



2021

Town Gown Report

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

Lesley
UNIVERSITY



LESLEY WELCOMED STUDENTS BACK TO CAMPUS ON A REDUCED CAPACITY BASIS THIS FALL, 2021.
PHOTO: ELIZABETH HOCKMEYER-WILLIAMS/E-LLUMINATIONS
COVER: AERIAL VIEW OF SOUTH CAMPUS. PHOTO: MARK TEIWES/LESLEY UNIVERSITY

2021 LESLEY UNIVERSITY

Town Gown Report

2021 Context	1
Impact of COVID-19	1
Population	4
Facilities	7
Campus Planning	11
Strategic Plan	11
Campus Plan	11
Real Estate Strategy	13
Projects	18
Construction Mitigation	22
Antenna Installations	24
Transportation	25
Commuting and Parking	25
Campus Shuttle	26
Bicycle Facilities	28
Sustainability	31
Waste Diversion	31
Carbon Commitment	32
Divestment	36
Tree Resources and Landscape Vision	37
Equity, Diversity, Inclusion and Justice	41
Hiring and Training	41
Multicultural Affairs and Social Inclusion	42
Urban Scholars Initiative	42
Names Associated with Slavery	42
Recognizing Indigenous Peoples	43
College Readiness and Workforce Development	44
Community Engagement	45
Relationship with Cambridge Public Schools	45
Guest Speakers	50
Payments to City of Cambridge	51
Partnerships	51



LUNDER ARTS CENTER ATRIUM EXHIBITION.
PHOTO: ELIZABETH HOCKMEYER-WILLIAMS/E-LLUMINATIONS

2021 Context

Lesley University uniquely focuses on the human arts, with programs that live at the intersection of education, counseling, and the visual arts.

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 is 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.

Lesley educates the people—the teachers, counselors, therapists, social workers, artists, policy makers, writers, and business leaders—who practice these arts, and act as catalysts for a more connected and just world.

Impact of COVID-19

Lesley University has prioritized the community's health and safety in responding to the unprecedented set of challenges presented by the COVID-19 pandemic. 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.

Below we describe the various impacts the pandemic has had Lesley since March 2020 and our response to the many challenges it has posed.

Operations & Instruction: 2020-21

After closing campus in mid-March 2020, most campus facilities remained closed during the entire 2020-21 academic year, as we shifted to a remote model for students and employees in order to protect the health and safety of our community.

Last year, we offered a few students in our College of Art and Design and Threshold Program the option of in-person instruction to meet specialized requirements of their programs. Although our athletic league suspended competition, we invited

student-athletes to campus for training and conditioning. We did not reopen any of our residence or dining halls; rather, students with these limited campus privileges were offered rooms in the Sheraton Commander near South Campus or the 1868 Hotel near Porter Campus. Working with the hotels and local restaurants, we provided these students with takeout meals.

Individuals with this limited campus access were required to follow strict COVID-19 safety protocols including being tested weekly on campus, self-monitoring daily for symptoms through an app, wearing a face mask, and maintaining physical distance indoors. Apart from the small number of faculty and staff coming to campus to support these students, most employees worked remotely during the entire 2020-21 academic year. As a result, we reported very few positive tests among members of our community with campus access.

In May 2021, we held Commencement virtually for most graduates, though we did offer our doctoral graduates the opportunity to be presented with their PhD hoods outdoors with no seated audience. We plan to hold our May 2022 Commencement in person and to include graduates from the prior two years whose ceremonies were held virtually.

During the summer of 2021, we piloted in-person instruction for several groups of graduate students in low-residency programs to prepare to reopen campus more broadly in the fall of 2021. Many summer course activities took place outside under tents. The residence and dining halls remained closed, and students were offered rooms in hotels.

Operations & Instruction: 2021-22

In August 2021, we began a phased

reopening for employees, starting with staff who work directly with the students coming to campus. Our residence and dining halls reopened at the start of Fall Semester.

All students were required to be fully vaccinated against COVID-19 before coming to campus and to submit proof of vaccination or have an approved medical or religious exemption. While we did not mandate vaccination for core faculty and professional staff, over 98% of them affirmed that they were fully vaccinated on a voluntary basis at the start of the fall, and we required all adjunct faculty working on campus to be fully vaccinated. We are considering whether to require boosters for students and employees coming to campus in 2022.

This year we are requiring weekly pooled testing for all students and employees living on campus. We are restricting building access to Lesley students and employees who have been approved to study or work on campus. We are not holding public events and are limiting visitors to those conducting essential business or coming for an admission tour and requiring them to attest to being fully vaccinated and asymptomatic. Masks are required indoors for everyone and we are strictly limiting the size of in-person gatherings. These protocols have resulted in very few positive cases being reported among individuals who have campus access this fall.

Operating Revenues and Expenses

The COVID-19 pandemic has had a significant impact on Lesley's operating revenue and campus operations since March 2020, but the university is fortunate to have the financial resources to weather the storm and as a result has fared better than many schools of a similar size. The availability of federal



STUDENTS ARE FULLY VACCINATED AND REQUIRED TO WEAR MASKS.
PHOTOS, PAGES 3 & 4: ELIZABETH HOCKMEYER-WILLIAMS/E-LLUMINATIONS

funding from the CARES Act has helped to offset the revenue shortfall related to the pandemic including lost revenue from room and board. We were able to invest in additional technology and faculty training to pivot to remote instruction, and we did not have to make any involuntary changes to our employee headcounts or benefits (no furloughs, layoffs, hiring or salary freezes, or reductions in benefits). We did offer a voluntary separation option in July 2020, which about 55 employees chose, but our current headcount has returned to about the same level as it was prior to the pandemic.

In Fall 2020 we increased our need-based financial aid and have since distributed more than \$550,000 to over 400 students. This was in addition to our normal financial aid awards of about \$18 million annually. We are continuing to distribute federal HEERF stimulus funds to provide

relief for tuition, fees, room and board, rent, food, and other student expenses. These funds allowed us to award \$3.1 million in grants in over 6,000 direct payments to students over 18 months (through Oct. 2021). Additional HEERF funding is expected to be distributed to students in need in December 2021 and March 2022. The stimulus funding also helped us to reopen our commuter food pantry in Fall 2021.

In recognition of the economic toll that the pandemic had on many local businesses and Cambridge residents last year, Lesley donated to the Mayor's Disaster Relief Fund and Food for Free. In 2021, Lesley continues to support Cambridge community needs with donations to the Mayor's Winter Gift Drive and the Cambridge Community Foundation.



Retail Tenants

The pandemic has been very challenging for the entire retail and restaurant sector, and Lesley lost several valued tenants whose businesses closed or who chose not to renew their leases including: Bourbon Coffee, Webster Bank, Enterprise Rent-A-Car, Tokai, Partners Healthcare, and the Shaking Crab (all located in University Hall) and Hi-Rise Bread/Bakery (at 1 Wendell Street). We are working with Graffito to identify appropriate tenants to fill these empty spaces and restore an active street front on Mass Ave. and create more vibrancy for Lesley and the community at large.

Population

Faculty & Staff

Faculty and staff counts are roughly equivalent with 2020 levels. However, fewer employees are working on campus due to continued health and safety precautions. This fall, faculty taught classes in a variety of synchronous and asynchronous modes, from traditional in-person to hybrid and Hy-Flex to fully online. Most professional staff continued to work either entirely remotely or on a flexible hybrid basis through the fall. In Spring 2022 we intend to offer more classes with an in-person option, and more staff will be invited to return to working flexibly on campus some

or all of the time, subject to their job responsibilities and their individual preferences.

Student Body

Restrictions implemented to reduce the spread of coronavirus, such as limiting the number of shared dormitory rooms, impacted total student numbers in 2021. Likewise, non-degree student figures in 2020 were impacted by the cancellation of spring and summer programs. In 2021, these programs were brought back in an online format. Because the University envisions bringing these programs back in-person, when it is safest to do so, 2021 non-degree figures include online students who would typically have met on-campus.

Lesley's robust continuing education program includes seven Certificate of Advanced Graduate Study (CAGS) programs as well as several licensing and specialist programs. Non-degree students typically take distance and/or online education courses with some on-campus component. Some courses are provided as weekend intensive conferences for continuing credits. Many of our non-degree students are established professionals looking to augment their careers and/or learn specialized information to apply in their present jobs. Some of our non-degree students are local high schoolers

enrolled in either advanced study or a specialized program, such as visual arts. On-campus time varies from a few days to two weeks, and students typically stay in hotels or commute to campus, if they happen to live nearby already. If on-campus time occurs during the summer, students may stay in our dormitories as well.

Faculty & Staff	2017	2018	2019	2020	2021	2031
Staff						
Head Count	378	368	363	301	305	400
FTE	366	357	350	293	298	386
Faculty						
Head Count	165	160	171	164	171	200
FTE	155	151	162	155	157	183
Adjuncts						
Head Count	447	331	338	454	253	425
FTE	107	69	70	141	50	100
Cambridge Residents Employed at Cambridge Facilities	57	53	57	46	42	70

Students	2017	2018	2019	2020	2021	2031
Undergraduates	1,800	1,788	1,927	1,814	1,619	2,211
Day	1,521	1,558	1,635	1,561	1,402	1,903
Evening	279	230	292	253	217	308
Full Time	1,548	1,537	1,646	1,565	1,402	1,908
Part Time	252	251	281	249	217	304
Graduate Students	2,144	1,916	1,980	1,846	1,894	2,250
Day	0	0	0	0	0	0
Evening	2,144	1,916	1,980	1,846	1,894	2,250
Full Time	855	874	1,129	831	1,092	1,013
Part Time	1,289	1,042	851	1,015	832	1,237
Non-Degree Students	2,530	2,309	2,472	1,516	3,287	3,322
Day	1,688	1,707	1,963	1,229	2,400	2,638
Evening	842	602	509	287	887	684
Total Cambridge-Based Students	6,474	6,013¹	6,379	5,176²	6,800	7,784

¹ These numbers represent Cambridge figures only. In 2018, one non-degree program moved to Boston and another program did not run, accounting for more than 300 students.

² Spring and summer non-degree courses were cancelled in 2020. These programs returned in an online fashion in 2021.



PORTER SQUARE



SOMERVILLE AVENUE

MASSACHUSETTS AVENUE

OXFORD STREET

WENDELL STREET

MELLEM STREET

EVERETT STREET

GARDEN STREET

CAMBRIDGE COMMON

BRATTLE STREET

Lesley University Real Estate

-  Land Parcels
-  Institutional/Academic
-  Student Activities/Athletic
-  Dormitory/Nontaxable Residential
-  Commercial
-  Taxable Residential

Facilities

Lesley University maintains nearly a million square feet on roughly 16 acres of land in the city of Cambridge. The following are Cambridge-based facilities figures for the years 2017 through 2021. The University anticipates fewer buildings in 2031, as detailed in the Real Estate Strategy, page 13.

Facilities and Land	2017	2018	2019	2020	2021	2031
Acres (Tax Exempt)	13.64	13.91	13.96	13.96	13.96	12.70
Acres (Taxable)	2.36	2.27	1.91	1.91	1.91	1.69
Number of Buildings	58	61	60	60	60	50
Dormitories						
Number of Buildings	22	22	22	22	22	22
Number of Beds	889	889	864	864	864	864
Size of Buildings	929,050	966,204	978,411¹	978,411	978,411	901,474
Institutional/Academic	444,095	498,875	534,091	534,091	534,091	482,618
Student Activities/ Athletics	20,000	20,000	38,853	38,853	38,853	38,853
Dormitory/Nontaxable Residential	283,993	283,993	260,265	260,265	260,265	246,822
Commercial	99,754	90,823	78,209	78,209	78,209	78,209
Taxable Residential	81,208	72,513	66,993	66,993	66,993	54,972

Leased Real Estate

Lesley leases space for its athletics programs. Our relationship with the Buckingham, Browne and Nichols School (BB&N) for the use of fields continues to be renewed on a yearly basis. Likewise, Lesley has an agreement with the City of Medford to use the high school gymnasium, which Lesley renovated, for indoor athletics. In addition, Lesley uses Arlington fields for pre/off-season practice and Arlington tennis courts. As part of the Campus Plan, we are exploring options to create a home for our athletics programs and would welcome partnerships with Cambridge and other nearby communities.

Housing

Over a quarter of Lesley's real estate portfolio is devoted to housing our students, with another 7% being taxable residential area. Residence Halls are located on our Doble and South Campuses, with over 60 student beds reserved for the Threshold Program, a residential program for young adults with cognitive and learning disabilities, living on Oxford Street. A significant portion of graduate students with Cambridge addresses are permanent Cambridge residents and may have vehicles garaged in

¹ Total building area increased in 2019 due to accurate building measurements. All building drawings were digitized and imported into a GIS system. Prior years included area estimates generated from physical drawings. Also in 2019, 6 Sacramento was closed and Burnham Hall was opened as a dormitory.



TOP: WINTHROP HALL, SOUTH CAMPUS.
BOTTOM: LAWRENCE HALL, SOUTH CAMPUS.
PHOTOS: SUE WYETH/CENTERBROOK

Cambridge. However, Lesley does not track this information. Undergraduates living on campus are not allowed to bring cars to campus. For the purposes 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 unaffiliated with the institution.

Our housing was somewhat less fully occupied in Fall 2021 than usual due to a number of pandemic-related factors. The decrease reflects some continued hesitancy to live in congregate housing due to lingering COVID concerns as well as the greater number of courses being offered with the option for remote participation during the Fall 2021 semester. To address students' health concerns, we reconfigured some of our housing to offer more single rooms and set aside some housing for use in the event that we needed to quarantine students. More courses will meet in-person in Spring 2022, and we will seek to fill the remaining rooms on campus. We are optimistic that housing demand among undergraduates will return to prior levels in 2022-23.

As part of our Campus Plan, we will renovate the residence halls on South Campus over the next several years to improve the residential experience for undergraduates and potentially to configure existing housing to accommodate some of our graduate students as well. In addition, we are exploring ways to create new housing options to better meet the preferences of graduate students for more single rooms with private baths and shared kitchens as well as for greater flexibility in the length of time they live in university housing.

Housing	2017	2018	2019	2020	2021	2031
Undergraduate Students Residing in Cambridge						
In Dormitories	867	879	862	799	596	862
With Cars Garaged	0	0	0	0	0	0
In Affiliate Housing	0	0	0	0	0	0
In Non-Affiliate Housing	63	81	79	71	71	90
Graduate Students Residing in Cambridge						
In Dormitories	0	0	0	0	0	0
With Cars Garaged	0	0	0	0	0	0
In Affiliate Housing	0	0	0	0	0	0
In Non-Affiliate Housing	166	133	119	112	111	155
Affiliate Housing						
Tax Exempt Units	1	1	1	1	1	1
Tax Exempt Buildings	1	1	1	1	1	1
Taxable Units/Buildings	0	0	0	0	0	0
Other Housing						
Tax Exempt Units/Buildings	0	0	0	0	0	0
Taxable Units	74	74	68	68	68	57
Taxable Buildings	9	9	8	8	8	5



LESLEY STUDENTS ENGAGE IN EXPRESSIVE THERAPIES. LESLEY'S UNIQUE STRENGTHS ARE IN THE HUMAN ARTS.
PHOTOS: ELIZABETH HOCKMEYER-WILLIAMS/E-LLUMINATIONS

Campus Planning

Strategic Planning

Over the past several years, the Lesley community has been engaged in a strategic planning process to envision how we might best meet the evolving needs of future students and expand our reach and impact. This work has focused on leveraging the university's unique strengths in the human arts (teacher education, counseling and psychology, and the visual arts), which foster and strengthen essential human connections. More than ever, the effects of the pandemic have underscored the critical relevance and transformative power of human connections to make a positive impact on individuals and communities.

To help identify and advance new ideas from within the Lesley Community, we launched the Center for Human Arts Innovation in early 2021. The Center supports innovations that solve a significant need in the community, break down silos to bridge the traditional boundaries of disciplines and departments, and expand Lesley's positive impact beyond our classrooms and campus.

Our strategic work includes several new initiatives designed to broaden access to a Lesley education and to expand our visibility and reach. In partnership with the Cambridge Public Schools, we launched a new program for paraprofessionals to earn their master's in education in late 2020. Starting in January 2022, we will begin to pilot an Early College Initiative to bring high school students from Cambridge Rindge and Latin to the Lesley campus to take college-level classes. We are actively exploring other community partnerships on campus in mental health counseling and wellness, early childhood education, and animation and digital game design and production.

Campus Plan

Our strategic process also has looked closely at how we can best align our campus facilities with our academic mission and strength in the human arts. Since our founding in Edith Lesley's home at 29 Everett Street in 1909, Lesley's physical plant has grown organically and opportunistically to encompass almost one million square feet of space in 60 buildings spread across 16 acres in three different neighborhoods. That includes significant additional space that we acquired when we purchased the remaining portions of the former Episcopal Divinity School campus on Brattle Street (which we now refer to as our "South" Campus). Many of the historic buildings on that



CHARLES H. SAUNDERS HOUSE, 1627 MASSACHUSETTS AVENUE.
PHOTO: RANDY ROBINSON PHOTOGRAPHY

campus need renovation and updates to be fully accessible and usable, and the expansive grounds provide a variety of opportunities to revitalize and enhance the landscape and public spaces. During the past year or so, we have studied how we use every building we own, looking at their space configuration, overall condition, energy efficiency, and accessibility. That analysis informed our approach to developing a conceptual Campus Plan that we announced in October 2021.

This new Campus Plan will make significant capital investments over the next three to five years to support our unique suite of programs in the human arts, enhance the student learning experience and residential life, and communicate a cohesive Lesley identity across all three campuses. We will improve and modernize facilities

to reflect Lesley’s innovative approach and better integrate and utilize each of the three campuses and enliven their respective public spaces. The end result will yield more usable space across more modern facilities. Our Campus Plan is 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.”

Parking Lots on Mass Ave.

The two lots at 1826 and 1840 Mass Ave. currently have a total of 82 parking spaces, with the majority of spaces allocated to faculty and staff and a few leased by commercial tenants in University Hall (Planet Fitness). One future possibility would be to partner with a housing developer to create

flexible residential options for students and others. Such housing would not be traditional dormitories but would be designed to accommodate students enrolled in programs of varying length, as well as others seeking co-housing with individual rooms and bathrooms, shared kitchens and common living areas. An active street front would be maintained on Mass Ave. as part of any future development.

We do not yet have any specific information to share on the potential redevelopment of the three parking lots opposite and behind University Hall and our Lunder Arts Center, but we will keep the city informed of any progress as we know it is a topic of high interest.

Community Engagement

Lesley University launched a community engagement process in the late fall by sharing its conceptual plans for the initial projects with city officials and with residents at neighborhood group meetings (Harvard Square Neighborhood Association, Agassiz Neighborhood Council, Porter Square Neighborhood Association). As our designs evolve further, we will continue to engage with neighborhood groups, residents, as well as with city staff and city councilors.

Campus Planning Partners

We are working with local and New England-based partners Austin Architects, Centerbrook Architects and Planners, Stimson Studio, and Group C to conceive and execute the architectural, landscaping and connective fabric projects described above. Cushman & Wakefield is brokering the real estate sales described below. Leggat McCall Properties and Graffito are consulting on real estate and retail strategy.



7 MELLEEN STREET.
PHOTO: RANDY ROBINSON PHOTOGRAPHY

Real Estate Strategy

As part of our Campus Plan, Lesley will sell certain buildings that are either underutilized, vacant or not well-suited to our programmatic needs and reinvest the proceeds in capital improvements to yield significantly better facilities overall. Consolidating our footprint somewhat and narrowing the breadth of facilities we operate and maintain will also increase the school’s sustainability profile. All but one of these buildings are located on the Doble Campus, which the plan envisions becoming a center of learning by doing through future community partnerships in mission-aligned areas such as early childhood education, mental health counseling and wellness, and animation and digital game design.



TOP: 6 SACRAMENTO STREET.
MIDDLE, LEFT: 9 MELLEN STREET
MIDDLE RIGHT: 11 MELLEN STREET
BOTTOM: 13 MELLEN STREET.
OPPOSITE PAGE, TOP: 17-21 MELLEN STREET.
OPPOSITE PAGE, BOTTOM: 815 SOMERVILLE AVENUE.
PHOTOS: RANDY ROBINSON PHOTOGRAPHY







LESLEY OFFERED TEN BUILDINGS FOR SALE THIS NOVEMBER AS PART OF ITS CAMPUS PLAN.

Planned Building Dispositions

The University did not sell or transfer any property in 2020. In November 2021, these ten buildings were offered for sale:

- 1627 Mass Ave. (former administrative offices with a 21 space surface parking lot at rear)
- 7 Mellen St. (former administrative offices)
- 9 Mellen St. (former administrative offices)
- 11 Mellen St. (former administrative offices)
- 13 Mellen St. (former administrative offices)
- 17 Mellen St. (boarding house with 6 bedrooms)
- 19 Mellen St. (2 rental units)
- 21 Mellen St. (3 rental units)
- 6 Sacramento St. (student housing, unused for several years)
- 815 Somerville Ave. (former administrative offices with covered parking for 17 cars)

Landmark Study, The Charles H. Saunders House (1627 Mass Ave)

On November 10, 2021, the Cambridge Historical Commission voted to initiate a landmark study for 1627 Mass Ave. on the southeast corner of Mellen Street, one of the properties currently offered for sale and last used as Lesley's admission office. Built in 1862-63 as the home of a former Cambridge mayor, Charles Hicks Saunders, the house has been on the National Register of Historic Places since the 1980s. If the City Council ultimately votes to designate it as a landmark, future owners would be subject to

restrictions on exterior alterations to the historic building. However, according to the October 5, 2021, memo by Charles Sullivan of the Cambridge Historical Commission, a landmark designation "would not preclude appropriate redevelopment of the parking lot for housing, either as a separate building or as an addition to the house."

Projects

Lesley's Campus Plan seeks to transform physical space to enhance student learning and benefit the Cambridge community. The plan will create a learning environment that:

- Supports Lesley's unique educational vision
- Revitalizes historic buildings and grounds
- Improves sustainability and accessibility
- Fosters community connections

Recently Completed

In addition to the project planning described below, over the summer Lesley invested significantly to equip over 50 classrooms with Hy-Flex technology and new furniture to enable simultaneous in-person and remote participation in classes. This technology gives us the flexibility to continue to offer instruction in a variety of modes after the pandemic is over. Likewise, new furniture is adaptable and can be reconfigured to meet varying pedagogies.

As Lesley's animation and VFX studios continue to grow, the University laid the groundwork for further expansion into

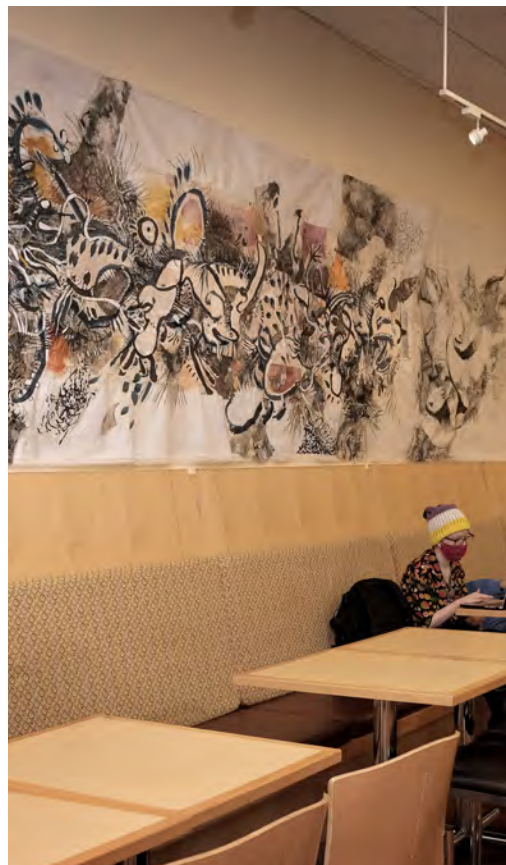


ABOVE: ADOPTION OF NEW TECHNOLOGY FACILITATES MULTIPLE PEDAGOGIES, RENOVATED GAMING LAB.
BELOW: RENOVATED MUSIC THERAPY SPACE.
PHOTOS: ELIZABETH HOCKMEYER-WILLIAMS/E-LLUMINATIONS





ABOVE AND BELOW: ART EVERYWHERE INSTALLATION "TROUBLING THE SPACE," DEBORAH READ '21 AND TRACY HAYES '21.
PHOTOS: ELIZABETH HOCKMEYER-WILLIAMS/E-LLUMINATIONS





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

game design and virtual production with the renovation of studio space.

Likewise, through a generous gift from a donor, the University updated a music therapy studio, upgrading acoustic treatments, replacing instruments, expanding storage, and creating new practice space.

Lesley's new Center for Human Arts Innovation piloted a program to bring "art everywhere" with several interior installations in public spaces at University Hall, 1815 Massachusetts Avenue. Artists Deborah Read and Tracy Hayes, recent MFA graduates, initiated this idea as a platform for continued dialogue in the arts. These opportunities for continued student and alumni expression will be embedded within and expanded upon as part of the Campus Plan.

Following the spirit of Art Everywhere, Lesley replaced the banners along Massachusetts Avenue with new signs that display student artwork.

Projects in Planning

Lesley will invest in significant capital improvements over the next three to five years, as outlined below. These facility improvements will serve to align and connect Lesley’s three campuses.

Initial capital projects include:

- On our South Campus in Harvard Square we will: repurpose St. John’s Chapel into a multi-use performance space; restore and renovate Reed and Burnham Halls to serve as a welcoming entry point for visitors and administrative offices; renovate Sherrill Hall learning center with complimentary student services and instructional space; and update each of the four student residence halls.
- On our Porter Campus we will: renovate the flagship University Hall to provide a more defining and welcoming entry on the ground floor and state of the art classrooms and academic offices on the upper floors; create social and green spaces on the roof of University Hall and in the rear parking lot, as well as in the plaza in front of the Lunder Arts Center; upgrade landscaping and plant trees to improve the pedestrian experience and screen parking lots on Mass Ave; and maintain a vibrant mix of retail businesses along the street front to serve both neighborhood and student needs.
- On our Doble Campus, several buildings require renewal, including both mechanical system as well as roof replacement. These projects, especially at 23 and 38 Mellen Street as well as 33 Everett Street, provide opportunities for us to advance longstanding sustainability goals for the campus.

- On all three campuses we will include: plant trees and make improvements to landscaping, wayfinding, circulation, and outdoor seating to create a more cohesive Lesley identity and an inviting sense of place, while retaining the distinct architectural and neighborhood context of each.

Together, these changes will position Lesley to best meet the evolving educational needs of our diverse student body, while contributing positively to the cultural and economic vitality of the Cambridge community.

Construction Mitigation

Lesley University understands its place in the community and seeks to be a good neighbor as we prepare to undertake significant construction. We will establish consistent communication with neighbors and provide access to a construction website that provides weekly project updates, including a forecast for whenever there might be heavy trucks or loud noise. As we have done in the past, neighbors will be able to check estimated noise levels and see progress photography of the site during construction.

All construction activity is limited to a timeframe within City noise ordinances, 7 AM to 6 PM weekdays and 9 AM to 6 PM on Saturdays and holidays. During major construction, fencing is erected with signage and graphics that illustrate how the new building and/or site will appear, once it is finished. We work to maintain safe pedestrian access near construction sites and are careful to ensure that, if needed, such as in the case of the use of cranes, police are on



Recently Completed

- 1. Gaming Lab
- 2. Hyflex Classrooms & Furniture
- 3. Music Therapy Studio



Projects in Planning

- 4. St. John's Chapel
- 5. Reed & Burnham Halls
- 6. Sherrill Hall
- 7. Residence Halls
- 8. University Hall
- 9. Building Renewal
- 10. Landscape Improvements

PORTER SQUARE



1

2

3

8

10

SOMERVILLE AVENUE

MASSACHUSETTS AVENUE

OXFORD STREET

WENDELL STREET

9

MELLEN STREET

10

9

EVERETT STREET

GARDEN STREET

CAMBRIDGE COMMON

7

5

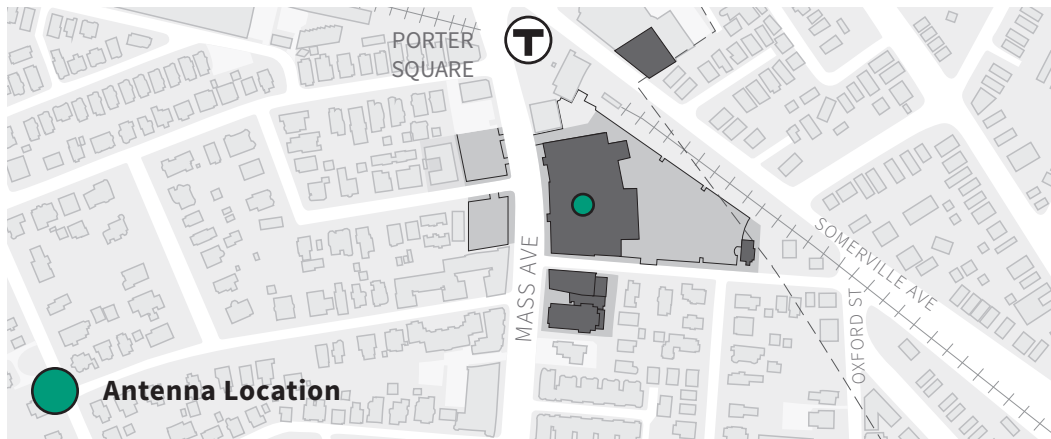
10

4

2

6

BRATTLE STREET



site to direct traffic. We will initiate plans for soil, vibration, waste, hydrology and rodent control. If ever there is a need to communicate inappropriate activity of any sort on a construction site, our public safety dispatch is available 24 hours every day.

Antenna Installations

Existing Conditions

The University currently 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).

There are two other antennas 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 while still allowing them to operate as they are intended. Last year, 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 red 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 currently working either entirely remotely or coming to campus infrequently, 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, but space remains in our lots.

We are evaluating our future parking demand and commuting habits in light of a likely shift to more remote and flexible work schedules as part of the new “normal.” While it is too soon to predict future commuting patterns, we think the demand for parking will remain somewhat less, post-pandemic.

With the planned real estate sales, our parking inventory will be reduced by about 60 spaces. Lesley maintains 622 parking spaces in Cambridge (209 are for commercial or residential tenants). So, this reduction accounts for approximately 9% of our inventory. 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 will be conducted in April 2022.

Commuting Mode	2017	2018	2019	2020	2021
Drove alone entire way	34%	36%	29%	-	Due to COVID, will take next survey April 2022
Took public transportation	37%	24%	38%	-	
Carpooled	8%	6%	7%	-	
Bicycled	4%	3%	4%	-	
Walked	10%	7%	8%	-	
Other	7%	24%	14%	-	

Point of Origin for Commuter Trips to Cambridge

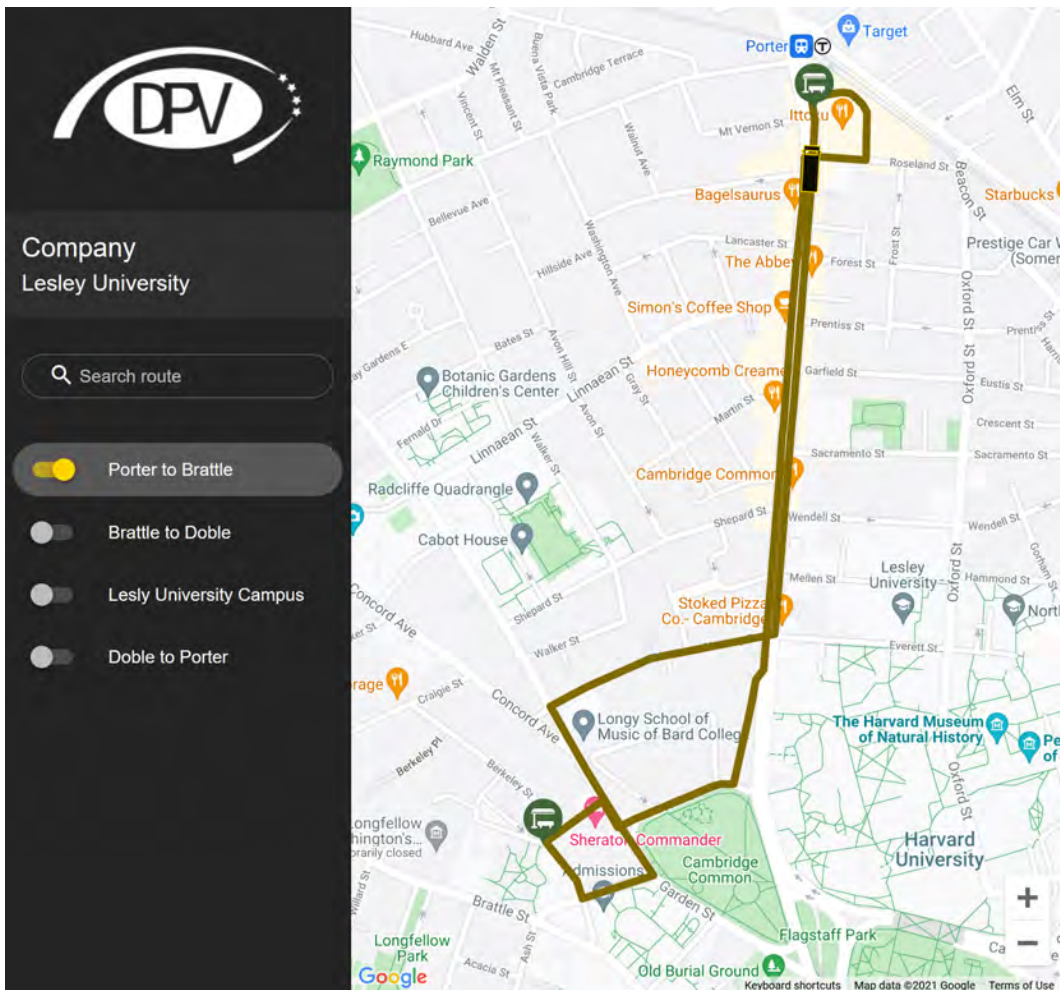
The number of employees who reside in the top ten towns represent 51 percent of the commuting population. Boston represents the largest number of respondents with 15 percent followed by Cambridge with 9 percent (data from last PTDM, 2019).

Top Point of Origin Towns	# of Faculty/ Staff	Drove Alone	Transit	Bike	Walk	Carpool	Other
Boston	92	27%	61%	2%	0%	4%	5%
Cambridge	55	29%	25%	7%	35%	0%	4%
Somerville	54	26%	22%	9%	30%	7%	6%
Medford	26	38%	31%	12%	0%	8%	12%
Arlington	21	62%	33%	0%	0%	0%	5%
Malden	18	28%	61%	0%	0%	6%	6%
Watertown	16	50%	19%	13%	0%	13%	6%
Quincy	13	46%	54%	0%	0%	0%	0%
Brookline	11	45%	36%	0%	18%	0%	0%
Newton	11	73%	9%	0%	9%	0%	9%

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.

Lesley did not run its shuttle service between the time we closed our campus in March 2020 and our reopening in September 2021. When we restarted service, we replaced three 15-passenger vans with three new 32-passenger buses and began offering real-time tracking of each vehicle [online](#) and via a web app. Anecdotal evidence pointed to missed rides in 2019 at peak course schedule turnover due to limited seating capacity. As Lesley steadily increases its on-campus footprint, shifting from socially distanced residence hall and classroom capacities to full classrooms this spring, we anticipate increased shuttle use, which we will now be able to meet.



SHUTTLES CAN BE TRACKED REAL TIME VIA DPV'S [LIVE WEB APP](#), ALSO DOWNLOADED VIA QR CODE. DPV'S TRACKING USES GOOGLE MAPS DATA.

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



PHOTO: MARK TEIWES/LESLEY UNIVERSITY






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

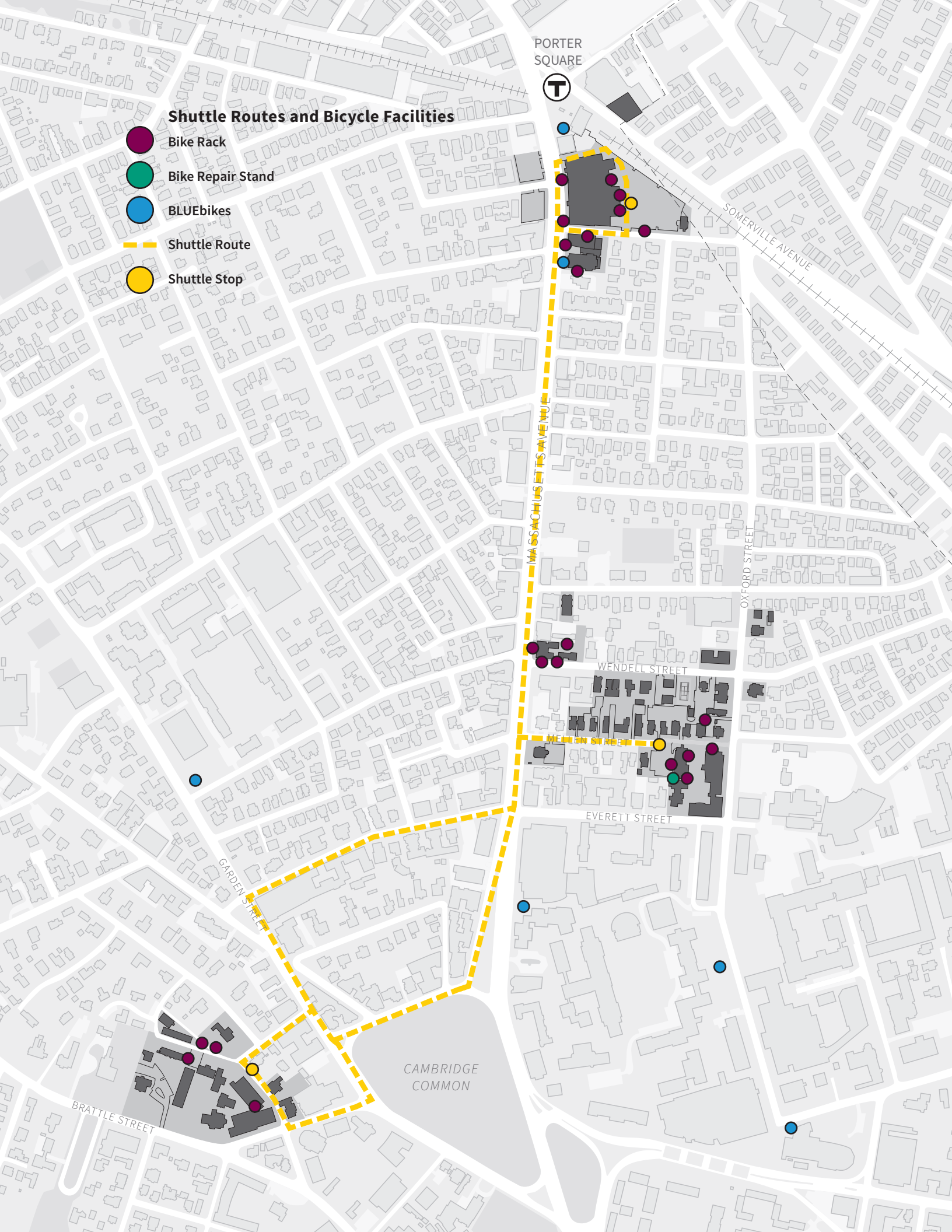
Bicycle Facilities

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 add 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.

Shuttle Routes and Bicycle Facilities

-  Bike Rack
-  Bike Repair Stand
-  BLUEbikes
-  Shuttle Route
-  Shuttle Stop



PORTER SQUARE



SOMERVILLE AVENUE

MASSACHUSETTS AVENUE

OXFORD STREET

WENDELL STREET

MELVIN STREET

EVERETT STREET

CAMBRIDGE COMMON

BRATTLE STREET

GARDEN STREET



LESLEY'S LANDSCAPE VISION WILL PLAY AN IMPORTANT ROLE IN ITS CAMPUS PLAN.
PHOTO: MARK TEIWES/LESLEY UNIVERSITY

Sustainability

Lesley's commitment to sustainability guides and informs 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. Last year, it dropped to 31%. However, overall waste plummeted 74% due to the campus closing from March 2020 to September 2021.

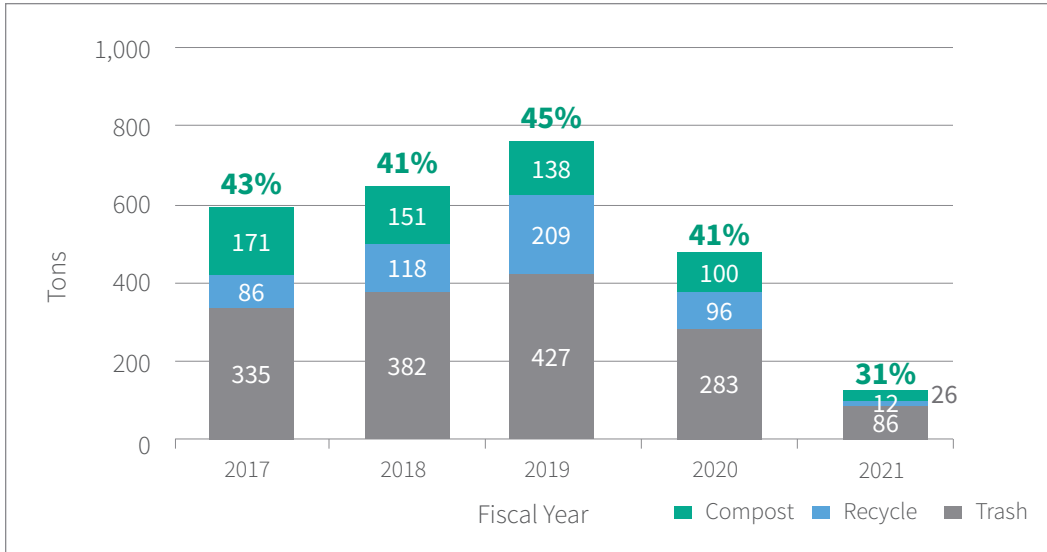
Significant challenges to waste diversion remain. Since 2017, compost sites in Lesley's geographic region no longer accept compostable tableware. In 2019, global policy changes aimed at curbing contaminated recycling prompted Lesley to focus on staff education in the facilities and food services divisions 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. Given the disruptions COVID brought, many felt this need more than ever, with estimates reaching 13% of the city's residents experiencing food insecurity. Consequently, Lesley deepened its partnership with 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

Waste Diversion



LESLEY HAS REDUCED OVERALL WASTE WHILE STILL AIMING FOR A 50% RECYCLING RATE. RECYCLING RATES ARE INDICATED AT THE TOP OF EACH FISCAL YEAR BAR.

front-of-house composting is rejected by our service provider. Unfortunately, this policy is now commonplace among service providers, leaving us little recourse at this time. Lesley is exploring a relaunch of its dormitory composting initiative to increase waste diversion.

Recycling

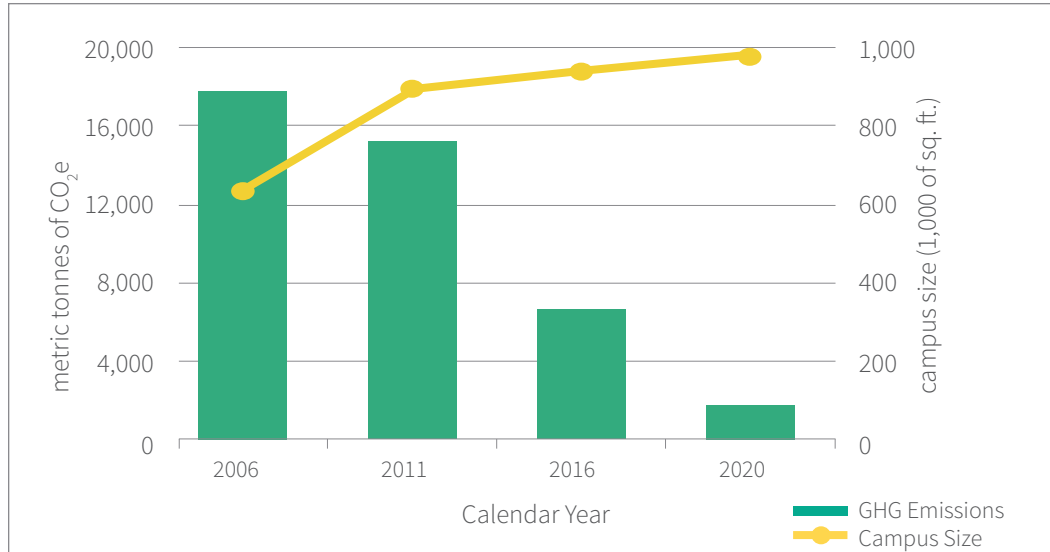
Lesley’s recycling is single-stream and standard recycling is provided on each campus. Also, Lesley works to recycle items not included in its normal operations. Typically, printer toner cartridges, batteries and electronic waste are collected and recycled biannually. Also, as part of a “Sustainable 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 disposed 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. In addition, Casella Waste Systems continues to periodically meet with retail tenants located in University Hall. These tenants produce most of the recyclable materials on our Porter Campus. Casella helps us communicate recycling policies and address contamination concerns.

Carbon Commitment

In 2006, Lesley committed to reducing its greenhouse gas emissions 35% by 2030. The University has attained a 90%

Greenhouse Gas Emissions



LESLEY HAS REDUCED GHG EMISSIONS 90% DESPITE A 34% INCREASE IN BUILDING AREA. NOTE: IN ACCORD WITH REPORTING REQUIREMENTS, THIS DATA IS COLLECTED BY CALENDAR YEAR INSTEAD OF FISCAL YEAR.

reduction already. What is even more impressive about this achievement 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 more 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](#) found us 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. The University is exploring the replacement of gasoline-powered university shuttle buses and diesel-powered maintenance equipment with electric-powered vehicles.



LESLEY'S PORTER CAMPUS HAS A LARGE PERCENTAGE OF IMPERVIOUS SURFACES THAT COULD BE TRANSFORMED THROUGH LANDSCAPE INTERVENTION, IMPROVING STORMWATER MANAGEMENT AS WELL AS INCREASING PEDESTRIAN APPEAL.
PHOTO AND ILLUSTRATION OF POSSIBLE UNIVERSITY HALL PARKING AND ROSELAND STREET ENTRY IMPROVEMENTS.
STIMSON STUDIO





A BEAUTIFUL GREEN ROOF AT UNIVERSITY HALL WOULD RADICALLY IMPROVE STORMWATER MANAGEMENT. ILLUSTRATION: STIMSON STUDIO

Energy Efficiency

Typically, 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. The campus with by far the highest percentage of impervious surfaces is our Porter Campus. 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 exiting projects that will not only mitigate storm events but also increase the beauty of the campus. Lesley is examining University Hall for a green roof replacement and looking at the parking lot for landscape plantings.

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,



SOUTH CAMPUS POSSIBLE TREE PLANTINGS.
ILLUSTRATION: STIMSON STUDIO

tight building envelopes, and even 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 as well as 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, Commuter of the Month (currently suspended due to COVID), and a variety of other programs and student groups. This year, our Innovation Center awarded a grant to develop a curriculum

and programs around Climate Resilience Education.

With students returning in greater numbers this spring, the Office of Sustainability hopes to transition from online events to in-person outdoor events, particularly this April for Earth Day. 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



DOUBLE OUTDOOR AMPHITHEATER'S CONCRETE REPLACED WITH POSSIBLE GRASS AND TREES.
ILLUSTRATION: STIMSON STUDIO

\$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.

Going forward, Lesley will divest from any remaining direct investments and make no new direct investments in fossil fuel companies and will begin the process of divesting from indirect pooled investments and other funds with substantial fossil fuel holdings. In addition, the university will carefully evaluate 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 its 332 trees, 1,228 large plants, and 37 distinct planting beds through its 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 are now using 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.

MASSACHUSETTS AVENUE



DOBLE CAMPUS



SOUTH CAMPUS



EXISTING TREES BY CAMPUS. FOR ADDITIONAL SITE INFORMATION, PLEASE VISIT OUR [ONLINE MAP](#).



FRESHMAN SEMINAR ON EQUITY, DIVERSITY, INCLUSION AND JUSTICE.
PHOTOS: ELIZABETH HOCKMEYER-WILLIAMS/E-LLUMINATIONS

Equity, Diversity, Inclusion and Justice

Lesley University is committed to integrating Equity, Diversity, Inclusion and Justice (EDIJ) into all our systems, policies, and practices, including our curriculum and pedagogy, internships and field placements, and professional development. Our efforts are shaped by University community members and increasingly center the voices of historically minoritized identities, such as BIPOC, LGBTQ+, and people with disabilities. Lesley's unique focus on the human arts (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 just societal focus on the experiences of historically minoritized people continue to fuel the University's urgency to integrate EDIJ in its structures and cultures. In January 2021, the University hired its inaugural Vice President of Equity, Diversity, Inclusion, and Justice who has been partnering with Lesley University community members to align their local efforts with the University 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 minoritized 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 2021, nearly 3,000 Lesley University student, faculty, and staff have 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 on another through positive and supportive engagement.

Multicultural Affairs and Social Inclusion

- We increased number of communities of support (e.g., employee resource groups) while also increasing our funding support for these brave spaces
- We launched the first Boston-wide LGBTQ+ symposium for college-area students
- We increased resources for mental health, specifically for historically minoritized groups and focused more on wellness by providing activities ranging from yoga to group talks
- We created a lecture series as a space for community to practice disagreeing towards openness

by encouraging civil discourse of historically polarizing topics.

- We placed greater focus on recognizing high holidays has enabled the University to bring more diverse guest speakers, to train the community on land acknowledgements, and to celebrate unsung heroes of various cultures.
- 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.

The Urban Scholars Initiatives

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.

Names Associated with Slavery

In late 2020, Lesley announced its intention to stop referring to the former Episcopal Divinity School campus as the “Brattle” Campus and began describing



LESLEY'S CAMPUS FACING BRATTLE STREET IS NOW CALLED "SOUTH" CAMPUS.
PHOTO: ALI TREPANIER/LESLEY UNIVERSITY

it 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 legacy of slavery in Cambridge including that Rev. William Battle 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. Lesley has

celebrated Indigenous Peoples Day in lieu of Columbus Day since 2020. Last spring, one of our featured guest speakers was Mohegan Chief Many Hearts Marilyn "Lynn" Malerba, and during Native American Heritage Month in November 2021 we offered several speaker programs on indigenous culture, language, and issues

In the 2020-21 academic year, [a team of design students in the Lesley Art + Design Community Design Studio](#) worked with local and national Native advisors, historians, and legislative staff to support a bill to reconsider the racist seal, motto, and flag of the Commonwealth of Massachusetts. In addition to creating a series of interactive research documents, students co-designed a public art installation at the deCordova Sculpture Park and Museum

and accompanying podcast that honors the voices of Native cultural and political leaders.

College Readiness & Workforce Development Partnerships

This past year, Lesley's College of Art and Design and Cambridge-based [The Loop Lab](#) reached an agreement to open pathways for Loop Lab graduates to attend Lesley's Digital Filmmaking Program with 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.

Community Engagement

Relationship with Cambridge Public Schools

Lesley University enjoys a number of close relationships with Cambridge Public Schools (CPS) based upon various programmatic overlaps especially with our Graduate School of Education. In addition, Lesley typically provides free spaces for professional development, trainings, workshops, and conferences for any CPS affiliated organization. Once COVID restrictions are lifted, the University will resume these services. 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:

Paraprofessional Master's Degree Partnership

In fall 2020, Lesley and the Cambridge Public Schools launched a partnership for paraprofessionals working in the District to earn their master's degrees at a discounted tuition at Lesley, welcoming an inaugural first cohort of eighteen paraprofessionals. In December 2020, the School Committee unanimously approved a \$249,834 contract to fund the first three years of the partnership.

Center for Advanced Professional Studies

[The Center for Advanced Professional Studies \(CAPS\)](#) provides educators with professional development that addresses 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, MA, near Porter Square (accessible by the Red Line or the commuter rail). Spring 2021 offerings were taught remotely (mostly synchronous) and online (mostly asynchronous).

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 offerings in districts across Massachusetts, the US, and internationally. Since its inception, the CRRLC has worked with over 280 literacy coaches in fifteen school districts in Massachusetts,

Cambridge among them. In December 2020, the Center received a \$3 million donation to endow a new fund to support Reading Recovery programs and research.

Field Experience

In-depth/year-long field based experiences; opportunities for exemplary educators to teach in preparation programs and collaboration in identifying and selecting candidates for programs who meet local needs include:

Field-Based Internships

For decades, Lesley University's Graduate School of Education and Graduate School of Arts and Social Sciences have had year-long 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).

This past year, funded by Mass Humanities, Lesley facilitated a year-long program with Lawrence Public Schools on Latinx history and culture.

The Collaborative Internship Program

Partnering with four public and seven independent schools, including Cambridge Public Schools, the program offers a residency model wherein 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 26-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.

Year-Long Internships in Schools/Districts

Qualified students can spend a full academic year as interns in Cambridge and other area public schools. Year-long interns are able to complete all of their required field experiences for the initial license while earning a stipend and gaining valuable classroom experience. Each year approximately 15-20 candidates complete these internships.

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 are lifted. This partnership program 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 Pilot with Cambridge Public Schools

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

The program will provide CRLS students with opportunities to fulfill high school

graduation requirements while also earning college credits.

Set to start in January 2022, the Lesley-CPS Early College pilot will enable eligible CRLS students to enroll in a Lesley course as non-degree students to receive dual high school and college credit. Classes will be taught by Lesley faculty on the university's campus. Advising and counseling services will be offered through both CRLS and Lesley to support the high-schoolers' successful transition to post-secondary education.

CRLS and Lesley have jointly filed a first-round application to achieve the state's Early College designation. While the partners wait to hear about official Early College status, they are moving forward to pilot the concept with the aim of obtaining Massachusetts Early College partner designation for the 2022-23 school year.

Lesley and CPS have applied for approval in pathways including:

- 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 College of Art and Design (Lesley Art + Design, LA+D) and one to a student admitted to the College of Liberal Arts and Sciences

(CLAS). Both scholarships are awarded annually on the basis of academic merit. Also, artistic excellence is factored into the award made to the LA+D student.

The Graduate School of Arts and Social Sciences

Typically, world-renowned leaders in the fields of counseling psychology and expressive therapies (as well as an award-winning and widely acclaimed low-residency program in creative writing) offer robust and valuable internships at over forty locations in Cambridge, including schools, social service agencies and counseling centers. This past year, all placements were remote.

In addition to internships, speakers from the various partner institutions regularly speak at GSASS professional development workshops.

Cambridge Community Foundation and Community Arts Support

Through our partnerships, sponsorships and interactions with organizations as varied as the Cambridge Community Foundation, Cambridge Community TV, Cambridge Historical Commission, Cambridge Historical Society and the Cambridge Arts Council, Lesley University embraces its home in the heart of the city's cultural community.

With financial support, to providing space for ad hoc business groups, longstanding community organizations such as the Porter Square Neighbor's Association and the City Council candidates forums (in 2013, 2015, 2017, and 2019), as well as free programs on a variety of other national and global social issues, Lesley's doors are always open to Cambridge residents.

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.

Every month, the Lesley STEAM Learning Lab offers free open hours for educators.



LESLEY'S STEAM LEARNING LAB.
PHOTO: MARK TEIWES/LESLEY UNIVERSITY

It 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



LA+D'S SOCIALLY ENGAGED ART + DESIGN PROGRAM DEVELOPS PARTICIPATORY PUBLIC ART PROJECTS WITH COMMUNITY ORGANIZATIONS AND NEIGHBORING SCHOOLS.
2018 FILE PHOTO: MARK TEIWES/LESLEY UNIVERSITY

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.

Lesley Art + Design

Lesley's College of Art and Design, Lesley Art + Design (LA+D) and its Office of Community Engagement continue to partner with, respond to, and positively impact Cambridge communities, which is central to the university's objectives.

Office of Community Engagement

The Office of Community Engagement is a socially engaged art and design initiative that connects LA+D and the Lunder Arts Center to communities in Cambridge, Somerville and Greater Boston. The Office aims to build community through external partnerships and programs, and focuses its work on expanding visibility, connectivity, and access to Lesley Art + Design.

Community Partners

LA+D, located at the Lunder Arts Center, has become a dynamic community and cultural hub in Porter Square and North Cambridge, engaging with

neighborhood interests and [over fifty community partners](#).

Currently, public programs consist of virtual events, exhibitions, and workshops that are free and open to the University community and the general public. The programs are regularly presented in partnership with many of the aforementioned museum institutions, community arts organizations, social services, high school programs, and higher education collaborators. LA+D has expanded its outdoor exhibitions at the deCordova Sculpture Park & Museum as well as those in streetfacing windows along Massachusetts Ave and Roseland St. Programs included outdoor film shorts and virtual community panels addressing critical social issues. In 2021, the LA+D Office of Community Engagement facilitated a significant Design + Interactive Design collaboration with Indigenous cultural and political leaders, advisors, and state senators to research and create a public artwork and podcast to support a legislative bill to change the harmful and racist design of the MA state seal, motto and flag.

Workshops and Gallery Tours

During normal years, hands-on workshops and gallery tours in BFA and MFA program areas – Animation + Motion Media, Design/Interactive Design, Digital Filmmaking, Fine Arts, Illustration, Visual Narratives, Interdisciplinary Studies, and Photography – are free and open to high school students and the general public in conjunction with exhibitions throughout the Lunder Arts Center (1801 Massachusetts Ave) and University Hall’s Lower Level (1815 Massachusetts Ave) next door.

Following public health protocols, Lesley Art + Design presented a dynamic

participatory exhibition “Film as Monument” projected on the outside of the Lunder Arts Center, resulting from a series of virtual workshops and distributed studio supplies for students from local high schools and partnering organizations.

College Pathways Scholarships

Since Fall 2018, Lesley Art + Design offers the LA+D College Pathways Scholarship – the college’s first co-enrollment program for a select group of promising local high school students who enroll in a first-year studio course for transferrable college credit during the academic year. Each semester, the need-based scholarship is awarded to rising Juniors and Senior from Cambridge Rindge and Latin School, Somerville High School, and other area schools who are nominated by their high school instructors. This program is made possible through the generous support of family foundations to increase access to college for students whose families might not otherwise consider higher education a fiscally viable option. Following COVID-19 mitigation, scholarship recipients attended classes remotely.

Guest Speakers

Lesley has been holding all of its public guest speaker programs virtually due to the pandemic and offering them free of charge. These speaker programs include: the annual Strauch-Mosse Visiting Artist Lecture, the annual CLAS Reads program, the annual Evelyn M. Finnegan ’88 Children’s Literature Lecture, and the newly launched Thought Leadership Series, which will feature a diverse array of inspirational speakers throughout the year.

Spring 2021 guest presenters were Mohegan Chief Many Hearts Marilyn “Lynn” Malerba, Cambridge artist Julia S. Powell, and young adult literature author and alumna Candice Iloh ’17.

Fall 2021 speakers were David D’Arcangelo, commissioner of the Massachusetts Commission for the Blind (MCB), Nick Lehane, an acclaimed theater maker and puppet artist from New York, and Nicole Fleetwood, a MacArthur “genius” award winner and NYU professor.

In spring 2022, guest presenters will include: Gayle Jessup White, nonfiction author and Thomas Jefferson descendent, Jodi Rodgers, an Australian counselor and sexologist featured on Netflix, and Marsha Medalie, chief executive officer of Riverside Community Care.

Payments to the City of Cambridge

In addition to all of these aforementioned ways Lesley engages with the community, the University pays real estate taxes and other fees as well.

	FY 17	FY 18	FY 19	FY 20	FY 21
Real Estate Taxes Paid	\$639,783	\$654,598	\$523,758	\$527,124	\$553,236
Payment in Lieu of Taxes	—	—	—	—	—
Water & Sewer Fees Paid	\$414,076	\$454,982	\$419,778	\$447,699	\$247,041
Other Fees & Permits Paid	\$125,126	\$179,056	\$126,585	\$135,706	\$64,853
Total Payments	\$1,178,985	\$1,288,636	\$1,070,121	\$1,110,529	\$865,130

Partnerships

An important part of Lesley’s work is its collaboration and partnerships with schools and districts throughout Massachusetts. They inform our teaching and learning, and provide opportunities for growth, as well as for placements for our practicum students. Lesley University has direct partnerships with over 60 Massachusetts school districts outside of Cambridge. Our Early Field Experience, field-based work within courses, practica, and internship placements extend far beyond these.

Teaching Sites	Address	City	State	Zip
Bunker Hill Community College	205 Rutherford Avenue	Charlestown	MA	02129
Centennial Elementary School	1555 West 37th Street	Loveland	CO	80538
Concord-Carlisle High School	500 Walden Street	Concord	MA	01742

Teaching Sites	Address	City	State	Zip
DeMello International Center	128 Union Street	New Bedford	MA	02740
Hazelwood Elementary	11815 SE 304th Street	Auburn	WA	98092
Twin Spruce Junior High School	100 E. 7th Street	Gillette	WY	82716
Urban College of Boston	2 Boylston Street, #2	Boston	MA	02116
Walnut Hill Seminar House	81 Chester Road	Raymond	NH	03077
William H. Taft Elementary School	3722 Anderson Street	Boise	ID	83703
York Middle School	30 Organug Road	York	ME	03909

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 the 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.

League School of Greater Boston

This partnership provides an opportunity to work with local districts to bring increased knowledge about autism to schools. Lesley's partnership with League School of Greater Boston offers a graduate autism specialization program on the School's campus.

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 supports school personnel to 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. They have 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.

Perkins School for the Blind

Lesley's partnership with Perkins offers a Transition Specialist Endorsement program on site in Watertown, MA, for internal staff as well as others. Graduate students who participate have the opportunity to participate in field experiences at the site in partial fulfillment of program requirements.

LABBB Collaborative

Lesley's partnership with the LABBB (Lexington-Arlington-Burlington-Bedford-Belmont) Collaborative offers the Graduate Certificate in Teaching Students with Autism on site at the LABBB offices in Bedford, MA, providing an opportunity for students to work with local districts to bring increased knowledge and awareness of autism to schools.

Child Homelessness Initiative

Lesley's Child Homelessness Initiative has partnered with the Roxbury, Massachusetts-based Horizons for Homeless Children giving that nonprofit access to Lesley's groundbreaking Certificate in Child Homelessness Studies curriculum. The first cohort of 25 students, taught by Lesley faculty, began studies in September 2018. 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, 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 are collaborating to build strong alliances between schools, families and community members. A year ago, 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 involves 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 is

located in the Brockton, Massachusetts school district, which serves 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, aged 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) student 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 partners with select community colleges in the Greater Boston area including Bunker Hill Community College (BHCC), Urban

College of Boston, and Middlesex County Community College to provide “2+2” degree completion options in a variety of programs, including business, psychology and education. Students who hold an associate’s 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, Urban College, and Bristol Community College at the DeMello International Center, all courses are taught by Lesley faculty on Friday evenings and Saturday mornings in accelerated 8-week terms. Additionally, students in the Lesley at 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 <https://lesley.edu/about/school-and-community-partnerships/community-college-partnerships>.

Lesley treasures its many rich connections with the Cambridge community, its public schools and non-profit organizations and looks forward to deepening these connections over time.

