

2001 Annual Town Gown Report Update

Institution Name: **Lesley University**

Report for Time Period (e. g., Spring '01 semester or 2000-2001 term): 2000-2001

Date Submitted: 10/3/01

I. EXISTING CONDITIONS

Please provide the following information about the current conditions and population at your Cambridge campus. Please note where information is unavailable or the question is inapplicable. Add clarifying comments as needed.

A. FACULTY & STAFF

Cambridge-based Staff Head Count: 375 FTEs¹ (if available): 359.4

Cambridge-based Faculty Head Count: 139 FTEs¹ (if available): 124.6

Number of Cambridge Residents Employed at Cambridge Facilities: 74

B. STUDENT BODY²

Total Students Attending Classes in Cambridge (inclusive of all categories below): 3508

Please provide the following statistics about your Cambridge-based student body:

Total Undergraduate Students: 1270

Day: _____

Evening: _____

Full Time: 964

Part Time: 306

Total Graduate Students: 1418

Day: _____

Evening: _____

Full Time: 251

Part Time: 1167

Non-Degree Students: 820

Day: _____

Evening: _____

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

² Include all non-degree students enrolled in day or evening classes, such as persons taking Harvard Extension classes.

C. STUDENT RESIDENCES

Undergraduate Students:

Number residing in Cambridge in dormitories: 475

Number of these with cars garaged in Cambridge: n/a

Number residing in Cambridge in off campus affiliate housing³: 0

Number residing in Cambridge in off campus non-affiliate housing: 60

Graduate Students:

Number residing in Cambridge in dormitories: 0

Number of these with cars garaged in Cambridge: 0

Number residing in Cambridge in off campus affiliate housing³: 0

Number residing in Cambridge in off campus non-affiliate housing: 250

D. FACILITIES & LAND OWNED

Tax Exempt Facilities & Land:

Acres: n/a

Number of Buildings: 31 Size of Buildings (square feet): 425,415

Affiliate Housing (include both taxable and tax exempt):

Number of Units occupied by students: 13 building/267 rooms

Number of Units occupied by faculty and/or staff: n/a

Do you maintain a detailed inventory of tax exempt facilities? If yes, indicate contact person and phone:

Charles Gilroy, VP Finance, Lesley University, 617-349-8727

Taxable Facilities & Land:

Acres: n/a

All Taxable Properties (gross floor area): 146,063

Commercial Properties Only (gross floor area): 227,212

Housing - Number of Buildings: 7

Housing - Number of # Units: 40

Do you maintain a detailed inventory of taxable facilities? If yes, indicate contact person and phone:

Charles Gilroy, VP Finance, Lesley University, 617-349-8727

³ For the purpose of this report, affiliate housing is defined as other housing owned 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.*

Property Transfers:

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

None

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

49 Washington Avenue

E. REAL ESTATE RENTED

Please attach to the report a listing of all real estate rented by your educational institution within the City of Cambridge. Include street addresses, use (e. g., institutional, residences, commercial, etc.) and approximate area of property leased (e. g., 20,000 SF, two floors, entire building, etc.). If your institution does not rent any real estate within the City of Cambridge, you may omit this section.

F. MAPPING REQUIREMENTS

Please attach to the report maps of the following:

1. Map of all real estate owned in the City of Cambridge. Categorize properties by use as appropriate (e. g., academic, dormitory, commercial investment, etc.).
2. Map of development projects now underway, proposed or planned.

19, 500 RSF, 1 Porter Square, Lower Level - Office Use

G. PARKING FACILITIES

This section refers to parking spaces maintained in Cambridge only.

Number of parking spaces maintained for students: 23

Number of parking spaces maintained for faculty and staff: 170

Do you charge for the use of parking spaces? If so, please describe your fee schedule: n/a

H. PAYMENTS TO CITY OF CAMBRIDGE:

Real Estate Taxes Paid for FY 00⁴ : \$ 385,744.92

Payment in Lieu of Taxes (PILOT) for FY 00: \$ n/a

Water & Sewer Fees paid during FY 00: \$ 193,738.10

Other Fees & Permits Paid during FY 00: \$ 7,577.80

⁴ FY 98 for the City of Cambridge includes the period from July 1, 1999 through June 30, 2000.

II. TRANSPORTATION DEMAND MANAGEMENT

Please provide the following information. You may summarize the information below or attach documents to this report, as appropriate. If your school has not updated information since submitting the 2000 Annual Report, you may so indicate in the appropriate space below.

A. Results of surveys of commuting mode choice for faculty and/or staff and/or students. (We would appreciate receiving a copy of your survey instrument, if possible.)

N/A

B. Information on the point of origin of commuter trips to Cambridge for faculty and/or staff and/or students. (This information will assist the City in lobbying for improved regional transit options.)

N/A

C. Description of Transportation Demand Management programs offered to faculty and/or staff and/or students (e. g., MBTA pass sale programs, shuttle services, bike parking facilities, etc.)

Lesley provides on-campus parking to only a relatively small number of its faculty and staff. The university offers MBTA pass sales on-campus, and maintains regularly –scheduled shuttle between the main campus in the Mellen Street area and the Porter Square campus.

III. RECENT EFFORTS TO SHARE INFORMATION

Please summarize efforts made by your institution to share information with either City agencies or the community about your institutional planning process over the past calendar year. You may either use the space below for your response or attach a statement to this report.

Lesley administrators periodically meet with organizations representing the concerns of the Agassiz community, Neighborhood Nine and Porter Square. Lesley participated as a member of the Agassiz Study Group, organized by the Community Development Department. In addition, university officials have regular contact with the Mayor, the City Council, the School Committee, the City Manager's office, and the Agassiz neighborhood Council. Lesley also has a longstanding partnership with the School Department. Lesley works closely with the Traffic Department and Zoning Board as appropriate on specific issues related to the daily operation of the campus.

During the past year, Lesley met several times with the Agassiz Neighborhood Council and groups of individual neighbors regarding the disposition of Lesley's residence hall at 10 Sacramento Street and the conversion of a Lesley-owned building at 28-R Wendell Street from office to dormitory use.

Lesley's community activities are many-fold. Lesley provides a number of arts, teacher training, and professional development programs to the Cambridge community. The university maintains a significant presence within the Cambridge Public Schools. Lesley operates the city's summer school program and provides early intervention literacy training to many Cambridge teachers system-wide.

Lesley also has a strong commitment to adult Cambridge residents, through scholarship and tuition reduction opportunities for Cambridge city employees and residents. An annual \$5,000 scholarship is available to *any* graduate of Cambridge Rindge & Latin High School meeting Lesley's admissions standards.

Among the specific Lesley-sponsored programs benefiting Cambridge are:

Say Yes to Education

Say Yes to Education is a non-profit, comprehensive college tuition-guarantee program that aims to help inner-city students build productive lives by preparing them for college or advanced vocational training. Say Yes to Education works as a four-way partnership between the sponsors, Lesley, the students and their families, and the public schools. The partnership with Lesley began in June of 1991. Lesley supports 69 students with education scholarships. Nearly 80 percent of those 69 students -- all who originally attended the **Harrington School** in Cambridge -- graduated from high last spring and are now attending post-secondary education. Lesley continues to work closely with those who have yet to graduate from high school..

Massachusetts Campus Compact

Students at the **Peabody** and **Martin Luther King, Jr. Schools** in Cambridge are getting a boost in literacy and math skills through a special tutoring program provided by Lesley's Division of Student Affairs. A designated "room for learning" has been established at each school. Lesley work study and volunteer students tutor children on a one-to-one basis and in small groups. Lesley provides 20 college students to tutor the elementary school children twice a week during the school year.

Compass

For two decades, Lesley students and their mentor teachers have created a summer school for the **Cambridge Public Schools** called Compass. Compass supplements Lesley's traditional training of teachers and provides additional learning opportunities for children, nearly a third of whom have special needs or are at risk.

Project BEST

Project BEST (Better Elementary Science, Mathematics, and Technology) has been funded by Bell Atlantic since 1992. The project supports a collaborative partnership involving Lesley and several schools including the **Tobin School** in Cambridge, and the Massachusetts Audubon Society. The goal of the partnership is to facilitate the integration of technology into the elementary curriculum and, in the process, build leadership capacities among teachers and administrators for applying technology relevant to their goals and needs in science and mathematics. Lesley faculty members and staff at the Audubon Society collaborated with teachers from Cambridge to develop curriculum integration materials blending science, mathematics, history, and social studies.

Professional Development School Partnerships with Agassiz, Peabody, Tobin, and Harrington Schools

Begun in 1992, these partnerships bring together four public elementary schools and a private college to share ideas, techniques and strategies for teaching and learning in order to create an educationally rich environment for students, faculty and student teachers. Lesley works with the **Agassiz, Peabody, Tobin** and the **Harrington Schools** in Cambridge, on an individual basis.

Careers in Education

The Careers in Education program, co-sponsored by Lesley and **Cambridge Rindge & Latin School**, gives high school students professional work experience in elementary education while taking related pre-college and college-level courses on the Lesley campus.

Career Paths Internships

The Management Program in Lesley's Women's College works with junior and senior students at **Cambridge Rindge & Latin High School** involved in Career Paths Internships. The students are in a management and finance internship program, and study business applications and complete after-school internships at local banks and businesses in the Cambridge area. The program is supported by Cambridge Community Services. Lesley provides space for the students' weekly seminar classes, and makes available use of on-campus resources, including the library and computer labs. During that time, students have a structured seminar class taught by the CRL Faculty Advisor for this program. Lesley also arranges for speakers and workshop leaders throughout the year to enrich the scope of these seminars presented Lesley faculty.

Career Paths Scholars

The Career Paths Scholars Program helps individuals with a demonstrated commitment to the field of early care and education obtain the associate or bachelor's degree they need to improve their skills and advance their careers. The program enrolls students who are currently employed in the field or who have worked with infants, toddlers, or preschoolers and their families for at least six months and who have been unable to access degree opportunities. Lesley's Center for Children, Families and Public Policy has collaborated with the Community Partnership and Family Network agencies in each of the targeted communities in its student recruitment efforts.

Kids To College

Kids to College is an innovative early awareness program that introduces sixth grade students to the concept of higher education. The curriculum consists of hands-on activities that demonstrate the role higher education plays in helping students achieve their career goals. Sixth grade classrooms are paired with local colleges and universities which help to implement this program. Lesley has participated in Kids to College since the program began in 1992. Lesley's partner school is the **Harrington School** in Cambridge. Each year, a staff member and current student from Lesley visit Harrington sixth graders to talk about what college life is like and answer student questions. In addition, students learn about different careers, create business cards and engage in creative role playing related to professions that interest them. Lesley offers administrative and financial support to the program by working closely with Harrington School teachers, coordinating speakers for each classroom, and hosting the grand finale, a college visit complete with workshops, campus tour and lunch.

Cambridge Partnership for Public Education

The Cambridge Partnership for Public Education is a non-profit organization that helps the students of the **Cambridge Public Schools** and their families to be productive citizens by strengthening educational systems and programs. They do this by providing an opportunity outside the traditional school setting for all stakeholders in public education to work together, thereby leveraging their individual expertise and resources. Lesley began its collaboration with the Cambridge Partnership in 1986. Over the past ten years, Lesley has offered administrative, financial and in-kind support to the Partnership. Lesley donated space to house the main administrative offices for the Partnership in addition to providing payroll services.

CAMP

Community Agency Management Partnership, or CAMP, brings non-profit agencies and for-profit organizations together to work on community development issues, and in the process, their relationships with each other. CAMP is composed of a core working group, which includes the Lesley School of Management, the City of Cambridge, Genzyme, Polaroid, the Margaret Fuller House, Neighbors for a Better Community and Community Connections. Their focus is serving the Area Four neighborhood of **Cambridge**. CAMP provides leadership development for professionals in non-profits and increases opportunities for management students at Lesley to apply their skills in these agencies. It also provides businesses with insight and support in their efforts to collaborate with community-based non-profit agencies and organizations. CAMP also holds workshops and forums to assist non-profit agencies, for-profit organizations and government agencies to work together more effectively.

Lesley-Agassiz Resource Committee

The Lesley-Agassiz Resources Committee provides a means to maintain and promote communications between Lesley and the Agassiz neighborhood in **Cambridge**. The primary purpose of the Resource Committee is to foster mutual understanding of one another's interests and concerns. For almost twenty years, Agassiz and Lesley community members have come together to share resources and plan projects as joint ventures such as the Lesley Agassiz Cleanup Day. Representatives of the two communities meet together as a formal committee to work on the creation of open communication, networking, and shared community development. Publications such as *Whistler* and the *Lesley News* are utilized as communication pieces to inform one another about ongoing events.

Public Art Education Project

Lesley Graduate School of Arts and Social Sciences faculty have teamed with the Cambridge Arts Council to develop educational materials for a **Cambridge** Public Art Project. Faculty were recruited from the Division of Creative Arts in Learning, based on their expertise in aesthetic education, visual art instruction, museum education and curriculum integration. The faculty members developed an institute for Cambridge teachers, focusing on creativity, aesthetic awareness, community integration, and curriculum design, with guests artists from the Cambridge Public Art Project, active engagement with pieces of art; reflection, analysis and evaluation of the engagement, and a discussion of application to K-12 curriculum.

IV. FUTURE PLANS

On page 12 of the Town-Gown Report, the members of the Town-Gown Committee agreed that “Universities should offer statements of their future needs to the city and plans responding to those needs. These plans should include specific statements about known development projects and their status; forecasts of faculty, staff or student population growth; and identified needs that do yet have solutions . . . These plans should address known concerns of the community, such as parking and/or tax base erosion.”

In this section of the report, please provide a summary of your institution’s current and future facility plans. To the extent possible, please cover a planning horizon of at least ten years. Please include projected changes in your employee and student populations, anticipated changes to your housing stock, and planned property acquisition and disposition. Please include discussion of projects now underway, planned or under construction in adjoining cities and towns that may have a significant impact on the City of Cambridge. As appropriate, please include excerpts from institutional planning reports or summarize the results below. In making this request, the City of Cambridge acknowledges that as conditions change, your institution will need to modify the plans described below, changing or abandoning them as necessary. If your school has not updated future plans since submitting the 2000 Annual Report, you may so indicate in the space below.

You may either use the space below for your response or attach a statement to this report.

Lesley University has initiated a comprehensive long-range facilities planning process, focusing on our existing campuses in Cambridge and Boston and future facilities needs and priorities. That planning process will include extensive presentations to and interviews with internal constituencies as well as external neighborhood and City constituencies. The process will clarify institutional priorities and review various planning scenarios and options available to address those needs during the fall and winter. Ultimately, a long-range facilities plan including specific recommendations will be presented for approval to the Lesley Board of Trustees in the spring of 2002.

One central focus of the university’s planning is the year 2005 when the second floor of Lesley’s Porter Exchange building becomes available for institutional use. That will allow the university to consider how to redeploy existing resources to address long range needs in the areas of student housing, classrooms, laboratories, recreational facilities, parking, and administrative and academic offices.

Enrollment and staffing remain create no immediate pressure for expansion of facilities per se. Rather, Lesley is focussed principally on developing a plan for optimal utilization of existing facilities resources, consistent with the interests of the community. Lesley anticipates dramatic growth in its off-campus degree programs in the coming years (primarily outside of Massachusetts) Little to no significant growth is expected in Lesley’s on-campus programs.

Lesley will begin formal discussions with the Agassiz Neighborhood Council and all relevant City agencies regarding the university’s long-range facilities planning in the late fall to early winter.