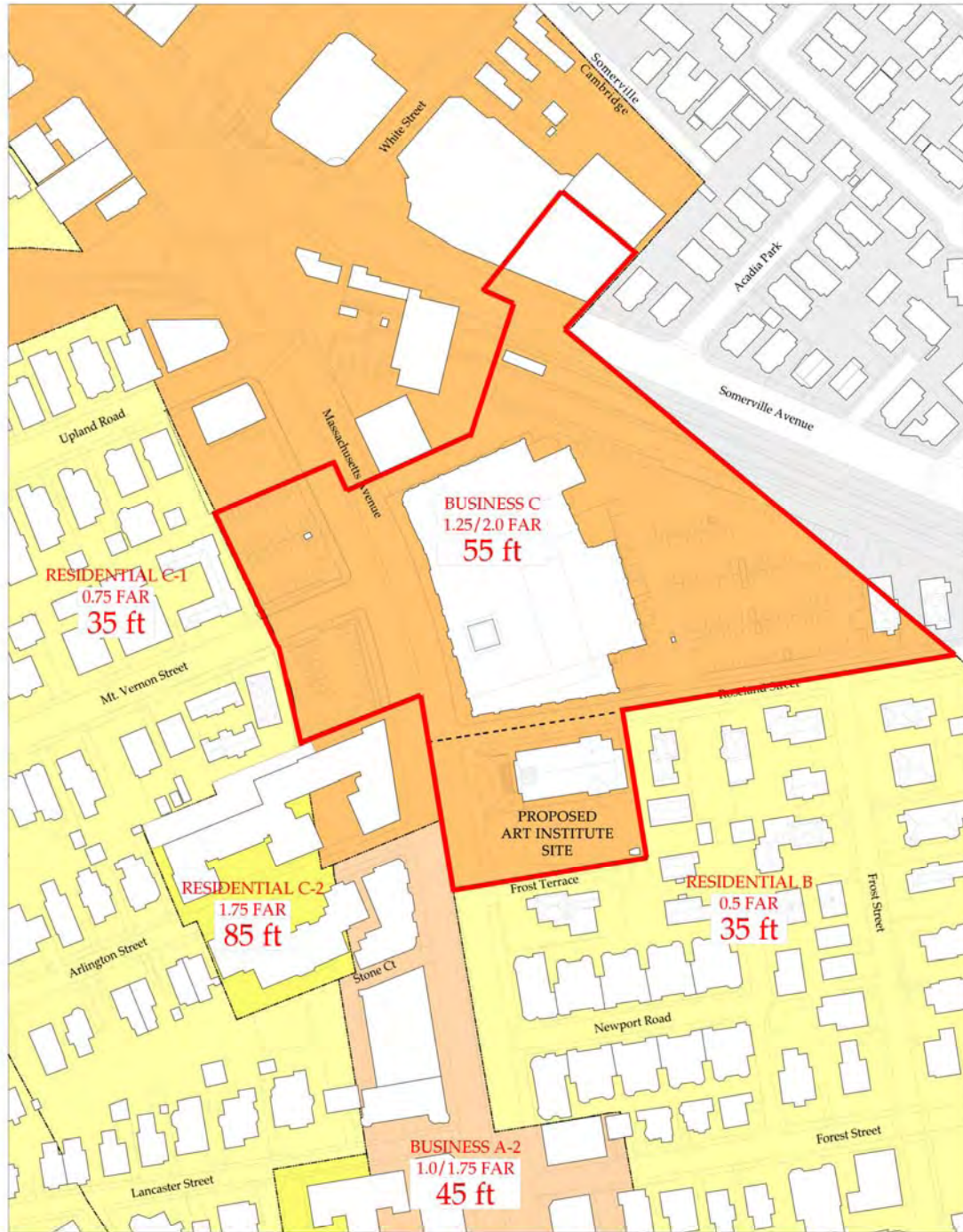
- B Two Family/Semi-detached Dwelling
- C 1-3 Multifamily Dwelling
- BA-2 Local Business
- BC General Business

Lesley University Property

SOMERVILLE

- RB One, Two and Three-family Dwelling
- RC Multifamily Dwelling
- BA Local Business
- NB Neighborhood Business

Figure D-5: PORTER CAMPUS PROPOSED ZONING



Proposed Zoning District

Agassiz, Nine and Porter Square Neighbors
Cambridge Community Development

Lesley University
Carlone & Associates Architecture Urban Design Implementation

Lesley University at Porter Square Overlay Rezoning Petition



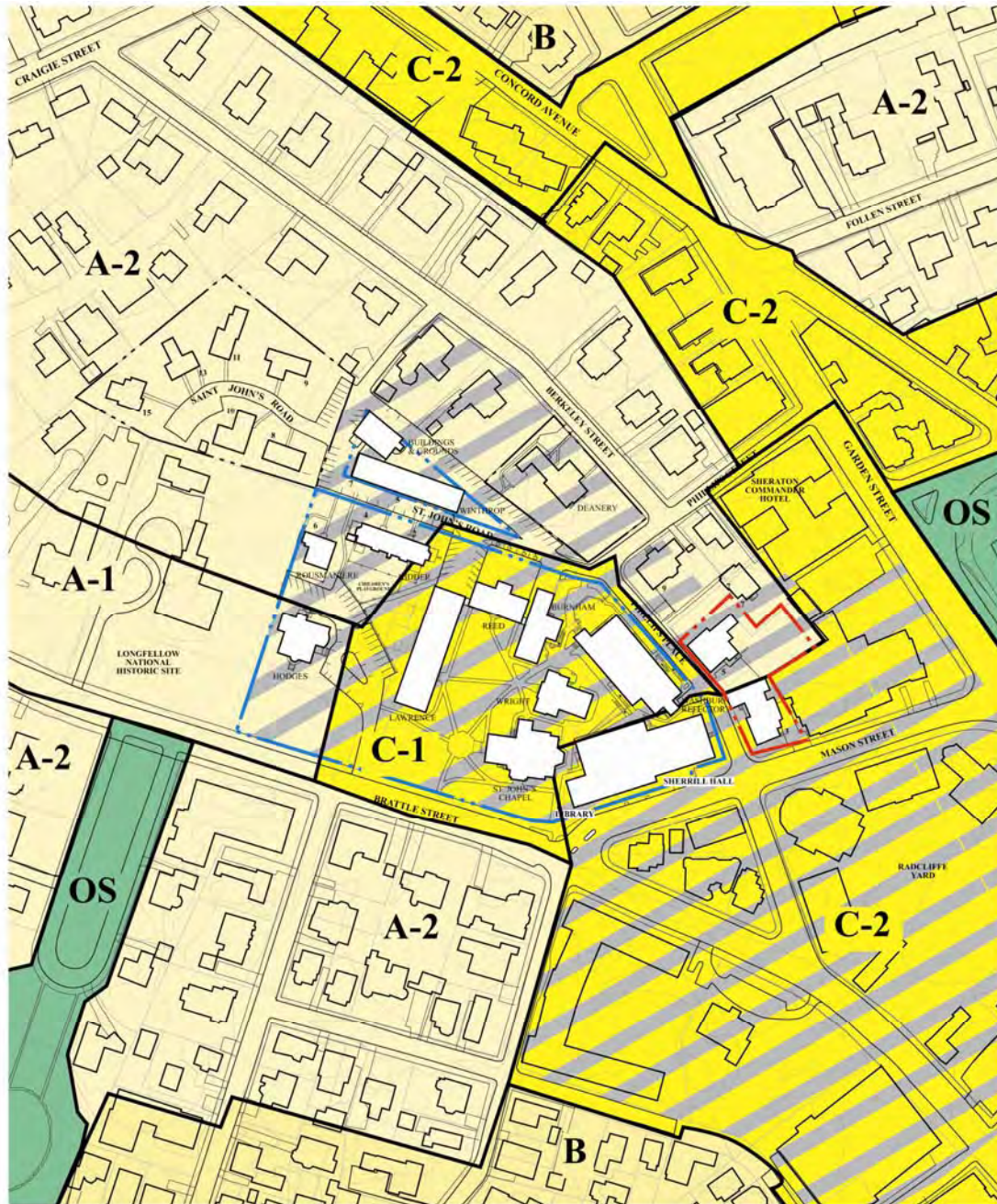
October 24, 2008

ZONING

Brattle Campus

The Brattle Campus is also located in an Institutional Overlay District and sits in and between Single Family and Multi-family districts. Parts of this campus are also included in the Old Cambridge Historical District established by the Cambridge Historical Commission. See Figure D-6 (Brattle Campus Zoning).

Figure D-6: BRATTLE CAMPUS ZONING



LESLEY UNIVERSITY CENTENNIAL CAMPUS PLAN STUDIES 2008
BRATTLE CAMPUS

0 60'

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A 1-2 Single Family Dwelling	Lesley University Property
B Two Family/Semi-detached Dwelling	Condominium Area
C 1-3 Multifamily Dwelling	
OS Open Space	

**APPENDIX E:
CAMPUS ANALYSIS**

CAMBRIDGE OVERVIEW

Figure E-1 (Cambridge Overview) shows the University's property in more detail. University property is light green and Lesley buildings are tan.

As is evident from this drawing, the three campuses are quite different in scale and character.

The Porter Campus is in the heart of Porter Square, a thriving business center located at the convergence of Somerville Avenue and Massachusetts Avenue. University buildings here are generally larger in scale than at the Quad Campus or the Brattle Campus and the predominant University land use is comprised of parking lots. University Hall, formerly the Sears Roebuck & Co. Retail Store, is a fine example of art deco design and an iconic presence in the Square.

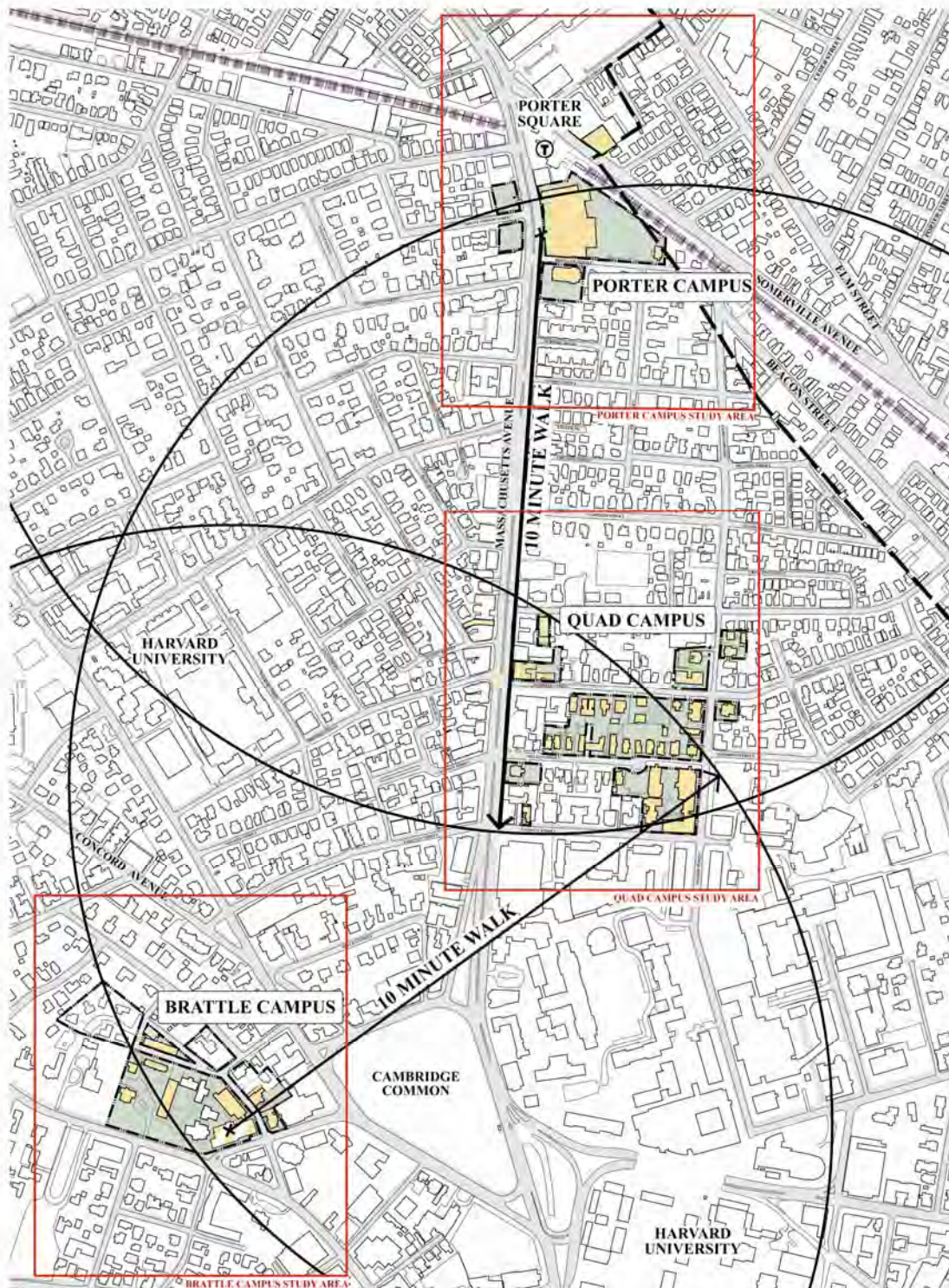
The Quad Campus is in a residential neighborhood setting. The heart of this campus is the quad located in the southeast corner of the property holdings. This lovely, mature open space, with a landscaped amphitheater at its southern end, is defined by smaller-scaled institutional buildings reflecting the traditional architecture of the area. Much of the rest of the campus consists of historic houses that have been converted to institutional use but retain the character of historic Cambridge. The Quad Campus's character derives in large part from its many restored Victorian wood-frame houses.

The Brattle Campus is comprised of historic Victorian Gothic buildings, primarily set around a central quad on Brattle Street. This campus is also located in a residential neighborhood, although Brattle Street, running along its southern edge, is a major thoroughfare.

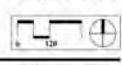
Walking circles representing ten-minute walking radii have been superimposed on the drawing, centered on the Porter and Brattle campuses indicating the walking distance between the three campuses.

The red rectangles in this drawing represent the study areas for each campus and are used in the detailed analysis drawings that follow.

Figure E-1: CAMBRIDGE OVERVIEW



CENTENNIAL CAMPUS PLAN STUDIES 2008



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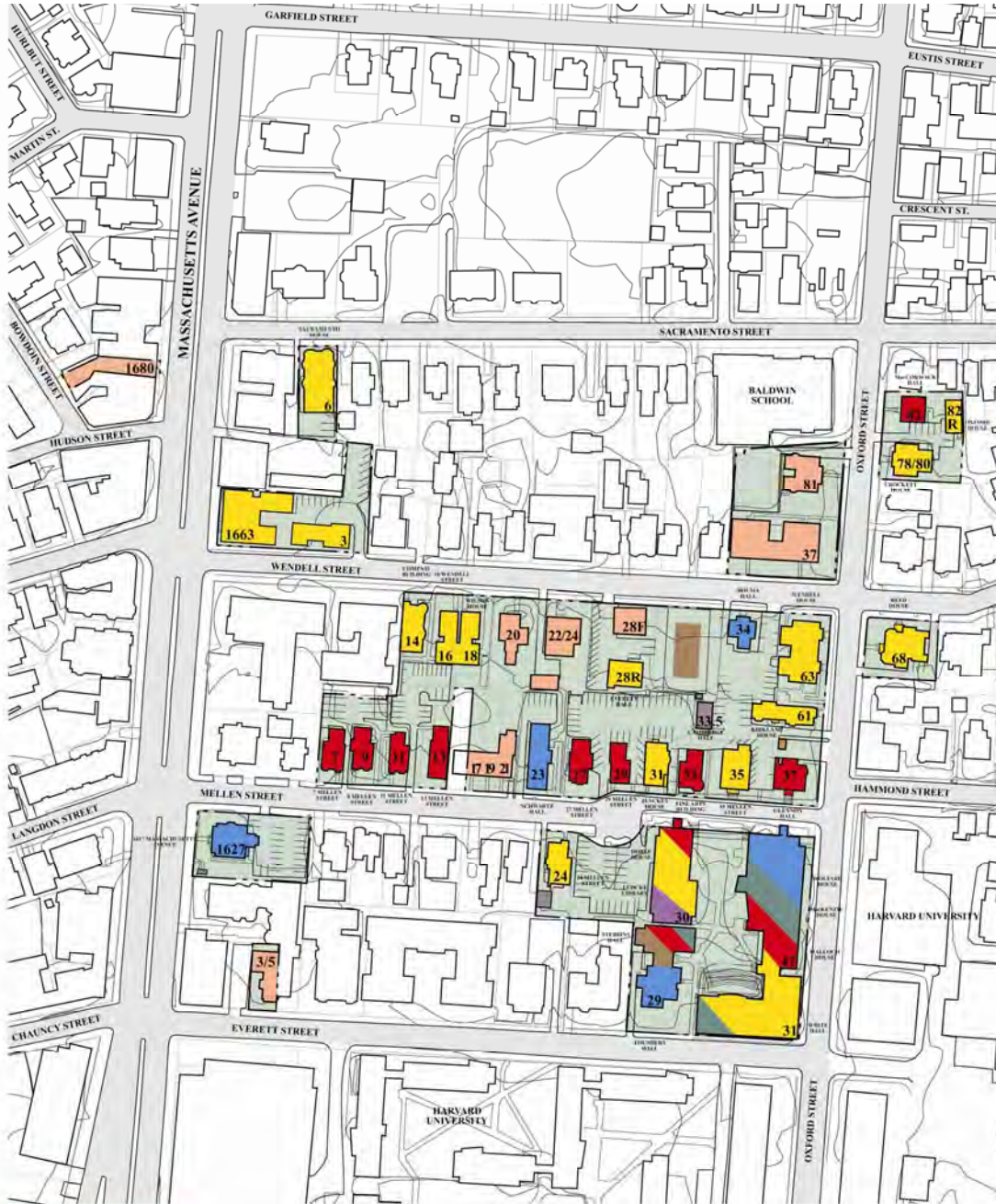
**APPENDIX F:
PREDOMINANT USE & PROPERTY**

PREDOMINANT USE AND PROPERTY*Quad Campus*

The Quad Campus consists of 7.9 acres located mainly in the two blocks bordered by Massachusetts Avenue on the west, Everett Street on the south, Oxford Street on the east, and Wendell Street on the north. The focal point of the campus is the quad complex at the southeastern corner of this central area and the Mellen Street corridor, which runs east and west. See Figure F-1 (Predominant Use & Property – Quad Campus).

Again, colors indicate the predominant use for each building. The uses are indicated by red for academic, blue for administrative, purple for library, yellow for student residences, green for student life, brown for athletic, gray for physical plant, and pink for those buildings rented to others, primarily for residential use. In general, these functions are spread throughout the campus. The smaller, historic buildings house academic, administrative, and residential functions or are leased. Library and student life functions, however, occur only in the main quad area. These larger buildings share several functions unlike the smaller buildings on campus, which have one predominant use.

Figure F-1: PREDOMINANT USE AND PROPERTY –Quad Campus



CENTENNIAL CAMPUS PLAN STUDIES 2008
 QUAD CAMPUS



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- | | | |
|--|---|--|
| ■ ACADEMIC | ■ STUDENT RESIDENCE | ■ PHYSICAL PLANT |
| ■ ADMINISTRATIVE | ■ STUDENT LIFE | ■ RENTED TO OTHERS |
| ■ LIBRARY | ■ ATHLETIC | |

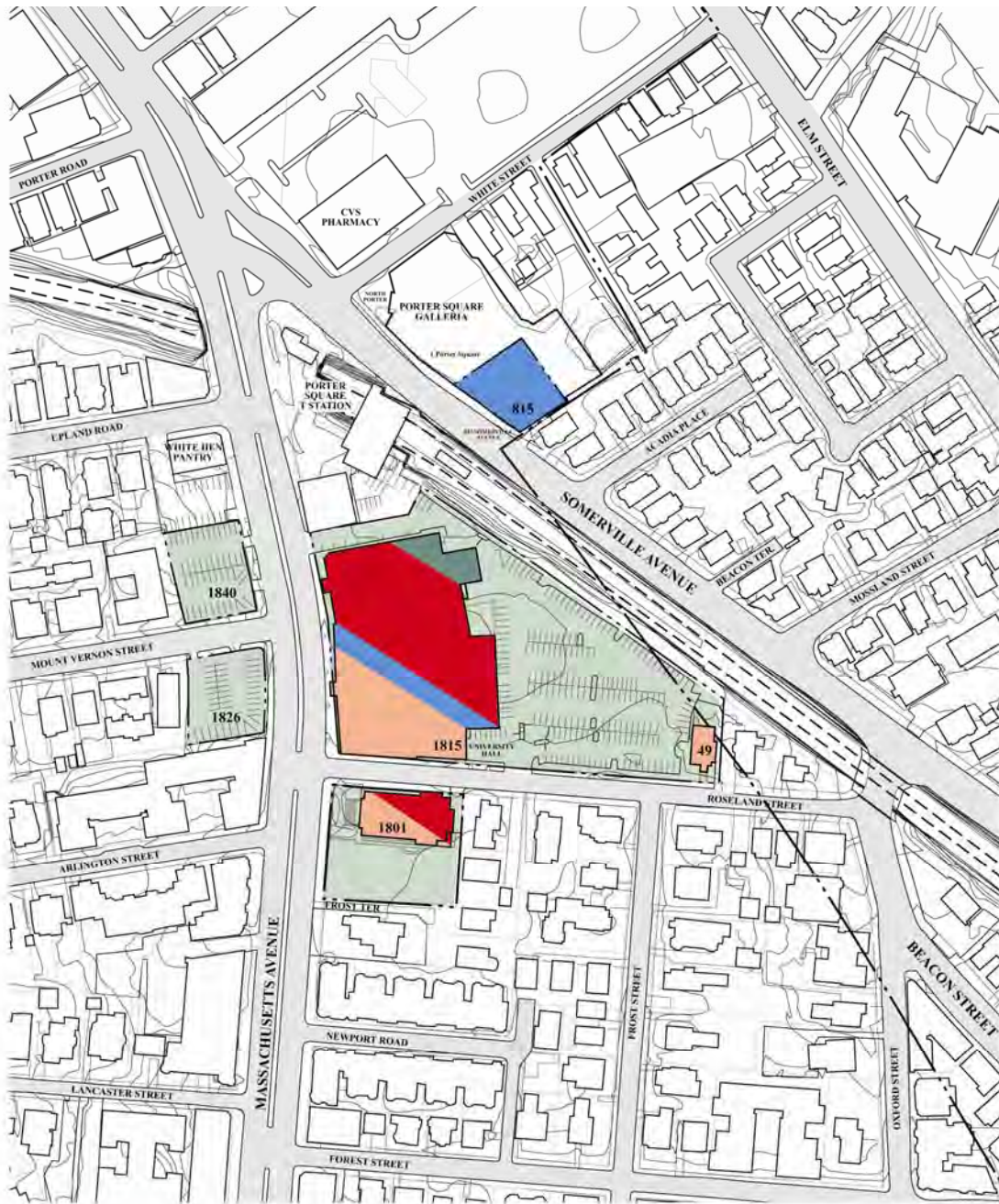
TOTAL ACREAGE: 7.9 Acres

PREDOMINANT USE AND PROPERTY*Porter Campus*

The Porter Campus totals 4.9 acres, almost all in Cambridge, but with a small portion in Somerville. The major expanse of property is the site of University Hall. This parcel is separated from the property on the north side of Somerville Avenue by the MBTA station and tracks. In 2005 Lesley acquired the former North prospect Church at 1801 Mass Ave., which will become the home of AIB. See Figure F-2 (Predominant Use & Property – Porter Campus).

Buildings are color-coded by predominant use. The University owns four buildings in this sector. As can be seen, close to half of the space shown represents space rented to others, which is indicated in pink and primarily used for retail purposes. University Hall includes student life functions colored green, academic space shown in red, and administrative space indicated in blue. 815 Somerville Avenue is used by Lesley for administrative functions.

Figure F-2: PREDOMINANT USE AND PROPERTY – Porter Campus



LESLEY UNIVERSITY CENTENNIAL CAMPUS PLAN STUDIES 2008
PORTER CAMPUS

0 60

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TOTAL ACREAGE: 4.9 Acres

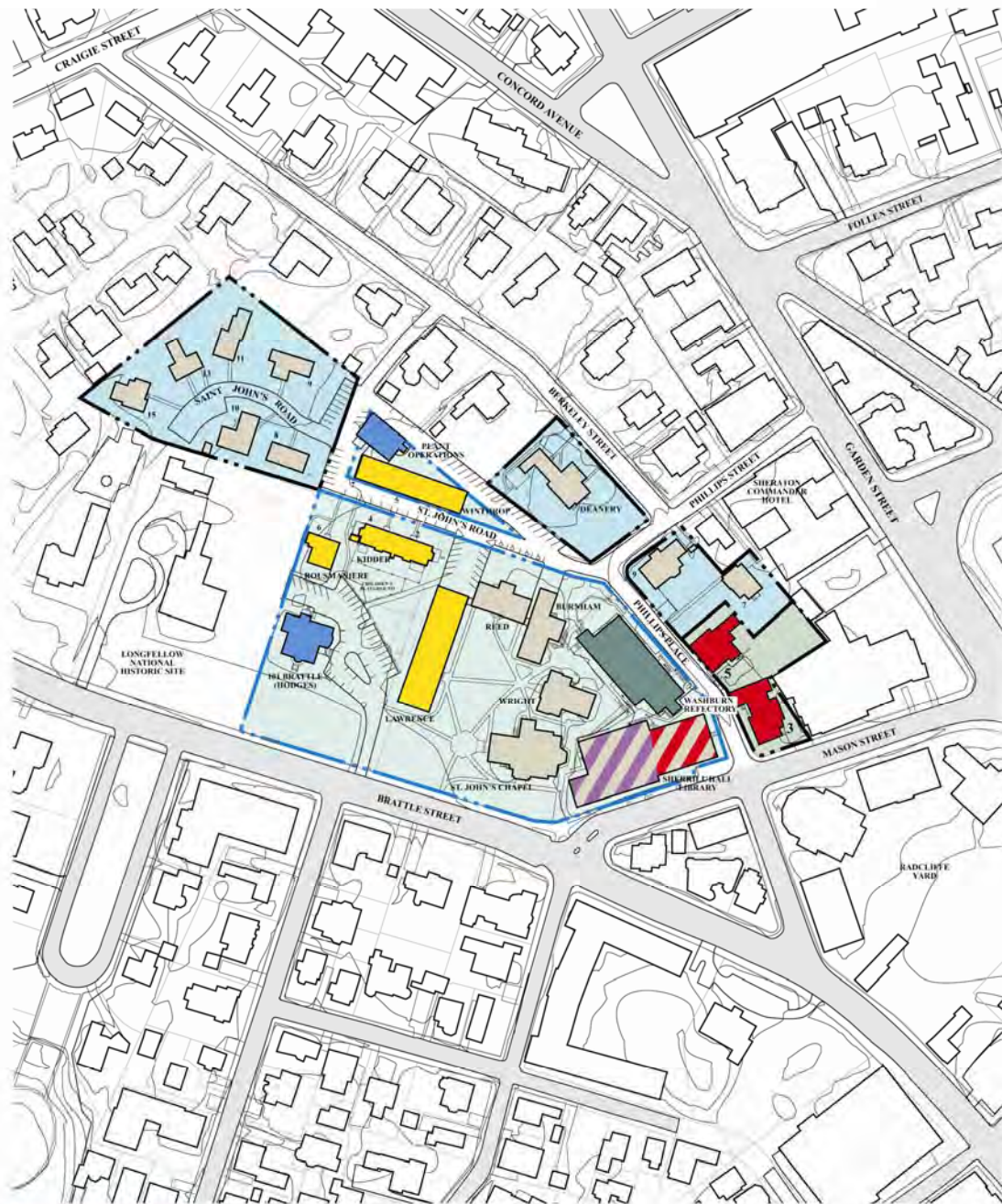
■ ACADEMIC	■ RENTED TO OTHERS	UNIVERSITY PROPERTY
■ ADMINISTRATIVE	CITY LINE	
■ STUDENT LIFE	MBTA TRACKS	

PREDOMINANT USE AND PROPERTY*Brattle Campus*

The Brattle Campus is currently shared with the Episcopal Divinity School under a condominium arrangement which provides for joint ownership operations of the campus. The condominium property consists of 5 acres in the center of the campus shown in light green, and Lesley University owns .5 additional acres at 3 and 5 Phillips Place. The balance of the campus is owned by EDS, indicated in light blue. The total institutional acreage shown here is organized around the central quadrangle complex fronting on Brattle Street. See Figure F-3 (Predominant Use & Property – Brattle Campus).

As with the two previous figures, the colors indicate the predominant use for each building. The uses are indicated by red for academic, blue for administrative, purple for library, yellow for student residences, and green for student life. Buildings owned and used exclusively by EDS are shown in tan and shared buildings have a striped pattern. In general, the Lesley buildings have one predominant use with the academic, library and student life at the east end of campus and the residential at the west end. Administrative functions are spread across the campus.

Figure F-3: PREDOMINANT USE AND PROPERTY –Brattle Campus



LESLEY UNIVERSITY CENTENNIAL CAMPUS PLAN STUDIES 2008
BRATTLE CAMPUS

0 60

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■ ACADEMIC	■ EDS	□ CONDOMINIUM PROPERTY - 5 Acres	TOTAL ACREAGE: 5.5 Acres
■ ADMINISTRATIVE	■ STUDENT RESIDENCE	■ LESLEY UNIVERSITY PROPERTY - .5 Acres	
■ LIBRARY	■ STUDENT LIFE	■ EDS PROPERTY	

**APPENDIX G:
PEDESTRIAN & VEHICULAR CIRCULATION**

PEDESTRIAN AND VEHICULAR CIRCULATION

Overview

Lesley's three campuses are located within a ten-minute walking radius of one another. Massachusetts Avenue, Cambridge's most prominent boulevard, serves as the primary connector between the campuses. Together with the Cambridge Common, Cambridge's central park, the Avenue provides a direct, safe and pedestrian-friendly means of accessing each campus. The Avenue's diversity of shops, restaurants and services contributes to a vibrancy that is an integral part of the Lesley experience. See Figure G-1 (Pedestrian and Vehicular Circulation – Overview).

PUBLIC TRANSPORTATION

Each campus is well served by public transportation. The Quad and Brattle campuses are approximately a 10-minute and 5-minute walk respectively from Harvard Station on the MBTA's Red Line subway. Located on the Porter Campus itself, Porter Station is served both by the MBTA's Red Line as well as MBTA Commuter Rail.

LESLEY SHUTTLE

Lesley's primary shuttle route connects the Cambridge campuses with AIB in Boston's Kenmore Square. An additional shuttle runs a continuous loop between the three Cambridge campuses.

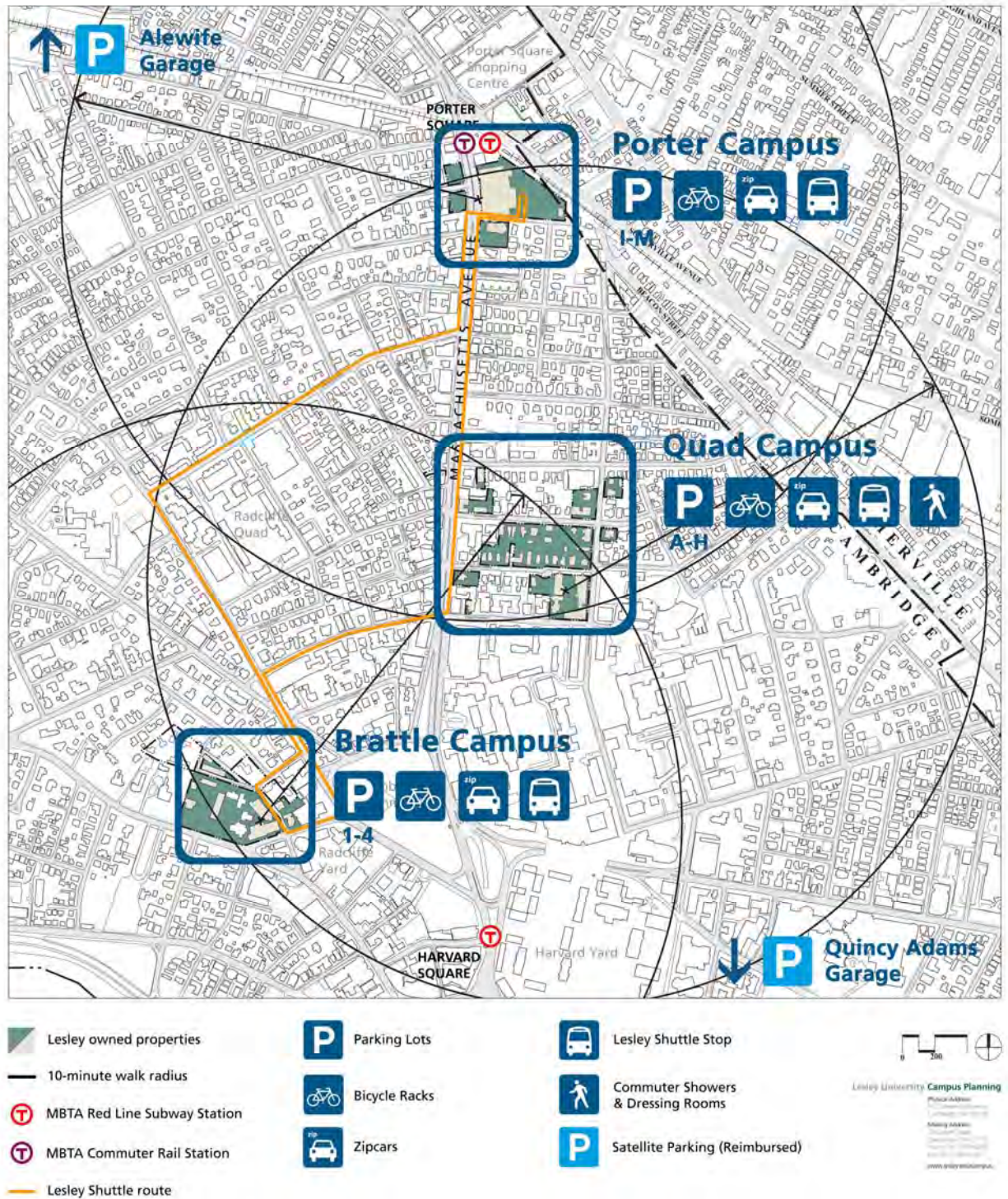
PARKING

Lesley operates three clusters of surface parking lots on its three campuses: lots A-H are located on the Quad Campus, lots I-M are located on the Porter Campus and lots 1-4 are located on the Brattle Campus. Additionally, Lesley subsidizes parking at garages at the Alewife and Quincy Adams stations on the Red Line. Lesley's Parking & Transportation Management Plan is included in appendix M.

TRANSPORTATION ALTERNATIVES

In concert with its sustainability goals, Lesley provides alternatives to automobile transportation. These include extensive bike racks on all three campuses as well as Zipcar® locations at each. Commuter showers and dressing rooms are available on the Quad Campus.

Figure G-1: PEDESTRIAN AND VEHICULAR CIRCULATION – Overview



PEDESTRIAN AND VEHICULAR CIRCULATION

Quad Campus

Massachusetts Avenue is the primary through street in the Quad Campus area. The MBTA bus line runs along Mass. Ave. with a stop adjacent to number 1627, Lesley's Admissions Office. The rest of the campus is surrounded by neighborhood streets, shown in cream. While the main north-south neighborhood street, Oxford, is two-way, many of the cross streets in the area are one-way, as indicated by the black arrows. Mellen Street is two-way, but dead ends just past Lot B. From there it is primarily a pedestrian way, although used occasionally by the University and city for authorized vehicles. See Figure G-2 (Pedestrian and Vehicular Circulation – Quad Campus).

Lesley's Quad Campus has 247 parking spaces, shown in white and yellow circles in red parking lots. The spaces shown in white are used by University faculty, staff, and students. These spaces are scattered throughout the campus, excluded only from the quad. Shown in yellow are the 24 spaces reserved for residential tenants.

Pedestrian circulation, mostly city sidewalks, is slightly more cohesive on this campus. Pedestrian traffic through parking lots is common. As a contrast, foot traffic through the quad benefits from a landscaped space centered around a plaza outside the newly renovated Student Center and opening at the south end into a landscaped amphitheater. Most buildings in this area are handicapped accessible.* Again, both accessible entrances and building service points are noted with symbols.

**with the exceptions of 29 Everett and Stebbins Hall*

Figure G-2: PEDESTRIAN AND VEHICULAR CIRCULATION – Quad Campus



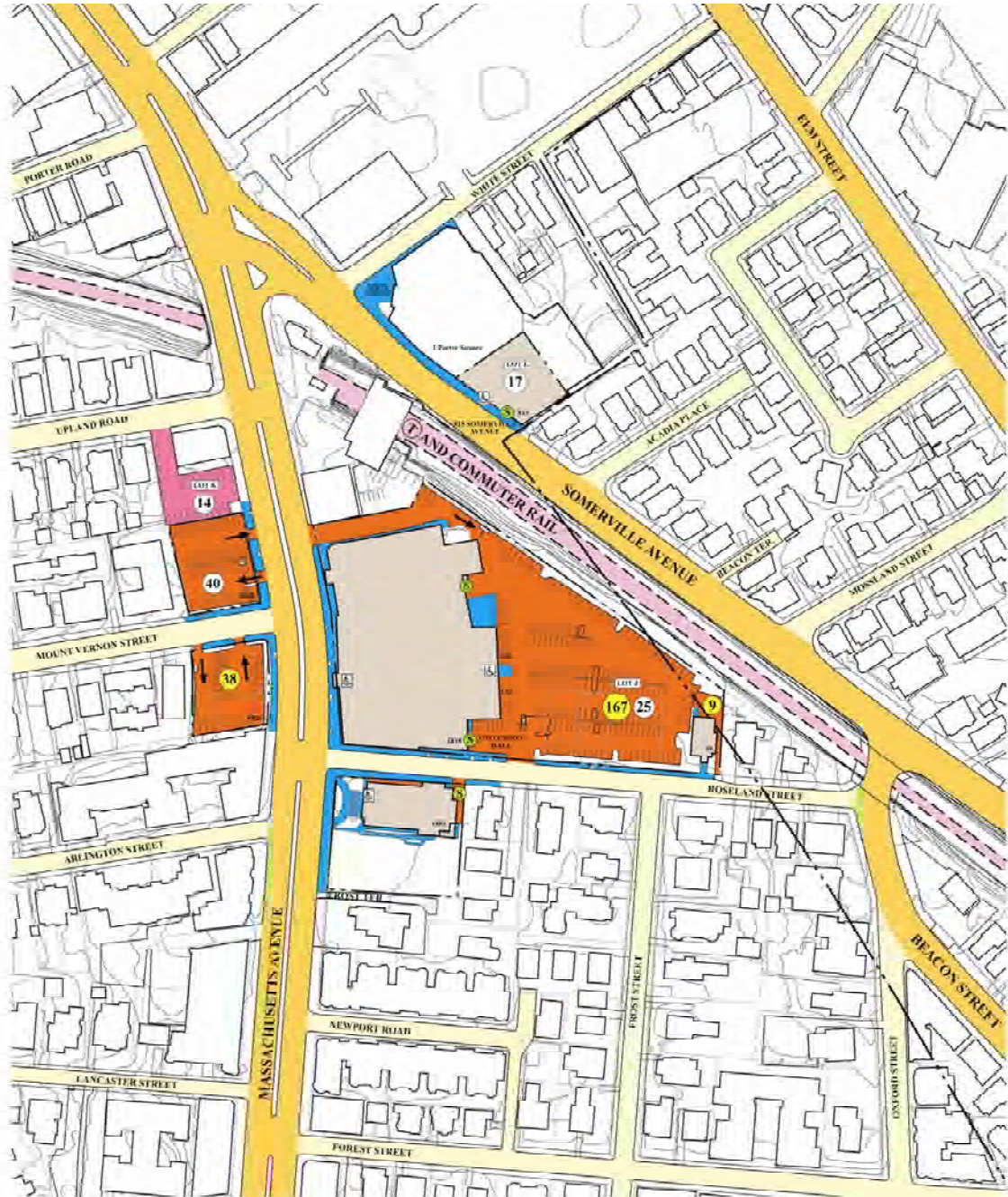
PEDESTRIAN AND VEHICULAR CIRCULATION*Porter Campus*

Figure G-3 (Pedestrian and Vehicular Circulation – Porter Campus), shows pedestrian and vehicular circulation in the Porter Square area. The MBTA rail, colored pink, runs right through Porter Square with Porter Station serving both the Red Line subway and the Fitchburg Commuter Rail line. The orange streets indicate major arterial streets, while the cream color represents neighborhood streets.

Lesley's on-grade parking is shown in red. There are a total of 310 parking spaces on this campus, nine of which are associated with 49 Roseland Street. There are 17 spaces in the lower level of 815 Somerville Avenue. Lesley has a permanent easement on 14 parking spaces owned by others, shown in magenta. Of the 310 spaces, many are used by tenants and retail patrons. In these lots, the capacity is set on a yellow dot. In addition, building service access is indicated by an S on a green dot.

The pedestrian circulation on this campus is primarily city sidewalks, shown in blue. There is no interior campus walkway system here; however, University Hall, 815 Somerville Ave., and Prospect Hall are accessible to the handicapped as noted.

Figure G-3: PEDESTRIAN AND VEHICULAR CIRCULATION – Porter Campus



CENTENNIAL CAMPUS PLAN STUDIES 2008
PORTER CAMPUS



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Campus and Facility Planning Consultants

- CAMPUS ROADS/PARKING
- THROUGH STREETS
- PARKING EASEMENT TO LESLEY - 14 Sp.
- NEIGHBORHOOD STREETS
- PEDESTRIAN WALKS
- P PARKING LEASED BY OTHERS
- P PARKING COUNTS
- S SERVICE ENTRANCES
- H HANDICAPPED ACCESS

TOTAL: 310 Parking Spaces
Fac./Staff/Students - 96 Spaces
Tenants/Commercial - 214 Spaces

PEDESTRIAN AND VEHICULAR CIRCULATION

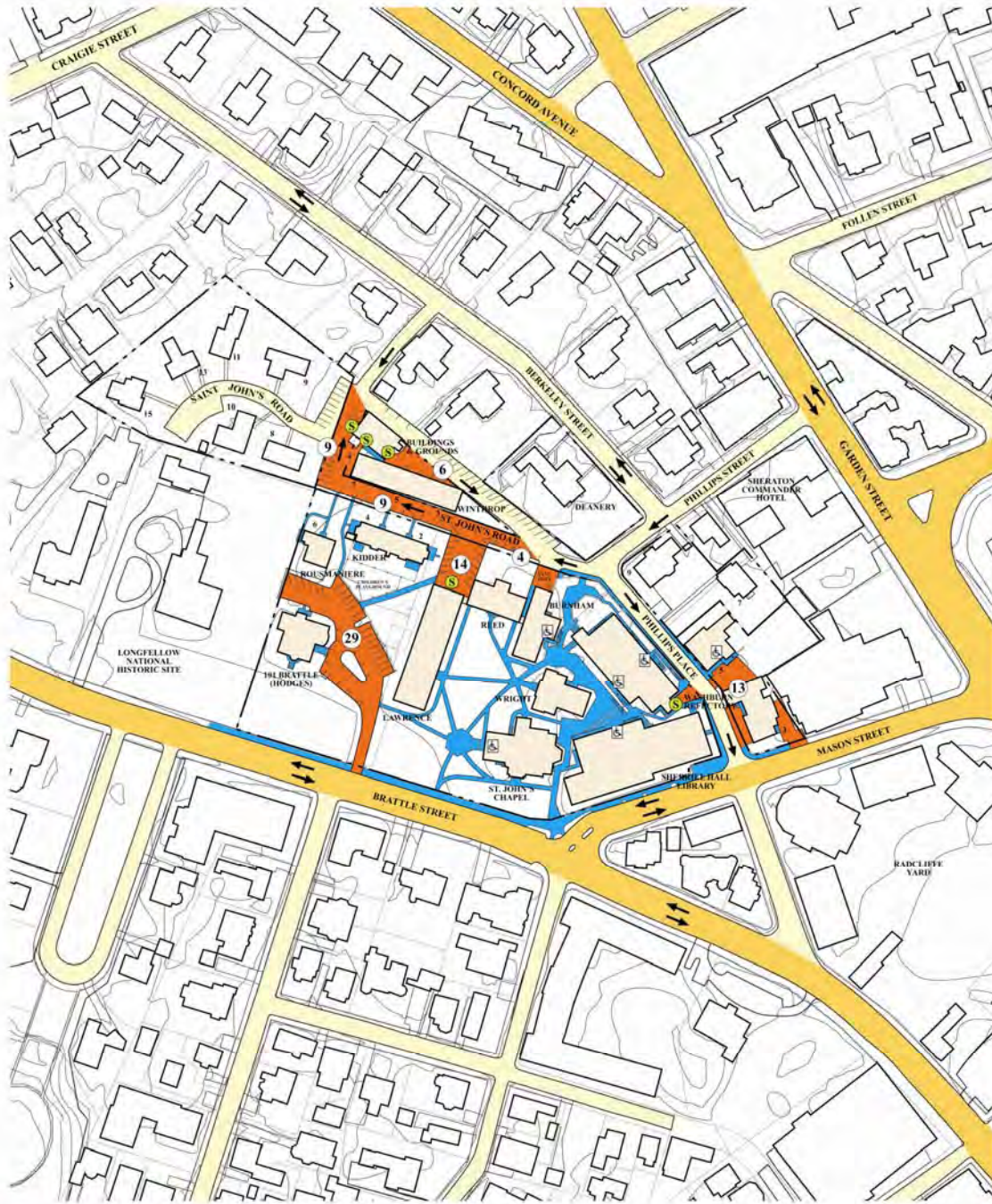
Brattle Campus

Brattle Street and Mason Street are the primary through streets that border the Brattle Campus area. The rest of the campus is surrounded by neighborhood streets, shown in cream. While Berkeley Street, which touches the northern side of campus, is two-way, many of the other streets adjacent to campus are one-way, as indicated by the black arrows. Access to the MBTA subway stop and bus lines at Harvard Square is less than a five-minute walk away. See Figure G-4 (Pedestrian and Vehicular Circulation – Brattle Campus).

The Brattle Campus has 84 parking spaces, shown in red, 71 of which are shared by faculty, staff, and students of both schools. These spaces are scattered throughout the north side of campus, with the exception of the 29 spaces in the lot adjacent to Hodges accessed from Brattle Street. The 13 spaces at 3 and 5 Phillips Street are owned and used exclusively by Lesley.

The pedestrian circulation here is quite cohesive, especially in the area of the central quadrangle. On the western and northern ends of campus, however, one must travel through parking lots to reach certain buildings. A handful of buildings are handicapped accessible, but several are not. Again, both accessible entrances and building service points are noted with symbols.

Figure G-4: PEDESTRIAN AND VEHICULAR CIRCULATION – Brattle Campus



CENTENNIAL CAMPUS PLAN STUDIES 2008

BRATTLE CAMPUS



DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
Campus and Facility Planning Consultants

- CAMPUS ROADS/PARKING
- THROUGH STREETS
- NEIGHBORHOOD STREETS
- PEDESTRIAN WALKS
- PARKING COUNTS
- SERVICE ENTRANCE
- HANDICAPPED ACCESS

TOTAL: 84 Parking Spaces
 Shared(EDS & Lesley) - 71 Spaces
 Lesley Only - 13 Spaces

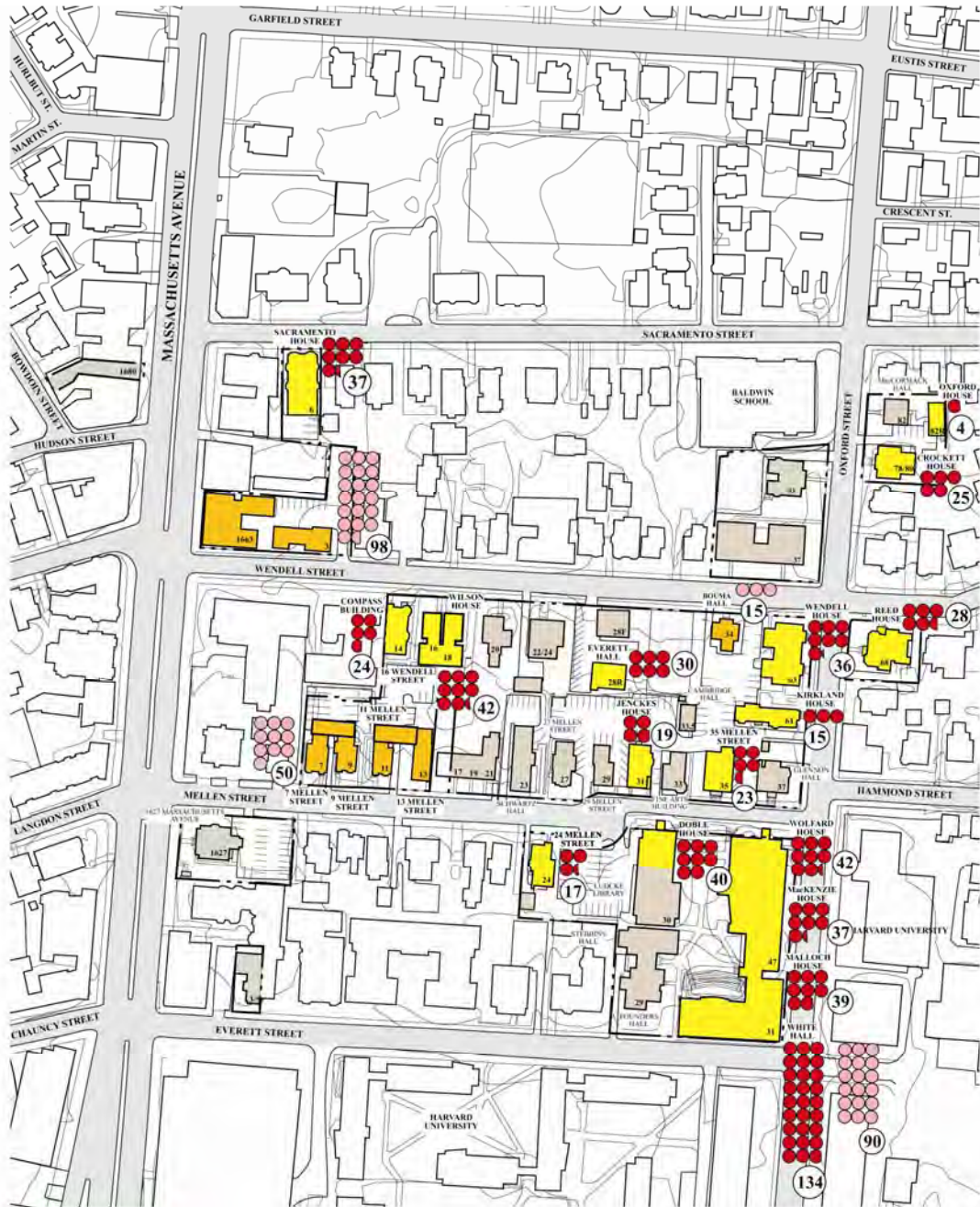
**APPENDIX H:
STUDENTS IN RESIDENCE**

STUDENTS IN RESIDENCE*Quad Campus*

Currently the majority of all students who live on campus reside on the Quad Campus, with the balance on the Brattle Campus. All buildings that currently house students are yellow on this drawing, with the number of beds indicated for each. The number of beds is also shown graphically with one red dot representing five beds. The total capacity of students housed on the Quad Campus is 592. Two new residence halls (see below) will increase this number to 690 beds for Lesley undergraduates and Threshold students who also reside on this campus. See Figure H-1 (Students in Residence – Quad Campus).

Future residence halls are indicated by an orange color with each pink dot representing five future beds. There are 253 additional beds shown on the campus. Two new residence halls at 1663 Massachusetts Avenue and 3 Wendell Street are scheduled to open in September 2009 with a capacity of 98 beds.

Figure H-1: STUDENTS IN RESIDENCE – Quad Campus



LESLEY UNIVERSITY CENTENNIAL CAMPUS PLAN STUDIES 2008
 QUAD CAMPUS

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RESIDENCE BUILDINGS
 FUTURE RESIDENCE BUILDINGS
 5 STUDENT BEDS
 5 FUTURE STUDENT BEDS
 OTHER LESLEY BUILDINGS

TOTAL CURRENT CAPACITY: 592 BEDS
 TOTAL FUTURE CAPACITY: 253 BEDS

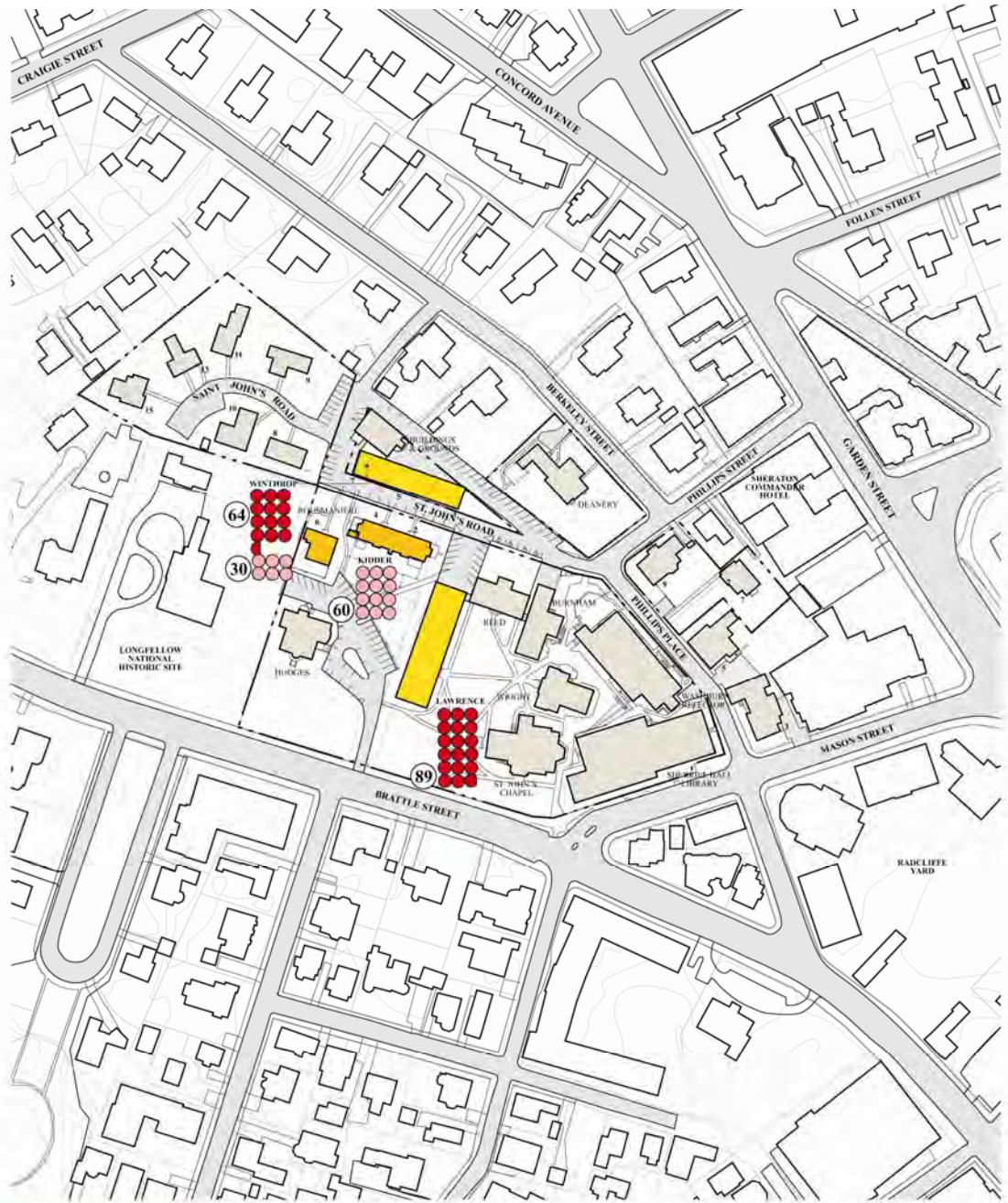
Appendix H: Students In Residence

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STUDENTS IN RESIDENCE*Brattle Campus*

Students who currently live on the Brattle Campus reside in either Winthrop Hall or Lawrence Hall. They total 153 indicated by the red dots with one dot representing five beds. Buildings that house students now are yellow on this drawing, and those that will house students in the future are orange. The number of beds estimated for the future in Winthrop is 80 and while 60 beds are planned for Kidder/Rousmaniere halls, which may include an addition. The bed capacity is shown graphically with one pink dot representing five beds; total projected new beds on this campus is 90. The Centennial Plan projects a total eventual bed count of 240 on the Brattle Campus with residences are clustered at the western end of this campus. See Figure H-2 (Students in Residence – Brattle Campus).

Figure H-2: STUDENTS IN RESIDENCE – Brattle Campus



LESLEY UNIVERSITY CENTENNIAL CAMPUS PLAN STUDIES 2008
BRATTLE CAMPUS

DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
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0 60

TOTAL CURRENT CAPACITY: 153 BEDS
TOTAL FUTURE CAPACITY: 90 BEDS

- RESIDENCE BUILDINGS
- FUTURE RESIDENCE BUILDINGS
- OTHER BLDGS AND LESLEY BUILDINGS
- 5 CURRENT STUDENT BEDS
- 5 FUTURE STUDENT BEDS

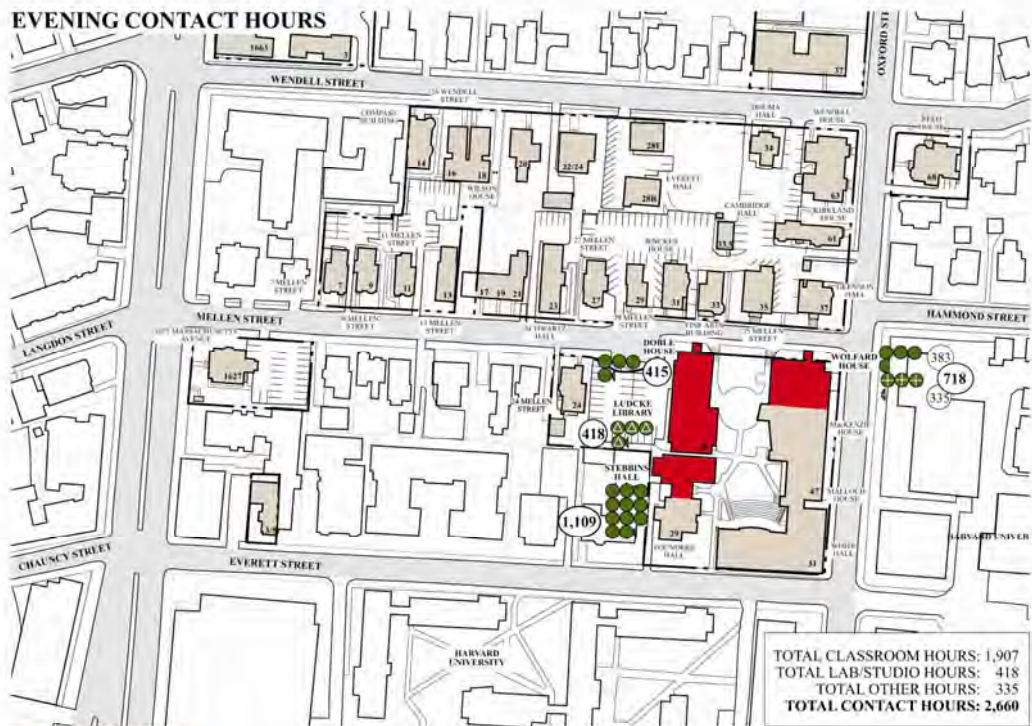
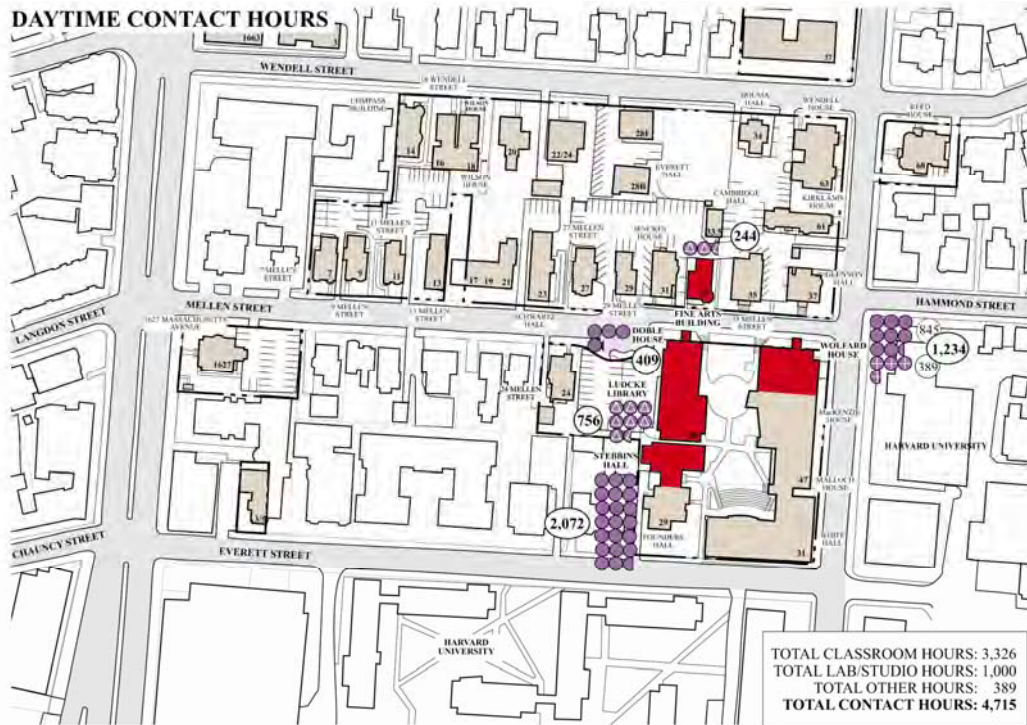
**APPENDIX I:
STUDENT CONTACT HOURS**

STUDENT CONTACT HOURS*Quad Campus*

Five buildings on the Quad Campus provide teaching space, all colored orange. Four of the buildings are on the main quad. Day and evening contact hours are recorded individually, and separated into classroom, lab or studio, and other categories. See Figure I-1 (Student Contact Hours – Quad Campus).

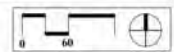
The number of contact hours was greater during the day than during the evening class times on this campus in almost all cases. The percentage of lab or studio hours was greater during the day, but the time devoted to other teaching uses was similar for both day and evening.

Figure I-1: STUDENT CONTACT HOURS – Quad Campus



CENTENNIAL CAMPUS PLAN STUDIES 2008

QUAD CAMPUS



DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
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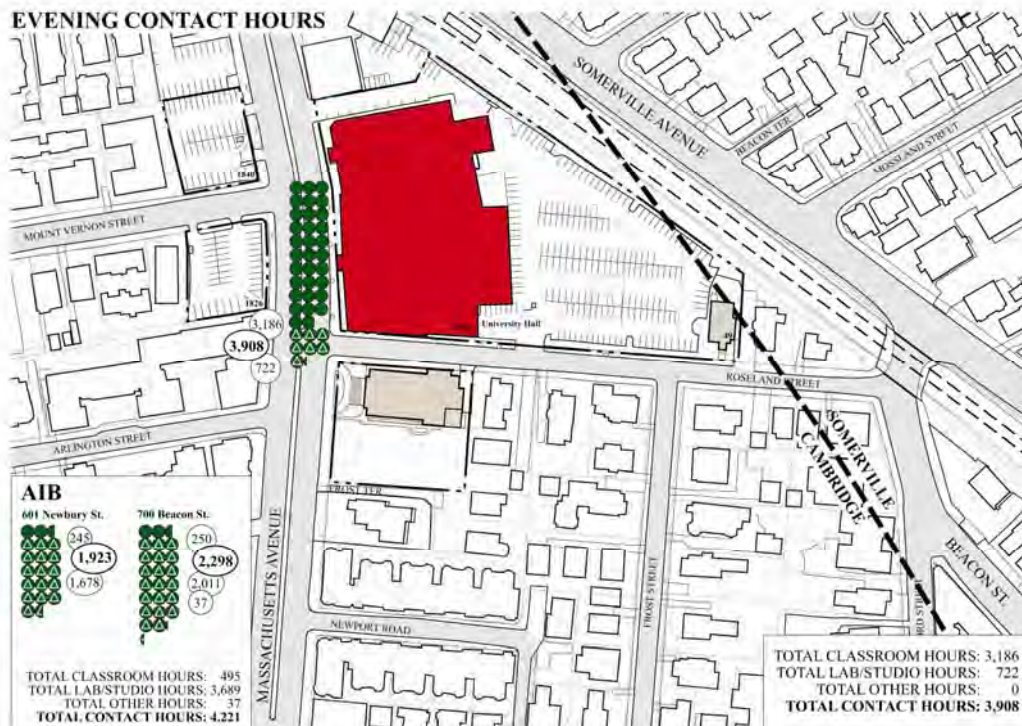
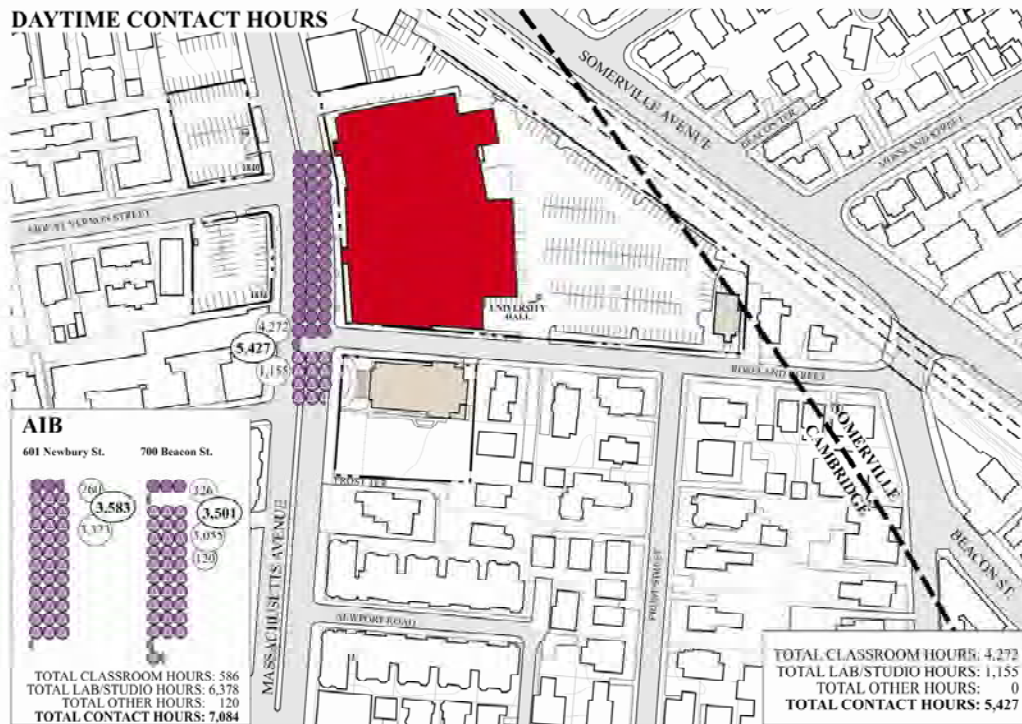
- CLASSROOM BUILDINGS
 - OTHER UNIVERSITY BUILDINGS
 - 100 STUDENT CONTACT HOURS
 - CLASSROOM
 - LAB/STUDIO
 - OTHER
 - DAYTIME HOURS
 - EVENING HOURS
- FIGURES BASED ON 2007 DATA

STUDENT CONTACT HOURS*Porter Campus/AIB*

Figure I-2 (Student Contact Hours – Porter Campus) shows where students spent academic time during the Fall semester of 2007 on the Porter Campus as well as at the Art Institute of Boston. Both day and evening hours are represented for both locations. The only building that provides teaching space on the Porter Campus is University Hall, colored orange. The two buildings at AIB that provide teaching space are 601 Newbury Street and 700 Beacon Street in Boston. These AIB buildings are not shown here, but the usage is represented graphically. The basis of measurement is contact hours or the number of students enrolled in each class multiplied by the number of hours per week that class was scheduled. Each dot equals 100 contact hours. Contact hours in classrooms, laboratories or studios, and other teaching space are shown.

Due to Lesley's extensive evening programs, there is significant usage in all three of the buildings both for day and evening time periods. In fact, daytime usage is heavier in all three locations. As would be expected, the AIB buildings have a higher percentage of lab or studio usage.

Figure I-2: STUDENT CONTACT HOURS – Porter Campus



LESLEY UNIVERSITY CENTENNIAL CAMPUS PLAN STUDIES 2008
PORTER CAMPUS/AIB

DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
Campus and Facility Planning Consultants

0 60' [North Arrow]

- CLASSROOM BUILDINGS
- OTHER UNIVERSITY BUILDINGS
- CITY BOUNDARY
- 100 STUDENT CONTACT HOURS
- CLASSROOM
- LAB/STUDIO
- OTHER
- DAYTIME HOURS
- EVENING HOURS

FIGURES BASED ON 2007 DATA

Appendix I: Student Contact Hours

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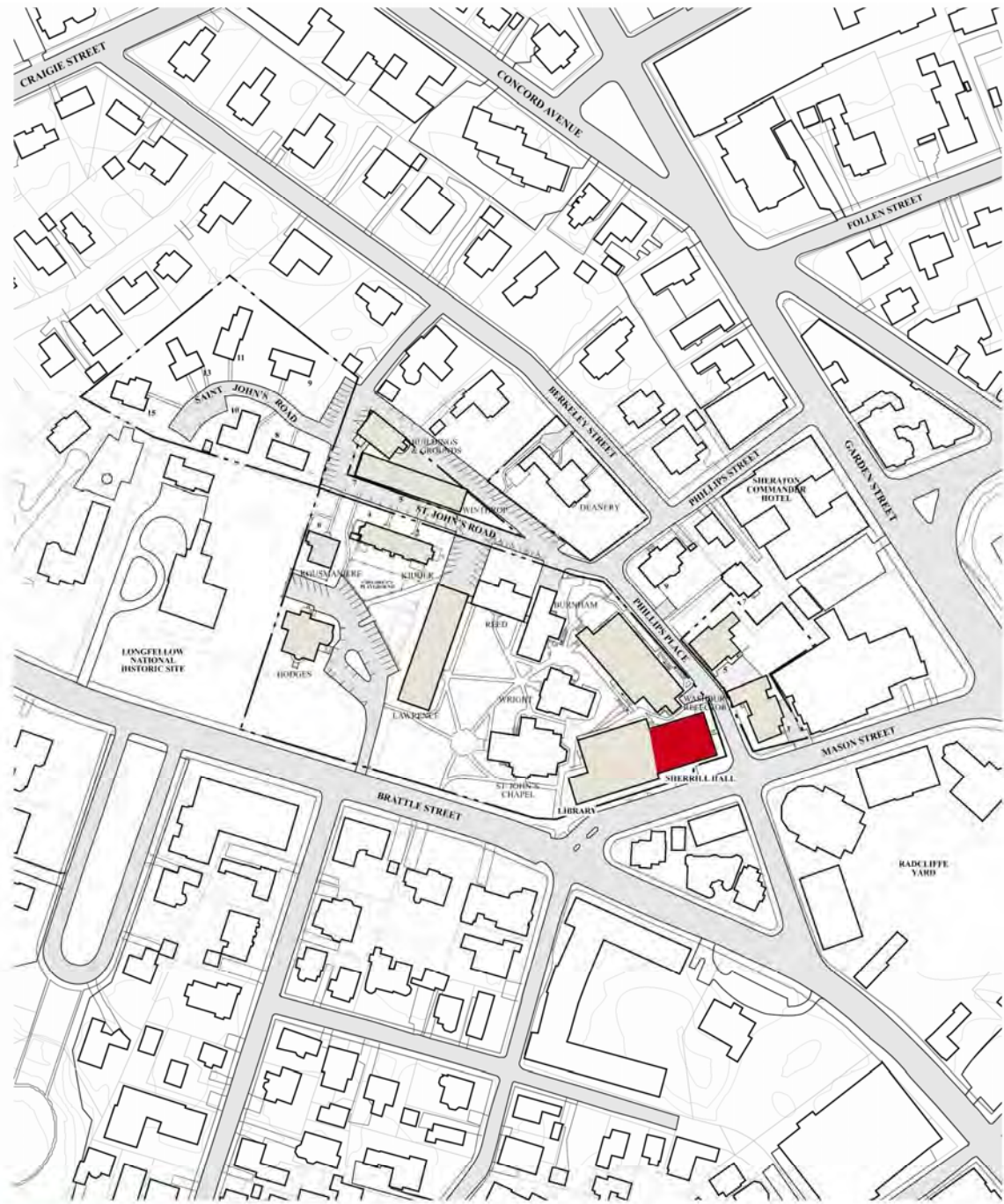
STUDENT CONTACT HOURS*Brattle Campus*

On the Brattle Campus there is only one building that will provide teaching space for Lesley students; it is colored orange. Classroom space I-3 (Student Contact Hours – Brattle Campus).

SUMMARY OF CONTACT HOURS*All Campuses*

A review of the utilization of Lesley's general-purpose classrooms over the past five years identified that the registrar data from Fall of 2007 was closest to the average utilization of the period and therefore the best data set to use for analysis and planning. During the semester studied, Fall of 2007, the proportion of daytime classes at Lesley was 62 percent while evening courses accounted for 38 percent. In comparing contact hours at the four campuses, the findings show that the AIB had the most daytime usage with 41 percent, the Porter and Quad campuses having about the same with 32 and 27 percent respectively. AIB and the Porter Campus are very close in evening usage with AIB having 39 percent and Porter 36 percent. In this tally the Quad Campus has 25 percent of all the evening hours.

Drawing I-3: STUDENT CONTACT HOURS – Brattle Campus



CENTENNIAL CAMPUS PLAN STUDIES 2008
BRATTLE CAMPUS



DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
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- CLASSROOM BUILDINGS
- OTHER COLLEGE BUILDINGS

**APPENDIX J:
CAMPUS DESIGN FEATURES**

DESIGN FEATURES

Quad Campus

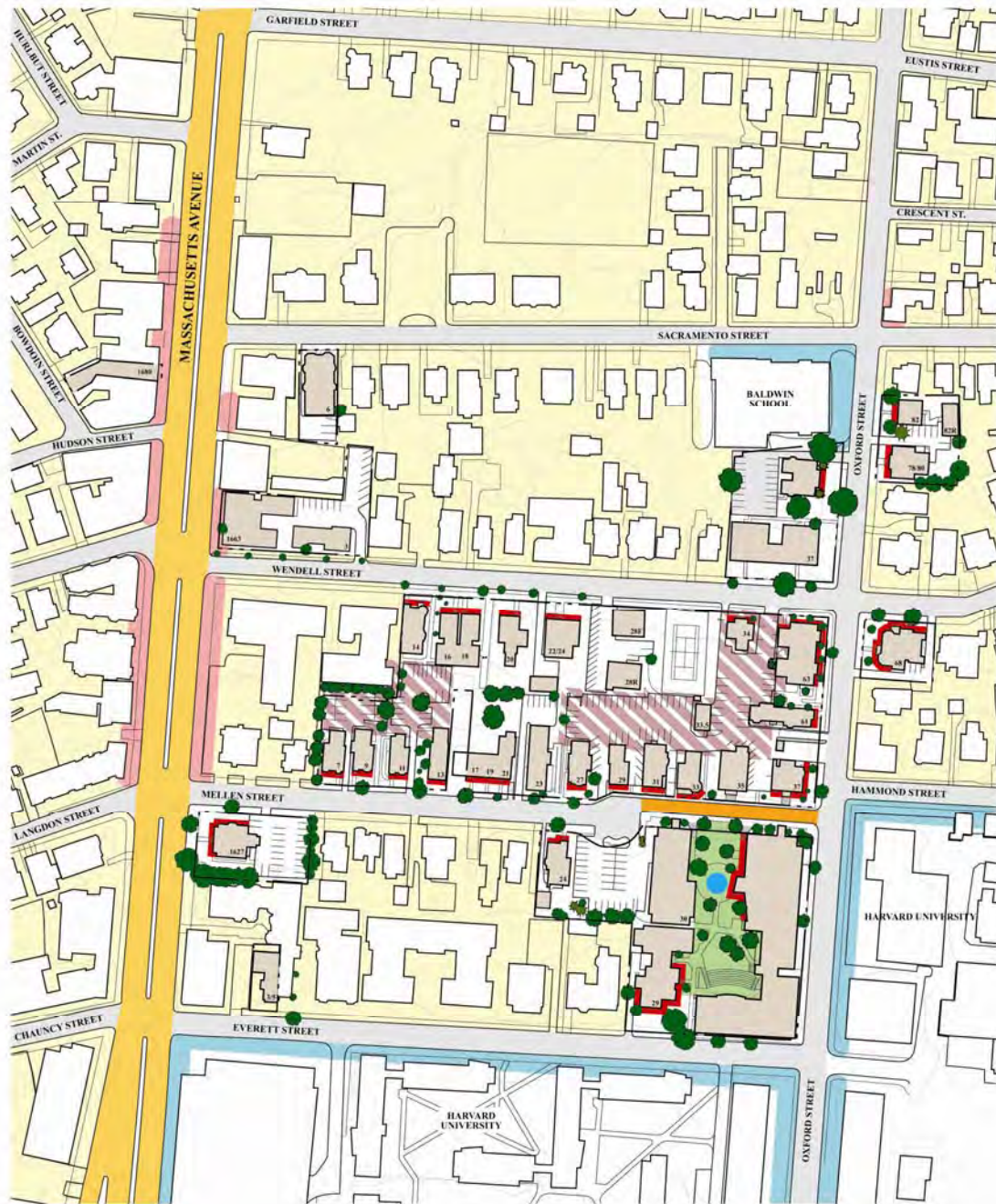


The Quad Campus lies within the context of a residential neighborhood, largely reflecting that scale and preserving the Victorian character of this historic part of Cambridge. Several buildings have beautiful historic facades, shown here in red. The larger buildings surrounding the main quad have more of an institutional presence, relating more to the academic scale of other buildings to the east and south. The heart of the campus is defined by these buildings, creating a mature and peaceful quadrangle much used by students. The pedestrian mall along Mellen Street helps to unite the campus; however, much of the space within the block between Mellen and Wendell Streets is devoted to necessary parking, which does not help promote a cohesive campus environment. The bustle and commercial activity along Massachusetts Avenue only touches the edge of the Quad Campus, leaving most of this campus with a quiet residential feel. See Figure J-1 (Design Features – Quad Campus).

Recommendations:

- Preserve and respect existing scale of neighborhood for new construction, expansion and renovation
- Continue award-winning stewardship and innovative adaptive re-use of Victorian houses
- Address existing Low Image Areas with landscaping, renovation, new construction, as appropriate
- Increase green space, campus character using the existing quad landscape as a model
- Reduce impact of vehicular parking and transportation
- Mitigate pedestrian and vehicular circulation
- Improve signage and wayfinding systems for pedestrians and vehicles

Figure J-1: DESIGN FEATURES – Quad Campus



LESLEY UNIVERSITY CENTENNIAL CAMPUS PLAN STUDIES 2008
 QUAD CAMPUS

DOBER, LIDSKY, CRAIG AND ASSOCIATES, INC.
 Campus and Facility Planning Consultants

UNIVERSITY BUILDINGS	MATURE CAMPUS LANDSCAPE	RESIDENTIAL USE	BUSY STREETS
SIGNIFICANT FACADES	PEDESTRIAN MALL	COMMERCIAL USE	LOW IMAGE AREA
EXISTING TREES	GATHERING SPACE	EDUCATIONAL USE	

DESIGN FEATURES

Porter Campus



The Porter Campus is largely defined by the convergence of two major roads and the activity created both by the MBTA station and the extensive commercial development in the immediate vicinity. The commercial storefronts are shown in pink and the T shown in blue. The depressed tracks of the T, in fact, create a barrier between University Hall and everything to the north. A large part of the campus is devoted to parking lots, decreasing the “campus character” of the area. See Figure J-2 (Design Features – Porter Campus).

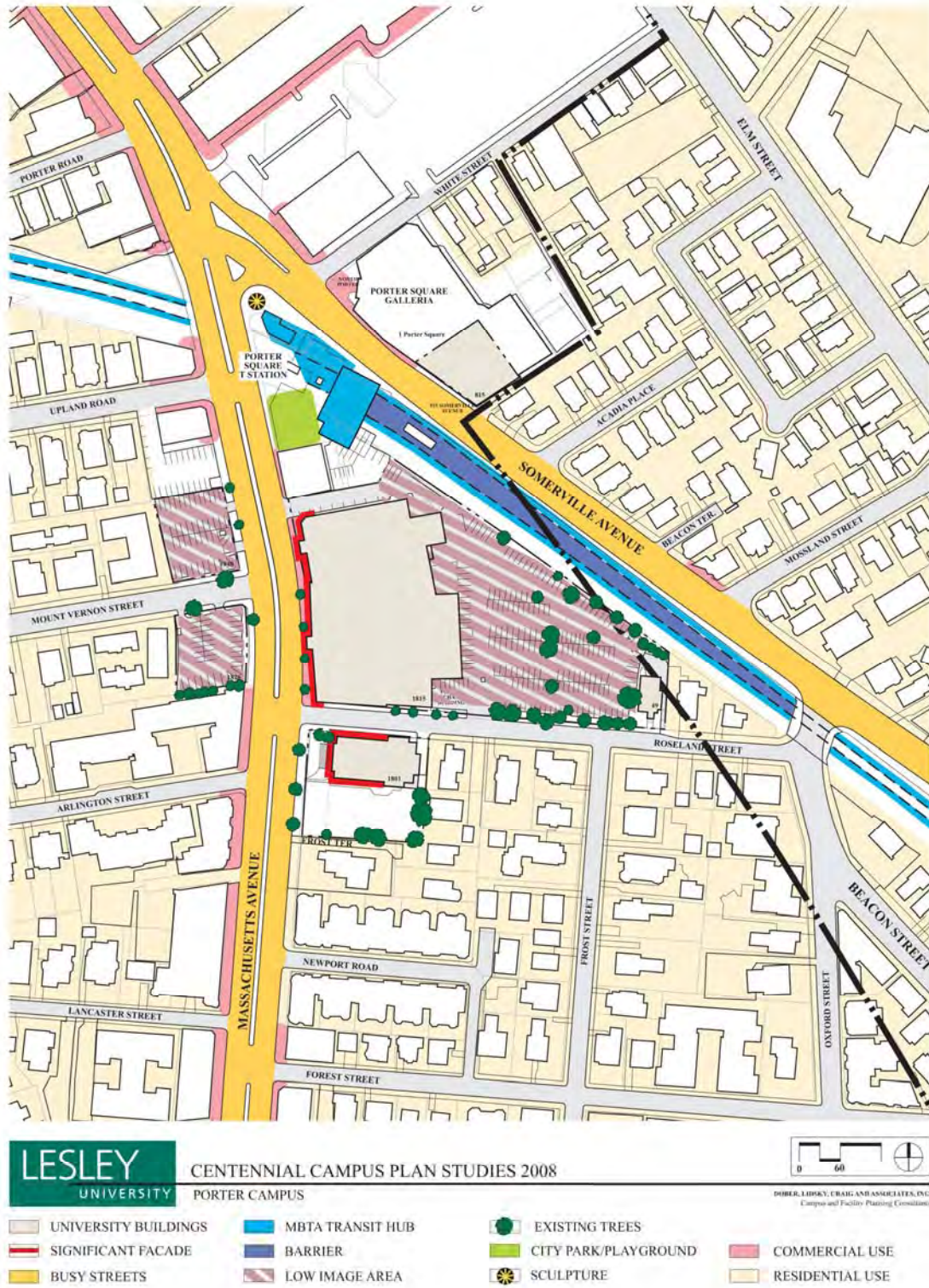
The primary campus building, University Hall, has an enormous physical presence, significant art deco façade and landmark tower, juxtaposed across from Prospect Hall, a former nineteenth century church with its recognizable steeple. Open space in the area is limited to the pocket park in Porter Square and the landscaped plaza at the Porter Square Shopping Center. The general character of the area is that of a dense residential neighborhood and bustle of a very active urban hub.

Recommendations:

- Respect and enhance existing urban scale and commercial mix of uses at Porter Square and along Massachusetts Avenue
- Continue award-winning stewardship and innovative adaptive re-use of historic structures
- Address existing Low Image Areas with landscaping, renovation, new construction, as appropriate
- Increase ground-floor activity, urban character using the existing Massachusetts Avenue streetscape as a model
- Increase green space, campus character of existing University Hall parking lot
- Consider opportunities for public art
- Mitigate impact of vehicular parking and transportation
- Improve signage and wayfinding systems for pedestrians and vehicles



Figure J-2: DESIGN FEATURES – Porter Campus



DESIGN FEATURES

Brattle Campus



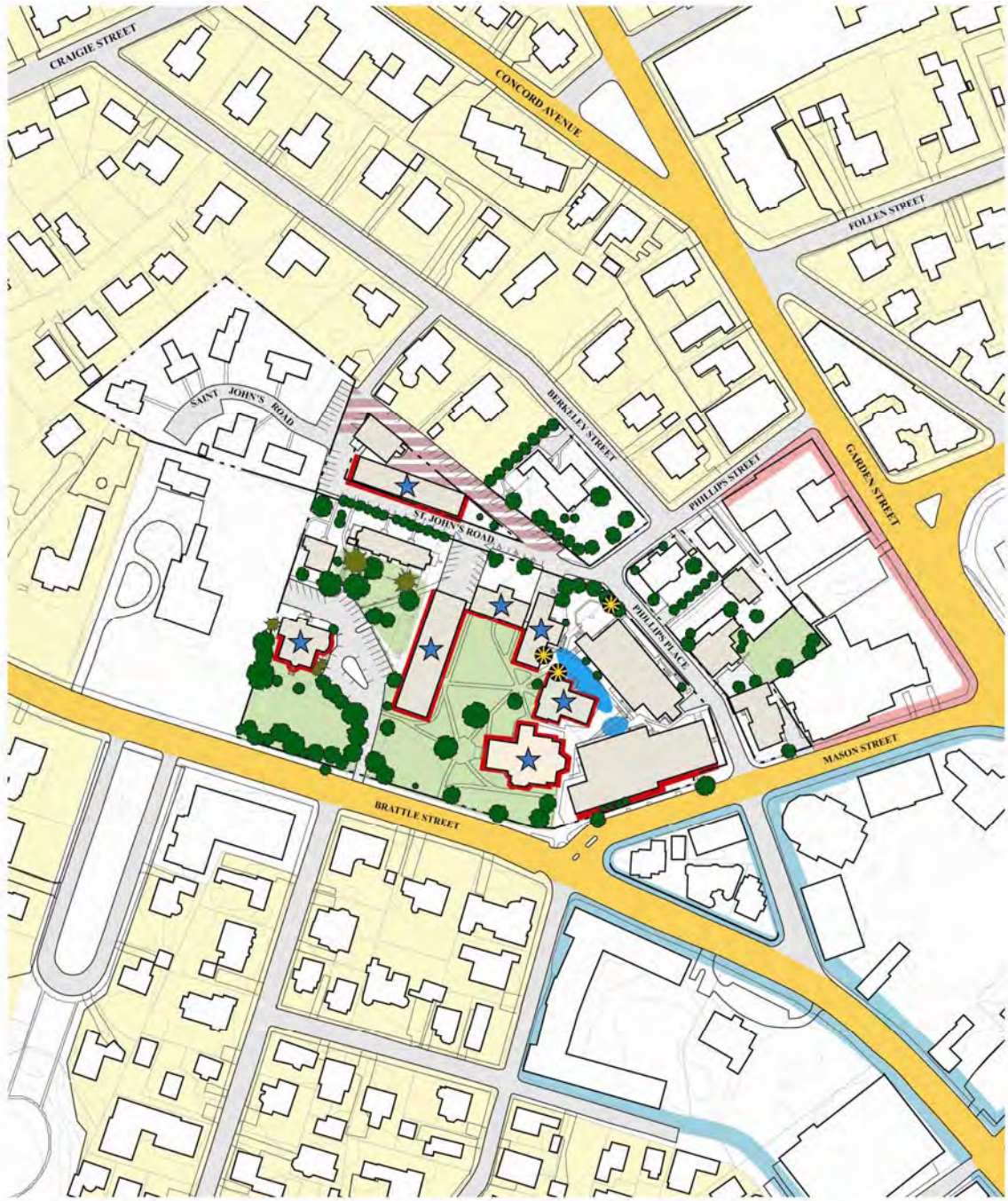
The Brattle Campus is located within the context of a residential neighborhood, but is characterized by several historic and institutional scale buildings on the campus and also at adjacent institutions. Much of the campus lies within the Old Cambridge Historic District or the Berkeley Street Historic District. Buildings with a blue star are an individual nomination or are contributing buildings to the National Register Historic District. Many campus buildings have significant facades, indicated by a red line, including notable examples of early nineteenth century, Victorian Gothic and modernist architecture. Major landscape features include a central collegiate quadrangle and a sunken garden, both facing Brattle Street. The mature landscape and campus open space also adds to the established, institutional feel and is made more unique by special features such as sculpture and commemorative trees. While Brattle Street and Mason Street have a good deal of traffic, there are quiet gathering spaces on the campus as indicated. Parking is mostly at the back or north side of the campus with the exception of the lot off Brattle Street that tends to cut off Hodges from the rest of the campus. See Figure J-3 (Design Features – Brattle Campus).

Recommendations:

- Preserve and respect existing scale and texture of campus
- Apply award-winning stewardship and innovative adaptive re-use of historic structures
- Address existing Low Image Areas with landscaping, renovation, as appropriate
- Conserve and protect existing green space
- Rationalize vehicular parking and transportation
- Improve signage and wayfinding systems for pedestrians and vehicles



Figure J-3: DESIGN FEATURES – Brattle Campus



CENTENNIAL CAMPUS PLAN STUDIES 2008
BRATTLE CAMPUS



- | | | | |
|---------------------|--|-----------------|----------------|
| CAMPUS BUILDINGS | NATIONAL REGISTER OF INDIVIDUAL NOMINATION OF CONTRIBUTING TO DISTRICT | RESIDENTIAL USE | LOW IMAGE AREA |
| SIGNIFICANT FACADES | SCULPTURE / SPECIAL FEATURE | COMMERCIAL USE | |
| CAMPUS OPEN SPACE | GATHERING SPACE | EDUCATIONAL USE | |
| EXISTING TREES | | BUSY STREETS | |

**APPENDIX K:
FACILITY INVENTORY**

LESLEY UNIVERSITY								
Facilities Inventory								
Rev. 12/19/2008								
Building Area								
#	Street	Land Area (Square Foot)	Gross (Square Foot)	Assignable (Square Foot)	Zone	Use	School/Dept	Dorm Capacity

Need to update other tabs

LESLEY OWNED PROPERTIES

3/5	Everett	3,285	3,650	2,738	C-2A	Rental		
29	Everett	13,088	20,675	12,979	C-2A			
	Founders Hall	N/A	8,390	5,257		Office	PRESIDENT	
	Stebbins Hall	N/A	12,285	7,722		Office/Classrooms		
31	Everett	15,147	31,990	19,194	C-2A	Dorm/Cafeteria	LC/SOE	138
12	Kirkland	13,290	8,695	5,431	A-2	President's House		
1627	Mass Ave	14,400	6,491	4,147	C-2A	Office	UG ADMISSIONS	
1663	Mass Ave	13,305	29,992	20,994	BA-2 Business	Dorm / Commercial Rental		72
1680	Mass Ave	2,885	7,212	5,048	BA-2 Business	Commercial Rental		
1801/1799	Mass Ave.	28,604	19,250	14,145	Res B	Office / Assem / Studio	FUTURE AIB	
1815	Mass Ave	66,604	231,590	165,778	BC Business	SOE / Office/Classrooms Commercial Rental		
1826	Mass Ave	12,007	-	-	BC Business	Parking Lot		
1840	Mass Ave	13,263	-	-	BC Business	Parking Lot		
1868	Mass Ave	-	-	-	BC Business	Parking Rights		
7	Mellen	5,468	4,865	2,603	C-1	Office	GSASS	
9	Mellen	5,296	4,180	2,387	C-1	Office	GSASS	
11	Mellen	6,912	4,153	2,229	C-1	Office	GSASS	
13	Mellen	5,615	3,959	1,980	C-1	Office	GSASS	
17	Mellen	2,845	2,400	1,200	C-1	Rental		
19	Mellen	2,896	1,857	1,600	C-1	Rental		
21	Mellen	4,127	4,860	2,430	C-1	Rental		
23	Mellen	8,579	12,375	8,330	C-1	Office	LC	
24	Mellen	5,310	5,033	2,332	C-2A	Dorm		17
27	Mellen	7,802	4,474	2,289	C-1	Office	LC	
29	Mellen	8,502	3,546	1,670	C-2A	Office	LC	
31	Mellen	6,838	6,610	4,095	C-2A	Dorm	LC	19
33	Mellen	4,069	4,282	2,442	C-2A	Office/Classrooms		
33 1/2	Mellen	1,928	1,823	836	C-2A	Office	PLANT	
35	Mellen	5,400	7,156	5,765	C-2A	Dorm		23
37	Mellen	8,086	5,679	2,867	C-2A	Office	LC/ALD	
47	Oxford	46,557	90,700	55,990	C-2A	Office/Classrooms Library/Dorm/Theater		158
61	Oxford	7,841	6,248	2,996	C-2A	Dorm		18
63	Oxford	11,901	13,681	6,324	C-2A	Dorm		39
68	Oxford	8,306	9,045	4,195	C-2A	Dorm		30
78/80	Oxford	6,812	6,975	3,107	C-1	Dorm	Threshold	26
79-81	Oxford	12,000	8,200	5,330	C-1	Rental		
82F	Oxford	3,406	3,422	1,768	C-1	Office	Threshold	
82R	Oxford	3,406	2,704	1,186	C-1	Dorm	Threshold	7
6	Sacramento	7,157	12,719	7,408	B	Dorm	LC	40
3	Wendell	5,711	7,226	5,058	C-1	Dorm		26
14	Wendell	5,250	8,100	6,673	C-1	Dorm		24
16/18	Wendell	10,407	11,406	9,194	C-1	Dorm		42
20	Wendell	7,500	3,802	1,900	C-1	Rental		
22/24	Wendell	9,477	6,514	3,257	C-1	Rental		
28F	Wendell	11,346	4,830	2,898	C-2A	Rental		
28R	Wendell	INCLUDED w/28F	4,830	2,898	C-2A	Dorm	Threshold	29
30/32	Wendell	11,250	N/A	N/A	C-2A	Tennis Court		
34	Wendell	6,625	2,778	1,609	C-2A	Office	GSASS / Alumni	
37-41	Wendell	15,000	30,050	19,532	C-1	Rental		
49	Roseland	7,004	10,000	5,400	BC Business	Rental		
700	Beacon (Boston)		40,000	25,078		Office/Classrooms	AIB	
815	Somerville Ave	10,382	29,284	19,532	BC Business	Office / Parking Garage	Admin / National	
99	Brattle Street	191,490						
	Lawrence Hall	-	28,970	23,490	C-1	Dorm	Brattle Campus	86
	Buildings & Grounds	-	4,739	4,345	C-1	Maintenance	Brattle Campus	
	Winthrop Hall	-	24,794	19,285	C-1	Dorm	Brattle Campus	64
3	Phillips	7,133	14,465	10,786	A-2	Office	Brattle Campus	
5	Phillips	11,686	7,318	4,397	A-2	Office	Brattle Campus	
		703,198	850,272	562,124				858

LESLEY LEASED PROPERTIES

601	Newbury (Boston)		24,000	14,760		Office/Classrooms	AIB	
243A	High Street (Belfast, ME)		2,500	1,750		Office	AEI	
710	11th Ave. (Greely, CO)		4,625	3,238		Office	National Program	
3733	University Bl. Jacksonville, FL		4,954	3,811		Training Center	National Program	
4730	S. Fort Apache Rd (Las Vegas)		8,395	5,877		Training Center	National Program	
			44,474	29,436				0
								858

TOTAL OWNED & LEASED PROPERTY

894,746	591,560							
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Lesley University - Campus Planning Studies 2008

Table B: SPACE INVENTORY BY BUILDING AND HEGIS CATEGORY

Building	Number of Spaces	Inventoried NASF	NASF by HEGIS Category									
			00s Unassigned / Unclassified	100s Classrooms	200s Laboratories and Studios	300s Offices and Related	400s Library and Study	500s Athletic and Special	600s General and Campus Use	700s Campus Support	800s Health Care	900s Residential
601 Newbury (Boston)	35	16,019		1,055	12,789	1,282				893		
700 Beacon (Boston)	107	25,078		3,390	12,484	5,194	1,964			1,917	129	
815 Somerville Avenue	48	15,121				15,121						
Crockett House	21	2,955								170		2,785
Doble Hall	58	10,185		1,628	329	871	1,041	88			748	5,480
Fine Arts	17	2,321		125	342	1,722				132		
Founders Hall	34	4,849				4,587					262	
Glennon Hall	20	3,157				2,621					282	254
Jenckes House	27	3,232										3,232
Kirkland House	24	3,011										3,011
Ludcke Library	21	12,602			1,990	1,033	9,579					
MacCormick Hall	12	1,479				1,479						
Mackenzie Hall	37	9,210				151				4,095	202	872
Malloch Hall	48	8,660			1,900	1,794					30	4,936
Mass 1627	22	4,116				3,582				534		
Mellen 11	12	2,007				1,848				79		80
Mellen 13	9	1,165				1,165						
Mellen 29	11	1,541				1,541						
Mellen 33.5	7	787				787						
Mellen 35	25	2,473									0	2,473

Lesley University - Campus Planning Studies 2008

Table B: SPACE INVENTORY BY BUILDING AND HEGIS CATEGORY

Building	Number of Spaces	Inventoried NASF	NASF by HEGIS Category									
			00s Unassigned / Unclassified	100s Classrooms	200s Laboratories and Studios	300s Offices and Related	400s Library and Study	500s Athletic and Special	600s General and Campus Use	700s Campus Support	800s Health Care	900s Residential
Mellen 7	12	2,076				2,076						
Mellen 9	14	2,064		184		1,810			70			
Mellen Hall	36	4,717				2,298				48		2,371
Oxford House	16	1,326										1,326
Prospect Hall (North Ave Church)	22	14,145	386	4,588		1,868			7,218	85		
Reed Hall	28	4,237										4,237
Sacramento House	48	5,789										5,789
Schwartz Hall	57	6,954				6,300				654		
Stebbins Hall	14	7,647		3,649	78	2,123		1,797				
University Hall	294	87,591		25,166	9,123	42,954	2,346		3,084	4,918		
Wendell 34	12	1,567				1,567						
Wendell House	43	7,457							720	1,730		5,007
White Hall	96	20,831				170			5,121	2,274		13,266
Wilson House	13	1,593										1,593
Wolford Hall	45	12,550		3,483		258			2,791	679		5,339
Study Totals:	1,345	310,512	386	43,268	39,035	106,202	14,930	1,885	26,824	12,041	872	65,069
		100%	0.1%	13.9%	12.6%	34.2%	4.8%	0.6%	8.6%	3.9%	0.3%	21.0%

**APPENDIX L:
CLASSROOM UTILIZATION & MODEL**

**Lesley University
Centennial Campus Planning Studies 2008**

CLASSROOM NEEDS PROJECTION

Two major initiatives of Lesley University's strategic planning: the planned growth of enrollment in Cambridge campus-based programs and the relocation of AIB to Cambridge will place significant demands on the University's inventory of classrooms. A review of the utilization of Lesley's general-purpose classrooms over the past five years identified that the registrar data from fall of 2007 was closest to the average utilization of the period and therefore the best data set to use for analysis and planning. To project future space requirements, a classroom needs projection model was developed allowing different assumptions on growth to be tested. This paper outlines the measures needed to meet Lesley's future classroom needs.

The projected enrollment growth in on-campus programs is indicated in the following table:

Table One – Lesley University On-Campus Enrollment Projections – 2008

School	On-Campus FTE Enrollment 2007	Projected FTE Enrollment 2013	Enrollment Increase from '08 to '13	Projected FTE Enrollment 2018	Enrollment Increase from '13 to '18
Lesley College	700	850	21%	1,100	29%
AIB	520	520	0%	600	15%
SOE	529	584	10%	645	10%
GSASS	707	781	10%	862	10%
ALD	158	254	61%	410	61%
TOTAL	2,614	2,989	14%	3,617	21%

Notes:

Lesley College and AIB enrollment are established in the Strategic Plan
 SOE and GSASS enrollment Increases 2 percent per year
 ALD Enrollment increases 10 percent per year, most of this growth in on-line courses

Lesley's multi-node campus requires a multi-pronged analysis of classroom utilization. Currently, the University has 32 classrooms, accommodating 998 seats and totaling 22,117 net assignable square feet (NASF).

With the exception of the 4 to 6:30 period in the evening schedule, classroom utilization at Lesley University is less intensive than normative standards indicate. This latent excess capacity is a positive situation when thinking about adjusting the classroom stock to accommodate growth. The table below provides a comparison of key Fall 2007 utilization data with normative utilization targets.

Table Two – Lesley CR Facts and Normative Targets

Utilization Fact	Cambridge Campus '07	Normative Target	DLC+A Database*
Usage Hours per Week - Day Program	13.4	26	19.9
Mean Station Occupancy - Day Program	63%	65%	59%
Usage Hours per Week - Eve Program	11.4	19.5	N/A
Mean Station Occupancy - Eve Program	47%	65%	N/A

* Benchmarks taken from 11 classroom utilization studies of institutions with 1,054 to 4,571 enrollments.

A significant change in Lesley’s classroom inventory will occur when the University begins to use several rooms in Sherrill Hall on the newly-acquired Brattle campus.

- Sherrill Hall Classrooms:
 - Sherrill 106, 107, 109, 110, 111 – five classrooms of 16 stations each
 - Sherrill 108 – a classroom of 24 seats
 - Sherrill 207, 209 – two classrooms of 60 seats each
 - Sherrill 304 – a caseroom of 120 seats

These 9 additional rooms will provide a significant resource towards meeting Lesley’s growth projections. The new rooms will create an inventory of 41 rooms, accommodating 1,342 seats and totaling 30,315 net assignable square feet (NASF).

In order to determine the appropriate number and size of classrooms to accommodate the growth and change projected in the University’s planning, an arithmetical model has been developed and refined. The model incorporates all future classrooms in Cambridge (on the Quad, Porter and Brattle campuses), all course sections (Lesley, AIB and EDS) offered in Fall 2007 and the means to project enrollment driven changes to the number of course sections and section sizes. This model can help answer the following questions:

- Can the classroom needs of the AIB program be accommodated in the Cambridge campus classroom inventory?
- What adjustments to the classroom inventory will be required to handle the projected growth in enrollment?

Accommodating AIB Classroom Demands in Cambridge

The model below shows the number of classrooms required in each of nine size ranges to accommodate all courses offered during the day on the Cambridge, EDS and Boston campuses assuming the utilization rates achieved in the Fall of 2007. The model consists of two parts, the first estimates the number of classrooms of each size required, the second table projects the space required and how the result compares to the existing inventory. Numbers in column O of the second table indicate the adjustment in the number of rooms suggested in each size category.

Table Three – Classrooms Needed for All LU and EDS Day Courses Assuming Fall ’07 Utilization Rates

A-1 Projected Classroom Need, Day - AIB & EDS COURSES ADDED

A	B	=D*+I		=INT((B*x u) + (B*x u)/2)-I		from schedule	=(G + P*) / z	=(G + P*) - (H x z)	=(G + P* - I) / H
		C	D	E	F				
Size Category	Modeled CR Size	Corresponding Actual Section Size Range @ 63% Target Occupancy				Weekly CR Hours in Range TOTAL	Required (Modeled) CRs @ 13.4 Hrs / Week	Remainder Hours to be accommodated ¹	Projected Mean Utilization (Hrs / Wk) ²
A	10	1	to	8	55	4	1.4	13.4	
B	20	9	to	14	139	10	6.4	13.4	
C	30	15	to	21	172	13	4.2	13.4	
D	40	22	to	27	89	7	0.0	13.3	
E	50	28	to	33	47	4	0.0	11.8	
F	60	34	to	49	5	1	0.0	5.0	
G	100	50	to	100	0	0	0.0	0.0	
Totals and Mean:					507	39	0.0	13.0	

r Assumption Inputs:

- u **63%** = Target Mean Station Occupancy
 - z **13.4** = Target Mean Usage Hours per Week (DAY)
 - 0%** = Future section size growth (changes distribution of CR sizes)
 - 0%** = Future CR hour growth (increases column G by this %)
 - 0%** = Total future enrollment growth based on two above percentages (enrollment = contact hours)
- Make entries in shaded cells only:
 blue data inputs
 salmon planning inputs

A-2 Projected Classroom Need, Day - AIB & EDS COURSES ADDED

			= B x H		= K x L		= K - N
A	B	H	K	L	M	N	O
Size Category	Modeled CR Size	Required (Modeled) CRs	Modeled Number of Stations	Recommended NASF / Sta	Modeled NASF	Existing + Sherrill CRs	Required (Modeled) minus Existing
A	10	4	40	30	1,200	4	0
B	20	10	200	25	5,000	6	4
C	30	13	390	21.5	8,385	5	8
D	40	7	280	19	5,320	11	-4
E	50	4	200	19	3,800	10	-6
F	60	1	60	18.5	1,110	3	-2
G	100	0	0	17	0	2	-2
Totals:		39	1,170		24,815	41	-2

63%	= Target Mean Station Occupancy
13.4	= Target Mean Usage Hours per Week (DAY)
0%	= Future section size growth
0%	= Future CR hour growth

Assuming no changes to the Fall '07 utilization rates indicated, accommodating in Cambridge all Day courses offered in the Fall of 2005 at both the Cambridge and Boston campuses would require 39 classrooms (7 more than now existing) comprising 1,170 student stations (73 more than existing) and consuming 33,435 NASF (6,647 more than existing).

As can be seen in sub-table A-2, with the Sherrill Hall classrooms added to the inventory, there is an excess of two rooms. Should Lesley continue to be successful in improving classroom utilization particularly at the Porter campus, there would be additional excess capacity. The following pair of tables models the classroom need assuming utilization rates that meet utilization targets similar to those from studies in the DLC+A Database, as noted on page 2. The peer institutions in this database are predominantly small, independent residential colleges, similar in many ways to the University's undergraduate programs, Lesley College and AIB, the predominant users of classrooms during the daytime hours. Higher utilization rates may be possible, but given increasing activity in co-curricular programs, such as athletics, often scheduled during the afternoon hours, we feel these levels are appropriate assumptions for Lesley's future.

Table Four – Classrooms Needed for All LU Day Courses Assuming Normative Utilization Rates

B-1 Projected Classroom Need, Day - AIB & EDS COURSES ADDED, IMP. UTIL.

A	B	=D ^h + I		=INT((B x u) + (B ^h x u)/2) - I		from schedule	=(G + P) / z	=(G + P) · (H x z)	=(G + P · I) / H
Size Category	Modeled CR Size	Corresponding Actual Section Size Range @ 60% Target Occupancy		Weekly CR Hours in Range TOTAL	Required (Modeled) CRs @ 20 Hrs / Week	Remainder Hours to be accommodated ¹	Projected Mean Utilization (Hrs / Wk) ²		
A	10	1	to	8	55	3	0.0	18.3	
B	20	9	to	14	139	7	0.0	19.9	
C	30	15	to	20	160	8	0.0	20.0	
D	40	21	to	26	92	5	0.0	18.4	
E	50	27	to	32	50	3	0.0	16.7	
F	60	33	to	47	11	1	0.0	11.0	
G	100	48	to	100	1	1	0.0	1.0	
Totals and Mean:					508	28	0.0	18.1	

Assumption Inputs:

- 60%** = Target Mean Station Occupancy
 - 20** = Target Mean Usage Hours per Week (DAY)
 - 0%** = Future section size growth (changes distribution of CR sizes)
 - 0%** = Future CR hour growth (increases column G by this %)
 - 0%** = Total future enrollment growth based on two above percentages (enrollment = contact hours)
- Make entries in shaded cells only:
 blue data inputs
 salmon planning inputs

B-2 Projected Classroom Need, Day - AIB & EDS COURSES ADDED, IMP. UTIL.

A	B	H	= B x H		= K x L		= K - N
Size Category	Modeled CR Size	Required (Modeled) CRs	Modeled Number of Stations	Recommended NASE / Sta	Modeled NASE	Existing + Sherrill CRs	Required (Modeled) minus Existing
A	10	3	30	30	900	4	-1
B	20	7	140	25	3,500	6	1
C	30	8	240	21.5	5,160	5	3
D	40	5	200	19	3,800	11	-6
E	50	3	150	19	2,850	10	-7
F	60	1	60	18.5	1,110	3	-2
G	100	1	100	17	1,700	2	-1
Totals:		28	920		19,020	41	-13

- 60%** = Target Mean Station Occupancy
- 20** = Target Mean Usage Hours per Week (DAY)
- 0%** = Future section size growth
- 0%** = Future CR hour growth

At benchmark utilization rates, the university would need a significantly smaller classroom inventory, even with the added demand of AIB and EDS classroom use. Under the assumptions indicated, accommodating all Day courses offered in the Fall of 2007 at both the Cambridge and Boston campuses would require 28 classrooms (4 fewer than existing and 13 fewer than the future inventory). Of course, achieving these utilization rates would involve significant changes in classroom scheduling practices and faculty and student expectations. The Registrar’s office has implemented revised scheduling guidelines which will work toward these targets, but full realization of these utilization levels will likely take several years to accomplish. This indication of latent “excess capacity” achieved through more rigorous resource management suggests the viability of a middle ground to improved utilization. The excess capacity available in the future classroom inventory will help the University accommodate or partially accommodate its other major strategic component affecting classroom use – enrollment growth.

Accommodating Enrollment Growth

The classroom model has been refined to perform what-if scenarios regarding enrollment growth reflected through increasing the amount of weekly classroom hours and through increasing section sizes. In the tables below, the enrollment assumption is for the FY '18 period using the goals identified in the University’s new strategic plan. The strategic plan calls for 39 percent growth for Lesley College and AIB. As these are the two populations that use the classroom inventory most heavily during the day, their growth, totaling 72 percent over existing levels, will directly impact demands on classroom space. The model below shows how these demands can be accommodated assuming section size growth of 26 percent over the existing array and a 10 percent increase in the number of classroom hours (number of sections). This balance is the critical issue for planning purposes – a decision on the desired section size is usually made balancing pedagogical and efficiency/financial objectives. The assumptions below suggest an increase in undergraduate teaching faculty and/or faculty loading.

Table Five – Classrooms Needed for All LU and EDS Day Courses at FY '18 Enrollment Levels and Improved Utilization Rates

C-1 Projected Classroom Need, Day - AIB & EDS COURSES ADDED, IMPROVED UTILIZATION, STRATEGIC GROWTH ASSUMED

A	B	=D ⁿ +1		=INT((B x u) + (B ⁿ x u)/2)-1		from schedule	=(G + P ⁿ) / z	=(G + P ⁿ) - (H x z)	=(G + P ⁿ - I) / H
		C	D	E	F				
Size Category	Modeled CR Size	Corresponding Actual Section Size Range @ 60% Target Occupancy		Weekly CR Hours in Range	Required (Modeled) CRs @ 14 Hrs / Week	Remainder Hours to be accommodated ¹	Projected Mean Utilization (Hrs / Wk) ²		
A	10	1	to	8	29	2	1.0	14.0	
B	20	9	to	14	92	7	0.0	13.3	
C	30	15	to	20	183	13	1.0	14.0	
D	40	21	to	26	102	7	5.0	14.0	
E	50	27	to	32	69	5	4.0	14.0	
F	60	33	to	47	83	6	3.0	14.0	
G	100	48	to	100	1	1	0.0	4.0	
Totals and Mean:					559	41	0.0	13.6	

Assumption Inputs:

60%	= Target Mean Station Occupancy	blue	data inputs
14	= Target Mean Usage Hours per Week (DAY)	salmon	planning inputs
26%	= Future section size growth (changes distribution of CR sizes)		
10%	= Future CR hour growth (increases column G by this %)		
39%	= Total future enrollment growth based on two above percentages (enrollment = contact hours)		

Make entries in shaded cells only:

**C-2 Projected Classroom Need, Day - AIB & EDS COURSES ADDED,
IMPROVED UTILIZATION, STRATEGIC GROWTH ASSUMED**

			= B x H		= K x L		= K - N
A	B	H	K	L	M	N	O
Size Category	Modeled CR Size	Required (Modeled) CRs	Modeled Number of Stations	Recommended NASF / Sta	Modeled NASF	Existing + Sherrill CRs	Required (Modeled) minus Existing
A	10	2	20	30	600	4	-2
B	20	7	140	25	3,500	6	1
C	30	13	390	21.5	8,385	5	8
D	40	7	280	19	5,320	11	-4
E	50	5	250	19	4,750	10	-5
F	60	6	360	18.5	6,660	3	3
G	100	1	100	17	1,700	2	-1
Totals:		41	1,540		30,915	41	0

60%	= Target Mean Station Occupancy
14	= Target Mean Usage Hours per Week (DAY)
26%	= Future section size growth
10%	= Future CR hour growth

These assumptions suggest a classroom inventory with the same number of rooms as that assumed in the future inventory. However to best fit the projected array of sections sizes, the inventory should be adjusted to develop a different mixture of seat counts. This could be done by subdividing some large classrooms and potentially combining some small rooms. Adjusting some room sizes will better fit the projected pattern of section sizes, increasing the number of 20, 30 and 60 seat rooms while reducing those in the 10, 40, 50, and 100 seat ranges. In practice, retaining the larger rooms will support pedagogical flexibility and innovation, as in the current use of large classrooms by relatively small sections in SOE and GSASS to enable group breakouts and movement/role-playing techniques.

Table Six explores the assumption that faculty growth will be limited for efficiency/financial reasons. In this case, section sizes will need to increase significantly to handle the projected enrollment growth. Under this scenario, the University would need nine fewer rooms than assumed in the future inventory, with stable or reduced numbers in all but the 60-seat size. This category would need to increase by 8 rooms.

Table Six – Classrooms Needed for All LU Day Courses at FY '18 Enrollment Levels and Improved Utilization Rates - Increase in Faculty Constrained

D-1 Projected Classroom Need, Day - AIB & EDS COURSES ADDED, IMPROVED UTILIZATION, STRATEGIC GROWTH, NO FACULTY EXP.

		$=D^* + I$	$=INT((B \times u) + (B^* \times u)/2) - I$	from schedule	$=(G + P^*)/z$	$=(G + P^*) \cdot (H \times z)$	$=(G + P^* - I)/H$
A	B	C	D	G	H	I	J
Size Category	Modeled CR Size	Corresponding Actual Section Size Range @ 60% Target Occupancy		Weekly CR Hours in Range TOTAL	Required (Modeled) CRs @ 14 Hrs / Week	Remainder Hours to be accommodated ¹	Projected Mean Utilization (Hrs / Wk) ²
A	10	1	to 8	26	2	0 0	13 0
B	20	9	to 14	80	6	0 0	13 3
C	30	15	to 20	100	7	2 0	14 0
D	40	21	to 26	128	9	4 0	14 0
E	50	27	to 32	71	5	5 0	14 0
F	60	33	to 47	96	7	3 0	14 0
G	100	48	to 100	5	1	0 0	8 0
Totals and Mean:				506	37	0.0	13.7

r Assumption Inputs:

- u **60%** = Target Mean Station Occupancy
 - z **14** = Target Mean Usage Hours per Week (DAY)
 - 39%** = Future section size growth (changes distribution of CR sizes)
 - 0%** = Future CR hour growth (increases column G by this %)
 - 39%** = Total future enrollment growth based on two above percentages (enrollment = contact hours)
- Make entries in shaded cells only:
 blue data inputs
 salmon planning inputs

D-2 Projected Classroom Need, Day - AIB & EDS COURSES ADDED, IMPROVED UTILIZATION, STRATEGIC GROWTH, NO FACULTY EXP.

			$= B \times H$		$= K \times L$		$= K - N$
A	B	H	K	L	M	N	O
Size Category	Modeled CR Size	Required (Modeled) CRs	Modeled Number of Stations	Recommended NASF / Sta	Modeled NASF	Existing + Sherrill CRs	Required (Modeled) minus Existing
A	10	2	20	30	600	4	-2
B	20	6	120	25	3,000	6	0
C	30	7	210	21.5	4,515	5	2
D	40	9	360	19	6,840	11	-2
E	50	5	250	19	4,750	10	-5
F	60	7	420	18.5	7,770	3	4
G	100	1	100	17	1,700	2	-1
Totals:		37	1,480		29,175	41	-4

- 60%** = Target Mean Station Occupancy
- 14** = Target Mean Usage Hours per Week (DAY)
- 39%** = Future section size growth
- 0%** = Future CR hour growth

When the model is run to assess the impact of enrollment growth through FY '18, the University, through the acquisition of the Sherrill Hall classrooms, has ensured that there will be sufficient classroom space to accommodate the ambitious enrollment targets. The profile of classroom sizes will need to be adjusted based on actual faculty growth, the desired section size and learning environment.

Accommodating Evening Courses

As indicated earlier, the current major scheduling problem at Lesley is the heavy classroom demand related to evening courses, particularly in the 4 PM to 6:30 PM time slot. Similar models were developed to project needs for this component of the course load. There are fewer hours available for scheduling during the week in the evening period, and only two time slots to fit sections into. By far the most popular time slot for Lesley's evening students (and faculty) is the 4 to 6:30 period. It is at this time that Lesley maximizes its use of classrooms, particularly at its Porter node. If more of this load can be shifted to the later 6:45 to 9:15 time slot and greater utilization made of the Oxford node classrooms, evening courses and projected growth could be accommodated in the existing inventory.

Table Seven – Classrooms Needed for All LU Evening Courses at FY '18 Enrollment Levels Assuming Current Utilization Rates

E-1 Projected Classroom Need, Evening - CURRENT UTILIZATION, STRATEGIC GROWTH, MODEST FACULTY EXP.

A	B	=D ^o + I		=INT((B x u) + (B ^o x u)/2)-I		from schedule	=(G + P) / z	=(G + P) - (H x z)	=(G + P - I) / H
Size Category	Modeled CR Size	Corresponding Actual Section Size Range @ 47% Target Occupancy		Weekly CR Hours in Range	TOTAL	Required (Modeled) CRs @ 11.4 Hrs / Week	Remainder Hours to be accommodated ¹	Projected Mean Utilization (Hrs / Wk) ²	
A	10	1	to	6	35	3	0.8	11.4	
B	20	7	to	10	96	8	5.6	11.4	
C	30	11	to	15	57	5	5.6	11.4	
D	40	16	to	20	77	7	2.8	11.4	
E	50	21	to	24	68	6	2.4	11.4	
F	60	25	to	36	92	9	0.0	10.5	
G	100	37	to	100	0	0	0.0	0.0	
Totals and Mean:					425	38	0.0	11.2	

r Assumption Inputs:

u	47%	= Target Mean Station Occupancy	Make entries in shaded cells only:
z	11.4	= Target Mean Usage Hours per Week (EVE)	blue data inputs
	15%	= Future section size growth (changes distribution of CR sizes)	salmon planning inputs
	6%	= Future CR hour growth (increases column G by this %)	
	22%	= Total future enrollment growth based on two above percentages (enrollment = contact hours)	

E-2 Projected Classroom Need, Evening - CURRENT UTILIZATION, STRATEGIC GROWTH, MODEST FACULTY EXP.

A	B	H	$= B \times H$	L	$= K \times L$	N	$= K - N$
Size Category	Modeled CR Size	Required (Modeled) CRs	Modeled Number of Stations	Recommended NASF / Sta	Modeled NASF	Existing CRs	Required (Modeled) minus Existing
A	10	3	30	30	900	5	-2
B	20	8	160	30	4,800	6	2
C	30	5	150	25	3,750	5	0
D	40	7	280	22	6,160	12	-5
E	50	6	300	22	6,600	11	-5
F	60	9	540	22	11,880	1	8
G	100	0	0	22	0	4	-4
Totals:		38	1,460		34,090	44	-6

- 47%** = Target Mean Station Occupancy
- 11.4** = Target Mean Usage Hours per Week (EVE)
- 15%** = Future section size growth
- 6%** = Future CR hour growth

Excess capacity is evident when the model is run with these assumptions. Even with the 22 percent increase in enrollment projected for the programs that are primarily offered in the evening, just 38 rooms are needed, six fewer than available. Again, adjustments should be made to improve the fit of sections to rooms. These adjustments would be coordinated with adjustments for the day program.

Next Steps to Meet Classroom Needs

1. Identify possible room size adjustments
2. Develop implementation plan to coordinate classroom size, teaching technology, and furnishing upgrades
3. Coordinate projects with academic building renovations.

**APPENDIX M:
PARKING & TRANSPORTATION DEMAND
MANAGEMENT PLAN**



**LESLEY UNIVERSITY
Cambridge Campus
Parking and Transportation
Demand Management Report**

June 2008

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30-Jun-08 Lesley University Parking Inventory					
Location	Lot	Lesley Use	Non Lesley Use	Off Line	
Cambridge MA					
29 Everett Street		3			President/staff
12 Kirkland Place		2			President Residence
1627 Mass Ave	A	22			Faculty/Staff/Student
1815 Mass Ave	J	25	167		F/S & T/C
1826 Mass Ave			38		Tenants/Commercial
1840 Mass Ave	I	40			Faculty/Staff
1868 Mass Ave	K	14			Faculty/Staff
7,9,11 Mellen St	E	27			Faculty/Staff
23 Mellen St	G	6			Faculty/Staff
24 Mellen St				4	Faculty/Staff
30 Mellen St	B	32			Faculty/Staff/Visitors
61 Oxford St	C	78			Faculty/Staff/Students
68 Oxford St		5			Faculty/Staff
82 Oxford St.	H	6			Faculty/Staff
6 Sacramento		6			Faculty/Staff
3 Wendell St	D			23	Students
18 Wendel St	M	3			Faculty/Staff
22/24 Wendell St			4		Tenants
28 Wendell St	F	16			Faculty/Staff
37-41 Wendell St			10		Tenants
79-81 Roseland St			10		Tenants
49 Roseland St.			9		Tenants
815 Somerville	L	17			Faculty/Staff
subtotal		302	238	27	567
		F/S & Students	Tenant/Comm.	Off-line	

2006 had 173 ct. for non-Lesley Bally's

26 visitor

2006 total: 593

Quad Campus	Employee	Students	Leased	Off-line	Totals
29 Everett Street	3				3
12 Kirkland Place	2				2
1627 Mass Ave	A 22				22
7,9,11 Mellen St	E 27				27
23 Mellen St	G 6				6
24 Mellen St				4	4
30 Mellen St	B 32				32
61 Oxford St	C 78				78
68 Oxford St		5			5
82 Oxford St.	H 6				6
6 Sacramento		6			6
3 Wendell St	D			23	23
18 Wendel St	M 3				3
22/24 Wendell St			4		4
28 Wendell St	F 16				16
37-41 Wendell St			10		10
79-81 Roseland St			10		10
49 Roseland St.			9		9
Quad Totals	206	0	33	27	266

Porter Campus	Employee	Student	Leased	Off-line	Total
1815 Mass Ave	J 25				25
1815 Mass Ave	J		167		167
1826 Mass Ave			38		38
1840 Mass Ave	I 40				40
1868 Mass Ave	K 14				14
815 Somerville	L 17				17
Porter Totals	96	0	205	0	301
LESLEY Total	302	0	238	27	567

BACKGROUND

Lesley University's approved 2005 baseline PTDM plan enumerates a menu of transportation services and cost-effective financial incentives and describes Lesley's plans for making a reasonable effort to reduce its single occupancy vehicle "SOV" rate. The Progress Report is also an update of Lesley's existing Transportation Demand Management "TDM" programs, the University's Cambridge parking supply, and the total population of employees and students who commute to the Cambridge campus. The goal of the Progress Report is to provide the City of Cambridge with a current assessment of Lesley's parking supply and how Lesley is managing its vehicle trips through the TDM measures and strategies offered by the University as compared to its 2005 baseline report. At the time of the Lesley's PTDM Plan approval, the PTDM Officer set Lesley University's SOV mode split commitment at 38 percent. According to the 2008 PTDM survey results Lesley's SOV rate is currently 31 percent.

In the Monitoring Section of the original PTDM Plan, Lesley commits to providing annual updates to the City of Cambridge PTDM Officer. The monitoring commitments and conditions include:

- Conduct annual student and employee parking and transportation surveys in the months of April or May in accordance with the reporting requirements of the City of Cambridge and the Mass. Department of Environmental Protection's Rideshare program.
- Provide annual monitoring reports that include information where students and employees park and the cost of their permit.
- Conduct driveway and parking utilization counts every two years during the months of April or May and be reported no later than June 30, commencing in 2006.

In addition to monitoring parking and conducting an annual survey, Lesley specified a variety of TDM measures it would work toward implementing. These measures include:

- Host commuter events through MassRIDES
- Provide an onsite Employer Transportation Coordinator (ETC)
- Place transportation benefits information in new hire packets
- Promote commute options at the worksite through e-mails or intranet site
- Maintain bike racks
- Offer informal flextime program
- Offer informal Telework program
- Sell onsite transit passes
- Provide payroll deduction for transit
- Provide preferential or discounted parking for carpoolers
- Provide showers for bikers and walkers
- Offer an Emergency Ride Home Program
- Sponsor shuttle service for employees

As of June 2008 Lesley University continues to provide all of the above measures. In addition, Lesley increased the parking rates in 2007-2008 by 6%. Lesley has increased parking rates by 5% for 2008-2009. In addition to the economics of commuting and parking, Lesley has increased its educational campaign for Lesley faculty, staff and student awareness of important community sustainability goals and the benefits of car pooling, public transit, bicycle and walking to work.



Lesley has advanced its Sustainability Educational program including a new website at: <http://www.lesley.edu/services/operations/green/index.html> The Greening of Lesley University: Our goal is to empower individuals, and the institution, to contribute to a sustainable community, through a deeper understanding of the ecological connections that bind us all together, through the creation of opportunities for action, and through ongoing assessment of our progress.

Noted are the following alternate transportation improvements in 2008 from 2007:

- Carpool increased from 4% to 5.2%
- Public transit increased from 20% to 25.7%
- Bicycle increased from 1% to 3.4%
- Walking increase from 4% to 13%

SECTION I PARKING UPDATE

The Lesley University parking utilization counts at all lots/garages with 40 or more spaces were conducted during the week of May 5 – 9, 2008 between Tuesday and Thursday and during the same time as the Transportation Survey. Driveway counts were also conducted during the same timeframe at all lots with 15 or more spaces. The reports are attached.

The summary of the updated inventory and parking layouts were submitted separately to the City of Cambridge Parking Office, and included as complimentary documentation to the PTDM Plan. There is a copy of the updated parking inventory in the attached Appendix. Lesley maintains a very stable parking inventory. Since the 2006 PTDM report there has been relatively no change in employee and student supply. A description of the various parking rates and facilities can be found at: www.lesley.edu/security/parking.

SECTION II PROGRESS REPORT

Trip Reduction Incentive program progress since the 2004 PTDM Plan includes:

Onsite Commuter Events

Lesley University held Sustainability (promoting alternate transportation) fairs in October 2007 and in April 2008. <http://www.lesley.edu/services/operations/green/index.html>

Onsite Employer Transportation Coordinator (ETC)

Lawrence Carr, Director of Campus Services is the designated as the onsite ETC.

New Hire New Student Packets

New employees and students receive an orientation that includes information on the MBTA pass programs and other commuting options. www.lesley.edu/security/parking

Semester Pass Program

Semester student orientation programs include transportation and parking information (i.e. MBTA semester pass program, free parking vouchers, parking rules and regulations). www.lesley.edu/security/parking

Carpool Options

Car/Vanpool Matching is provided to Lesley employees and students through MassRIDES and administered through the Public Safety Department. Lesley's carpool policy is on file with the City of Cambridge.

Commute Options promotions at the worksite

Transportation information is included in student handbooks and employee information online. A slide show presented to the new employees at their orientation. A section of the slide show is devoted to transportation programs and services. Information regarding the MBTA parking vouchers and a link to purchase a pre-tax MBTA pass is located on the Lesley web page at: www.lesley.edu/security/parking

Bike Rack Installation

Lesley installed four 9 stall bicycle racks at \$500 per rack in 2007 (two on the Quad campus and two at University Hall). More bike racks are planned for 2008-2009 using the new City approved racks: inverted U; post & hitch or swerve types.

Informal Flextime Program

Students and faculty regularly come to the campus based on a schedule which is variable and flexible. The variable schedule is reflected in the weekly commute trips captured in the survey. Flextime for employees is on a departmental level.

Informal Telework Program

Because students and faculty come to the campus based on a variable and flexible schedule, they are not necessarily on campus five days/week and many consider the days not on campus as either CWW, Telecommuting. In the future the survey will ask students to self identify. Telework for employees is on a departmental level.

Onsite Transit Passes

Employees can conveniently apply on-line and have the MBTA passes mailed to their home or office: 83 employees utilized this service on a monthly basis. Lesley conveniently posts a link to the MBTA's transportation schedules and routes on its web page.

Lesley University participates in the MBTA's Semester Pass Program. The program allows students to order, pay and pick-up a semester MBTA pass conveniently on campus. Students are given an 11% discount on their MBTA pass through the Semester Pass Program. For 2007-2008 164 students participated in the Semester Pass program.

Payroll Deduction for Transit

Lesley employees may purchase their MBTA passes through payroll deduction on a pre-tax basis.

Preferential or Discounted Parking for Carpoolers

15 designated HOV spaces are posted and located at Lot C (which is gated), for graduate student access after 3:30 p.m. each week day as required in the PTDM Plan, also 2 spaces have been set aside at University hall for car poolers.

Information regarding the MBTA parking vouchers and a link to purchase a pre-tax MBTA pass is located on the Lesley web page at: www.lesley.edu/security/parking

Showers for Bikers and Walkers

Lesley provides 84 bicycle parking spaces, 32 are located in front of the Library on the Quad campus, 18 are located outside the Public Safety office and 34 are located at rear of the Porter Exchange building on the north campus. All areas (except the racks outside the public safety office) are covered and an aisle of at least 5 feet exists behind each rack. Capital funds are budgeted in 2008-2009 to add bike racks using city guidelines.

Showers and a changing area are located on the Quad campus in the basement of Alumni Hall adjacent to the gym and approximately 100 feet from the bike racks.

Lesley offers bicycle registration with the Security Department as an aid to locate a lost or stolen bike. Lesley started a bike to work club in 2008.

Emergency Ride Home Program

The Emergency Ride Home Program was introduced to employees on April 26, 2005.

Shuttle Service for Employees and Students

Lesley subcontracts with Local Motion to provide a shuttle service between three Cambridge campus locations. The shuttle runs continuously and conveniently from 7:30am until 10:30pm Monday through Friday. The shuttle stops are located behind 1815 Mass. Avenue, at the corner of Mass. Avenue and Mellen Street and at the Episcopal Divinity School. The shuttle service transports on average 2,300 people a week and open to anyone with University I.D. Complete information on the Lesley University Shuttle System is available from the Parking and Security office. Persons interested in getting on-line information can access the Shuttle Service through Lesley's main web page, www.Lesley.edu.

Student Commuter Programs

Lesley University offers free parking for all commuting students at the Alewife and Quincy Adams MBTA parking garages. Students can park at either garage at anytime, take the MBTA Red Line to Lesley and obtain a payment voucher for the MBTA parking. The vouchers are conveniently available at both Cambridge campuses. Lesley expends on average \$15,000 per academic year on this incentive. During the last three academic years an average of about 3,000 vouchers were distributed.

Zipcar

Lesley University participates in the Zipcar program and has a car located on its property at 1815 Mass. Avenue. The program is designed to encourage use of the public transit system because it provides a method of transportation while at work or class. The Zipcar program is promoted as part of Lesley transportation services at and featured in the fall transportation fair with reps from Zipcar distributing flyers, see information in Appendix.

Office for Workforce Development

Lesley University continues to partner with the Office of Workforce Development on several levels and is committed to working with the Cambridge OWD to identify additional Cambridge residents who may qualify for job opportunities at Lesley: 15% of Lesley employees live in Cambridge.

SECTION III SUPPORTING DOCUMENTATION FOR LESLEY UNIVERSITY 2008 PTDM TRANSPORTATION SURVEY

In 2005, the PTDM Officer established an SOV goal commitment of 38 percent. The University accepted the PTDM Officer's recommendation of this goal. Since 2005, Lesley has met or exceeded this goal. Lesley uses a slightly different yet similar electronic survey using the City of Cambridge's Sample Survey as its base, and resurveyed its employee and student population.

For the 2008 survey, Lesley clarified the identifying codes for Boston Campus employees and students and removed them from its survey lists. Therefore only Cambridge employees and students are reflected in the results giving a more accurate snap shot of its Cambridge campus commuting population. In addition, Lesley split the "hours scheduled" question in two, thus capturing the different commute hours for students and employees to use for future analysis and planning. Also, the "not on campus" choice was clarified to capture those students and faculty that do not have any classes on campus on any particular day during the week thus do not commute to campus. This year, a number of students and faculty chose "No classes scheduled" to describe their "non-commute" behavior which is more indicative of the Lesley University population which is different from other Universities and the class hours are more grouped on specific days of the week, nights and weekends.

Survey Sample

As of March 1, 2008, Lesley University had approximately 1,269 commuting employees and students who either work or attend class during the day between the hours of 6 AM and 10 PM. This number represents a relatively stable population since in 2007 the total commuting population was 1,263. Currently 767 or 60 percent are commuting students (an increase of 5%) and 502 or 40 percent are commuting employees (a decrease of 5%). The reduction of commuting employees is also reflected in the lower SOV rate for 2008.

Lesley University conducted a transportation survey during the week of May 5 through May 9, 2008. The survey collected the necessary data of their employees and students for the 2008 PTDM Report for submission to the City of Cambridge.

The survey sample included full time employees and students that meet the U.S Department of Education's criteria for full time (undergraduates with 12+ credits, and graduates with 9+ credits). To increase our understanding of what is a credit hour; the following is a definition from Lesley's Registrar's office: Registrar states: 3 credits are equivalent to 45 contact hours over the entire semester. A graduate student registered for 3 credits generally meet 2 hours, 30 minutes per week. A student registered for 9 credits would probably be on-campus 7 hours, 30 minutes. However, it's not clean-cut, graduate students may be registered for a practicum course which may not be meeting on-campus or they may be taking 1 or 2 online courses, in addition to their on-campus work, so their on-campus meeting time could be far less.

In the 2008 survey Lesley asked the students to self-select their hours on campus according to course credit hours in order to find out what percent of the students are on campus less than 17 hours. We found that 15% of student respondents are on campus 7.5 hours or less per week, 26% are on campus 7.5 to 12 hours per week, 9% 13 – 17 hours per week and only 1 % are on campus for classes over 17 hours per week.

The random sample size was determined to be 517 using the chart provided in the DEP 2007 Guidance Package. Lesley University’s survey instrument included 4 additional questions for employees and students who drive alone 1 or more days a week. The results provide the University with a better understanding of why employees and students choose to drive to campus and what incentives might encourage them to try other commute alternatives. The tabulated concerns and commute satisfaction comments are included in the survey report. In addition, the survey provides both quantitative data for a PTDM progress report and qualitative data for Lesley to use as supportive information for implementing additional campus-wide transportation demand measures.

Distribution and Collection

The Lesley Human Resources Department generated the master list of employees and the Registrar’s Office generated the student list, from which the representative sample was derived. All employees and students were stratified into four basic categories based on payroll codes and U.S. Department of Educational Standards. Stratification is used to capture the various patterns of commute behavior for analysis, especially recognizing that students commute differently than employees and faculty different from staff. The survey was distributed by email to employees and students. The 2008 Survey Category/Response Rate Table is below.

PTDM Category	Applicable Number	Applicable Percent*	Sample Number	Response Number	Response Percent*
Faculty	124	10%	51	61	12%
Admin.	303	24%	123	182	35%
Support	75	6%	31	41	8%
Students	767	60%	312	233	45%
Total	1269	100%	517	517	100%

*Percents are rounded

SURVEY RESULTS OVERVIEW

Combined Population Survey Commute Mode Results Chart 2008

The Lesley University 2008 PTDM survey results below represent both employees and students who commute to the Cambridge campus.

PTDM Commute Mode	Combined Mode 2008*
Drive Alone	30%
Carpool	4%
Vanpool	0%
Public Transit*	25%
Bicycle	3%
Walk	13%
Flextime, CWW, Telecommute	2
Motorcycle	0%
No classes	19%
Out (Sick, vacation, business trip etc.)	3%

*Includes bus, subway, and commuter rail.

**Not Rounded.

Adjusted Commute Mode Chart for Calculating SOV Rate for Combined Survey (Employee and Student) Results

The PTDM Reporting Protocol dated March 1, 2008 required Lesley to remove those who responded “out (sick, vacation etc.)”. The chart below shows the Adjusted Mode Split after removing “Out”. Following the PTDM Report Protocol, the average “Drove alone the entire way” trips were divided by the average total remaining trips. The results indicate that Lesley University’s Cambridge combined employee and student adjusted drive alone rate is 31 percent.

PTDM Commute Mode	Combined Mode 2008
Drive Alone	31%
Carpool	5.2%
Vanpool	0%
Public Transit	25.7%
Bicycle	3.4%
Walk	13%
Flextime, CWW, Telecommute	2%
Motorcycle	.2
No classes	19.5%

The results of the 2008 Commute Mode Chart above more accurately reflect the student hours on campus and their “non-commuting”. The student population does not commute to campus on a regular basis and they can take classes on-line. In addition, there are no regularly scheduled classes on Fridays for graduate students therefore faculty would not be on campus either.

Flextime, Compressed Work Week, Scheduled day off, Telecommuting, all mostly relate to employees.

Summary of Zip codes

According to the May 2008 survey results, overall, 66 percent, almost a 7 percent increase of Lesley’s employees and students live in communities that are located within 5 -10 miles of Lesley’s Cambridge campus as compared to last year. Boston (all zips) and Somerville tied for highest rank at 15.5 percent each at a 2.5 percent increase over last year, and Cambridge ranked second highest at 14.9 percent, a 3 percent increase from last year. The summary chart is below.

Town	Number	Percent
Somerville	80	15.5%
Boston	80	15.5%
Cambridge	77	14.9%
Arlington	26	5.0%
Medford	19	5.0%
Belmont	11	2.1%
Newton	11	2.1%
Watertown	11	2.1%
Brookline	10	1.9%
Quincy	10	1.9%
Total		66.1%

The complete list of Towns is included with the Survey Summaries located in the Appendix of this report.

SUMMARY

Lesley is committed to the TDM measures outlined in this Report. We believe that the programs and incentives we currently have in place are successfully maintaining our SOV goal of 38 percent. As Lesley works to reduce the number of single occupant vehicles that come into our campus, we will continue to encourage faculty, staff and students to utilize alternative forms of transportation using Lesley incentives and through Lesley’s community-wide education on sustainability goals –with alternate transportation as *the right thing to do*.

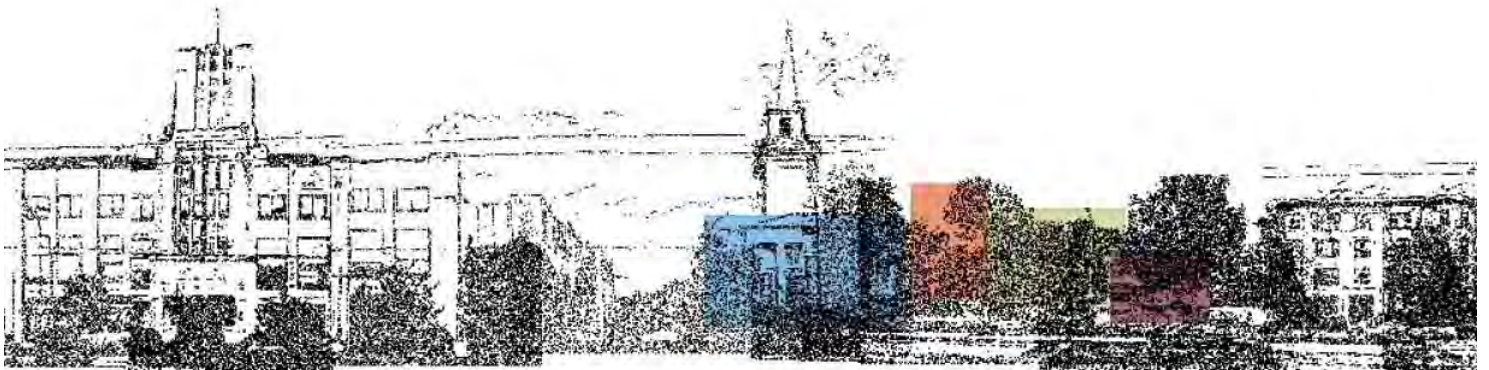
**APPENDIX N:
AIB PROGRAM REPORT EXECUTIVE
SUMMARY**



ART INSTITUTE

at LESLEY UNIVERSITY

PROGRAM REPORT EXECUTIVE SUMMARY



Architects and Planners

Bruner/Cott

Cambridge, Massachusetts

www.bruner.cott.com

March 2008

INTRODUCTION

Working closely with the Art Institute of Boston (AIB) and Lesley University, Bruner/Cott has prepared a program for a new Art Institute building in Cambridge. The programming phase began in March 2007 and culminates with this report. Schematic Design is expected to begin in the spring of 2008.

AIB and Lesley University envision a new Art Institute building that will create an iconic presence for the University along Massachusetts Avenue in Porter Square, encourage interaction with the surrounding community, inspire the creation and teaching of art, and strengthen links between geographically separated elements on the Lesley campuses.

The University currently operates four schools on three campuses. The historic main campus near Harvard Square in Cambridge is home to Lesley College and the Graduate School of Arts and Social Sciences, as well as the student center, dining hall, dormitories, administrative offices, and libraries. The Porter campus, a ten-minute walk from the main campus, is in Porter Square. It houses the School of Education, science laboratories, art studios, classrooms, amphitheater and administrative offices. At present, a third campus across the Charles River in Boston's Kenmore Square holds AIB's nationally recognized art and design programs.

The new Art Institute building will relocate AIB from Kenmore Square to a location next to University Hall on the Porter campus. It will provide shared art-making, display, and gathering spaces to be used by a variety of overlapping communities, creating a comprehensive Arts Center.



“A place to learn, by experiencing art, making art, discussing art and the human condition - for our University and the larger community.”

- Lesley University President Joseph B. Moore

“A building for the teaching of art, that is art; one that connects Lesley University and the Cambridge community.”

- Lesley University President Emerita Margaret McKenna

A CENTER FOR THE ARTS IN PORTER SQUARE

AIB's relocation to Cambridge will establish a new arts presence in Porter Square that will enliven the streetscape and neighborhood, and serve as a cultural resource and center of activity for the entire community. Through the presence of AIB's student body, faculty and staff, and a continuous series of events open to the public, AIB's move to Cambridge will enrich economic opportunity for local business, particularly the Massachusetts Avenue corridor, and enhance the character of Porter Square.



As a key component of its educational mission, AIB plans and organizes a dynamic and ongoing series of arts programs for the benefit of its students and the public. This includes exhibitions featuring local, regional, national, and international artists as well as lectures, workshops, films, and presentations by artists, curators, critics, and art historians, to enhance the cultural life of communities.



AIB's academic programs reach out to high school students and adults engaged in continuing education by providing an exciting array of arts courses specifically designed for these populations.

In keeping with Lesley University's decades of collaboration with the Cambridge Community in the Cambridge Public Schools, community agencies, and initiatives such as the Lesley University Area 4 Partnership, will engage in arts-related community initiatives in cooperation with the Cambridge Arts Council and other organizations to benefit the community and the students.

To further support arts-related uses that support the community, Lesley University is planning to incorporate the Maud Morgan Visual Arts Center into the new facility. This arts center – run by the Agassiz Baldwin Community – would offer art instruction and access to art-making spaces and facilities to Cambridge youth and adults.



A NEW BUILDING FOR AIB

The Art Institute of Boston currently occupies two early 20th century buildings in Kenmore Square. The physical size of the AIB has not changed while programs and technology have. Among single-mission art and design colleges, AIB's facilities are among the smallest in the country in square footage. The new Art Institute building will be sized to accommodate the current range of 500-600 art students. Teaching and art-making spaces will be "right-sized" to alleviate current limitations on size and media of artwork. Each senior student will have an individual workspace comparable to the AIB's competitor schools. To accommodate a cross-disciplinary shift to "new media", digital work areas will be expanded. Multi-use and flexible spaces will be added to accommodate more Lesley University students enrolling in art classes, and art-making spaces for the community will be included.

ART INSTITUTE

 at LESLEY UNIVERSITY

executive summary

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PROGRAMMING PROCESS

As a reflection of the programming process, this report will:

1. *Synthesize values for the Art Institute and its building.*
2. *State project goals and programming objectives.*
3. *Explain the AIB's structure and composition.*
4. *Create program imperatives and framework.*
5. *Create a program space list.*
6. *Analyze relationships among the required spaces.*
7. *Inventory existing spaces for reference and comparison.*
8. *Outline investigations to conduct and decisions to make.*

Synthesize the values for the Art Institute and its building. The design team met with President Moore and President Emerita McKenna, the Art Institute Steering Committee, AIB leadership, and the community to understand the values of the Art Institute both internally and in context of the University's mission. The University has initiated meetings with neighbors to understand their concerns, and plans future meetings to facilitate an open process.

State project goals and programming objectives. Reflecting those values, goals and objectives will guide the development of the Art Institute building. Project goals guide the project from beginning to end, and the programming objectives guide the programming phase.

Explain the AIB's structure and composition. The design team interviewed an array of potential building users and toured current AIB buildings to understand the AIB's pedagogy, the types of art created, and the methods of art-making that will be taught in the new building.

Create program imperatives and framework. Imperatives set a fixed framework to guide this program by addressing the size and shape of the AIB population, defining class sizes and growth, understanding trends in art and design school enrollment, and identifying other populations who may use the facilities.

Create a program space list. From the synthesis of items 1-4, the design team created a space list. This is the heart of this report and will be the foundation for the design of the building. A summary of the space list is on page 10 of this report.

Analyze relationships among the required spaces. The design team filtered the program space list in different ways to understand how spaces might be organized inside a building. Relationships between specific and shared, light and dark, dirty and clean will be important organizers.

Inventory existing spaces for reference and comparison. The design team extensively toured the existing AIB space. 38,645 net square feet (nsf) of usable program space is currently housed in 65,000 gsf of building. Since the former church and University Hall may house program, they were also inventoried.

Outline investigations to conduct and decisions to make. To proceed with the building design, the design team and the University will need to understand how the program can be accommodated on the site. Program will need to be placed in the former church, in University Hall, and in new construction above and below grade. The team will continue to work with the community, investigate historic significance of the church, study regulatory requirements, and investigate site conditions. The group will develop sustainability guidelines, determine audio visual and technology requirements, test the program against class schedules, and study the viability of building a connector bridge. Finally, the group will make cost models to establish a construction cost range and project budget.



A community icon for 140 years, the former North Prospect Church's public role in the neighborhood could be strengthened by housing galleries, library collections, or other parts of the Art Institute program that are open and inviting to the community.

The Art Institute site is across Roseland Street from University Hall. University Hall's general teaching spaces can be used by the Art Institute for non art-making classes.



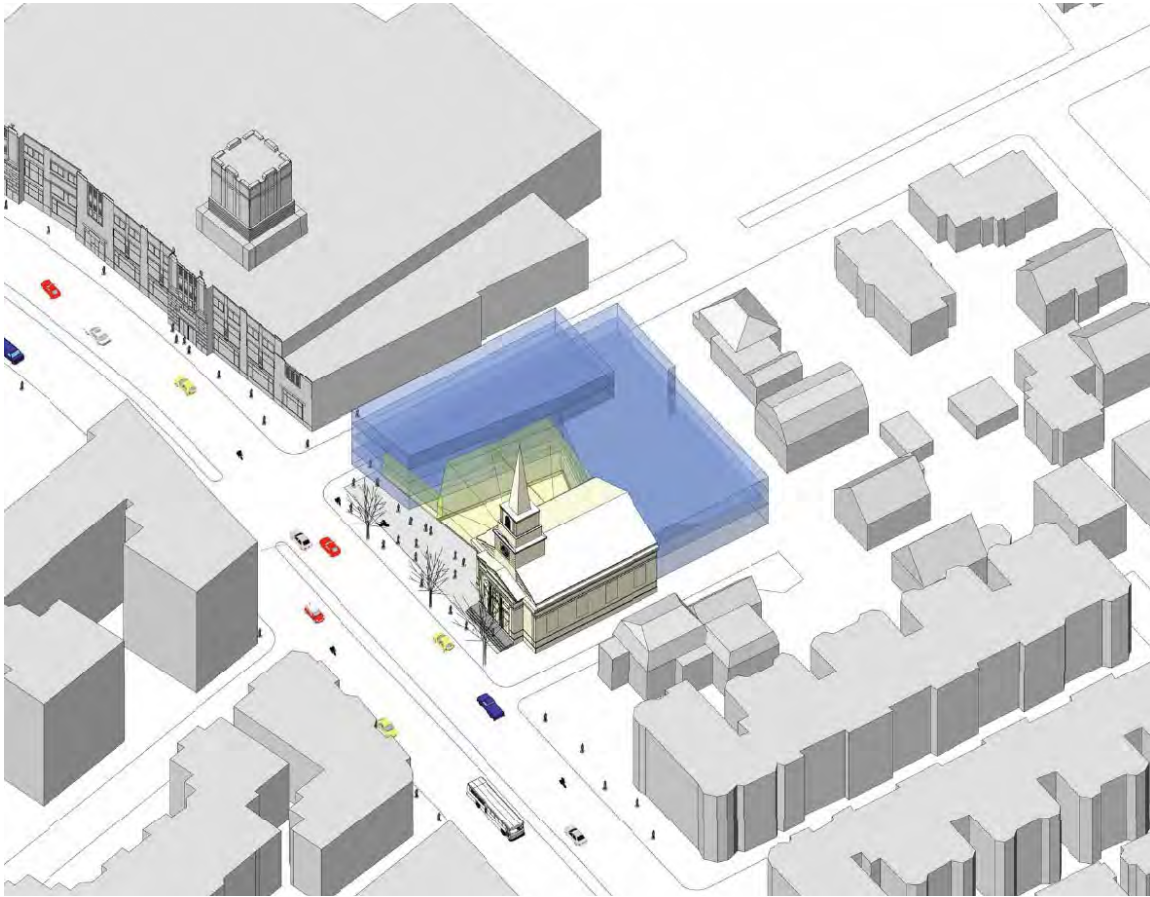
The program space list identifies the spaces required for the Art Institute and their corresponding sizes. Spaces shaded in dark orange will use existing University facilities when the Art Institute becomes proximate to the Porter and Main Campuses. This effectively reduces the size of the program and new building.

PROGRAM SPACE LIST IN NET SQUARE FEET (NSF)		
A.1	Large Classroom/Auditorium	2,244
A.2	Classrooms	1,400
A.3	Seminar Rooms	600
A.4	Critique Rooms	1,500
B.1	Administration and Staff Offices	2,210
B.2	Admissions Offices	1,080
B.3	Department Chairs Offices	1,080
B.4	Faculty Offices	2,440
C.1	Staff Mailboxes	150
C.2	Student Mailboxes	200
D.1	Student Locker Area	1,100
E.1	Arts Commons	1,200
F.1	Library & Visual Resource Center	3,485
G.1	Main Gallery	4,090
G.2	Faculty Gallery	200
G.3	Student Gallery	1,000
G.4	Informal Gallery/Installation nodes	-
H.1	Drawing Studios	3,950
H.2	Design/Illustration Work Area	1,640
I.1	Digital Work Area	5,330
I.2	Animation Work Area	3,550
J.1	Multi-Use Studios	4,800
K.1	Painting Studios	3,450
K.2	Senior Studios	8,850
L.1	Photographic Work Area	4,350
M.1	Printmaking Work Area	2,230
M.2	3D (Wood/Metal/Stone) Work Area	3,330
M.3	Ceramics/Clay/Plaster Work Area	3,440
N.1	Outdoor Spaces	-
O.1	Loading/Receiving	250
O.2	Storage	800
P.1	Maud Morgan Arts Center	2,725
Q.1	University Art Studios	3,200
Spaces required for Art Institute (nsf)		75,854
<i>* Net Square Feet (nsf) is space assignable to a program element.</i>		
TOTAL SPACE REQUIRED FOR ART INSTITUTE		75,854
USE EXISTING UNIVERSITY SPACES		-8,504
NEW SPACE REQUIRED FOR ART INSTITUTE		67,350
Program Alternate		
Alt.	Black Box Performance Space	1,600



All numbers are net square feet. Net square feet is space assignable to a program element, and excludes wall thickness, circulation, mechanical service areas, and building service components.

**APPENDIX O:
AIB MASSING STUDIES**



AIB Massing Studies
Aerial View

Showing relocated church, five-story building along Roseland Street, three-story connecting building, and glass-enclosed "Arts Common" quadrangle.



AIB Massing Studies
Perspective View

Looking northeast along Massachusetts Avenue, showing five-story building next to University Hall, glass-enclosed "Arts Common" quadrangle, and relocated church.



AIB Massing Studies
Interior View

Showing interior of glass-enclosed "Arts Common" quadrangle.