

**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

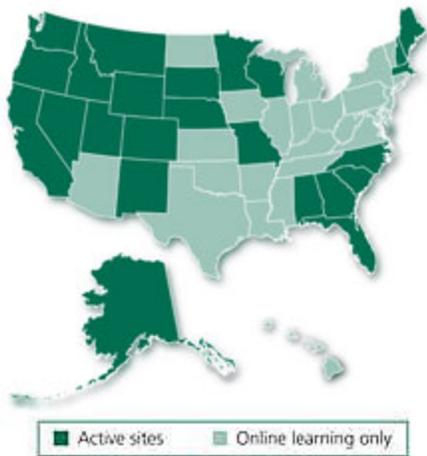
Founded by Edith Lesley Wolfard in 1909 with a mission to train young women as teachers, Lesley has experienced a century of growth. With the addition of graduate programs and the merger with the Art Institute of Boston in 1998, its name was changed to Lesley University in 2000 to better articulate its 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

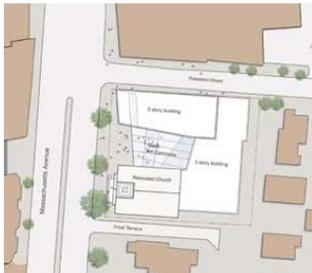
The planned relocation of the Art Institute of Boston (AIB) from its location in Boston's Kenmore Square will have a major transformative impact on Lesley University and Porter Square. The University projects growth from 520 to 600 students in AIB's undergraduate programs, including increased enrollment 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.

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.



AIB Gallery

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



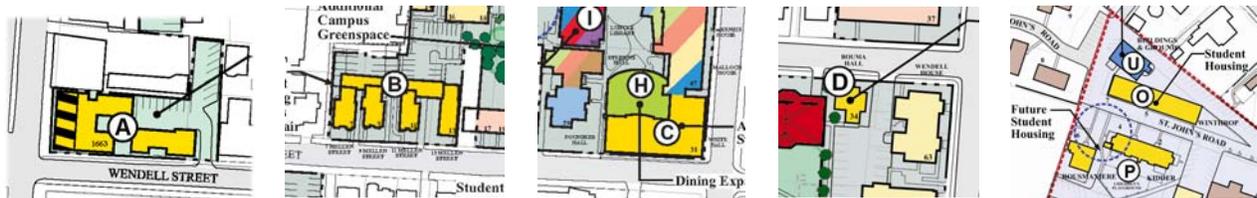
Renderings Courtesy of:
 Bruner/Cott & Associates

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 agencies, 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.