



Western  
University  
OF HEALTH SCIENCES

## 2017 POMONA CAMPUS MASTER PLAN

November 2017





# INTRODUCTION

## Message from the President

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From modest beginnings four decades ago at the corner of 2nd and Gibbs streets, our highly innovative and nationally respected Western University of Health Sciences now spreads over 22 acres of downtown Pomona, California. Despite this extraordinary growth, expansion of the WesternU “built environment” has been less innovative than our academic culture, often contingent on circumstances, as needs for new rooms for students, staff and programs emerged.

For the most part, the University has grown largely in a straight line as available properties adjacent to the original building were developed in a practical manner. Yet for the University to fulfill our educational, research and service missions for the future, we must be both visionary and systematic about how our campus will look and operate in the years ahead.

Thus I am pleased to present this Pomona Campus Master Plan as the product of collaborative efforts of administrators, faculty, staff and students that has spanned some two years, shepherded by and in consultation with Flad Architects and mode associates. The Plan is a forward-looking construct, but none of it is etched in stone. Some of what you see here is only in development, some in discussion and even more in that “someday” category. But the Plan is a conceptual road map to the built environment of WesternU in the future.

This Plan envisions our integrated, vibrant campus as part of our local community to better serve as a hub of health sciences education, research and care, one already of national and international standing that collaborates with a range of key partners. Perhaps most significantly, the Plan is an ambitious yet practical approach, as it addresses future educational and operational needs while enhancing the personal, familial ambiance that makes WesternU such a welcoming place.

So I invite you to please take a few moments to review this Pomona Campus Master Plan and, as a stakeholder, offer your thoughts to me or to other planning group members. I also thank you for your every interest in and efforts on behalf of our very special University.

Daniel R. Wilson, MD, PhD  
President

# INTRODUCTION

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# BACKGROUND

For 40 years, Western University of Health Sciences (WesternU) has had a special mission: educating tomorrow's health care professionals with a combination of scientific excellence and a humanistic, compassionate approach to patient care. One of the largest graduate schools for the health professions in California, WesternU alumni are ranked among top leaders in health care and medicine throughout America and the world.

The University is home to 3,900 students, nine health sciences colleges, 21 degree programs and over 1,200 employees. Its main campus in Southern California is one of the most thriving enterprises in the Pomona and inland valleys. Set among 22 acres, WesternU is transforming downtown Pomona into a thriving mixed-use academic community.

The University also operates a campus in Lebanon, Oregon, known as the College of Osteopathic Medicine of the Pacific Northwest (COMP-Northwest), which has tripled its student population in five years. COMP-Northwest, our Oregon Campus welcomed its inaugural class of 107 students in July 2011 and is now home to more than 400 students.

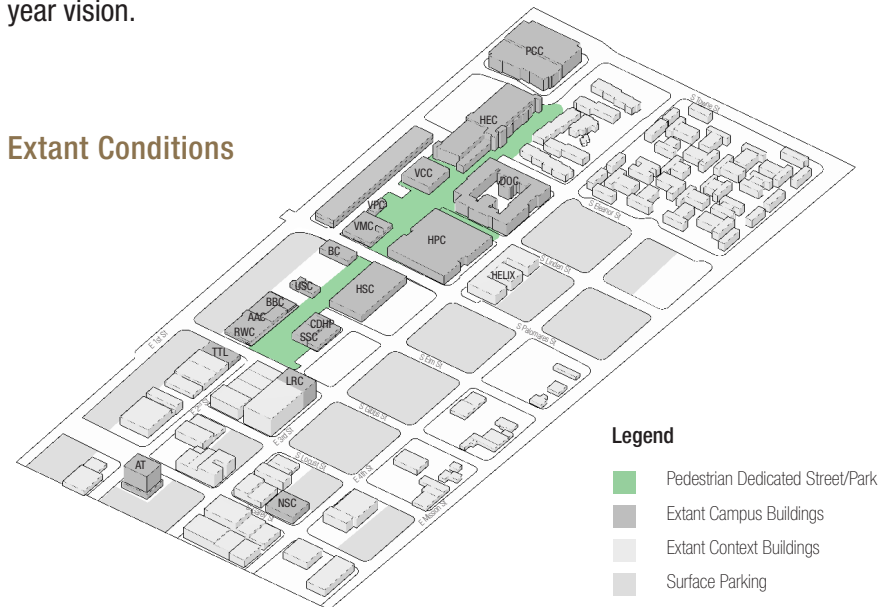
The University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. All of the health care programs within the University are individually accredited.

The Campus Master Plan looks to guide the University's future growth and development on the Pomona campus for the next 10 years. It also provides a glimpse of longer range potential growth based upon activities taken

over this initial 10 years. The University is a top-level post-baccalaureate school for health science education, patient care and research. The Master Plan will enable the University to continue to foster a vibrant campus that delivers diverse curriculum and attracts top-tier students, faculty and staff. It also outlines strategies for improving current campus facilities, developing innovative settings that accelerate teaching and learning and extending WesternU community reach on campus, within Pomona and beyond.

The Master Plan reflects a thorough analysis of extant campus conditions (diagram below), critical information gathered from a series of brainstorming and goal-setting sessions and a comprehensive 10-20 year vision.

## Extant Conditions



# EXECUTIVE SUMMARY

## Recommended 10- to 20- Year Plan

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The Master Plan concept seeks to enhance student life with a new University Heart at the center of campus. Goals were developed through an inclusive shared governance process that engaged students, faculty and staff.

### Key recommendations include:

1. Create a central hub - a WesternU Campus Heart that provides amenities such as food and recreation.
2. Provide built environments that support state-of-the-art educational experiences (e.g., flexible, reconfigurable spaces, robust information technology infrastructure, simulation and virtual reality/augmented reality spaces, etc.).
3. Ensure safety on campus, both by adding “eyes on the street” (providing amenities to encourage campus users to stay on campus after hours) and by encouraging development in the neighboring community, thereby elevating the quality of the surrounding area.
4. Consolidate and strengthen technology offerings for enhanced educational outcomes.
5. Leverage the opportunities of shared resources across the University to drive efficiencies.
6. Appraise the allocation and adequacy of space based on current market trends and peer institutions and set a minimum standard for quality of space.
7. Strengthen the town-gown connection and engage community partners in service offerings.
8. Promote a culture of health through campus design, sustainability, transportation and nutritional options.
9. Provide capacity and capabilities to support purposeful growth and expansion of educational offerings including new programs and degrees, as well as continuing education and certification programs.
10. Unify campus exterior and interior campus aesthetics in a way that considers the architectural and artistic significance and history of the area.

The Master Plan concentrates physical growth around the new University Heart in order to frame and enhance the center of campus. New campus buildings will provide much-needed student technology, health and wellness, laboratory and instructional space in support of formal and informal learning.

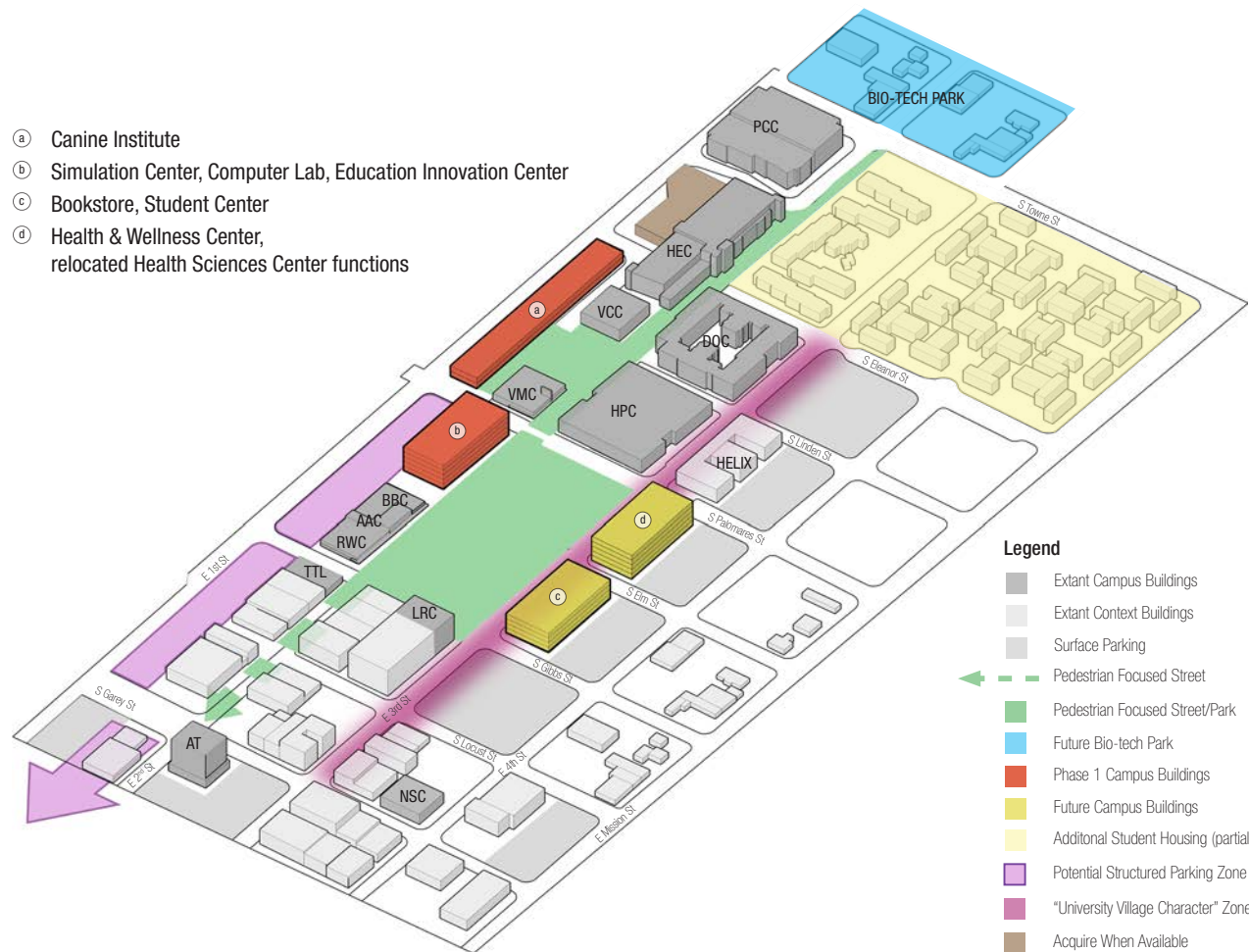
WesternU seeks to take another step in its evolution as a leader in health sciences education. Early visioning sessions uncovered better ways to link strong individual colleges programmatically to promote the notion of “One University.” This approach also holds the promise of extending campus knowledge into the community.

Three unique, detailed surveys were conducted with students, faculty and board members. Survey results align around two critical concepts: the importance of innovation and informal learning and the need to add critical lifestyle amenities on campus. The future benefits of these concepts will deliver on many fronts as the campus continues to flourish.



# EXECUTIVE SUMMARY

## Recommended 10- to 20- Year Planned Growth



# EXECUTIVE SUMMARY

## Measurements of Success and Future Benefits

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### Building Community

Realizing the significance of the institution to the city of Pomona. Promoting health and well-being by opening more central green space for community events. Hosting health-focused programs. Initiating private enterprises around the campus perimeter that blends into a University Village to Garey Avenue, Mission Avenue, across Towne Avenue and beyond the railroad track with development activity ranging from retail, restaurants, residential and entrepreneurial.

### Strengthening Identity

Creating stronger campus gateways along perimeter streets that underscore University identity. Pedestrianize Palomares Street to knit the campus together. Enhance building entries for interprofessional and informal learning.

### Creating Common Ground

Creating a single student success center that offers commonly used student life and program space under one roof.

### Transforming Functionality

Defining a future for the Library as it transforms into a Learning Resource Center. This next-generation space will more directly fit contemporary learning styles and reanimate the space.

### Increasing Density

Promoting closer cohesion of academic space within the new heart of campus and building a sense of community and security over time connects everyone on campus to a commitment to One Health.

### Extending Reputation and Relevance

Recognizing the importance of lifelong learning for career professionals who have graduated from WesternU by designing extended learning program space that will serve returning populations with great efficiency. Ultimately, this will foster knowledge sharing and help professionals learn new skills.

### Utilization of Space

Currently, scheduling of space is controlled at the college level, where certain areas are wholly controlled by a single academic unit. While this provides autonomy for many of the colleges, it results in low utilization of space.

Greater efficiency can be gained by converting all general purpose classrooms and shared resources to a single university-controlled system. This will increase utilization, efficiencies and access for all colleges to all space types across campus.

Fitting furniture that enhances space use will begin to address the need for informal student learning areas.



## Examples of Successful Utilization of Space



Informal Study Space



Modern Library



Campus Gateway





# STUDY PURPOSE AND PROCESS

## Purpose of the Master Plan

This Pomona Campus Master Plan creates a framework for growth of WesternU over a long-term horizon beyond 10 years.

Given the aspiration to reshape collaborations of the University and the city of Pomona, discussion and planning efforts will need to develop mutually beneficial real estate and infrastructure investments.

This plan has taken shape through five key stages:

### 1) Context

Define the current state of the campus and explore extant conditions.

### 2) Vision

Develop a shared mission, vision and goal statement to guide future growth.

### 3) Analysis

Extract and report facts on extant conditions, both positive and negative and define future aspirations.

### 4) Concepts

Explore Master Plan approaches that satisfy long-term campus culture and program needs.

### 5) Recommendations

Refine options to a singular strategy, outlining virtues and attributes.

An open and inclusive process was critical to the success of this study. This approach facilitated a shared governance that easily captured input from multiple stakeholders delivering consensus-driven outcomes. A wide range of groups were serially engaged through on-campus meetings, one-on-one interviews, conference calls and surveys. More than 1,000 participants responded to a surveys that guided the direction of the Master Plan goals and findings.

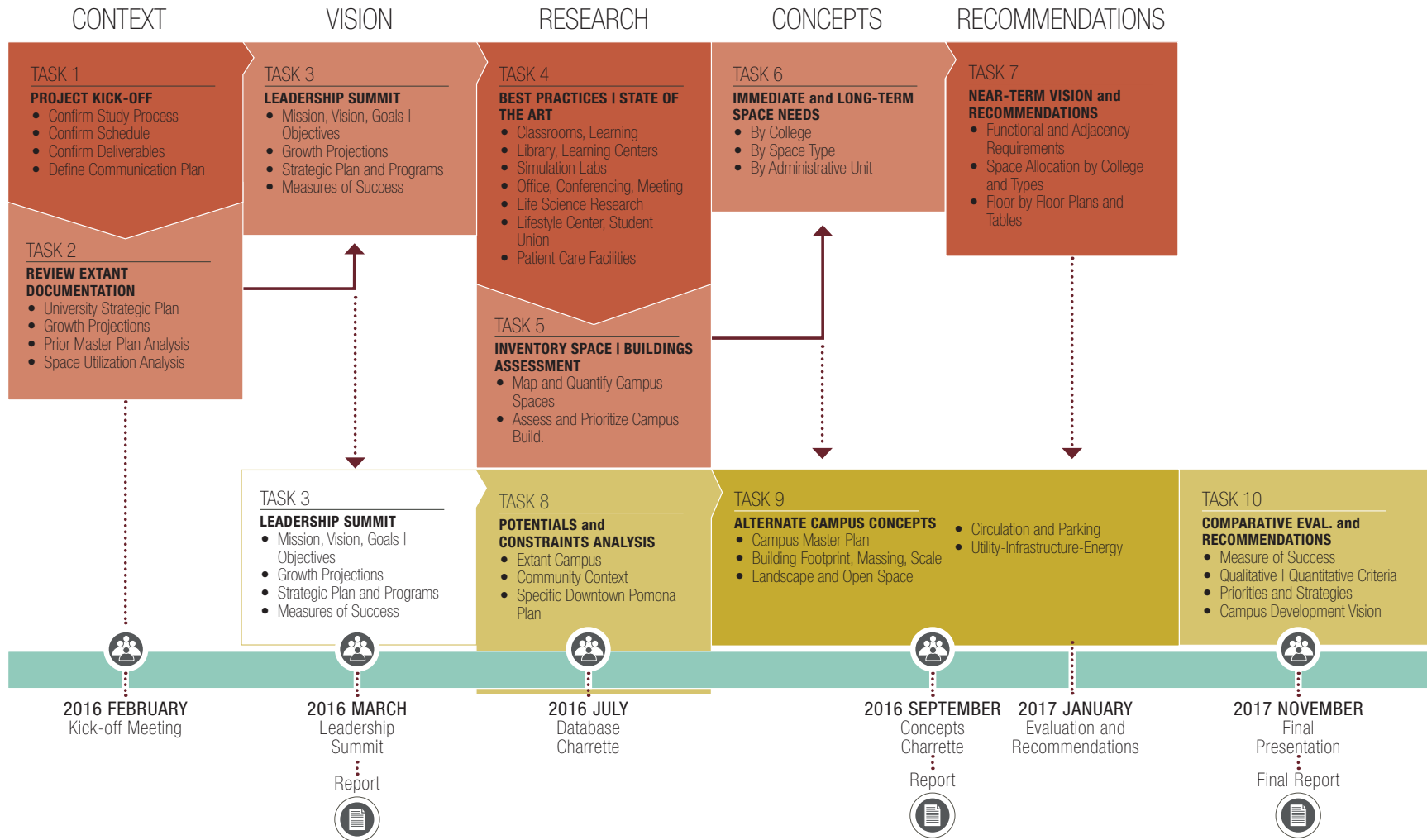
The Master Plan is designed as a flexible working document adaptable to future opportunities and circumstances, such as partnering with developers for joint-use facilities or philanthropic support of specific projects.





# STUDY PURPOSE AND PROCESS

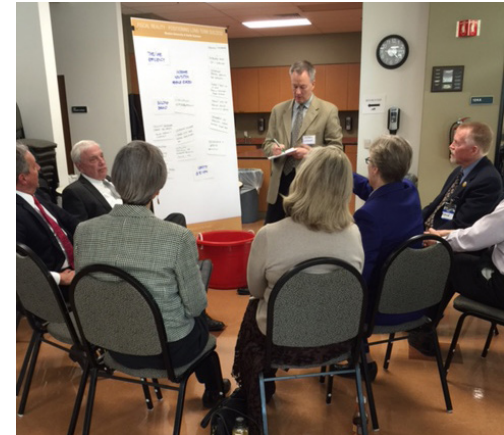
## Study Process



# STUDY PURPOSE AND PROCESS

## Leadership Summit

University leaders gathered in March 2016 to discuss master plan vision and goals. Participants engaged in a series of sessions aimed at understanding both individual preferences and consensus goals. Ideas elicited were ranked and further vetted. These goals and principals are listed in detail on pages 18 and 19.





# STUDY PURPOSE AND PROCESS

## Master Plan Goals



### Place

Create a safe, distinct and unified campus identity that integrates community to maximize impact.



### Process

Develop, implement and maintain a comprehensive interprofessional technology plan that promotes multimodal learning. Identify a central simulation center as the highest priority.



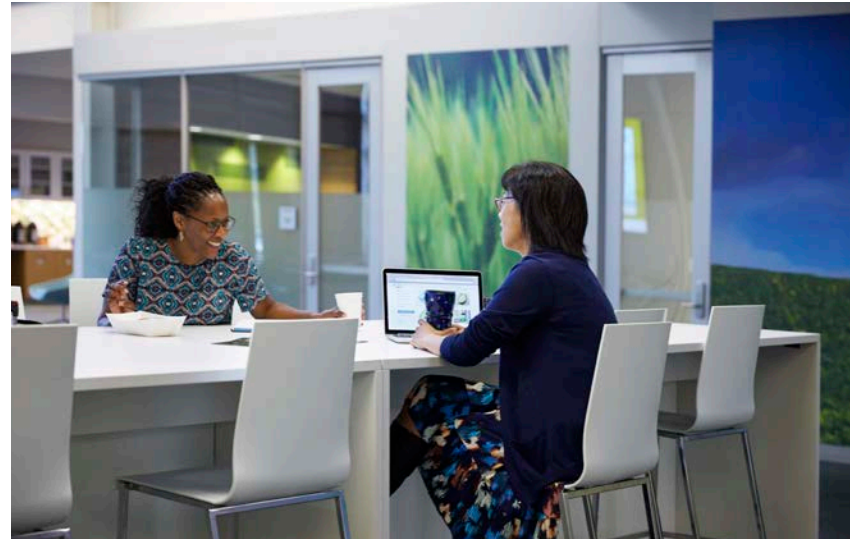
### Campus Lifestyle

Integrate healthy campus environments for each person in everything we do.



### Program

Increase our competitive reputation by investing in educational innovations and research and communicating scientific discoveries. Unify our brand through life-long education, health and community outreach.



Campus Precedents

# STUDY PURPOSE AND PROCESS

## Master Plan Design Principles

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### Process Innovation

The planning process must be fueled by innovation and an investigative spirit. It can create the most valuable exploration, especially in the early pattern-setting stage and program definition.



### Center on a Vision

Vision is crucial to building a commonly held direction for an intended future. Our vision must be collaboratively developed and frequently revisited.



### Ground Ideas in Context to Place

This is the primary source of ideas that fit. Dig deep and be thorough across land use, transportation, culture, pedagogy and economic realities. When information overload occurs, use the early-warning feature of the operative process to prioritize data targets.



### Build Ideas with Teams

It's critical to bring others into the “brainstorming” part of the process. When stakeholders see development emerge out of the discussions and what it forms in their presence, the likelihood of consensus and support is very high.



### Think Framework

Physical plans need a basic guiding framework that is identified early to give perspective and overall order. A strong framework allows flexibility for adding unanticipated needs without losing a sense of clear direction. Focus on systems-oriented elements such as building pattern, pedestrian and vehicular circulation, infrastructure, open space, and services. Combine them for efficiency and economy.

# STUDY PURPOSE AND PROCESS

## Survey Results

A survey was distributed to students, faculty, employees and the Board of Trustees (BOT). The intent of the survey was to gain insights into extant strengths, areas that could be improved and future aspirations. The graphic on the bottom right shows the number of responses for each of these groups. Overall response was significant.

### Response Insights

- More than 55% of the responses reside in dental, osteopathic medicine, optometry and veterinary colleges.
- More than 30% of non-college units responses came from Student Affairs, Patient Care, and Information Technology.
- Of the student responses, more than 80% were in their first or second year at WesternU.

### Existing Campus Strengths

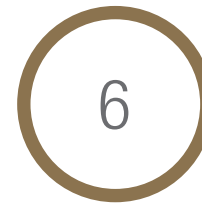
- Commitment to WesternU mission and community health
- Humanism: a culture built on respect and trust
- Desire to grow interdisciplinary knowledge
- High-quality interprofessional staff and leadership
- Unique collection of colleges
- Innovative health education curriculum/environment

### Future Aspirations

- WesternU seen as a health education and innovation leader
- Modernized campus space and enhanced WesternU brand
- Physical campus adapts to student growth
- Master Plan reflects building and community connections
- Build relationships with the city of Pomona and health partners
- Expand research and innovation space, opportunity, success and perception

### Desired Spaces (24/7 secure campus)

- Informal working zones, e.g. 5-6 person study nooks
- Problem-based interactive learning zones and flexible teaching/learning classrooms
- Lifestyle amenities (dining, recreation/wellness center, child care)
- Natural light
- Library “modernized”
- Advanced technologies implemented throughout campus
- Gardens and greenscapes
- Quiet zones for focus and reflection



Board



Employees



Students

Number of responses by University affiliation









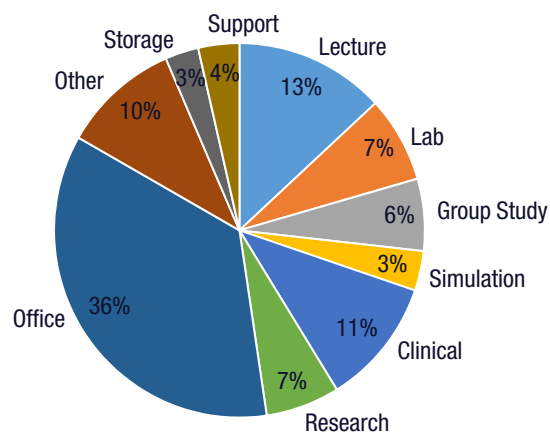
# PROGRAM AND FUNCTION ANALYSIS

## Listing of Colleges and Space Use and Enrollment

College and department-specific space is distributed across the campus and appears to have grown organically based on pressing short-term needs. This occurred as the campus evolved without a long-term vision. As a result, some colleges are spread across four buildings, while others have a clear “home.” Space management and documentation has grown in a similar fashion and is heavily dependent on the institutional memory of long-term support staff in Facilities and IT. Administrative functional units, typically seen as behind-the-scenes operations, are located in the geographic center of campus. See Appendix G for diagrams of space assignment by organization.

By actively managing physical assets, with use shared across organizations and entities as well as revisiting locations based on college,

### Campus Distribution of Space Type Use

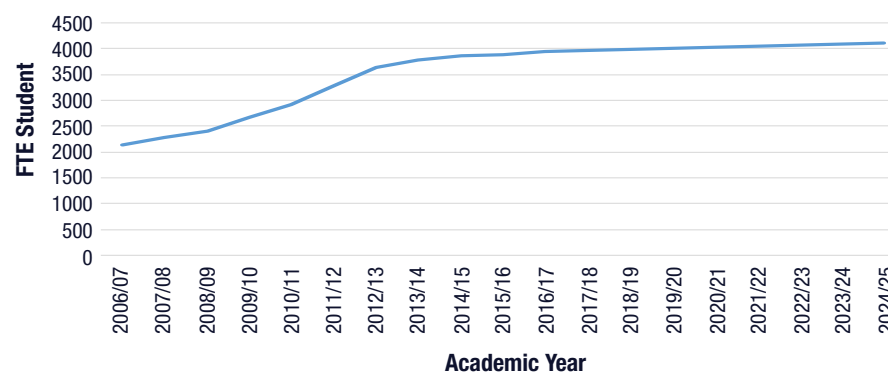


pedagogy and time-of-use, the University will be able to benefit from increased utilization as well as improved perception of “after hours” activity, safety and community.

Total campus enrollment grew dramatically from 2006 to 2014 and is currently in a steady slow-growth pattern. The campus is expecting additional enrollment of approximately 300 FTES in the next seven years, primarily associated with online courses. Additional growth is planned by some colleges in other locations, including the Lebanon campus and in Portland, Oregon. Continuing education for alumni and others is expected to increase the utilization of current space after hours.

The following diagrams and charts paint a picture of how current space is distributed on campus. See Appendix H for more detailed summaries by college.

### Projected Total Enrollment



















# PROGRAM AND FUNCTION ANALYSIS

## Listing of Colleges and Space Use Allocation



### LEGEND

	College of Dental Medicine		College of Veterinary Medicine
	College of Allied Health Professionals		Graduate College of Biomedical Sciences
	College of Graduate Nursing		University Research
	College of Optometry		Interdisciplinary Academic
	College of Osteopathic Medicine		Student Support Services
	College of Pharmacy		Building Support
	College of Podiatric Medicine		IT, Facilities, Finance, HR, Public Relations, Administration

# PROGRAM AND FUNCTION ANALYSIS

## Listing of Existing Buildings

BUILDING NAME	BLDG ABB	ASF	GSF	LEASE/OWN	RESTRICTED
Administration and Advancement Center	AAC	10,910	19,258	Leased	No
Anderson Tower	AT	33,796	48,280	Owned	No
Booth Book Center	BBC	5,800	5,800	Owned	Yes
Business Center	BC	6,304	9,522	Leased	No
Center for Disability and Health Policy	CDHP	7,857	12,988	Owned	No
Daumier office Complex	DOC	6,187	13,190	Leased	
Harriet K. and Philip Pumerantz Library and Learning	LRC	22,716	27,744	Owned	Yes
Health Education Center	HEC	95,441	179,714	Owned	Yes
Health Professions Center	HPC	70,044	126,668	Owned	Yes
Health Sciences Center	HSC	48,526	72,125	Owned	Yes
Nursing Science Center	NSC	16,972	34,555	Leased	No
Parking Structure				Leased	
Patient Care Center	PCC	48,701	68,220	Leased	No
Patient Care Center - Rancho				Leased	
Rodney P Wineberg Center	RWC	19,563	30,434	Owned	Yes
Student Services Center	SSC	8,304	13,495	Owned	Yes
Technology Training Lab	TTL	785	1,186	Owned	No
University Services Center	USC	3,542	6,325	Owned	Yes
Veterinary Care Center	VCC	21,236	30,536	Owned	No
Veterinary Medicine Center	VMC	14,652	27,883	Owned	Yes
Veterinary Pathology Center	VPC	1,458	2,190	Owned	No
<b>TOTAL</b>		<b>442,794</b>	<b>730,113</b>		

# PROGRAM AND FUNCTION ANALYSIS

## College of Allied Health Professions

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### Degree Programs

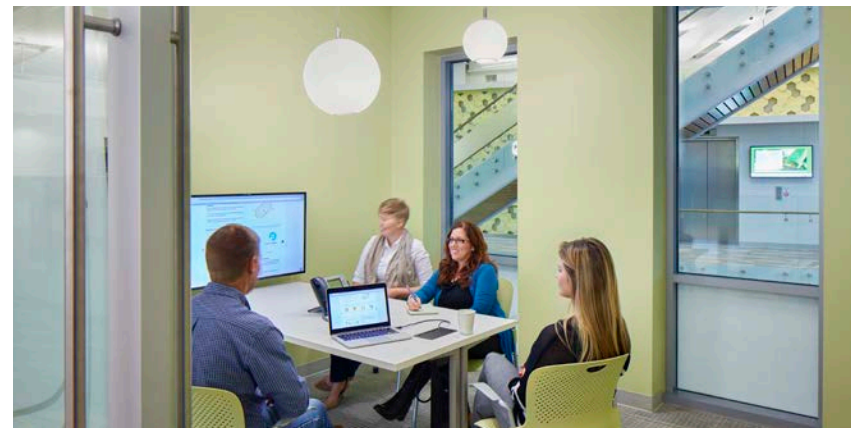
Master of Science (MSHS) in Health Sciences  
Master of Science in Physician Assistant Studies  
Doctor of Physical Therapy  
Master of Science in Prosthetics and Orthotics (MSPO) - Proposed

### Enrollment

Current FTES: 433  
2025 Projected Enrollment FTES: 550  
Faculty (FTEF): 24  
Staff: 13

### Facilities

The College's primary academic and administrative space is in the Health Sciences Center (HSC). It regularly utilizes program specific-space as well as shared space that is organizationally assigned to the College of Osteopathic Medicine of the Pacific, such as the Anatomy Lab and Clinical Skills Lab. Its curricular model includes a significant shift toward active-learning modes in addition to traditional didactic instruction. Failing building systems, a lack of group study spaces and spaces lacking adequate daylight are negatively impacting the college. Faculty are impacted by the lack of individual office space. Part-time faculty and staff are sharing single offices intended originally for a single person. Students are often found co-opting circulation areas in buildings throughout campus as study spaces, due to lack of appropriate informal learning spaces. Expanded online programs and expansion into other





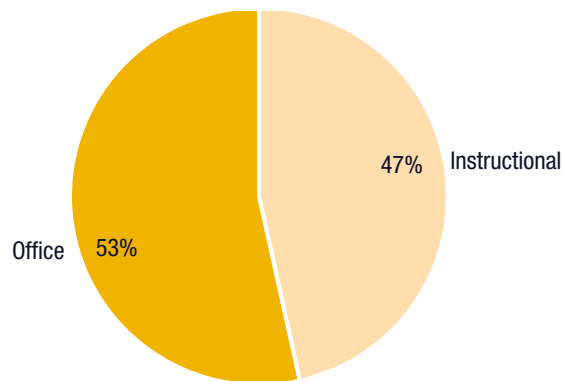
# PROGRAM AND FUNCTION ANALYSIS

## College of Allied Health Professions (continued)

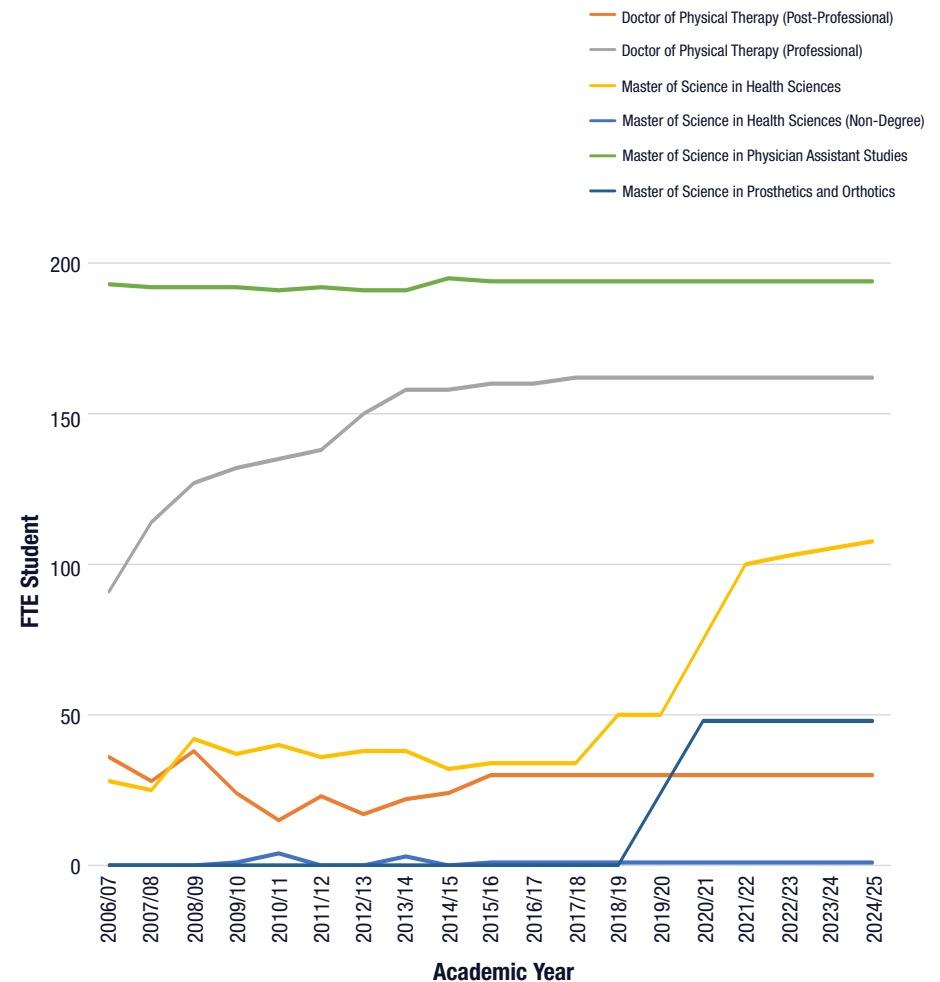
locations will necessitate supplementary office and research space on the Pomona campus. As the University looks to establish partnerships to provide a health/wellness/recreational center for University and public use, there may be a potential synergy with this additional amenity and applied learning opportunities.

### Extant Space (Organizationally Assigned)

Lab	6,809
Office	7,988
Other	1,133
	<u>15,930</u>



### Enrollment by Degree Pathway



# PROGRAM AND FUNCTION ANALYSIS

## College of Dental Medicine

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### Degree Program

Doctor of Dental Medicine (DMD)

### Enrollment

Current FTES: 294

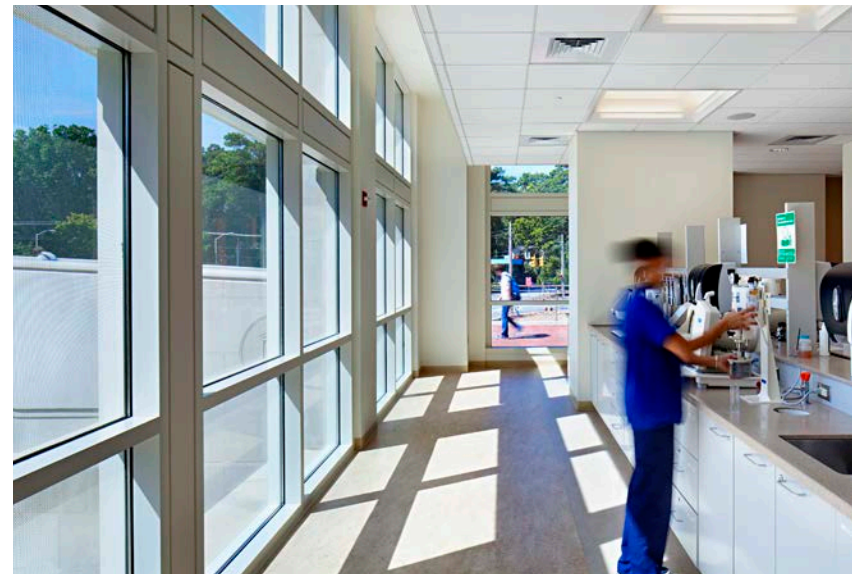
2025 Projected Enrollment FTES: 294

Faculty (FTEF): 34

Staff: 59

### Space

The college's primary academic and administrative space is in the Health Education Center (HEC) and augmented by the Dental Center in the Patient Care Center (PCC). While there are challenges associated with HEC (faculty and staff spaces) and PCC (wayfinding, perceived accessibility, clinic size, etc.), the college benefits significantly from these facilities.

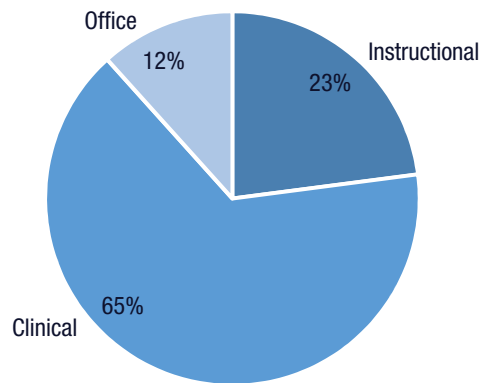


# PROGRAM AND FUNCTION ANALYSIS

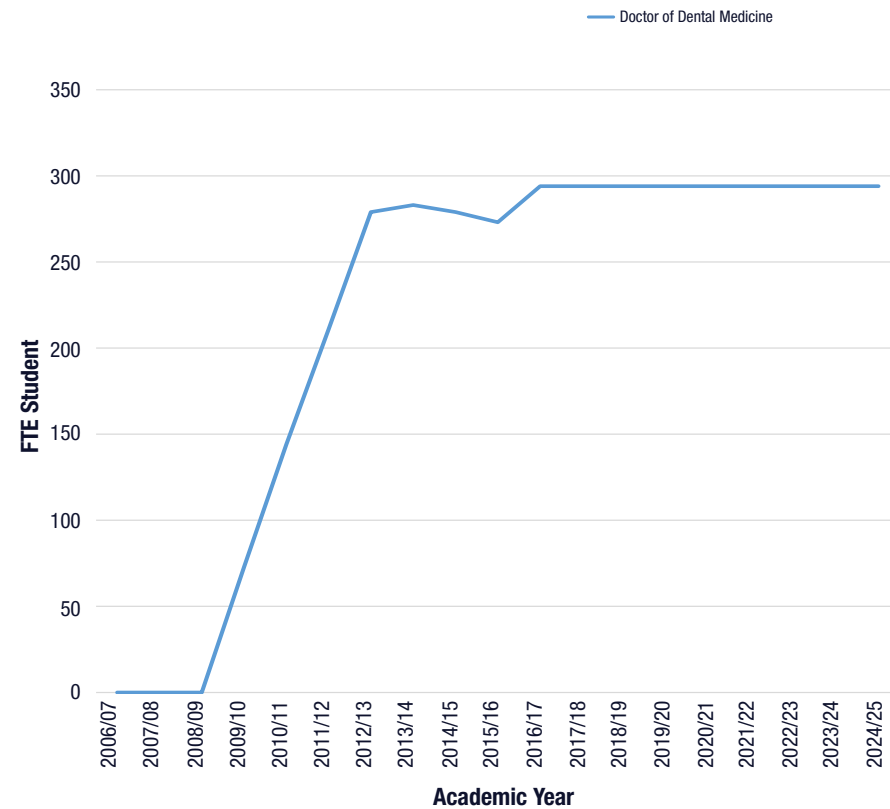
College of Dental Medicine (continued)

## Extant Space (Organizationally Assigned)

Clinical	18,409
Simulation	4,713
Group Study	1,746
Office	3,285
Other	293
	<u>28,446</u>



## Enrollment by College





# PROGRAM AND FUNCTION ANALYSIS

## College of Graduate Nursing

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### Degree Program

Doctor of Nursing Practice (DNP)  
Master of Science in Nursing/Family Nurse Practitioner (MSN/FNP)  
Master of Science in Nursing (MSN)  
Master of Science Nursing Entry (MSN-E)  
Post-Master's Family Nurse Practitioner (FNP) Certificate

### Enrollment

Current FTES: 388  
2025 Projected Enrollment FTES: 500  
Faculty (FTEF): 20  
Staff: 12

### Facilities

The College of Graduate Nursing is primarily located in the Nursing Sciences Center for its administrative needs. Most course instruction takes place within the Health Professions Center and the Health Sciences Center in the evenings, weekends and during other periods of low utilization by other colleges. Limited dedicated space for the College, while space efficient, creates issues regarding perceived security and faculty, staff and student satisfaction.

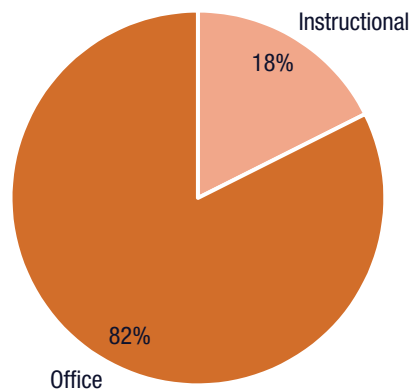
The existing simulation lab, heavily utilized by the program, should be expanded and enhanced to increase access across the University and potentially to alumni for continuing education opportunities.

# PROGRAM AND FUNCTION ANALYSIS

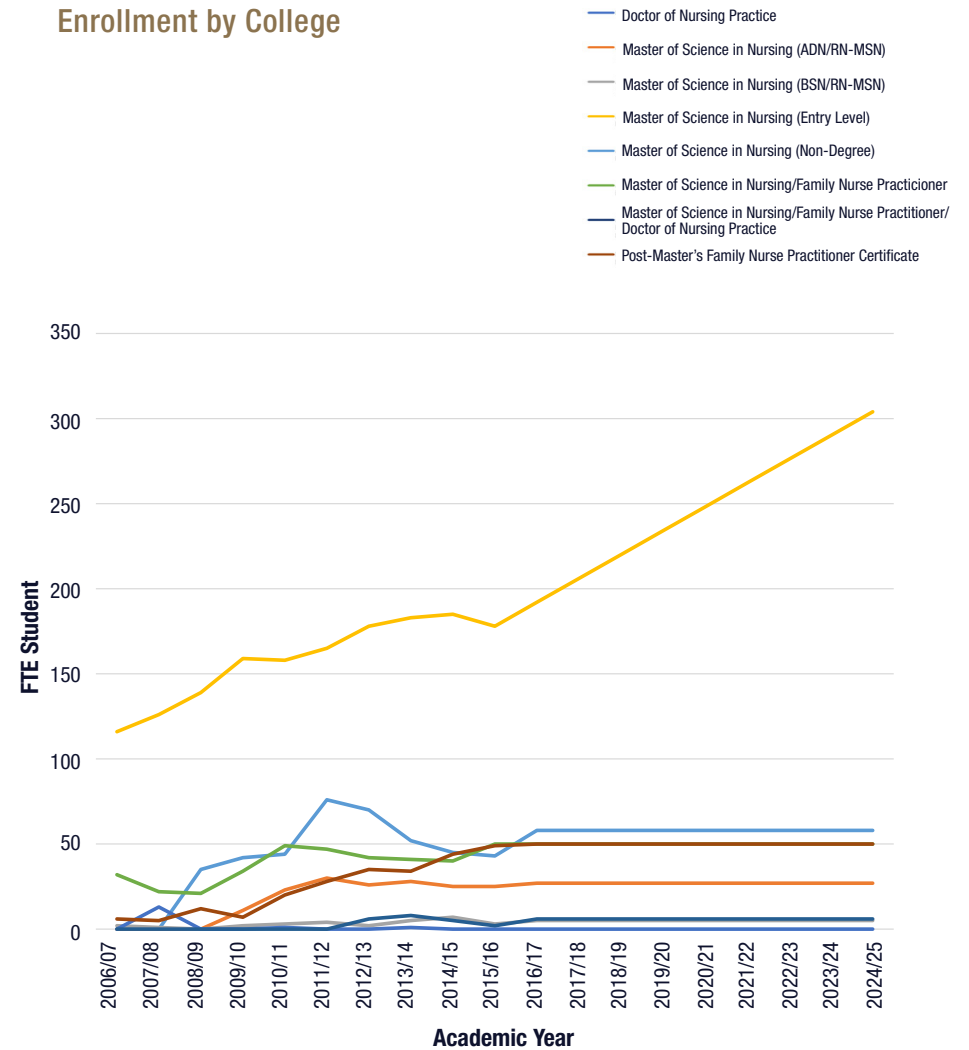
## College of Graduate Nursing (continued)

### Extant Space (Organizationally Assigned)

Simulation	2,565
Office	12,010
Other	376
	14,951



### Enrollment by College



# PROGRAM AND FUNCTION ANALYSIS

## College of Optometry

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### Degree Program

Doctor of Optometry (OD)

### Enrollment

Current FTES: 338

2025 Projected Enrollment FTES: 344

Faculty (FTEF): 29

Staff: 25

### Facilities

Currently, the College of Optometry utilizes the Health Education Center (HEC) as well as the Patient Care Center (PCC). Shared curriculum exists with the College of Osteopathic Medicine in some IPE courses. Teaching labs in HEC are well utilized and appropriately equipped. Student gathering and case study spaces would benefit significantly from enhanced furnishings. The students and community benefit from the clinical experiences associated with the Eye Care Institute in PCC. Improved multilingual signage will increase utilization and the awareness of this important resource.

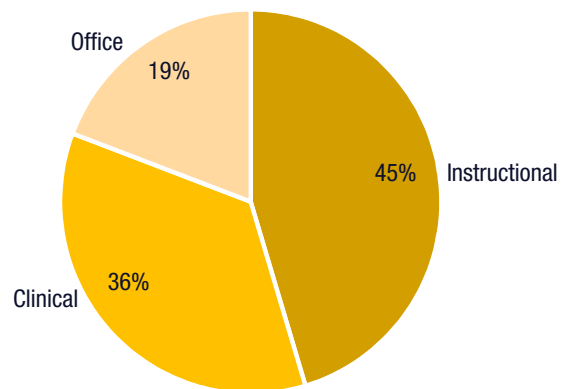


# PROGRAM AND FUNCTION ANALYSIS

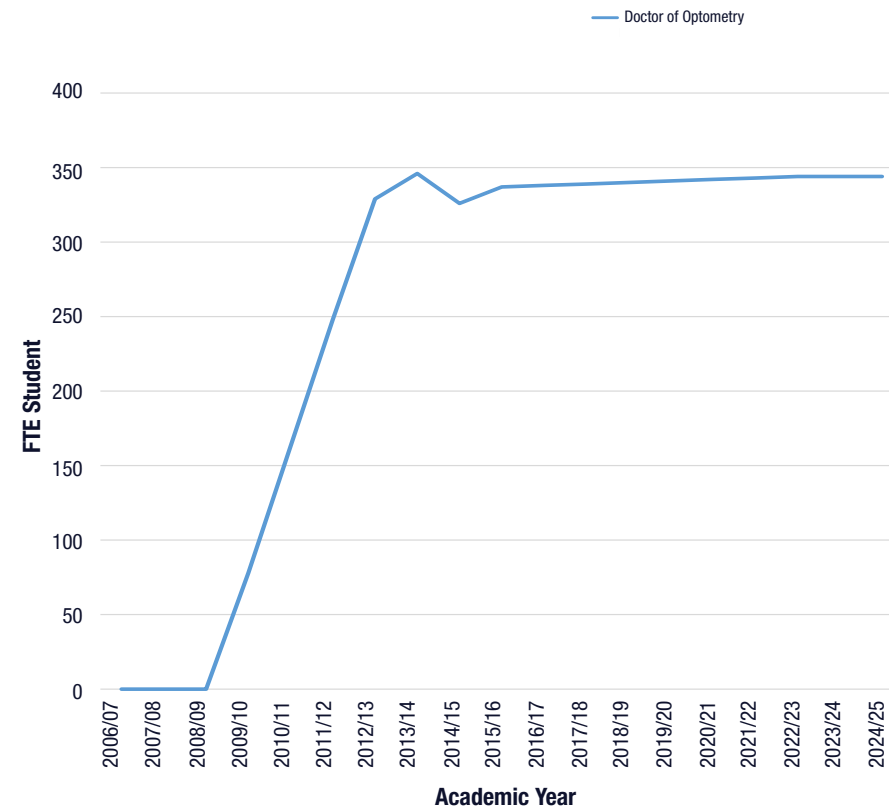
College of Optometry (continued)

## Extant Space (Organizationally Assigned)

Teach Lab	8,505
Group Study	1,474
Office	4,029
Other	216
	<u>14,223</u>



## Enrollment by College



# PROGRAM AND FUNCTION ANALYSIS

## College of Osteopathic Medicine of the Pacific

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### Degree Program

Doctor of Osteopathic Medicine (DO)

### Enrollment

Current FTES: 1,332 (Includes Lebanon)

2025 Projected Enrollment FTES: 1,332 (Includes Lebanon)

Faculty (FTEF): 69

Staff: 123

### Facilities

Space supporting the College of Osteopathic Medicine of the Pacific is spread across campus, found in the Health Education Center (HEC), the Health Professions Center (HPC), the Health Sciences Center (HSC) and the Patient Care Center (PCC). While ample in quantity to meet the needs of the college, the distributed nature of the spaces supporting the program creates operational issues and impacts the student, staff and faculty experience.

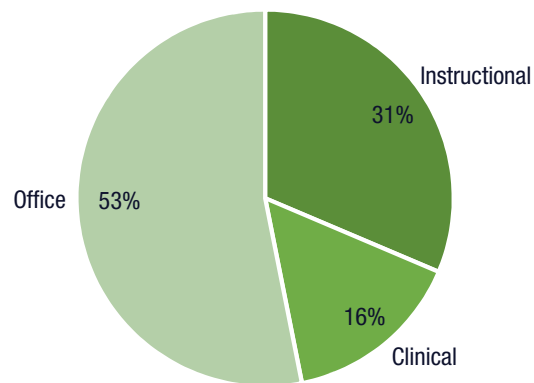
Given the program size and lack of a clear home, the perception is that the college is everywhere and has acquired more space than needed. While the college is amenable to space sharing, space management tools are not in place to share space as effectively or as efficiently as possible. Further investment will be required in remote learning as the college continues to expand to other geographic locations. Additionally, given the college's curricular focus, expansion in the areas of health, wellness and nutrition functions will align with the college's academic mission and enhance curricular offerings.

# PROGRAM AND FUNCTION ANALYSIS

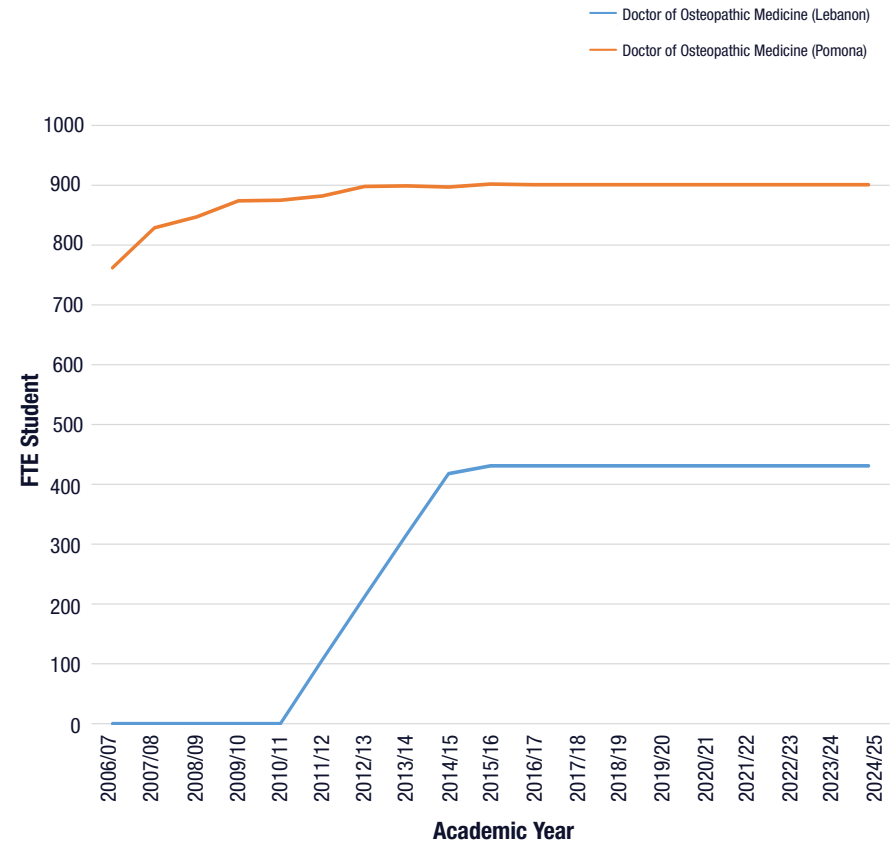
College of Osteopathic Medicine of the Pacific (continued)

## Extant Space (Organizationally Assigned)

Clinical	8,568
Simulation	6,203
Group Study	2,693
Office	15,722
Other	1,123
	<u>34,309</u>



## Enrollment by College





# PROGRAM AND FUNCTION ANALYSIS

## College of Pharmacy

---

### Degree Program

Doctor of Pharmacy (PharmD)  
Master of Science in Pharmaceutical Sciences (MSPS)

### Enrollment

Current FTES: 530  
2025 Projected Enrollment FTES: 530  
Faculty (FTEF): 42  
Staff: 42

### Facilities

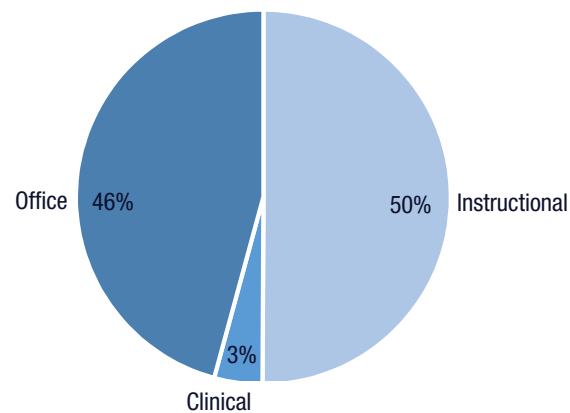
The College of Pharmacy primarily utilizes the spaces in HPC for its instruction. The emphasis on didactic instruction puts a great deal of pressure on the lecture spaces in this building. The size of the program and the nature of the instruction make sharing spaces difficult during regular teaching hours, as many are already overutilized by typical standards.

# PROGRAM AND FUNCTION ANALYSIS

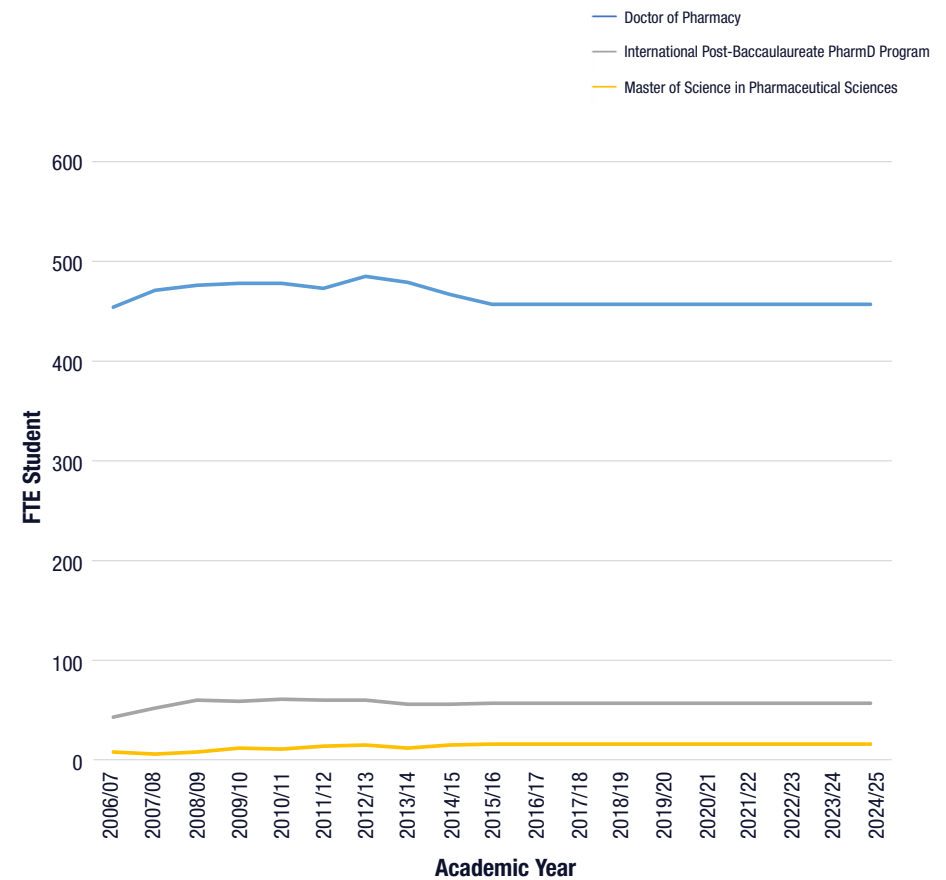
College of Pharmacy (continued)

## Extant Space (Organizationally Assigned)

Lecture	6,428
Teach Lab	1,645
Simulation	332
Group Study	4,961
Office	11,912
Storage	640
	<u>25,918</u>



## Enrollment by College



# PROGRAM AND FUNCTION ANALYSIS

## College of Podiatric Medicine

---

### Degree Program

Doctor of Podiatric Medicine (DPM)

### Enrollment

Current FTES: 143

2025 Projected Enrollment FTES: 159 (Includes Lebanon)

Faculty (FTEF): 11

Staff: 14

### Facilities

The College primarily utilizes the Health Education Center for academic instruction. This building aptly supports instruction. However, informal learning space is limited by a budget insufficient for fully furnishing.

The Patient Care Center (PCC) is used for the education of third and fourth year students during the organized clinical curriculum. It doubles as a location for patient care services for patients in the community in need of foot and ankle condition management, especially those at risk for limb-threatening conditions.

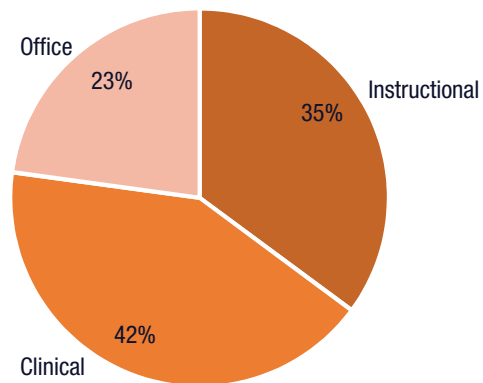


# PROGRAM AND FUNCTION ANALYSIS

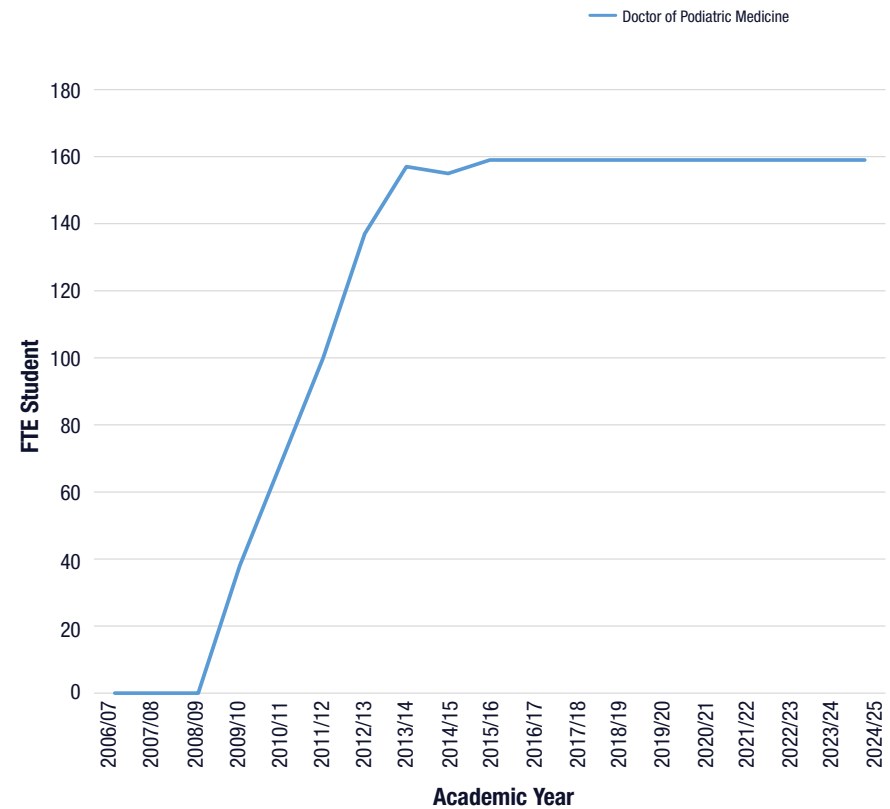
College of Podiatric Medicine (continued)

## Extant Space (Organizationally Assigned)

Clinical	2,146
Group Study	761
Office	1,994
Other	348
	5,249



## Enrollment by College



# PROGRAM AND FUNCTION ANALYSIS

## College of Veterinary Medicine

---

### Degree Program

Doctor of Veterinary Medicine (DVM)

### Enrollment

Current FTES: 425

2025 Projected Enrollment FTES: 425

Faculty (FTEF): 49

Staff: 44

### Facilities

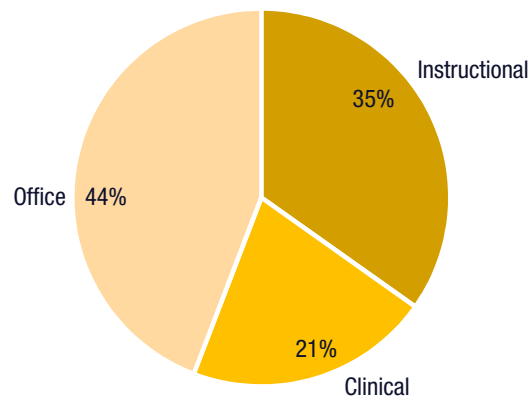
The College has three dedicated buildings, including the Veterinary Clinical Center, Veterinary Pathology Center and Veterinary Medicine Center, as well as shared spaces across campus and an off-campus clinic. Dissimilar clientele make sharing of spaces difficult in some cases.

# PROGRAM AND FUNCTION ANALYSIS

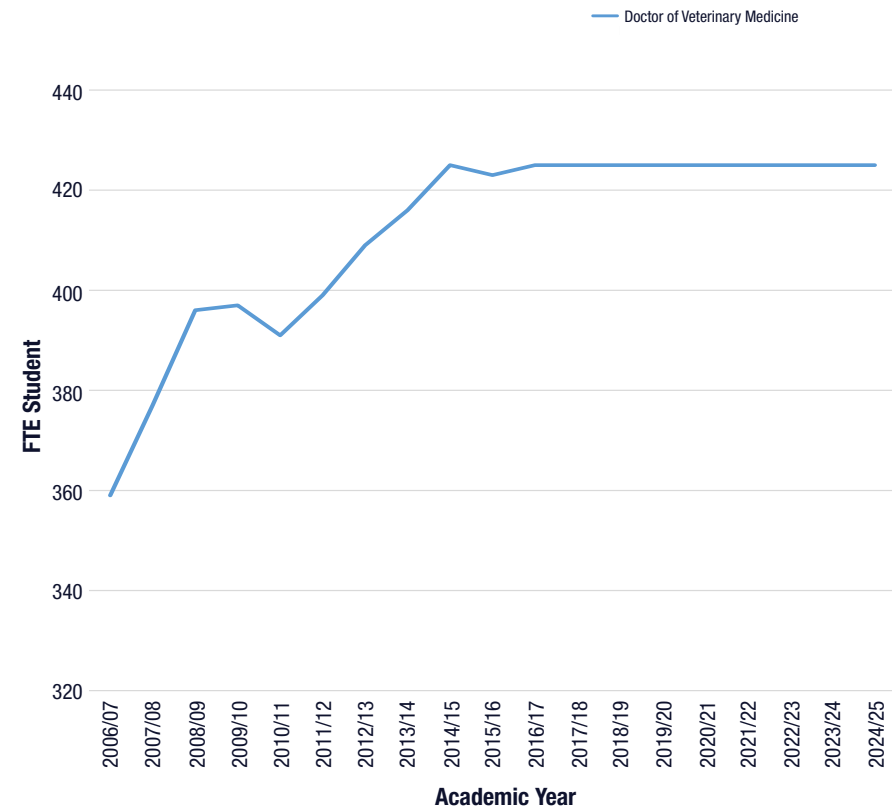
College of Veterinary Medicine (continued)

## Extant Space (Organizationally Assigned)

Lab	5,390
Clinical	6,410
Group Study	5,503
Office	13,473
Other	2,934
	<u>33,710</u>



## Enrollment by College





# PROGRAM AND FUNCTION ANALYSIS

## Graduate College of Biomedical Sciences

---

### Degree Programs

Master of Science in Biomedical Sciences (MSBS)  
Master of Science in Medical Sciences (MSMS)  
Doctor of Biomedical Science (DBS) - Proposed

### Enrollment

Current FTES: 40  
2025 Projected Enrollment FTES: 114  
Faculty (FTEF): 8  
Staff: 6

### Space

Academic buildings utilized for instruction are not officially assigned to the college. Instruction is held primarily in the conference rooms in the Daumier building, Swift Hall and in the fourth floor of the HEC building. While the college benefits from these shared resources, allocating space specifically to give faculty, students and visitors a home has clear benefits.

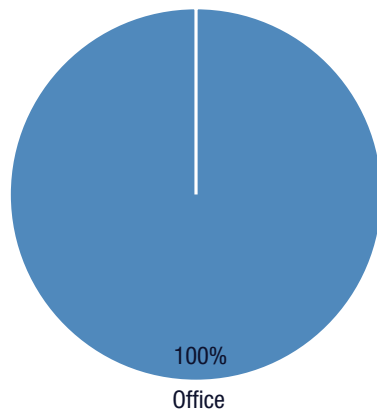


# PROGRAM AND FUNCTION ANALYSIS

## Graduate College of Biomedical Sciences (continued)

### Extant Space (Organizationally Assigned)

Office 1,423  
1,423



### Enrollment by College



# PROGRAM AND FUNCTION ANALYSIS

## University Research

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In support of academic activities, scientific research is an integral component of the offerings at WesternU, contributing to the University's mission and reputation. Supporting the pedagogical goal of a broad-based education, the ability for students to be integrated with and collaborate with faculty on research topics is a critical component of the learning process. All research space on campus is controlled by the University, rather than by individual Colleges and assigned by the Office of the Vice President of Research.

Research at WesternU engages in basic, translational and clinical areas of inquiry. While locations are distributed across campus, activities are focused on human diseases, with study being organized in clusters, allowing for synergies across disciplines. Currently, the research focus areas include:

- The Cluster for Integrative Neurobiology focuses on the etiology and treatment of intractable neurological disorders.
- The Cluster for Molecular and Metabolic Diseases focuses on life-threatening diseases such as cancer, diabetes, obesity and cardiovascular disease.
- The Cluster for Infectious Diseases and Immunology investigates pernicious health challenges such as methicillin-resistant *Staphylococcus aureus*, Human Immunodeficiency Virus and zoonotic diseases.

- The Cluster for Evolutionary Biology includes molecular evolution, paleontology and vertebrate systematics, quantitative paleoecology, integrative and functional anatomy, paleohistology and histopathology, forensic anthropology.
- The Cluster for Lifestyle Medicine includes nutraceuticals (nutrition, power foods, supplements), stress reduction (meditation, proper rest, exercise), controlled/reduced fat, salt, saturated fat diets, anti-inflammatory herbs and traditional Chinese medicine.

The University has approximately 30,000 ASF of research space in the Health Education Center, Health Professions Center and Rodney P. Wineberg Center. A majority of the Colleges at WesternU are actively participating in research initiatives. Research space on campus includes wet and dry labs, along with specialized environments including vivaria and GLP space, all of which contribute to the ability to support Phase I and Phase II research. Funding for research is in the range of \$12-\$15 million per annum and has benefited from National Institute of Health (NIH) grants and corporate contract research in recent years.

The WesternU Office of Innovation Development (Tech Transfer) expands the mission of WesternU to advance research, protect intellectual property, obtain patents and create business partnerships.

WesternU Ventures is a new proposed administrative structure that will be responsible for overseeing a variety of non-tuition income generating



# PROGRAM AND FUNCTION ANALYSIS

## University Research (continued)

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initiatives, such as the Contract Research Organization (CRO), the Center for Clinical and Western Clinical Trials Office (WCTO), Virtual U, Rotations Software, I-books and more. The office will work collaboratively with the University general counsel, sponsored research and grant writing.

Administration of research is supervised by the Office of the Vice President for Research and Biotechnology whose activities include the effective administration of sponsored programs, serves as the University's advocate and spokesperson on research issues and facilitates strong programs for interdisciplinary research. Additionally, the Office oversees research compliance including appropriate standards for the protection of human and animal subjects.

Promotion of forward-thinking research requires the Office to sponsor cooperative initiatives to enhance technology utilization, coordinate the transfer of university-developed technologies to commercialization and communicate research accomplishments to the University and the community in collaboration with the Office of Public Relations.

# PROGRAM AND FUNCTION ANALYSIS

## Place

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The future physical development of WesternU should align with the goals of the Master Plan, advancing long-term cultural and pedagogical aspirations. WesternU's health sciences mission will be strengthened by partnerships on and off campus. Focusing on deepening health science opportunities and creating a robust network of interrelated relationships are key to the University's future success.

The Master Plan identifies the organizing principles of academic offerings, outlines rational functional zones that deliver the best value and lists critical shared assets. Current and future interdisciplinary collaborations will define a zone map. However, it will be hard to identify blurred program boundaries. The colleges will influence future desired locations for each of the various functions as they begin to collaborate and work together in new ways.

One principle that emerged is a desired Campus Heart - a safe academic core with student activity during and after core campus hours. The current trend is for students to leave campus following class rather than remain and collaborate with their peers and faculty. A framework that emphasizes interaction is critical to building campus community. The Master Plan places this heart in the central hub with support amenities and informal learning.

Moving out from the core, the University looks to enhance not only its internal connections but also those with the community of Pomona, returning alumni, individuals seeking continuing education and trade

partners. This is where the growth of clinical research opportunities is seen as critical. In broad terms, the Master Plan defines the University use zones as "clinical," "education core," "research," and "administration." The relative boundaries and specific facilities for each of these functions can be loosely defined, but there are some guiding principles that drive future growth. Leveraging town and gown synergies will provide mutual benefit to all stakeholders. While the exact nature of these developments is yet to be defined, providing a flexible framework to receive various uses is key.

### Clinical

Expansion of clinical services should be considerate of public access. The parking adjacent to the Patient Care Center (PCC) should be retained for visiting public and University use. Community outreach and public health education services are remote and will likely not influence physical planning requirements.

### Education Core

The center of student activity for formal and informal teaching and learning, along with student life activities, should be leveraged to create the heart of campus. Locating functions that will house student activities, after core hours and close to parking areas, will provide a safer environment for late-night campus circulation. This is one of the primary concerns for the University.

# PROGRAM AND FUNCTION ANALYSIS

Place (continued)

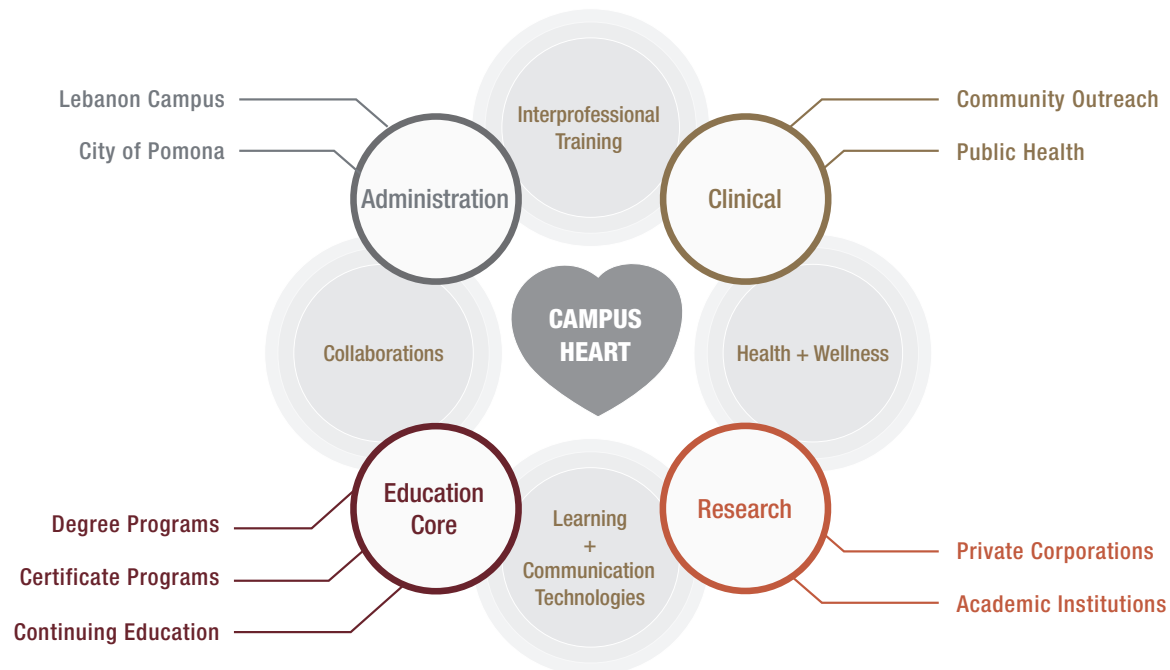
## Research

Research provides a central component to the WesternU learning experience. While independent research with other academic and private institutions occurs, the key component for future growth is placing research directly adjacent to the education core or Campus Heart.

## Administration

The administrative functions, while critical to effective operations,

can be located away from the heart of campus. This will allow the academic core to optimize key adjacencies. Co-locating administrative functions within the Anderson Tower (AT) and Nursing Science Center (NSC) optimizes operations, elevates administrative functions and promotes city engagement. In particular, we see Anderson Tower as being a good location for campus-wide functions like Student Affairs, Development, the Bookstore and flexible office space, providing overflow and surge space for temporarily displaced faculty and staff as renovation and construction activities are ongoing.





# PROGRAM AND FUNCTION ANALYSIS

## Adjacency Examples

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The diagrams on the following pages represent examples of programmatic adjacencies that future buildings could embody. Many of these diagrams focus on informal learning and research space surrounded by structured student support, faculty offices, and other specialized space.

### Heart/Home

The Home diagram on the following page represents a unifying student home that spans the continuum of colleges and strengthens the culture and interactions of a true single University. In line with the University's value for learning between and among all disciplines lies the drive to ensure students spend substantial, productive time with each other around shared interests on campus. The new hub will offer a pleasant, secure venue on campus where students can work informally with each other and will be supported by a continuum of activities throughout the day. The same venue can also serve to host the expansion of continuing education offerings for practicing alumni and others.

### Celebrate Health

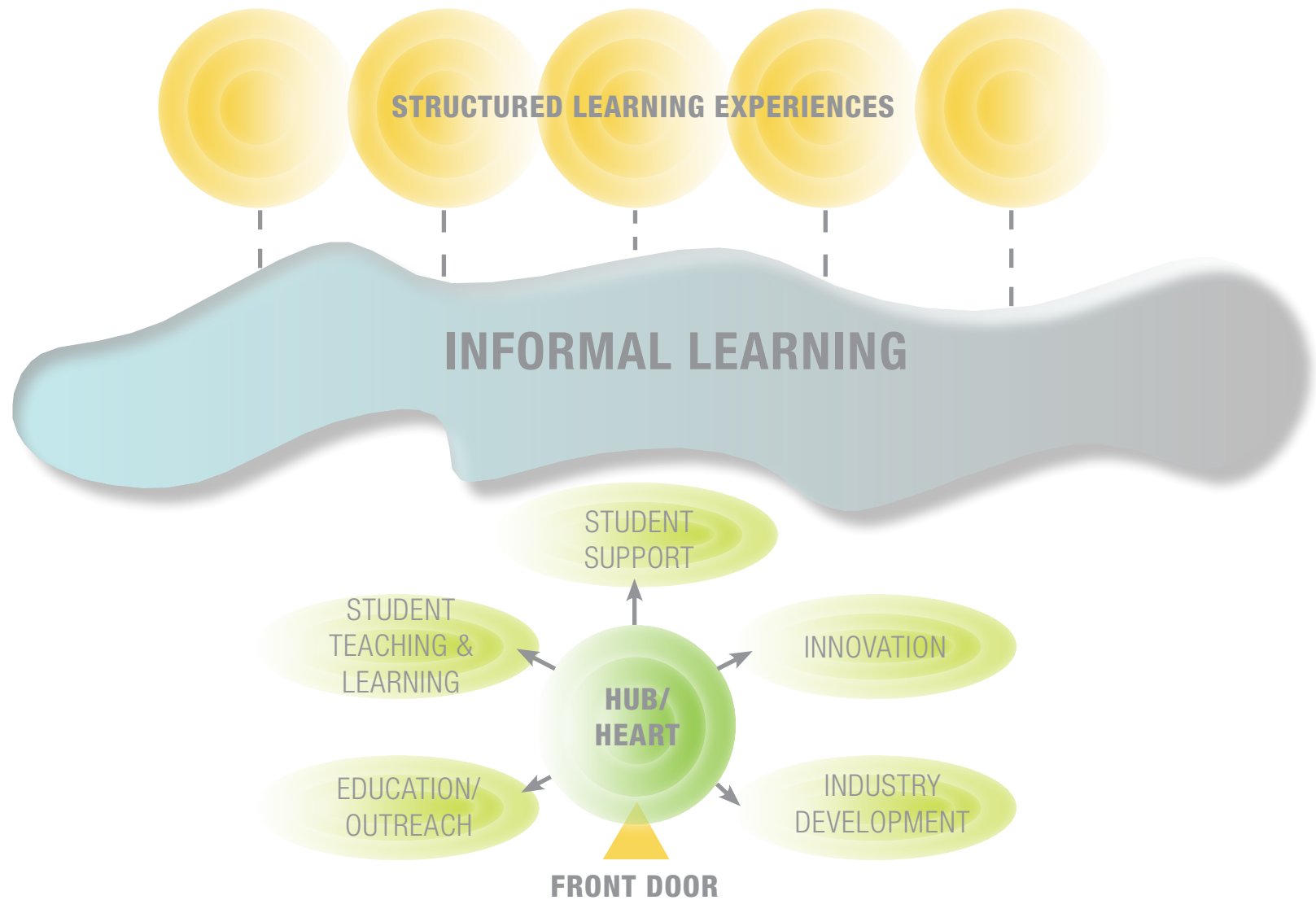
The Creating Common Ground diagram on page 50 illustrates the pathway of specialized learning that occurs within and across each college within environments conducive to problem-based, active and simulated teaching learning. The One Health philosophy integrates a

diverse array of knowledge and learning that serves as the basis for WesternU as a single University. It increases the return on investment by creating a flexible and adaptable array of teaching environments that can be used every hour of every day for enhanced dynamic learning experiences. In these environments, students learn by working with each other, faculty increasingly play the role of coach and mentor and resources are more universally available to all students. The aim is to build robust but flexible environments that can adapt to changing technologies and shifts in pedagogy over time.

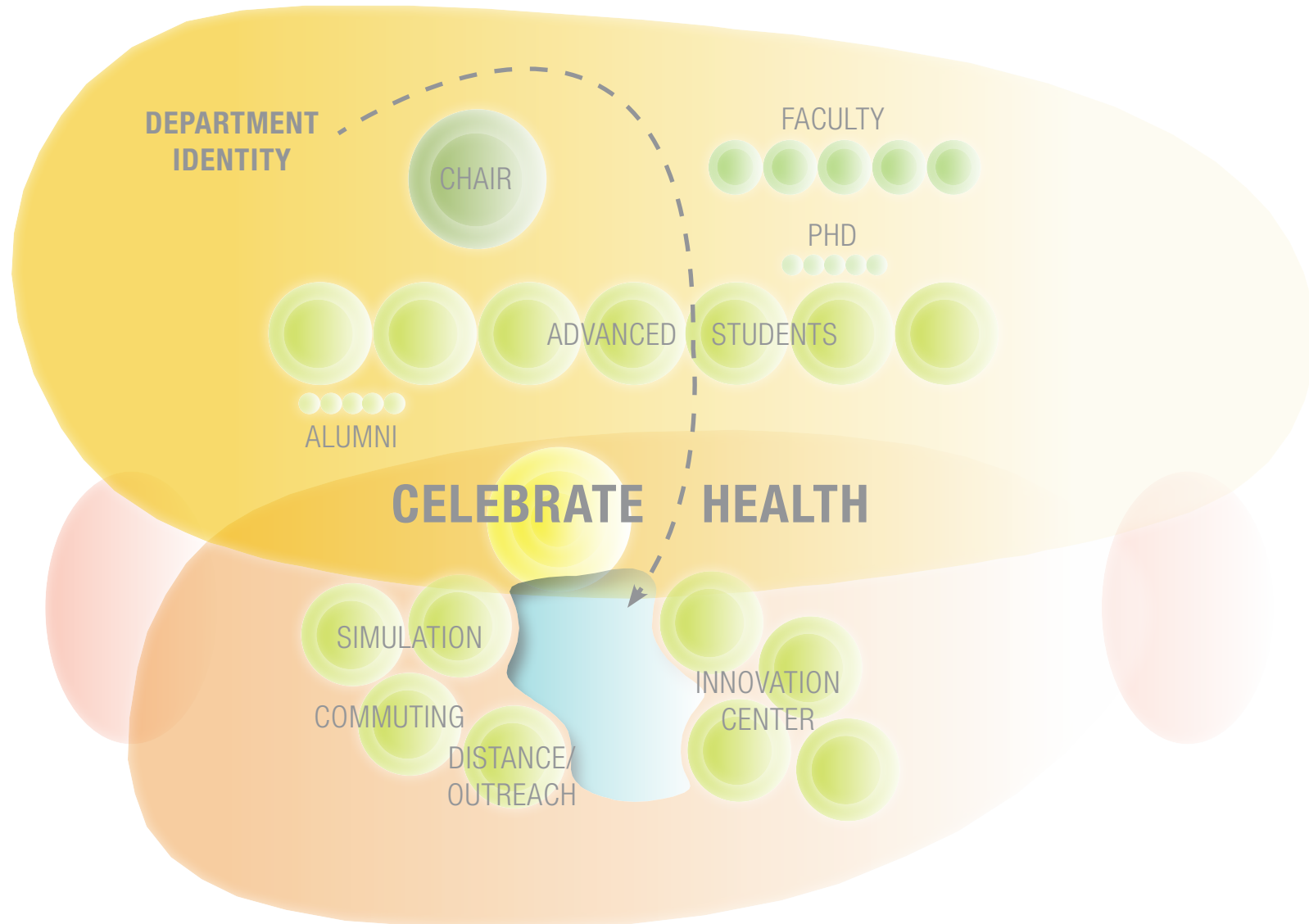
### Innovation/Collaboration/Research

The Nurturing Growth diagram helps explain that as an academic career progress and mastery starts to emerge, the University can increase its value by encouraging students to define new ideas and develop new opportunities that further their learning and their work as practitioners. An example of this approach might include third- and fourth- year clinical settings in which students develop a problem statement and intended research field. The research and innovation they exercise will build the ability to seek solutions in their career that are self-generated and may benefit their patients. As a result, WesternU gains the reputation of training next-generation leaders within a supportive environment that promotes the discovery of new ideas and innovative health solutions.

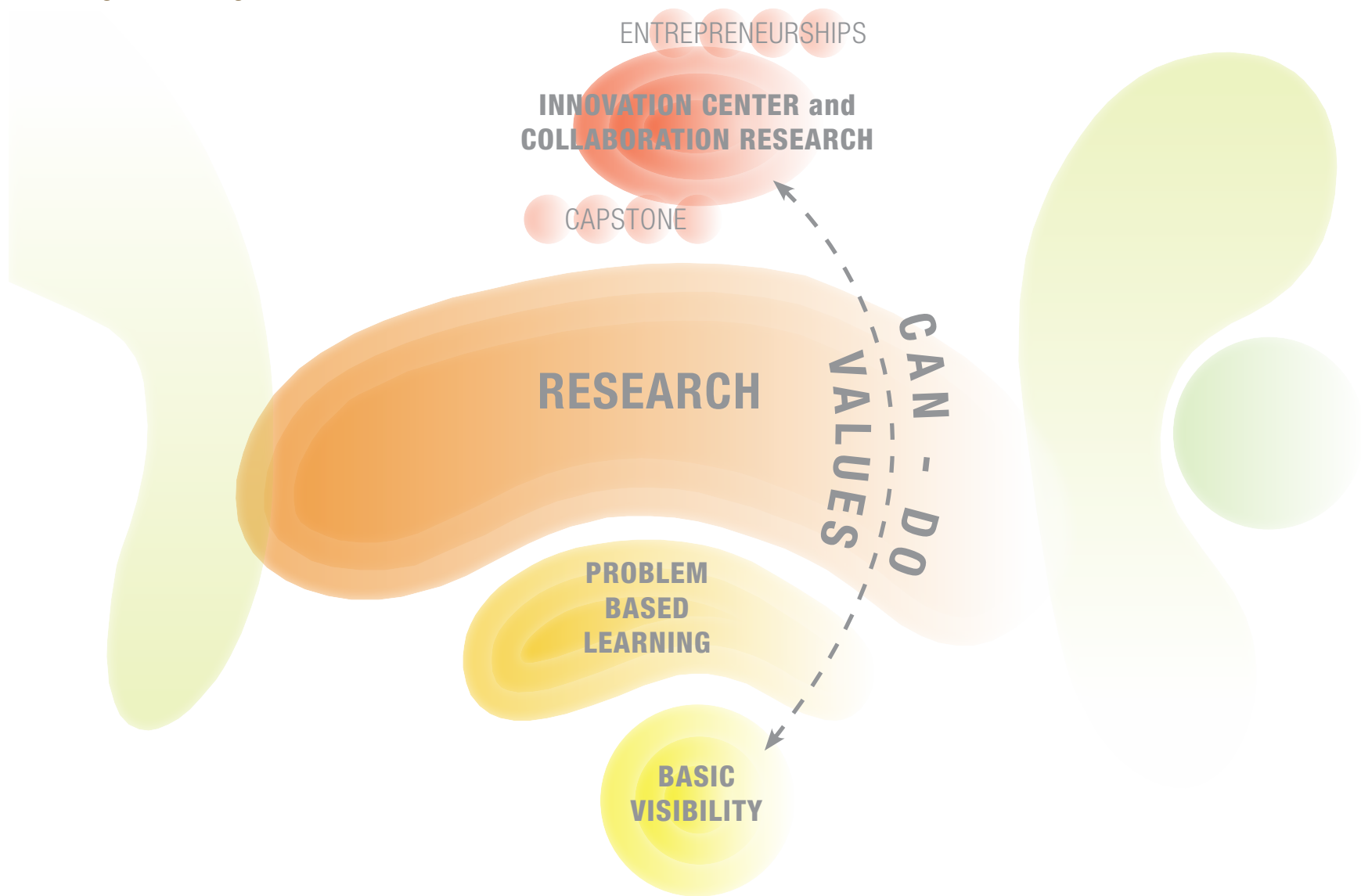
## Home Diagram



## Creating Common Ground Diagram



## Nurturing Growth Diagram





# PROGRAM AND FUNCTION ANALYSIS

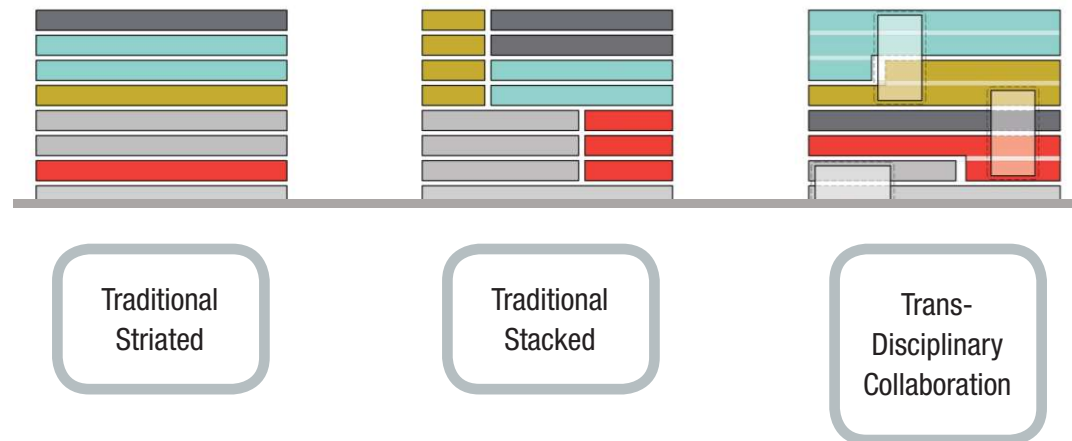
## Integrated Pedagogy and Active Learning

### Programmatic Space

The diagrams below represent examples of programmatic adjacencies, the last one being the one that future buildings could embody. These diagrams compare the traditional striated and stacked to trans-disciplinary collaboration.

### Active Learning Space

Active learning space promotes better learning and provides a great platform for interdisciplinary problem solving. As either program offering within accreditation guidelines or in an extracurricular mode, the time spent learning about communication and teamwork can be exercised with guidance and feedback. Further, as new approaches and technologies are developed, this mode of space use offers the flexibility to explore and adapt, maintaining relevancy and increasing the quality of delivery. Faculty and students are empowered to explore and develop their best practices here.







# PROGRAM AND FUNCTION ANALYSIS

## Health and Well-Being

*Embodying health and wellness in all aspects of campus life is of paramount importance.*

In the health and well-being goals on page 55, each goal includes six attributes, each of which intends to enhance the corresponding goal. These attributes and goals are adapted from two different sources that were thoroughly vetted with resources outside the scope of this study. The International WELL Building Institute “is an evidence-based system for measuring, certifying and monitoring the performance of building features that impact health and well-being” ([wellcertified.com](http://wellcertified.com)). The WELL Institute recommends specific interior building standards; for example, a recommended variety of foods for sale at cafeterias. The British Columbia Provincial Health Services Authority’s Healthy Built Environment Linkages Report recommends a series of policy actions in the following categories:

- Healthy Neighborhood Design
- Healthy Housing
- Healthy Food Systems
- Healthy Natural Environments
- Healthy Transportation Networks

Food services on campus should be available to all, leveraging various economic and purchasing models.



University cafeteria



Healthy dining options

## Health and Well-Being Diagram







# CITY AND CAMPUS CONTEXT

## Relationship to the City of Pomona

WesternU is in Pomona, California, on a repurposed retail pedestrian mall. The campus is within the designated downtown zone, sits adjacent to the Garey Avenue retail corridor, Pomona City Hall and the Los Angeles County Superior Court. The campus is easily accessible from numerous regional vehicular corridors including Interstate 10 to the north and Interstate 71 to the west. The campus is also within short walking distance of the Metrolink and Amtrak rail station serving the greater Los Angeles area.

### Regional Context



# CITY AND CAMPUS CONTEXT

## Relationship to the City of Pomona (continued)

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The city of Pomona is conducting a study to revise to the extant Downtown Pomona Specific Plan (DPSP). The purpose is to reconcile previous plans with the recently completed vehicular and urban design corridor analysis (within the corridor specific plan) that promote enhanced vehicular traffic in Pomona. The updated DPSP will impact the WesternU campus notably along Garey Avenue, Palomares Street and Towne Avenue. Representatives of WesternU will liaise with city staff and their consultants throughout the process to optimally align the WesternU Pomona Campus Master Plan with the updated city DPSP.



### *Downtown Pomona Specific Plan*



*City of Pomona*

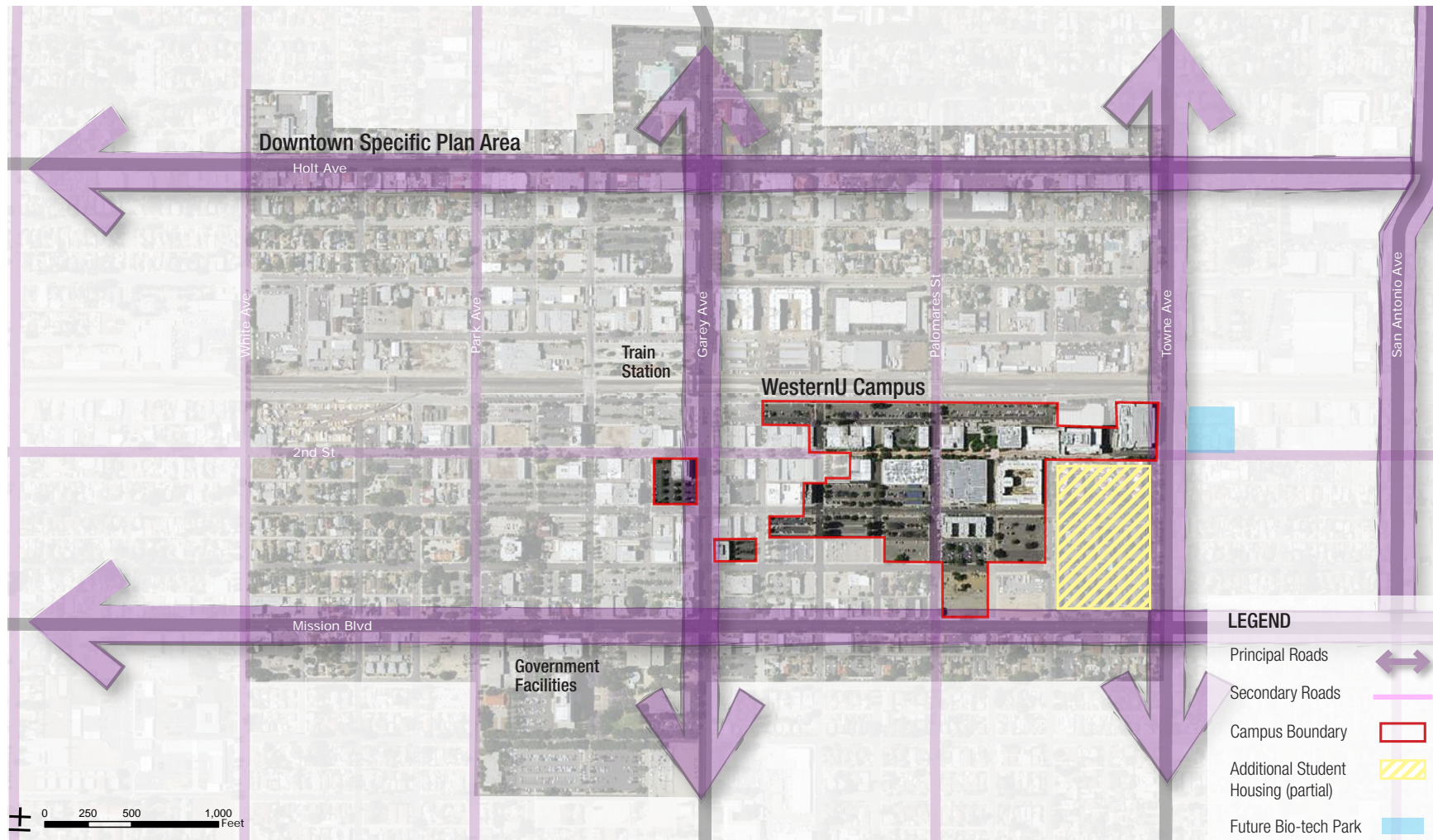


Pomona train station



# CITY AND CAMPUS CONTEXT

Relationship to the City of Pomona (continued)





# CITY AND CAMPUS CONTEXT

## Zoning

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The majority of the campus is zoned Mixed-Use Institutional (MU-I). The intent of this zone is to “serve as the major governmental, educational and office spine for downtown while still incorporating mixed-use developments with residential and retail uses.” (Downtown Pomona Specific Plan, 5-1).

*The area specifically encourages WesternU campus expansion and development and supports the necessary uses and development standards to encourage this development.*

The area directly west of the campus is zoned Mixed-Use Central Business District (MU-CBD). This area encourages a wide range of dense urban development. The area directly south of campus is zoned Mixed-Use Arterial Retail (MU-AR), which encourages office, restaurant and retail stores.

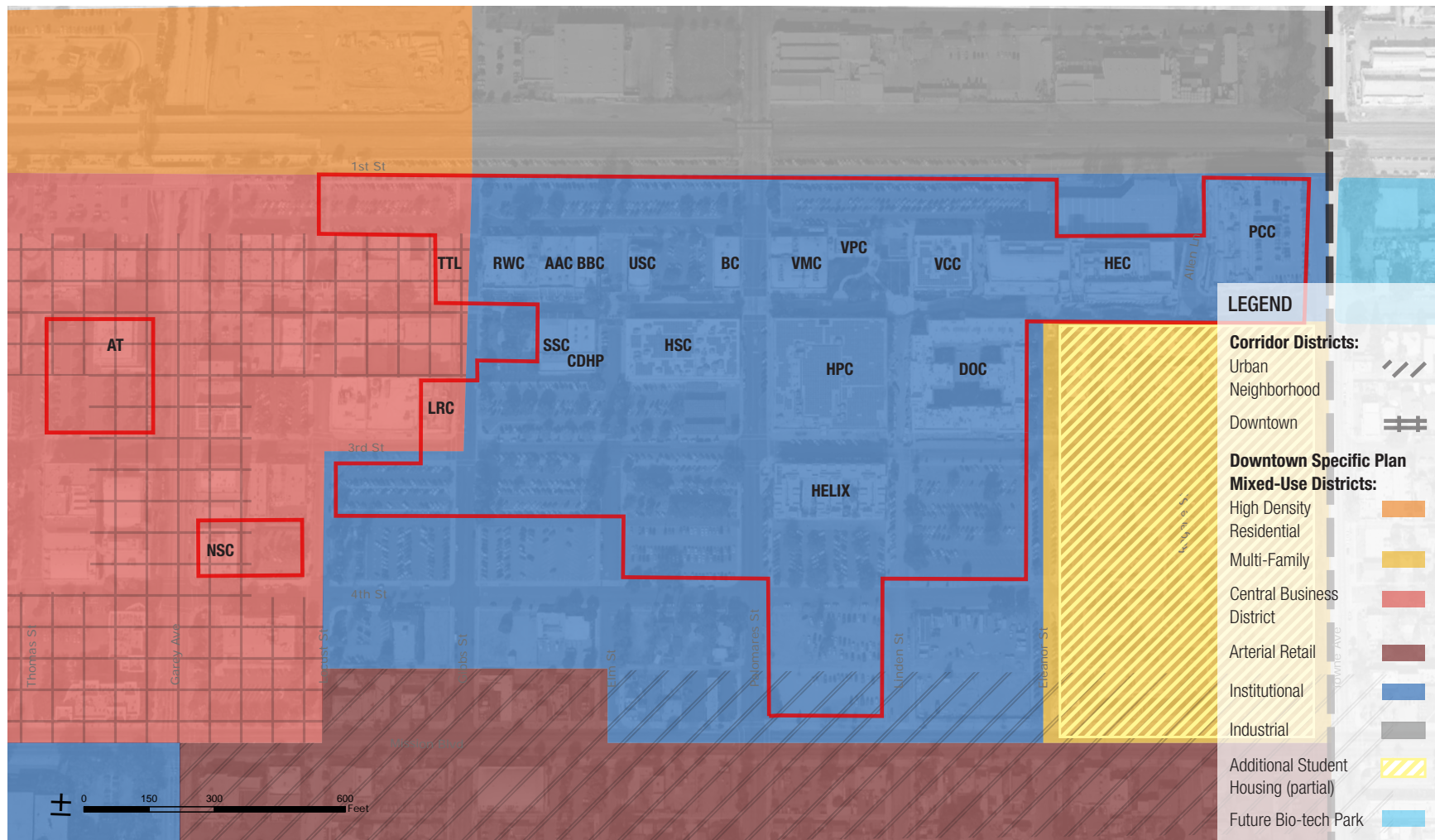
In addition to downtown zoning, two corridor districts provide regulations on areas surrounding major corridors: the Urban Neighborhood Corridor designation, which surrounds Mission Avenue and the Downtown Corridor designation, which surrounds Garey Avenue. Both include development standards that aim to enhance the streetscape experience for the area. These standards include regulations such as prohibiting surface parking between the front of the building and the street.



Typical downtown Pomona streetscape

# CITY AND CAMPUS CONTEXT

Zoning (continued)



# CITY AND CAMPUS CONTEXT

## Parking

Staff and student parking lots are mostly surface parking lots distributed on the periphery of campus. They are directly adjacent to city-owned parcels south of campus. The Daumier residence has two designated lots for students. The only structured parking, accommodating patients, students and staff, is located adjacent to the PCC.

Parking provisions for WesternU are outlined in the Conditional Use Permit (CUP) approved by the city. The CUP was approved when the HEC, PCC and associated parking were developed. The CUP allowed this development but limits future expansion. If any buildings are added to the campus, supplemental parking will be required and validated with a new study.

The city will not allow new surface parking lots to be created in the downtown area, so a parking structure would be required to handle any additional growth. Additional parking structures are envisioned to allow further housing development as well as an expanding University Village along Mission Blvd. Another potential option includes leasing additional spaces from the Vehicle Parking District or street parking from Public Works. The University believes the maximum allowable number of leased spaces on the east side of Garey Avenue has already been met. However, parking needs for Anderson Tower in the VPD lots west and north of the building may be allowed.



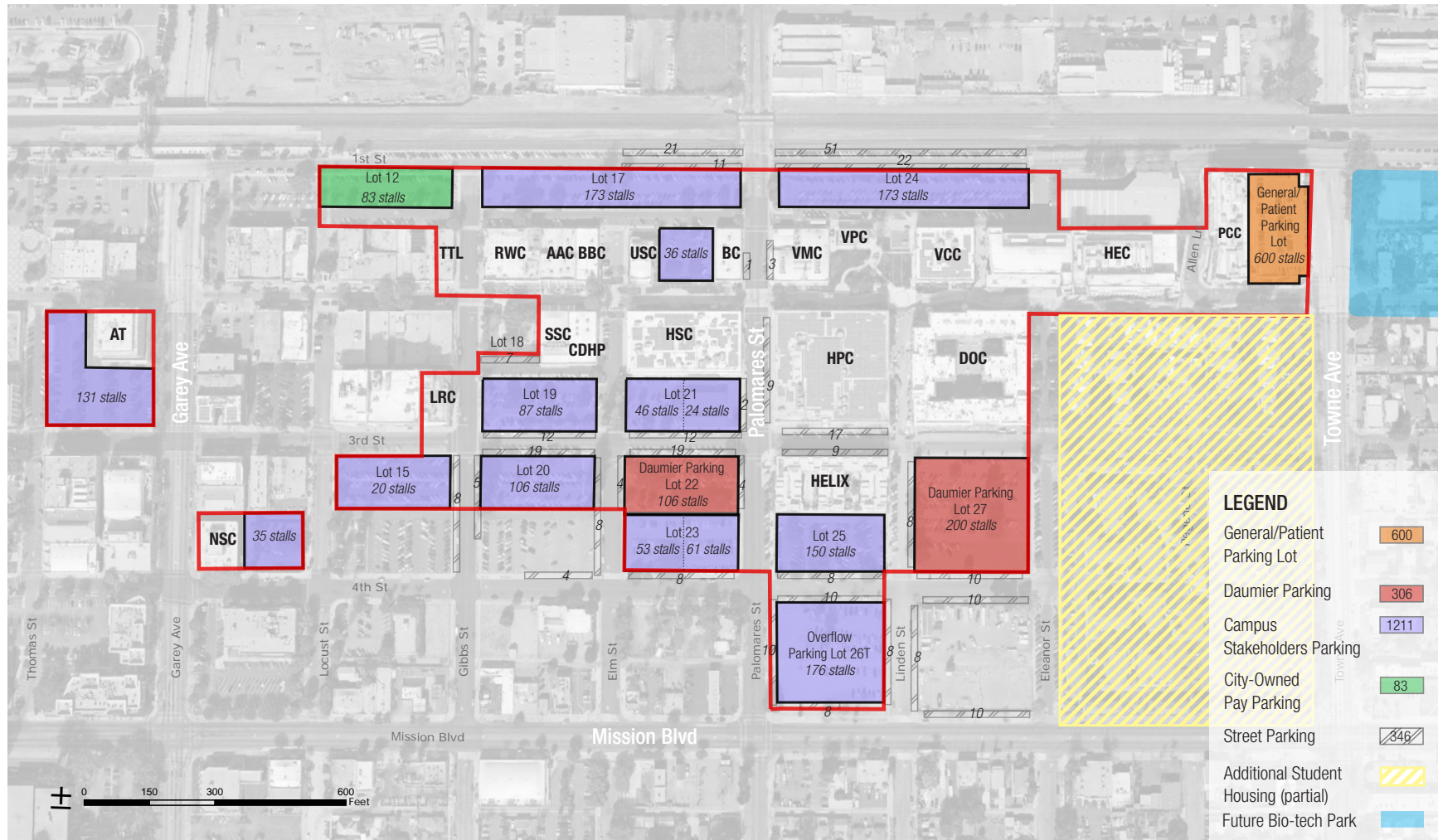
Patient Care Center parking garage

Lot Name	# of stalls	Owned/Leased/Sub-leased
AT parking	131 stalls	owned by WesternU
NSC parking	35 stalls	leased by WesternU from owner
Lot 12	83 stalls	city-owned; open public parking
Lot 15	20 stalls	leased by WesternU from city
Lot 17	173 stalls	leased by WesternU from city
Lot 18	7 stalls	leased by WesternU from city
Lot 19	87 stalls	leased by WesternU from city
Lot 20	106 stalls	leased by WesternU from city
USC and BC parking	36 stalls	owned by WesternU
Lot 21	46 stalls	leased by WesternU from city
Lot 21	24 stalls	owned by WesternU
Lot 22	106 stalls	leased by Daumier from city
Lot 23	53 stalls	leased by WesternU from city; shared with Daumier
Lot 23	61 stalls	leased by WesternU from city
Lot 24	173 stalls	leased by WesternU from city
Lot 25	150 stalls	sub-leased by WesternU
Lot 26T	176 stalls	leased by WesternU from city
Lot 27	200 stalls	owned by Daumier
PCC parking	600 stalls	owned by WesternU



# CITY AND CAMPUS CONTEXT

## Parking (continued)





# CITY AND CAMPUS CONTEXT

## Transportation and Road Network

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WesternU is bound by three major arterials as well as the Amtrak and Metrolink rail corridor to the north.

*Garey Avenue, Mission Boulevard and Towne Avenue circumnavigate the campus, with some non-campus space in between.*

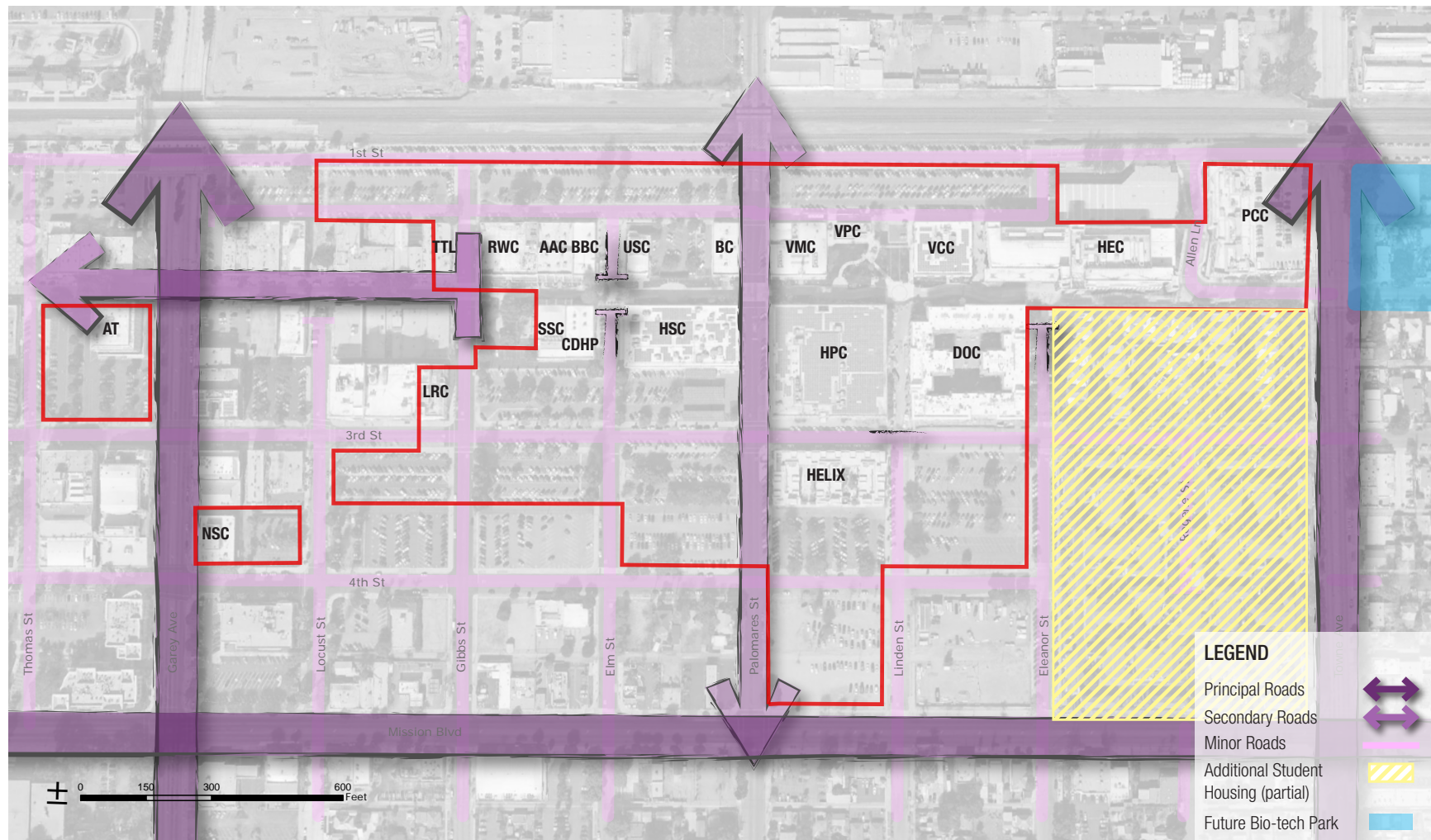
Palomares Street is a minor north-south arterial that unfortunately cuts directly through the heart of the campus. Not only does this effectively disrupt and bifurcate the University, it is inherently unsafe given the flow of the campus itself and the many pedestrians who traverse the street. The University has requested Palomares and East Second Street be pedestrianized with discussions ongoing. Precedents are evident in numerous locations throughout the campus, although Palomares would be the only such street that crosses the railroad. At the very least the Master Plan envisions streetscape improvements here to greatly increase pedestrian safety and campus vitality.



2<sup>nd</sup> Street, west of campus

# CITY AND CAMPUS CONTEXT

## Transportation and Road Network (continued)



# CITY AND CAMPUS CONTEXT

## Pedestrian and Open Space Network

The extant campus has been redeveloped from an open-air retail mall that opened in 1962 as a pedestrian retail mall. As downtown Pomona business declined and most retail relocated to newer suburban indoor malls, this area struggled. From the inception of WesternU in 1977, the University began acquiring and renovating former retail spaces along the mall.

*The mall configuration is a unique and special amenity in this urban context. A main pedestrian esplanade not only creates a place for students and faculty at the heart of campus, but University buildings are also associated in a logical way.*

In addition to the mall, the campus features two other significant open spaces. Ethan Allen Park, adjacent to the Veterinary Clinical Center, functions as a greenspace for students and pet owners. City-owned Centennial Park is an open space on the west side of campus. Though neither expansive nor well-maintained, this park with some lawn, seating and a small basketball court is well-utilized by students for yoga, volleyball and basketball.

The following Pedestrian and Open Space Network diagram illustrates how remaining non-University streetscapes on or near 2<sup>nd</sup> Street could further extend the mall ambience in a growing University Village.

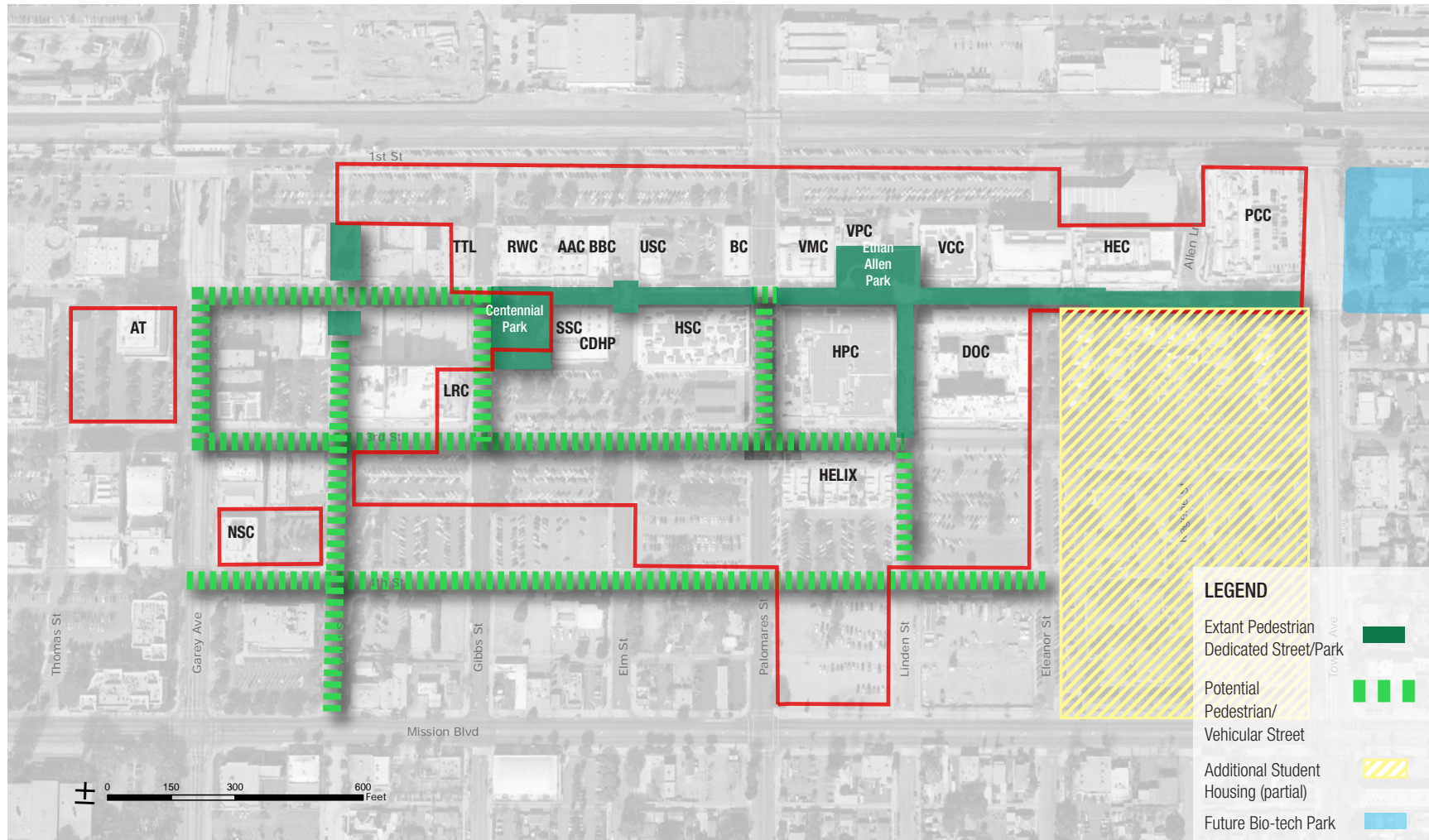


2<sup>nd</sup> Street pedestrian mall



# CITY AND CAMPUS CONTEXT

## Pedestrian and Open Space Network (continued)





# CITY AND CAMPUS CONTEXT

## University Identity and Campus Access

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*Major campus identity points occur at the entrances of 2<sup>nd</sup> and Gibbs Streets, along the pedestrian mall and at 2<sup>nd</sup> Street and Towne Avenue and are used by staff, students and patients.*

Minor identity points are located on streets running north-south across the mall. These points function as a back door used frequently by visitors, students and faculty but are not designed to attract nor impede entrance to the campus.

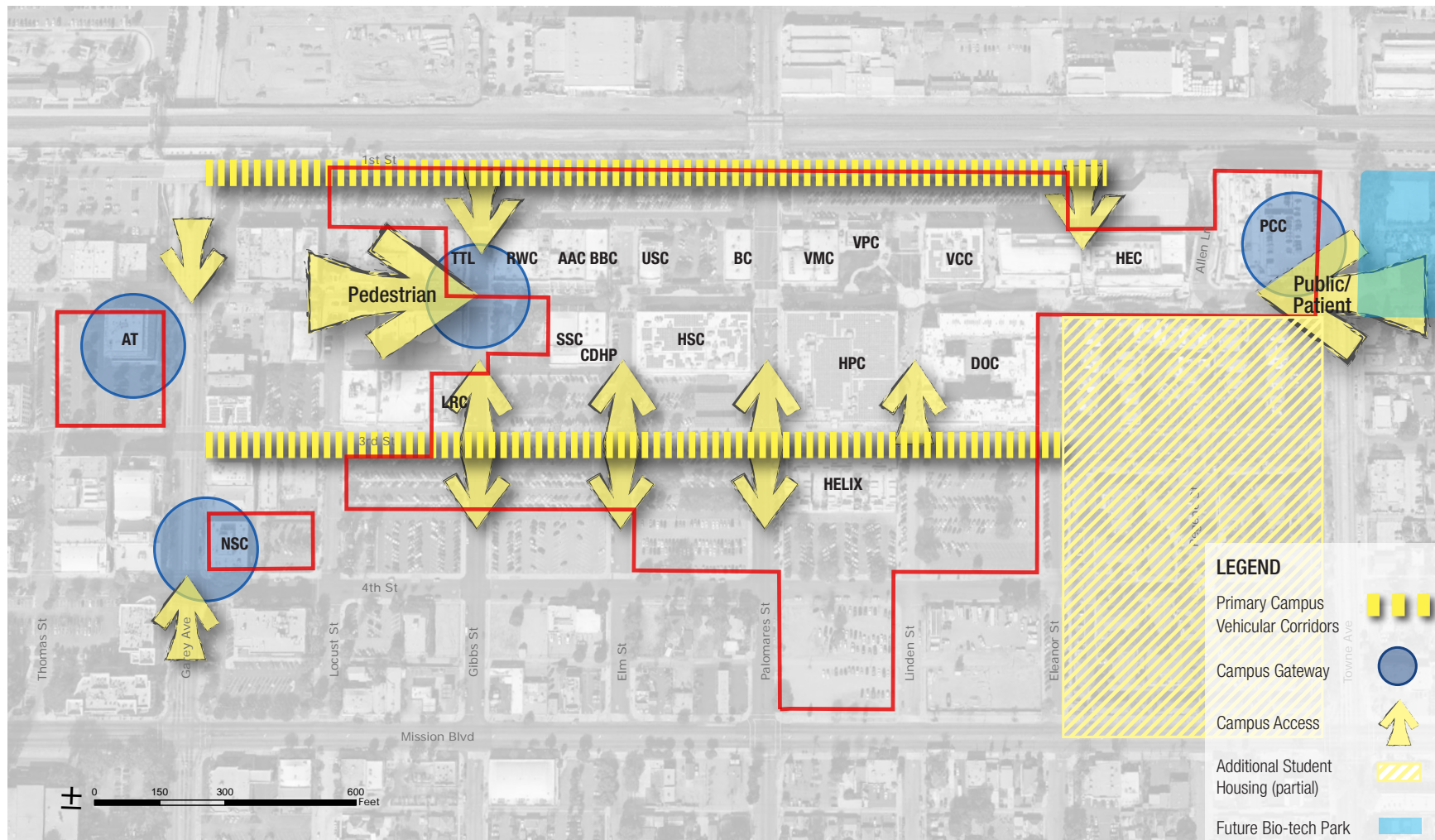
1st Street and 3<sup>rd</sup> Street serve as the primary auto access corridors. A typical visitor who enters by car will travel on one of these streets in order to park on campus. For those traveling along Garey Avenue, Anderson Tower is a minor point of identity that they are on campus, which could be made more obvious.



Extant Campus Gateway

# CITY AND CAMPUS CONTEXT

## University Identity and Campus Access (continued)



# CITY AND CAMPUS CONTEXT

## Town-Gown Interface

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The campus boundary is outlined in bold red on the adjacent graphic. The perceived campus boundary, depicted in blue, is actually much smaller than the growing University Village nearby. Thus, the Master Plan identifies an area west of campus as an opportunity zone to better integrate campus and civic functions.

The expanding University Village town-gown interface, depicted in yellow, is an opportunity zone for collaborative partnerships that expand campus life with synergistic residential as well as commercial and retail uses.

Targeting redevelopment in a growing University Village with new activities and investments will strengthen the WesternU presence in this zone through a physical link to Anderson Tower, as WesternU becomes more relevant to, and synergistic with, downtown Pomona along Garey Avenue.

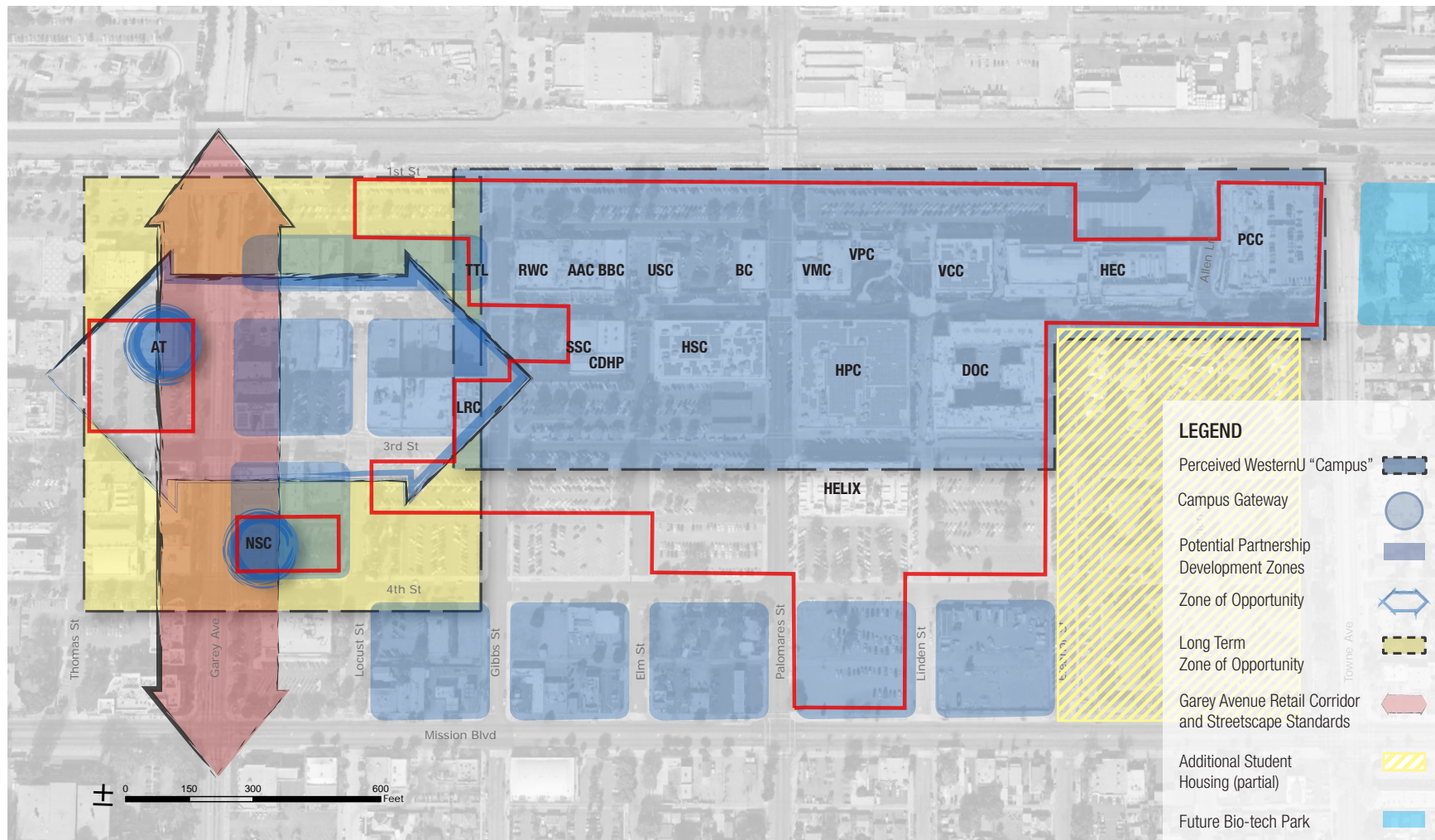


Anderson Tower



# CITY AND CAMPUS CONTEXT

## Town-Gown Interface (continued)





# PLACEMAKING

## University Village Character

Significant opportunity exists on the campus periphery to create public and private spaces that build a more vibrant town-gown connection. University functions with active streetscapes, such as a fitness center or a bookstore, should be encouraged on 3<sup>rd</sup> Street. Academic functions and supportive retail should be encouraged on the remnants of the 2<sup>nd</sup> Street pedestrian mall.

Private development should include small-scale retail and other active uses that encourage pedestrian activity. The current Pomona Downtown Specific Plan supports such a vision of a mixed-use district with WesternU as the anchor.

The ambience possible for development on 3<sup>rd</sup> Street is depicted in the photos on the following page. Highlighted in red on the adjacent diagram is the potential University Village area on 3<sup>rd</sup> Street.



3<sup>rd</sup> Street potential University Village area

## University Village Examples



Ann Arbor, MI



Seattle, WA



Davidson, NC



Bloomington, IN



# PLACEMAKING

## University Village Character (continued)

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Despite a 72-foot right-of-way, 3<sup>rd</sup> Street has one lane of through traffic in each direction, parallel parking on the north side of the street and back-in angled parking on the south side abutting the sidewalk. Although pedestrian sidewalks are not undersized, much of the right-of-way is dedicated to the two 15.5 foot wide travel lanes. This is much wider than needed for slow speed travel lanes (the National Association of City Transportation Officials (NACTO) recommends 10 feet). Dedicating so much space to travel lanes encourages drivers to speed and, thus, both disrupts and endangers pedestrian experience.

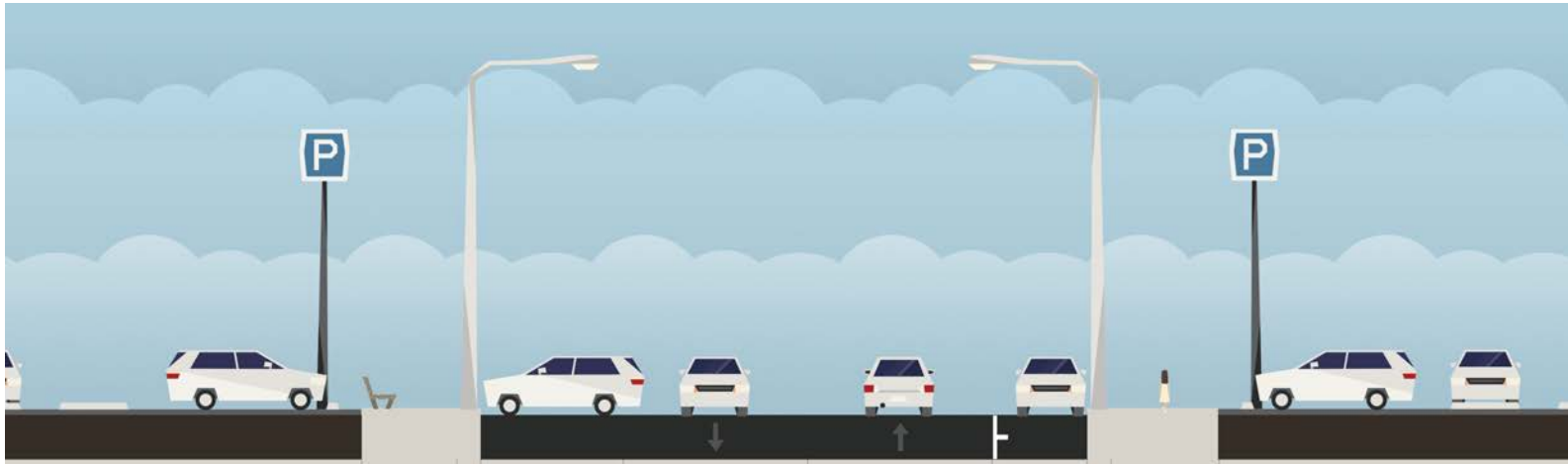
The proposed street section to the right maintains the 72-foot right-of-way and dedicates more space to pedestrian amenities at the periphery without reducing parking. Travel lanes are narrowed to the NACTO-recommended 10 feet and sharrows are added. Separated bicycle lanes could be accommodated, but sharrows are more appropriate on a neighborhood street of this speed.

Private and campus development adjacent to the street will play a huge role in creating a safer and more pleasant ambience. Active uses should be encouraged at the ground level of future buildings to increase pedestrian activity. 3<sup>rd</sup> Street can become a vibrant neighborhood corridor by narrowing unnecessary space dedicated to cars and framing the street with retail and community uses.



Extant 3<sup>rd</sup> Street, just south of campus

Extant 3<sup>rd</sup> Street Section



Potential 3<sup>rd</sup> Street Section - Active Ground Level Development





# PLACEMAKING

## Palomares Street and 2<sup>nd</sup> Street

The crossing at Palomares and 2<sup>nd</sup> Streets disrupts and endangers pedestrians at the heart of campus and bisects the east and west sides of the University. This is a key concern not only for the University but for the community as a whole. Full pedestrianization of a short section of Palomares is feasible and more optimal than alternatives, much less the status quo.

The University has proposed to the city of Pomona that this small section of Palomares Street be vacated to create a safe and attractive continuous pedestrian corridor through campus.

Meanwhile and almost immediately, the curb could be extended (see example image below to the right). This entails a raised or painted extension of the pedestrian space that extends into the roadway to shorten the pedestrian crossing. A curb extension at Palomares Street would make the encroachment of auto space into the pedestrian experience along 2<sup>nd</sup> Street feel less severe, make the crossing safer for pedestrians and encourage cars to slow down. This improvement can be made with minimal expense, by simply using paint and planter boxes if necessary.



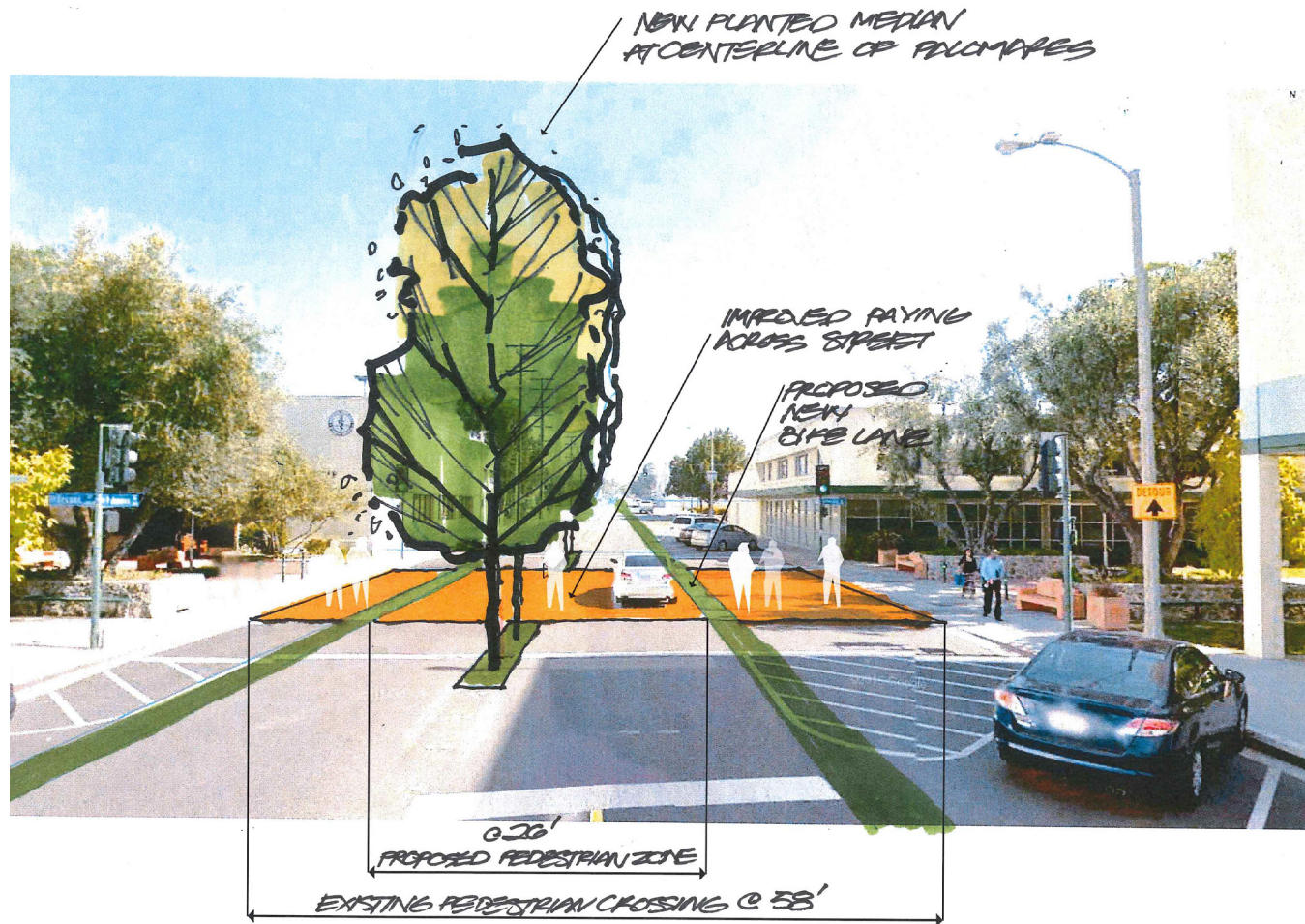
Extant Palomares Street



Curb extension example

# PLACEMAKING

## Conceptual Palomares Street Crossing Design





# PLACEMAKING

## Campus Heart

---

Great university campuses, especially urban ones, have a Campus Heart where students and faculty gather, eat and socialize. Festivals, events and protests are also held in these spaces. Often this Campus Heart is referred to as a “quad.” A Campus Heart is typically near the geographic center of campus and is a pedestrian space. It is important that buildings adjacent to the Campus Heart appropriately transition to this space and welcome people to and from it.

Examples of successful Campus Hearts across the country are:

- Red Square at the University of Washington, Seattle
- Janss Steps at the University of California, Los Angeles
- The Quad at the University of Chicago
- The Lawn at the University of Virginia

Campus Heart examples below and to the right illustrate potential precedents for this space.



The Quad at the University of Chicago





Janss Steps at the University of California, Los Angeles



# PLACEMAKING

## Campus Aesthetic

---

This Pomona Campus Master Plan provides a physical planning guide for future building development. The definition and character of campus will additionally be influenced by the building design, materiality and site features that will comprise the public and private environments. The current campus is predominately comprised of an amalgamation of adapted extant buildings, together with several contemporary facilities built by WesternU. Looking to the future, WesternU is devising internal aesthetic standards to guide architectural features for new construction.

Key considerations proposed for this document would include architectural and landscape guidelines, incorporating environmental and sustainability goals in support of the key concept of a healthy campus. Detailed information relating to building massing and articulation, materials and color palette and the programmatic response at the ground floor should address the interior and exterior relationship. The site components of human scale, environmental graphics, furnishings, site lighting, planting and paving materials should also be addressed.

Continuing in the WesternU tradition of commitment to public art, incorporating the work of Millard Sheets should be thoughtfully planned and integrated into the design guide. Extant building mosaics and art pieces can be strategically used to enhance the campus experience.



Extant campus aesthetic of WesternU with ununified buildings





Cohesive aesthetic of Stanford University, leveraging building form and materials

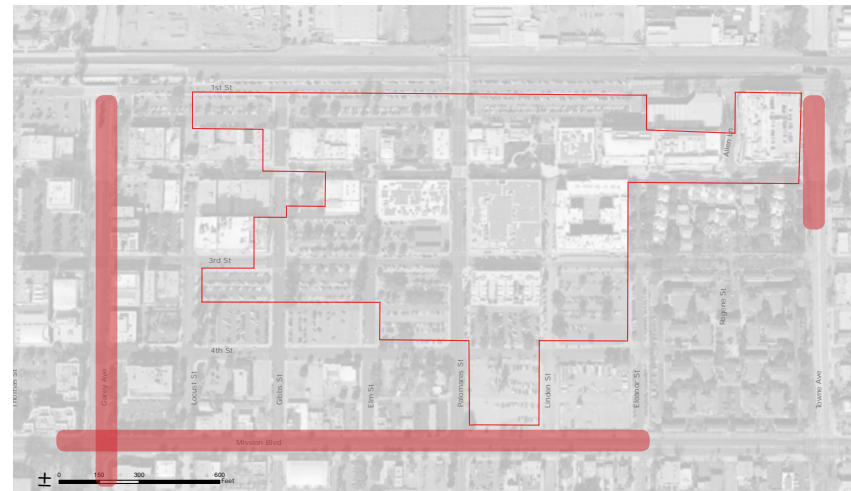
# PLACEMAKING

## Campus Signage

One goal of the University is to extend identity west toward downtown, so people traveling on Garey Avenue or visiting downtown are aware of the campus just to their east. Extending identity into downtown Pomona promotes the campus to potential visitors and reinforces the campus identity to students, faculty and staff.

The map below shows potential locations for banner-type signage. Banners are most effective when placed on arterials adjacent to campus property or within a block or two.

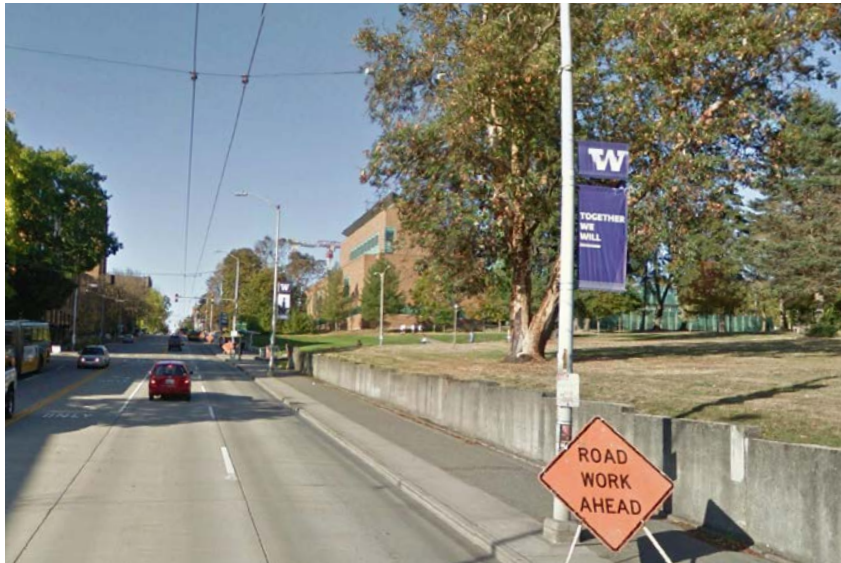
Precedent imagery to the right shows examples of successful banner-type signage on other campuses across the country.



Potential banner signage locations



## Campus Signage Examples



Seattle, WA



Columbus, OH



New Brunswick, NJ



Shoreline, WA

# PLANNING CRITERIA

## Space Standards

The space standards below were used to develop projected space needs identified on page 88. The space per FTE is based on accreditation bodies (Western Association of Schools and Colleges), medical education standards (Association of American Medical Colleges) and other collegiate functional organizations (Society for College and University Planning, Association of College Unions International, etc.). While no standard is perfect, those selected were based on their alignment with the

communicated curricular goals, campus mission and overall University need.

Precedent photos to the right illustrate the kind of state of the art teaching and learning, lab, simulation, informal study space and recreation spaces that WesternU should aspire to develop.

Space	Standard Square Feet	Detail
General Academic Space	25 ASF/FTE	i.e. teaching labs
Student-Faculty Ratio	15 FTES/FTEF	
Faculty	25 ASF/FTEF	With an assumed 70 SF per FTEF allocated to college-specific staff needs
Interprofessional education space	25 ASF/FTE	i.e. lecture, active learning, or other instructionally related functions
Clinical space	25 ASF/FTES	Includes shared functionality with on-campus health and wellness needs
Faculty research space	120 ASF/FTEF	
Operational Administrative Functions	9 ASF/FTES	
Informal Learning Space	18-20 ASF/FTES	Includes functions traditionally associated with "student success" i.e. library, casual study space
Recreation	3 ASF/FTES	There is a potential for co-locating other academic related functions and public amenities that would increase the relative size and campus impact with no cost to the University. Current trends in health, recreation and wellness facilities are moving toward the co-location of mental health services (student success), recreation and wellness. While the providers of these services may be private entities (tenants), co-location is perceived as a benefit by student, staff and faculty.
Housing	333 ASF/FTES	Total initial expansion to include 50% of on campus enrollment which is assumed to be approximately 25% of the total enrollment.

\*Representative space layouts illustrating potential room configurations are provided for reference in Appendix F



## Aspirational Space Standards



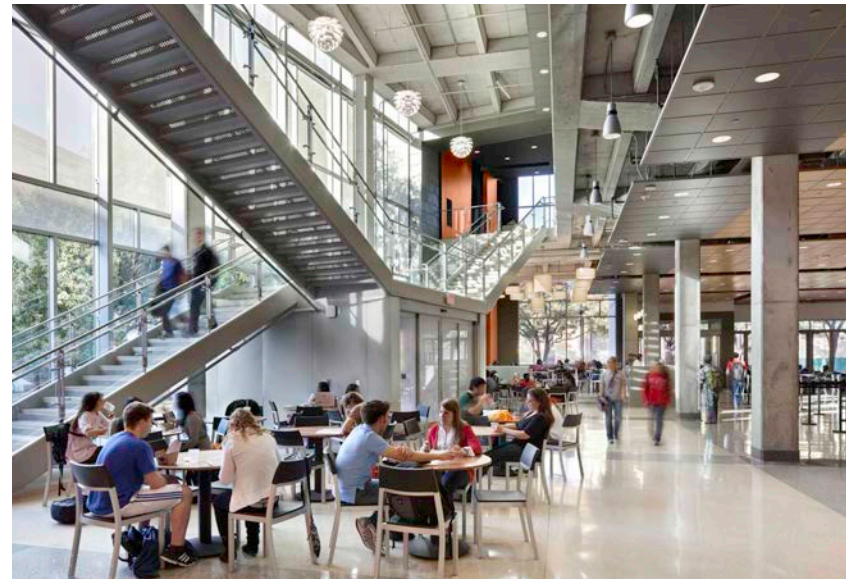
Informal study space



Simulation



Student recreation



Informal study space



# PLANNING CRITERIA

## Space Standards (continued)

---

### Planning for Office Space

For Master Planning purposes, we use office space planning standards that are typical in public sector higher education settings. These standards help to right-size the effective use of space in proportion with other space needs. The list below is indicative of these office standards:

- Faculty office, wet lab principal investigators: 110 NSF (Net Square Feet);
- Faculty office, dry lab/computational/graphic heavy users: 110 + 110 NSF in open office;
- Faculty office, clinical: hoteling in 80 NSF workstations;
- Department Chairs: 140 NSF to allow meeting with 1 or 2 others;
- Vice Provost, Provost, Development: 160 NSF to accommodate free standing table for small private meetings;
- President: 200 NSF, varies with regard to proximity to dedicated conference room space

There are many opportunities on campus to leverage underutilized circulation and open space by the addition of furniture to provide informal student learning and collaboration areas. This will also provide activation to facilities beyond formal teaching hours, encouraging student interaction and campus life.

Photos to the right show highly utilized circulation and open space. In some cases, the legacy of piecemeal development has perpetuated circulation spaces that consume inordinate amounts of space. Typically renovation of inefficiently planned buildings give rise to a return of typical space planning standards and a restructuring of workplace adjacencies that ease use and recover a more effective use of space.

# PLANNING CRITERIA

## Space Standards (continued)

### Utilized Circulation Space



Informal study space



Informal study space

# PLANNING CRITERIA

## Projected Space Needs

---

The University has 19 facilities in use on the Pomona campus, five of which are leased and 14 of which are owned. The buildings include approximately 730,000 GSF (Gross Square Feet) of indoor space, of which 442,794 is assignable for lecture, lab, simulation, office and research. The relatively low efficiency is primarily due to the difficulty associated with programming medical education buildings that were built as retail establishments.

The buildings range in size from the Technology Training Lab (1,186 GSF) to the Health Education Center (179,714 GSF). Newer buildings appear to have met the communicated needs of various campus constituents at the time of construction but insufficiently address the entire campus demand. Methods of financing using Tax Exempt Revenue Bond offerings and established contract language may limit future uses in University-controlled buildings. For example, the campus may only use approximately 15,000 square feet of campus space for revenue generation. This precludes the University from attracting functions that may generate revenue near the campus boundary but outside of campus control.



Informal incubation zones



# PLANNING CRITERIA

## Projected Space Needs (continued)

College Specific Instructional Space	Current									Projected (2025)					
	FTE Students (FTES)	FTE Faculty (FTEF)	FTE Staff	Instructional	Clinical	Office/ Admin	Research	Space (ASF)	ASF/FTE	FTE	Instructional	Clinical	Office/ Admin	Research	Total
College of Allied Health Professions	433	24	13	6,809	0	7,822		14,631	33.8	550	13,750		7,150		20,900
College of Dental Medicine	294	34	59	6,459	18,409	3,285		28,153	95.8	294	7,350		3,822		11,172
College of Graduate Nursing	388	20	12	2,565	0	12,010		14,575	37.6	500	12,500		6,500		19,000
College of Optometry	338	29	25	9,502	7,414	4,028		20,944	62.0	344	8,600		4,472		13,072
College of Osteopathic Medicine of the Pacific (COMP-Northwest)	901	69	123	9,287	4,581	15,722		29,590	32.8	901	22,525		11,713		34,238
College of Pharmacy	530	42	42	13,034	1,080	11,912		26,026	49.1	530	13,250		6,890		20,140
College of Podiatric Medicine	159	11	14	3,068	3,670	1,994		8,732	54.9	159	3,975		2,067		6,042
College of Veterinary Medicine	425	49	44	10,618	6,410	13,473		30,501	71.8	425	10,625		5,525		16,150
Graduate College of Biomedical Sciences	41	8	6	0	0	1,423		1,423	34.7	114	2,850		1,482		4,332
College Specific Space by Category				61,342	41,564	71,669	0	174,575			95,425	0	49,621	0	145,046
Shared Instructional (Interdiscipline; Simulation; Clinical)				62,750	9,302	0	25,966	98,018			95,425	95,425	0	30,536	221,386
<b>Total</b>	<b>3,509</b>							<b>272,593</b>	<b>77.7</b>	<b>3,817</b>					<b>366,432</b>
<b>Other Campus Related Functions</b>															
Administration/Support								99,409							34,353
*Housing															317,765
Student Recreation								34,821							73,954
Commons (Library and Student Life)								0							11,451
<b>**Total Campus ASF</b>								<b>413,000</b>							<b>804,000</b>
<b>Total Campus GSF</b>								<b>730,000</b>							<b>1,340,000</b>

\* Housing area required to accommodate 50% of on campus student body.

Housing, while utilized by students is not traced to campus inventory.

\*\* Totals include other minor categories not included above the line.



# ALTERNATIVE CONCEPTS

## Assumptions

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Specific assumptions were defined in order to narrow the focus of concept development and prioritize areas of agreed-upon importance. Predetermined assumptions are listed below.

- All space will be controlled and managed at the University instead of the individual college level.
- The amount of net new development for each scheme will stay approximately consistent.
- The campus plan (see page 107) programmatic areas will remain in place and will be built upon.
- Palomares Street will be improved for pedestrian safety in the short term and closed to through traffic in the long term.
- Student housing and other student services could be operated and constructed with campus partners.
- University- and private partnership- established community zones will be pursued.
- Extant buildings will be strategically renovated or raised for updates and efficiency.
- Leadership should look for partnerships to fund parking garages in the downtown zone.
- Space assumptions are based on a recalibration to address industry standards and student expectations.
- Projections assume no significant increase in on-campus enrollment.
- Student life and campus-private partnerships are served by additional lifestyle facilities.



# ALTERNATIVE CONCEPTS

## Summary

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### Learning Mall

Builds off the current Campus Heart and suggests expanding development outward from this location.

### Urban Thread

Adds a new campus corridor along 3<sup>rd</sup> Street, relieving some of the development pressure from parcels surrounding 2<sup>nd</sup> Street.

The space south of the Health Sciences Center (HSC) is converted to open space, creating a synergy between the extant and new corridors.

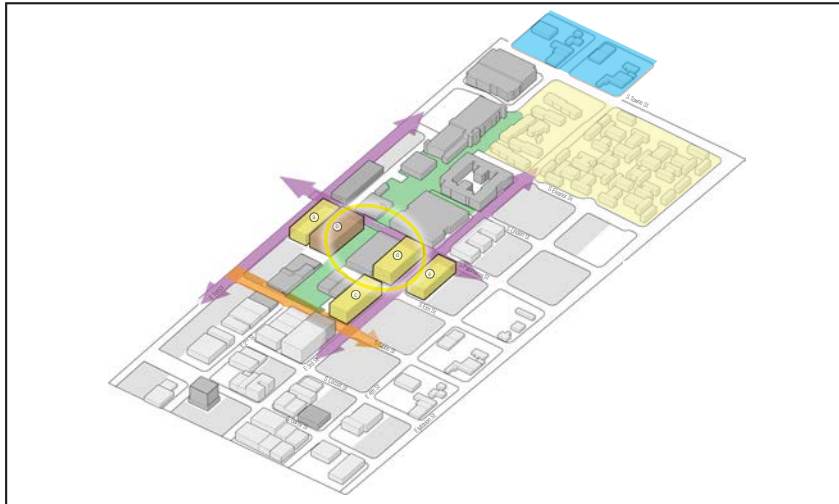
### Urban Edge

Builds on the previous concepts' vision of developing a mixed-use corridor on 3<sup>rd</sup> Street and west of Gibbs Street to connect the campus to downtown Pomona and bridge the divide between WesternU and Anderson Tower.

### Campus Heart

Creates a large campus green space in place of the HSC.

Learning Mall Concept Alternative



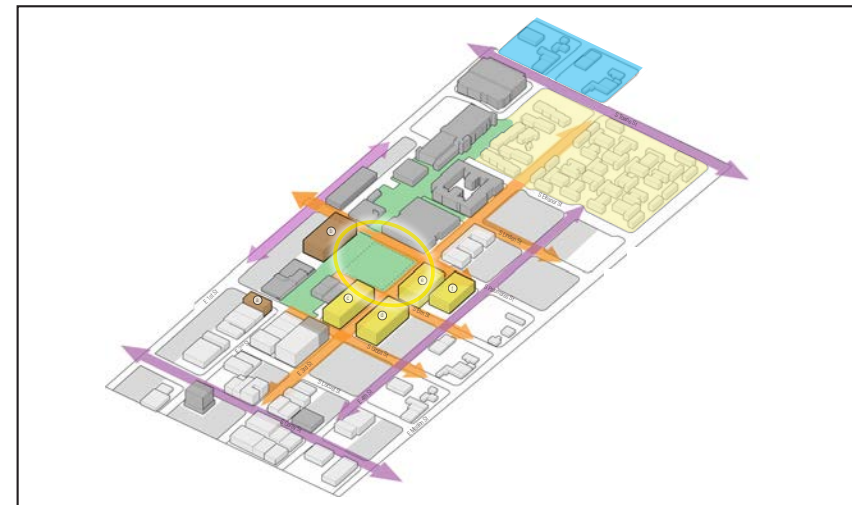
Urban Edge Concept Alternative



Urban Thread Concept Alternative



Campus Heart Concept Alternative



# ALTERNATIVE CONCEPTS

## Campus Framework Plan

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The educational core contains the majority of campus buildings, which are largely educational or instructional space. The administrative zone includes Anderson Tower and the potential to expand its eastern side, connecting campus programs to the educational core. The research areas run east to west along the former 2<sup>nd</sup> street pedestrian mall. The clinical Patient Care Center at 2<sup>nd</sup> Street and Towne Avenue bookends this spine.

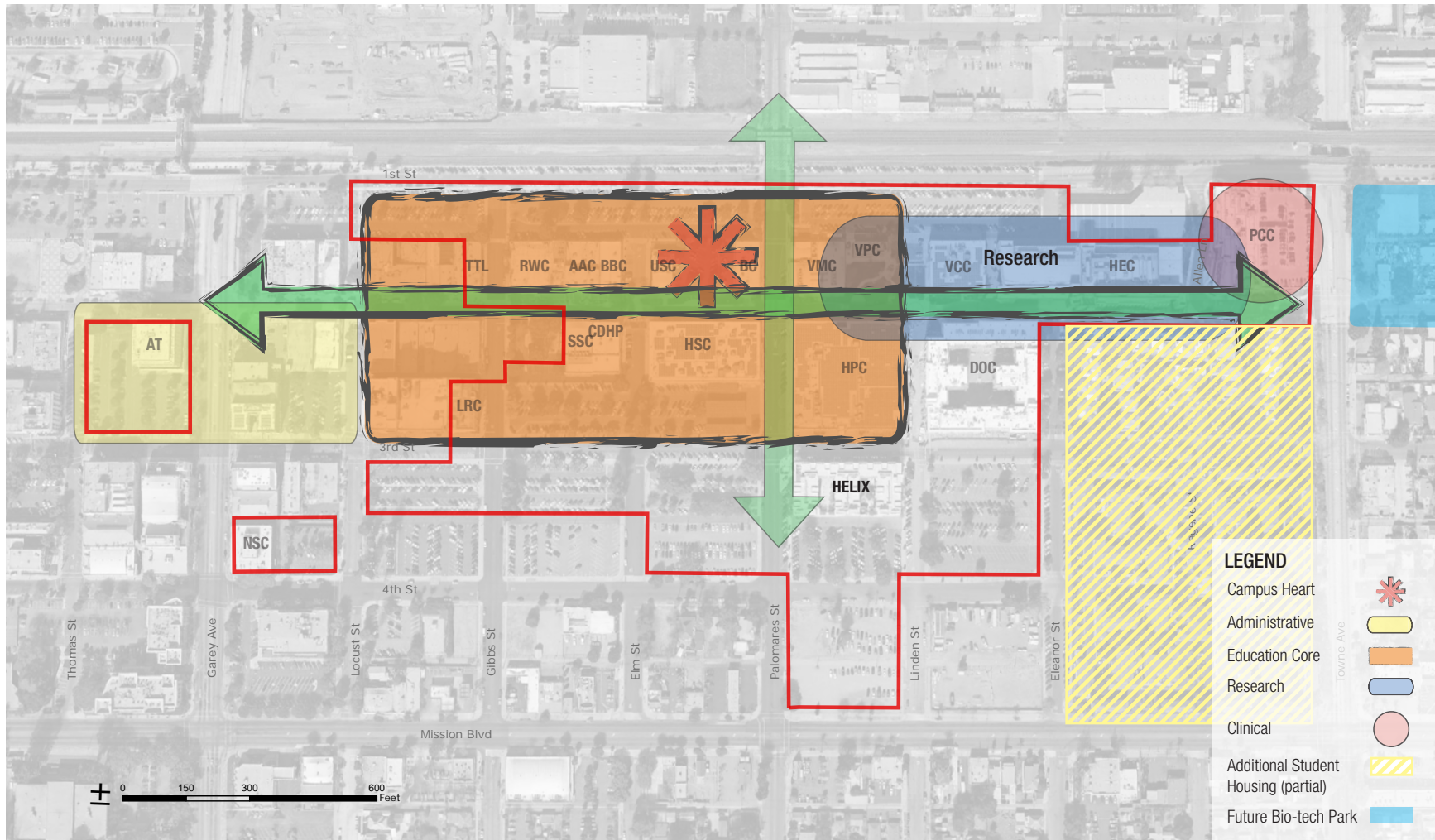
The alternative concepts described on the following pages were informed by the adjacent diagram. The planning team sought to build off the strengths of the extant programmatic zones in each concept. There is complete consensus to not restructure these programmatic zones.

*The current heart of the campus is immediately adjacent to the intersection of East 2<sup>nd</sup> Street and Palomares Street but should reside on the western side of this intersection.*



# ALTERNATIVE CONCEPTS

## Campus Framework Plan (continued)



# ALTERNATIVE CONCEPTS

## Learning Mall

The Learning Mall concept builds off the current Campus Heart and suggests expanding development outward from this location.

The University Services Center (USC) and Business Center (BC) buildings are replaced with a new facility that better utilizes the prime location with more intensive development by strengthening the connection to the pedestrian mall. The street network is maintained with vehicle focused arterials surrounding the majority of campus.

*Infill opportunities closest to the Campus Heart are immediately advantageous and activity on the 2<sup>nd</sup> Street pedestrian mall intensifies.*

### Evaluation Criteria Descriptions:

- 1 = existing campus
  - 5 = magnetic center, concentrates student activity 18 hours a day
- 
- 1 = distributed and siloed
  - 5 = collected and collaboratively operated
- 
- 1 = nuanced and modest
  - 5 = overt and prioritized
- 
- 1 = inwardly facing
  - 5 = outreaching and inviting
- 
- 1 = college organized
  - 5 = potential for focus on building common ground and identity
- 
- 1 = many moves and enterprise inconvenienced
  - 5 = fewer moves and enterprise enhanced

Home/Heart

Immersive Environment

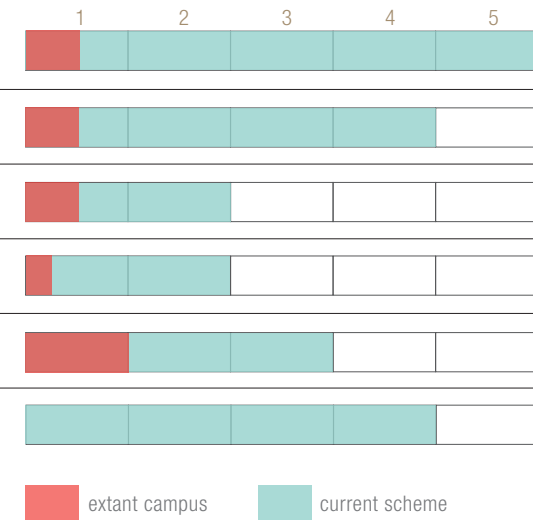
Wellness/Health

Community Connections

One University

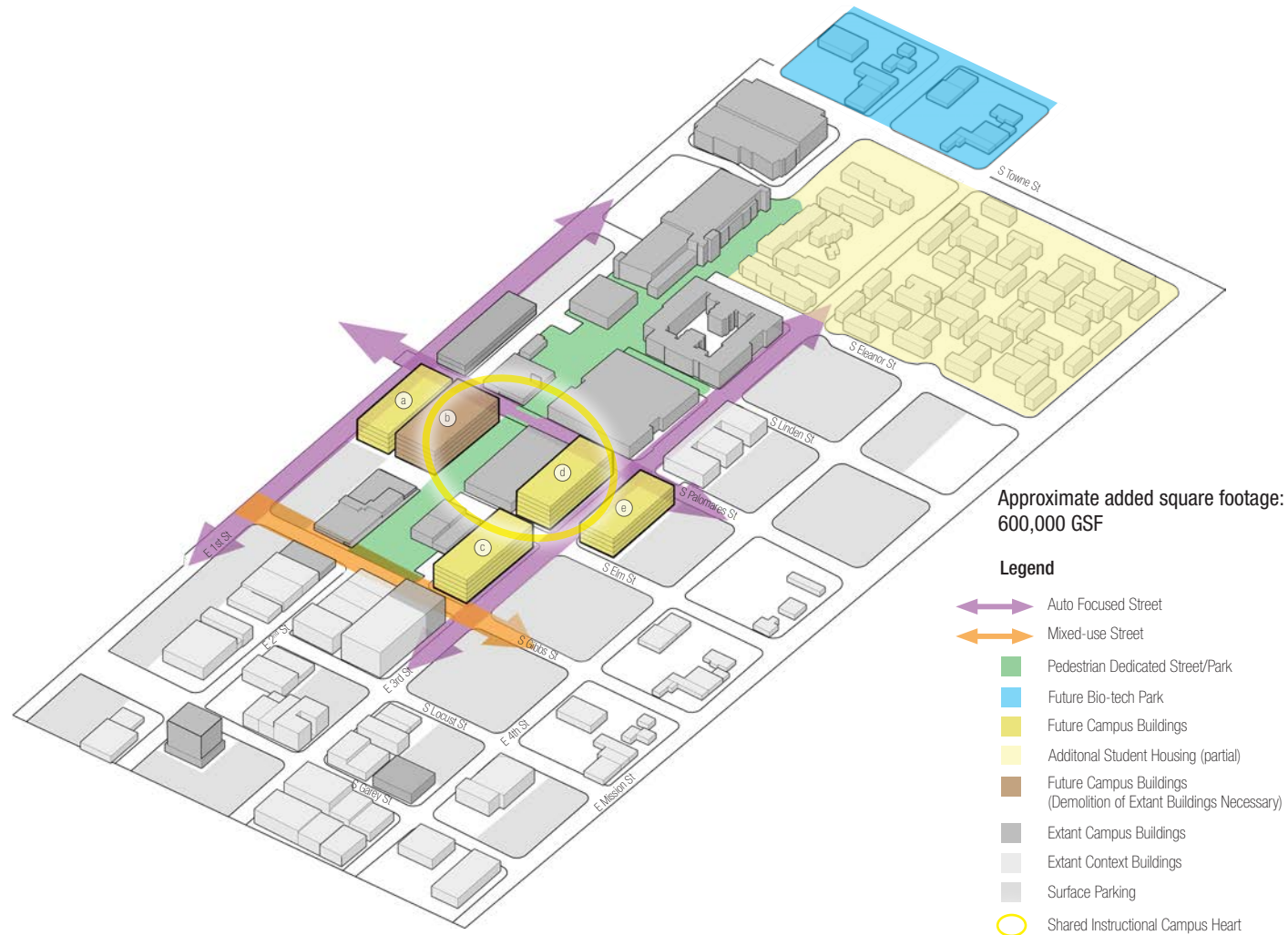
Logistical Ease

### Preliminary Evaluations:



# ALTERNATIVE CONCEPTS

## Learning Mall Concept Alternative





# ALTERNATIVE CONCEPTS

## Urban Thread

The Urban Thread concept adds a new campus corridor along 3<sup>rd</sup> Street, relieving some of the development pressure from parcels surrounding 2<sup>nd</sup> Street. The space south of the Health Sciences Center (HSC) is converted to open space, creating a synergy between the extant and new corridors.

New buildings flanking 3<sup>rd</sup> Street add character. Palomares Street is closed to through traffic to enhance the pedestrian nature of campus. The center of campus is drawn further southwest toward new development.

*The new corridor on 3<sup>rd</sup> Street is developed as a mixed-use street that is activated by multiple modes of transportation into a lively streetscape.*

### Evaluation Criteria Descriptions:

- 1 = existing campus
- 5 = magnetic center, concentrates student activity 18 hours a day
- 1 = distributed and siloed
- 5 = collected and collaboratively operated
- 1 = nuanced and modest
- 5 = overt and prioritized
- 1 = inwardly facing
- 5 = outreaching and inviting
- 1 = college organized
- 5 = potential for focus on building common ground and identity
- 1 = many moves and enterprise inconvenienced
- 5 = fewer moves and enterprise enhanced

Home/Heart

Immersive Environment

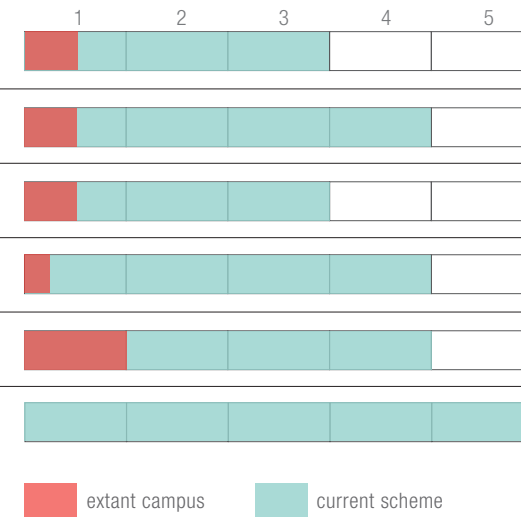
Wellness/Health

Community Connections

One University

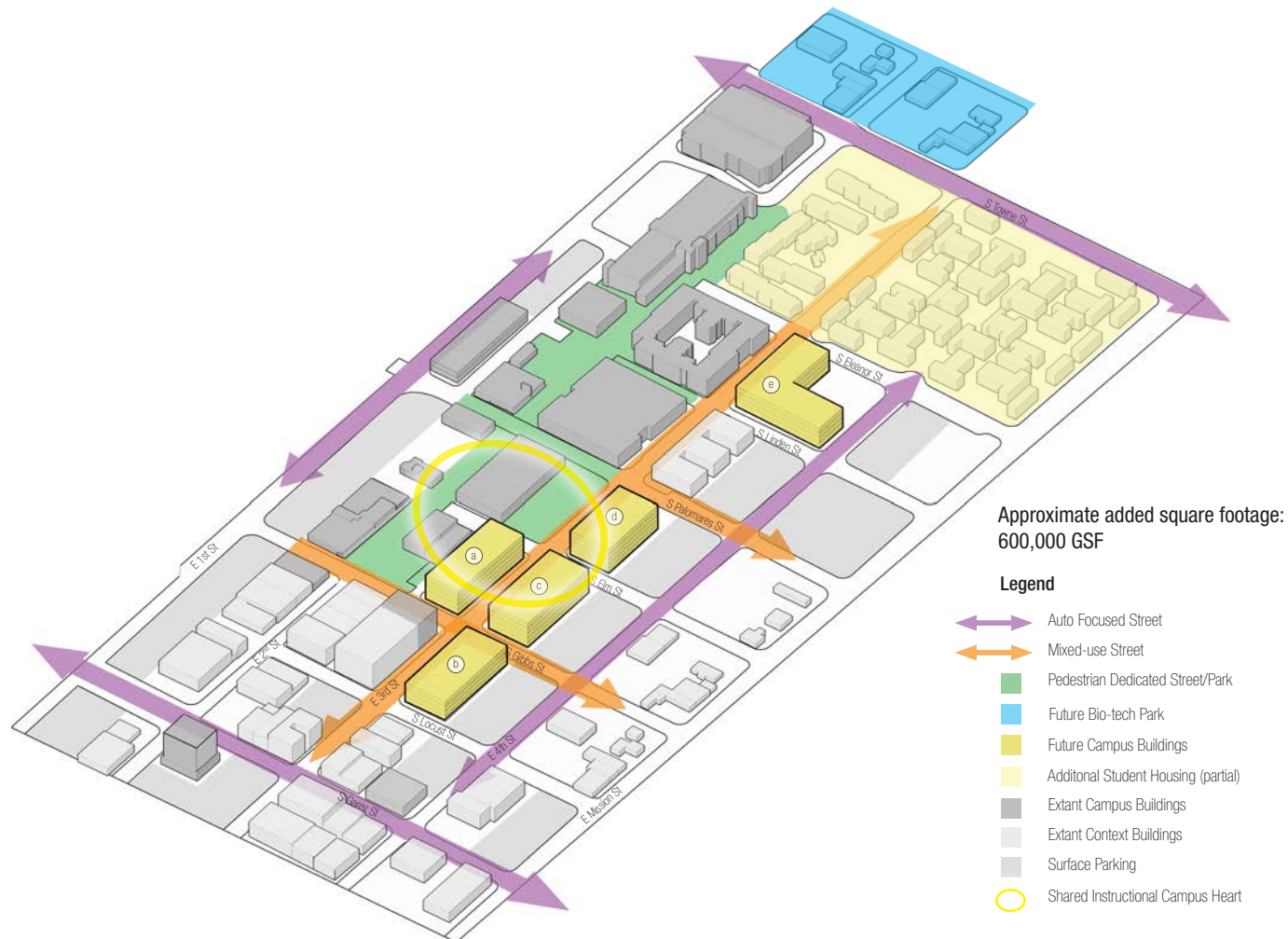
Logistical Ease

### Preliminary Evaluations:



# ALTERNATIVE CONCEPTS

## Urban Thread Concept Alternative



# ALTERNATIVE CONCEPTS

## Urban Edge

New buildings are depicted on non-WesternU owned property (illustrated in the red tone) as either private sector or joint/partnered development. The downtown location of these facilities also makes them ideal candidates for programs that could be utilized by non-campus users such as a bookstore or health and wellness center.

*This concept builds on the previous concepts' vision of developing a mixed-use corridor on 3<sup>rd</sup> Street and west of Gibbs Street to connect the campus to downtown Pomona and bridge the divide between WesternU and Anderson Tower.*

### Evaluation Criteria Descriptions:

- 1 = existing campus
- 5 = magnetic center, concentrates student activity 18 hours a day
- 1 = distributed and siloed
- 5 = collected and collaboratively operated
- 1 = nuanced and modest
- 5 = overt and prioritized
- 1 = inwardly facing
- 5 = outreaching and inviting
- 1 = college organized
- 5 = potential for focus on building common ground and identity
- 1 = many moves and enterprise inconvenienced
- 5 = fewer moves and enterprise enhanced

Home/ Heart

Immersive Environment

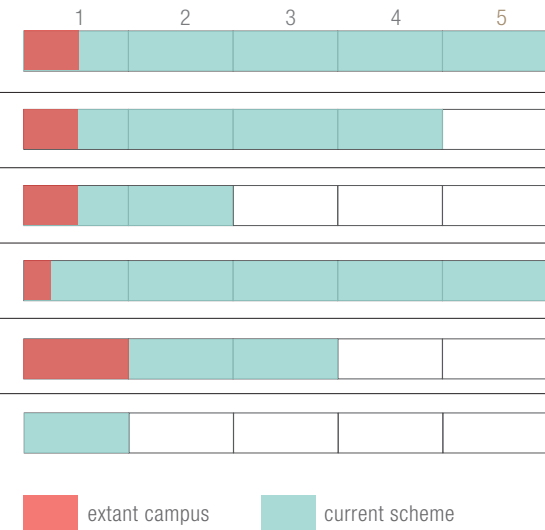
Wellness/ Health

Community Connections

One University

Logistical Ease

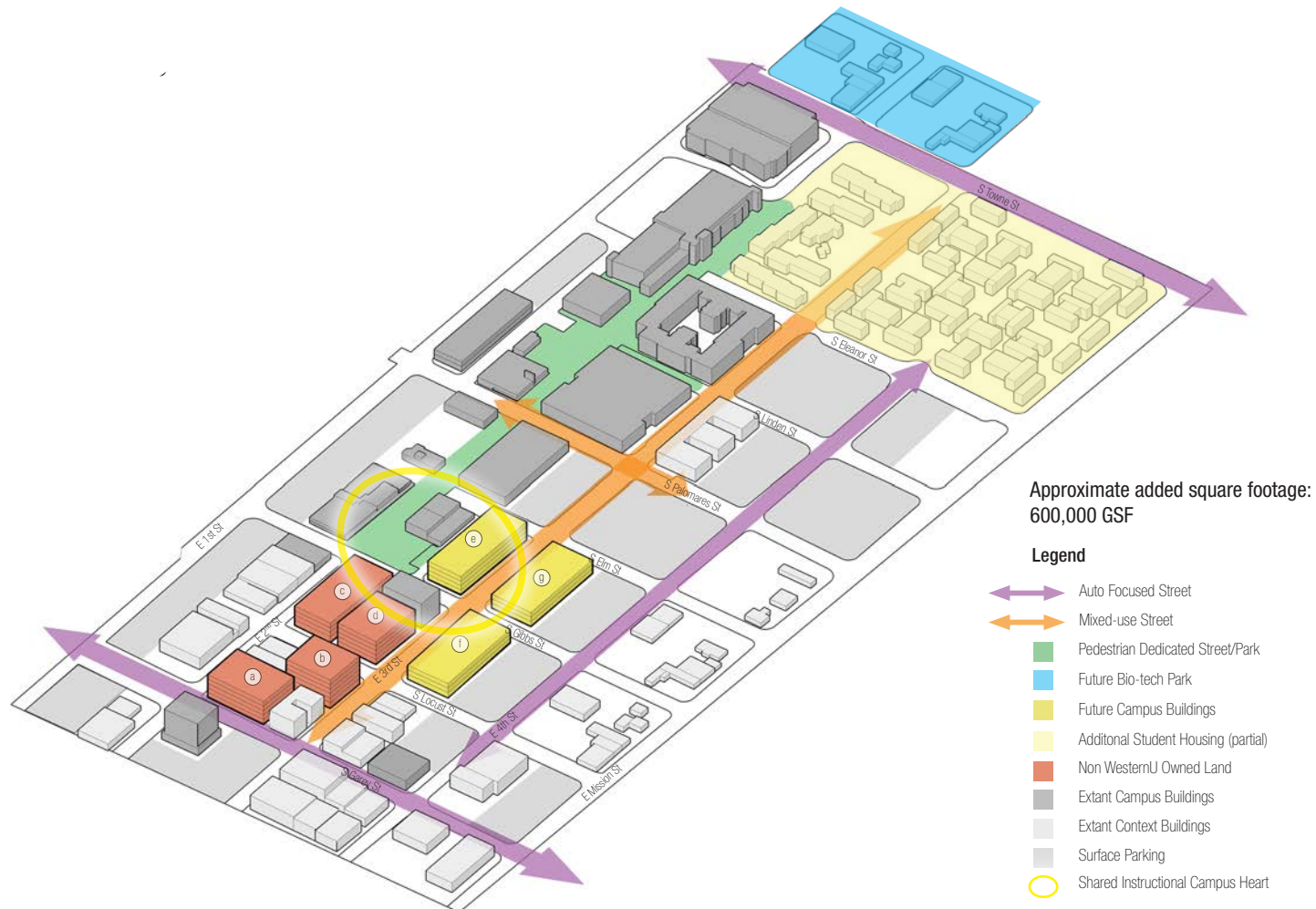
### Preliminary Evaluations:





# ALTERNATIVE CONCEPTS

## Urban Edge Concept Alternative



# ALTERNATIVE CONCEPTS

## Campus Heart

The Campus Heart concept creates a mixed-use corridor along 3<sup>rd</sup> Street to the previous two schemes. This scheme adds a tremendous amount of cohesion and identity to the campus by creating a central campus green space that doesn't exist today.

*The main intervention of this concept is to create a large campus green space in place of the HSC.*

### Evaluation Criteria Descriptions:

- 1 = existing campus
- 5 = magnetic center, concentrates student activity 18 hours a day

- 1 = distributed and siloed
- 5 = collected and collaboratively operated

- 1 = nuanced and modest
- 5 = overt and prioritized

- 1 = inwardly facing
- 5 = outreaching and inviting

- 1 = college organized
- 5 = potential for focus on building common ground and identity

- 1 = many moves and enterprise inconvenienced
- 5 = fewer moves and enterprise enhanced

Home/Heart

Immersive Environment

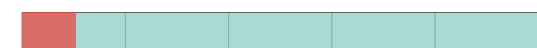
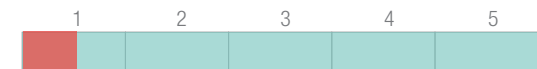
Wellness/Health

Community Connections

One University

Logistical Ease

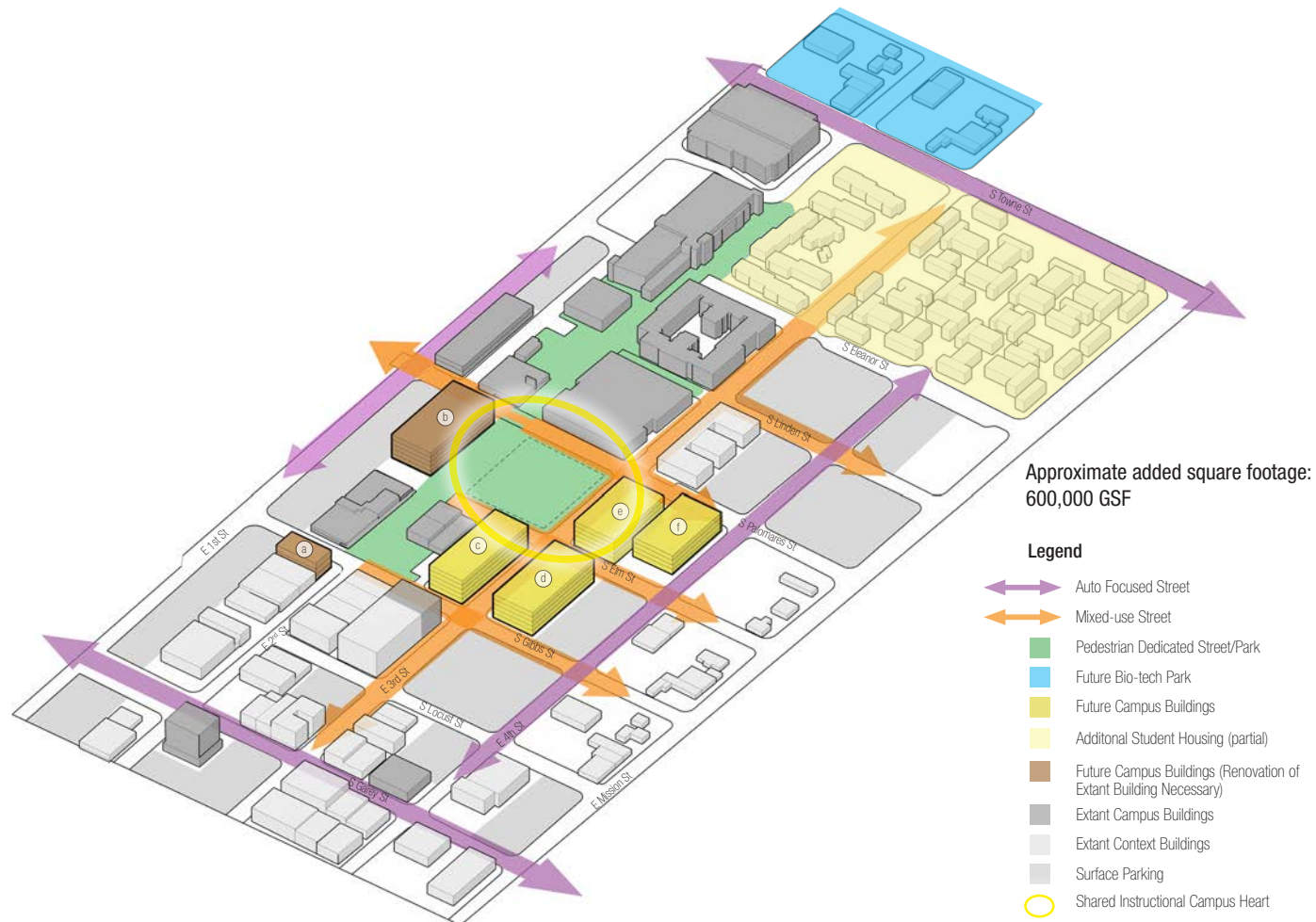
### Preliminary Evaluations:



extant campus      current scheme

# ALTERNATIVE CONCEPTS

## Campus Heart Concept Alternative





# ALTERNATIVE CONCEPTS

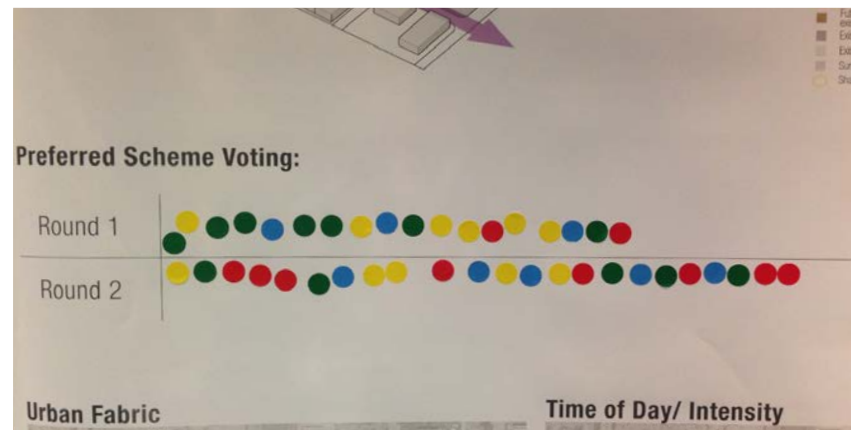
## Evaluation Criteria and Results

Alternative Campus Concepts on the previous pages were presented to the campus leadership team on September 15, 2016 at the Master Plan Concepts Charrette meeting. After a brief description and initial evaluation of each of the alternative concepts by the planning team, the WesternU leadership team was asked to vote for two of the four alternatives.

After this initial round of voting, leadership team members were broken into small teams to further discuss each of the alternatives and continue evaluating each. Participants discussed their likes and dislikes of each concept in half a dozen groups. A detailed account of these discussions can be found in the appendix section of this report. A representative from each team presented a summary of their discussion to the larger group. Then leadership team members were asked to vote for their preferred concepts.

*Following the second round of voting, two clear alternatives emerged. Participants overwhelmingly voted for Urban Edge and Campus Heart.*

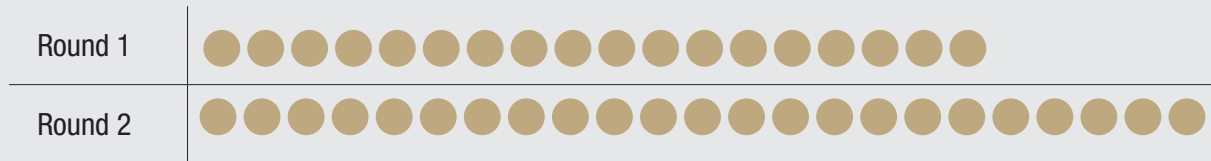
The themes of these two concepts resonated with participants. Creating a unifying Campus Heart - adding to community and place-making and connecting to Anderson Tower and downtown Pomona - were important aspirations revealed by leadership team members.



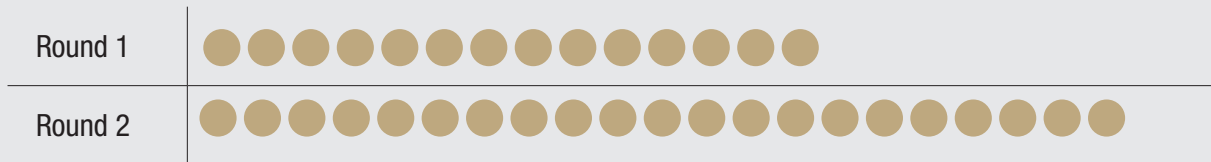
Concepts Charrette tape dot exercise

## Participant Voting

### Campus Heart Concept Voting



### Urban Edge Concept Voting



### Urban Thread Concept Voting



### Learning Mall Concept Voting







# CAMPUS PLAN

## Campus Functional Organization

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The Campus Master Plan is a hybrid concept for the future of the WesternU Pomona campus that blends key elements from both the Urban Edge and Campus Heart designs. The Plan provides for eventual expansion of the University in harmony with a growing University Village area in Downtown Pomona.

Much growth will be intensification of educational and research activities in new facilities constructed on property already owned by the University. The effect will both unpack the University with more open green space as well as broaden it to areas adjacent to the 2<sup>nd</sup> Street Esplanade. Select facilities along 2<sup>nd</sup> Street will be razed to create a larger campus gathering spot incorporating the current Centennial Park. An associated move to more structured parking will foster construction of additional campus-related facilities on present on-grade parking areas, notably along the south side of 3<sup>rd</sup> Street.

The Plan also envisions unique “Enterprise Zones” along Garey and Mission consistent with the City Corridor Plan. These zones will meet the needs of the expanding University and also serve other citizens of downtown and Pomona more generally. The two-block section of 2<sup>nd</sup> Street between Gibbs and Garey (Antique Row) is similarly situated for mixed development.

For example, University students and staff have long identified a need for a “Student Center” for dining, exercise and other activities. However, the University community is too small to readily develop and sustain such an operation alone. In partnership with developers, facilities adjacent to campus to serve both the University and the surrounding community could be financially feasible.

Moreover, such a facility might serve educational functions, e.g., through collaboration with WesternU Physical Therapy, the Patient Care Center, the

Physical Medicine and Rehabilitation Departments, etc. Student staffing of the gym to provide strength and conditioning plans to clients, ongoing rehabilitation planning or exercise planning for patients served by the PCC and other such uses would benefit the clientele of the gym well beyond the physical resources and provide our students with practical education in areas of the curriculum requiring “patient” contact.

With a growing research portfolio and expanding collaborations with potential intellectual property spin-offs and contracted grants, the need for a Clinical Research Center and Bioscience Park is not far off. As has happened across the nation, aging industrial buildings are readily modified into space appropriate for research and development, e.g., directly across Towne Avenue from WesternU, to the north beyond the railroad tracks, or along Garey.

These are but two examples of many potential University-private-public partnerships that could expand the scope of WesternU, along with recruitment and development of University-related businesses along the margins of campus to create a growing University Village. This would enlarge and sustain an active, prosperous urban campus that blends into an economically blossoming downtown.

The University currently spends a total of \$12 million annually in Pomona directly and an unknown amount is spent by students and employees patronizing local businesses (e.g., food and entertainment, gasoline, rents, banking services, etc.). Using reasonable multipliers for the economic effect of similar health sciences campuses, this could grow to at least \$70 million annually if new or expanded opportunities for capturing those dollars arise in the downtown area.

The following plan elements, drawn out over a 30-year future, seek to make this potential a reality for Pomona.

# CAMPUS PLAN

## Campus Functional Organization

---

### Extending 2<sup>nd</sup> Street Pedestrian Character and Functions

The pedestrian mall along 2<sup>nd</sup> Street remains a major feature of the Preferred Plan. The much-revered pedestrian character and aesthetic of 2<sup>nd</sup> Street is extended west of Gibbs Street to Garey Avenue on a new shared-use street supporting cars and pedestrian activities. With this new connection, Anderson Tower's link to campus is strengthened.

### A New Campus Heart and Open Space

Centennial Park, an open space amenity, is enhanced by a new, open Campus Heart currently occupied by SSC and CDHP. WesternU programs in both of these buildings would be relocated to either extant underutilized campus facilities or new facilities. The new centralized Campus Heart provides much needed gathering, informal teaching and learning and programmable outdoor space for University wide functions.

### Near-Term Campus Development

As illustrated in the accompanying diagrams, new campus buildings (a and b) replace the extant BC and USC buildings. Building (a) is currently being explored as the future Canine Institute. Building (b) is envisioned to house a combination of new campus facilities including a multi-purpose simulation center, improved informal learning spaces, a campus wellness center and a consolidated IT operations center for the entire campus.

### Future Campus Development

Programs for future buildings (c) and (d) include health and wellness integrated with an activated community programs such as retail and

personal services on the ground floor. These programs have yet to be defined but Preferred Plan places them in this preferred zone. The building locations focus the Campus Heart around a central green space, creating a mixed use corridor along 3<sup>rd</sup> Street.

### Potential Structured Parking Zone

The area illustrated as Potential Structured Parking Zone along the north edge of campus and along 1<sup>st</sup> Street could serve the long-term needs of both WesternU and the Garey Street corridor. WesternU, the city of Pomona and potential third-party developers will likely establish a shared parking garage within the downtown area, addressing parking demands and enhancing synergies among many users.

### Partnership Development Zone

The Partnership Development Zone (illustrated in the blue tone, pgs. 111-113) are full city blocks most suitable for joint WesternU and private development. Future demand for commercial, retail, residential and campus support functions are best accommodated in these blocks - supporting the economic vitality of downtown Pomona and creating amenities for students, faculty and staff.

### Concentrated and Contiguous Campus Development

The Preferred Plan recognizes the value and benefit of proximity and synergy between campus facilities and programs. The new Campus Heart would integrate NSC into the center of campus, creating enhanced synergies and cross campus collaborations.

# CAMPUS PLAN

Development Concept - 10- to 20- Year Planned Growth

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# CAMPUS PLAN

## Recommended 30+ Year Plan

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The 30-year development concept as depicted on the opposite page provides a broad vision of the University strategy to partner with the city of Pomona to develop a vibrant University Village. Here Town and Gown together support services, housing and business activities that create an economically sustainable and unique community. Taking a cue from the city of Pomona Corridor Specific Plan, with a planning and design framework to enhance economic performance, functionality and beauty of specific community corridors, the campus influence would extend south to Mission Boulevard to substantially further development goals in Pomona.

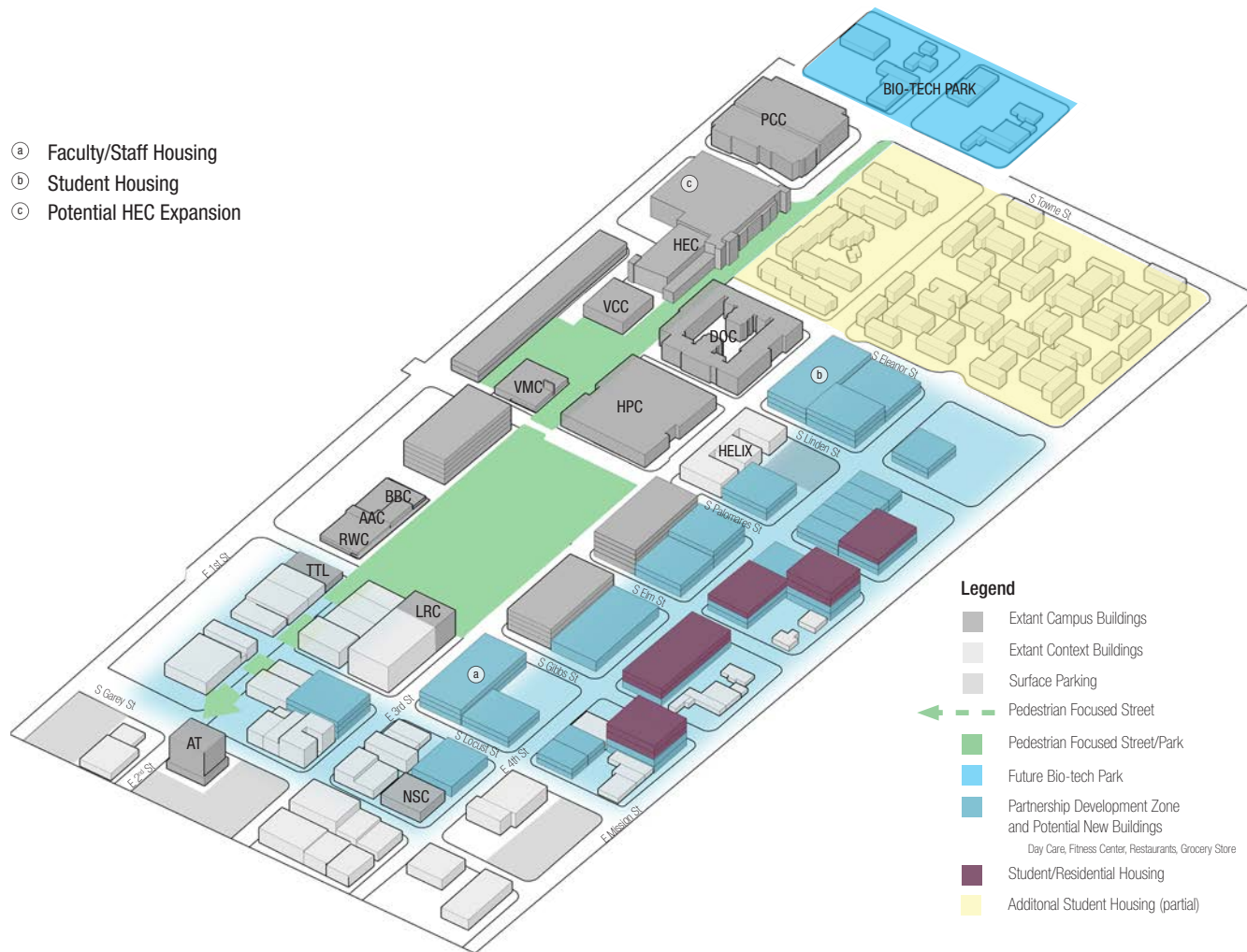
Key focus areas for this strategy include comprehensive planning to increase value of disinvested areas. Beautification of city corridors can ensure a successful downtown that develops synergy with extant partners in services to students, customers, residents, pedestrians, transit riders, workers and visitors. New faculty, staff and student housing near the University and downtown will help build a more active, prosperous and sustainable city with a unique sense of community character. Neighborhood amenities such as retail, grocery, day care and a fitness center will add to the vibrancy of the area.

This revitalization will further enhance public safety by incorporation of Crime Prevention Through Environmental Design (CPTED) guidelines into development designs to reduce the incidence and fear of crime and otherwise maximize public safety.

In addition to contributing to the Corridor Plan, the University aspires to collaborate in the creation of a clinical research and biotech park to the east of campus, off south Towne Avenue. Such development will be a natural extension of clinical and research activities on campus. It also will help attract industry to the city while enhancing University reputation and opportunities for learning, clinical care and research.

# CAMPUS PLAN

## Development Concept - 30+ Year Planned Growth



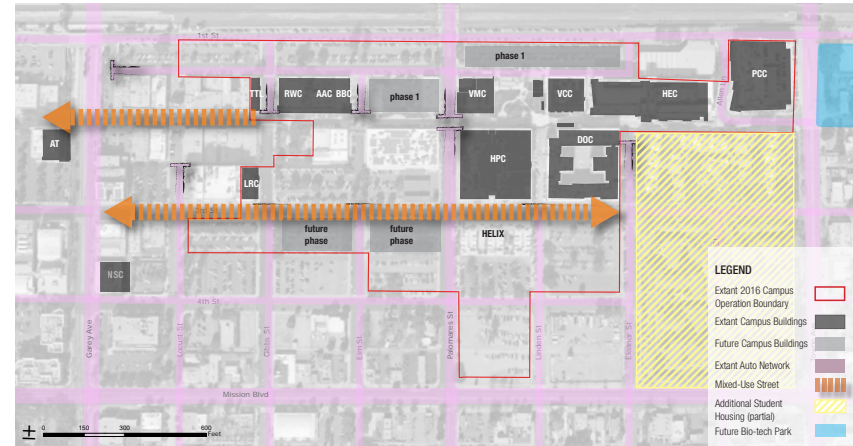
# CAMPUS PLAN

## Development Components

### Pedestrian Realm and Campus Open Space



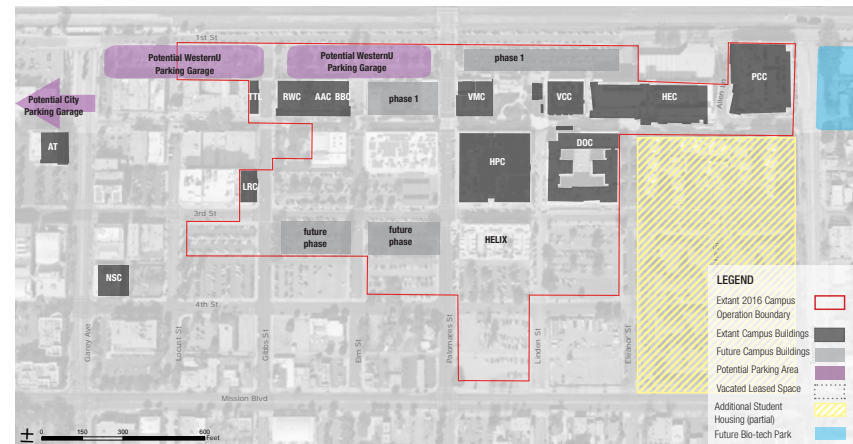
### Auto Network



### Potential Partnership Development Zone



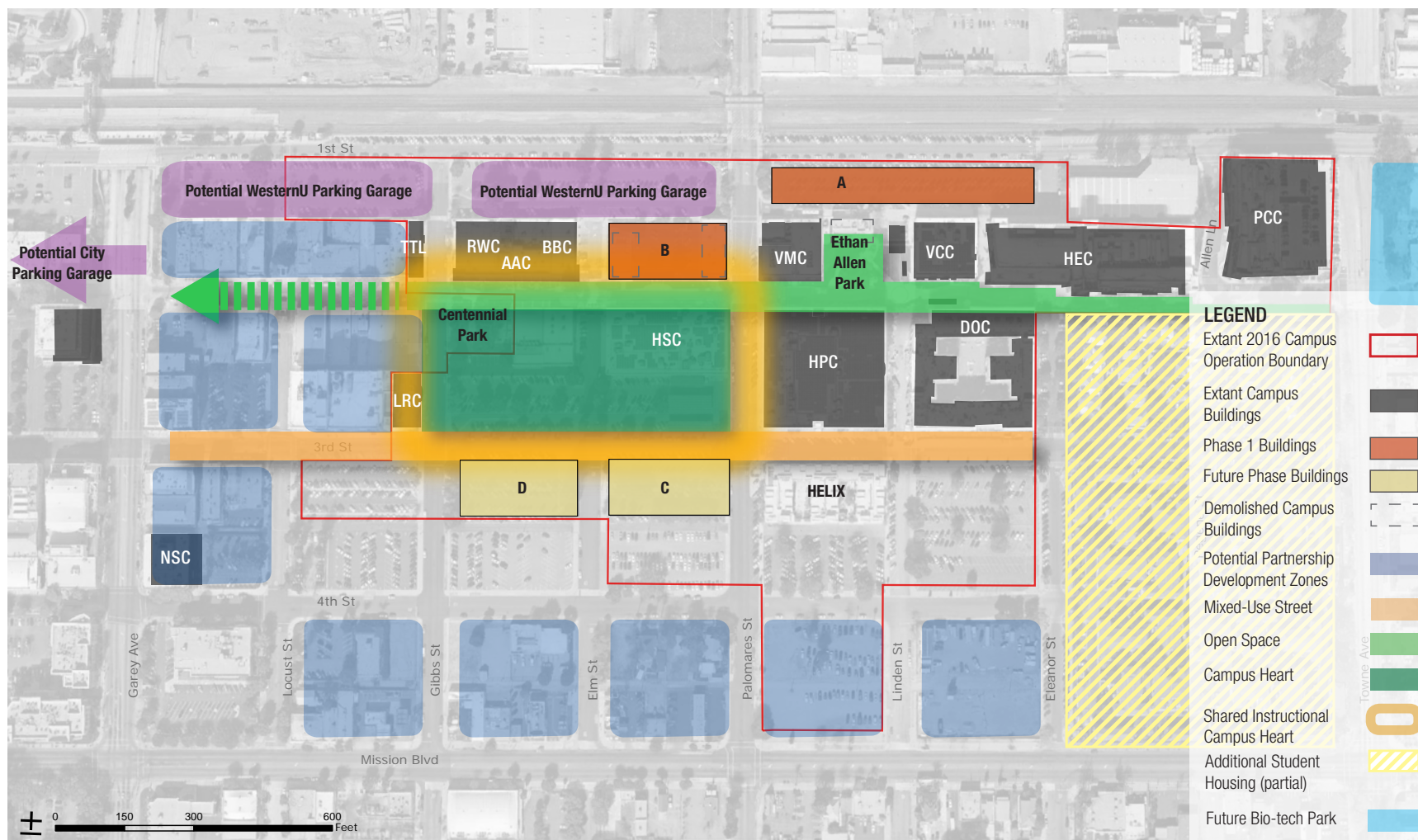
### Potential Parking Zones





# CAMPUS PLAN

## Development Concept



# CAMPUS PLAN

## Campus Parking

The campus diagram to the right shows two proposed parking structures. These garages are located on the north edge of campus, fronting 1st Street and will accommodate the surface parking lost due to development, along with the additional parking demand created by the addition of new programs. Above-ground parking lots could include retail or other active program uses on the ground floors whenever possible. Partnering with the city of Pomona in the development of these structures, the benefits of consolidated multistory parking are twofold:

1. From a University perspective, providing a higher density of parking on the edge of campus allows faculty, students and staff closer proximity to the academic program areas. This not only provides for greater convenience but also creates a safer environment, where walking distances across campus to parking, especially at night, are kept to a minimum, providing an elevated level of safety.



Parking structure with retail on the ground floor

2. From a town planning perspective, the ability to consolidate parking into parking structures mitigates the blight of surface parking across multiple parcels. This allows land to be used for the highest and best use relative to downtown activation, freeing parcels for additional development and benefiting all land users.

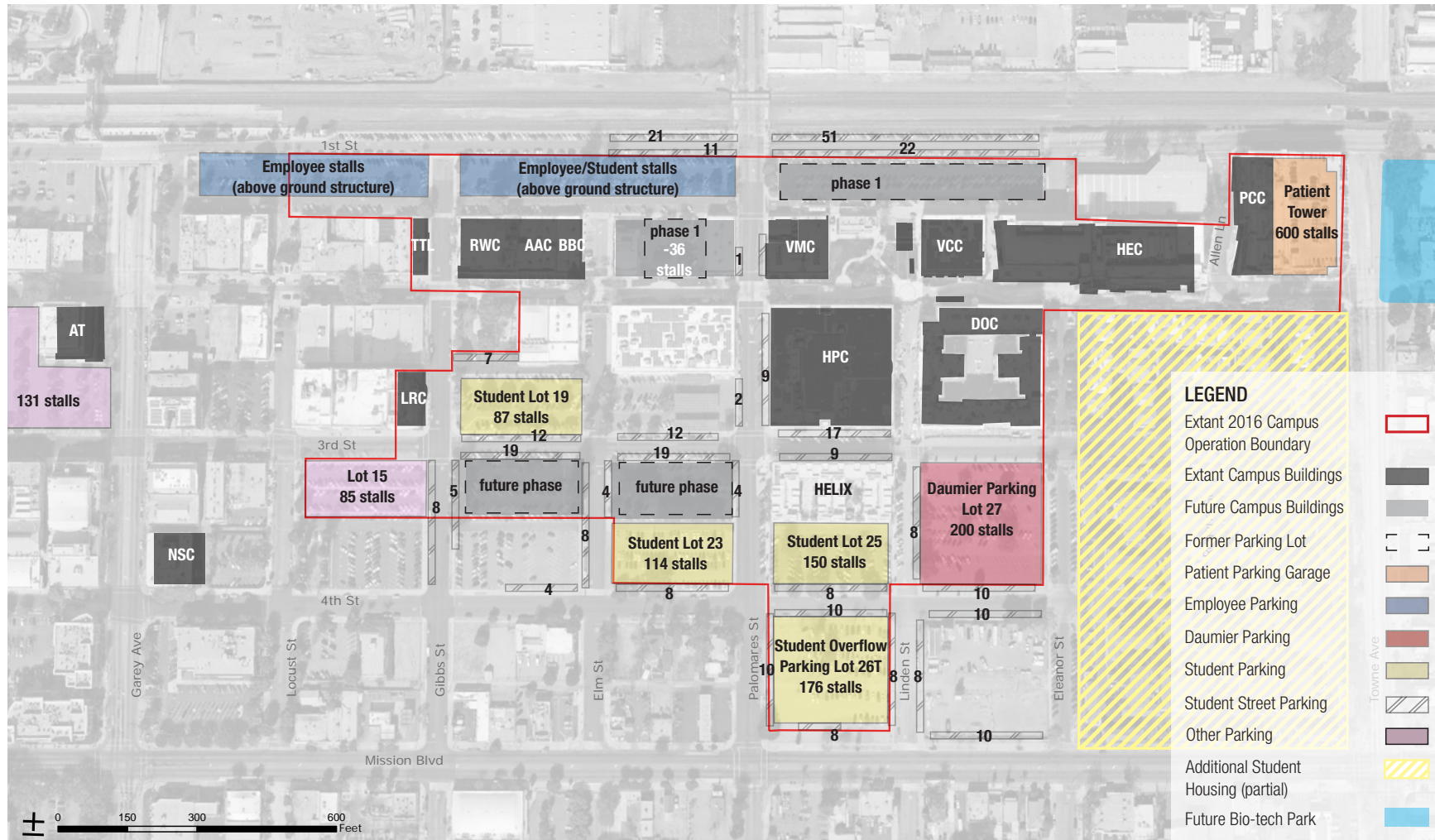
As the campus grows, a comprehensive transportation study will be required as outlined in the conditions of approval for the HEC. Exact parking counts will need to be verified with the city at the time of proposed new development, which should consider transportation mitigation plans, together with reconciling the total program area.

Additionally, WesternU should encourage alternate sustainable and healthy modes of transportation to campus. Encouraging walking, biking and transit to campus will play a major role in promoting the health and well-being of campus users, one of the critical strategic objectives for WesternU (see pages 54-55).

Parking Type	2016 Stalls (approx)
Patient	75
Employee and Student Surface/Garage	1,768
Daumier	306
Student Street Parking	339

# CAMPUS PLAN

## Parking Plan





# CAMPUS PLAN

## Primary Actions

The following charts outline a potential implementation strategy to achieve the desired Campus Master Plan goals. The numeric values of the impacted assignable square footage (ASF) and Campus Net ASF are relative to current space utilization and do not consider the recommended space efficiencies that could be achieved should the assignment of space outlined in the Projected Space Needs Chart on page 91 be implemented. Addition of informal learning space has zero impact on space modification.

Step	Description	Actions (i.e., who is moving and where)	Impacted ASF	Campus Net ASF	GSF +/-	Campus Net GSF
1.0	Build out Classroom D in the Health Education Center.	N/A	+2,000	442,794	0	730,113
2.1	Renovate the third floor of Anderson Tower into offices to accommodate the relocated IT Department from the fourth floor of the LRC.	IT move from LRC to Anderson Tower	+4,000	442,794	0	730,113
2.2	With the relocation of the IT Department from the library, renovate certain areas of the second, third and fourth floors of the library with breakout student study space.	N/A	+7,300	442,794	0	730,113
3.1	Furnish University Services Center (USC) for computer/training space and as informal student learning. Security shop to be accommodated.	Relocate functions in USC to Anderson Tower	+2,300	442,794	0	730,113
3.2	Renovate Technology Training Lab (TTL) building for Recreation/Wellness Center.	Relocate TTL to USC	+3,388	442,794	0	730,113
4.1	Renovate fourth floor of the Anderson Tower for Virtual Reality Lab and affiliated functions.	Relocate VR lab to Anderson Tower	+2,900	442,794	0	730,113
4.2	Renovate the first floor of the library into informal gathering space to accommodate large campus meetings. When not formally reserved for these functions, this space should be configured to allow for informal student interaction space.	N/A	+4,300	442,794	0	730,113
4.3	Renovate RWC. Relocate non-office nursing space to campus.		+30,000	472,794	0	730,113

# CAMPUS PLAN

## Sequence of Near Term Actions



# CAMPUS PLAN

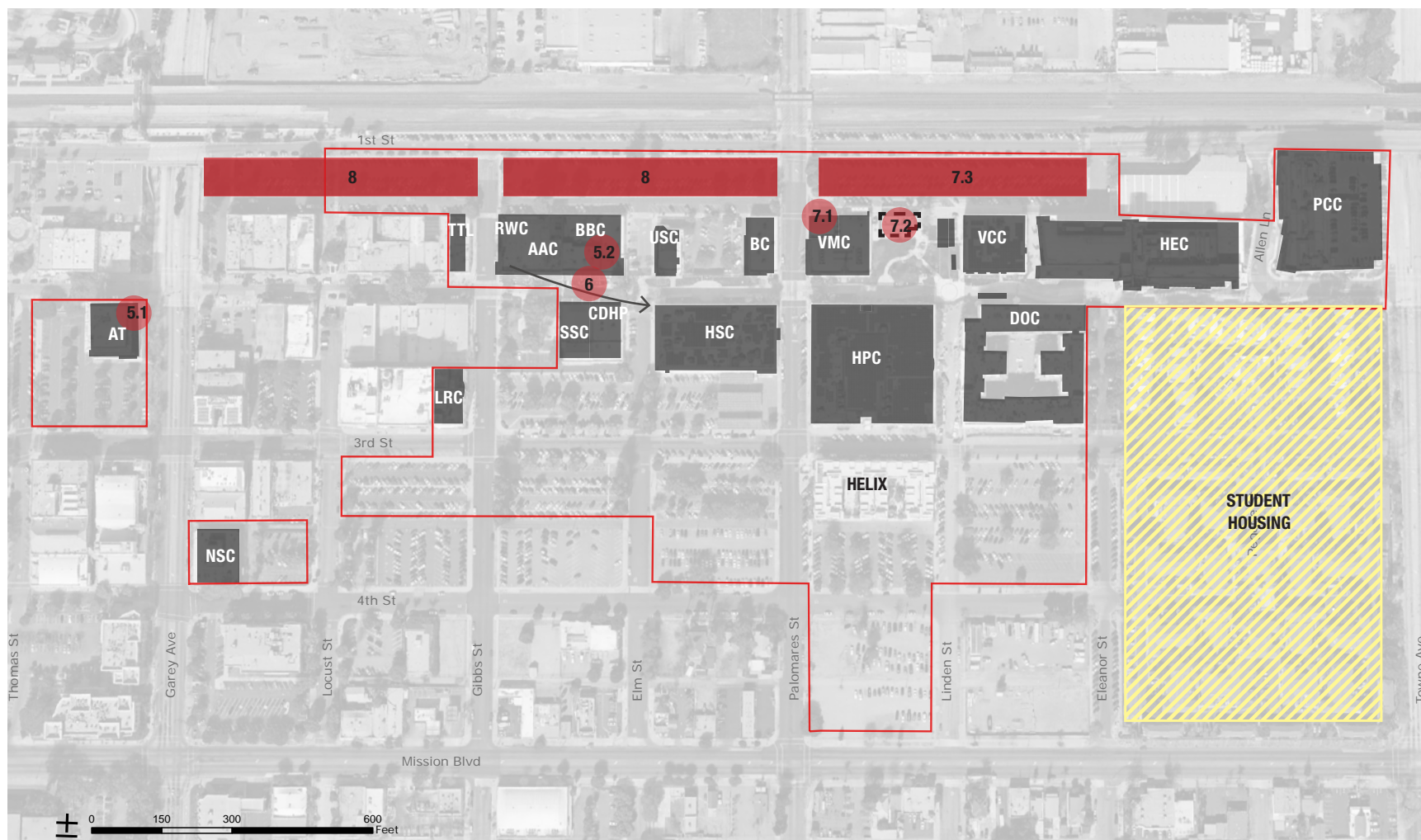
## Secondary Actions

Step	Description	Actions (i.e., who is moving and where)	Impacted ASF	Campus Net ASF	GSF +/-	Campus Net GSF
5.1	Renovate Anderson Tower for ground-floor retail.	Relocate Bookstore to Anderson Tower	+2,900	474,794	0	730,113
5.2	Renovate Bookstore for simulation/immersive learning.	Relocate distributed simulation to BBC and backfill with group study and/or college specific needs	+5,800	480,594	0	730,113
6.0	Move Network Operations Center and service desk to HSC.	Relocate NOC to HSC	+3,800	484,394	0	730,113
7.1	Renovate Veterinary Clinical Center for pathology use.	Relocate VPC to VMC	+1,500	485,894	0	695,558
7.2	Demolish the Veterinary Pathology Center.	Relocate off-campus	-1,500	484,394	-2,200	693,358
7.3	Construct the Canine Institute.		+36,000	520,394	+60,000	753,385
8.0	Construct two (2) multi-level parking structures.	N/A	0		+210,000	



# CAMPUS PLAN

## Sequence of Mid Term Actions



# CAMPUS PLAN

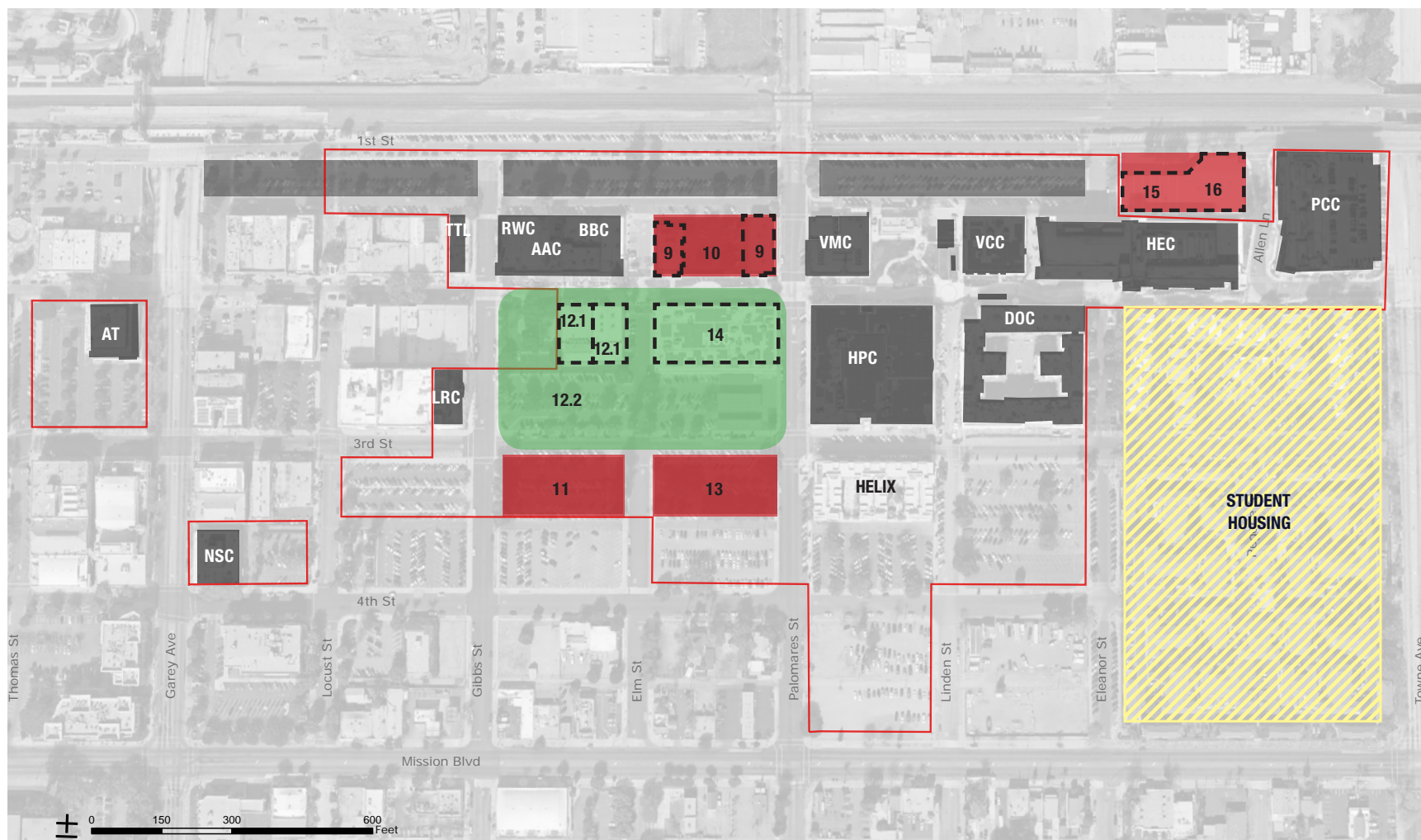
## Tertiary Actions

Step	Description	Actions (i.e., who is moving and where)	Impacted ASF	Campus Net ASF	GSF +/-	Campus Net GSF
9.0	Vacate and demolish the University Services Center and the Business Center.	Relocate USC and Business Center functions to Anderson Tower	-9,508	467,786	-15,847	737,511
10.0	Construct an Interprofessional Interdisciplinary Immersive Learning Center.		+32,000	*499,786	+54,000	*791,511
11.0	Construct a Student Center (Student Success, Health and Wellness, Hearth).		+55,800	555,586	+93,000	884,511
12.1	Vacate and demolish the Student Services Center and the Center for Disability and Health Policy.	Relocate functions to the Student Center	-16,161	539,425	-26,500	858,511
12.2	Renovate 2 <sup>nd</sup> Street Promenade and Centennial/Future Park					
13.0	Construct academic building.	Program TBD	+48,526 + TBD	587,951+	+72,125 + TBD	930,636+
14.0	Demolish Health Sciences Center.	Program move to academic/housing building (13.0)	-48,526	539,425+	-72,125	858,511+
15.0	Purchase the Public Storage facility for removal or re-purposing as support/loading area.					
16.0	Expand HEC.					

\*Corresponds to timeline of Projected Space Needs chart total GSF and ASF on page 71. Differences between supply and demand for space is a result of working with extant building stock that defined areas. Additional ASF provides surge space to permit incremental renovation.

# CAMPUS PLAN

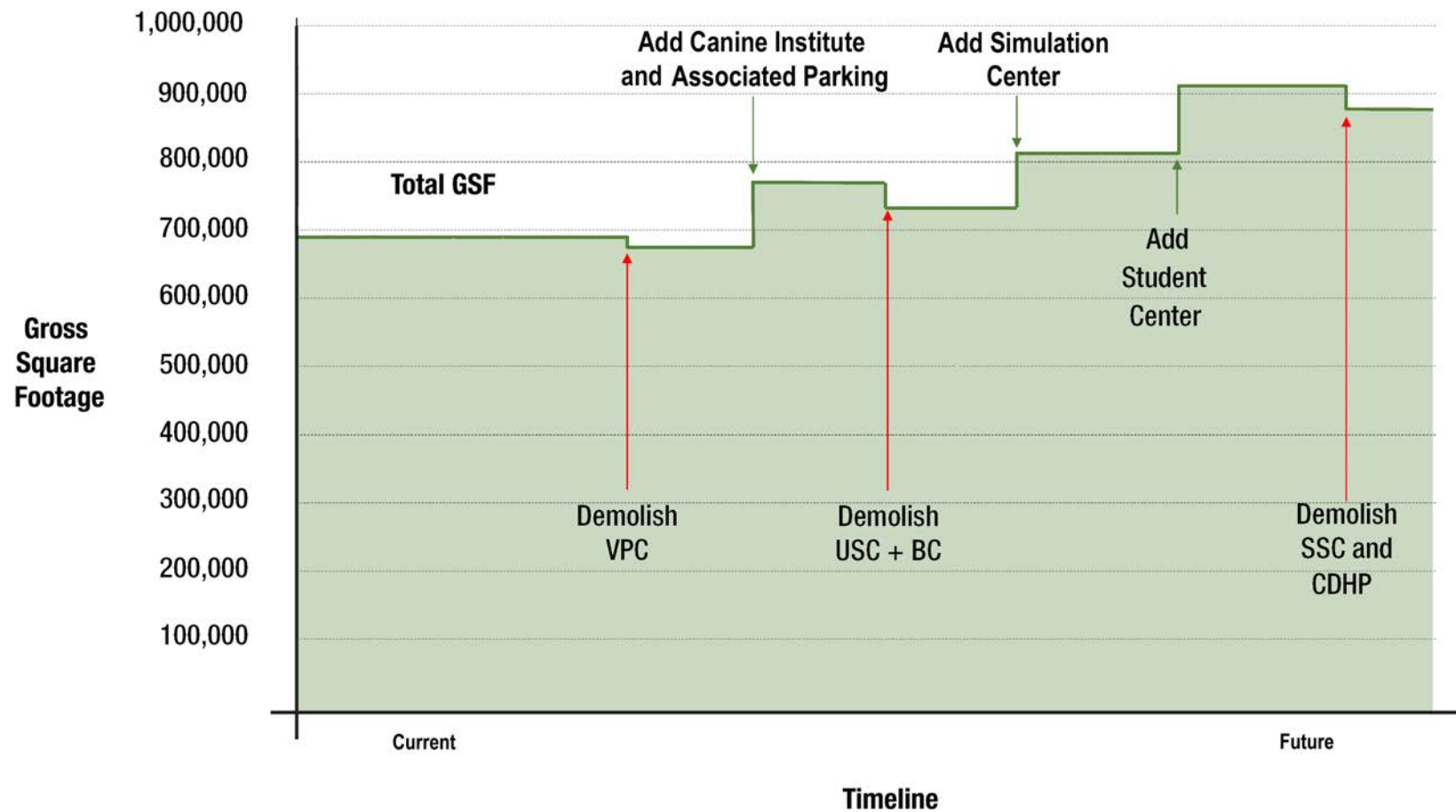
## Sequence of Long Term Actions





# CAMPUS PLAN

## Future Phase Outcomes and Benefits Diagram



# CAMPUS PLAN

## Professional Interdisciplinary Immersive Learning Center Anticipated Program

<b>Student Center</b>	<b>Number</b>	<b>ASF per</b>	<b>Total ASF</b>
Scheduable Project Rooms	8	150	1,200
Drop In Computer Lab	1	1,200	1,200
Learning Commons	1	6,400	6,400
Interactive Teaching/Learning Tools	1	1,200	1,200
<b>Student Advising</b>			
Small Conference	3	80	240
Admin/Waiting	1	180	180
Advisor Offices	4	140	560
Testing Center	1	480	480
Tutoring Center	1	1,000	1,000
Café	1	800	800
		<b>Total ASF</b>	<b>13,260</b>
<b>Simulation Center</b>			
<b>Simulated Clinic Suite</b>			
Student Orientation	1	400	400
Exam Rooms	4	120	480
GYN Exam Room	1	120	120
Critical Care/Acute Care Treatment Room	2	240	480
Charting Station	6	30	180
Storage	1	120	120
Clean Linen	1	100	100
Briefing and Debriefing Room	1	160	160
Women's Changing/Locker Room	1	300	300
Men's Changing/Locker Room	1	300	300
Video Control Room/AV Rack	1	300	300
Monitoring Room	1	300	300
Unisex Toilet	2	64	128
<b>Part Task Trainer Environment</b>			
Trainer Stations - Medium	-	250	-
Trainer Stations - Small	-	150	-
VR Collaborative Learning Space	-	400	-
Trainer Supplies and Support	-	150	-
<b>Teaching/Learning</b>			
Virtual Reality Immersive Interactive Classroom	1	1,600	1,600
Staging/Support	1	250	250

<b>Multi-Modal Simulation Suite</b>			
Simulation Orientation/Debrief	1	400	400
Men's Changing Rooms	1	150	150
Women's Changing Rooms	1	150	150
Ante/Scrub	2	80	160
Surgery/OR Room	2	600	1,200
Emergency/Triage Room'	1	750	750
Imaging Room	1	600	600
Control Room	2	200	400
Clean and Soiled Utility	2	120	240
 Sim Man - Hospital Suite/Delivery Suite	1	1,600	1,600
 SimMan Server Room and A/V Racks	1	180	180
<b>Office</b>			
Manager Office	2	140	280
Admin/Waiting	1	140	140
Small Conference	1	150	150
Closet	1	40	40
Coffee/Copy/Mail	1	160	160
<b>Support</b>			
Gas Closet	1	40	40
Storage	1	240	240
Faculty Conference/Session Prep	1	180	180
		<b>Total ASF</b>	<b>12,278</b>
 <b>Conference and Auditorium</b>			
250 Seat Auditorium	1	4,500	4,500
A/V Support	1	150	150
16 person Conference Room	4	180	720
8 Person Conference Rooms	6	120	720
Pre and Post-function space	1	1,000	1,000
		<b>Total ASF</b>	<b>7,090</b>
		<b>Sub Total ASF</b>	<b>32,628</b>
		<b>GSF at 60% efficient</b>	<b>54,380</b>

