

# 2002 Annual Town Gown Report Update

Institution Name: Lesley University

Report for Time Period (e. g., Spring '02 semester or 2001-2002 term): 2001-2002 Term

Date Submitted: 09/23/02

## 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: 414 FTEs<sup>1</sup> (if available): 395.6

*Cambridge-based Faculty* Head Count: 149 FTEs<sup>1</sup> (if available): 131.9

Number of Cambridge Residents Employed at Cambridge Facilities: 85

### B. STUDENT BODY<sup>2</sup>

Total Students Attending Classes in Cambridge (inclusive of all categories below): 3,776

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

Total Undergraduate Students: 1,431

Day: \_\_\_\_\_

Evening: \_\_\_\_\_

Full Time: 958

Part Time: 473

Total Graduate Students: 1,485

Day: \_\_\_\_\_

Evening: \_\_\_\_\_

Full Time: 288

Part Time: 1,197

Non-Degree Students: 860

Day: \_\_\_\_\_

Evening: \_\_\_\_\_

<sup>1</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.

<sup>2</sup> 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: 445

Number of these with cars garaged in Cambridge: N/A

Number residing in Cambridge in off campus affiliate housing<sup>3</sup>: 0

Number residing in Cambridge in off campus non-affiliate housing: 68

*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 housing<sup>3</sup>: 0

Number residing in Cambridge in off campus non-affiliate housing: 137

**D. FACILITIES & LAND OWNED**

*Tax Exempt Facilities & Land:*

Acres: N/A

Number of Buildings: 32

Size of Buildings (square feet): 427,007

*Dormitories:*

Number of Buildings: 12 Number of Beds: 462

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): 192,119

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

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

<sup>3</sup> 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.*

*Housing*

	Tax Exempt - Affiliate Housing <sup>4</sup>	Tax Exempt - Other Housing	Taxable - Affiliate Housing <sup>4</sup>	Taxable - Other Housing
Number of Units:	2			40
Number of Buildings:	2			7

*Property Transfers:*

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

815 Somerville Avenue \_\_\_\_\_

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

10 Sacramento Street \_\_\_\_\_

**E. REAL ESTATE LEASED**

Please attach to the report a listing of all real estate leased 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 lease 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.

**G. PARKING FACILITIES**

*This section refers to parking spaces maintained in Cambridge only.*

Number of parking spaces maintained for students

(including resident and commuter parking): 23 \_\_\_\_\_

<sup>4</sup> 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.*

Number of parking spaces maintained for faculty, staff and visitors: 268 \_\_\_\_\_

Do you charge for the use of parking spaces? If so, please describe your fee schedule: No \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**H. PAYMENTS TO CITY OF CAMBRIDGE:**

Real Estate Taxes Paid for FY 01<sup>5</sup> : \$ 385,744.91 \_\_\_\_\_

Payment in Lieu of Taxes (PILOT) for FY 01: N/A \_\_\_\_\_

Water & Sewer Fees paid during FY 01: \$ 191,901.10 \_\_\_\_\_

Other Fees & Permits Paid during FY 01: \$ 7,577.80 \_\_\_\_\_

<sup>5</sup> FY 01 for the City of Cambridge includes the period from July 1, 2000 through June 30, 2001.

## 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 2001 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, offers employees the ability to pay for public transportation on a pre-tax basis and maintains regularly scheduled shuttle service 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 and Porter Square Neighborhood Association. 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 university's long-term facilities planning considerations.

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 Baldwin, 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 may need to modify the plans described below, changing or abandoning them as necessary. If your school has not updated future plans since submitting the 2001 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.**

Last year, Lesley University 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 is progressing, and 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. Ultimately, a long-range facilities plan including specific recommendations will be presented for approval to the Lesley Board of Trustees.

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 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).

One potentially significant facilities planning consideration is the possible need to relocate the campus of the Art Institute of Boston (AIB), a Lesley University school that is currently located in two building in Boston’s Kenmore Square. Due to the potential loss of leased space in one of those buildings, the University may be forced at some unspecified time to relocate the entire school. AIB is a 500-student undergraduate

professional school of visual arts. Lesley is actively searching for a potential new location, if needed, in Boston. The university has not ruled out the option of integrating AIB into the existing Lesley campus in Cambridge. The university has briefed neighbors, both through presentations to the Agassiz Neighborhood Council and the Porter Square Neighborhood Association, and through small groups. University officials have also briefed the mayor and City Council members. The university is committed to communicating regularly with these constituencies on an ongoing basis in order to keep the City and neighbors apprised of new developments and to allow for those constituencies to have meaningful input into Lesley's long-range facilities planning.