

2007 Annual Town Gown Report

Institution Name: Lesley University

Report for Time Period (e. g., Spring '07 semester or 2006-2007 term): Fall '06 through Summer '07

Date Submitted: _____

I. EXISTING CONDITIONS

Please provide the following information about the current conditions and population at your Cambridge campus. Add clarifying comments as needed.

A. FACULTY & STAFF

<i>Cambridge-based Staff</i>	2003	2004	2005	2006	2007	2017 (1) (projected)
Head Count:	<u>418</u>	<u>426</u>	<u>412</u>	<u>415</u>	<u>424</u>	<u>480</u>
FTEs ¹ (if available):	<u>397</u>	<u>403</u>	<u>386.4</u>	<u>392.2</u>	<u>401.71</u>	<u>451.5</u>
<i>Cambridge-based Faculty</i>						
Head Count:	<u>148</u>	<u>141</u>	<u>142</u>	<u>145</u>	<u>138</u>	<u>165</u>
FTEs ¹ (if available):	<u>135</u>	<u>130</u>	<u>129.7</u>	<u>129.9</u>	<u>123.4</u>	<u>149.4</u>
Number of Cambridge Residents Employed at Cambridge Facilities:	<u>81</u>	<u>91</u>	<u>90</u>	<u>83</u>	<u>82</u>	<u>100</u>

(1) 10 year projections are compiled strictly for the purpose of this report, as the University is in the process of a strategic planning process that will impact any ten-year outlook. For the purposes of this report, estimates are given with the following assumptions: The Art Institute of Boston will relocate to Cambridge, adding to Cambridge-based staff; growth at Lesley College; and growth in support positions for National Programs. AIB students are already counted in present enrollment figures below, as students take a small portion of their course load in Cambridge.

¹ "FTE" refers to Full Time Equivalent employees, which treats part-time workers as a fraction of a full time position based on the number of hours worked per week.

D. FACILITIES & LAND OWNED

The following facilities and land information should be provided for the campus as a whole as well as for sub-areas/precincts of the campus. For example:

- *Harvard University for the North Campus, Law School, Radcliffe Quad, Harvard Yard, etc.*
- *MIT for the East Campus, West Campus, Sloan School, etc.*
- *Lesley University for the Main Campus and Porter Square Campus*

	2003	2004	2005	2006	2007	2017 Projected
Acres:						
Tax Exempt	<u>n/a</u>	<u>7.59</u>	<u>7.59</u>	<u>8.48</u>	<u>8.48</u>	<u>9.32</u>
Taxable	<u>n/a</u>	<u>3.94</u>	<u>4.63</u>	<u>4.40</u>	<u>4.40</u>	<u>4.40</u>
Number of Buildings:	<u>32</u>	<u>32</u>	<u>32</u>	<u>33</u>	<u>32</u>	<u>36</u>
Dormitories:						
Number of Buildings:	<u>12</u>	<u>12</u>	<u>13</u>	<u>15</u>	<u>15(1)</u>	<u>18</u>
Number of Beds:	<u>462</u>	<u>548</u>	<u>618</u>	<u>665</u>	<u>695</u>	<u>1100</u>
Size of Buildings (gross floor area):	<u>617,847</u>	<u>582,047</u>	<u>662,150</u>	<u>677,900</u>	<u>681,157</u>	<u>908,217</u>
Institutional/Academic	<u>427,007</u>	<u>276,593</u>	<u>300,592</u>	<u>362,821</u>	<u>358,241</u>	<u>450,141</u>
Student Activities/Athletic	<u>0</u>	<u>0</u>	<u>0</u>	<u>11,000</u>	<u>11,000</u>	<u>11,000</u>
Dormitory/Nontaxable Residential	<u>0</u>	<u>110,414</u>	<u>118,411</u>	<u>131,432</u>	<u>139,581</u>	<u>264,781</u>
Commercial	<u>156,784</u>	<u>157,984</u>	<u>166,984</u>	<u>166,984</u>	<u>96,489</u>	<u>106,132</u>
Taxable Residential	<u>36,056</u>	<u>37,056</u>	<u>76,163</u>	<u>76,163</u>	<u>76,163</u>	<u>76,163</u>

(1) Properties at 16-18 Wendell Street have been joined into a single building through a construction of a shared rear addition, reducing the count of student residence buildings by one. 16 Wendell Street was previously used for office space while 18 Wendell Street previously served as a dorm. Thus the number of dorm buildings is unchanged. See also: Notes from 2006 Report.

Parking

This section refers to parking spaces maintained in Cambridge only. Provide figures for the Campus as a whole. Include additional information as necessary.

Number of parking spaces maintained for students (include resident and commuter parking): 23

Number of parking spaces maintained for faculty, staff and visitors: 295

Housing (Do not include any information about dormitories in this table.)

2003	Tax Exempt - Affiliate Housing ⁴	Taxable - Affiliate Housing ⁴	Tax Exempt - Other Housing	Taxable - Other Housing
Number of Units:	2	0	0	40
Number of Buildings:	2	0	0	7

2004	Tax Exempt - Affiliate Housing ⁴	Taxable - Affiliate Housing ⁴	Tax Exempt - Other Housing	Taxable - Other Housing
Number of Units:	2	0	0	40
Number of Buildings:	2	0	0	7

2005	Tax Exempt - Affiliate Housing ⁴	Taxable - Affiliate Housing ⁴	Tax Exempt - Other Housing	Taxable - Other Housing
Number of Units:	2	0	0	81
Number of Buildings:	2	0	0	10

2006	Tax Exempt - Affiliate Housing ⁴	Taxable - Affiliate Housing ⁴	Tax Exempt - Other Housing	Taxable - Other Housing
Number of Units:	2	0	0	81
Number of Buildings:	2	0	0	10

2007	Tax Exempt - Affiliate Housing ⁴	Taxable - Affiliate Housing ⁴	Tax Exempt - Other Housing	Taxable - Other Housing
Number of Units:	2			81
Number of Buildings:	2			10

2017 Projected	Tax Exempt - Affiliate Housing ⁴	Taxable - Affiliate Housing ⁴	Tax Exempt - Other Housing	Taxable - Other Housing
Number of Units:	2			81
Number of Buildings:	2			10

Affiliate housing is limited to the following: The President's Residence at 12 Kirkland Place, and one apartment at 5 Everett Street, occupied by the Provost. There are no plans to increase affiliate housing.

Property Transfers:

Please list Cambridge properties purchased since filing your previous Town Gown Report:

None

Please list Cambridge properties sold since filing your previous Town Gown Report:

None

Please describe any planned dispositions or acquisitions:

Acquisitions: The University maintains a level of interest in properties that could potentially support our facilities goals, particularly properties that: are geographically convenient or contiguous to our campus; are currently in institutional use and/or undeveloped. To that end, Lesley is in exploratory discussions with the Episcopal Divinity School on Brattle Street.

Dispositions: The University is considering the sale of 1680 Massachusetts Avenue, currently leased and operated as The West Side Lounge.

E. REAL ESTATE LEASED

Please attach to the report a table listing of all real estate leased by your educational institution within the City of Cambridge. Include the following for each lease:

- street address
- approximate area of property leased (e. g., 20,000 SF, two floors, entire building, etc.)
- use (e. g., institutional/academic, student activities/athletic, housing, etc.)

If your institution does not lease any real estate within the City of Cambridge, you may omit this section.

Lesley University leases one property from the Episcopal Divinity School: 99 Brattle Street, Lawrence Hall, Student Housing – 22,496 sq ft.

F. PAYMENTS TO CITY OF CAMBRIDGE:⁵

	FY 03	FY 04	FY 05	FY 06	FY 07
Real Estate Taxes Paid	\$494,264.24	\$528,264.24	\$623,020.00	\$591,557.67	\$534,810.57
Payment in Lieu of Taxes (PILOT)	\$N/A	\$N/A	\$N/A	\$N/A	\$N/A
Water & Sewer Fees Paid	\$254,945.80	\$235,471.06	\$274,406.00	\$287,656.65	\$286,869.83
Other Fees & Permits Paid	\$15,372.20	\$20,038.60	\$26,828.00	\$20,641.80	\$30,673.65

⁵ Fiscal Years for the City of Cambridge begin on July 1 and end on June 30 of the following year. For example, FY 076 for the City of Cambridge includes the period from July 1, 2006 through June 30, 2007.

II. FUTURE PLANS NARRATIVE

On page 12 of the 1991 Report of the Mayor's Committee on University-Community Relationships, the members of the Town-Gown Committee agreed that "Universities should offer statements of their future needs to the city and plans responding to those needs. These plans should include specific statements about known development projects and their status; forecasts of faculty, staff or student population growth; and identified needs that do not yet have solutions . . . These plans should address known concerns of the community, such as parking and/or tax base erosion."

Describe your institution's current and future physical plans:

- Employ a planning horizon of ten years;
- State your institution's specific planning goals for this period;
- How do you see your campus evolving to address your institution's strategic goals and objectives;
- Describe the goals and needs that you address through your plans
- Identify and describe plans for future development of the sub-areas/precincts of your campus, being certain to address the institution specific information requests and questions found in Section VI (coordinate with Map 4 in Section IV);
- Identify future development sites on your campus (coordinate with Map 4 in Section IV).
- Include in your discussion the relationship of planned and projected institutional development to adjacent residential districts within Cambridge and any impacts that might result;
- Include in your discussion the relationship of planned and projected institutional development to adjacent retail and commercial districts within Cambridge and significant impacts that might result (e. g., loss or relocation of retail space, etc.).
- Include in your discussion efforts to support and encourage "green" development on your campus, including sustainability planning and LEED certification of campus buildings.

Major initiatives for the coming year include:

- Strategic Planning/Facilities Plan
- Relocation of the Art Institute of Boston
- New student residence at 1663 Massachusetts Avenue
- Continued discussions with Episcopal Divinity School

Strategic Planning/Facilities Plan

In 2007, Lesley University welcomed Dr. Joseph B. Moore as President. In anticipation of the change in administration, long-range campus planning work had been suspended in order to afford the new President the opportunity to set the course he was to oversee.

Since his arrival in July of 2007, Dr. Moore made careful study of Lesley's facilities, familiarized himself with community and neighborhood issues, and evaluated Lesley's operations, programs, capabilities, and the markets in which they operate. Over the course of his first few months, he's met with numerous elected officials, met twice with the Lesley/Neighborhood Working Group established by the City Manager, visited Cambridge Public Schools and non-profit agencies, and walked and biked most, if not all, Cambridge neighborhoods.

A major feature of Lesley's current facilities is that they are not merely "in" the neighborhood, but "of" the neighborhood as well. Lesley's Cambridge campus has no fences or walls; windows and doors predominantly look onto Cambridge streets rather than "university only" yards; and Lesley students are integrated throughout the community, particularly the schools, through internships, student teacher assignments, and volunteer work.

In recent weeks, under Dr. Moore's direction and with the support of the Board of Directors, the University has initiated a comprehensive strategic planning process, of which long range facilities planning will be a major component. The goal is a strategic plan that sets a path for Lesley University for the next three years, while a parallel planning effort will envision the Lesley campus and facilities over the next 5-10 years. A key component to strategic planning, particularly with respect to facilities, is to maintain and capitalize on a campus with no borders to the Cambridge community.

The University is planning to complete this strategic planning process in the first half of 2008.

Major priorities for strategic planning include:

- Growth of quality graduate programs for adults. Lesley currently operates in 26 states.
- Growth of quality baccalaureate programs for adults.
- A distinct undergraduate experience for traditional age students that includes integration with the community
- A distinct art education experience for students at the Art Institute of Boston
- Expanded on-line academic programs and enhanced course offerings
- An updated facilities plan

Lesley has hired Dober, Lidsky, Craig & Associates, campus and facilities planning consultants, to assist with facilities planning. One key reason for their hire is that they have worked with us previously, and have already completed much of the campus and facilities studies. Dr. Moore is encouraging community input into the process: a meeting is scheduled with the Lesley/Neighborhood Working Group in January for neighborhood input, and drafts will be shared for comment prior to adoption by the Board of Trustees.

Accommodation of specific areas of growth is a key component of facilities planning. Although the majority of planned growth of the University lies with adult, off-campus and online programs – all of which raise some facilities questions – facilities planning will seek to address planned growth of on-campus undergraduate programs. Specifically:

- A planned growth of Lesley College enrollment from roughly 700 to roughly 1100

- A modest growth of AIB enrollment from roughly 520 to 600
- Increased housing from a current bed count of 650 to 1,100 for undergraduate students.

Other long range priorities being explored through the campus planning process include the following:

- Handicapped Accessibility – Lesley has an older campus and facilities and improved accessibility is a major goal
- Improved Library facilities
- Athletic/Fitness facility – The University currently leases athletic facilities from Buckingham Brown and Nichols, and has only a small exercise room on campus.
- Sustainability – The University is committed to sustainable practices in building practices and operations, using LEED certification as a guide.

Relocation of the Art Institute of Boston

Lesley University merged with the Art Institute of Boston in 1998, and plans to relocate it from its current Kenmore Square location to Porter Square. Lesley University purchased the former North Prospect Church in 2006, and has focused much of its planning on this site, adjacent to University Hall.

Aspects of AIB's operations lend itself easily to neighborhood and community concerns about the Mass. Ave. corridor. As an arts center, with street level galleries, events, and opportunities for the community to engage in the arts it meets the desired objectives of most neighbors for Porter Square through: enhancement of a lively, pedestrian friendly streetscape; a well-lit street level space with activity through the evening hours that adds to neighborhood character and safety; an institutional use that invites the community to enter, and engage, in cultural events and exhibitions.

Further, the influx of students, faculty and staff will provide increased economic support for local businesses, and enhance the character of the Porter Square business district as a destination.

Prospect Hall currently has a tenant in the Agassiz Preschool. The University recently extended their lease through the 2008/2009 academic year while they work towards a suitable relocation. Further, we are in discussions with the Agassiz Baldwin Community (formerly the Agassiz Neighborhood Council) to incorporate their Maud Morgan Arts Center into our planning, a development that could potentially enable the Agassiz Preschool to occupy the coach house at 20 Sacramento Street that was the proposed site of the Maud Morgan.

Lesley University hired the architectural firm of Bruner/Cott and Associates for the design of a new facility for AIB in Cambridge. The firm has completed the Program Plan – an analysis of AIB programs with specific square footage needs.

The full Program Report is attached here as Appendix 2

The University recognizes that the move of AIB into Porter Square represents a significant change for the Porter Square neighborhood, and as such has engaged with neighbors prior to the design process through: regular meetings with the Lesley/Neighborhood Working Group; the Agassiz Neighborhood Council; the Porter Square Neighbors Association; a heavily promoted Open Community Meeting on June 6, 2007; and the sharing of the Program Report for comment. Lesley

is committed to continuation of an open process with neighbors as we move to schematic design in the coming months.

New student residence at 1663 Massachusetts Avenue

For several years, Lesley has identified 1663 Massachusetts Avenue as a site well-suited for the University's goal of increased student housing. Currently leased and operated as Budget Car Rental, the site fronts Massachusetts Avenue.

The architectural firm of Bruner/Cott and Associates has been hired to design a student residence on this site, and we plan to work within existing zoning regulations to design and construct an 80-bed student residence.

Neighbors have conveyed a desire to maintain the Automated Teller Machine that currently exists on the plot – as there are few ATM's on that stretch of Massachusetts Avenue – and we are working toward incorporating this amenity as well.

Discussions with The Episcopal Divinity School

Lesley currently leases Lawrence Hall, a student residence, on the campus of The Episcopal Divinity School. Both institutions are currently in exploratory discussions about potential collaborations in educational mission, goals, and facilities. These are exciting discussions that may have positive impacts for both institutions, and we look forward to sharing the details as decisions are made in the coming months.

III. LIST OF PROJECTS

List all development and public improvement/infrastructure projects completed within the past year, currently in construction or which will require City permits or approvals during the next three years (coordinate with Map 3 in Section IV);

- Indicate how each project meets the programmatic goals of your institution discussed in Section II;
- Indicate how each project fits into the physical plans for the immediate campus area;
- Indicate the “green” attributes, if any, of the project;

Lesley University is committed to the principles of sustainability, and all projects are undertaken with the goal of utilizing sustainable materials, building practices, and maintenance wherever feasible.

- Indicate identified future development sites on your campus (coordinate with Map 4 in Section IV).

Projects of past year

Porter Campus

University Hall (formerly known as Porter Exchange) – In 2006, as the Smithsonian Institute vacated the second floor, the University reclaimed the space to create a cohesive space for Lesley's School of Education. Formerly housed in a series of wood frame houses, the establishment of a home for the SOE faculty and staff was a longstanding goal, and its execution has been very successful.

At present, we are working on a second phase with the goal of enhancing the exterior and first floor interior to reflect its character as an academic building with a first floor retail component, rather than the previous identity as a shopping mall with classroom space on the upper floors. The building has been re-named “University Hall” in keeping with its academic purpose.

Exterior: Work on improved entrances is underway and includes replacing the steel canopies at all three building entrances to be completed in January and improved landscaping at the rear entrance. Also this spring, we plan to adorn the exterior with a banner system along Massachusetts Avenue to further identify the building’s academic purpose, and will install improved signage to reflect the University Hall identity.

Interior/Retail: The first floor retail function of the ground floor of University Hall is a prized amenity of the University, and a great deal of effort was undertaken in the past year to enhance the profitability of its tenant businesses, and the neighborhood benefits of shopping and dining facilities, as well as its positive role it plays in the overall vitality of the Porter Square business district.

The center retail space on Mass. Avenue was vacated by the Gap on Dec. 31, 2006. The 4,000 square foot space was increased to an overall 6,527 sq. feet through the moving of the interior wall into the mall’s concourse, and the space was then divided allowing for additional tenants and two additional entrances from the Avenue. One space (4396 sq. feet) has been occupied by Citibank, and we are seeking tenants, ideally a coffee shop or similar enterprise that both invites the community within and can serve as a gathering place for students, faculty, staff, neighbors, and visitors to the Porter Square area for a second 1831 sq. foot space. We have had talks with numerous potential tenants. We have been in talks with Starbucks as the most likely tenant, however there have been recent corporate decisions to slow the pace of opening new stores. A third 300 sq. foot space is also available.

The corner restaurant space (6825 sq. feet) formerly occupied by the Rustic Kitchen is now occupied by The Tavern on The Square, and we’re very pleased to have the space leased to a local business entity with an excellent record of restaurant management in Cambridge.

Interior/Academic: In May, we opened the Amphitheatre on the second floor of University Hall, an 180 seat lecture hall with enhanced presentation technology. The space has been a welcome addition, as the University had previously only a single room for large meetings and gatherings (Marran Theater). We are also pleased that the Amphitheater has already been of community benefit through its use for community meetings including: monthly sessions of the Cambridge Public School’s Teacher training program; Agassiz Baldwin Community’s “Aging In Place” forums; The Cambridge Democratic City Committee’s Candidate Forum for the Special Senate Election this fall; as well as our own community meeting for neighbors with the architectural team regarding AIB relocation planning.

Quad Campus

16-18 Wendell Street – We completed work this fall on an rear addition joining these two wood frame houses for an addition of 30 beds toward our housing goals. Through the addition, we were able to add an elevator for accessibility, and reorient the interiors to focus entry and exit in the rear, towards quad campus facilities, rather than onto Wendell Street itself. Both houses front Wendell Street, and great care was taken to preserve and enhance the street facing façade, porches, and doors in order to maintain the residential character of the streetscape. As in all new Lesley development,

energy-saving and environmentally-sustainable infrastructure has been incorporated. For 16-18 these include state-of-the-art energy-efficient HVAC, electrical and water-conservation systems.

47 Oxford Street -- New chillers and boilers were added in the main building on the campus quad, a necessary upgrade.

2008 Projects

AIB Relocation

The relocation of The Art Institute of Boston will be a major focus of the University in the coming year, as architects move to design and the University begins conversations about necessary permits and project construction.

1663 Massachusetts Avenue

We have hired the architectural firm of Bruner/Cott & Associates to design a student residence at 1663 Massachusetts Avenue, currently leased and operated as the National Car Rental. We anticipate an 80 bed facility. Design emphasis will be on enhancing greenery and landscaping around the building.

IV. MAPPING REQUIREMENTS

Please attach to the report maps of the following (these may be combined as appropriate):

1. Map of all real estate owned in the City of Cambridge. Categorize properties by use as appropriate (e. g., institutional/academic, student activities/athletic, dormitory/nontaxable residential, investment, etc.).
2. Map of real estate leased. Categorize properties by use as appropriate (e. g., institutional/academic, student activities/athletic, housing). This map can be combined with the one above.
3. Map of development projects completed within the past year, now underway, proposed or planned within the next three years.
4. Map the sub-areas/precincts of your campus, indicating the location of future development areas and projects. If appropriate, include detailed maps of sub-areas/precincts where significant changes are anticipated to occur over the next five years.
5. Map of all regularly scheduled campus shuttle and transit routes.

V. TRANSPORTATION DEMAND MANAGEMENT

Please provide the following information. You may summarize the information below or attach documents to this report, as appropriate. If your school has not updated information since submitting the 2005 Annual Report, you may so indicate in the appropriate space below.

- A. Results of surveys of commuting mode choice for faculty and/or staff and/or students.
- B. Information on the point of origin of commuter trips to Cambridge for faculty and/or staff and/or students.
- C. Have there been any changes in your TDM plan or strategy since submitting your 2005 Town Gown-report? If so, please describe briefly. (Your PTDM plan is on file at CDD.)

As of 2007, there are no changes to the 2005 TDM plan or strategy. A summary of commuting mode choices and points of origin for 2007 is included in **Appendix 3**.

VI. INSTITUTION SPECIFIC INFORMATION REQUESTS

Cambridge College

1. Provide an update on properties that the College occupies in Cambridge, including but not limited to the following specific locations.
 - a. What is the status of the ground floor uses at 1000 Massachusetts Avenue?
 - b. Describe current and future plans for the use of the building at the northeast corner of Broadway and Prospect.
 - c. It seems that the College is occupying the building formerly known as the Altid building at 15 Monsignor O'Brien Highway. Please provide information about the use of this facility and any other new facilities the College might be occupying in Cambridge.

Harvard University

1. Provide an update on planning and construction activities in the North Yard and Law School areas, including plans for the Massachusetts Avenue frontage.
2. Provide an update on any anticipated change in the quantity of space leased to commercial tenants (retail and office), with particular attention paid to any ground floor retail activity currently accessible to the public.
3. Provide an update of the plans for Allston as they affect the Cambridge campus and the City of Cambridge, with particular attention to proposed transportation links connecting Boston and Cambridge.
4. Provide an update on the status of plans for the Radcliffe Quadrangle and Hilles Library, including any impact on their relationship to the surrounding neighborhood.

Retain Q4?

Lesley University

1. Provide an update on the status of the university master plan process.

Described above

2. Provide an update on planning and construction activities on the Main Campus and Porter Square areas. The Porter Square update should address the Porter Exchange building, the parking lots located across Massachusetts Avenue, and the North Congregational Church.

Planning and construction activities are described above. There are currently no plans for the parking lots on Mass. Ave and Mt. Vernon Street.

3. Provide an update on the move of Art Institute of Boston facilities to Cambridge, including the use of facilities at the Episcopal Divinity School.

As noted above, we are in exploratory discussions with the Episcopal Divinity School, however these do not pose any impact on the relocation of the Art Institute of Boston. Planning for AIB centers on the Porter Campus.

4. Describe plans for properties currently held by the University on or abutting Massachusetts Avenue. Particular attention should be paid to a description of the uses intended on the ground floor of these sites, as related to community concerns about maintaining an active retail environment.

Lesley University is a member of the community concerned about maintaining an active retail environment, and is committed to using its role to support the vitality of the Porter Square business district. As the largest employer in the business district, as the manager of a significant retail facility, and as an educator with a mission that includes community engagement, the University views Porter Square and the Massachusetts Avenue corridor as significant amenity to our employees and students. All our planning includes the goals of maintaining and enhancing the economic vitality and character of this unique neighborhood.

Massachusetts Institute of Technology

1. Provide an update on long term planning for the main campus, with a particular focus on plans for campus green space and campus edges, where MIT property abuts other land owners.
2. Provide information on plans for MIT owned parcels located along Massachusetts Avenue, with particular attention to ground floor retail uses.
3. Provide information on how MIT plans to strengthen the link between its campus and the Central Square shopping district.
4. Provide an update on plans for the following properties:
 - a. The vacant parking lot located at the intersections of School and Cherry Streets.
 - b. The vacant lot located at Watson and Brookline Streets.
 - c. The former California Paint site.
 - d. 130 Brookline Street.
5. Provide information on any plans for additional housing and other uses under consideration for MIT owned parcels in Cambridgeport.

Appendix 1

Mapping requirements

Requirement 1:

See all maps

Requirement 2:

See Cambridge Overview map

Requirement 3:

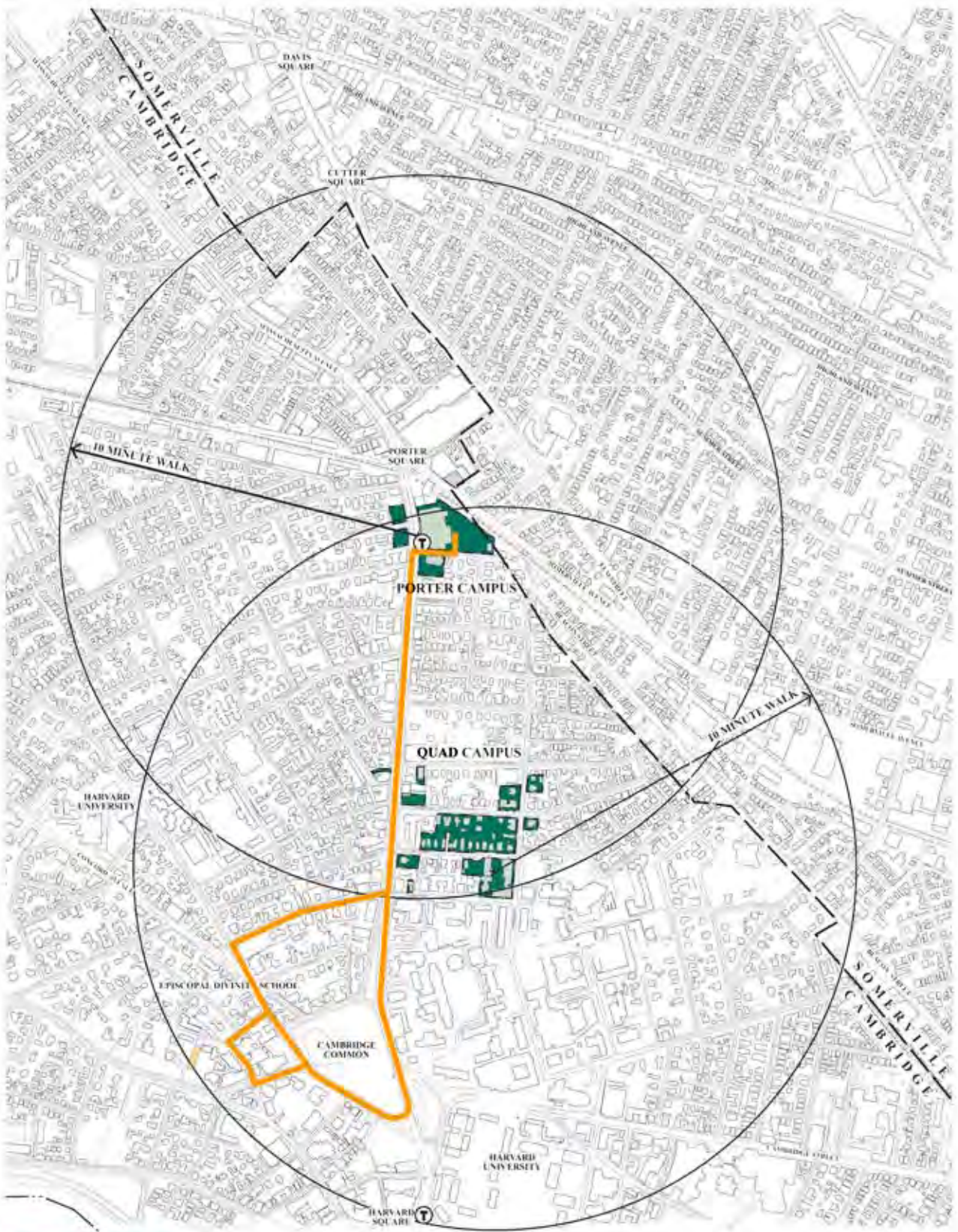
See Quad Campus & Porter Campus maps

Requirement 4:

See Quad Campus & Porter Campus maps

Requirement 5:

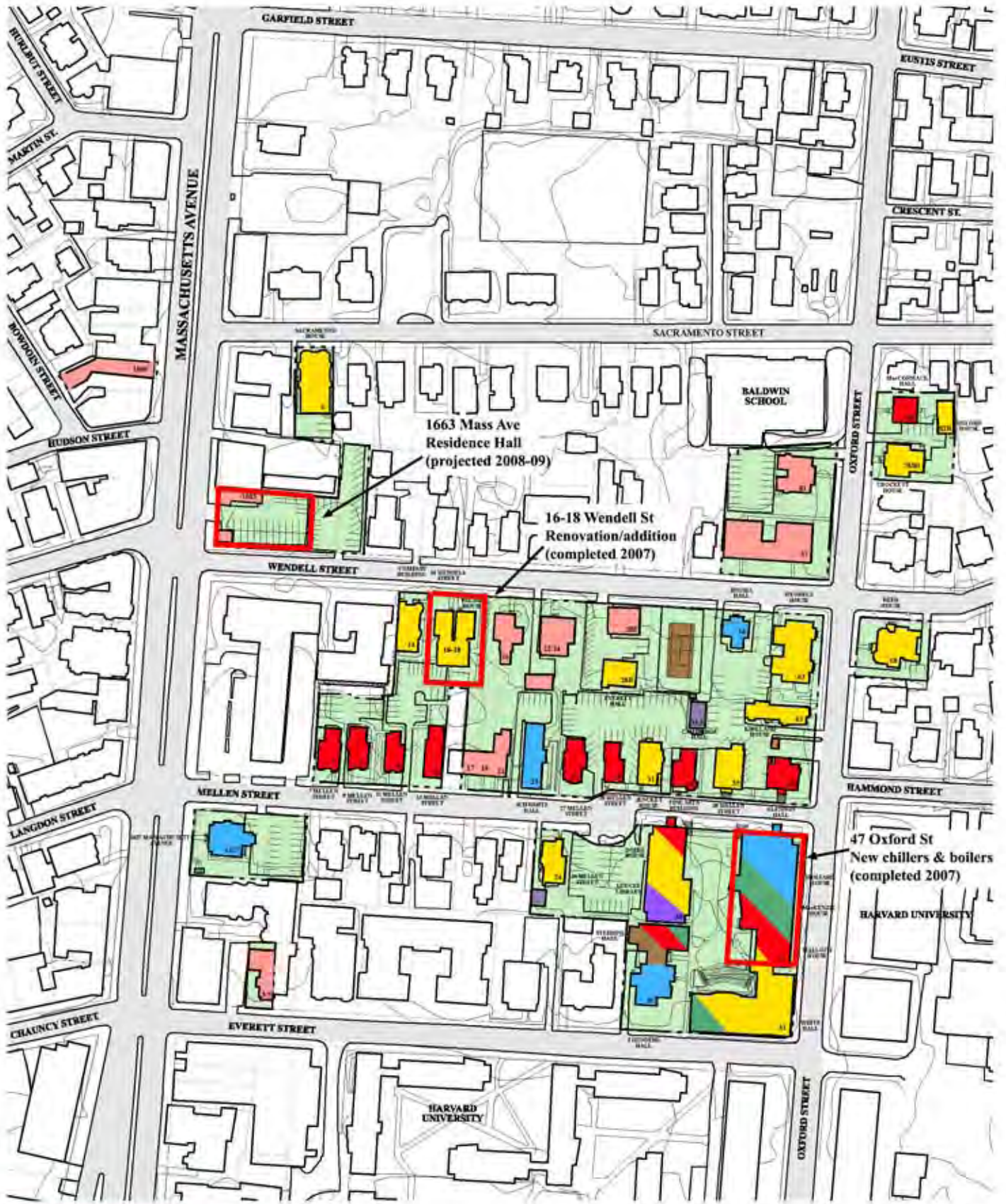
See Cambridge Overview map



Cambridge Overview (Mapping requirements 1, 2 & 5)



- UNIVERSITY-OWNED PROPERTY
- LEASED PROPERTY (Lawrence Hall, EDS) – student housing
- LESLEY SHUTTLE ROUTE

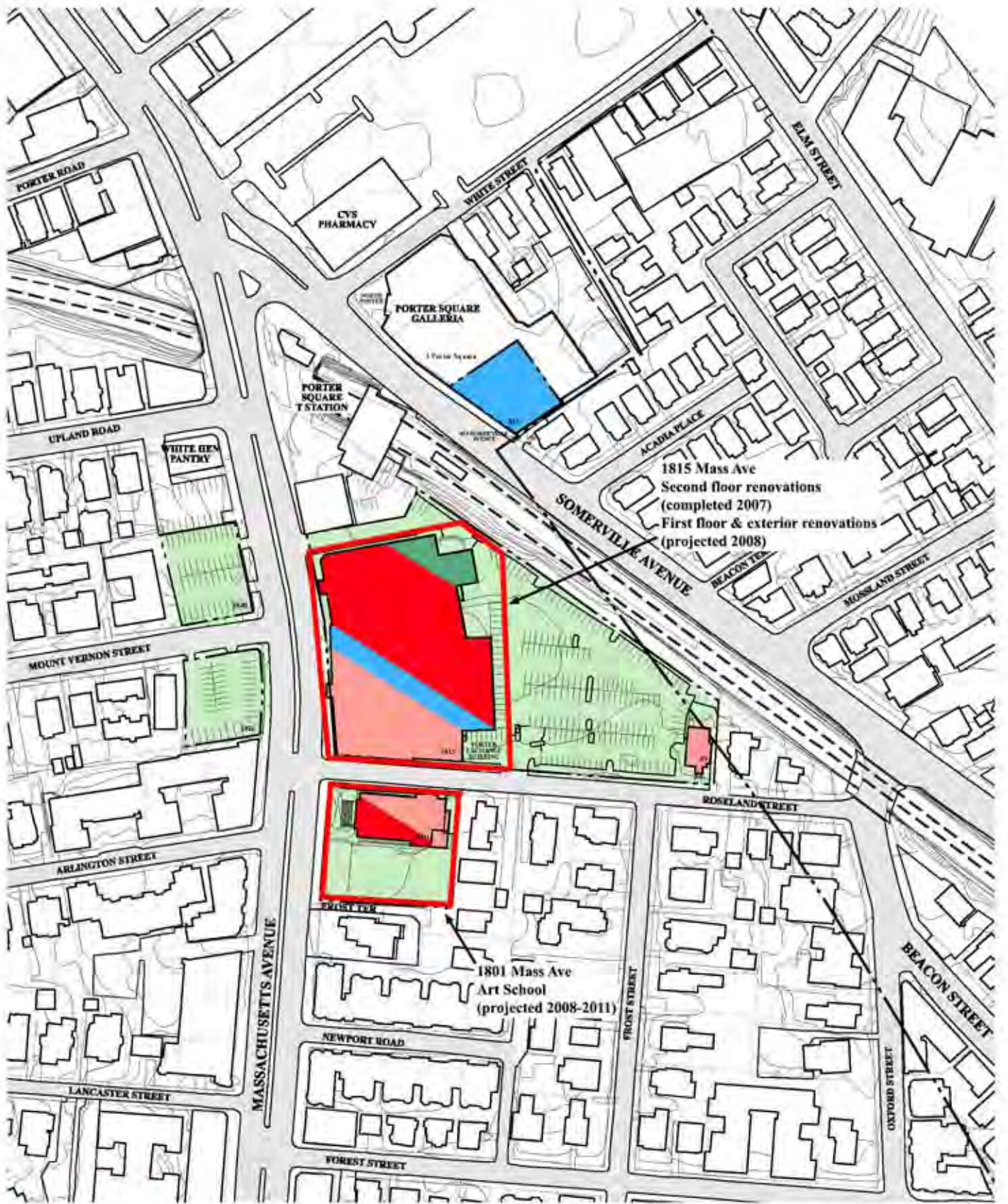


Quad Campus (Mapping requirements 1, 3 & 4)

TOTAL ACREAGE: 7.9 Acres

PREPARED BY: LESLEY AND ASSOCIATES, INC. (Lesley and Faculty Planning Commission) LESLEY UNIVERSITY Campus Planning (2007)

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



Porter Campus (Mapping requirements 1, 3 & 4)



TOTAL ACREAGE: 4.9 Acres

UNIVERSITY OF MASSACHUSETTS AMHERST
 Planning and Urban Design
 Mapping Services
 Campus Planning

- ACADEMIC
- ADMINISTRATIVE
- STUDENT LIFE
- RENTED TO OTHERS
- CITY LINE
- MBTA TRACKS
- DEVELOPMENT PROJECTS

Appendix 2

Art School Program Report

LESLEY
UNIVERSITY

Let's wake up the world.™

ART SCHOOL

at LESLEY UNIVERSITY

PROGRAM REPORT



Architects and Planners

Bruner/Cott

Cambridge, Massachusetts
www.brunercott.com

November 2007

DRAFT



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executive summary



DRAFT

INTRODUCTION

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

AIB and Lesley University envision a new Art School 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 School 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 our 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 ART SCHOOL 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 colleges, AIB's facilities are among the smallest in the country in square footage. The Art School 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.

PROGRAMMING PROCESS

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

1. *Synthesize values for the new Art School.*
2. *State project goals and programming objectives.*
3. *Explain the Art School'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 new Art School. The design team met with President Moore and President Emerita McKenna, the Art School Steering Committee, AIB leadership, and the community to understand the values of the Art School both internally and in context of the University's mission. The University has initiated a meeting 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 School. Project goals guide the project from beginning to end, and the programming objectives guide the programming phase.

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

Create program imperatives and framework. Imperatives set a fixed framework to guide this Art School program by addressing the size and shape of the Art School population, defining class sizes and growth, understanding trends in art 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.

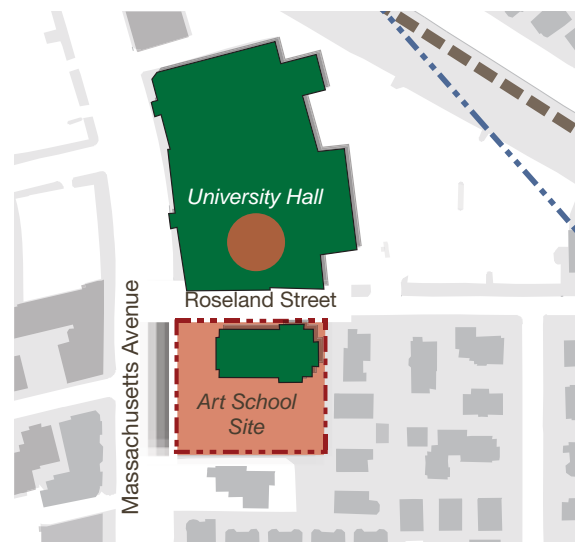
Inventory existing spaces for reference and comparison. The design team extensively toured the existing AIB space. 38,645 net square feet (nsf) of usable program space is currently housed in 65,000 gsf of building. Since the former church and University Hall may house program, they were also inventoried.

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 School that are open and inviting to the community.

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



The program space list identifies the spaces required for the Art School and their corresponding sizes. Spaces shaded in dark orange will use existing University facilities when the Art School becomes proximate to the Porter and Main Campuses. This effectively reduces the size of the program and new Art School 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	1,710
B.2	Admissions Offices	1,060
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	3,590
M.1	Printmaking Work Area	2,230
M.2	3D (Wood/Metal/Stone) Work Area	2,130
M.3	Ceramics/Clay/Plaster Work Area	2,840
N.1	Outdoor Spaces	-
O.1	Loading/Receiving	250
O.2	Storage	500
P.1	Maud Morgan Arts Center	2,725
Q.1	University Art Studios	3,200
TOTAL SPACE REQUIRED FOR ART SCHOOL		72,494
USE EXISTING UNIVERSITY SPACES		-8,504
NEW SPACE REQUIRED FOR ART SCHOOL		63,990

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

art school vision

Synthesize the values for the new Art School.

State project goals and programming objectives.

Explain the Art School's structure and composition.

Create program imperatives.



DRAFT

INFORMATION GATHERING

Lesley University President Joseph Moore and Lesley University President Emerita Margaret McKenna outlined their visions for the Art School as one of the University's four schools. The Art School should maintain the Art Institute of Boston's current strengths: its intimacy and interdisciplinary nature. Emphasis should be placed on "purpose-built" spaces, those used for activities that do not exist anywhere else on campus. The new building should be a good addition to the neighborhood and enhance the character of Porter Square by anchoring an arts district that stimulates pedestrian traffic, fosters community interaction and supports retail along Massachusetts Avenue.

The Lesley University Art School Steering Committee put the Presidents' vision in context through detailed discussions of the University Mission Statement, the University Vision for the Arts, and the AIB's vision statements. These are encapsulated in the goals and objectives for the Art School found on pages 16-17.

A campus planning committee consisting of University trustees advised the Steering Committee and reviewed their recommendations.

With guidance from the Art School Steering Committee, the design team worked with the AIB Academic Program Group. This group, consisting of the Dean and chairs of each department, defined the nature of the AIB and new Art School.

Detailed discussions with groups of faculty, staff, and students in a structured interview process helped the team understand goals on an individual scale, and see how the school operated in its existing facilities. Meetings with Lesley students and faculty revealed potential synergies with programs such as art education and expressive therapy.

Under the direction of Lesley Public Affairs, the design team gathered input from the surrounding communities. The site chosen for the Art School is embedded in Cambridge, intersecting a number of neighborhoods. The neighbors have demonstrated that they are well-informed, vocal and involved. They have voiced their enthusiasm and concerns and expect to be consulted as the project moves into the design phase.

"At AIB, our whole reason for being is to help you make a life in art..."

AIB Catalog 2005-2006

Lesley University prepares women and men for lives and careers that make a difference. A Lesley education empowers students with the knowledge, skills, and practical experiences they need to succeed as leaders in their professions and their communities. Members of the Lesley community believe in the power of individuals--working collaboratively--to bring about constructive change.

A Lesley education fosters ethical judgment and engaged citizenship, and produces graduates who are equipped and committed to help shape a more just and humane world. The Lesley community shares a commitment to active teaching and learning, creativity, critical inquiry, and individual development across the lifespan. Through innovative programs and pedagogy, high quality instruction, scholarship, advocacy, and outreach, Lesley identifies and meets new educational challenges, extends educational opportunities, and serves the evolving needs of students and a diverse society.

Lesley University Mission Statement

LESLEY UNIVERSITY ART SCHOOL STEERING COMMITTEE

Marylou Batt, Vice President for Administration
Karen Boudreau-Shea, Chief Information Officer
Michael David, Chair, Fine Arts, (AIB)
Bill Doncaster, Director of Public Affairs
Sandra Doran, General Council
Geoffry Fried, Interim Senior Associate Dean (AIB)
Melissa Janot, University Registrar
Terry Keeney, Dean of the Art Institute of Boston (former)

Martha McKenna, Provost
Joseph B. Moore, President
Kevin Murphy, Director of Facilities and Operations
Dasha Petrov, Assist. Director of Administration (AIB) (former)
George Smith, Director of Operations & Campus Planning
William Suter, Campus Planner
Stan Trecker, Dean of the Art Institute of Boston

INTERVIEW GROUPS

AIB Faculty	Lesley Faculty & Arts Advisory Group	AIB Students	Lesley Students
Fine Arts	Photography	Drawing	Design
Gallery	AIB Low-Residency MFA	Painting	Illustration
Library	AIB Extended Art	3-D	Art History
Animation	Clay/Ceramics	Technology	President's Office

COMMUNITY OUTREACH & COMMUNICATIONS

Agassiz Baldwin Community Representatives of Maud Morgan Visual Arts Center

Open Community Meeting June 6, 2007, attended by over 100 community members

The Lesley Neighborhood Working Group was established by the Cambridge City Manager and facilitated by the Cambridge Office of Community Development. Meetings are open to the public.

Appointed Members of Lesley Neighborhood Working Group include:

City of Cambridge

Beth Rubenstein, Assistant City Manager & Director of Community Development
Susan Glazer, Deputy Director of Community Development
Stuart Dash, Director of Community Planning

Lesley University

Joseph B. Moore, President
Martha McKenna, Provost
Marylou Batt, Vice President for Administration
Stan Trecker, Dean of The Art Institute of Boston
Bill Doncaster, Director of Public Affairs
George Smith, Director of Operations & Campus Planning
Will Suter, Campus Planner

Neighbors

Harriet Ahouse	Glen Heinmiller
Joel Bard	John Howard
Willie Bloomstein	Susan Hunziker
Charles Christopher	Fred Meyer
Steven Diamond	Gordon Moore
Larry Field	Lora Tomita

With information gathered, the design team and Steering Committee developed two sets of guiding principles: one to guide the entire project from concept to construction, and another to guide the creation of the program.

PROJECT GOALS

The project goals will guide all phases of building design. They define the values common to the University administration, Art School leaders, art-making faculty, staff, students, and the community.

1. Design suitably sized interior and exterior spaces that are comprised of simple and durable materials, appropriate technical infrastructure, lighting, and adequate storage systems for teaching, creating and displaying art.

The building should reflect its position at the “crossroads” of the art world, the Art School and the greater community. Provide a highly visible and accessible space that accommodates professional gallery shows, and working space that will enable artists and designers to interact confidently with the Art School, surrounding communities and the world at large.

2. Create a public presence for the Art School that displays Lesley University’s commitment to the Arts and reflects the mission of Lesley University and the Art School.

Lesley University prepares students for lives and careers that make a difference, and contribute to the “public good” by promoting a broad perspective through a holistic and humanistic approach. The Art School continues this tradition while providing excellence in art instruction and innovation, preparing the art student to “make a life in Art.”

3. Facilitate a strong connection to the art world for students, faculty, and community participants.

Encourage public interaction with the Art School by thoughtfully placing dynamic program components at street level, and allow views of the activity and creative energy occurring within.

4. Contribute to the emerging arts district in Porter Square.

Seek community input at an early stage. Carefully consider scale, context, and building massing to transition from the grain and scale of University Hall to that of the adjacent residential neighborhood.

Provide opportunities for interdisciplinary and collaborative work by Art School students, faculty, and the rich communities of artists and arts groups in Cambridge and surrounding communities. Create partnerships between communities, encourage public involvement in the arts and foster interdisciplinarity at all levels by creating permeable boundaries between the Art School, surrounding neighborhood, local art professionals and groups, and the world at large.

5. Reflect the diverse and multicultural nature of Lesley University and the surrounding community. Contribute to Lesley’s goal of revealing a broad perspective, human and holistic values.

Create an environment that prepares students to be positive forces for diversity within their communities. Value the cultural contributions of all community members, striving to enhance multiculturalism and serve as a model for pluralistic community.

6. Embody sustainable design principles.

Sustainable ideas should be an integral part of the building design and operation. Utilize low-impact technologies that provide high performance at little cost. Examine other sustainable strategies that are a good match for an Art School building.

7. Be a good urban neighbor, enhance urban character, and enliven the streetscape.

Carefully consider scale, context, and building massing to transition from the grain and scale of University Hall to that of the adjacent residential neighborhood. Provide open and welcoming spaces at street level. Consider open urban spaces for chance meeting and reflection.

8. Understand the capacity of the site and propose strategies for dealing with constraints.

Understand zoning constraints. Consider appropriate fit for historic church, underground building, available space in University Hall, and the above-ground “iconic” building. Develop strategies to navigate zoning constraints.

PROGRAMMING OBJECTIVES

Programming phase objectives are guides in developing and analyzing the program.

1. Create appropriate program areas (specialized work areas, flexible teaching spaces, academic support spaces and public/common spaces) and distribute these spaces to encourage cross-disciplinary discussion and activity.

Provide professional caliber spaces for creating visual art: photography, print-making, drawing, painting, graphic design, illustration, animation, sculpture, clay and plaster. Create adaptable multi-use studio spaces (both clean and dirty), that can be used in a variety of ways. Provide a central gathering space, and smaller satellite areas for gathering, discussion, and display of work. Provide environments that foster faculty mentorship, interdisciplinary collaboration, and small class sizes - setting the current Art School apart from its peer institutions.

2. Consider adaptable and flexible spaces that accommodate the overlapping uses and evolving needs of an Art School.

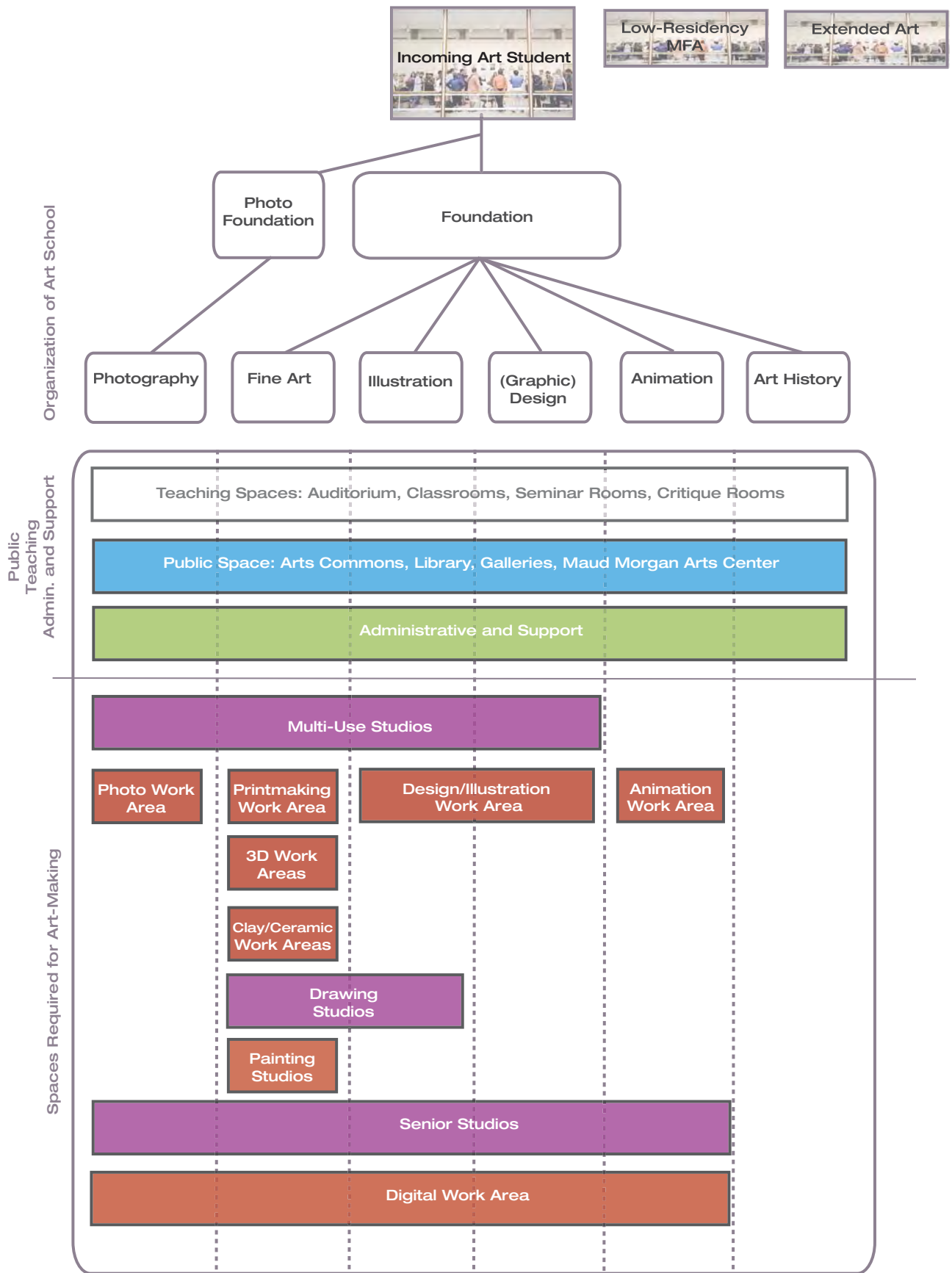
Provide appropriate ventilation systems and keep airstreams separated, provide adequate space that eliminates current restrictions on the size and shape of artwork and museum installations that can be accommodated, and provide adequate loading and service entrances. Use building materials and finishes that are durable and can support experimentation and flexibility. Separate clean and dirty functions.

Provide a framework in which the low-residency MFA program, "Extended Art" (Pre college), Expressive Therapies, Integrated Teaching through the Arts, Art Therapy, and other art-related programs and potential community art classes can happen within the Art School in a seamless and fluid manner.

3. Embrace current and emerging technologies and allow capacity in the infrastructure to adapt to future needs.

Digital technology is becoming essential to art-making, and required for modern methods of teaching. Install latest technologies wherever feasible, and install adequately sized pathways for upgrades when required.





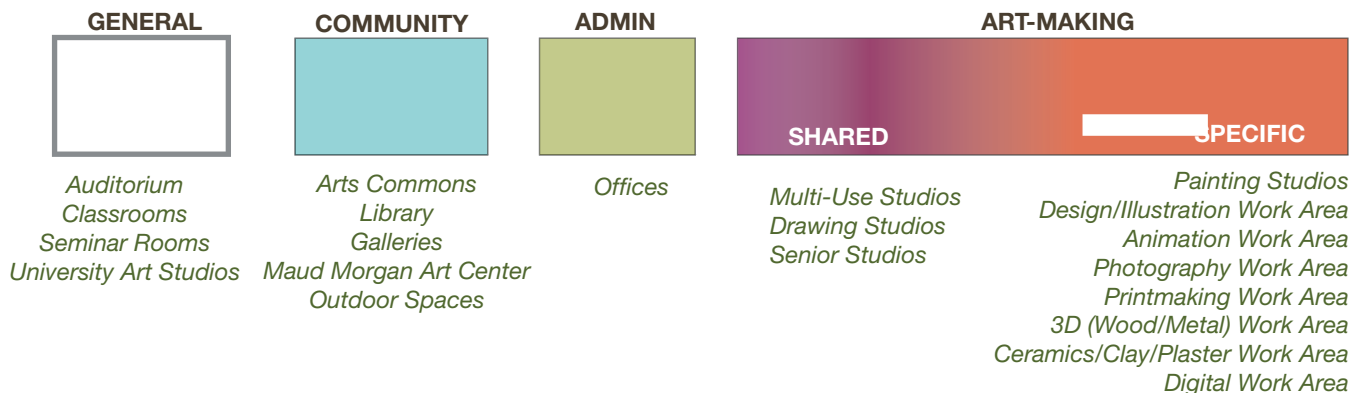
THE ART SCHOOL

The AIB was founded in 1912 as the School for Practical Arts. The new Art School will build on that tradition, helping art students build art-based careers- “a life in Art”. Workplace experience, interdisciplinary work, professional caliber workspace and equipment, and a small, tight community help define the AIB.

With programs in photography, fine art, illustration, (graphic) design, animation, and art history, the Art Institute of Boston is a leading school of art and design. The school distinguishes itself from its competition in several ways. First, it maintains a small, independent workshop style and size (its 550 full time equivalent students comprise less than one-half the undergraduate population of Lesley University). Second, the school prides itself on “making a life in Art.” Student work is of a professional finished quality, made in professional grade spaces with professional grade equipment and displayed in real gallery settings. AIB graduates find real jobs in the art world or peripheral art-related fields. Third, the school has a unique low-residency Master of Fine Art program consisting of 10-day residencies each semester, and a series of “extended art” classes for the outside community.

Art students are quickly immersed in a foundation year, taking drawing and painting, visual thinking, introduction to digital media, and electives related to their major. They begin coursework in their major during the second year. The school encourages interdisciplinary art, and majors from one discipline often take courses from others. Finally, the school embraces technology as it relates to traditional and “new” media. Computers are used for input and output across disciplines. AIB administration predicts this trend will grow stronger.

While the new Art School will continue with the current departments, majors, and number of students, the school will be planned so that the programs can shift as demand for majors changes. This will be done by optimization of specific and shared art-making spaces. Purpose built spaces, called work areas, must be built for *specific* activities and technologies to maintain professional quality spaces. These spaces must be built regardless of the number of majors. Printmaking and photography work areas require very specific ventilation; digital work areas require light control and electrical capacity; and ceramic work areas require ventilation, flues, electrical, and gas service. Once built, these spaces cannot easily be used for other things. On the other hand, shared studios will be designed to accommodate multiple uses with lower hazard and may be converted to another use with little effort. Not only does this allow for flexibility among the art students, but encourages the interdisciplinarity that is a selling point of the Art School. Seniors will have individual workspace in kind with competing art schools.

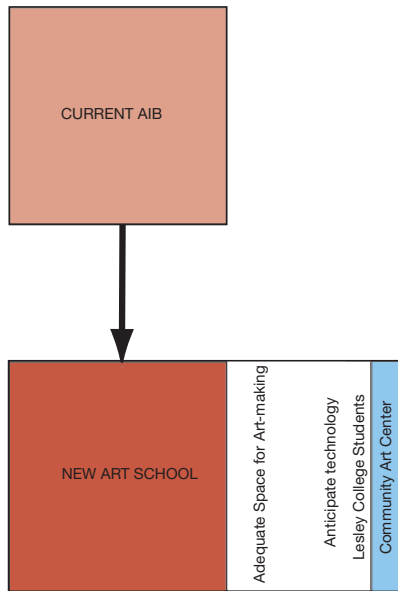


PROGRAMMING IMPERATIVES

Imperatives set a fixed framework to guide this Art School program, addressing the size and shape of the Art School population, define class sizes and growth, and understand other populations who may use the facilities. This list of imperatives was developed by the design team and confirmed by the Art School Steering Committee.

1. The Art School student population will range from 500 to 600 undergraduate art students.
2. Lesley College, the undergraduate college within Lesley University, will continue to grow, projecting a student population of 775 in 2009, 887 in 2012, and 922 in 2017. Students from non-art majors will enroll in Art School classes, increasing the student population in art classes by approximately 60 FTE students by 2017.
3. The Master of Fine Arts (MFA) will continue to be a low-residency program, involving off campus work and intense, 10 day residencies at the Art School. Each 10 day residency will consist of 80 students, plus 20 graduating students (100 total). No regular classes will be held during the residencies.
4. Community classes, including current AIB pre-college, and other weekend evening, or summer classes will not impact the size of the Art School, but will adapt to work within its framework.
5. New MFA programs will not impact the size of the Art School, but will function within its framework.
6. Each senior student will have a small individual workspace.
7. Art School class sizes will be as follows:
 - a. Lecture Classes with no art making: 25-40.
 - b. Seminars: 15-20.
 - c. Art-making classes: 12-18.
8. The Visual Resource Center (Art Library) will grow from 12,000 to 16,000 volumes.
9. The Maud Morgan Visual Arts Center, a Cambridge-based community art center, will be included.
10. Art-making classes are part of Lesley University's art education and expressive therapy curricula. Classrooms for these visual art-related classes not related to the Art School will be included.
11. Art school lecture classes (non art-making) can occur in University Hall's amphitheater, classrooms and seminar rooms.

SIZING THE ART SCHOOL



With imperatives in place, the area requirements of the Art School can be discussed. While the population of the Art School will not grow significantly, the program will need to adjust in several ways.

First, the school should be right-sized to correct the historic and current undersizing of art-making spaces. The school was fit into existing buildings of a fixed size, one a former parking garage. The current building is consistently described by AIB leaders and users as undersized, cramped, and limiting. For example:

- *Undersized teaching and art-making spaces limit the size of artwork and media used.*
- *There are 35 senior studios for 120 senior students.*
- *Storage for art in progress is inadequate. Students often carry incomplete, wet artwork from school to home and back again.*
- *Noisy ventilation machines placed inside teaching spaces makes teaching difficult.*
- *Welding is not allowed because there is no permitted freight elevator for welding gases.*
- *The galleries cannot accommodate the graduating senior show or the MFA graduating show.*
- *The galleries are small and not climate controlled. This limits accommodation of traveling exhibits customarily displayed in art schools.*
- *The facilities are too small for the low-residency MFA program, requiring renting of non-University space.*
- *There are faculty and staff offices as small as 64 sf with no windows*

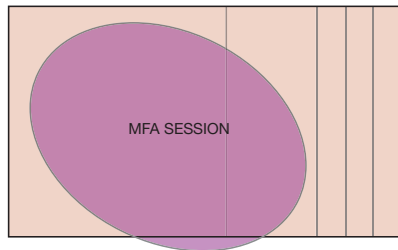
This right-sizing will make it consistent with its marketplace competitors. Historically, AIB's facilities have been among the smallest in square feet/student of any of the single-mission art colleges in the country.

The school will grow to anticipate and embrace digital technology. More shared digital work areas will be required to address cross media, new media, digital photography, animation and graphic design. Faculty and students would like a hybrid infrastructure with wireless access and hard-wiring in specialized areas.

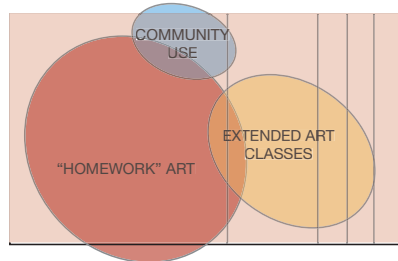
The school will grow to accommodate Lesley College students who will enroll in art classes when the Art School is proximate to the main campus. This will require an increase in the number of drawing, painting and multi-use studios. Existing University art studios used by Lesley University programs in IARTS, art education, and expressive therapy would be upgraded to the same caliber as the new Art School's multi-use studios.

The Art School will be planned around a student population, of 500-600 students, as well as the class schedules from the past year. Although it will fit better in the new Art School, the low residency MFA program will not affect the size of the Art School overall. Size and capacity of community classes, extended art classes, and after hours "homework" studios will also adjust to the framework of the Art School.

The Maud Morgan Art Center will be accommodated as part of this program, welcoming the community and contributing to an emerging arts district in Porter Square.



The new Art School will better fit the low residency MFA program.



Extended Art and community classes will adapt to the established framework.

TRENDS IN ART SCHOOLS

Lesley and AIB have studied current enrollment and national trends over the past three academic years for graphic design, fine arts, illustration, and photography. This research confirms that AIB's enrollments in each of these departments/areas mirror national trends. Nationally, the trends in undergraduate art student enrollment indicate a greater interest in graphic design and fine arts than in illustration and photography. The enrollment level for these majors has stayed relatively consistent during the period from 2004 through 2006. At AIB, a larger proportion of students enroll in and earn degrees in photography. This major has grown steadily in recent years. Graphic design consistently graduates an average of 30 majors each year, giving it the highest average overall, consistent with the national popularity of the major.



program and characteristics

Create a program space list.

Analyze relationships between required spaces.



DRAFT

PROGRAM SPACE LIST

This space list is the foundation for the design of the new Art School building. It summarizes the spaces required for the new building, and their required sizes. It becomes a synthesis of values, goals and objectives, the Art School structure and composition, and the program imperatives.

The chart to the right is an overview of the program areas. A detailed breakdown is found on pages 29-32.

An inventory of the existing AIB buildings, including photographs, can be found on pages 35-43.



PROGRAM SPACE LIST IN NET SQUARE FEET (NSF)

A.2	Classrooms	1,400
A.3	Seminar Rooms	600
A.4	Critique Rooms	1,500
B.1	Administration and Staff Offices	1,710
B.2	Admissions Offices	1,060
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	3,590
M.1	Printmaking Work Area	2,230
M.2	3D (Wood/Metal/Stone) Work Area	2,130
M.3	Ceramics/Clay/Plaster Work Area	2,840
N.1	Outdoor Spaces	-
O.1	Loading/Receiving	250
O.2	Storage	500
P.1	Maud Morgan Arts Center	2,725
Q.1	University Art Studios	3,200
Spaces required for Art School (nsf)		72,494

* Net Square Feet (nsf) is space assignable to a program element.

PROGRAM ANALYSIS

Qualitative aspects of each space are essential in understanding how the program can be arranged in a building. The following categories organize the space list by informing potential adjacencies.

Shared – Specific
Natural Light

Cleanliness
Public – Private

Acoustics

The following space matrices analyze these qualities, demonstrating potential program organization and distribution. They demonstrate the complexity of relationships between spaces within an art school.

The adjacency matrix on page 25 shows which spaces should be physically near or separated from each other.



		Shared				Specific
		1	2	3	4	5
A.1	Large Classroom/Auditorium	■				
A.2	Classrooms	■				
A.3	Seminar Rooms	■				
A.4	Critique Rooms	■				
B.1	Administration and Staff Offices		■			
B.2	Admissions Offices		■			
B.3	Department Chairs Offices	■				
B.4	Faculty Offices		■			
C.1	Staff Mailboxes		■			
C.2	Student Mailboxes		■			
D.1	Student Locker Area		■			
E.1	Arts Commons	■				
F.1	Library + Visual Resource Center	■				
G.1	Main Gallery	■				
G.2	Faculty Gallery		■			
G.3	Student Gallery		■			
G.4	Informal Gallery/Installation nodes	■				
H.1	Drawing Studios				■	
H.2	Design/Illustration Work Area			■		
I.1	Digital Work Area		■			
I.2	Animation Work Area				■	
J.1	Multi-Use Studios		■			
K.1	Painting Studios				■	
K.2	Senior Studios		■			
L.1	Photographic Work Area				■	
M.1	Printmaking Work Area				■	
M.2	3D (Wood/Metal/Stone) Work Area					■
M.3	Ceramics/Clay/Plaster Work Area				■	
N.1	Outdoor Spaces	■				
O.1	Loading/Receiving	■				
O.2	Storage	■				
P.1	Maud Morgan Arts Center		■			
Q.1	University Art Studio		■			

NATURAL LIGHT

	Light					Dark				
	1	2	3	4	5	1	2	3	4	5
A.1										
A.2										
A.3										
A.4										
B.1										
B.2										
B.3										
B.4										
C.1										
C.2										
D.1										
E.1										
F.1										
G.1										
G.2										
G.3										
G.4										
H.1										
H.2										
I.1										
I.2										
J.1										
K.1										
K.2										
L.1										
M.1										
M.2										
M.3										
N.1										
O.1										
O.2										
P.1										
Q.1										

CLEANLINESS

	Clean					Dirty				
	1	2	3	4	5	1	2	3	4	5
A.1										
A.2										
A.3										
A.4										
B.1										
B.2										
B.3										
B.4										
C.1										
C.2										
D.1										
E.1										
F.1										
G.1										
G.2										
G.3										
G.4										
H.1										
H.2										
I.1										
I.2										
J.1										
K.1										
K.2										
L.1										
M.1										
M.2										
M.3										
N.1										
O.1										
O.2										
P.1										
Q.1										

PUBLIC - PRIVATE

	Public					Private				
	1	2	3	4	5	1	2	3	4	5
A.1										
A.2										
A.3										
A.4										
B.1										
B.2										
B.3										
B.4										
C.1										
C.2										
D.1										
E.1										
F.1										
G.1										
G.2										
G.3										
G.4										
H.1										
H.2										
I.1										
I.2										
J.1										
K.1										
K.2										
L.1										
M.1										
M.2										
M.3										
N.1										
O.1										
O.2										
P.1										
Q.1										

ACOUSTICS

	Loud					Quiet				
	1	2	3	4	5	1	2	3	4	5
A.1										
A.2										
A.3										
A.4										
B.1										
B.2										
B.3										
B.4										
C.1										
C.2										
D.1										
E.1										
F.1										
G.1										
G.2										
G.3										
G.4										
H.1										
H.2										
I.1										
I.2										
J.1										
K.1										
K.2										
L.1										
M.1										
M.2										
M.3										
N.1										
O.1										
O.2										
P.1										
Q.1										

ADJACENCY MATRIX

		A.1	A.2	A.3	A.4	B.1	B.2	B.3	B.4	C.1	C.2	D.1	E.1	F.1	G.1	G.2	G.3	G.4	H.1	H.2	I.1	I.2	J.1	K.1	K.2	L.1	M.1	M.2	M.3	N.1	O.1	O.2	P.1	Q.1	
A.1	Large Classroom/Auditorium																																		
A.2	Classrooms																																		
A.3	Seminar Rooms																																		
A.4	Critique Rooms																																		
B.1	Administration and Staff Offices																																		
B.2	Admissions Offices																																		
B.3	Department Chairs Offices																																		
B.4	Faculty Offices																																		
C.1	Staff Mailboxes																																		
C.2	Student Mailboxes																																		
D.1	Student Locker Area																																		
E.1	Arts Commons																																		
F.1	Library + Visual Resource Center																																		
G.1	Main Gallery																																		
G.2	Faculty Gallery																																		
G.3	Student Gallery																																		
G.4	Informal Gallery/Installation nodes																																		
H.1	Drawing Studios																																		
H.2	Design/Illustration Work Area																																		
I.1	Digital Work Area																																		
I.2	Animation Work Area																																		
J.1	Multi-Use Studios																																		
K.1	Painting Studios																																		
K.2	Senior Studios																																		
L.1	Photographic Work Area																																		
M.1	Printmaking Work Area																																		
M.2	3D (Wood/Metal/Stone) Work Area																																		
M.3	Ceramics/Clay/Plaster Work Area																																		
N.1	Outdoor Spaces																																		
O.1	Loading/Receiving																																		
O.2	Storage																																		
P.1	Maud Morgan Arts Center																																		
Q.1	University Art Studios																																		

- Adjacent to
- Near
- Not Adjacent to (separated from)

PROGRAM BREAKDOWN

The following pages provide a detailed breakdown of the program. Each category is expanded to include each room in that category, its sizing criteria, the number of people expected to use it, the size of the room, and the required number of that type of room.

The size of spaces reflects evaluation of current spaces and working methods at the AIB, and if appropriate, an increase or reduction of space based on input from users and approval by the Art School Steering Committee. “Room data sheets” for each space can be found in the appendices of this report. They are the raw material on which the program is based and the most detailed level of information in the programming report, describing the specific quantitative and qualitative aspects of each space. Meeting minutes from user interviews can also be found in the appendices.



	Room No.	Proposed Rooms	sizing criteria	Occupancy	NSF per room	# of rooms	Total NSF	Technology Assisted
A.1 Large Classroom/auditorium								
	A.1.1	Auditorium/large classroom		182		1	2,244	*
Subtotal							2,244	
A.2 Classrooms (lecture seating)								
	A.2.1	Classroom	20 sf/person	35	700	2	1,400	*
Subtotal							1,400	
A.3 Seminar Rooms (table/conference seating)								
	A.3.1	Seminar room	25-30 sf/person	10-12	300	2	600	*
Subtotal							600	
A.4 Critique Rooms								
	A.4.1	Critique room	25-32 sf/person	16-20	500	3	1,500	*
Subtotal							1,500	
B.1 Administration and Staff Offices								
	B.1.1	Dean's Office Suite			350	1	350	
	B.1.2	Director/Large Office Suite <i>Sr Associate Dean</i> <i>Assoc Dean/Extended Programs (large table)</i> <i>MFA Director</i>	180 sf/ea	1+conf area	180	3	540	
	B.1.3	Individual office <i>Finance staff</i> <i>Extended Programs administrator</i> <i>MFA Administrator</i> <i>Advising Administrators (2)</i> <i>Residency coordinator</i>	90 sf/ea	1	90	6	540	
	B.1.4	Shared Office <i>Dean's assistant & work study student</i> <i>Assistant to Sr Assoc Dean & work study student</i>	60 sf/ea	2	120	2	240	
	B.1.5	Work Area (Extended Programs & MFA) <i>Extendend Art work area</i> <i>MFA work area</i>	120 sf/ea		120	2	240	
	B.1.6	Copy room		2	150	1	150	
Subtotal							1,710	
B.2 Admissions Offices								
	B.2.1	Director Office	180 sf/ea	1	180	1	180	
	B.2.2	Individual office	90 sf/ea	1	90	4	360	
	B.2.3	Work Area		1	120	1	120	
	B.2.4	Meeting Area		10	400	1	400	
Subtotal							1,060	
B.3 Department Chairs								
	B.3.1	Individual office <i>Department Chairs (7)</i> <i>Assistant to Chairs (2)</i>	90 sf/ea	1	90	9	810	
	B.3.2	Work Area		5-7	120	1	120	
	B.3.3	Copy room		2	150	1	150	
Subtotal							1,080	
B.4 Faculty Offices								
	B.4.1	Studio Manager office	90 sf/ea	1	90	1	90	
	B.4.2	Core Faculty (20) Shared Offices	10 FTE @ 60 sf/ea	2	120	10	1,200	
	B.4.3	Adjunct Faculty (100) Shared Office area	24 FTE	12	1000	1	1,000	
	B.4.4	Copy room		2	150	1	150	
Subtotal							2,440	
C.1 Staff Mailboxes								
	C.1.1	Staff Mailboxes		125	150	1	150	
Subtotal							150	
C.2 Student Mailboxes								
	C.2.1	Student Mailboxes		550	200	1	200	
Subtotal							200	

Room No.	Proposed Rooms	sizing criteria	Occupancy	NSF per room	# of rooms	Total NSF	Technology Assisted
D.1 Student Lockers							
D1.1	Locker Area - locker room	3 sf/student	225	300	2	600	
D1.2	Locker Area - hallways					500	
Subtotal						1,100	
E.1 Arts Commons							
The Arts Commons is conceived as a large, open multi-function space that will serve as the year round heart of the Art School. Possible functions that can occur in the Arts Commons include: crit space, student lounge, gallery overflow, lecture overflow, performance art space, event dining/gathering, sculpture gallery, admissions display/reception. It is analogous to the "Arts Quad" concept presented in the competition submittal. (assigned nsf does not include circulation, and is equivalent to 2,000 gsf)							
Subtotal						1,200	
F.1 Library + Visual Resource Center							
F1.1	Reading area	.06 pop	30		1	800	
F1.2	Stacks (12000 vols @ 8vols/ft)				1	1,725	
F1.3	Circulation desk		2	200	1	200	
F1.4	Librarian's office	90 sf/ea	1	90	1	90	
F1.5	Staff office(shared)	60 sf/ea	2	120	1	120	
F1.6	Image collection (phase out slides)		2	350	1	350	
F1.7	Archives		1	50	1	50	
F1.8	Copy room/area		4	150	1	150	
F1.9	Media / Video Screening & Seminar room	20 sf/person	35	500	1	500	*
Subtotal						3,485	
G.1 Main Gallery							
G1.1	Main gallery		150	2000	1	2,000	*
G1.2	Installation room(s)			400	2	800	*
G1.3	Curatorial/Admin Office(s)		2	120	1	120	
G1.4	Gallery work area/meeting room		2	120	1	120	*
G1.5	Materials Storage			50	1	50	
G1.6	Exhibit & Collection storage/support (storage/crating)		2	800	1	800	
G1.7	Caterer-Set Up/Prep		4	200	1	200	
G1.8	Security gate					included	
Subtotal						4,090	
G.2 Faculty Display Area							
G2.1	Faculty display area - dedicated (incl/adjacent to hallway area)			200	1	200	
Subtotal						200	
G.3 Student Gallery							
G3.1	Student Gallery			1000	1	1,000	*
Subtotal						1,000	
G.4 Informal Gallery/Installation Nodes							
G4.1	Informal gallery/installation - in hallways		-	-	-	included	
H.1 Drawing Studio							
H1.1	Large drawing studio	60sf/person	18-20	1200	1	1,200	*
H1.2	Drawing studio	50sf/ person	16	800	2	1,600	*
H1.3	Drawing studio w/ tables (Foundation)	50sf/ person	16	800	1	800	*
H1.4	Open storage/flat files & props					included	
H1.5	Locked storage-casts,materials			350	1	350	
Subtotal						3,950	
H.2 Design/Illustration Work Area							
H2.1	Design & Illustration work/meeting area	50 sf/person	20	1000	1	1,000	*
H2.2	Illustration Prop room		4-6	200	1	200	
H2.3	Graphic Design prof studio/resource room	60 sf/person	4-6	350	1	350	*
H2.4	Spray room	90sf/person	1	90	1	90	
Subtotal						1,640	

Room No.	Proposed Rooms	sizing criteria	Occupancy	NSF per room	# of rooms	Total NSF	Technology Assisted
I.1 Digital Work Area							
11.1	Main Digital Teaching studio	50 sf/person	16	800	1	800	*
11.2	Digital Output/Print Studio (<i>calibrated monitors</i>)	43sf/person	16	800	2	1600	*
11.3	Digital Teaching/Homework studio	31 sf/person	16	500	3	1500	*
11.4	Academic Computing staff offices (shared)	60 sf/ea	3+1	120	2	240	
11.5	Faculty/staff work area	120 sf/ea		120	1	120	
11.6	Digital Lab monitor(s) office	60 sf/ea	2	120	1	120	
11.7	Digital equipment lock-up/storage			350	1	350	
11.8	Server closet			150	1	150	
11.9	Network closet				1	<i>incl in gross</i>	
11.10	Printer/Plotter/Copier area			200	2	400	
11.11	Paper/materials/supply storage			50	1	50	
Subtotal						5,330	
I.2 Animation Work Area							
12.1	Animation production studio (12 shooting stns)	67 sf/person	12	800	1	800	*
12.2	Blue Screen Studio (blue screen/shaped wall)		6	400	1	<i>incl. as "Photo Studio"</i>	*
12.3	Stop Motion Studio (6-8 set-up bays-12'wide/ea)	50 sf/person	12	600	1	600	*
12.4	Light Table room (16)	38 sf/person	16	600	1	600	*
12.5	Fabrication room (share w/ Illustration)		6	200	1	200	
12.6	Sound mixing/editing room	40 sf/person	2	80	2	160	
12.7	Sound Booth	35 sf/person	2	70	1	70	
12.8	Video Editing	40 sf/person	2	80	1	80	
12.9	Animation digital studio (15+1 stations) - <i>dedicated w/ animation software</i>	38 sf/person	16	600	1	600	*
12.11	Animation lock-up storage			350	1	350	
12.12	Animation lab manager office	90 sf/ea	1	90	1	90	
12.13	Storage					<i>included</i>	
Subtotal						3,550	
J.1 Multi-Use Studios							
J1.1	Multi-use studio	40-50 sf/person	16-20	800	6	4,800	*
Subtotal						4,800	
K.1 Painting							
K1.1	Large Painting studio	94 sf/person	16	1500	1	1,500	*
K1.2	Small Painting studio	63 sf/person	16	800	1	800	*
K1.3	Painting studio w/ tables (Foundation)	63 sf/person	16	800	1	800	*
K1.4	Painting racks/palette shelves/storage					<i>included</i>	
K1.5	Locked storage			350	1	350	
Subtotal						3,450	
K.2 Senior Studios							
K2.1	Semi-Private Sr studios - larger (<i>Fine Arts+Animation+photo</i>)	80 sf/person	70			5,600	
K2.2	Semi-Private Sr studios (<i>design+illustration</i>)	65 sf/person	50			3,250	
Subtotal						8,850	
L.1 Photographic Work Area							
L1.1	Photo Studio	40 sf/person	20	800	1	800	*
L1.2	Darkroom - B&W	32 sf/person	16	600	1	600	
L1.3	Darkroom - color (15 workstations)	50 sf/station	16	800	1	800	
L1.4	Alternative Process Lab	32 sf/person	16	500	1	500	
L1.5	Film Developing area		?	200	1	200	
L1.6	Print finishing area		?	200	1	200	
L1.7	Photo lab manager office	90 sf/ea	1	90	1	90	
L1.8	Photo lock-up/equipment storage		2	400	1	400	
L1.9	Student storage					<i>included</i>	
L1.10	Seminar Room/Crit space - <i>dedicated to photo dept</i>	25-32 sf/person	16-20	500	1	500	*
Subtotal						3,590	

Room No.	Proposed Rooms	sizing criteria	Occupancy	NSF per room	# of rooms	Total NSF	Technology Assisted
M.1 Printmaking Work Area							
M1.1	Wood/litho print studio (litho presses)	50 sf/person	16	800	1	800	*
M1.2	Intaglio print studio (etching presses)	50 sf/person	16	800	1	800	
M1.3	Photo etching/printing room	60 sf/person	2	120	1	120	
M1.4	Alternative/Digital processing station	60 sf/person	2	120	1	120	
M1.5	Student storage /prints					<i>included</i>	
M1.6	Print faculty storage			300	1	300	
M1.7	Print lab assistant office	90 sf/ea	1	90	1	90	
Subtotal						2,230	
M.2 3D Work Area (Wood/Metal/Stone)							
M2.1	Wood shop	63 sf/person	16	600	1	600	*
M2.2	Metal shop	63 sf/person	16	600	1	600	
M2.3	3D central work area				1	<i>included</i>	
M2.4	Spray room	90 sf/person	1	90	1	90	
M2.5	Installation assembly room			400	1	200	
M2.6	3D lab office	90 sf/ea	1	90	1	90	
M2.7	3D tool lock-up		1	350	1	350	
M2.8	3D faculty/materials storage			200	1	200	
M2.9	Student/sculpture storage					<i>included</i>	
Subtotal						2,130	
M.3 Ceramics/Clay/Plaster Work Area							
M3.1	Figure Sculpture/Clay studio	50 sf/person	16	800	1	800	*
M3.2	Ceramics studio	63 sf/person	16	1000	1	1,000	
M3.3	Plaster room	40 sf/person	8-12	400	1	400	
M3.4	Kiln room - gas			120	1	120	
M3.5	Kiln room - electric			120	1	120	
M3.6	Glazing room	33 sf/person	6	200	1	200	
M3.7	Ceramics/Clay faculty/materials storage (locked)			200	1	200	
M3.8	Student storage					<i>included</i>	
Subtotal						2,840	
N.1 Outdoor Spaces							
N1.1	Public open space/seating at main entrance/Mass Ave					<i>included</i>	
N1.2	Outdoor work and display area - semi-private					<i>included</i>	
Subtotal							
O.1 Loading/Receiving							
O1.1	Loading /receiving dock area					250	
Subtotal						250	
O.2 Storage							
O2.1	Admin (records, etc)						
O2.2	Catering (food, servery supplies)						
O2.3	Misc. Building (movable walls/furn/supplies)						
Subtotal						500	
P.1 Maud Morgan Arts Center							
P1.1	Gallery/Reception			225	1	225	
P1.2	ANC office			100	1	100	
P1.3	Ceramic studio			600	1	600	
P1.4	2D studio			600	1	600	
P1.5	3D studio			600	1	600	
P1.6	Print studio			600	1	600	
P1.7	Storage					<i>included</i>	
Subtotal						2,725	
Q.1 University Art Studios							
Q1.1	Existing Studios - refurbish/rebuild			800	4	3200	
Subtotal						3,200	
TOTAL ART SCHOOL PROGRAM (nsf) - spaces required						72,494	

inventory

Inventory existing spaces for reference and comparison.



DRAFT

CURRENT AIB FACILITIES

The current AIB facilities occupy two early 20th century buildings in Boston's Kenmore Square. 700 Beacon Street is the main building and 601 Newbury Street is located several blocks away. A 2003 document by Dober, Lidsky, Craig and Associates catalogued the Art School spaces. Measured program space was recorded at 38,645 nsf between the two buildings. This is contained in approximately 65,000 gross square feet of building.

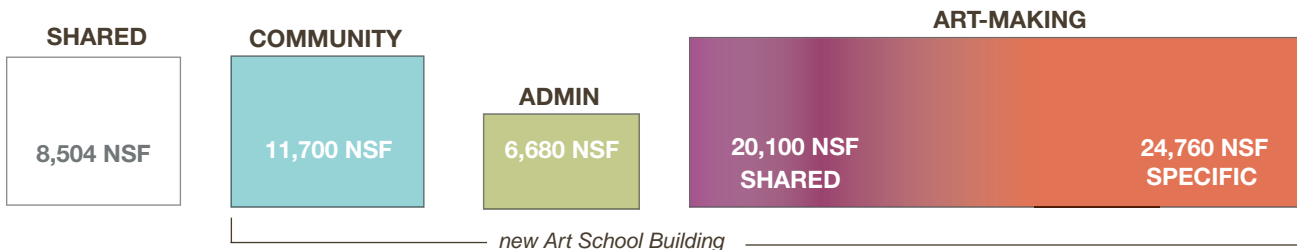
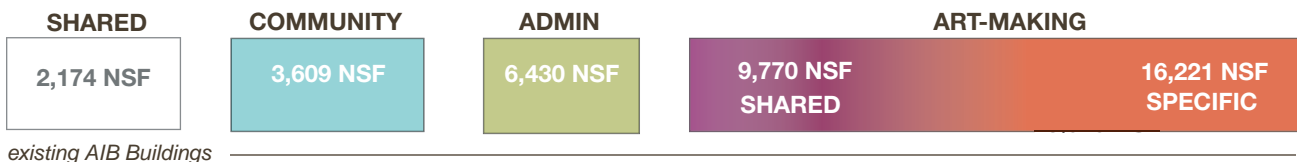
The two AIB buildings, one a former parking garage, were adapted for art-making spaces as best as possible. When interviewing users, the facilities were often characterized as cramped and inflexible. Because the space was fixed, the school and art-making processes were limited in ways discussed on page 21.

However, the existing facilities have been home to the AIB for many years and have some attributes that the users hope to replicate:

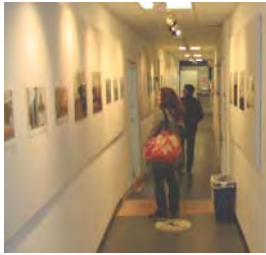
- *an unpolished and durable environment*
- *intimate environment and social spaces that encourage interdisciplinarity*
- *12 foot ceiling height*
- *a sense of energy and activity from informal display spaces in hallways*
- *abundant natural light and views*
- *public art in stairways and hallways*

Bruner/Cott has extensively toured the existing facilities and has reviewed one year's worth of room scheduling information. Based on this analysis, the following floor plans describe the current use and square footage of the main program spaces.

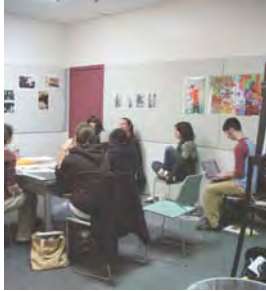
Program Comparison		Existing (nsf)	Proposed (nsf)	Change (nsf)
Directly related to Art School				
A.1	Large Classroom/Auditorium	1,302	2,244	942
A.2	Classrooms	618	1,400	782
A.3	Seminar Rooms	254	600	346
A.4	Critique Rooms	967	1,500	533
B.1	Administration and Staff Offices	2,237	1,710	(527)
B.3	Department Chairs Offices	694	1080	386
B.4	Faculty Offices	1,227	2,440	1,213
C.1	Staff Mailboxes	-	150	150
C.2	Student Mailboxes	-	200	200
D.1	Student Locker Area	310	1,100	790
E.1	Arts Commons	86	1,200	1,114
F.1	Library + Visual Resource Center	2,239	3,485	1,246
G.1	Main Gallery	1,284	4,090	2,806
G.2	Faculty Gallery	-	200	200
G.3	Student Gallery	893	1,000	107
G.4	Informal Gallery/Installation nodes	-	-	-
H.1	Drawing Studios	2,602	3,950	1,348
H.2	Design/Illustration Work Area	871	1,640	769
I.1	Digital Work Area	2,732	5,330	2,598
I.2	Animation Work Area	2,226	3,550	1,324
J.1	Multi-Use Studios	3,575	4,800	1,225
K.1	Painting Studios	1,753	3,450	1,697
K.2	Senior Studios	1,733	8,850	7,117
L.1	Photographic Work Area	3,220	3,590	370
M.1	Printmaking Work Area	1,707	2,230	523
M.2	3D (Wood/Metal/Stone) Work Area	1,468	2,130	662
M.3	Ceramics/Clay/Plaster Work Area	2,244	2,840	596
N.1	Outdoor Spaces	-	included	-
O.1	Loading/Receiving	-	250	250
O.2	Storage (Non-Departmental)	441	500	59
Subtotal		36,683	65,509	28,826
University and Community Spaces				
P.1	Maud Morgan Arts Center	-	2,725	2,725
Q.1	University Art Studios	3,200	3,200	0
Subtotal		3,200	5,925	2,725
Spaces that will be located elsewhere				
B.2	Admissions Offices	926	1,060	134
	Admin. Offices (SLAD + Counseling)	213	0	(213)
	Student Lounge	823	0	(823)
Subtotal		1,962	1,060	-902
Grand Total Art School Program		41,845	72,494	30,649
* Net Square Feet (nsf) is space assignable to a program element.				



AIB: 700 BEACON STREET



hallway gallery



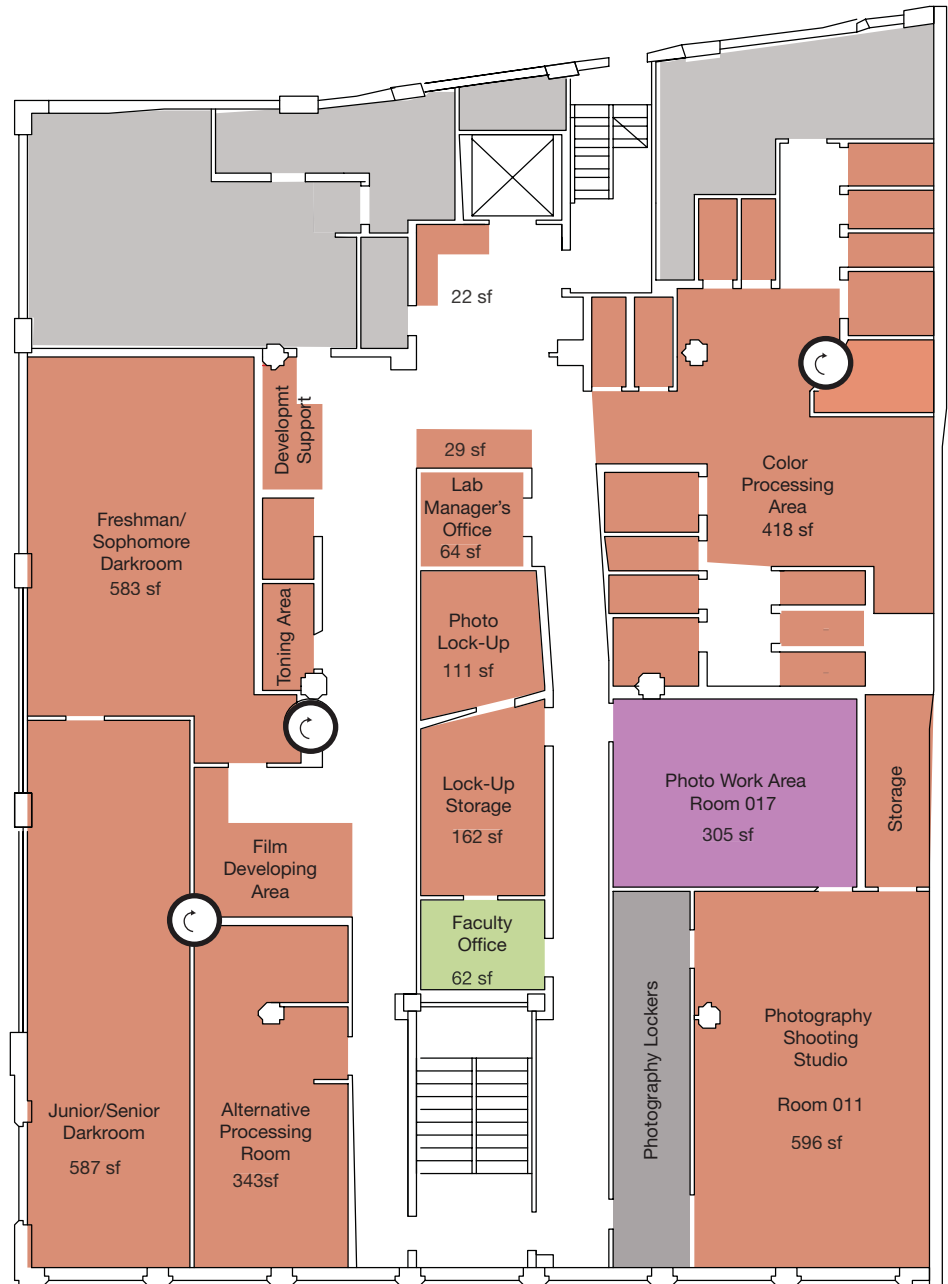
classroom



alternative process darkroom



shooting studio

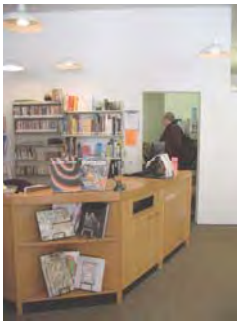


LOWER LEVEL

- Shared University
- Community
- Administrative
- Art Making-Shared
- Art Making-Specific

**Indicates spaces that will not be located in the new Art School Building*

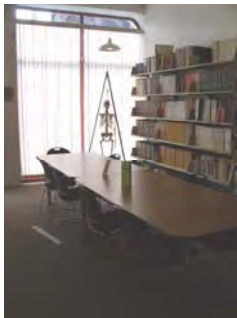
AIB: 700 BEACON STREET



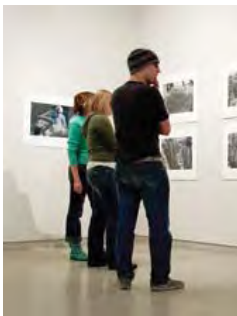
library circulation desk



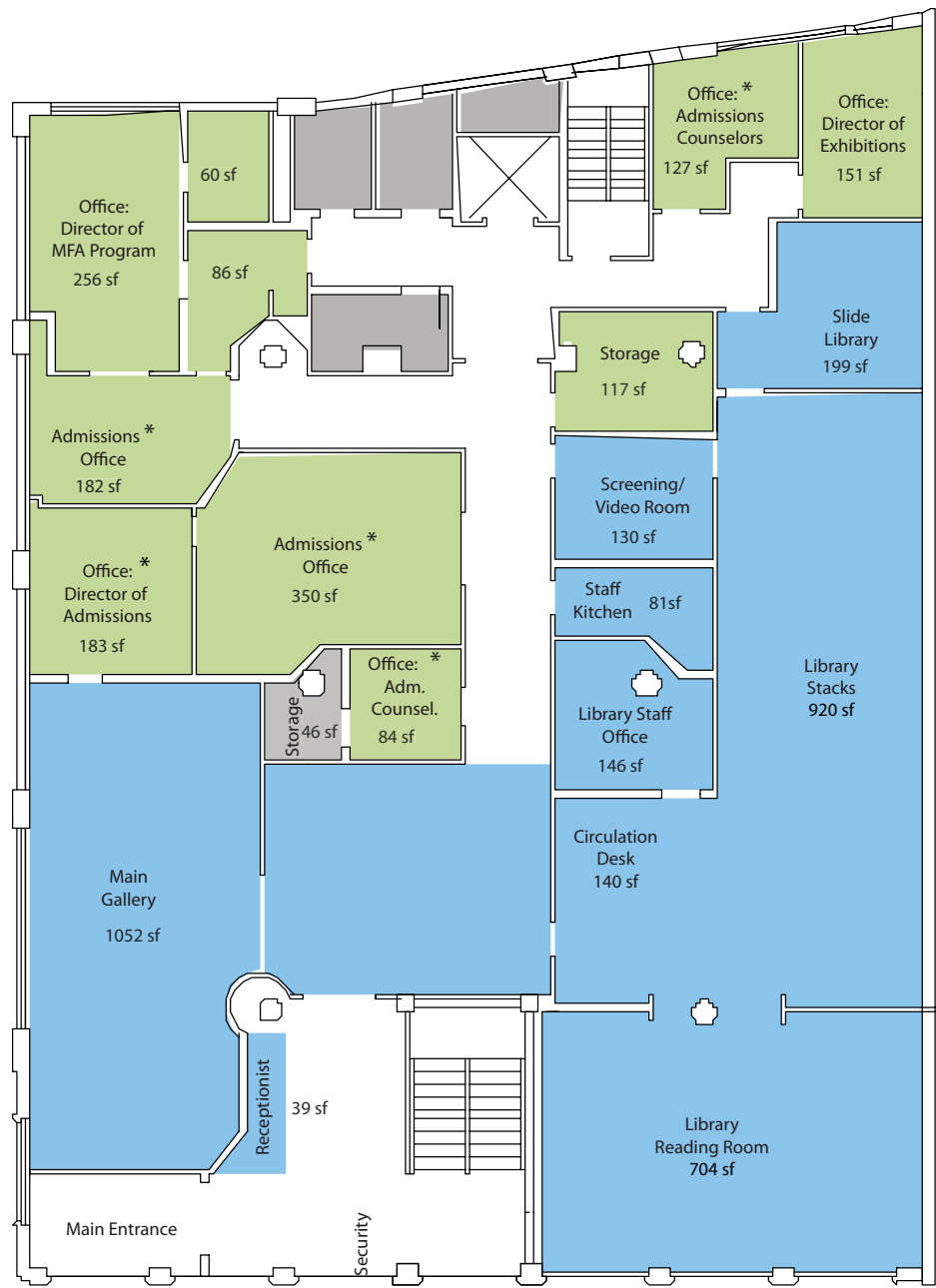
library stack area



library reading area



gallery



FIRST FLOOR

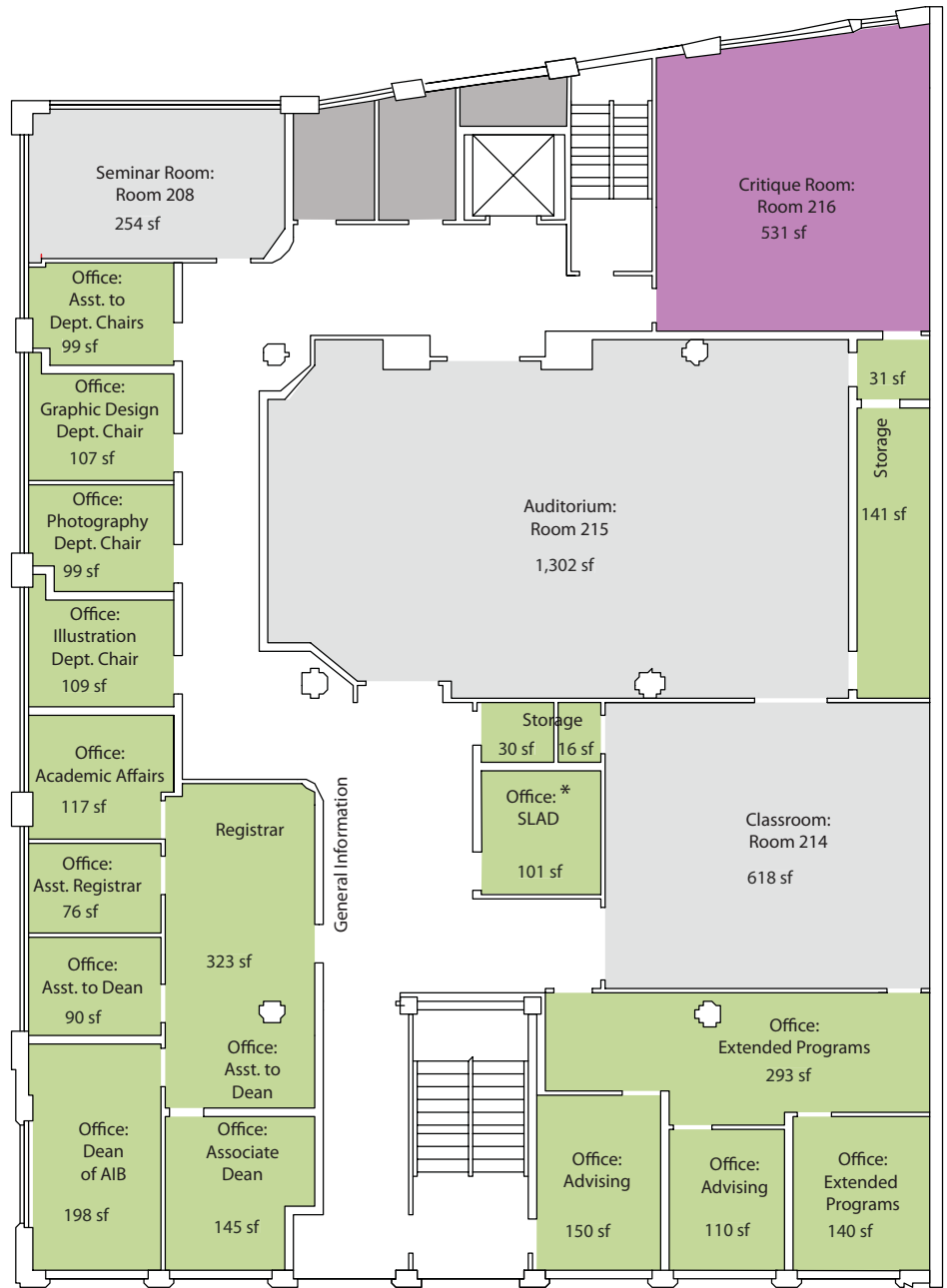
- Shared University
- Community
- Administrative
- Art Making-Shared
- Art Making-Specific

**Indicates spaces that will not be located in the new Art School Building*

AIB: 700 BEACON STREET



mailboxes



SECOND FLOOR

- Shared University
- Community
- Administrative
- Art Making-Shared
- Art Making-Specific

**Indicates spaces that will not be located in the new Art School Building*

AIB: 700 BEACON STREET



student lounge



digital lab (work area)

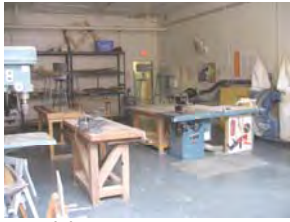


THIRD FLOOR

- Shared University
- Community
- Administrative
- Art Making-Shared
- Art Making-Specific

**Indicates spaces that will not be located in the new Art School Building*

AIB: 700 BEACON STREET



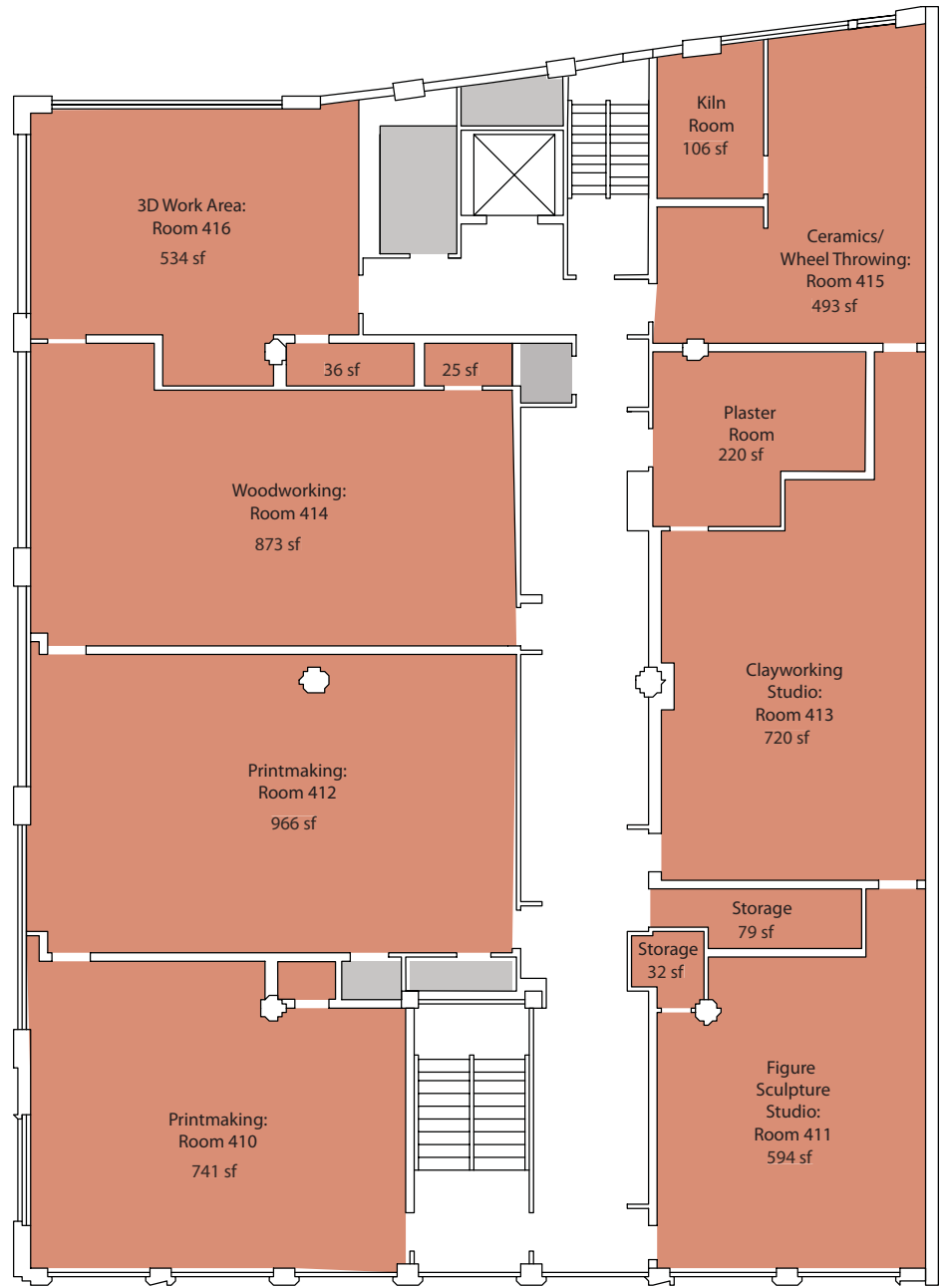
woodshop



claywork



printmaking studio

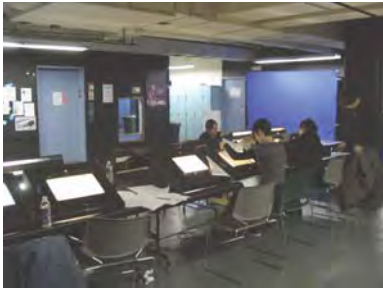


FOURTH FLOOR

- Shared University
- Community
- Administrative
- Art Making-Shared
- Art Making-Specific

**Indicates spaces that will not be located in the new Art School Building*

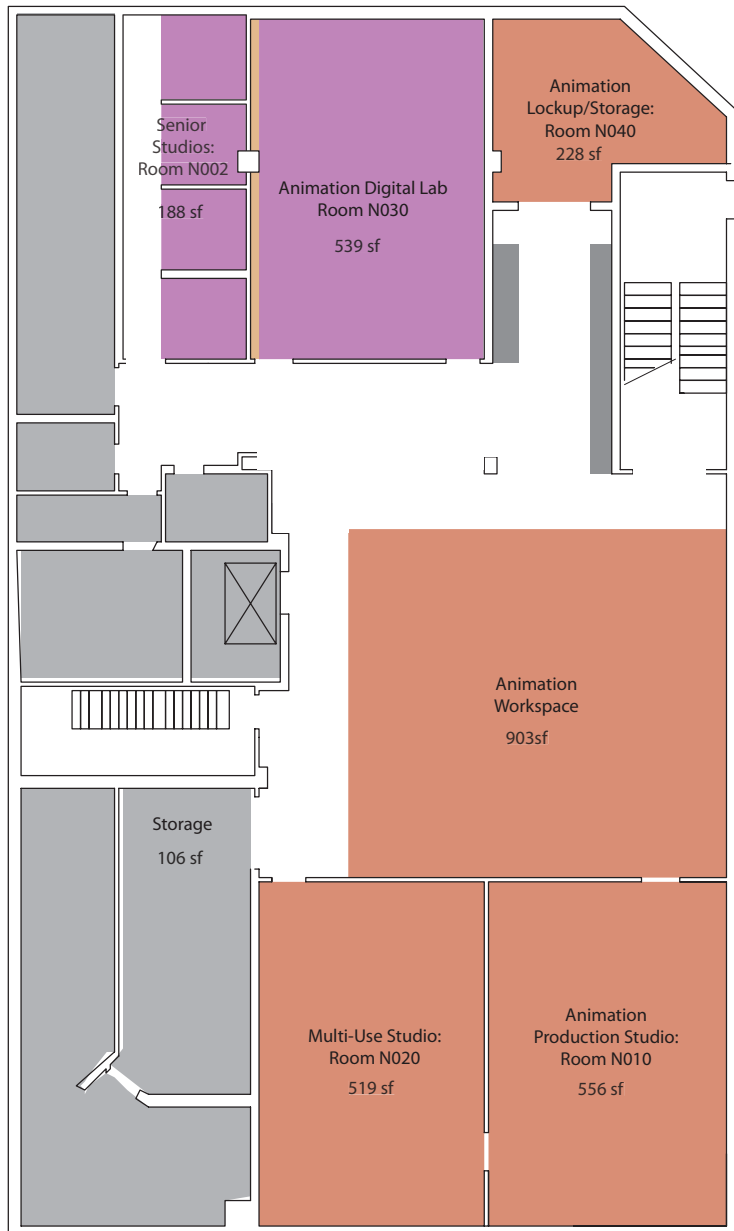
AIB: 601 NEWBURY STREET



light table workspace



stop motion animation setup



LOWER LEVEL

- Shared University
- Community
- Administrative
- Art Making-Shared
- Art Making-Specific

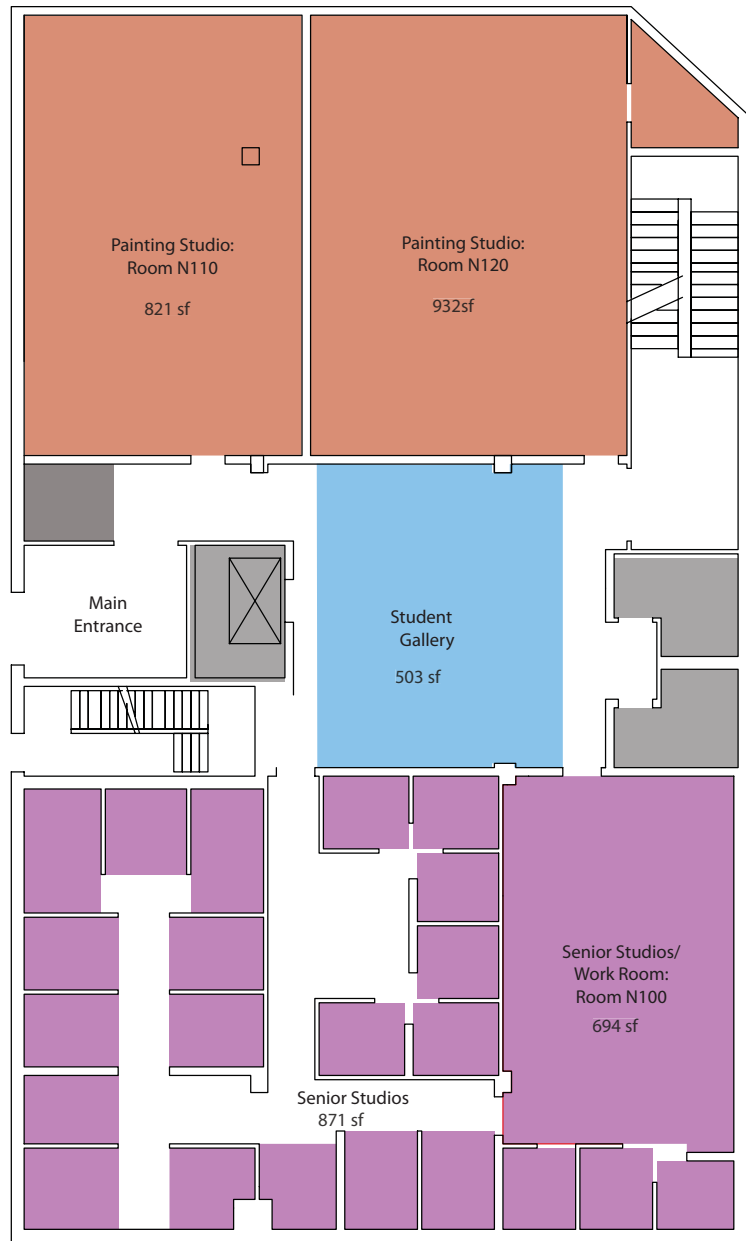
**Indicates spaces that will not be located in the new Art School Building*



painting studio



senior studio

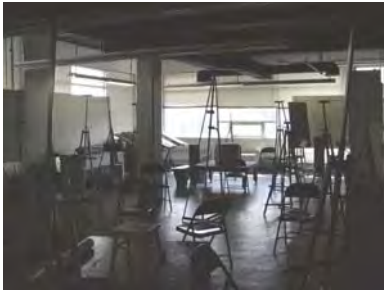


FIRST FLOOR

- Shared University
- Community
- Administrative
- Art Making-Shared
- Art Making-Specific

**Indicates spaces that will not be located in the new Art School Building*

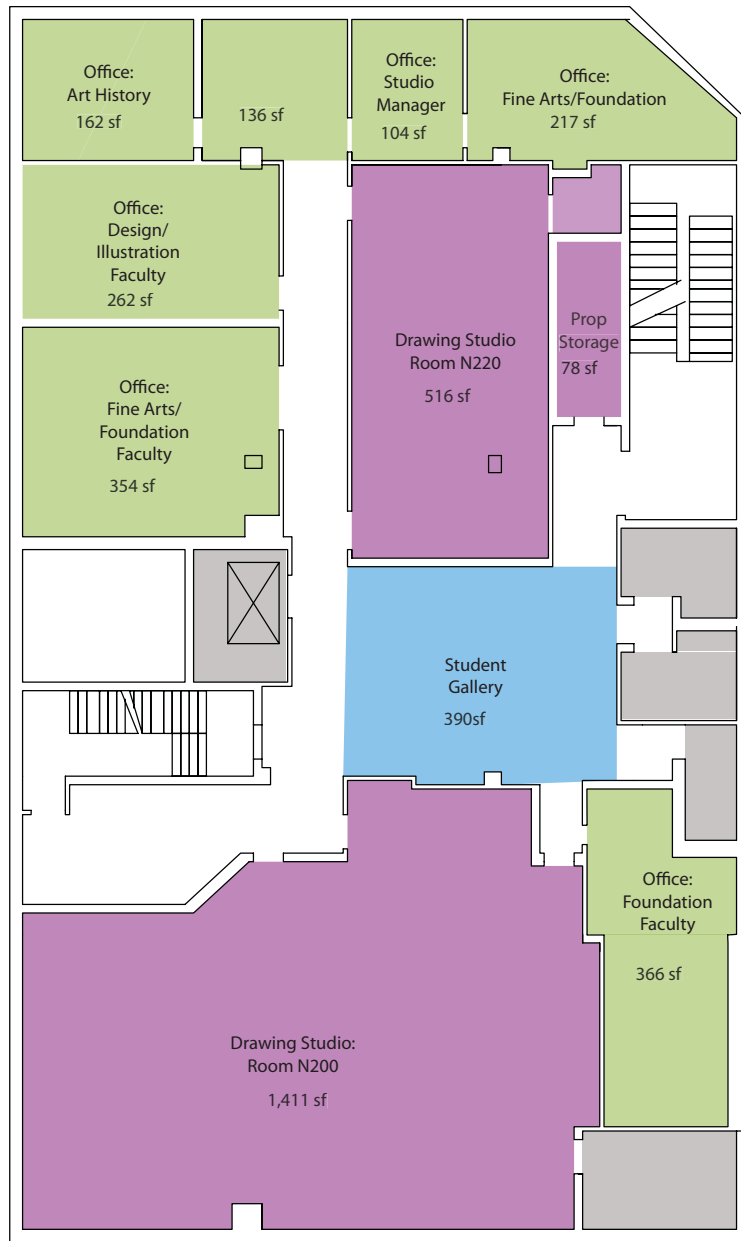
AIB: 601 NEWBURY STREET



drawing studio



drawing studio



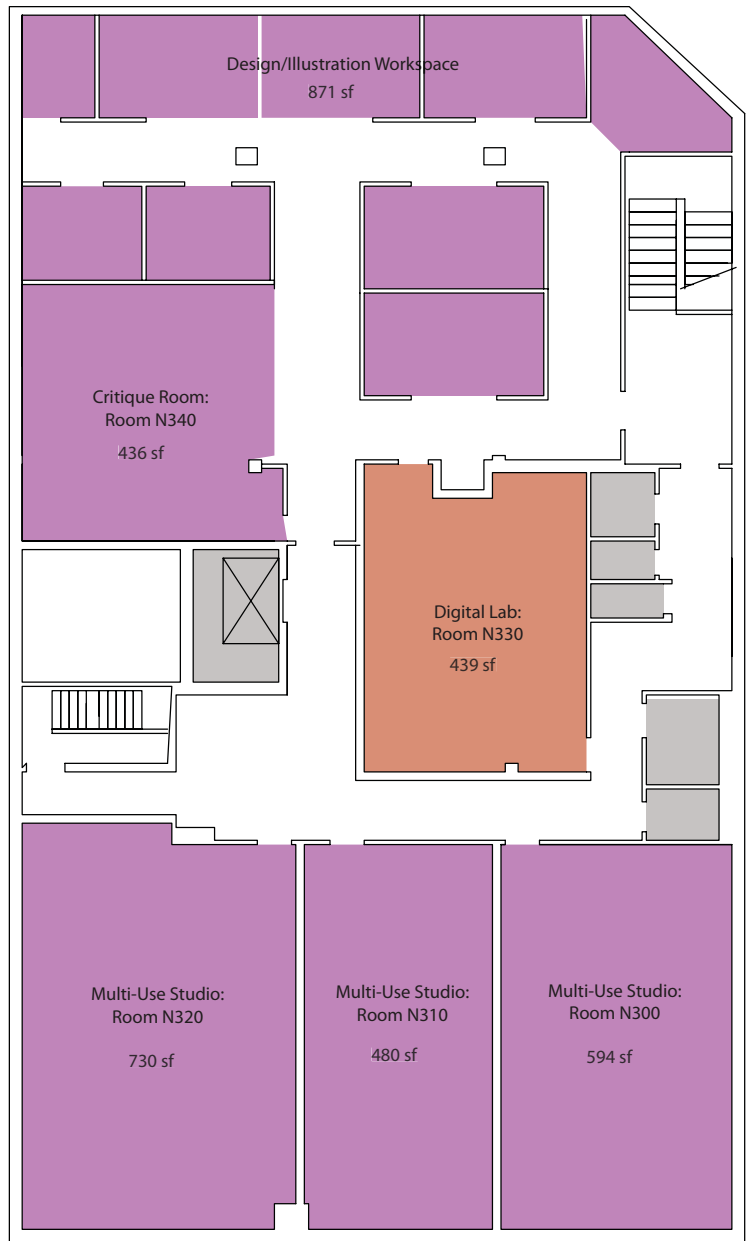
SECOND FLOOR

- Shared University
- Community
- Administrative
- Art Making-Shared
- Art Making-Specific

**Indicates spaces that will not be located in the new Art School Building*



multi-use studio



THIRD FLOOR

- Shared University
- Community
- Administrative
- Art Making-Shared
- Art Making-Specific




**Indicates spaces that will not be located in the new Art School Building*

PROPOSED SITE

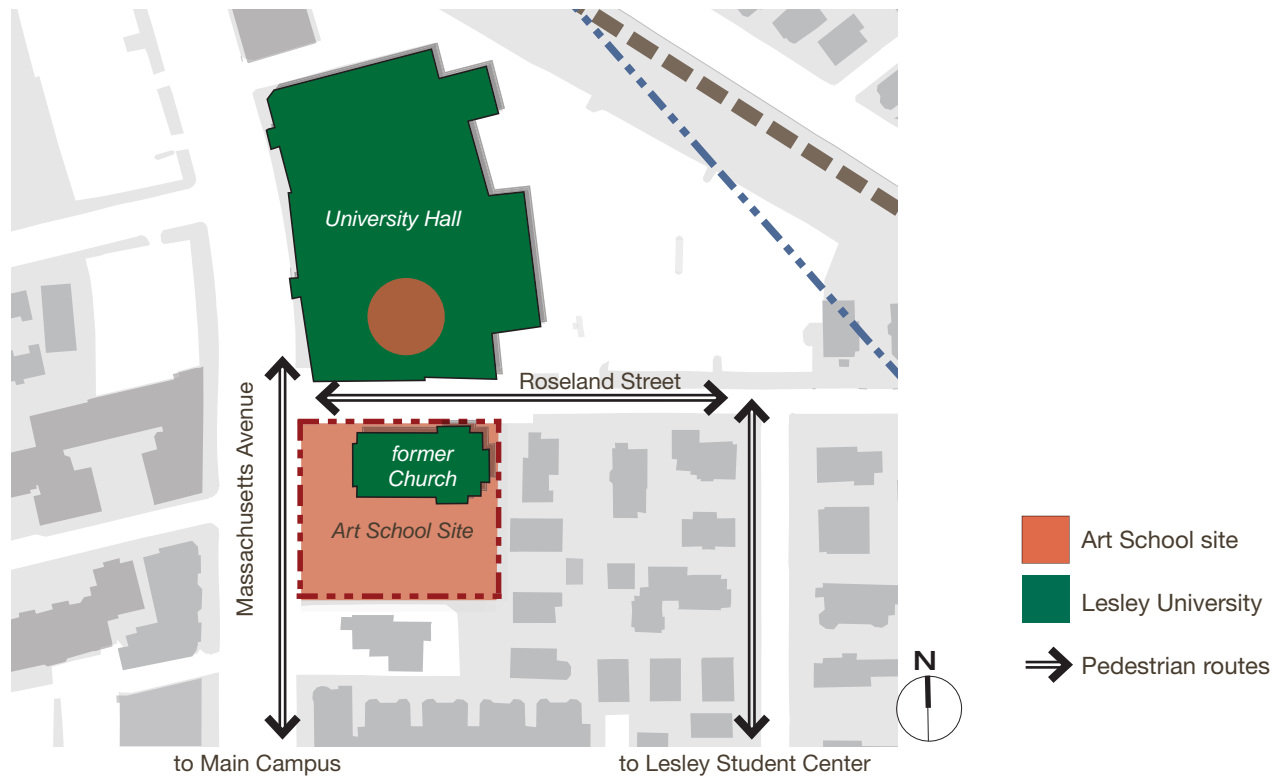
Lesley University has proposed 1799-1801 Massachusetts Avenue for the new Art School building. The site is 28,000 gsf and contains an existing historic structure of approximately 14,000 gsf on two levels. Joining the Arts and Education Campus at Porter Square, the Art School will be at a crossroads of academic, artistic, and neighborhood communities. Proximity to University Hall affects the program in two ways. First, general teaching related to the art school could happen in Lesley's existing auditorium and classrooms. In addition, Art School program could be constructed in University Hall.

The Art School vision is in keeping with long-held community goals of development in support of a vibrant streetscape on Massachusetts Avenue including: increased pedestrian traffic, community activities at the ground floor level, well lit evening activity, enhancement of economic opportunity for small businesses on Massachusetts Avenue and Porter Square.

The Art School will strengthen the link between the north and south edges of the Cambridge campuses. Occupying a prominent location along Massachusetts Avenue, it will have an iconic presence while functioning as a working building for the teaching and making of art.

-  Art School site
-  Lesley University
-  MBTA station





SITE PLANNING

Items that will impact site planning strategies:

- Zoning regulations
- Historic regulations on existing church
- Available space in University Hall
- Civil survey of utilities, infrastructure, MBTA tunnel, and soil conditions
- Potential for future buildings
- Interface with neighborhoods, business districts and surrounding communities
- Open space
- Providing a lively street edge and an amenity for the community
- Solar orientation for art-making



CHURCH BUILDING

The North Prospect Church building that sits on the north side of the church site is 14,000 gsf on two levels and a mezzanine. It is listed as an individual property on the National Register of Historic Places both as an example of a Greek Revival church and for its role in the development of the old North Avenue Neighborhood.

The church was built in 1845 near Harvard Square, and moved to the present site by oxcart in 1867. It was raised onto a new higher foundation for meeting rooms beneath, requiring tall front steps and an earth berm to enter it. The transepts and rear were added to make the church larger. The current steeple is from 1965, installed after a lighting strike.

The church can best continue to serve the community if the most public program elements are placed within it. The church could be used for a combination of the library, Maud Morgan Visual Art Center, and galleries. A new basement, addition to the mezzanine, or rear addition will be studied to fit the desired program components.

Sound preservation practice would suggest the lower level could be removed, restoring the intended relationship with the ground. The church could be moved to another portion of the site to facilitate massing or construction sequence. Lesley and Bruner/Cott have begun consultation with the Cambridge Historic Commission which will be important in determining how the church can be altered.



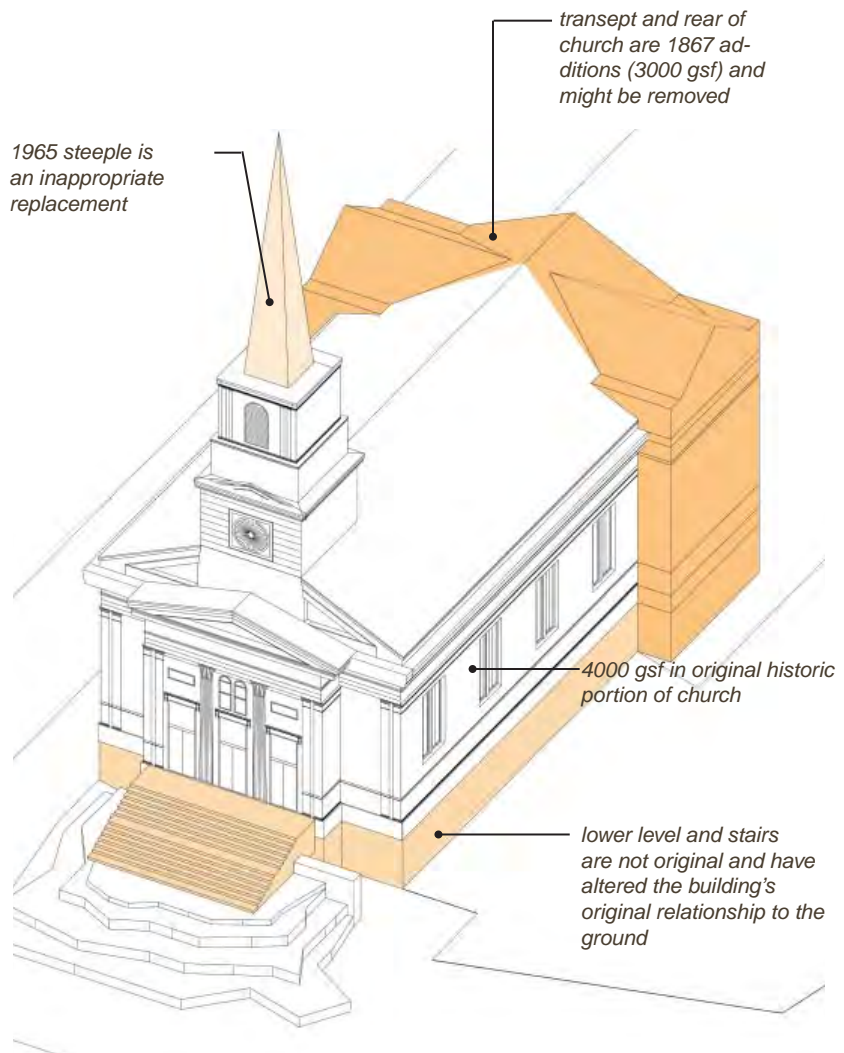
1845 near Harvard Square



1867 on current site



1965 steeple






UNIVERSITY HALL

Lesley's University Hall contains a mixture of leased retail and teaching spaces.

Lesley has identified additional space in University Hall that could be used for Art School program. However, this space is discontinuous and on different levels. The most appropriate way to use University Hall would be to re-organize the interior to consolidate area for the Art School. This could occur on the third and fourth floors and incorporate existing Arts spaces. A sky-bridge will be considered to connect the Art School building and University Hall.

Floor	GSF	NSF equivalent
<i>Lower Level</i>	<i>58,000</i>	<i>36,250</i>
<i>Ground floor</i>	<i>57,369</i>	<i>35,856</i>
<i>Second Floor</i>	<i>56,380</i>	<i>35,238</i>
<i>Third Floor</i>	<i>43,394</i>	<i>27,121</i>
<i>Fourth Floor</i>	<i>18,000</i>	<i>11,250</i>

	designated Art School space
	potential Art School space
	shared space





next steps



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NEXT STEPS

The ideas outlined in this report will help the University understand the potential size and volume of the Art School and how it relates to the site.

Further analysis will be required at the beginning of the Schematic Design phase:

- Present goals, objectives, and results of program report to AIB, Lesley, and Community groups.
- Review regulatory requirements and options.
- Understand options for accommodating program on site. Study program distribution between new construction (above and below grade), former church and University Hall.
- Conduct an in-depth survey of site conditions
- Develop sustainability guidelines
- Develop a technology and audio-visual program.
- Hypothetically schedule the program to test its capacity and size.
- Understand costs of reusing church and constructing a connecting bridge to University Hall.
- Model costs of program distribution options to establish a construction cost range and project budget.



acknowledgements



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ACKNOWLEDGEMENTS

The design team at Bruner/Cott & Associates would like to extend profound thanks to the members of the faculty and staff of Lesley University and the Art Institute of Boston for their contributions of time and expertise during the research and development of this program for the Art School at Lesley University.

We would like to acknowledge the guidance provided by the two University Presidents, and thank the Art School Steering Committee for the leadership they provided in discussion and in interviews with the community, faculty, staff, and students:

President Joseph B. Moore
President Emerita Margaret McKenna

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John Parker
Don Perrin
Deborah Raizes
Barbara Russell
Robert Sage
Enid Starr
Paula VanDermoot
Carl Youngman

ART SCHOOL STEERING COMMITTEE

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Karen Boudreau-Shea, Chief Information Officer
Michael David, Chair, Fine Arts, (AIB)
Bill Doncaster, Director of Public Affairs
Sandra Doran, General Council
Geoffry Fried, Interim Senior Associate Dean (AIB)
Melissa Janot, University Registrar
Terry Keeney, Dean of the Art Institute of Boston (former)
Martha McKenna, Provost
Kevin Murphy, Director of Facilities and Operations
Dasha Petrov, Assistant Director of Administration (AIB) (former)
George Smith, Director of Operations & Campus Planning
William Suter, Campus Planner
Stan Trecker, Dean of the Art Institute of Boston

AIB ACADEMIC PROGRAM GROUP

Diana Arcadipone, Associate Dean, Extended Programs
Susan M. Ashbrook, Program Coordinator, Art History
Judith Barry, Director, MFA Program
Michael David, Chair, Fine Arts
Geoffry Fried, AIB Interim Senior Associate Dean
Arlene Grossman, Chair, Foundation
Christopher James, Chair, Photography (on sabbatical)
Robert Kaufman Chair, Animation/Illustration
Terrence Keeney, Dean AIB (former)
Martha McKenna, Provost
Stan Trecker, Dean of the AIB

Additional input from both Lesley and AIB communities was pivotal in the program development. We would like to acknowledge the contributions of faculty, staff, and students who participated in interviews:

AIB FACULTY AND STAFF:

Angelo Fertitta, Amanda Gluibizzi, Lisa Goode, Leah Johnstone-Mosher, Fred Levy, Andrew Mroczek, Margaret Murphy, Bonnie Robinson, Julie Stanwood, Kate Templeton, Raye Yankauskas John Casey, Louise Goldenberg, Cig Harvey, Santiago Hernandez, Mary Kaye, Geoff Koetsch, Kristina Lamour Sansone, Susan LeVan, Matt Nash, Sunanda Sanyal, Ellen Shon, Josh Winer

LESLEY UNIVERSITY FACULTY AND STAFF:

Bernice Bradin, Julia Byers, Mariagnese Cattaneo, Lisa Donovan, Karen Estrella, Jane Ferris Richardson, Charles Gilroy, Melissa Janot, Sarah Jones, Patricia Kramer, John McDonald, Shaun McNiff, Rebecca Peterson, Vivian Poey, Robert Shreefter, Carol Streit

LESLEY UNIVERSITY ARTS ADVISORY GROUP

Marylou Batt, Julia Byers, Lisa Donovan, Sandy Doran, Geoffry Fried, Patricia Kramer, Martha McKenna, Shaun McNiff, Will Suter, Stan Trecker

We'd also like to acknowledge the contributions of the Lesley and AIB students, providing additional insight into the art school experience from the student's perspective.

AIB STUDENTS:

Lisa Ching, Ellen Crenshaw, Sam Hamilton, Geoff Marian, Erin Mushalla, Moran Park, Rachel Saloro

LESLEY UNIVERSITY STUDENTS

Angelica Contreras, Rachel Eisenberg, Shannon McKay, Jenny Merigold, Robin Seeran, Jenny Sullivan

The Lesley Neighborhood Working Group was established by the Cambridge City Manager and facilitated by the Cambridge Office of Community Development. Meetings are open to the public.

CAMBRIDGE AND COMMUNITY

We would like to thank the over 100 community members who participated in the first Open Community Meeting, on June 6, 2007.

Appointed Members of Lesley Neighborhood Working Group include:

City of Cambridge

*Beth Rubenstein, Assistant City Manager & Director of Community Development
Susan Glazer, Deputy Director of Community Development
Stuart Dash, Director of Community Planning*

Lesley University

*Joseph B. Moore, President
Martha McKenna, Provost
Marylou Batt, Vice President for Administration
Stan Trecker, Dean of The Art Institute of Boston
Bill Doncaster, Director of Public Affairs
George Smith, Director of Operations & Campus Planning
Will Suter, Campus Planner*

Neighbors

<i>Harriet Ahouse</i>	<i>Glen Heinmiller</i>
<i>Joel Bard</i>	<i>John Howard</i>
<i>Willie Bloomstein</i>	<i>Susan Hunziker</i>
<i>Charles Christopher</i>	<i>Fred Meyer</i>
<i>Steven Diamond</i>	<i>Gordon Moore</i>
<i>Larry Field</i>	<i>Lora Tomita</i>

Architects and Planners

Bruner/Cott

Cambridge, Massachusetts

www.brunercott.com



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Appendix 3

Transportation Demand Management

Lesley University's approved 2005 baseline PTDM plan is an extensive report on 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. As of 2007, there are **no changes to the TDM plan or strategy**, and the University provides all measures outlined in the plan. These include:

- Host onsite commuter events (now offered every semester)
- Provide an onsite Employer Transportation Coordinator (ETC)
- Place transportation benefits information in new hire and new student packets
- Promote commute options at the worksite through e-mails or intranet site
- Promote carpool options: now offered through MassRIDES and administered by Public Safety
- Maintain bike racks (9 new racks were installed in 2007)
- 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
- Offer car-sharing options: Zipcar program

In addition, in 2007 Lesley increased parking rates by 6 percent.

Lesley commits to providing annual updates to the City of Cambridge PTDM Officer. The full results are contained in the 2007 Lesley University Cambridge Campus Parking and Transportation Demand Management Report.

Combined Population Survey Results 2007

The Lesley University 2007 PTDM survey results below represent both employees and students who commute to the Cambridge campus. The Boston Campus was not included in the random sample of employees as they were able to be stripped before hand however, students who take courses on-line were not able to be removed thus possibly inflating the responses indicating those who were "not on campus" (sick, vacation, business meeting etc.) one to four days during the survey week. Unfortunately for Lesley, as opposed to almost all other Universities, "Not on Campus" represents a large portion of their population and skews the results. Also affecting the "Not on Campus" responses is the fact that Lesley has a policy that there are NO

scheduled graduate classes on Fridays and this is reflected in the number of students and faculty out on Mondays and Fridays.

PTDM Commute Mode	Combined Mode 2006	Combined Mode 2007****
Drive Alone	33%	28%
Carpool	6%	4%
Vanpool	0%	0%
Public Transit*	22%	20%
Bicycle	1%	1%
Walk	9%	10%
CWW	7%	4%
Telecommute	2%	2%
Other**	6%	Removed
Not on campus***	15.0%	30%

*Includes bus, subway, and commuter rail.

**Other was removed in 2007 as a choice.

***Not on campus includes the policy that there are NO scheduled graduate classes on Fridays, contributing to the high percent and the fact that there are numerous students that take on-line courses and do not commute at all but received the survey.

****Rounded.

Summary of Zip codes

According to the April 2007 survey results, 45 percent of Lesley's employees and students live in communities that are located with 5 -10 miles of Lesley's Cambridge campus. Boston (all zips) and Somerville tied for highest rank with 13 percent each, and Cambridge at 12 percent was second highest.

Top 10 Towns	Percent
<u>Somerville</u>	13%
<u>Boston & Neighborhoods</u>	13%
Cambridge	12%
Arlington	7%
Medford	3%
Belmont	3%
Quincy	3%
Newton	3%
Brookline	2%
Watertown	2%
Total	61%