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

Credits

UNIVERSITY PARTICIPANTS

Board Members
Richard Bond
Linda Crans
John Forbing
David Sadava
Derek Samuel

Administration
Daniel Wilson
Gary Gugelchuk*
Kevin Shaw*
Thomas Fox*
Sheree Aston*
Philip Pumerantz
Elizabeth Rega

Vice Presidents
Steven Henriksen*
Beverly Guidry*

Deans
Michel Baudry
Stephanie Bowlin
Paula Crone
Steven Friedrichsen*
Lawrence Harkless
Elizabeth Hoppe
Mary Lopez
Phillip Nelson
Daniel Robinson
Karen Hanford

Directors
Todd Clark*
Denise Wilcox*
Steve Jasperson
Jeffery Keating*
Tim Wood*
Juan Ramirez
Linda Emilio
Pat Vader

Faculty and Staff
Pat Callard*
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Craig Kuehn
Beth Boynton
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Pinakin Davey
Donna Emanuele
Rebecca Moellmer
Mark Bottorff
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Invited Guests
Kirk Pelser
Mark Lazaretto
Robert Kim

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Flad Architects
Andrew Cunningham
Brad Leathley
Martin Regge
Kim Drake
Amy Taylor
Vivianna Wang

mode associates
Stacey White
Megan Lizarraga

*Steering Committee
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</tbody>
</table>
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.
EXECUTIVE SUMMARY

Recommended 10- to 20- Year Plan

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

Legend
- Extant Campus Buildings
- Extant Context Buildings
- Surface Parking
- Pedestrian Focused Street
- Pedestrian Focused Street/Park
- Future Bio-tech Park
- Phase 1 Campus Buildings
- Future Campus Buildings
- Additional Student Housing (partial)
- Potential Structured Parking Zone
- *University Village Character* Zone
- Acquire When Available

1. Canine Institute
2. Simulation Center, Computer Lab, Education Innovation Center
3. Bookstore, Student Center
4. Health & Wellness Center, relocated Health Sciences Center functions
EXECUTIVE SUMMARY

Measurements of Success and Future Benefits

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.
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
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

Number of responses by University affiliation

<table>
<thead>
<tr>
<th>Board</th>
<th>Employees</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>413</td>
<td>601</td>
</tr>
</tbody>
</table>
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, 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.
PROGRAM AND FUNCTION ANALYSIS

Listing of Colleges and Space Use Allocation

LEGEND

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

### Listing of Existing Buildings

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

College of Allied Health Professions

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
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)**

<table>
<thead>
<tr>
<th>Space Type</th>
<th>FTE Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab</td>
<td>6,809</td>
</tr>
<tr>
<td>Office</td>
<td>7,988</td>
</tr>
<tr>
<td>Other</td>
<td>1,133</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,930</strong></td>
</tr>
</tbody>
</table>

**Enrollment by Degree Pathway**

- Doctor of Physical Therapy (Post-Professional)
- Doctor of Physical Therapy (Professional)
- Master of Science in Health Sciences
- Master of Science in Health Sciences (Non-Degree)
- Master of Science in Physician Assistant Studies
- Master of Science in Prosthetics and Orthotics

![Enrollment Graph](image-url)
PROGRAM AND FUNCTION ANALYSIS

College of Dental Medicine

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.
Extant Space (Organizationally Assigned)

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td>18,409</td>
</tr>
<tr>
<td>Simulation</td>
<td>4,713</td>
</tr>
<tr>
<td>Group Study</td>
<td>1,746</td>
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<tr>
<td>Office</td>
<td>3,285</td>
</tr>
<tr>
<td>Other</td>
<td>293</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28,446</strong></td>
</tr>
</tbody>
</table>

Enrollment by College - Doctor of Dental Medicine

[Graph showing enrollment from 2006/07 to 2024/25]
PROGRAM AND FUNCTION ANALYSIS

College of Graduate Nursing

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.
Enrollment by College

- Doctor of Nursing Practice
- Master of Science in Nursing (ADN/RN-MSN)
- Master of Science in Nursing (BSN/RN-MSN)
- Master of Science in Nursing (Entry Level)
- Master of Science in Nursing (Non-Degree)
- Master of Science in Nursing/Family Nurse Practitioner
- Master of Science in Nursing/Family Nurse Practitioner/Doctor of Nursing Practice
- Post-Master’s Family Nurse Practitioner Certificate

Extant Space (Organizationally Assigned)

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Extant Space (Organizationally Assigned)</th>
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<tbody>
<tr>
<td>Simulation</td>
<td>2,565</td>
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<tr>
<td>Office</td>
<td>12,010</td>
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<tr>
<td>Other</td>
<td>376</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>
PROGRAM AND FUNCTION ANALYSIS

College of Optometry

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.
Extant Space (Organizationally Assigned)

- Teach Lab: 8,505
- Group Study: 1,474
- Office: 4,029
- Other: 216

Total: 14,223

Enrollment by College

- Doctor of Optometry

Academic Year

FTE Student
PROGRAM AND FUNCTION ANALYSIS
College of Osteopathic Medicine of the Pacific

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.
Extant Space (Organizationally Assigned)

- Clinical: 8,568
- Simulation: 6,203
- Group Study: 2,693
- Office: 15,722
- Other: 1,123
- Total: 34,309

Enrollment by College

- Doctor of Osteopathic Medicine (Lebanon)
- Doctor of Osteopathic Medicine (Pomona)
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)

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Extant Space (Organizationally Assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
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<td>Teach Lab</td>
<td>1,645</td>
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<td>Simulation</td>
<td>332</td>
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<tr>
<td>Group Study</td>
<td>4,961</td>
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<tr>
<td>Office</td>
<td>11,912</td>
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<tr>
<td>Storage</td>
<td>640</td>
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<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

### Enrollment by College

- **Doctor of Pharmacy**
- **International Post-Baccalaureate PharmD Program**
- **Master of Science in Pharmaceutical Sciences**

![Enrollment Graph](image)
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)

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Extant Space (Organizationally Assigned)</th>
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</thead>
<tbody>
<tr>
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<td>2,146</td>
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<td>Office</td>
<td>1,994</td>
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<tr>
<td>Other</td>
<td>348</td>
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<tr>
<td>Total</td>
<td>5,249</td>
</tr>
</tbody>
</table>

Enrollment by College

- Doctor of Podiatric Medicine
  - 35%
  - 23%
  - 42%

Academic Year

- Doctor of Podiatric Medicine
  - 2006/07
  - 2007/08
  - 2008/09
  - 2009/10
  - 2010/11
  - 2011/12
  - 2012/13
  - 2013/14
  - 2014/15
  - 2015/16
  - 2016/17
  - 2017/18
  - 2018/19
  - 2019/20
  - 2020/21
  - 2021/22
  - 2022/23
  - 2023/24
  - 2024/25

FTE Student

- Academic Year
  - 2006/07
  - 2007/08
  - 2008/09
  - 2009/10
  - 2010/11
  - 2011/12
  - 2012/13
  - 2013/14
  - 2014/15
  - 2015/16
  - 2016/17
  - 2017/18
  - 2018/19
  - 2019/20
  - 2020/21
  - 2021/22
  - 2022/23
  - 2023/24
  - 2024/25
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.
### Extant Space (Organizationally Assigned)

<table>
<thead>
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<th>Count</th>
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<td>Office</td>
<td>13,473</td>
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<td>Other</td>
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### Enrollment by College

**College of Veterinary Medicine - Doctor of Veterinary Medicine**

<table>
<thead>
<tr>
<th>Year</th>
<th>Instructional</th>
<th>Clinical</th>
<th>Office</th>
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<td>340</td>
<td>35%</td>
<td>44%</td>
<td>21%</td>
</tr>
<tr>
<td>2008/09</td>
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<td>35%</td>
<td>44%</td>
<td>21%</td>
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<tr>
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<td>35%</td>
<td>44%</td>
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<tr>
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<td>2011/12</td>
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<td>44%</td>
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<tr>
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<td>35%</td>
<td>44%</td>
<td>21%</td>
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<tr>
<td>2014/15</td>
<td>480</td>
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<td>2022/23</td>
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<tr>
<td>2023/24</td>
<td>660</td>
<td>35%</td>
<td>44%</td>
<td>21%</td>
</tr>
<tr>
<td>2024/25</td>
<td>680</td>
<td>35%</td>
<td>44%</td>
<td>21%</td>
</tr>
</tbody>
</table>
# 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

Enrollment by College

Academic Year 2006/07 to 2024/25

FTE Student
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
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

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.
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

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

- Informal Learning
- Structured Learning Experiences
- Student Support
- Innovation
- Industry Development
- Education/Outreach
- Student Teaching & Learning
- Hub/Heart
- Front Door
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.
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). 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.
Health and Well-Being Diagram

1. CAMPUS
   - Enhance walkability
   - Diverse/adjacent amenities
   - Compact, infill development
   - Healthy recreation options

2. BUILDING
   - Air
   - Water
   - Light
   - Sound
   - Reflection

3. NATURE
   - Expand natural elements
   - Reduce urban air pollution
   - Mitigate heat island effect
   - Programmatic green roofs

4. TRANSPORTATION
   - Promote convenient & safe active transportation
   - Enhance pedestrian accessibility
   - Develop active transportation plan
   - Provide active transportation incentives

5. COMMUNITY
   - Student gathering spaces
   - Childcare
   - Distance learning
   - Downtown Pomona partnerships

6. NUTRITION
   - Increase balanced options
   - Produce placement & promotion
   - Restrict use of processed food
   - Clearly label all options

HEALTH & WELL-BEING

NOTES:

- Enhance walkability
- Diverse/adjacent amenities
- Compact, infill development
- Healthy recreation options

- Promote convenient & safe active transportation
- Enhance pedestrian accessibility
- Develop active transportation plan
- Provide active transportation incentives

- Expand natural elements
- Reduce urban air pollution
- Mitigate heat island effect
- Programmatic green roofs

- Increase balanced options
- Produce placement & promotion
- Restrict use of processed food
- Clearly label all options

- Air
- Water
- Light
- Sound
- Reflection

- Student gathering spaces
- Childcare
- Distance learning
- Downtown Pomona partnerships
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.
CITY AND CAMPUS CONTEXT

Relationship to the City of Pomona (continued)

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.
CITY AND CAMPUS CONTEXT

Relationship to the City of Pomona (continued)
CITY AND CAMPUS CONTEXT

Zoning

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.
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.

<table>
<thead>
<tr>
<th>Lot Name</th>
<th># of stalls</th>
<th>Owned/Leased/Sub-leased</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT parking</td>
<td>131 stalls</td>
<td>owned by WesternU</td>
</tr>
<tr>
<td>NSC parking</td>
<td>35 stalls</td>
<td>leased by WesternU from owner</td>
</tr>
<tr>
<td>Lot 12</td>
<td>83 stalls</td>
<td>city-owned; open public parking</td>
</tr>
<tr>
<td>Lot 15</td>
<td>20 stalls</td>
<td>leased by WesternU from city</td>
</tr>
<tr>
<td>Lot 17</td>
<td>173 stalls</td>
<td>leased by WesternU from city</td>
</tr>
<tr>
<td>Lot 18</td>
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<td>Lot 19</td>
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<td>Lot 20</td>
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<td>leased by WesternU from city</td>
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<td>USC and BC parking</td>
<td>36 stalls</td>
<td>owned by WesternU</td>
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<tr>
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<td>46 stalls</td>
<td>leased by WesternU from city</td>
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<td>Lot 21</td>
<td>24 stalls</td>
<td>owned by WesternU</td>
</tr>
<tr>
<td>Lot 22</td>
<td>106 stalls</td>
<td>leased by Daumier from city</td>
</tr>
<tr>
<td>Lot 23</td>
<td>53 stalls</td>
<td>leased by WesternU from city: shared with Daumier</td>
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<tr>
<td>Lot 23</td>
<td>61 stalls</td>
<td>leased by WesternU from city</td>
</tr>
<tr>
<td>Lot 24</td>
<td>173 stalls</td>
<td>leased by WesternU from city</td>
</tr>
<tr>
<td>Lot 25</td>
<td>150 stalls</td>
<td>sub-leased by WesternU</td>
</tr>
<tr>
<td>Lot 28T</td>
<td>176 stalls</td>
<td>leased by WesternU from city</td>
</tr>
<tr>
<td>Lot 27</td>
<td>200 stalls</td>
<td>owned by Daumier</td>
</tr>
<tr>
<td>PCC parking</td>
<td>660 stalls</td>
<td>owned by WesternU</td>
</tr>
</tbody>
</table>
CITY AND CAMPUS CONTEXT

Parking (continued)
CITY AND CAMPUS CONTEXT

Transportation and Road Network

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 additional streetscape improvements here to greatly increase pedestrian safety and campus vitality.
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 2nd Street could further extend the mall ambience in a growing University Village.
CITY AND CAMPUS CONTEXT

Pedestrian and Open Space Network (continued)
CITY AND CAMPUS CONTEXT

University Identity and Campus Access

Major campus identity points occur at the entrances of 2nd and Gibbs Streets, along the pedestrian mall and at 2nd 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 3rd 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.
CITY AND CAMPUS CONTEXT

University Identity and Campus Access (continued)
CITY AND CAMPUS CONTEXT

Town-Gown Interface

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.
Town-Gown Interface (continued)

LEGEND
- Perceived WesternU "Campus"
- Campus Gateway
- Potential Partnership Development Zones
- Zone of Opportunity
- Long Term Zone of Opportunity
- Garey Avenue Retail Corridor and Streetscape Standards
- Additional Student Housing (partial)
- Future Bio-tech Park
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 3rd Street. Academic functions and supportive retail should be encouraged on the remnants of the 2nd 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 3rd Street is depicted in the photos on the following page. Highlighted in red on the adjacent diagram is the potential University Village area on 3rd Street.
University Village Examples

Ann Arbor, MI

Seattle, WA

Davidson, NC

Bloomington, IN
PLACEMAKING

University Village Character (continued)

Despite a 72-foot right-of-way, 3rd 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. 3rd Street can become a vibrant neighborhood corridor by narrowing unnecessary space dedicated to cars and framing the street with retail and community uses.
Extant 3rd Street Section

Potential 3rd Street Section - Active Ground Level Development
PLACEMAKING

Palomares Street and 2nd Street

The crossing at Palomares and 2nd 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 2nd 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.
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.
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.

<table>
<thead>
<tr>
<th>Space</th>
<th>Standard Square Feet</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Academic Space</td>
<td>25 ASF/FTE</td>
<td>i.e. teaching labs</td>
</tr>
<tr>
<td>Student-Faculty Ratio</td>
<td>15 FTES/FTEF</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>25 ASF/FTE</td>
<td>With an assumed 70 SF per FTE allocated to college-specific staff needs</td>
</tr>
<tr>
<td>Interprofessional education space</td>
<td>25 ASF/FTE</td>
<td>i.e. lecture, active learning, or other instructionally related functions</td>
</tr>
<tr>
<td>Clinical space</td>
<td>25 ASF/FTES</td>
<td>Includes shared functionality with on-campus health and wellness needs</td>
</tr>
<tr>
<td>Faculty research space</td>
<td>120 ASF/FTEF</td>
<td></td>
</tr>
<tr>
<td>Operational Administrative Functions</td>
<td>9 ASF/FTES</td>
<td></td>
</tr>
<tr>
<td>Informal Learning Space</td>
<td>18-20 ASF/FTES</td>
<td>Includes functions traditionally associated with “student success” i.e. library, casual study space</td>
</tr>
<tr>
<td>Recreation</td>
<td>3 ASF/FTES</td>
<td>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.</td>
</tr>
<tr>
<td>Housing</td>
<td>333 ASF/FTES</td>
<td>Total initial expansion to include 50% of on campus enrollment which is assumed to be approximately 25% of the total enrollment.</td>
</tr>
</tbody>
</table>

*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.
<table>
<thead>
<tr>
<th>College Specific Instructional Space</th>
<th>Current FTE Students (FTES)</th>
<th>Current FTE Faculty (FTEF)</th>
<th>Current Instructional</th>
<th>Current Clinical</th>
<th>Current Office/ Admin</th>
<th>Current Research</th>
<th>Total Space (ASF)</th>
<th>Total ASF/FTE FTE</th>
<th>Projected (2025) FTE Students (FTES)</th>
<th>Projected FTE Faculty (FTEF)</th>
<th>Projected Instructional</th>
<th>Projected Clinical</th>
<th>Projected Office/ Admin</th>
<th>Projected Research</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Professions</td>
<td>433</td>
<td>24</td>
<td>13</td>
<td>6,809</td>
<td>0</td>
<td>7,822</td>
<td>14,631</td>
<td>33.8</td>
<td>550</td>
<td>13,750</td>
<td>7,150</td>
<td>20,900</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>284</td>
<td>34</td>
<td>59</td>
<td>6,459</td>
<td>18,409</td>
<td>3,285</td>
<td>28,153</td>
<td>55.8</td>
<td>294</td>
<td>7,350</td>
<td>3,822</td>
<td>11,172</td>
<td></td>
<td></td>
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<tr>
<td>College of Graduate Nursing</td>
<td>388</td>
<td>20</td>
<td>12</td>
<td>2,565</td>
<td>0</td>
<td>12,010</td>
<td>14,575</td>
<td>37.6</td>
<td>500</td>
<td>12,500</td>
<td>6,500</td>
<td>19,000</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>College of Optometry</td>
<td>338</td>
<td>29</td>
<td>25</td>
<td>9,502</td>
<td>7,414</td>
<td>4,028</td>
<td>20,944</td>
<td>62.0</td>
<td>344</td>
<td>8,600</td>
<td>4,472</td>
<td>13,072</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Osteopathic Medicine of the Pacific (COMP-Northwest)</td>
<td>901</td>
<td>69</td>
<td>123</td>
<td>9,287</td>
<td>4,581</td>
<td>15,722</td>
<td>29,590</td>
<td>32.8</td>
<td>901</td>
<td>22,525</td>
<td>11,713</td>
<td>34,238</td>
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<tr>
<td>College of Pharmacy</td>
<td>530</td>
<td>42</td>
<td>42</td>
<td>13,034</td>
<td>1,080</td>
<td>11,912</td>
<td>26,026</td>
<td>49.1</td>
<td>530</td>
<td>13,250</td>
<td>6,890</td>
<td>20,140</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Podiatric Medicine</td>
<td>159</td>
<td>11</td>
<td>14</td>
<td>3,068</td>
<td>3,670</td>
<td>1,994</td>
<td>8,732</td>
<td>54.9</td>
<td>159</td>
<td>3,975</td>
<td>2,067</td>
<td>6,042</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Veterinary Medicine</td>
<td>425</td>
<td>49</td>
<td>44</td>
<td>10,618</td>
<td>6,410</td>
<td>13,473</td>
<td>30,501</td>
<td>71.8</td>
<td>425</td>
<td>10,625</td>
<td>5,525</td>
<td>16,150</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate College of Biomedical Sciences</td>
<td>41</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1,423</td>
<td>1,423</td>
<td>34.7</td>
<td>114</td>
<td>2,850</td>
<td>1,482</td>
<td>4,332</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Specific Space by Category</td>
<td></td>
<td></td>
<td>61,342</td>
<td>41,564</td>
<td>71,669</td>
<td>0</td>
<td>174,575</td>
<td>95,425</td>
<td>0</td>
<td>49,621</td>
<td>0</td>
<td>145,046</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared Instruction (Interdiscipline; Simulation; Clinical)</td>
<td></td>
<td></td>
<td>62,750</td>
<td>9,302</td>
<td>0</td>
<td>25,966</td>
<td>98,018</td>
<td>95,425</td>
<td>95,425</td>
<td>0</td>
<td>30,536</td>
<td>221,386</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>3,599</td>
<td>272,593</td>
<td>77.7</td>
<td>3,817</td>
<td>95,425</td>
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<td>49,621</td>
<td>0</td>
<td>145,046</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Other Campus Related Functions                                 |                             |                            | 99,409             | 34,353            | 317,765             |
| Administration/Support                                         |                             |                            |                     |                  |                     |
| *Housing                                                      |                             |                            |                     |                  |                     |
| Student Recreation                                            |                             |                            |                     |                  |                     |
| Commons (Library and Student Life)                           |                             |                            |                     |                  |                     |
| **Total Campus ASF                                            |                             |                            | 413,000             | 804,000           | 1,340,000           |
| Total Campus GSF                                              |                             |                            | 730,000             |                   |                     |

* 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.
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

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

Urban Thread
Adds a new campus corridor along 3rd Street, relieving some of the development pressure from parcels surrounding 2nd 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 3rd 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.
ALTERNATIVE CONCEPTS

Campus Framework Plan

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 2nd street pedestrian mall. The clinical Patient Care Center at 2nd 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 2nd Street and Palomares Street but should reside on the western side of this intersection.
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 2nd Street pedestrian mall intensifies.

Evaluation Criteria Descriptions:

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Preliminary Evaluations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home/Heart</td>
<td></td>
</tr>
<tr>
<td>Immersive Environment</td>
<td></td>
</tr>
<tr>
<td>Wellness/Health</td>
<td></td>
</tr>
<tr>
<td>Community Connections</td>
<td></td>
</tr>
<tr>
<td>One University</td>
<td></td>
</tr>
<tr>
<td>Logistical Ease</td>
<td></td>
</tr>
</tbody>
</table>

- 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

Infill opportunities closest to the Campus Heart are immediately advantageous and activity on the 2nd Street pedestrian mall intensifies.
ALTERNATIVE CONCEPTS

Learning Mall Concept Alternative

Approximate added square footage: 600,000 GSF

Legend
- Auto Focused Street
- Mixed-use Street
- Pedestrian Dedicated Street/Park
- Future Bio-tech Park
- Future Campus Buildings
- Additional Student Housing (partial)
- Future Campus Buildings (Demolition of Extant Buildings Necessary)
- Extant Campus Buildings
- Extant Context Buildings
- Surface Parking
- Shared Instructional Campus Heart

 aprende su contenido natural a partir de la imagen proporcionada.
ALTERNATIVE CONCEPTS

Urban Thread

The Urban Thread concept adds a new campus corridor along 3rd Street, relieving some of the development pressure from parcels surrounding 2nd 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 3rd 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 3rd Street is developed as a mixed-use street that is activated by multiple modes of transportation into a lively streetscape.

Evaluation Criteria Descriptions:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Extant Campus</th>
<th>Current Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home/Heart</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Immersive Environment</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Wellness/Health</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Community Connections</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>One University</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Logistical Ease</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Preliminary Evaluations:
ALTERNATIVE CONCEPTS

Urban Thread Concept Alternative

Approximate added square footage:
600,000 GSF

Legend
- Auto Focused Street
- Mixed-use Street
- Pedestrian Dedicated Street/Park
- Future Bio-tech Park
- Future Campus Buildings
- Additional Student Housing (partial)
- Extant Campus Buildings
- Extant Context Buildings
- Surface Parking
- Shared Instructional Campus Heart
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 3rd 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:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Extant Campus</th>
<th>Current Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home/ Heart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immersive Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness/ Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Connections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logistical Ease</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Preliminary Evaluations:

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
ALTERNATIVE CONCEPTS

Urban Edge Concept Alternative

Approximate added square footage: 600,000 GSF

Legend:
- Auto Focused Street
- Mixed-use Street
- Pedestrian Dedicated Street/Park
- Future Bio-tech Park
- Future Campus Buildings
- Additional Student Housing (partial)
- Non WesternU Owned Land
- Extant Campus Buildings
- Extant Context Buildings
- Surface Parking
- Shared Instructional Campus Heart
# ALTERNATIVE CONCEPTS

## Campus Heart

The Campus Heart concept creates a mixed-use corridor along 3rd 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:

<table>
<thead>
<tr>
<th>Evaluation Criteria Descriptions:</th>
<th>Preliminary Evaluations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 = existing campus</td>
<td>Home/Heart</td>
</tr>
<tr>
<td>• 5 = magnetic center, concentrates student activity 18 hours a day</td>
<td>1</td>
</tr>
<tr>
<td>• 1 = distributed and siloed</td>
<td>Immersive Environment</td>
</tr>
<tr>
<td>• 5 = collected and collaboratively operated</td>
<td></td>
</tr>
<tr>
<td>• 1 = nuanced and modest</td>
<td>Wellness/Health</td>
</tr>
<tr>
<td>• 5 = overt and prioritized</td>
<td>Community Connections</td>
</tr>
<tr>
<td>• 1 = inwardly facing</td>
<td>One University</td>
</tr>
<tr>
<td>• 5 = outreaching and inviting</td>
<td>Logistical Ease</td>
</tr>
<tr>
<td>• 1 = college organized</td>
<td></td>
</tr>
<tr>
<td>• 5 = potential for focus on building common ground and identity</td>
<td></td>
</tr>
<tr>
<td>• 1 = many moves and enterprise inconvenienced</td>
<td></td>
</tr>
<tr>
<td>• 5 = fewer moves and enterprise enhanced</td>
<td></td>
</tr>
</tbody>
</table>
ALTERNATIVE CONCEPTS

Campus Heart Concept Alternative

Approximate added square footage: 600,000 GSF

Legend
- Auto Focused Street
- Mixed-use Street
- Pedestrian Dedicated Street/Park
- Future Bio-tech Park
- Future Campus Buildings
- Additional Student Housing (partial)
- Future Campus Buildings (Renovation of Extant Building Necessary)
- Extant Campus Buildings
- Extant Context Buildings
- Surface Parking
- Shared Instructional Campus Heart
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.
Participant Voting

Campus Heart Concept Voting
- Round 1
- Round 2

Urban Edge Concept Voting
- Round 1
- Round 2

Urban Thread Concept Voting
- Round 1
- Round 2

Learning Mall Concept Voting
- Round 1
- Round 2
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 2nd Street Esplanade. Select facilities along 2nd 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 3rd 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 2nd 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 2nd Street Pedestrian Character and Functions
The pedestrian mall along 2nd Street remains a major feature of the Preferred Plan. The much-revered pedestrian character and aesthetic of 2nd 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 3rd Street.

Potential Structured Parking Zone
The area illustrated as Potential Structured Parking Zone along the north edge of campus and along 1st 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
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.
WesternU Pomona Campus Master Plan

Development Concept - 30+ Year Planned Growth

Legend:
- Extant Campus Buildings
- Extant Context Buildings
- Surface Parking
- Pedestrian Focused Street
- Pedestrian Focused Street/Park
- Future Bio-tech Park
- Partnership Development Zone and Potential New Buildings
- Day Care, Fitness Center, Restaurants, Grocery Stores
- Student/Residential Housing
- Additional Student Housing (partial)

- Faculty/Staff Housing
- Student Housing
- Potential HEC Expansion

CAMPUS PLAN
CAMPUS PLAN

Development Components

Pedestrian Realm and Campus Open Space

Auto Network

Potential Partnership Development Zone

Potential Parking Zones
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.

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).

<table>
<thead>
<tr>
<th>Parking Type</th>
<th>2016 Stalls (approx)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient</td>
<td>75</td>
</tr>
<tr>
<td>Employee and Student Surface/Garage</td>
<td>1,768</td>
</tr>
<tr>
<td>Daumier</td>
<td>306</td>
</tr>
<tr>
<td>Student Street Parking</td>
<td>339</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Actions (i.e., who is moving and where)</th>
<th>Impacted ASF</th>
<th>Campus Net ASF</th>
<th>GSF +/−</th>
<th>Campus Net GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Build out Classroom D in the Health Education Center.</td>
<td>N/A</td>
<td>+2,000</td>
<td>442,794</td>
<td>0</td>
<td>730,113</td>
</tr>
<tr>
<td>2.1</td>
<td>Renovate the third floor of Anderson Tower into offices to accommodate the relocated IT Department from the fourth floor of the LRC.</td>
<td>IT move from LRC to Anderson Tower</td>
<td>+4,000</td>
<td>442,794</td>
<td>0</td>
<td>730,113</td>
</tr>
<tr>
<td>2.2</td>
<td>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.</td>
<td>N/A</td>
<td>+7,300</td>
<td>442,794</td>
<td>0</td>
<td>730,113</td>
</tr>
<tr>
<td>3.1</td>
<td>Furnish University Services Center (USC) for computer/training space and as informal student learning. Security shop to be accommodated.</td>
<td>Relocate functions in USC to Anderson Tower</td>
<td>+2,300</td>
<td>442,794</td>
<td>0</td>
<td>730,113</td>
</tr>
<tr>
<td>3.2</td>
<td>Renovate Technology Training Lab (TTL) building for Recreation/Wellness Center.</td>
<td>Relocate TTL to USC</td>
<td>+3,388</td>
<td>442,794</td>
<td>0</td>
<td>730,113</td>
</tr>
<tr>
<td>4.1</td>
<td>Renovate fourth floor of the Anderson Tower for Virtual Reality Lab and affiliated functions.</td>
<td>Relocate VR lab to Anderson Tower</td>
<td>+2,900</td>
<td>442,794</td>
<td>0</td>
<td>730,113</td>
</tr>
<tr>
<td>4.2</td>
<td>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.</td>
<td>N/A</td>
<td>+4,300</td>
<td>442,794</td>
<td>0</td>
<td>730,113</td>
</tr>
<tr>
<td>4.3</td>
<td>Renovate RWC. Relocate non-office nursing space to campus.</td>
<td></td>
<td>+30,000</td>
<td>472,794</td>
<td>0</td>
<td>730,113</td>
</tr>
</tbody>
</table>
Sequence of Near Term Actions

CAMPUS PLAN

1st St
Gibbs St
Elm St
Thomas St
Linden St
Locust St
Eleanor St
4th St
3rd St
Allen Ln
Regene St
Garey Ave
Towne Ave
Mission Blvd
Palomares St

±
0 150 300 600 Feet

PCC
DOC
HEC
VCC
VMC
HPC
HSC
AAC
BBC
CDH
SSC
USC
CDHP
SSC
HELIX
LRC
TTL
NSC

STUDENT HOUSING

RWC
BC
1

WesternU Pomona Campus Master Plan
## CAMPUS PLAN

### Secondary Actions

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


CAMPUS PLAN

Sequence of Mid Term Actions
## Tertiary Actions

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

*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.
# Professional Interdisciplinary Immersive Learning Center Anticipated Program

## Student Center

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
<th>ASF per</th>
<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedulable Project Rooms</td>
<td>8</td>
<td>150</td>
<td>1,200</td>
</tr>
<tr>
<td>Drop In Computer Lab</td>
<td>1</td>
<td>1,200</td>
<td>1,200</td>
</tr>
<tr>
<td>Learning Commons</td>
<td>1</td>
<td>6,400</td>
<td>6,400</td>
</tr>
<tr>
<td>Interactive Teaching/Learning Tools</td>
<td>1</td>
<td>1,200</td>
<td>1,200</td>
</tr>
<tr>
<td><strong>Total ASF</strong></td>
<td></td>
<td></td>
<td><strong>13,260</strong></td>
</tr>
</tbody>
</table>

## Simulation Center

### Simulated Clinic Suite

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
<th>ASF per</th>
<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Orientation</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Exam Rooms</td>
<td>4</td>
<td>120</td>
<td>480</td>
</tr>
<tr>
<td>GYN Exam Room</td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Critical Care/Acute Care Treatment Room</td>
<td>2</td>
<td>240</td>
<td>480</td>
</tr>
<tr>
<td>Charting Station</td>
<td>6</td>
<td>30</td>
<td>180</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Clean Linen</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Briefing and Debriefing Room</td>
<td>1</td>
<td>160</td>
<td>160</td>
</tr>
<tr>
<td>Women's Changing/Locker Room</td>
<td>1</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Men's Changing/Locker Room</td>
<td>1</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Video Control Room/AV Rack</td>
<td>1</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Monitoring Room</td>
<td>1</td>
<td>300</td>
<td>300</td>
</tr>
<tr>
<td>Unisex Toilet</td>
<td>1</td>
<td>64</td>
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</table>

### Part Task Trainer Environment

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
<th>ASF per</th>
<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainer Stations - Medium</td>
<td>-</td>
<td>250</td>
<td>-</td>
</tr>
<tr>
<td>Trainer Stations - Small</td>
<td>-</td>
<td>150</td>
<td>-</td>
</tr>
<tr>
<td>VR Collaborative Learning Space</td>
<td>-</td>
<td>400</td>
<td>-</td>
</tr>
<tr>
<td>Trainer Supplies and Support</td>
<td>-</td>
<td>150</td>
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</tbody>
</table>

### Teaching/Learning

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>1</td>
<td>1,600</td>
<td>1,600</td>
</tr>
<tr>
<td>Staging/Support</td>
<td>1</td>
<td>250</td>
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</table>

### Multi-Modal Simulation Suite

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
<th>ASF per</th>
<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simulation Orientation/Debrief</td>
<td>1</td>
<td>400</td>
<td>400</td>
</tr>
<tr>
<td>Men's Changing Rooms</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Women's Changing Rooms</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Ante/Scrub</td>
<td>2</td>
<td>80</td>
<td>160</td>
</tr>
<tr>
<td>Surgery/OR Room</td>
<td>2</td>
<td>600</td>
<td>1,200</td>
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<tr>
<td>Emergency/Triage Room</td>
<td>1</td>
<td>750</td>
<td>750</td>
</tr>
<tr>
<td>Imaging Room</td>
<td>1</td>
<td>600</td>
<td>600</td>
</tr>
<tr>
<td>Control Room</td>
<td>2</td>
<td>200</td>
<td>400</td>
</tr>
<tr>
<td>Clean and Soiled Utility</td>
<td>2</td>
<td>120</td>
<td>240</td>
</tr>
</tbody>
</table>

### Sim Man - Hospital Suite/Delivery Suite

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
<th>ASF per</th>
<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sim Man - Hospital Suite/Delivery Suite</td>
<td>1</td>
<td>1,600</td>
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</table>

### SimMan Server Room and A/V Racks

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
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<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>1</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>Manager Office</td>
<td>2</td>
<td>140</td>
<td>280</td>
</tr>
<tr>
<td>Admin/Waiting</td>
<td>1</td>
<td>140</td>
<td>140</td>
</tr>
<tr>
<td>Small Conference</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>Closet</td>
<td>1</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Coffee/Copy-Mail</td>
<td>1</td>
<td>160</td>
<td>160</td>
</tr>
</tbody>
</table>

### Support

<table>
<thead>
<tr>
<th>Service</th>
<th>Number</th>
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<th>Total ASF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gas Closet</td>
<td>1</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Faculty Conference/Session Prep</td>
<td>1</td>
<td>180</td>
<td>180</td>
</tr>
</tbody>
</table>

### Total ASF

- 12,278

## Conference and Auditorium

<table>
<thead>
<tr>
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<th>Number</th>
<th>ASF per</th>
<th>Total ASF</th>
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</thead>
<tbody>
<tr>
<td>250 Seat Auditorium</td>
<td>1</td>
<td>4,500</td>
<td>4,500</td>
</tr>
<tr>
<td>A/V Support</td>
<td>1</td>
<td>150</td>
<td>150</td>
</tr>
<tr>
<td>16 person Conference Room</td>
<td>4</td>
<td>180</td>
<td>720</td>
</tr>
<tr>
<td>8 Person Conference Rooms</td>
<td>6</td>
<td>120</td>
<td>720</td>
</tr>
<tr>
<td>Pre and Post-function space</td>
<td>1</td>
<td>1,000</td>
<td>1,000</td>
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### Total ASF

- 7,090

### Sub Total

- ASF 32,628
- GSF at 60% efficient 54,380