



# Town Gown Report 2022

Prepared for the City of Cambridge  
Submitted by Lesley University  
Campus Planning & Communications



## Cambridge is our home

Lesley University is defined not by glistening new buildings (though our Lunder Arts Center, designed by Cambridge-based architects and opened in 2015, is spectacular), but by the impact of our students, faculty and staff.

Our reach is worldwide, from the alumni who work in schools and health care centers, to those who display their work in communities and art galleries across the nation. Young people, whose leadership potential matches their athletic prowess, come from as far away as California to play for our Division III-dominating soccer, softball and cross country teams largely because of one fact: **Cambridge is our home.**

While our influence is global, our devotion is to our historic, diverse, and bustling neighborhood between Harvard Square and Porter Square. Our strategic and responsible realignment and reduction in real property inventory has put us on the path to ensuring a more focused and successful presence in the city, integrated with the people and businesses who share our streets.

In addition to our institutional contributions, each year, Lesley athletes and other students help beautify those same streets and support their neighbors. Our art students and faculty decorate the storefronts along Massachusetts Avenue. Our community members feed the hungry and tend to the most disadvantaged of our neighbors.

Our founder Edith Lesley planted the seeds of the University in 1909 as an advocate for early childhood education by training a handful of kindergarten teachers while she continued to teach in Cambridge public schools. That sense of mission, purpose and work ethic is what makes Lesley such a powerful educator.

## Change for the better

The last year has been one of positive transformation for Lesley University as we build on our mission of educating and diversifying the ranks of teachers, social workers, mental health and wellness professionals, and artists in the world.

Many of these creative, caring professionals stay in Cambridge to serve and live in the community.



We have enjoyed a productive year on many fronts, reopening the campus to students following COVID-19, and have opened to the public special events, such as The Thought Leadership Series at Lesley University.

The university also opened a first-of-its-kind mental health outpatient center on a college campus for students, alumni and Cambridge residents. We have also onboarded new deans for our graduate programs and are completing the finishing touches on a strategic framework for a successful future.

Lesley's Strategic Framework lays out plans for a new university model based on active partnerships between educators, the community and employers; a new office to support those partnerships; support for students and alumni over the arc of their careers; and community development in our physical campus and the virtual space.

The outcome is to attract diverse talent to frontlines of these critical professions, particularly education and mental health, where there are shortages in our communities, and help nourish and sustain these professionals throughout their careers for their best performance.

As outlined in last year's report, we are in the second year of a multi-year campus plan to bring our physical campus in alignment with this vision. These investments are centered on visually connecting our three architecturally distinct campuses to our mission and each other by presenting a consistently welcoming, inclusive, and recognizable Lesley identity on each campus. We are calling this element of the plan the "connective fabric."

These investments will not only improve our student, faculty and staff's experience, but also the experience of surrounding communities and the environment. They include:

- enhancing the student learning experience and residential life,
- making space and buildings more accessible to all,
- vastly improving the landscaping across the entire campus to invite people in, creating an urban oasis with sustainable native plants, spaces to gather or play games and pockets of art everywhere.
- creating welcoming entrances that identify Lesley across all three campuses,
- improving infrastructure and sustainability of campus,
- modernizing facilities to reflect Lesley's innovative approach and better integrate and utilize each of the three campuses
- enlivening their respective public spaces.

As we pursue our plans to transform the campus, we are cognizant of Cambridge's priorities for housing, sustainability, and the support of local businesses. In April, we sold several Doble Campus properties, including our former Visitor Services building at 1627 Massachusetts Ave., a handsome and historic structure, to Cambridge-based affordable-housing developer Homeowner's Rehabilitation Inc.

Regarding plans for long-term student housing, we are currently piloting graduate student housing and plan to expand the pilot in the spring. We are also looking at needs of our partnerships and partnerships in progress as they relate to housing.

We are reconfiguring the first floor of University Hall to boost the prominence of the local restaurants and their owners, so they have a better retail and street presence, freeing up internal space for student-centered gatherings.

We are also finding partnerships to innovatively use space, including recent partnerships with Medford Public Schools and Minuteman High School in Lexington. These arrangements have given our basketball and soccer teams a home without impinging on our Cambridge neighbors.

The rightsizing of Lesley's campus and our extensive investments in technology will allow us to continue to grow in offering on-campus, hybrid, low-residency and completely online undergraduate and graduate degrees as well as certificates.

Lesley students' study across four schools and colleges—a professionally-focused liberal arts college, an independent college of art and design, a graduate school of education, and a graduate school of social sciences—as well as in the Threshold Program, a residential program for students with a variety of learning differences.

Lesley remains the largest educator of teachers and mental health professionals in New England, and our College of Art and Design is one of only a handful of independent art schools embedded within a larger university.



NEW UNIVERSITY HALL BANNER SIGNS DISPLAY STUDENT ART.  
PHOTO: SHAWMUT COMMUNICATIONS GROUP

# Key Partnerships

## Riverside Outpatient Center at Cambridge

Our newest partnership this year is the groundbreaking, first-of-its-kind Riverside Outpatient Center at Cambridge community counseling site. Outpatient Center at Cambridge community counseling site at 23 Mellen St. This cooperation between Lesley and the nonprofit Riverside Community Care, housed in Lesley's Schwartz Hall, leverages the university's expertise in educating mental health providers and responds to the increasing levels of anxiety, stress, suicide, addiction, and ADHD among young adults.

As a result of this historic partnership, Lesley's current Counseling Center now enjoys the capacity to expand its wellness programming and focus on advancing the field. Serving more than 40,000 people a year in Massachusetts, Riverside offers a wide range of mental health care, developmental and brain injury services, early childhood and youth programs, addiction treatment, trauma response, and more.

One immediate advantage of the partnership is that students who need more consistent, longer-term care such as weekly therapy and psychopharmacology, now have access to Riverside's extensive network of counselors and psychologists with broad areas of specialization, including support for those with disabilities and those experiencing addiction or suicide risk. Students who are patients of Riverside's center can rely on a network of counselors with deep expertise in working with people from historically underrepresented backgrounds, diverse gender and sexual orientations, and other specific needs.

Just opened this fall, Riverside is planning to expand services to local residents when it has appropriate staff and systems in place.

Most universities have to refer students outside of their own systems for this level of support and the current networks of mental health providers are fractured and insufficient, leaving a concerning gap in care for vulnerable students.

Riverside and Lesley are tightly aligned around the goal of making mental health services accessible and responsive to everyone's needs. Based in Dedham, Massachusetts, Riverside is recognized for having one of the most skilled teams of providers in the state with experience working with diverse populations, and Lesley is seeking to attract and retain more diversity to its student ranks and the field. This groundbreaking partnership includes dedicated internship opportunities through Riverside for students in the university's counseling, psychology, and expressive arts therapy programs.



### Teaching licensure for paraprofessionals

The first cohort of students from our unique teacher-licensure partnership with Cambridge Public Schools has graduated, earning master's degrees in Education from our Graduate School of Education. A second cohort of students — Cambridge paraprofessionals — is now enrolled. In addition, the innovative program has been expanded to Framingham Public Schools, building on the success of Cambridge teacher assistants now becoming licensed as teachers.

The program, launched in 2020, helps diversify Cambridge Public Schools' teaching workforce by tapping the ranks of district paraprofessionals, who more closely reflect the racial and cultural diversity of the student population. More than half of the inaugural cohort are multilingual and hail from other countries.

Under this program, Lesley faculty members equip paraprofessionals with the knowledge and skills to earn their licenses and move into lead teacher positions across the district, increasing their earning potential as a result of furthering their education.



THE NOV. 18, 2022, RIBBON-CUTTING OF THE RIVERSIDE  
OUTPATIENT CENTER AT CAMBRIDGE.  
PHOTO: ALI TREPANIER

# Relationship with Cambridge Schools

Lesley University continues to enjoy a surfeit of close and valuable relationships with Cambridge Public Schools (CPS) based upon the needs of individual schools and the systems, and Lesley's ability to meet those needs. Over the years, those relationships have expanded and are now expansive and integral to Lesley's learning experience as well as the quality of education in Cambridge and other school districts. In addition, Lesley typically provides spaces for professional development, trainings, workshops, and conferences for any CPS-affiliated organization.

Examples of collaboratively designed program descriptions based on identified needs of the preK-12 community and opportunities for preparation program faculty to work in schools/districts include:

## Leveraging Lesley Expertise

Lesley provides educators with a robust array of professional-development courses that address critical content areas in teaching and learning. Building upon our reputation for preparing experts in teacher education, our offerings apply culturally responsive and innovative approaches to help educators ensure that learners reach their full potential. Some offerings can be taken for graduate credit or Professional Development Points (PDPs).

On-campus offerings take place on the Lesley University campus in Cambridge, near Porter Square (accessible by MBTA buses, the Red Line or the commuter rail).

## The Center for Reading Recovery and Literacy Collaborative

This center provides training to teachers throughout the Commonwealth and United States, offering literacy courses and professional development in districts across Massachusetts, the nation, and internationally. Since its inception, the CRRLC has worked with more than 280 literacy coaches in 15 school districts in Massachusetts, Cambridge among them.

## Field Experience

Lesley offers in-depth/yearlong field-based experiences; opportunities for exemplary educators to teach in programs such as Elementary Education and Early Childhood Urban Initiative in Cambridge, Somerville, Medford, and Malden.

## Field-Based Internships

For decades, Lesley University's Graduate School of Education and Graduate School of Arts and Social Sciences have had yearlong field-based internships in both public and private schools across the Commonwealth. The Division of Counseling and Psychology has similar year-long internships in Cambridge and other Massachusetts public schools to meet the requirements for either school guidance or school adjustment counseling (see below).



### **The Collaborative Internship Program**

Partnering with one public and eight independent schools, including Buckingham Browne & Nichols, the program offers a residency model where graduate students spend a year in a school while completing their degree.

Graduates of the Collaborative Internship Program are highly marketable and find employment in schools regionally and nationally.

### **Cambridge/Lesley Professional Development Schools**

This 27-year partnership involves Lesley University and two public elementary schools in Cambridge and focuses on creating opportunities for pre-service candidates to be engaged in all aspects of the school community.

### **Yearlong Internships in Schools/Districts**

Qualified students can spend a full academic year as interns in Cambridge and other area public schools. Yearlong interns are able to complete all of their required field experiences for the initial license while earning a stipend and gaining valuable classroom experience.

### **Summer Compass Program**

Due to COVID restrictions, the Summer Compass Program, a six-week inclusive program started in 1975 for children in grades preK-6, was suspended. We anticipate resuming the program as soon as these restrictions have eased.

This partnership extends and reinforces children's learning during the school year. It provides field placement for reading specialists, early childhood, visual arts, Instructional Technology, elementary and special education graduate students.

### **Early College with Cambridge Public Schools**

Lesley University and Cambridge Public Schools (CPS) have launched an Early College Program serving students in grades 10, 11 and 12 at Cambridge Rindge and Latin School (CRLS).

The program provides CRLS students with opportunities to fulfill high-school graduation requirements while also earning college credits.

This partnership, which is recognized with the state's Early College designation, enables eligible CRLS students to enroll in a Lesley course as non-degree students to receive dual high school and college credit. Classes are taught by Lesley faculty on the university's campus. Advising and counseling services are offered through both CRLS and Lesley to support the high schoolers' successful transition to post-secondary education. The program makes college more affordable and a degree obtainable.

**The Early College pathways include:**

- Art & Design
- Human Services/Social Work
- Environmental Science
- Health Sciences
- Writing and Communication
- Education

**Full Tuition Scholarships for Cambridge High School Students**

Lesley awards full tuition scholarships to two students from Cambridge Rindge and Latin School (CRLS): one to a student admitted to the Lesley University College of Art and Design (Lesley Art + Design, LA+D) and one to a student admitted to our College of Liberal Arts and Sciences (CLAS). Both scholarships are awarded annually based on academic merit. Also, artistic excellence is factored into the award made to the LA+D student.

**WonderLab: Lesley's STEAM Learning Lab**

WonderLab is a program for children in grades 1-6 that provides opportunities for students to engage in authentic, hands-on STEAM activities (Science, Technology, Engineering, Arts and Math), explore complex scientific phenomena and systems using on-site lab facilities, urban greenspaces, and faculty expertise. WonderLab offers three types of programming: afterschool programs, Girls Math Circle, and STEAM Beans (weekend programming for African American girls). Special programs are run during Cambridge Public School vacations and over the summer vacation. See <http://www.wonderlabsteam.org> for more information.

Based on the Makerspace model, WonderLab offers support to STEAM educators as well in a center designed for engagement and inquiry-based exploration. In this space, our students and community partners work with children to play, code, tinker, design and create. The genesis of the idea came from our partnership with Cambridge's Kennedy-Longfellow Elementary School.

The Lesley STEAM Learning Lab offers professional development on "making" and student-level experiences for the Cambridge Public School District and Lesley Summer Compass Program.

Every year, the Learning Lab participates in STEAM community events organized by the City of Cambridge's STEAM coordinator, Sharlene Yang, such as the Cambridge Science Festival.

Learning Lab representatives have been appointed to the STEAM Advisory Committee by the City Manager and CPS Superintendent and have received Chamber of Commerce Visionary Awards as a Biogen Foundation STAR Initiative grantee and Foundry Consortium member. As a Biogen Foundation STAR Initiative Grantee, the Learning Lab provides STEAM professional learning opportunities to Cambridge Public School District and Out-of-School Time middle and high school educators. Professional learning focuses on ensuring student engagement in STEM and STEM career pathways. Further information can be found by visiting [steam.lesley.edu](http://steam.lesley.edu).

## Off-Site Instructional Locations

**Belmont Day School** 55 Day School Lane, Belmont, MA 02478

**Berwick Academy** 31 Academy Street, South Berwick, ME 03908

**Brookwood School** 1 Brookwood Road, Manchester-by-the-Sea, MA 01944

**Buckingham Browne & Nichols** 80 Gerry's Landing, Cambridge, MA 02138

**Bunker Hill Community College** 205 Rutherford Avenue. Charlestown, MA 02129

**Cambridge Public Schools** 135 Berkshire St, Cambridge, MA 02141

**Carroll School** 25 Baker Bridge Road, Lincoln, MA 01773

**Cooper Hill Elementary School** 100 Everitts Road, Ringoes, NJ 08551

**Cowing Elementary School** 160 Park Street, West Springfield, MA 01809

**DeMello International Center** 128 Union St., New Bedford, MA 02740

**Framingham Public Schools** 19 Flagg Drive, Framingham, MA 01702

**Medford Public Schools** 489 Winthrop Street Medford 02155

**Norton High School** 66 W. Main Street, Norton, MA 02766

**Park Hill Elementary School** 5050 E. 19th Avenue, Denver, CO 80220

**Rice School** 50 Crown Royal Parkway, Marlton, NH 08053

**Sandwich Public Schools** 33 Water Street, Sandwich, MA. 02563

**Shady Hill School** 178 Coolidge Hill, Cambridge, MA 02138

**Shrewsbury Public Schools** 100 Maple Ave., Shrewsbury, MA 01545

**Somerville Public Schools** 167 Holland Street; Somerville MA 02144

**Tufts Library** 46 Broad Street, Weymouth, MA 02188

**Urban College of Boston** 2 Boylston Street, #2 Boston, MA 02116

**Westwood Collaborative** 220 Nahatan Street, Westwood, MA 02090



# Education Partnership Sites

## Somerville Public Schools

Somerville and the Graduate School of Education (GSOE) were awarded a DESE Gates partnership grant to extend our partnership work with the district as a whole. There are three main goals: respond to their specific teacher pipeline needs; prototype data sharing to assess effectiveness of Lesley candidates and graduates; extend innovative programs already in place, such as our in-service-pre-service courses and collaborative early childhood center.

Regarding innovation, during the 2015-16 school year, Lesley launched a Makerspace at Somerville's Kennedy School, helping to open an innovation lab for elementary-school students to explore science, technology, engineering, art and math concepts through programming, robotics and more.

## World Teach

The University recently forged a partnership with WorldTeach, a Cambridge-based nonprofit that recruits, prepares and supports effective teachers for the international classroom. This synergistic partnership broadens access to graduate-level education and expands global learning opportunities, with Lesley providing \$5,000 scholarships for graduate education to alumni of WorldTeach's yearlong program.

## The Center for Inclusive and Special Education

In partnership with the Massachusetts Advocates for Children, the Oak Foundation, and Harvard Law School, Lesley has developed a training program that helps school personnel become knowledgeable about childhood trauma and its effect on learning, and has given training in Arlington, Boston, Brockton, Chelsea, Harwich, Lexington, Foxboro, Nauset, Newburyport, Plymouth, Reading, Salem, Triton, Webster and Worcester. The center has developed a four-course sequence designed for school-based professionals to understand how trauma manifests in schools and how schools can become trauma-sensitive environments.

## Child Homelessness Initiative

Lesley's Child Homelessness Initiative has partnered with the Roxbury, MA-based Horizons for Homeless Children, giving that nonprofit access to Lesley's groundbreaking Certificate in Child Homelessness Studies curriculum. Homeless Children giving that nonprofit access to Lesley's groundbreaking Certificate in Child Homelessness Studies curriculum. Horizons for Homeless Children is dedicated to improving the lives of young homeless children and their families. The Child Homelessness Studies certificate is a 15-credit program designed to provide students with a multi-disciplinary understanding of the origins and nature of child homelessness, and intervention strategies for children and families in transition. These strategies range from trauma-focused psychological approaches and case management to housing and shelter initiatives, as well as policy-level advocacy. Completing all five courses leads to a Certificate in Child Homelessness Studies from Lesley, with the cost of enrollment covered by the University and Horizons.

## **New Bedford**

Lesley began a partnership in 2018 with New Bedford's DeMello International Center to support New Bedford's educational and economic vitality by offering affordable, accessible and high-quality graduate, undergraduate and professional development programs. Under the terms of the partnership, Lesley offers master's degrees and professional development to New Bedford-area teachers, as well as providing bachelor's degree completion programs for local adult learners. The initiative offers professional development for individuals working with children outside of public school settings and provides English as a Second Language and support services for local families and their children.

## **Brockton Public Schools**

Lesley and Brockton Public Schools have collaborated to build strong alliances between schools, families, and community members. We celebrated the graduation of the first cohort of teachers and community leaders in Lesley's English Language Learners Parent/Teacher Training Certificate Project. Funded by a \$2.7 million grant from the U.S. Department of Education, the project involved five years of training for teachers through Lesley coursework, as well as for parents, via the Teachers Involve Parents in Schoolwork (TIPS) framework of home/school learning activities. The project, located in the Brockton, MA, school district, served a high percentage of English Language Learner students.

## **Transition H.O.P.E.**

Lesley partners with Boston Public Schools in an initiative called Transition H.O.P.E. (High Expectations, Opportunities, Pathways and Encouragement). All of the students, ages 14 to 18, are "system-involved youth," meaning they have been in child welfare programs, the juvenile court system or both. In the words of Janelle Ridley, coordinator of system-involved youth for the Boston Public Schools, "Transition H.O.P.E., powered by strategic partnerships with Lesley University, engages youth in college-level academic discourse and exposes them to pathways beyond high school. Lesley tutors (work) diligently with youth to build higher order thinking skills and foster the ability to see beyond the limitations placed upon them. As a result, two (program) students enrolled at Benjamin Franklin Institute of Technology (BFIT) upon release and are exploring career options that they would otherwise not have imagined they could attain."

The previous summer (before COVID), Lesley welcomed 14 high school students to campus, engaging through drama, stop-motion animation, social justice, makerspace, and young adult fiction. The central communicated message wasn't that they should go to college but that they could.

## Community College Partnerships

As a transfer-friendly institution, Lesley welcomes associate degree holders from all Massachusetts community colleges. Additionally, Lesley University has degree completion partnerships with select community colleges in the Greater Boston area, including Bunker Hill Community College (BHCC), Urban College of Boston, and Middlesex Community College to provide “2+2” degree completion options in a variety of programs, including business, psychology and education. Students who hold an associate degree from a community college and meet admission criteria, are able to transfer their entire two-year associate degree to Lesley and complete another two years to earn a bachelor’s degree.

For instance, at BHCC and Urban College, and Bristol Community College, all courses are taught by Lesley faculty on Friday evenings and Saturday mornings in accelerated 8-week terms. Additionally, students in the Lesley community college program may opt to take courses online or on campus to accelerate and/or supplement their coursework through the partnership.

All adult learners at Lesley also receive a reduced tuition rate for their classes, thereby increasing access to students with a significant number of earned college credits. For further information, see [lesley.edu/about/school-and-community-partnerships/community-college-partnerships](https://lesley.edu/about/school-and-community-partnerships/community-college-partnerships).

## Housing

At Lesley University we provide housing to students enrolled in our undergraduate and graduate degree programs, as well as students in our Threshold Program. Historically, undergraduate students were the students that received on-campus housing. Recent demand from our graduate students has allowed us to revisit our housing program, which has resulted with us offering on-campus housing to our graduate students as a part of our strategic housing plan. We do not provide housing to post-doctoral students.

The cost of on-campus housing for our graduate students is believed to be below the market rents for similar rental properties in Cambridge.

Undergraduate and Threshold students living on campus have many traditional supports in place to help them during their time in University housing (safety and security 24/7, meal plan, professional and student live-in staff to help them navigate complex issues with roommates and personal issues). Our graduate students have the opportunity to sign a lease to live on campus for the academic year (September – May) or for the calendar year (September – August 31). Along with the opportunity to live on campus, our graduate students’ leases do not require them to leave their university housing at semester breaks or at the end of the academic year, unless they have indicated that they wish to do so.



Our plan for now is to continue to renovate our residential halls to meet the housing needs of our students. As referenced earlier, we are planning for the possible increased demand for on-campus housing from our graduate student population. We only provide on-campus housing for professional staff employed in our Residential Life Department.

We have many students who choose to live off-campus in Cambridge each year. We believe it is more a preference for independent living than it has to do with housing availability on campus. Pre-pandemic, we were able to provide on-campus housing to each student who requested it.

Although we do not have any programs to provide assistance to students with their market-rate housing costs, we have provided emergency funding to support students who may have needed emergency financial support to pay rent.



WINTHROP HALL, SOUTH CAMPUS.  
PHOTO: SUE WYETH/CENTERBROOK

# South Campus Plans

## Renaissance through renovation

Lesley University's strategic plan includes investing in the South Campus (Brattle Street) campus as the focal point for traditional undergraduate student experience. The campus plan includes the following work in progress (scheduled for completion by 1/1/24):

- Remodeling and renovation of Kidder, Rousmaniere and Lawrence residence halls
- Development of community gathering spaces through the “connective fabric” of landscaping, pavers and outdoor furnishings and games.

The next project, Reed and Burnham, is scheduled for a March of 2023 start, with estimated completion in April of 2024. This project will restore the majesty of the building, repair building structures and function as a concierge center for student services on the first floor, leadership offices on the second floor and a conference room that emphasizes the unique arched architecture of the building.

To make the building fully accessible, there will be improvements in landscaping, the addition of an elevator, and a pedestrian bridge.

St. John's Chapel is scheduled to be refurbished beginning in July of 2023 and scheduled for completion in June of 2024. The Chapel will be reconfigured as a performance space for students and external groups. Dinners, theater in the round, acoustical performances, dance shows, choral exhibitions, weddings, and green-screen work development are among the options that will be available in this multifunction facility. All of these options will be enabled by a state-of-the-art audio and visual and lighting systems.

In conjunction with the above two projects, the “connective fabric” of the campus will continue to be developed with plantings, exterior lighting, wireless connectivity, and furniture and game options to enhance the outside spaces. Exterior and interior environments are planned to all be included under an “art everywhere” concept.

# Porter Campus Plans

## University Hall

The University Hall building at 1815 Massachusetts Avenue is scheduled to be renovated to include an outdoor Lesley community terrace/café, first-floor student concierge/services center, lounge space, relocated and enhanced international restaurants in a street-facing food court, additional seminar rooms, a large classroom (divisible with motorized dividers), enhanced retail services and improved exterior landscape and canopies. Currently the work is planned to begin in the summer of 2024.

Note that as part of the campus plan, a number of options are being considered for the Shaking Crab space. The university is actively exploring optimal ways to support and elevate University Hall's current international restaurant tenants while creating a first-floor, student-centric concourse.

In addition, All Eye Care, Hair, Lesley Bookstore, Planet Fitness and the international restaurants continue to operate. The Webster Bank lease has ended. We are working in conjunction with our campus planning and construction efforts to lease that space as well as the previous Partners Space. Our goal is to focus on student and community services for those lessees.

## 1663 Massachusetts Avenue

The University is actively engaged in efforts to attract a new retail tenant to 1663 Massachusetts Avenue, focusing on diversity and commitment to the neighborhood and community. We hope to finalize this process by the end of the year.

# Doble Campus Plans

Lesley's original home, the Doble Campus, has been undergoing renovations to the White Hall residence and dining hall, a variety of upgrades to other Doble Campus structures, and the completion of renovations to Ava's Kitchen in the McKenna Student Center. This is also the location of the newly opened and groundbreaking Riverside Outpatient Center at Cambridge, and Lesley's Threshold program, one of a few campus-based, non-degree postsecondary program for young adults with diverse learning, developmental, and intellectual abilities, which is celebrating its 40th anniversary next year.



## Sale of Property

As part of the University campus plan, Lesley has embarked on a strategy of selling superfluous space/buildings and reinvesting in the remainder of the campus assets. Seven buildings on Mellen Street (Doble campus) along with 815 Somerville Avenue (Porter Campus) were sold.

In addition, 1627 Massachusetts Ave., at the corner of Mellen Street, was sold to Homeowner's Rehabilitation Inc. to support affordable community housing as opposed to selling to the highest bidder. Additional real estate divestiture (and ongoing reinvestment in retained assets) is planned in the coming year to right-size the University assets. Neighborhood meetings were held with Baldwin and Porter Square Associations and the reception to the plans was very positive.

## Accessible Open Space

The University's current campus plan creates a more welcoming entrance from Brattle Street to the South Campus quad. The plan also creates enhanced spaces along the sidewalks on Massachusetts Avenue for University Hall and the Lunder Arts Center (1801 Massachusetts Avenue) with plantings and seating arrangements to encourage gathering and community.

## Sustainability

Lesley's commitment to sustainability continues to guide and inform all facilities and infrastructure work the University conducts. Every renovation is viewed as an opportunity to improve energy efficiency. The University has made significant strides in reducing fuel and energy demands in existing buildings and each new building is designed with sustainability at its core.

### Waste Diversion

Lesley's recycling rate is typically in the mid-forties. Significant challenges to waste diversion remain. Since 2017, compost sites in Lesley's geographic region no longer accept compostable tableware. In 2019, global policy changes aimed at curbing contaminated recycling prompted Lesley to focus on staff education in the facilities and food services divisions, and put better controls on waste compactors. As we've returned to campus, education of new and returning food service personnel has been a priority. The University continues to monitor the situation and strives to prevent contamination at the source and recycle at least 50% of all waste.

Lesley's innovative food waste reduction and recovery initiatives have been recognized by the federal Environmental Protection Agency multiple times with Regional Food Recovery Achievement Certificates. Partnering with Food For Free, a non-profit organization located in Cambridge, fresh food from Lesley's dining halls and snack

bars that might otherwise go to waste is distributed within the local emergency food system where it can reach those in need. During the pandemic, Lesley deepened our partnership with Cambridge's Food For Free, donating monetarily as well to help our neighbors obtain healthy food.

### **Compost**

Since we first began tracking and evaluating our recycling efforts in 2009, Lesley has increased annual composting tonnage. However, despite our best efforts, stricter measures enacted in 2017 continue to hamper composting results. Only materials produced from back-of-house composting in our dining facilities are acceptable. Our front-of-house composting is rejected by our service provider. Unfortunately, this policy is now commonplace among service providers. Lesley is exploring a relaunch of its dormitory composting initiative to increase waste diversion.

### **Recycling**

Lesley's recycling is single-stream and standard recycling and provided on each campus. Also, Lesley works to recycle items not included in its normal operations. Typically, printer toner cartridges, batteries and electronic waste are collected and recycled biannually. Also, as part of a "Sustainable Cleanout," Lesley donates mattresses, refrigerators, and furniture from dormitories, offices and classrooms on a yearly basis. Lesley requires from its construction contractors reports on all materials discarded and requests that all recyclable materials be recycled.

Lesley partners with its waste hauler to educate our community and explain the need to implement behavior modification through marketing initiatives. A fixture at annual Sustainability Day events, Casella Waste Systems shifted their involvement to an online format for our community, offering a virtual tour of their recycling facility and calling attention to the importance of clean recycling.

## Carbon Commitment

In 2006, Lesley committed to reducing greenhouse gas emissions 35% by 2030. The University has attained a 90% reduction already. What is even more impressive about this reduction is that it was accomplished despite a 34% increase in campus building square footage. Lesley was able to reach this goal by investing in the following greenhouse gas emission reduction strategies:

- Increasing lighting efficiency
- Retrofitting heating, ventilation, and air conditioning (HVAC) equipment
- Constructing all new buildings to US Green Building Council (USGBC) LEED standards
- Following City of Cambridge Stretch Code
- Converting oil boilers to natural gas boilers
- Requiring that all new appliances and electronics purchased be Energy STAR rated
- Reducing airline travel
- Offering additional online learning options
- Purchasing 100% green electricity

In fall 2018, Lesley signed a new electric contract containing 100% Renewable Energy Certificates (RECs). The RECs purchased support demand for new, clean wind power, matching the designated percentage of the University's expected annual energy use. Although there was a slight premium to purchase it, our partners Constellation NewEnergy and Poweroptions identified competitive pricing and we are committed to operating in an environmentally responsible manner. With our electricity entirely sourced from green suppliers, the next area for growth is in the realm of transport fuels.

To this end, the University is exploring the replacement of gasoline-powered university shuttle buses and diesel-powered maintenance equipment with electric-powered vehicles. However, supply-chain issues associated with the pandemic have stalled progress.

## Energy Efficiency

The University conducts regular energy audits of its buildings and invests in construction and renovation projects with energy efficiency benefits to its facilities. From March 2020 to August 2021, the University closed many of our temporarily unused buildings to save energy. This process involved lowering heating to 50° F, unplugging machines, and turning off all lights in buildings that were unused during the pandemic.

Alarm sensors were used to signal if the temperature in any of these buildings fell below 45° F. Lesley plans to invest in energy renovation projects as part of its campus plan.

## Resilience

Lesley's two areas of concern with regards to environmental resilience are storm and extreme heat events. The University cataloged all surface area by type (impervious vs. pervious) and kind (grass, tree, porous paver, concrete, etc.). This information informed the replacement of impervious surfaces along Mellen Street when we created a pedestrian way there. It now guides our current planning efforts.

Our Porter Campus has the highest percentage of impervious surfaces among Lesley property, so the University installed a 100,000-gallon retention system to collect and slowly release stormwater runoff into the soil when the Lunder Arts Center was constructed. The University now envisions more exciting projects that will not only mitigate storm events, but also increase the beauty of the campus.

Likewise, the University is committed to reducing its electrical consumption to improve resilience in extreme heat events. Lesley has invested in lighting efficiency overhauls, efficient chillers, tight building envelopes, and radiant floors and fan coil units to cool air in summer months without taxing ventilation systems. Lesley is investigating how landscape treatments might cool both exterior environments and buildings as part of its campus plan.

## Behavior Change

Lesley works to increase community awareness of personal behavior as it relates to sustainability and energy conservation by offering a variety of events and programs that underscore environmentally responsible norms.

The University invites local vendors to celebrate its annual Sustainability Day in the fall along with a week of Earth Day events in the spring. Among Lesley's activities are an Environmental Club, Green Office Initiative, the Lesley Urban Garden, and a variety of other programs and student groups.

With students back on campus, the Office of Sustainability resumed in-person outdoor events, such as Earth Day activities. Also, every February through the end of March, the University follows the Campus Race to Zero Waste competition timeline with a series of events and activities each week promoting waste reduction and recycling.

## Divestment

The Lesley University Board of Trustees voted in December 2021 to deepen its commitment to supporting the transition to a green future by taking additional steps to divest from fossil fuel holdings. This latest action continues Lesley's leadership in addressing climate change.



In 2015, the university was one of the first schools in the Boston area to divest from fossil fuel companies, eliminating \$7.2 million in holdings. Subsequently, we continued to reduce our exposure to fossil fuel companies, increased our investments in renewable energy, and incorporated ESG (environmental, social and governance) factors into our investment practices.

Lesley has committed to divesting from any remaining direct investments and make no new direct investments in fossil fuel companies and has begun the process of divesting from indirect pooled investments and other funds with substantial fossil fuel holdings. In addition, the university carefully evaluates new opportunities to support companies working on the transition to environmental sustainability and funds providing fossil fuel-free investments, while continuing to invest in renewable energy and energy efficiency.

## Tree Resources and Landscape Vision

Lesley tracks the health of our 332 trees, 1,228 large plants, and 37 distinct planting beds through the ArcView/ ArcGIS mapping software. Data such as location, specimen size, watering needs, maintenance requirements and other care instructions are encoded in a geodatabase with photography and updated on a regular basis. Landscape care is then coordinated with our gardeners and landscapers.

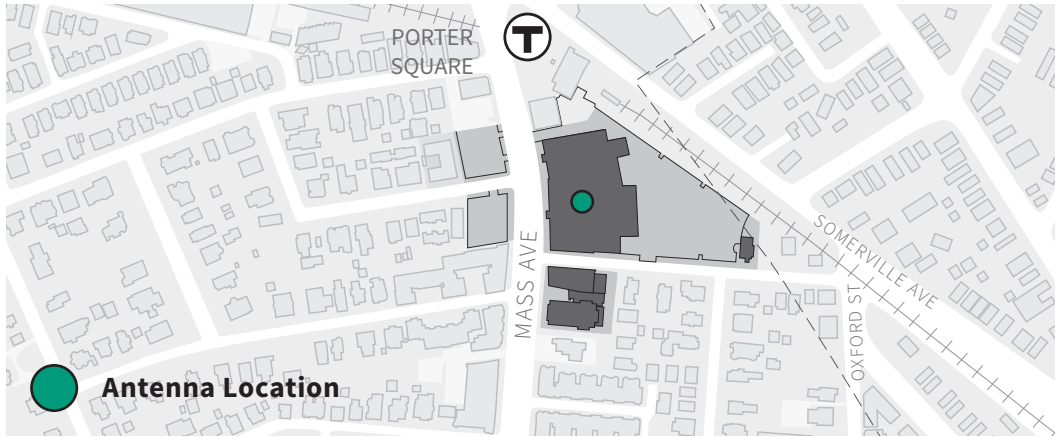
Mapping trees and other plantings was merely a first step to understanding our landscape resources and their potential. We continue to use this data to inform our campus plan. One of the primary goals of the plan is to coordinate landscape resources in a manner that furthers sustainability goals. The landscape vision that is being developed now imagines new trees on each campus softening hardscape, providing shade and establishing a sense of place.

## Antenna Installations

### Existing Conditions

The University has rooftop wireless telecommunications equipment installed at University Hall, 1815 Massachusetts Avenue, and another site approved for an AT&T wireless antenna at 30 Mellen Street. The three wireless providers on the rooftop tower at University Hall are AT&T (resident since 1996), T-Mobile (formerly Sprint, resident since 2001) and Verizon (resident since 2018). Two other antennas are on the “top” of the tower, a small microwave dish that is a Lesley data connection and an antenna that is part of the City of Cambridge fire and police department telecommunications equipment.

Lesley also has small microwave antennas for the exclusive use of the University located at 1 Wendell, 30 Mellen and 78 Oxford, which are positioned such that they are not readily visible to the neighborhood.



### Visual Impact Mitigation

The City has a rigorous review process that addresses the aesthetics of any new wireless service provider antenna sites or for any upgrades or changes in existing rooftop equipment. Any time a change is contemplated with one of our wireless service providers, we actively review the plan drawings, photos and Photoshop renderings of the proposed installations before they are submitted to the Board of Zoning Appeal for review and approval.

We are very conscious of the appearance of antennas on our buildings and keeping them as inconspicuous as possible without impeding their intended operation. In 2020, Verizon upgraded four antennas, replacing them with smaller units. Regarding the University Hall tower, the current AT&T, T-Mobile and Verizon wireless antennas are located in the red tile reveals on each side of the tower and are painted the same color as the tile.

No antennas are allowed on the yellow brick surface of the building or tower. We will continue to participate in the existing City review process in an effort to keep the visual impact of any antennas acceptable.

## Transportation

### Commuting and Parking

With many employees still working either largely remotely or hybrid, the demand for employee parking has decreased significantly. Given the greater availability of parking and residual transit hesitancy, we expanded the number of parking permits issued to commuter students on an interim basis in the fall of 2021, to enhance student experience. We continue to evaluate our future parking demand as remote and flexible works schedules become the norm.

## Parking

With recent real estate sales, our parking inventory is reduced by 73 spaces. Lesley maintains 519 parking spaces in Cambridge. The reductions stem from:

- Sale of 1627 Massachusetts Avenue (21)
- Sale of 7,9,11 Mellen Street (19)
- Sale of 1826 Massachusetts Avenue (14)
- Sale of 815 Somerville Avenue (17)
- Project-related parking reduction at 30 Mellen Street (2)

We will use a variety of incentives to continue to encourage sustainable commuting habits, to the extent possible for our non-resident students and employees.

## Commuting Mode of Choice

Due to COVID, Lesley's Parking and Transportation Demand Management (PTDM) study has not been updated since 2019, when our combined employee and student adjusted drive alone rate was 29% (the University's goal is 38% or under). When conducting the 2019 PTDM, it was noted that the level of awareness of the various commuter incentives and services Lesley provides, such as the pre-tax public transportation benefit and the student semester transit pass, was very high. Respondents were nearly unanimously aware of the Lesley shuttle service, which also promotes alternative transportation. The next PTDM study is currently in progress.

## Campus Shuttle

Lesley University provides a shuttle service to its students, faculty and staff during the Spring and Fall semesters when classes are in session. Shuttle service consists of three buses operating with direct service between each campus (Doble, Porter and South) Monday through Friday, from 7:30 AM to 6:30 PM. One bus runs on a continuous loop from 6:30 PM to 10:30 PM. After 10:30 PM, rides between campuses are available to students who call our Office of Public Safety.

As we reopened campus in September 2021, we replaced three 15-passenger vans with three new 24-passenger buses and began offering real-time tracking of each vehicle online and via a web app.

When upgrading shuttle capacity, Lesley pursued a conversion to electric vehicles and increased charging capacity at our Porter Campus. Unfortunately, supply chain disruptions made procurement of such vehicles impossible for this fall. However, Lesley is continuing to pursue such an upgrade and hopes to be able to make the conversion soon as part of the Campus Plan.

**The Lesley shuttle stops are:**

- Doble Campus, at the Mellen Street turnaround (approximately 29 Mellen St.)
- Porter Campus, behind University Hall, 1815 Massachusetts Avenue
- South Campus, at the corner of Hastings and Phillips streets

### **Bicycle Facilities**

Lesley University provides several bicycle amenities to its community, ranging from 358 bicycle racks to a do-it-yourself repair stand on its centrally located Doble Campus. Also, Public Safety is equipped with tire pumps at each campus. The Lesley University Department of Public Safety encourages anyone who intends to use a bicycle on campus to register it with their office.

The University continues to update bicycle racks throughout its three campuses. Also, the University provides a Blue Bikes stop on our Porter Campus, connecting with the network of bicycle stops throughout the Cambridge and Boston area and promoting increased bicycle opportunities for students, faculty and staff as well as the larger Cambridge community. We are considering additional bike share facilities on South and Doble as part of the Campus Plan. The new bike lane on Brattle Street is a welcome addition to Lesley's efforts to encourage alternative transportation options.





# Equity, Diversity, Inclusion & Justice

Lesley University remains committed to integrating Equity, Diversity, Inclusion and Justice (EDIJ) into all our systems, policies, and practices, and our curriculum—including our first-year General Education curriculum—internships and field placements, and professional development. Our efforts are shaped by University community members and increasingly center the voices of historically marginalized identities, such as BIPOC, LGBTQ+, and people with disabilities. Lesley’s unique focus on the caring and creative fields that foster human potential (education, counseling, expressive therapy, visual arts) calls for our graduates and ourselves to develop the cultural competence to become changemakers in their future careers and spheres of influence.

The continuing impact of COVID-19, combined with the increased focus on the experiences of minority communities continue to fuel the university’s urgency to integrate EDIJ in its structures and cultures.

At the time of this publication, Lesley will have hired our second Vice President of Equity, Diversity, Inclusion, and Justice, who will continue partnering with Lesley University community members to align their local efforts with the University’s four strategic EDIJ Priorities: 1) Increase the diversity composition of the University, 2) Integrate EDIJ in all University policies and procedures, 3) Diversity the classroom – in teaching, hiring, admissions, and promotions, and 4) Increase the sense of safety and belonging for marginalized community members.

## Hiring and Training

### Infusing EDIJ in University Hiring Practices

- The University developed and launched an EDIJ strategic roadmap that links all individual, group, and department EDIJ initiatives to one or more of the four EDIJ priorities.
- The University developed an EDIJ-specific curriculum for people participating in search committees in order to better recognize and address implicit bias in hiring.
- Along with their job applications, the University now requires candidates to submit an EDIJ statement that articulates how they have incorporated EDIJ into their careers and/or how they plan to incorporate EDIJ into the role they are applying for.
- The University continues to expand the recruiting networks we use in order to identify highly qualified and diverse candidates.

## **Learning, Training, and Professional Development**

- In 2022, approximately 3,000 Lesley University students, faculty, and staff attended one or more EDIJ-related trainings.
- We created a three-part mandatory training on antiracism for all students that helps students understand the history and impact of race on historically minoritized people in the U.S.
- These trainings ranged in topic from Transgender Allyship to Understanding Decolonization and Beyond Privilege Walks
- We developed guidelines for community engagement with a focus on enabling community members to prioritize caring for one another through positive and supportive engagement.
- Our Title IX/Equal Opportunity Office has created videos on sexual harassment, sexual assault and other topics. All incoming Lesley students are required to view these videos.

## **The Urban Scholars Initiative**

The Urban Scholars Initiative (USI) provides tuition assistance, tutoring, and mentoring to enable our scholars to graduate from Lesley University prepared to be a force for good in their communities. The USI student is primarily BIPOC and the first in their families to go to college. The 50 percent tuition reduction and integrated support follow USI students for the four years of their matriculation at Lesley, as long as they maintain the academic and civic standards set by the program and Lesley University. As USI nears its first decade, we see many opportunities to provide even more support to USI students and USI alumni to achieve sustained success.

## **Removing Names Associated with Slavery**

It has been two years since Lesley announced its intention to refer to the campus along Brattle Street, near Harvard Square and Cambridge common, as our South Campus. This change was prompted by research and work that city leaders and members of the Lesley community have done to highlight the shameful legacy of slavery in Cambridge. This legacy includes information that the Rev. William Brattle enslaved a young woman named Cicely.

Signs and markers on all Lesley campuses will be updated as part of the broader identity and wayfinding improvements in our Campus Plan.

## Recognizing Indigenous Peoples

We are also mindful that European colonists built the settlement that ultimately became Cambridge on the tribal land of the Nipmuc, Massachusetts, and Wampanoag peoples. This “land acknowledgment” opens every official meeting and public gathering at the university.

Lesley has celebrated Indigenous Peoples Day in lieu of Columbus Day since 2020. Our inaugural season of the Thought Leadership Series at Lesley University featured Mohegan Chief Many Hearts Marilyn “Lynn” Malerba, who has since become treasurer of the United States, the first Native American to be appointed to that position.

More recently, at Commencement this past May, we granted an honorary doctorate to Shelly C. Lowe, a Navajo woman, Cambridge resident, and the first Native American chair of the National Endowment for the Humanities. Lesley undergraduates were honored to have Chair Lowe as their graduation speaker.

In addition, the university celebrates Native American Heritage Month, offering speaker programs on indigenous culture, language, and issues. In a similar vein, a team of design students in the Lesley Art + Design Community Design Studio worked with local and national Native advisers, historians, and legislative staff to support a bill to reconsider the racist seal, motto, and flag of the Commonwealth of Massachusetts. Students created a series of interactive research documents and co-designed a public art installation at the deCordova Sculpture Park and Museum and accompanying podcast that honors the voices of indigenous cultural and political leaders.

## College Readiness & Workforce Development Partnerships

Lesley’s College of Art and Design and Cambridge-based The Loop Lab have partnered to open pathways for Loop Lab graduates to attend Lesley’s Digital Filmmaking Program. These graduates earn up to 30 college credits toward a bachelor’s degree.

The Loop Lab is a nationally recognized workforce development organization for young people of color that specializes in media arts apprenticeships and digital storytelling. The Loop Lab’s mission is to empower women and people of color in the media arts to develop careers in audio/visual production through job training, job placement and higher education. The Loop Lab’s partnership with Lesley embodies a shared goal to support and empower underrepresented individuals in the media arts.

## Juneteenth and Indigenous Peoples Day

Just as the University was the first Cambridge university to mark Juneteenth as an official academic holiday, Lesley continues to observe both Juneteenth and Indigenous Peoples Day (in lieu of) Columbus Day as university holidays.

## Impact of Covid-19

Lesley University is moving forward with our campus plan. The pandemic has affected the timelines for the various projects due to supply chain issues, labor shortages and increased costs (inflation). Timelines have been pushed out to better accommodate these and a variety of substitutions and options are under discussion to minimize the impact of these factors.

What is also true is that we have emerged from the last two years of the pandemic with new attention to health and safety protocols and best practices to create the safest and most hygienic conditions possible for our community members and the public.

### Mindful reopening

As a result, beginning with Commencement in May, Lesley returned to in-person academic ceremonies, lectures, art openings and other activities, remaining mindful of the steps recommended to reduce exposure to and harm from the COVID-19 virus. While we are encouraged that the rates of community transmission are lower than last year, we are continuing to monitor the public health landscape and to consult with infectious disease experts on best practices to protect the health and safety of our community.

Except for the lower, retail-space floors of University Hall, all university buildings remain accessible only to people issued a university ID, unless a public event is scheduled. In those cases, the university strongly recommends members of the public wear a face mask while attending the event.

### Hybrid study and work

The university operates under a hybrid model of instruction and work. Most employees work remotely at least part of the time while classes are offered in a combination of in-person, online or “Hy-Flex” styles. While some of these innovations sprung from the early days of the pandemic mitigation efforts, these innovations have been retained and expanded to create a more flexible and responsive university environment.

An unanticipated benefit of the increase in virtual learning and working is the reduction in the numbers of students, faculty and staff commuting to and from campus. This has mitigated congestion on surrounding road and allowing for less disruptive renovations of space. We anticipate that hybrid campus learning and work will continue in the future.

That anticipation is informed by the recent experience. Lesley’s policy has been one of managerial discretion and work planning in allowing for remote and hybrid work across the campus.



Students have been able to select from a variety of face to face, hybrid and fully remote options. All Lesley employees have been provided with a remote work setup, including a laptop computer, softphone and applicable accessories to ensure that we can turn on a dime with a fully trained workforce as dictated by any developing circumstances, internal or external.

In general, this has reduced the daily faculty and staff population on campus as indicated through the reduction of faculty and staff parking permits and increased the commuter and graduate student parking permits. As part of the campus plan the University has begun the implementation of shared office and hoteling spaces and reduced the number of individual private offices while still providing quiet and private spaces.

Throughout the pandemic, Lesley University has prioritized the community's health and safety. In developing our health and safety protocols, we have consulted with medical experts, kept in close contact with the city's Department of Public Health and followed the guidance of the Centers for Disease Control and public health orders issued by the city and state.

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# DATA & MAPS

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## Existing Conditions

No properties were purchased during this time.

### Cambridge Properties Sold

1627 Massachusetts Ave.; 815 Somerville Ave.; 7 Mellen St.; 9 Mellen St.; 11 Mellen St.; 13 Mellen St.; 17 Mellen St.; 19 Mellen St.; 21 Mellen St.

### Planned Dispositions

There has been interest in 6 Sacramento St., but no sale has yet been finalized. Additional real estate divestiture (and ongoing reinvestment in retained assets) is planned in the coming year to right-size the University assets.

## A. Faculty & Staff

	2018	2019	2020	2021	2022	Projection <sup>2</sup> 2032
<b>Cambridge-based Staff</b>						
Head Count	368	363	301	305	288	374
FTEs <sup>3</sup> (if available)	357	350	293	298	281.39	365
<b>Cambridge-based Core Faculty</b>						
Head Count	160	171	164	171	170	187
FTEs <sup>1</sup> (if available)	151	162	155	157	162.09	178
<b>Cambridge-based Adjunct Faculty</b>						
Head Count	331	338	454	253	255	357
FTEs <sup>1</sup> (if available)	69	70	141	50	51.14	71
<b>Cambridge Residents Employed at Cambridge Facilities</b>	53	57	46	42	46	64

<sup>1</sup>Post-doctoral scholars are counted in the "Student Body" section. Do not include them in the "Faculty & Staff" section.

<sup>2</sup>Provide a projection of future employment using whatever time period your institution employs for this purpose. Specify the target year.

<sup>3</sup>"FTE" refers to Full Time Equivalent employees, which treats part-time workers as a fraction of a full-time position based on the number of hours worked per week.

## B. Student Body<sup>4</sup>

	2018	2019	2020	2021	2022	Projection <sup>5</sup> 2032
<b>Undergraduates</b>	<b>1,788</b>	<b>1,927</b>	<b>1,814</b>	<b>1,619</b>	<b>1,518</b>	<b>1,978</b>
Day	1,558	1,635	1,561	1,402	1,315	
Evening	230	292	253	217	203	
Full Time	1,537	1,646	1,565	1,402	1,262	
Part Time	251	281	249	217	256	
<b>Graduate Students</b>	<b>1,916</b>	<b>1,980</b>	<b>1,846</b>	<b>1,894</b>	<b>1,899</b>	<b>2,469</b>
Day	0	0	0	0	0	
Evening	1,916	1,980	1,846	1,894	1,899	
Full Time	874	1,129	831	1,092	812	
Part Time	1,042	851	1,015	832	1,087	
<b>Non-Degree Students</b>	<b>2,309</b>	<b>2,472</b>	<b>1,516</b>	<b>3,287</b>	<b>1,073</b>	<b>1,393</b>
Day	1,707	1,963	1,229	2,400	886	
Evening	602	509	287	887	187	
<b>Total Students Attending Classes in Cambridge</b> <i>(inclusive of all 90 categories above)</i>	<b>6,013<sup>1</sup></b>	<b>6,379</b>	<b>5,176<sup>2</sup></b>	<b>6,800</b>	<b>4,490</b>	<b>7,784</b>
<b>Post-Doctoral Scholars</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

<sup>4</sup>Include all non-degree students enrolled in day or evening classes, such as persons taking Harvard Extension classes.

<sup>5</sup>Provide a projection of future enrollment using whatever time period your institution employs for this purpose. Specify the target year.

Number of Cambridge Undergraduate Applicants Accepted During 2020-21  
Application Cycle: 52



## C. Student Residences

	2018	2019	2020	2021	2022	Projection <sup>6</sup> 2032
<b>Undergraduate Students Residing in Cambridge</b>						
In Dormitories	879	862	799	596	598	777
With Cars Garaged in Cambridge <sup>7</sup>	0	0	0	0	0	0
Off Campus Affiliate Housing <sup>8</sup>	0	0	0	0	0	0
Off Campus Non-Affiliate Housing	81	79	71	71		71
<b>Graduate Students Residing in Cambridge</b>						
In Dormitories	0	0	0	0	0	0
With Cars Garaged in Cambridge <sup>4</sup>	0	0	0	0	0	0
Off Campus Affiliate Housing <sup>8</sup>	0	0	0	0	0	0
Off Campus Non-Affiliate Housing	133	119	112	14	14	14

<sup>6</sup>Provide a projection of future student housing using whatever time period your institution employs for this purpose. Specify the target year.

<sup>7</sup>Cars Garaged in Cambridge refers to any car kept in Cambridge by a student residing in a college or university dormitory.

<sup>8</sup>For the purpose of this report, affiliate housing is defined as other housing owned or leased by the institution that is available only to members of the academic community. Affiliate housing does not include either dormitories or housing available for rent to persons who are not affiliated with the institution.

## D. Facilities & Land Owned

	2018	2019	2020	2021	2022	Projection <sup>9</sup> 2032
Acres (Tax Exempt)	13.91	13.96	13.96	13.96	12.70	12.70
Acres (Taxable)	2.27	1.91	1.91	1.91	1.69	1.69
Number of Buildings	61	60	60	60	51	50
<b>Dormitories</b>						
Number of Buildings	22	22	22	22	22	22
Number of Beds	889	864	864	864	864	864
<b>Size of Buildings</b>	<b>966,204</b>	<b>978,411</b>	<b>978,411</b>	<b>978,411</b>	<b>914,474</b>	<b>901,474</b>
Institutional/Academic	498,875	534,091	534,091	534,091	482,618	482,618
Student Activities/ Athletics	20,000	38,853	38,853	38,853	38,853	38,853
Dormitory/Nontaxable Residential	283,993	260,265	260,265	260,265	246,822	246,822
Commercial	90,823	78,209	78,209	78,209	78,209	78,209
Taxable Residential	72,513	66,993	66,993	66,993	54,972	54,972

<sup>9</sup>Provide a projection of facilities using whatever time period your institution employs for this purpose. Specify the target year.

## E. Real Estate Leased

## F. Payments to City of Cambridge<sup>10</sup>

	FY 18	FY 19	FY 20	FY 21	FY 22
Real Estate Taxes Paid	\$654,598	\$523,798	\$527,124	\$553,236	\$535,221
Payment in Lieu of Taxes (PILOT)	\$--	\$--	\$--	\$--	\$--
Water & Sewer Fees Paid	\$454,982	\$419,778	\$447,699	\$247,041	\$493,553
Other Fees & Permits Paid	\$179,056	\$126,585	\$135,706	\$64,853	\$97,379

<sup>10</sup>Fiscal Years for the City of Cambridge begin on July 1 and end on June 30 of the following year. For example, FY22 for the City of Cambridge includes the period from July 1, 2021 through June 30, 2022.

## G. Institutional Shuttle Information

Shuttle Route	Vehicle Type, Energy Source & Capacity	Frequency of Operation	Weekday Hours of Operation	Weekend Hours of Operation
Bus 1 - Doble/Porter	32-Passenger Van - Gas	10 minutes	7:30 AM - 10:10 PM	7:30 AM - 10:10 PM
Bus 2 - Porter/South	32-Passenger Van - Gas	10 minutes	7:30 AM - 10:20 PM	7:30 AM - 10:20 PM
Bus 3 - South/Doble	32-Passenger Van - Gas	10 minutes	7:30 AM - 10:30 PM	7:30 AM - 10:30 PM

## Parking

Parking Spaces Maintained for Students <i>(including Resident &amp; Commuter Parking)</i>	208
Parking Spaces Maintained for Faculty, Staff and Visitors	351

# Housing

	Tax Exempt - Affiliate Housing <sup>8</sup>	Taxable - Affiliate Housing <sup>8</sup>	Tax Exempt - Other Housing	Taxable - Affiliate Housing
<b>2018</b>				
Number of Units	1	0	0	74
Number of Buildings	1	0	0	9
<b>2019</b>				
Number of Units	1	0	0	68
Number of Buildings	1	0	0	8
<b>2020</b>				
Number of Units	1	0	0	68
Number of Buildings	1	0	0	8
<b>2021</b>				
Number of Units	1	0	0	68
Number of Buildings	1	0	0	8
<b>2022</b>				
Number of Units	1	0	0	68
Number of Buildings	1	0	0	8

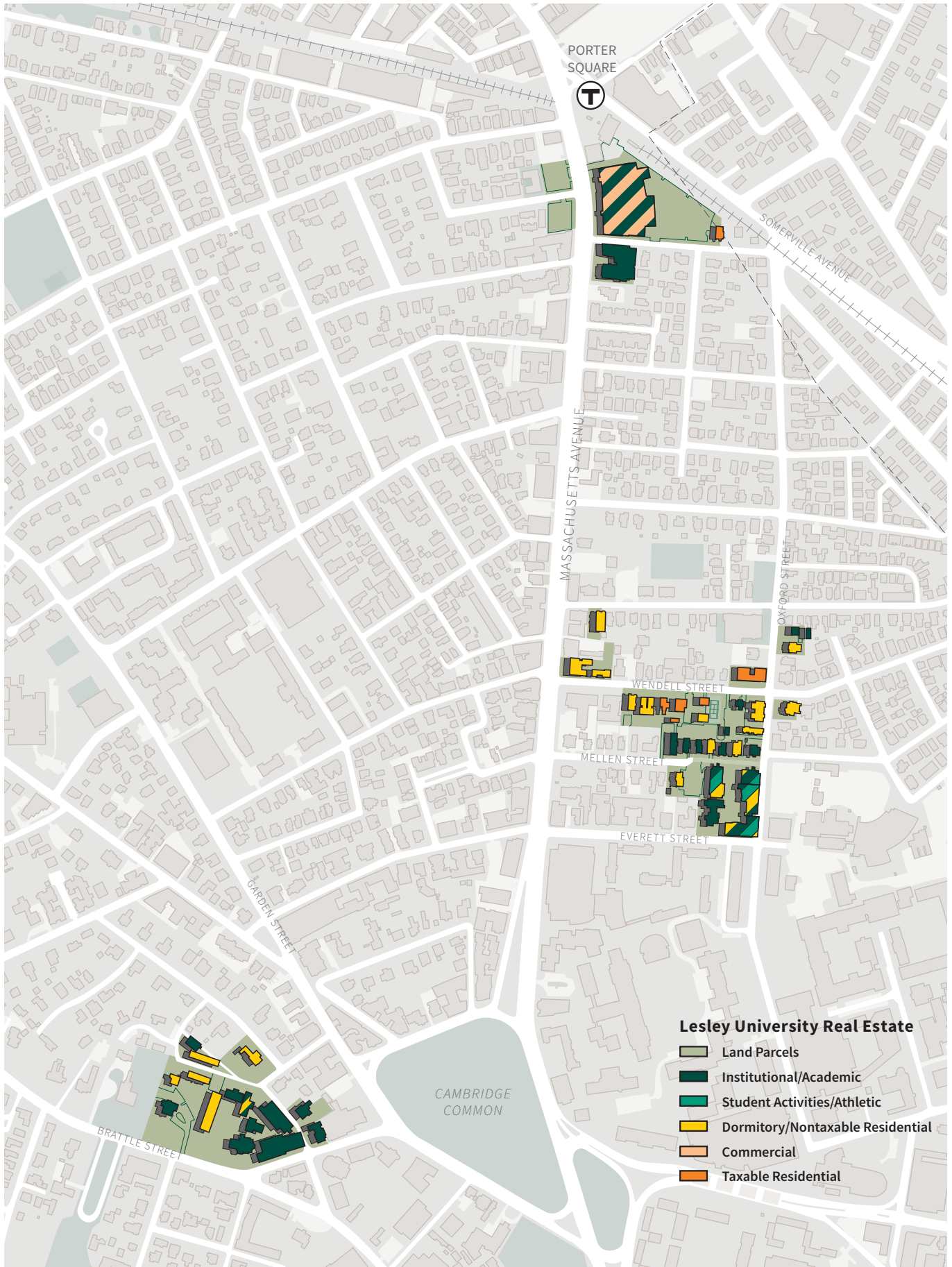




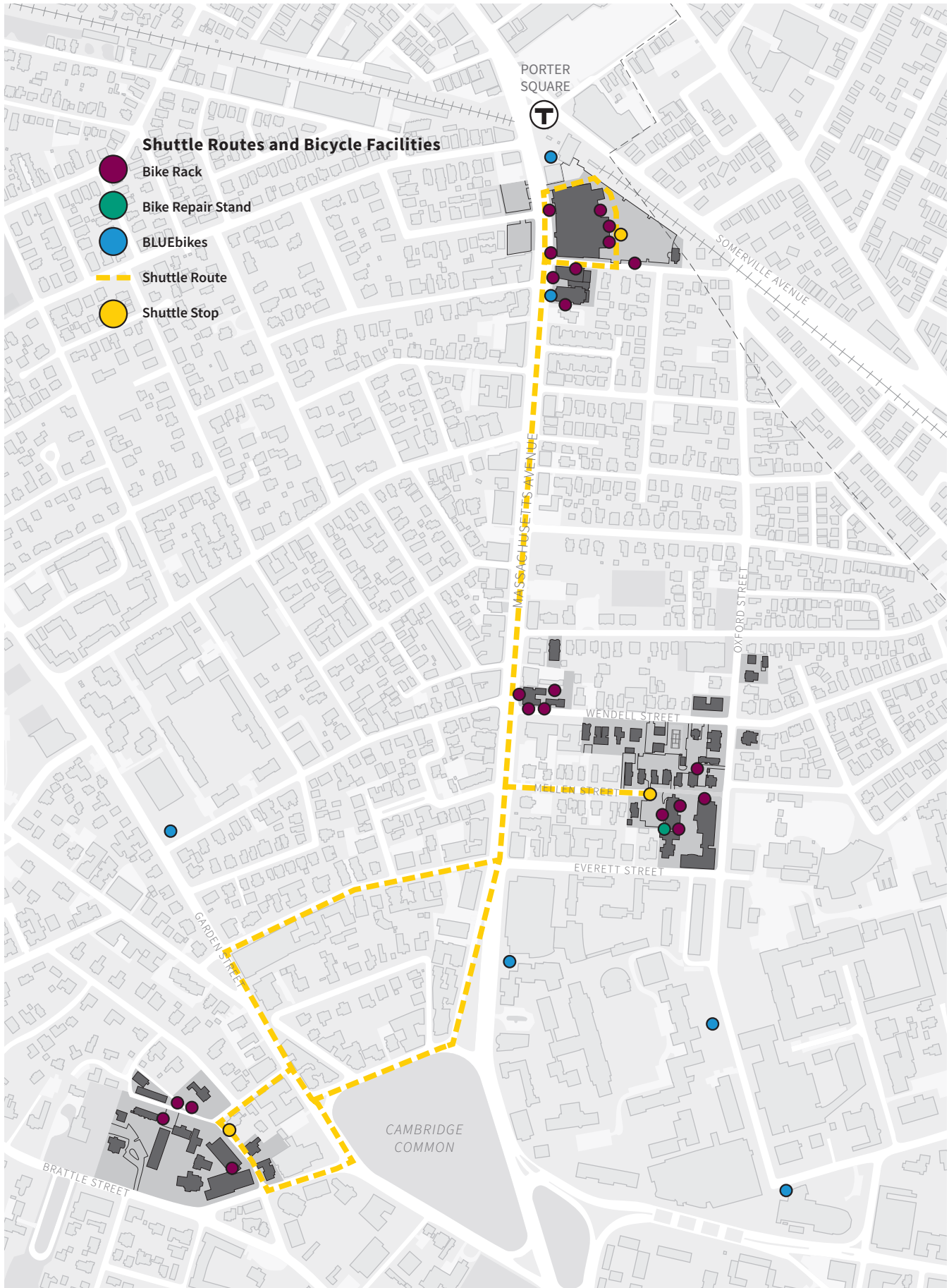
AERIAL VIEW OF SOUTH CAMPUS.  
PHOTO: MARK TEIWES/LESLEY UNIVERSITY



# Lesley University Real Estate

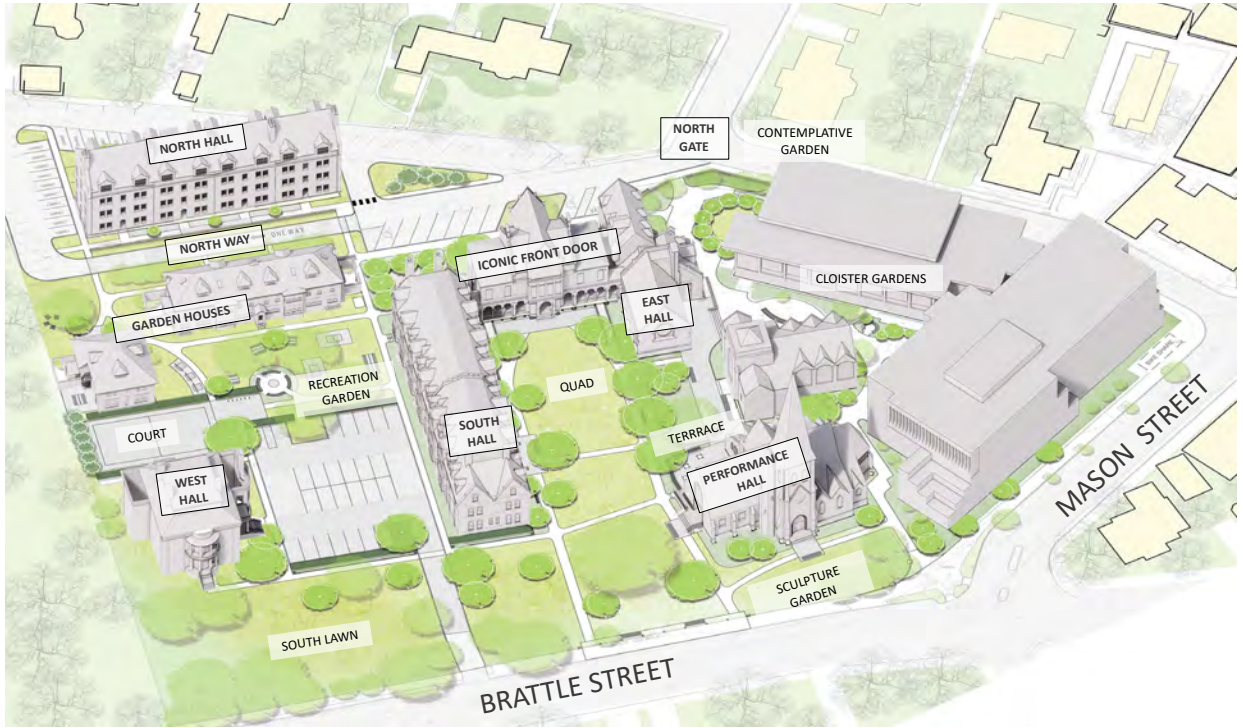


# Shuttle Routes and Bicycle Facilities

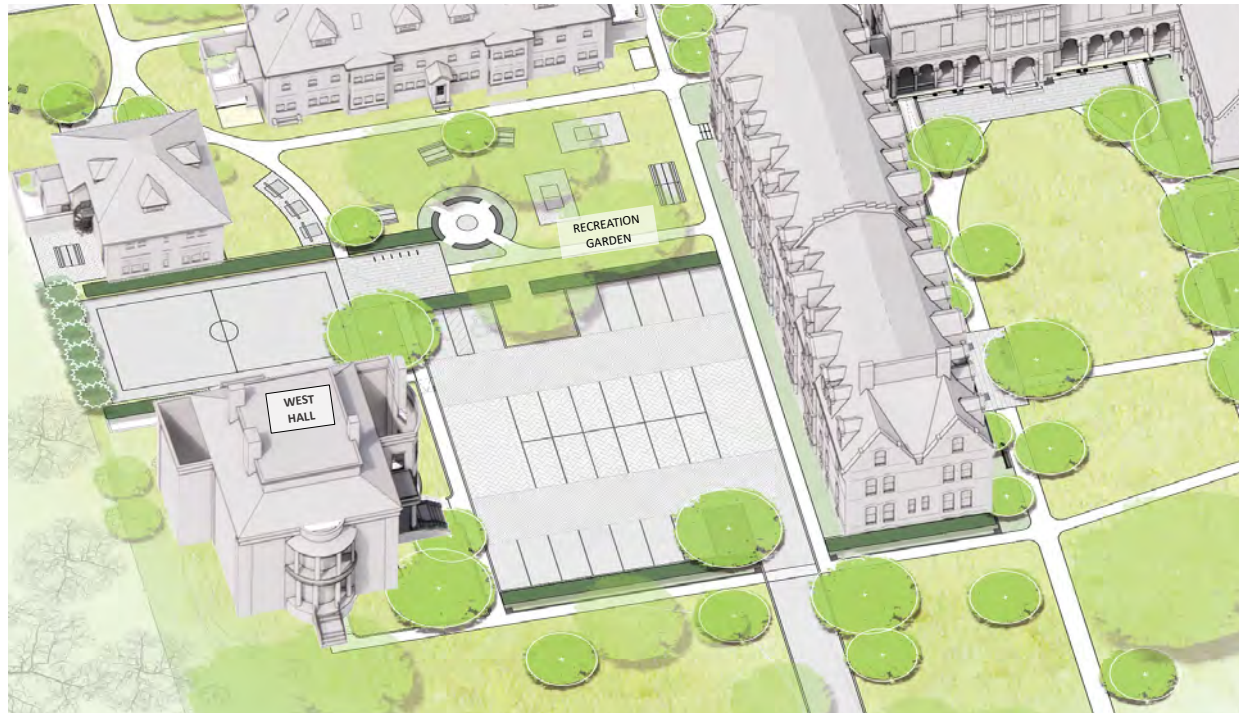




# South Campus



# Recreation Gardens & Court





# Cloister Gardens



# Performance Hall



# Existing Trees By Campus







