

Town Gown Report

2020



Lesley
UNIVERSITY

LESLEY UNIVERSITY

Town Gown Report

2020

Prepared for the City of Cambridge
Submitted by the Lesley University
Office of Campus Planning and Operations

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Existing Conditions

Faculty & Staff

The following headcount and full-time equivalent (FTE) figures for Cambridge-based faculty include all faculty and staff members as well as adjunct faculty. Adjunct faculty typically teach on campus one day or night per week.

Cambridge Based Staff

	2016	2017	2018	2019	2020	2030 (projected)
Head Count	371	378	368	363	301	400
FTE	358	366	357	350	293	386

Cambridge Based Faculty

Head Count	175	165	160	171	164	200
FTE	165	155	151	162	155	183

Cambridge Residents Employed at Cambridge Facilities

Head Count	58	57	53	57	46	70
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Adjuncts

Head Count	456	447	331	338	454	425
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Student Body

The following are Cambridge-based student body figures for the academic years (July 1 to June 30) 2016 through 2020. Although these figures are predominantly unaffected by restrictions implemented to reduce the spread of coronavirus, non-degree student figures for 2020 are lower. Many of our Graduate School of Education's most popular non-degree program offerings occur in the spring and summer months and were cancelled, given in-person limitations this year. In addition to the figures below, 850 students were enrolled in degree-granting programs outside of Cambridge last year.

At this time, Lesley University does not conduct 10-year enrollment projections. Therefore, requested 2030 projections are based on 2% annual growth in degree students and 3% growth in non-degree students, using 2019's typical figures instead of this year's anomaly. Future projections will be based on the results of strategic planning now underway.

Undergraduate Students

	2016	2017	2018	2019	2020	2030 (projected)
Day	1,441	1,521	1,558	1,635	1,561	1,903
Evening	267	279	230	292	253	308
Full Time	1,427	1,548	1,537	1,646	1,565	1,908
Part Time	281	252	251	281	249	304
Total	1,708	1,800	1,788	1,927	1,814	2,211

Graduate Students

Day	0	0	0	0	0	0
Evening	2,232	2,144	1,916	1,980	1,846	2,250
Full Time	942	855	874	1,129	831	1,013
Part Time	1,290	1,289	1,042	851	1,015	1,237
Total	2,232	2,144	1,916	1,980	1,846	2,250

Non-Degree Students

Day	1,576	1,688	1,707	1,963	1,229	2,638
Evening	809	842	602	509	287	684
Total	2,385	2,530	2,309	2,472	1,516	3,322

Total Students

Total	6,325	6,474	6,013*	6,379	5,176	7,784
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* Please note that these numbers represent Cambridge figures only. In 2018, we moved one of our non-degree programs to Boston. Also, another non-degree program did not run as it had done so twice the year before, accounting for more than 300 students.

Student Residences

The following are Cambridge student residence figures for the academic years 2016 through 2020. Student figures are comprised of residence halls located on our Doble and South (previously referred to as Brattle) Campuses and over 60 students in 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 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.

Lesley has historically had a large number of permanent Cambridge residents and Cambridge Public School employees enrolled in Graduate programs.

Undergraduate Students Residing in Cambridge

	2016	2017	2018	2019	2020	2030 (projected)
In Dormitories	873	867	879	862	799	862
With Cars garaged	0	0	0	0	0	0
Affiliate Housing	0	0	0	0	0	0
Non-affiliate Housing	64	63	81	79	71	90

Graduate Students Residing in Cambridge

In Dormitories	0	0	0	0	0	0
With Cars garaged	0	0	0	0	0	0
Affiliate Housing	0	0	0	0	0	0
Non-affiliate Housing	151	166	133	119	112	155



Facilities & Land Owned

The following are Cambridge-based facilities figures for the years 2016 through 2020.

Acres

	2016	2017	2018	2019*	2020	2030 (projected)
Tax Exempt	13.64	13.64	13.91	13.96	13.96	13.80
Taxable	2.36	2.36	2.27	1.91	1.91	1.91
Number of Buildings	58	58	61	60	60	59

Dormitories

Number of Buildings	22	22	22	22	22	22
Number of Beds	889	889	889	864	864	864

Size of Buildings

Institutional/Academic	444,095	444,095	498,875	534,091	534,091	534,091
Student Activities/Athletic	20,000	20,000	20,000	38,853	38,853	38,853
Dormitory/Nontaxable Residential	283,993	283,993	283,993	260,265	260,265	246,822
Commercial	99,754	99,754	90,823	78,209	78,209	78,209
Taxable Residential	81,208	81,208	72,513	66,993	66,993	66,993
Total	929,050	929,050	966,204	978,411	978,411	964,968

Number of Non-Dormitory Housing Units

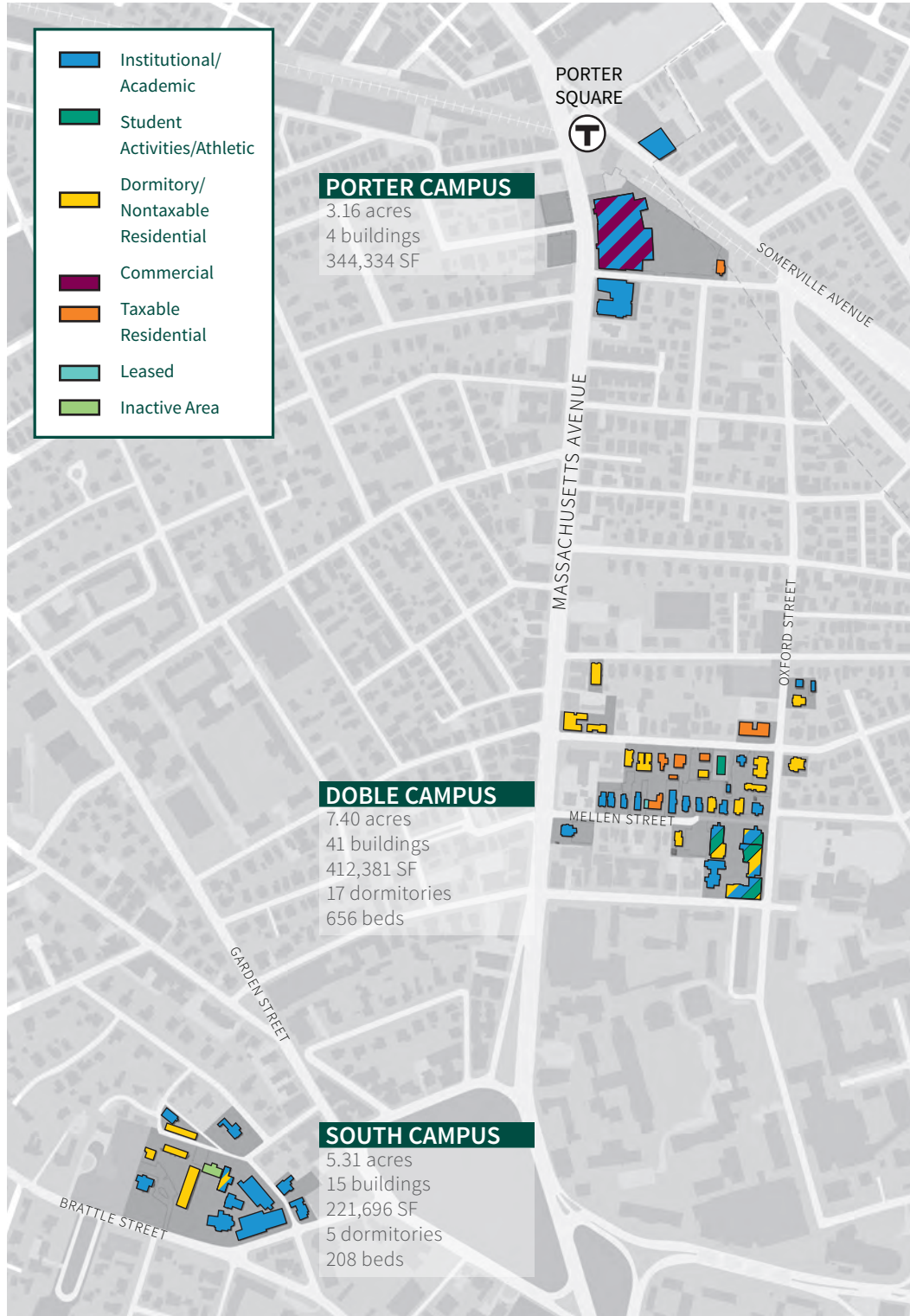
Affiliate Housing - Tax Exempt	1	1	1	1	1	1
Affiliate Housing - Taxable	0	0	0	0	0	0
Other Housing - Tax Exempt	0	0	0	0	0	0
Other Housing - Taxable	74	74	74	68	68	68

Number of Non-Dormitory Housing Buildings

Affiliate Housing - Tax Exempt	1	1	1	1	1	1
Affiliate Housing - Taxable	0	0	0	0	0	0
Other Housing - Tax Exempt	0	0	0	0	0	0
Other Housing - Taxable	9	9	9	8	8	8

* 2019 figures represent an increase in total building area due to more accurate measurements. All buildings have been digitized and imported into a GIS system. Prior years include some area estimates generated from physical drawings. Also in 2019, 6 Sacramento was closed and Burnham Hall was opened as a dormitory.

Real Estate Owned and Leased by Lesley University



LESLEY'S PROPERTY AND BUILDINGS ARE ILLUSTRATED BY PRIMARY USE. SEVERAL BUILDINGS ARE MIXED USE. MOST NOTABLY, UNIVERSITY HALL, LOCATED AT 1815 MASSACHUSETTS AVENUE, CONTAINS GROUND FLOOR RETAIL WITH ACADEMIC SPACE ABOVE.

Parking

Lesley University maintains 627 parking spaces in Cambridge, as detailed below.

Students (resident & commuter)	40
Faculty, Staff & Visitors	373
Commercial and Residential Tenants	214
Total	627

Property Transfers

The University did not sell or transfer any property in 2020.

Real Estate Leased

Lesley's lease relationship with the Buckingham, Browne and Nichols School (BB&N) for use of athletic facilities was extended only through November 2020. Given our division's cancellation of athletics competitions this season, we decided to forgo further lease of these facilities at this time. Lesley has an agreement with the City of Medford to use the high school gymnasium, which Lesley renovated. The University is actively pursuing alternative arrangements for its athletics program.

Payments to the City of Cambridge

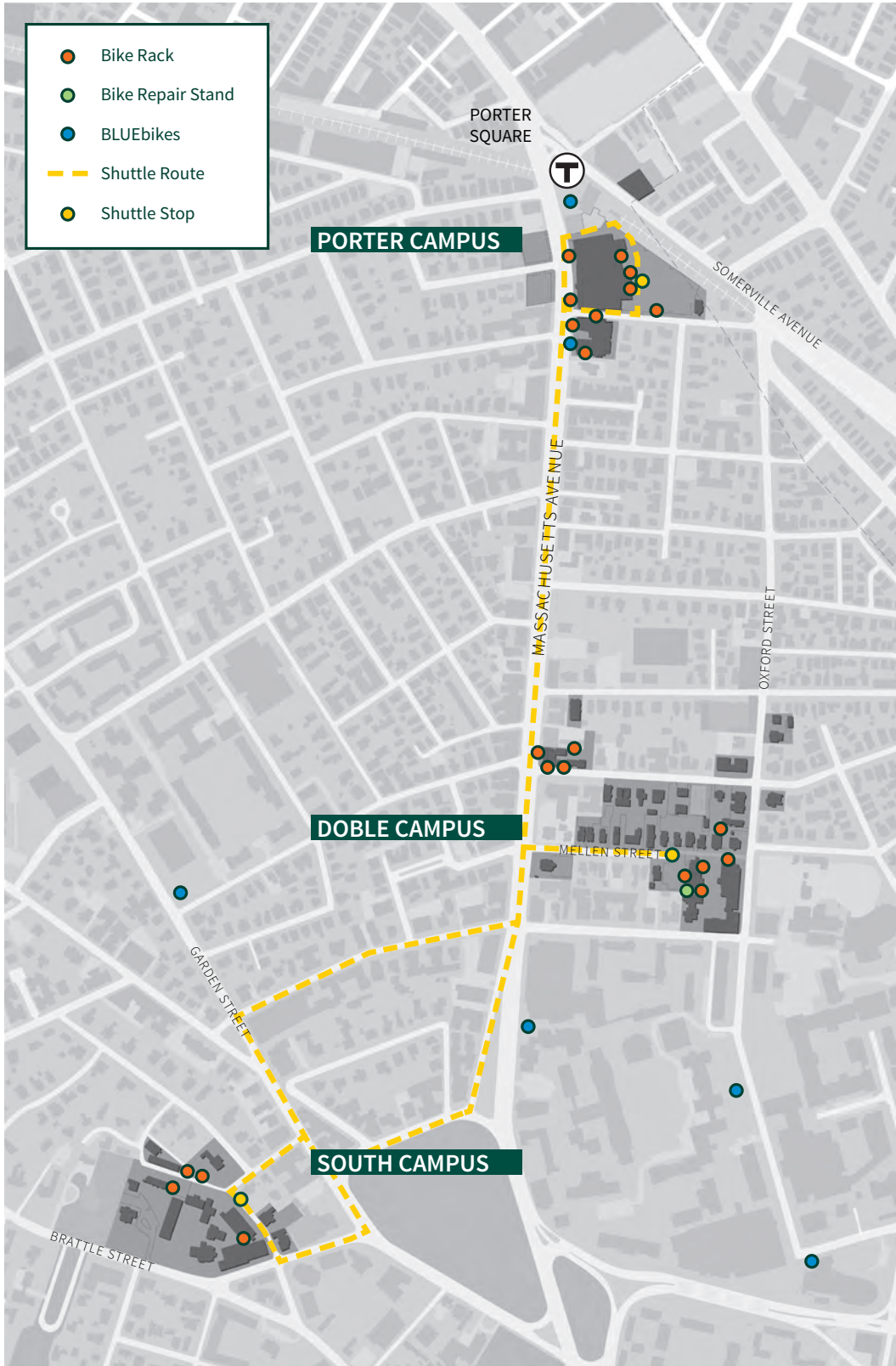
	FY 16	FY 17	FY 18	FY 19	FY 20
Real Estate Taxes Paid	\$699,754	\$639,783	\$654,598	\$523,758	\$527,124
Payment in Lieu of Taxes	—	—	—	—	—
Water & Sewer Fees Paid	\$373,267	\$414,076	\$454,982	\$419,778	\$447,699
Other Fees & Permits Paid	\$93,774	\$125,126	\$179,056	\$126,585	\$135,706
Total Payments	\$1,166,795	\$1,178,985	\$1,288,636	\$1,070,121	\$1,110,529

Institutional Shuttle Information

Lesley University provides a shuttle service during the Spring and Fall semesters when classes are in session. Shuttle service consists of three 15-passenger vans operating with direct service between each campus (Doble, Porter and South) Monday through Friday, starting at 7:30 AM and ending at 10:30 PM. In addition, a weekend shuttle van operates from 8:00 AM to 10:20 PM.

In September 2019, Lesley added a van and changed its model from a two-van, continuous loop system to the current, direct service model. This change resulted in nearly a doubling of ridership in the fall period, increasing from 31,312 in Fall 2018 to 58,541 in Fall 2019. Before COVID-19 halted on-campus operations, ridership in Spring 2020 totaled 24,415, which consisted of one month and a couple weeks of service. During this abbreviated operation, average ridership increased from 460 to 795 people using shuttle service on a daily basis. This growth builds on previous gains from moving the art school to Cambridge. For comparison, in 2015 we averaged only 344 daily riders.

Lesley University Shuttle Routes and Bicycle Facilities



LESLEY'S TRI-CAMPUS STRUCTURE IS ONLY MINUTES APART BY FOOT AND IS READILY SERVED BY SEVERAL NEARBY TRANSPORTATION OPTIONS, INCLUDING MBTA AND BLUE BIKE STATIONS.

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

Institutional Shuttle Information (Fall/Spring 2019-20)

Route Name	Vehicle Type & Capacity	Frequency of Operation	Hours of Operation
Weekday Van 1 - Doble/Porter	15-Passenger Van	10 minutes	7:30 AM - 10:30 PM
Weekday Van 2 - Porter/South	15-Passenger Van	10 minutes	7:30 AM - 10:10 PM
Weekday Van 3 - South/Doble	15-Passenger Van	10 minutes	7:30 AM - 10:20 PM
Weekend Van	15-Passenger Van	Varies on time of day (1 to 2 hours)	8:00 AM - 10:20 PM Saturday & Sunday

Future Plans

Strategic and Long-Term Planning

Beginning fall of 2017, Lesley launched a strategic planning process with a series of university-wide meetings to solicit input. The focus of this work was to envision the University in 2030 and ask how Lesley might best meet the needs of its future students. The Lesley 2030 Futures document set a high-level vision for the university for the coming decade. Centered on our passion to prepare students and learners who are innovative thinkers and creators, and for developing the capacity as a university to be agile, innovative and responsive, the document has five central tenets:

- 1. Focus on student success:** Students are and will continue to be our *raison d'être*. In these evolving times, we must prepare our students to be nimble, innovative, creative thinkers and lifelong learners who are adept in the use of technology and have the resilience and ability to reimagine themselves and their work as often as necessary. Student retention, preparedness, and success will continue to be at the core of everything we do. We must also focus on lifelong learning and connections with employers and alumni.
- 2. Educate new audiences in new fields in new ways:** We must evaluate course offerings in light of the challenges facing our global community. We will engage in systematic, transparent academic program portfolio review in order to strengthen our programs and meet demands. We will establish ourselves as a leader in social work, develop our expertise in allied health as a natural extension of our mission, become a pioneer in visual effects, and focus anew on the adult learner.
- 3. Diversity, equity, and inclusion are core values:** A focus on diversity, equity, and inclusion is critical to our mission and must be considered in light of the larger societal context informing our work. We must be ready to welcome changing demographics, strive to foster a sense of belonging for all, and seek to address systemic inequities, such as limited and inequitable access to higher education experienced in many communities.
- 4. Sustained impact through innovation and interdisciplinary work:** Innovation and interdisciplinary work are central to who we are, what we teach, how we teach it, and how we embrace real-world problems. We will create a Center for Innovation to develop and incubate new programs and initiatives on an ongoing basis. We will employ interdisciplinary approaches to address real world problems in ways consistent with our commitment to social justice.

5. Enable connectedness internally and externally:

In a world that is increasingly global and increasingly competitive, organizations and individuals must be nimble in order to thrive. Interconnectedness, agility, and creativity foster nimbleness. We will position ourselves for this approach through the way we are organized as a university, through our geographic reach, and in the way we connect with our surrounding communities and environs.

Lesley has moved from this preliminary visioning phase into strategy development. Since taking office in July 2019, Lesley President Janet Steinmayer has built on the work with a focus on four key priorities: elevating Lesley's distinctiveness; strengthening the student, alumni and employee experience; establishing long-term financial equilibrium; and creating a new campus plan.

Impact of COVID-19

With the advent of a global pandemic in early 2020, many of our strategic and campus planning endeavors were put on pause as we responded to unprecedented circumstances. In consultation with medical and public health experts and with input from stakeholders across our diverse community, Lesley quickly implemented an emergency response.

In keeping with our setting as an urban university in a region of the United States impacted early by COVID-19, Lesley decided to employ a mostly remote model until we could be confident that the threat of this pandemic had subsided. Lesley's three campuses cannot be walled off, nor can our residential facilities be reconfigured to provide single rooms with private baths to protect the health and safety of our community. So, in order to avoid a repeat of the disruptive experience of spring, where we had to shut down our campus on short notice, all dormitories and dining halls as well as most campus facilities and offices remained closed through the end of 2020. Most faculty and staff continued to work remotely, and no one was required to return to campus.

Limited on-campus instruction commenced this past fall in our College of Art + Design for about a dozen courses for which some physical face-to-face activities and/or access to campus facilities was desirable. No student was required to use campus facilities to successfully complete their coursework, however. Students who did return had scheduled access to a specific studio or lab with a small group and were supervised by faculty during their assigned studio/lab time. All courses that offered an in-person component were configured to meet recommendations of the Massachusetts and Cambridge Departments of Public Health and the Centers for Disease Control and Prevention, including social distance parameters. For instance, all classroom stations were spaced at least 6-feet from each other.

Other students offered limited campus access included those in our Threshold Program, student-athletes on fall teams, some graduate students, and students needing housing as a result of housing insecurities. Our Threshold Program for students with special needs is very small (normally about 50 students). We divided it into two groups and offered each group the opportunity to spend five weeks living and studying in a hybrid format in a hotel with staff supervising 24/7. Our athletics conference cancelled 2020 competitions, so student-athletes were invited for practice and training with their teammates and coaches; they took their classes online. In our fitness center, we closed equipment stations and installed dividers to maintain recommended buffers during training. A few graduate students needed access to studios and labs to complete their degrees and were invited to campus to finish their degrees on a case-by-case basis.

All students who returned to campus did so on a voluntary basis with the caveat that they could be sent home should state and local officials recommend or impose new public health restrictions. Despite these conditions, fewer than 200 students returned over the course of fall 2020, although not all at once. Many students were here for only a few weeks at a time. After November 20, all fall courses shifted to a remote format and any students

staying in hotels returned home. Similarly, all winter and spring classes will remain remote until March 2021 when we intend to offer a similarly structured, limited access program to about the same number of students as in the fall.

Eligible undergraduates and Threshold Program students who chose one of the limited campus access options and who do not live nearby or who identified as housing insecure were assigned to live with others in their same program cohort in a local hotel with staff supervision. To reduce the potential for spread across cohorts and to the community, students were assigned to single rooms with private baths on the same floors. Working with the hotels and local restaurants, we provided the students with takeout meals since our dining halls remained closed.

Our plan to strictly limit campus access this fall prioritized everyone's health and safety. All students and faculty/staff were tested and required to quarantine before they were allowed campus access. Students and faculty/staff arriving from outside the state were required to submit the Massachusetts Travel Form and to comply with its quarantine and testing requirements. We partnered with the Broad Institute for weekly on-campus testing (results within 24 hours). Faculty/staff working in-person with students and students with campus access were tested weekly regardless of where they lived. Everyone with campus access was required to self-monitor and report symptoms through an app and to complete a training module. Masks were required at all times, and our rules for social distancing, limits on group sizes, good hand hygiene, and regular facility sanitation complied with community and state protocols and requirements. We worked with local public health departments to report and track any positive cases and to identify possible contacts. If any students or faculty/staff tested positive, we were prepared to implement the required isolation and quarantine requirements.

Although we had hoped all undergraduate students would be able to spend some time on campus during the 2020-21 academic year, it does not seem realistic given the

winter surge. We are continuing to monitor conditions and will update city officials when we decide to resume normal operations. We greatly appreciate that the City has worked very hard to keep its case count and positivity rate relatively low and to limit the spread of COVID-19 as much as possible. We will work closely with public health officials to help keep the virus in check here. In recognition of the economic toll impact that the pandemic is having on the most vulnerable Cambridge residents and many small businesses, Lesley made a \$5,000 donation to the Mayor's Disaster Relief Fund.

Retail Tenants

The COVID-19 pandemic has posed unprecedented challenges for the retail sector, and Lesley has been working with its commercial tenants to the extent possible to try to help them survive months of reduced foot traffic and required closures in some instances. A few of the tenants in University Hall have chosen to close permanently or are not exercising options to renew leases that expired in late 2020 or in early 2021. A number of other tenants are in significant arrears on rent and CAM payments, and the University is actively negotiating on a case-by-case basis with the business owners to determine their future viability. In the event that there are retail vacancies along the Mass Ave corridor we will comply with any new regulations to activate the storefront windows with artwork or appropriate displays.

Campus Plan

Although COVID-19 delayed this important work, as 2020 closes we have turned our attention back to developing a new Campus Plan. When we consolidated our holdings on the South Campus we acquired excess space and are now evaluating our needs. We are working on a collaborative basis across our university community to review our physical assets and operations and align them with our institutional goals. A delivery date is expected in spring/summer of 2021 for the first phase of planning. Subsequent phases will explore sequencing of plans and potential projects.

Athletics and Recreation Space

Lesley University's NCAA Division III men's and women's soccer teams have continued to use fields at Buckingham Brown & Nichols (BB&N) School, the local independent high school on Gerry's Landing Road. BB&N extended our contract for the use of fields through November 2020.

Lesley renovated the gymnasium at Medford High School and entered into a lease partnership for the use of its courts for our men's and women's basketball and volleyball. Regular season baseball and softball teams practice and play on fields in Northborough, MA and at Somerville's Trum Field respectively, while men's and women's cross-country teams, because of the nature of the sport, travel to various locales around New England to compete (during normal seasons; our athletic conference has suspended competition due to the pandemic).

Increased varsity athletics participation has prompted Lesley administrators to look for suitable long-term alternatives in Cambridge or surrounding towns for our field sports. At this time, it appears that a resolution to our space needs may need to be outside of Cambridge, given the limited available space.

South Campus Renovation

Beginning in 2008, EDS and Lesley shared the South (previously Brattle) Campus through a land condominium agreement. In July of 2018, this agreement concluded with Lesley's purchase of the entire core campus when EDS decided to relocate to Union Theological Seminary in New York. Lesley purchased EDS's share of the property, bringing the number of buildings Lesley owns on the 5.3-acre South Campus to fifteen.

Given the inherent beauty of the South Campus, the University envisions the campus

becoming a more prominent campus for the University. Lesley intends to explore various options to use this valuable resource as part of its new campus plan.

Sustainability

Lesley's commitment to sustainability guides and informs all facilities and infrastructure work the University conducts. Our most recent building, the Lunder Arts Center, received LEED Gold status, and 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, through such initiatives as large lighting retrofits, and providing digital controls for heating and cooling by zone.

Waste Diversion

Lesley's recycling rate continues to hover in the low-to-mid-forties following changes in compost policies enacted in 2017. No longer do compost sites in Lesley's geographic region accept compostable tableware, resulting in considerable diversion from composting to waste. Significant changes continue in this area, please see below.

In 2019, recycling was influenced by global policy changes aimed at curbing contaminated recycling. Liquids and organics entering the University's single-stream recycling and causing contamination in larger recycling receptacles led to large amounts of recyclable materials being no longer accepted and deemed waste instead. As a result, the University focused on staff education in the facilities and food services divisions and put better controls on waste compactors to ameliorate this trend. A substantial decrease in waste was recorded this past year. With the University shut down after March due to COVID-19, the decrease is not surprising. However, as a percentage of the year, we performed on pace with figures two years prior, before we saw these increases. So, staff education appears to have made a difference. 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 continued to reduce total waste figures since their launch. These efforts 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 disruption we have all experienced this year, many feel this need more than ever, with estimates reaching 13% of the city's residents experiencing food insecurity. Consequently, Lesley has deepened its partnership with Food For Free, donating \$10,000 to help our neighbors obtain healthy food at a time when lines to food pantries have formed all across the United States.

Compost

Since we first began tracking and evaluating our recycling efforts in 2009, Lesley has increased annual composting tonnage from 20 tons to over 100 tons. Lesley advanced a dormitory and office composting initiative in 2016 to increase waste diversion, which made a difference in that year.

However, despite these innovations, stricter measures enacted in 2017 continue to hamper composting efforts. Only materials produced from back-of-house composting in our dining facilities are acceptable. Our front-of-house composting was rejected ubiquitously by our service provider. Unfortunately, this policy is now commonplace among service providers, leaving us little recourse at this time.

Recycling

Lesley's recycling is single-stream, meaning that all recyclable items go into the same receptacle. Standard recycling is provided on each campus while 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. This year was atypical, though. While tons of material were recycled and donated as part of our Sherrill renovation project, Lesley could not host its annual Sustainable Move-out which usually includes donated and recycled textiles, due to classes moving online in March 2020. Other annual recycling efforts conducted in spring, such as mattress recycling and electronic waste recycling did not occur as originally planned either.

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.

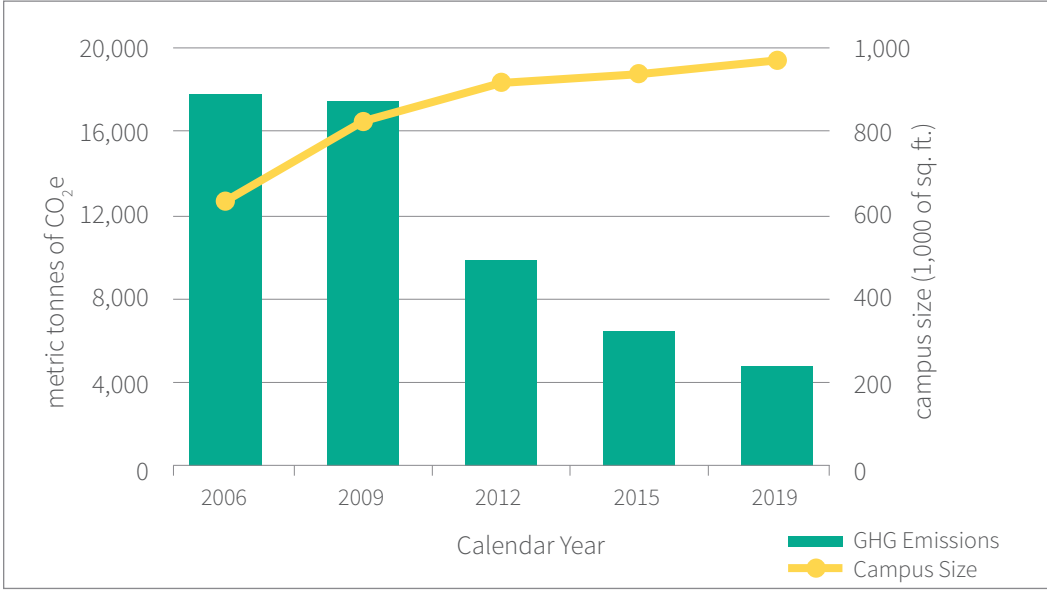
Greenhouse Gas Emissions

Lesley signed the Carbon Commitment, previously known as the American College & University Presidents' Climate Commitment (ACUPCC), setting greenhouse gas reduction goals of 35% by 2030, with a baseline year of 2006. The University has attained a 73% reduction already (see graph on page 13). 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:

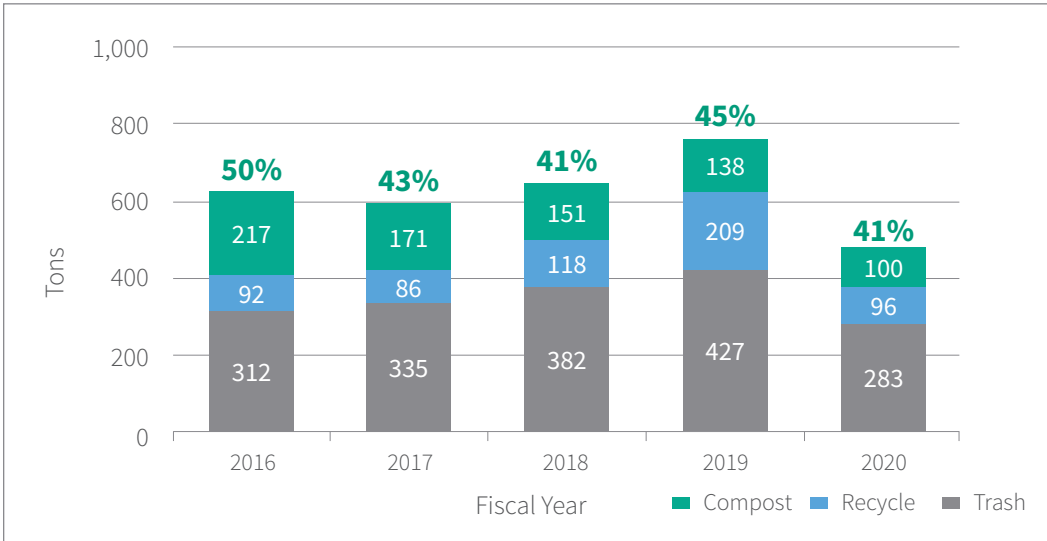
- Increasing lighting efficiency
- Retrofitting heating, ventilation, and air conditioning (HVAC) equipment

Greenhouse Gas Emissions



LESLEY HAS REDUCED GHG EMISSIONS BY 73% DESPITE AN INCREASE IN BUILDING AREA. NOTE: IN ACCORD WITH REPORTING REQUIREMENTS, THIS DATA IS COLLECTED BY CALENDAR YEAR INSTEAD OF FISCAL YEAR.

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.

- 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
 - Purchasing more sustainable electricity
 - Requiring that all new appliances and electronics purchased be Energy STAR rated
 - Reducing airline travel
 - Offering more online learning options
- Purchasing 100% Renewable Energy Certificates

Energy Efficiency

Typically, the University invests in construction and renovation projects with energy efficiency benefits to its facilities. This past year though, we did very little in terms of construction and renovation due to the pandemic. However, because we have shifted to remote work, we have begun to “warm mothball” many of our temporarily unused buildings to save energy this winter. This process entails lowering heating to 50° F, unplugging machines and turning off all lights in buildings that will remain unused until the pandemic is over. If temperatures fall below 45° F, an automated temperature control alarm signal is relayed to facilities personnel to inspect the building.

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, matches the designated percentage of the University’s expected annual energy use, and demonstrates Lesley’s commitment to operate in an environmentally responsible manner. Because the data is collected on a calendar year basis, this is the first year that its impact is reflected in our GHG inventory.

Lesley conducts energy audits of its buildings to understand what steps can be taken to improve efficiency. For instance, additional efficiencies may be gained by replacing controllers and tying heating and cooling to

room occupancy via motion sensors as well as Plug Load Management. As technology improves, the University is revisiting new systems to monitor and help reduce energy usage caused from outlet consumption.

Last winter, Lesley partnered with Eversource to conduct energy audits of its buildings. However, following this assessment, no capital improvements were made, only adjustments to building controls. Lesley plans to invest in various energy renovation projects post COVID-19.

Resilience

Lesley’s two areas of concern with regards to environmental resilience (as opposed to health or other kinds of emergency preparedness) are storm and extreme heat events. The University installed a 100,000-gallon retention system to collect and slowly release stormwater runoff into the soil near the Lunder Arts Center. The University cataloged all surface area by type (impervious vs. pervious) and kind (grass, tree, porous paver, concrete, etc.). We’ve used this information to help us consider future improvement projects to handle storm events, such as the pedestrian way along Mellen Street which increased total pervious area.

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

Regional Agriculture

Lesley partnered with MIT, Emmanuel College, Commonwealth Kitchen, Western Massachusetts Food Processing Center, Boston Area Gleaners and PV Grows, to work with food service provider Bon Appetit Management Company to create a portfolio of “Food from Here” products that were used across campus kitchens, retail locations and residential halls. Chefs at the above institutions, processing

partners and local suppliers created a supply chain to advance regional agriculture. In recognition for this work, the Henry P. Kendall Foundation awarded Lesley and our partners a 2019 New England Food Vision Prize. Our team was one of six teams of winners, each with an award of up to \$250,000 to begin implementation of a project that will improve the health, sustainability and vitality of the region's food system. The annual prize is designed to accelerate progress towards the bold vision of our region producing at least 50 percent of our food by 2060. The fruit of this labor was tasted, literally, this past fall and (the beginning of) spring semesters and we look forward to further innovation in this area post-pandemic.

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, and a variety of other programs and student groups.

Given the disruption of COVID-19, Lesley conducted a virtual Campus Sustainability Week in lieu of our annual Sustainability Day. Online events included a tour of Casella's Recycling Facility, Lab Experiments at home with repurposed material, Mindfulness Sessions, a presentation on Conserving Urban Pollinators, and a Bike Repair Forum hosted by the City of Cambridge, where City representatives answered questions from Lesley faculty, staff and students concerning bicycle safety, repair and maintenance.

The Office of Sustainability continues to host events virtually. Starting in February and continuing through the end of March 2021, the University will follow the Campus Race to Zero Waste (formally known as RecycleMania) competition timeline with a series of events

and activities each week promoting waste reduction and recycling. Similarly, Lesley will offer online engagement this April 2021 for Earth Day.

Diversity, Equity & Inclusion

Lesley University is committed to infusing Diversity, Equity and Inclusion (DEI) into all our systems, policies and practices, including our curriculum and pedagogy, internships and field placements, and required professional development. Our efforts are informed, and often led by, University community members and increasingly strive to center BIPOC (Black and Indigenous People of Color) voices in addressing prior harm and overcoming bias and systemic racism. Lesley's social justice mission and our unique focus on the "human arts" (education, counseling, expressive therapy, visual arts) demand that our graduates develop the cultural competence to become changemakers in their future careers and spheres of influence.

The COVID-19 pandemic and this summer's Black Lives Matter protests have brought even greater urgency to this work. With its myriad disruptions and its disproportionately negative impact on communities of color, the pandemic has created new demands and challenges for supporting the Lesley community in all respects, prompting us to further increase both staff and financial resources devoted to DEI work. We have been working with our community to adopt new measures and establish new initiatives. Our president and her senior cabinet are all closely involved in advancing DEI work at the institutional with the full support of our Board of Trustees.

Investments in DEI Staff and Programs: Inclusive Excellence Agenda

This year, we have made significant new investments to advance our agenda of Inclusive Excellence with greater focus and urgency and to hold ourselves accountable for measurable

progress. This includes an additional \$1 million in the endowment supporting our Urban Scholars Initiative (program explained in more detail below); mandatory trainings on antiracism for all students, faculty and staff at least twice a year; an additional financial commitment to increase funding for diversity, equity and inclusion initiatives; an additional \$2 million in needs-based financial aid; and the creation of the new position of Vice President of Equity, Inclusion and Justice (VP-EIJ). Reporting directly to our president and working closely with all cabinet members, the VP-EIJ will develop and implement a strategic vision for transformational change university-wide. Following a national search, the selection of Sandra St Fleur as our inaugural VP-EIJ was announced in December 2020.

In addition, this fall we created and filled a new position of Director of Diversity Training, Education and Development. Other DEI staff includes a Director of Multicultural Affairs and Student Inclusion, and two Student Success Coaches for the Urban Scholars Initiative.

In filling open positions university-wide, we have instituted new procedures for reviewing the diversity of applicant pools at each step of the hiring process, beyond the University's long-established practice of ensuring that applicant pools include candidates of color. We have added a requirement for all applicants to submit a personal statement addressing past and/or potential contributions to diversity, equity, and inclusion through teaching, professional activity, and/or service. We recently created and filled a new position in the Human Resources Office, Talent Acquisition Partner, to expand the recruiting networks we use in order to identify highly qualified and diverse candidates.

We will continue to work hard to adapt and strengthen our supports to meet the short- and longer-term needs of our diverse community and to create a more inclusive campus climate.

Measuring Progress and Reporting

To hold ourselves accountable for improvement, we recently shared our BIPOC demographics among faculty and

professional staff. Drawn from the federal Integrated Postsecondary Education Data System (IPEDS), the impetus for providing this data was to provide a baseline from which to measure progress. We aspire to create a campus community that includes a greater diversity of backgrounds and perspectives.

Diversity, Equity and Inclusion Training

By the time of this report's presentation, Lesley University will have conducted two university-wide mandatory DEI and antiracism trainings for all faculty and professional staff. All students are required to attend trainings at the start of each semester. These conference-style, virtual trainings are organized jointly by the Offices of the President and the Provost; the Office of Diversity Equity, and Inclusion; and the Lesley University Diversity Council, and are designed to provide social justice strategies and skills to use in our daily practice.

BIPOC Land History Study

In fall of 2020, President Janet L. Steinmayer and Provost Jonathan K. Jefferson formed a study committee to research our Black, Indigenous, and People of Color (BIPOC) land history. We announced recently that we will cease using "Brattle" to describe Lesley's southern-most campus because of the namesake's ties to slavery.

Urban Scholars Initiative

Launched in 2013, the Urban Scholars Initiative (USI), which this year received an additional \$1 million in endowment funding, supports the financial, academic, and emotional needs of young adults, most of whom are the first in their families to go to college.

The Urban Scholars Initiative provides tuition assistance, tutoring, and mentoring to enable our scholars to graduate from college with modest or no loan debt. In order to identify talented students, we have partnered with non-profit organizations that prepare low-income students for the demands of higher education. The community partners include: Artists for Humanity, Boston; Boston Red Sox Foundation, Boston; Bottom Line, Dorchester;

Breakthrough Greater Boston, Cambridge; Crossroads, Boston; The Girlhood Project, Cambridge (Lesley campus); Higher Education Resource Center, Boston; Innovators for Purpose, Cambridge; KIPP Through College, Lynn; La Vida Scholars, Lynn; Let's Get Ready, Boston; Nativity Preparatory School, Jamaica Plain; Prep @ Pingree, South Hamilton; Raw Art Works, Lynn; Scholar Athletes, Boston; Steps to Success, Brookline High School; Summer Search, Jamaica Plain; The Stepping Stone Foundation, Boston; Trinity Education for Excellence Program, Boston. The cohort of twenty-three Urban Scholars enrolling this fall were recommended by ten community partners, with just over a third coming from Bottom Line.

Lesley's Urban Scholars Initiative is not an alternative-admissions program. Graduating seniors who are recommended by one of Lesley's community partners and meet the university's admissions criteria are admitted to Lesley and are provided with a 50 percent tuition scholarship. The scholarship follows them for four years as long as they maintain the academic standards set by the program.

Five years after USI's launch, Lesley graduated its first full cohort of Urban Scholars. Today, the program supports more than 100 students, many of whom are highly involved in Lesley student life and leadership.

Juneteenth and Indigenous Peoples Day Holidays

New in 2020, Lesley University was the first Cambridge university to mark Juneteenth as an official academic holiday, the latest public acknowledgement of the university's mission to model Inclusive Excellence. In 2019, Lesley began observing Indigenous Peoples Day as a university holiday in place of Columbus Day.

Housing

Lesley is assessing its housing needs as part of our future campus planning. As we have admitted more undergraduate students who are Pell eligible and simultaneously increased our online and low-residency programs,

we have experienced declining demand for traditional on-campus housing. This decline prompted us to put 6 Sacramento on the market.

Traditionally, Lesley has not offered graduate student housing. However, given student requests for it and availability of beds, we are exploring pilot programs for both low residency and graduate housing.

Lesley does not offer assistance to its affiliates with market rate housing costs.

Precinct and Site Specific Plans

ALL CAMPUSES

Many of the typical summer projects that Lesley conducts did not occur this year due to coronavirus. Instead, only minor upkeep of buildings was performed, as needed.

Roof Replacements

As part of a phased, multi-year schedule, Lesley plans to replace roofs on each of its campuses. The roof covering our east dormitories (Wolfard, MacKenzie and Malloch) is next to be replaced.

Outdoor Athletics Space

Lesley is in active discussions with entities outside of Cambridge to meet the outdoor athletics space needs of its NCAA Division III teams. Lesley's contract with Buckingham Brown & Nichols (BB&N) School, where most outdoor practice and games occur, ran through November 2020. Indoor athletics space needs are met through a lease agreement with Medford High School to use their basketball and volleyball courts.

DOBLE CAMPUS

The Doble Campus includes several historic buildings and Victorian homes which have been converted for academic uses and a few mixed-use modern buildings, circa late 1960s/early 1970s, which form the edges of a quad and

house students as well as provide classroom, office, recreation, and dining space.

Recently Completed

Wolfard Hall Bathrooms

Several bathrooms in Wolfard Hall were renovated and updated with modern fixtures and finishes.

In Planning

Doble Hall Improvements

Lesley plans to replace and enlarge the Doble Hall elevator to bring it up to modern ADA standards. Engineering and project planning was completed. However, due to COVID-19, this 20-week project was postponed. Also, a renovation of the third floor of Doble Hall to improve circulation and update classroom, conference and office space is under consideration.

SOUTH CAMPUS

The South Campus includes several historic buildings in the middle of a historic district. Infrastructure improvements on the campus have increased the efficiency of energy systems for buildings. We continue to focus efforts in this area and have committed to further renovations over the next decade to reduce deferred maintenance and keep buildings in good condition.

Recently Completed

6 St. John's Road, Rousmaniere Kitchens

We renovated the kitchen in a small dormitory, Rousmaniere House.

South Shuttle Stop

A shuttle stop shelter, similar to the one constructed at our Doble Campus, was constructed facing our dining hall and in view of Phillips Place.

Sherrill Hall Renovation, Phase 1

The first phase of renovations at Sherrill Hall, a 1965 “Brutalist” library, classroom and office building, began in summer 2019 and was completed in January 2020. With

EDS’s departure and the diminished demand for physical volumes, two floors of library functions were compressed to one floor with a combination of compact shelving and open stacks. This efficient use of space transformed the entry, creating a hub for student activity on the South Campus. Now, a cafe, lounge and meeting area greets students. Also, new wayfinding, graphics, finishes and furniture help enliven the space and give it a fresh, inviting feel.

In addition, two classrooms were renovated, a large classroom with theater-style seating and a medium-sized classroom designed for adaptability. In the latter case, a tiered floor was removed to facilitate this flexibility. Sinks, LVT (vinyl) flooring, tackable surfaces, storage cabinets on castors and tables that flip to a slender profile and roll away, along with chairs on castors, are all features of the new classroom and facilitate multiple pedagogies.

Alongside this important place-making and instructional support work, infrastructure was replaced and updated. Electrical wiring and lighting were upgraded. A new restroom core was constructed and sprinklers were added on the lower level and first floor. Lesley is committed to adding sprinklers to the rest of the building in subsequent phases of work, within the next several years.

In Planning

Campus Renovation

Lesley will decide the highest and best use of several buildings acquired from EDS as part of a new campus plan, as described above. These buildings include the Chapel, Burnham and Reed Halls (89, 99-2 and 99-3 Brattle St., respectively). Recently, Lesley was the recipient of a Massachusetts Cultural Facilities Fund grant to explore how the Chapel might be reimagined for cultural expressive and performance arts. Such a renovation would enable increased use of the facility by the public as well as help meet expanding space needs within related academic disciplines. The fund is being applied to a facilities condition assessment to identify existing needs.



A NEW CIRCULATION DESK IN THE ATRIUM AREA IS VISIBLE FROM THE MAIN ENTRANCE. THE FORMER CIRCULATION DESK, WHICH WAS TUCKED AROUND THE CORNER FROM THE ENTRY IS REIMAGINED AS A CAFE (SEE PAGE 23). ASBESTOS CONTAINING MATERIAL WAS IDENTIFIED AND REMOVED THROUGHOUT THE CONSTRUCTION AREA. SPRINKLER LINES AND NEW ELECTRICAL AND TELE/DATA WIRING AND NEW LIGHTING WERE ALSO ELEMENTS OF THIS FIRST PHASE OF WORK. FUTURE PHASES OF WORK WILL FINISH THESE INFRASTRUCTURE IMPROVEMENTS ON UPPER FLOORS AS THE UNIVERSITY PLANS TO REPURPOSE THESE AREAS FOR COMPLIMENTARY FUTURE USES.

Sherrill Hall Renovation, Phase 2

With library services consolidated, two floors of former stack space will be available for uses complementing a modern learning center and anchoring related services.

PORTER CAMPUS

The Porter Campus includes University Hall (formerly the Porter Exchange building) at 1815 Massachusetts Avenue, the Lunder Arts Center at 1801 Massachusetts Avenue, 815 Somerville Avenue, and the parking lots located across Massachusetts Avenue from University Hall.

Recently Completed

General Repairs

General upkeep of public spaces included carpet replacement, painting and new fixtures and furniture.

In Construction

University Hall Parking Gates

The attendant booth and gates to University Hall's parking lot have been removed and are being replaced to facilitate a modern, automated payment system.

In Planning

Long Term Development Sites

The two parking lots along Massachusetts Avenue across from the Lunder Arts Center and University Hall were included in discussions with neighbors and the City during planning for the Arts Center and were zoned as part of the Porter Square Overlay District to favor three-story-tall buildings with street level retail. The other open sites on Lesley property are existing parking lots, including the lot behind University Hall and the parking lots and tennis court on the Doble Campus. There are no immediate plans to develop any of these sites at this time.



SHERILL HALL'S SOMEWHAT DRAB FORMER CONDITIONS (ABOVE) HAVE BEEN REFINISHED (BELOW).



WITH COMPACT SHELVING, SEVERAL WALLS HAVE BEEN PERFORATED TO ALLOW GREATER MOVEMENT AND VISUAL CONTINUITY ACROSS THE HORIZONTAL PLANE OF THE LIBRARY AREA (LOWER LEVEL).



A NEW CAFE ADJACENT THE MAIN ENTRY AND ATRIUM WILL HELP TO ACTIVATE PUBLIC SPACE.



A NEW PLUMBING CORE WITH SINGLE USE, ALL-GENDER RESTROOMS AND DRINKING FAUCETS SERVICE THE LOWER LEVEL AND FIRST FLOOR (WITH MORE TO COME IN SUBSEQUENT PHASES OF WORK ON UPPER FLOORS).



SHERRILL'S THIRD FLOOR CLASSROOM WAS RENOVATED TO PROVIDE THEATER-STYLE SEATING AND NEW FINISHES.



SHERRILL'S SECOND FLOOR CLASSROOM RENOVATION PROVIDES A GREATER DEGREE OF FLEXIBILITY IN TEACHING METHODS THROUGH THE INTRODUCTION OF SINKS, TILE, STORAGE, TACKABLE SURFACES AND COLLAPSIBLE/MOVABLE FURNITURE.



PARKING GATES AT UNIVERSITY HALL ARE BEING REPLACED WITH MODERN EQUIPMENT.

List of Projects

For full descriptions of the following projects, please refer to the previous section, “Precinct and Site Specific Plans.”

Completed

- 6 St. John’s Road Kitchen
- South Shuttle Stop
- Sherrill Hall Renovations (Phase 1)
- Wolfard Hall Bathrooms

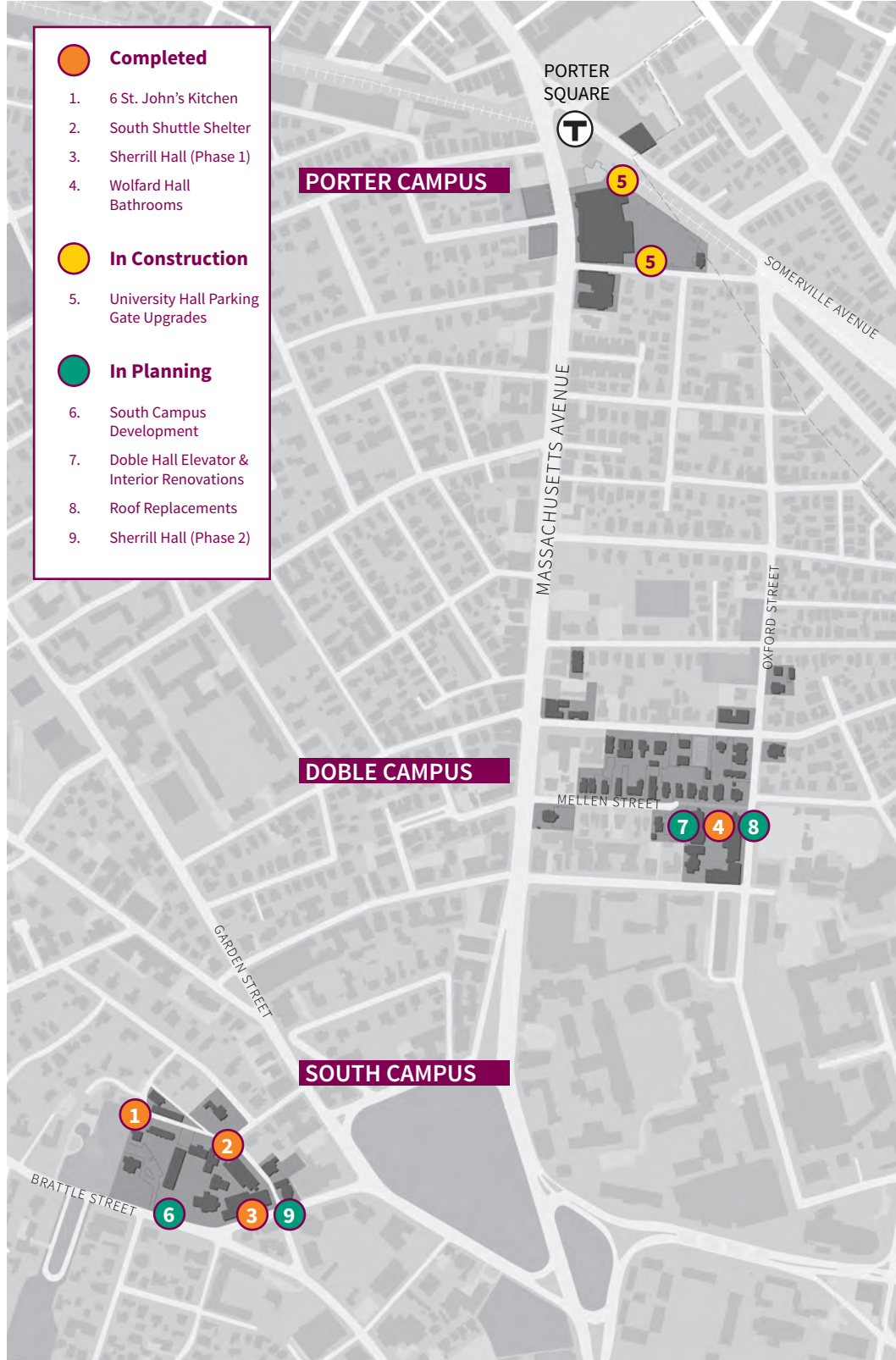
In Construction

- University Hall Parking Gate Upgrades

In Planning

- South Campus Renovation
- Doble Hall, Elevator Replacement and Interior Renovations
- Outdoor Athletics Space (outside Cambridge)
- Roof Replacements
- Sherrill Hall Renovation (Phase 2)

Project Map



RECENTLY COMPLETED, IN CONSTRUCTION AND IN PLANNING PROJECTS ARE ILLUSTRATED ABOVE.

Campus Maps

Map 1: Real Estate Owned and Leased

See page 5.

Map 2: Shuttle Routes & Bicycle Facilities

See page 7.

Map 3: Project Map

See page 28.

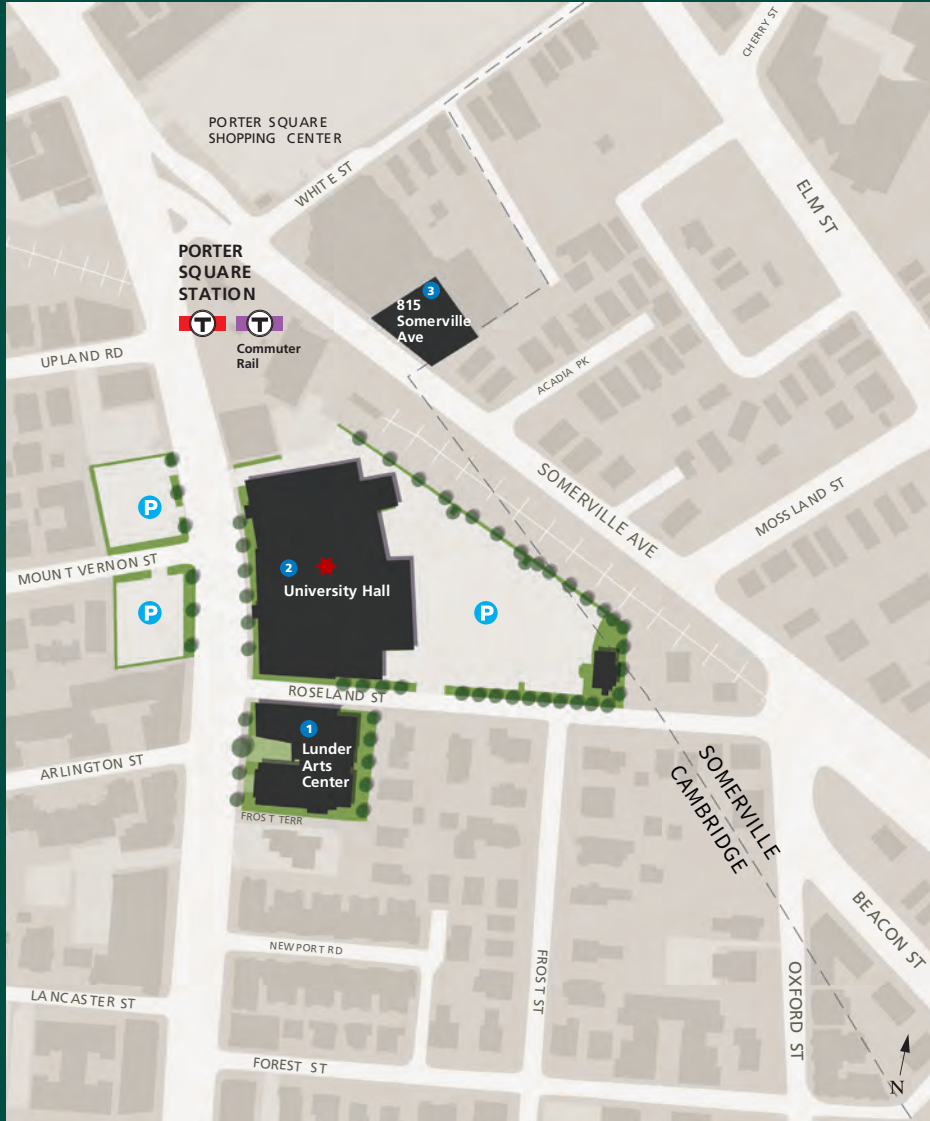
Map 4: Tree Mapping

See illustrative maps 6-8 on pages 30-32 and tree resource map on page 40.

Map 5: Antenna Locations

See maps 6 and 7 on pages 30 and 31.

Map 6: Porter Campus



PORTER CAMPUS

- 1 1801 MASS AVE**
Lunder Arts Center
 Classrooms/Studios
 Lesley Art + Design
 Moriarty Library
- 2 1815 MASS AVE**
University Hall
 Amphitheater
 Classrooms/Labs/Studios/VFX
 Lesley Art + Design
 Graduate Admissions
 Graduate School of Education
 Porter Cafe
 Registrar
 Student Administrative Services
 The Shops at University Hall
- 3 815 SOMERVILLE AVE**
Administrative Offices

KEY

- MBTA Red Line
- MBTA Commuter Line
- Parking
- Pedestrian Route
- Antenna Location

Map 7: Doble Campus



DOBLE CAMPUS

- | | | | | | | | |
|----|---|----|--|----|---|----|--|
| 10 | 29 EVERETT ST
<i>Office of the President
Office of the Provost</i> | 18 | 23 MELLEN ST
<i>Schwartz Hall
Enrollment Management</i> | 26 | 34 MELLEN ST
<i>Wolfard Hall
Marran Theater
Public Safety
Classrooms</i> | 34 | 78 OXFORD ST
<i>Wilbur House</i> |
| 11 | 31 EVERETT ST
<i>Stebbins Hall
Alumni Hall
Classrooms</i> | 19 | 24 MELLEN ST
<i>Mellen House</i> | 27 | 35 MELLEN ST
<i>Classrooms</i> | 35 | 80 OXFORD ST
<i>Maren K. Hitz '85
Alumni Center
Threshold Program</i> |
| 12 | 33 EVERETT ST
<i>White Hall
Dining Commons</i> | 20 | 27 MELLEN ST
<i>Classrooms</i> | 28 | 36 MELLEN ST
<i>MacKenzie Hall
Health Services
McKenna Student Center</i> | 36 | 82 OXFORD ST
<i>Threshold Program</i> |
| 13 | 1627 MASS AVE
<i>Undergraduate Admissions
Visitor's Service Center</i> | 21 | 29 MELLEN ST
<i>Diversity and Inclusion</i> | 29 | 37 MELLEN ST
<i>Glennon Hall</i> | 37 | 6 SACRAMENTO ST
<i>Sacramento House</i> |
| 14 | 7 MELLEN ST
<i>Global Education Center</i> | 22 | 30 MELLEN ST
<i>Doble Hall
Academic Achievement
Career Resource Center
Classrooms</i> | 30 | 38 MELLEN ST
<i>Malloch Hall
Athletics
Student Activities</i> | 38 | 1 WENDELL ST
<i>Classrooms</i> |
| 15 | 9 MELLEN ST
<i>Office of Residence Life</i> | 23 | 31 MELLEN ST
<i>Jenckes House</i> | 31 | 61 OXFORD ST
<i>Kirkland House</i> | 39 | 3 WENDELL ST
<i>Classrooms</i> |
| 16 | 11 MELLEN ST
<i>Office of Student Life &
Academic Development</i> | 24 | 33 MELLEN ST
<i>Classroom</i> | 32 | 63 OXFORD ST
<i>Wendell House</i> | 40 | 14 WENDELL ST
<i>Compass House</i> |
| 17 | 13 MELLEN ST
<i>Center for the Adult Learner</i> | 25 | 33 ½ MELLEN ST
<i>Classroom</i> | 33 | 68 OXFORD ST
<i>Kris House</i> | 41 | 16-18 WENDELL ST
<i>Wilson House</i> |
| | | | | | | 42 | 28-R WENDELL ST
<i>Everett House</i> |
| | | | | | | 43 | 34 WENDELL ST
<i>Buoma Hall</i> |

Map 8: South Campus



SOUTH CAMPUS

KEY

- T MBTA Red Line
- P Parking
- # Building

- 64 4 BERKELEY ST
- 50 89 BRATTLE ST
Sherrill Hall
*Classrooms
Library*
- 51 91 BRATTLE ST
St. John's Chapel
- 52 99-1 BRATTLE ST
Wright Hall
*College of Liberal
Arts and Sciences*
- 53 90-2 BRATTLE ST
Burnham Hall
- 54 99-3 BRATTLE ST
Reed Hall
- 55 99-4 BRATTLE ST
Lawrence Hall
- 56 101 BRATTLE ST
Advancement
Alumni

- 57 1 HASTINGS AVE
Buildings & Grounds
- 58 3 PHILLIPS PL
Graduate School
of Arts & Social
Sciences
- 59 5 PHILLIPS PL
Graduate School
of Arts & Social
Sciences
- 60 10 PHILLIPS PL
Washburn Commons
Auditorium
- 61 1-7 ST. JOHN'S RD
Winthrop Hall
- 62 2-4 ST. JOHN'S RD
Kidder House
- 63 6 ST. JOHN'S RD
Rousmaniere House

Transportation Demand Management

The City of Cambridge eliminated all reporting requirements in 2020 due to the COVID-19 pandemic. Given that our campus has been closed since mid-March and because Lesley University conducts its Parking and Transportation Demand Management (PTDM) study each year in April, we do not have any new data to report for 2020. Consequently, most information below relates to the previous year. Lesley University submitted its 2019 PTDM Annual Progress Report the previous June. This report updates the University's existing Transportation Demand Management (TDM) programs, the University's Cambridge parking supply, and survey results of employees and students who commute to the Cambridge campuses. The goal of the report is to provide the City of Cambridge with a current assessment of the University's parking supply and how Lesley is managing its vehicle trips through the PTDM measures and strategies offered by the University as compared to its 2005 baseline report.

Commuting Mode of Choice

Typically, Lesley University's weeklong (Monday through Friday) PTDM survey is distributed to all off-campus members of the Lesley community and includes faculty, staff, undergraduate commuter and graduate student respondents. The survey asks how one commuted to campus each day and excludes anyone who identified themselves as "out," such as those telecommuting, which was nearly everyone this year.

Commuting Mode

Commuting Mode	2016	2017	2018	2019	2020
Drove alone entire way	34%	34%	36%	29%	-
Took public transportation	41%	37%	24%	38%	-
Carpooled	7%	8%	6%	7%	-
Bicycled	3%	4%	3%	4%	-
Walked	13%	10%	7%	8%	-
Other	2%	7%	24%	14%	-

In 2019, Lesley's Cambridge combined employee and student adjusted drive alone rate was 29%, which meets the University's goal of 38% or under. This rate was 7% lower than the previous year. 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. It is expected that as the University continues to grow its online presence, fewer students will drive to campus.

Top Ten Towns - Employee Only Survey Respondents

Town	# of Employees	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%

56% OF ALL EMPLOYEE RESPONDENTS LIVE IN THE ABOVE TOP TEN TOWNS

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.

TDM Strategy Updates

Since submitting the previous Town Gown report, Lesley has added a 25% public transportation subsidy for its students. We have also increased shuttle van options, as described in the Institutional Shuttle Information section above, moving from a two-van to a three-van system.

Bicycle Facilities

Lesley University provides several bicycle amenities to its community, ranging from 358 existing bicycle racks to a do-it-yourself bicycle repair stand on its centrally located Doble Campus. Also, Public Safety is equipped with bicycle 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. As part of the 2015 Lunder Arts Center project, the University provided 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.

Lastly, Lesley University supports the use of alternative transportation, such as bicycling. The University takes part in the Green Streets Initiative, provides regular shuttle service and offers incentives to commute to campus via alternative modes, such as the student public transportation subsidy.

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. Anytime 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.

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.

Tree Resources

Existing Conditions

The University inventoried the 322 trees planted on its three Cambridge campuses during the summers of 2016 and 2017. In addition, 1,228 large plants (such as bushes) and 37 distinct planting beds were recorded. Beyond identifying specific locations, specimen size, watering needs, maintenance requirements and other care details were noted for each plant or tree.

PID	Type	Campus	Diameter	Water Needs	Maintenance	Notes
T-168	Katsura Dogwood	Doble	1.59"	Normal	In late Fall after foliage drops or winter	Never prune a dogwood tree in
T-169	Copper Beech	Doble	15.92"	Normal	In late Fall after foliage drops	Generally don't need pruning
T-170	Magnolia	Doble	26.43"	Normal	Late Spring or Early Summer, whenever the tree has f	None
T-171	Maple	Doble	34.39"	Normal	In late Fall after foliage drops or winter	None
T-172	Maple	Doble	15.29"	Normal	In late Fall after foliage drops or winter	None
T-173	Maple	Doble	16.88"	Normal	In late Fall after foliage drops or winter	None
T-174	Maple	Doble	18.15"	Normal	In late Fall after foliage drops or winter	None
T-175	Maple	Doble	32.48"	Normal	In late Fall after foliage drops or winter	None
T-176	Maple	Doble	9.24"	Normal	In late Fall after foliage drops or winter	None
T-177	Honey Locust	Doble	32.48"	Extra	Early Summer after they bloom; Trimming based on a	Sensitive to a wide variety of p
T-178	London Planetree	Doble	25.48"	Normal	Tolerates heavy pruning. Prune in the winter.	None
T-179	Dogwood	Doble	14.97"	Normal	In late Fall after foliage drops or winter	Never prune a dogwood tree in
T-180	Weeping Mulberry	Doble	11.78"	Normal, moder	In late winter or very early spring before any new gro	None
T-181	Sugar Maple	Doble	13.69"	Normal	In late Fall after foliage drops or winter	
T-182	Hinoki False Cypress	Doble	54.14"	Normal	Prune in the Spring. Trim/Shear in the Summer	None
T-183	Magnolia	Doble	11.78"	Normal	Late Spring or Early Summer, whenever the tree has f	None
T-184	Apple	Doble	6.69"	Normal	In late winter or very early spring before any new gro	Susceptible to many insect and
T-185	Ash	Doble	7.64"	Normal	In late winter or very early spring before any new gro	Cold winter winds can dehydrat

SAMPLE OF LESLEY TREE DATABASE ILLUSTRATING SIZE, WATERING, MAINTENANCE AND SPECIALIZED CARE NOTATIONS.

As part of the data collection process, photographs of each tree and plant were taken and incorporated into a geodatabase using ArcView/ArcGIS. An example of the data is illustrated on the following page. Mapping trees was a first step to understanding our landscape resources. We expect this data to be used as part of our next campus plan. In the interim, the University is exploring options to better use its existing database. In 2019, we met with the founder of Plan-IT Geo, whose web-based tree inventory software presents opportunities for management, outreach, data reporting, work orders and tree care operations. This software, Tree Plotter, would utilize our GIS data and help track work history, design planting plans and manage multiple projects.



ALL VEGETATION HAS BEEN MAPPED ON EACH OF LESLEY'S THREE CAMBRIDGE CAMPUSES, USING ARCVIEW/ARCGIS (SOUTH CAMPUS ILLUSTRATED ABOVE). PHOTOS OF EACH PLANT AND CARE INSTRUCTIONS ARE EASILY ACCESSIBLE AND FORM THE BASIS OF A COORDINATED LANDSCAPE PLAN, TO BE FURTHER DEVELOPED.

Future Opportunities

Lesley expects to utilize its landscape inventory within the context of a new campus plan (see section "Planning Context" above). One of the goals of this plan will be to coordinate landscape resources in a manner that furthers sustainability goals. Each of the three Cambridge campuses present unique opportunities. The South Campus has the greatest amount of existing open space but has special spaces and vistas that should remain clear. The Doble Campus has open space and areas that would benefit from further plantings. The Porter Campus is the most urban setting, with the greatest degree of impervious surfaces and most potential; but, it has distinct usability factors to weigh.

Construction Mitigation

Lesley University seeks to be a good neighbor in the event that we engage in construction activities of a significant scale that present opportunities for potential disruption, such as when we constructed the Lunder Arts Center. In that case, we had consistent communication with neighbors and provided access to a construction website that provided weekly project updates, including a forecast for whenever there might be heavy trucks or loud noise. Neighbors were able to check for noise and see photographs 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 site to direct traffic. We 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.

Relationship with Cambridge Public Schools

Lesley University provides free spaces for professional development, trainings, workshops, and conferences for any Cambridge Public School (CPS) affiliated organization. Despite the abbreviated year, five CPS related groups still held 33 meetings in 83 classroom spaces, utilizing 235 hours. In addition to providing this service, Lesley enjoys a number of close relationships with CPS based upon various programmatic overlaps. 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 with CPSD

This fall, Lesley and the Cambridge Public Schools launched a new 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, 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 will be taught remotely (mostly synchronous) and online (mostly asynchronous). Further information regarding the CAPS program, including updates concerning future in-person instruction and information about the Center coming to a particular local district or school, may be obtained via the following website: <https://lesley.edu/academics/graduate-school-of-education/center-for-advanced-professional-studies>

Creativity Commons

The Creativity Commons offers a space for faculty, graduate students, and community partners to foster new programs and projects. Examples include: the Cambridge Creativity Commons, which offers programs to encourage cross-disciplinary collaboration in the Cambridge Public School District (CPSD); Sidewalk Math, an interactive art installation (Cambridge and Worcester); the School/Family Engagement Project (CPSD); and Integrative Arts Learning, where faculty in the Creative Arts and Expressive Therapies programs work with CPSD on arts-related learning.

Summer Compass Program

Starting in 1975, this partnership provides a six-week inclusive summer program for children in grades preK-6 that 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.

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).

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 25-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.

The Graduate School of Arts and Social Sciences

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) offered robust and valuable internships in a variety of Cambridge locations over the past year. These include:

- Agassiz Baldwin Afterschool (25 Sacramento Street)
- Amigos School (15 Upton Street)
- Beyond the 4th Wall (7 Temple Street)
- Boston Area Rape Crisis Center (99 Bishop Allen Drive)
- Cadbury Commons (66 Sherman Street)
- Cambridge Community Center (5 Callender Street)
- Cambridge Eating Disorder Center (3 Bow St.)
- Cambridge Family and Children's Service (60 Gore Street)
- Cambridge Health Alliance; Inpatient Child Psychiatry (1493 Cambridge Street)

- Cambridge High School Extension Program (HSEP); Counseling Services (359 Broadway)
- Cambridge Rindge and Latin High School; Guidance Department (459 Broadway)
- Cambridge Street Upper School (850 Cambridge Street)
- Cambridge Women's Center (46 Pleasant Street)
- Cambridgeport School (89 Elm Street)
- Community Art Center (119 Windsor Street)
- Community Charter School of Cambridge; Counseling (245 Bent Street)
- Community Legal Services and Counseling Center (1 West Street)
- Department of Children and Families, Cambridge; DCF and Adolescent Unit (810 Memorial Drive)
- Dr. Martin Luther King Jr. Open School (850 Cambridge Street)



LESLEY'S STEAM LEARNING LAB OFFERS A VARIETY OF PROGRAMS FOR LOCAL STUDENTS AND EDUCATORS.

- East End House (105 Spring Street)
- Emerge (2464 Massachusetts Avenue, #101)
- Fletcher Maynard Academy School (225 Windsor Street)
- Graham & Parks School (44 Linnaean Street)
- Haggerty School (110 Cushing Street)
- Inclusion Initiative (51 Inman Street)
- Kennedy Longfellow School (158 Spring Street)
- King Open School (850 Cambridge Street)
- Maria Baldwin School (85 Oxford Street)
- Mass Alliance of Portuguese Speakers (1046 Cambridge Street)
- Morse School (40 Granite Street)
- Mount Auburn Cemetery (580 Mt Auburn Street)
- Mount Auburn Hospital Inpatient Psychiatry, Wyman 2 (330 Mt. Auburn Street)
- North Charles Institute for Addictions (54 Washburn Avenue)
- Peabody Terrace Children's Center (900 Memorial Drive)
- Prospect Hill Academy Charter School; School Adjustment Counseling (50 Essex Street)
- Putnam Ave Upper School (100 Putnam Avenue)
- Sidanius Lab (Harvard University)
- Tobin School (197 Vassal Lane)
- The VNA Assisted Senior Living; Activities (1573 Cambridge Street)
- Youville House Assisted Living Residence; Programs Department (1573 Cambridge Street)

In addition to internships, speakers from the various institutions listed above 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.



LA+D'S SOCIALLY ENGAGED ART + DESIGN PROGRAM DEVELOPS PARTICIPATORY PUBLIC ART PROJECTS WITH COMMUNITY ORGANIZATIONS AND NEIGHBORING SCHOOLS. EACH PROJECT IS DESIGNED TO STRENGTHEN STUDENT LEARNING IN RESPONSE TO COMMUNITY NEEDS.

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. 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 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.

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.

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 community partners, including the Dean's Community Advisory Council, which meets quarterly. Anchor partners include the Agassiz Baldwin Community; Cambridge Art Association; Cambridge Arts, City of Cambridge; Cambridge Creativity Commons; Cambridge Public Schools' Visual & Performing Arts; Community Art Center; deCordova

Sculpture Park and Museum; Digital Silver Imaging; Lemelson-MIT Program and the Foundry Consortium; The Loop Lab; Maud Morgan Arts; Photographic Resource Center, Boston; Porter Square Neighbors Association; and the Rose Kennedy Greenway Conservancy.

Lesley Art + Design partners have grown to upwards of fifty groups and may be viewed via the following website: <https://lesley.edu/more-content-community-engagement-community-partner-list>.

When pandemic-related restrictions subside, we anticipate a return to previous levels of public engagement. Public programs consist of events, exhibitions, and workshops which 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, featuring artists and guest speakers with the deCordova Sculpture Park & Museum, the Greenway Conservancy, Catalyst Conversations with the Peabody Essex Museum, and the annual Boston International Kids Film Festival (BIKFF). Speaker series include selected film shorts and community conversations addressing critical issues, and the LA+D Dean's Visiting Artist Series co-presented with partnering organizations and institutions. Large-scale, annual events include the City of Cambridge's Cambridge Arts Open Studios, Cambridge Art Association's Annual Portfolio Review, and the Massachusetts Independent Comics Expo (MICE). At the start of 2020, ArtPlace America together with the MFA Visual Arts program and the Office of Community Engagement presented the Civic Practice Symposium to a full house.

Socially Engaged Art + Design Program

The Office of Community Engagement co-develops exhibitions that are visible from the exterior of the Lunder Arts Center, facing Massachusetts Ave and Roseland Street. Ventures include participatory public art projects that bring students and the general public together outside the walls of the school, such as the City of Cambridge's annual PARK(ing) Day which was implemented by

current students and alumni of the Office's third-year elective course Socially Engaged Art. Additionally, students and faculty brought artist Candy Chang's "I Wish This Was..." public art project to East Cambridge in collaboration with Lemelson-MIT Program, the Foundry Consortium, the City of Cambridge, and the Cambridge Redevelopment Authority. Lesley envisions further collaboration with the Foundry Consortium, the recent public art project heightening community input, inclusion and engagement to inform the use and spirit of the building, which is designated to become a self-sustaining center for Arts and STEM for the diverse communities of Cambridge.

Prior to the placement of restrictions due to COVID-19, students enrolled in the Environmental Design course co-designed a series of installations and public programs "IDEAS! sensory + social space" at the former historic news stand located in Harvard Square. Addressing the important topics of housing and food instability, their work was featured as part of Design Week Boston. Following the public health restrictions, students enrolled in the Community Design Studio shifted their partnership work online, collaborating with the North American Indian Center of Boston, Mass Humanities and the Massachusetts State Senate to prepare materials for a Special Commission to advise the redesign of the seal, motto and flag for the Commonwealth of Massachusetts.

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. As an example, in 2019 Lesley Art + Design welcomed over 180 high school students and educators from area high schools and creative youth development programs for free hands-on workshops, lunches, and fieldtrip transportation subsidies in

conjunction with the Greenway Conservancy's satellite exhibition *GLOW (Drawing with Light Workshop* taught by Animation + Motion Media faculty and student TAs) and 10th Anniversary MICE (*Making 'Zines Workshop* taught by Illustration/Visual Narratives faculty) as well as, *Large Paper Negative Workshops* taught by Photography faculty, all of which utilized the College's state-of-the-art facilities.

Following closures due to COVID-19 mitigation, Lesley Art + Design together with partner The Sketchbook Project distributed over 80 blank sketchbook kits and memberships to students and teachers in Cambridge and Somerville public high schools. Completed and submitted sketchbooks will become part of the Brooklyn Art Library, the largest international public archive of sketchbooks.

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.

MICE

The annual Massachusetts Independent Comics Expo (MICE), which promotes the design and illustration of alternative comic books and art, shifted its operations to an online environment for the 2020 season. In 2019, celebrating ten years, MICE drew a record-breaking crowd in excess of 4,200 fans over the October 19th weekend. More than 200 artists displayed work. This free, family-friendly exposition typically features tradeshow floors throughout University Hall (1815 Massachusetts Ave.) and workshops.

Strauch-Mosse Lectures

Due to COVID-19, the annual Strauch-Mosse Series was postponed until Spring 2021 and will be held virtually.

Further information regarding LA+D community engagement programs may be obtained via the following website: <https://lesley.edu/academics/college-of-art-design/community-engagement>.

Institution Specific Information Request

1. To develop a more complete picture of the institution, provide a listing of Lesley's education sites located outside of Cambridge.

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 has written a report responding to the Massachusetts Department of Elementary and Secondary Education (DESE) Standard 703 (b): "Collaborate with school districts to ensure positive impact in meeting the needs of the districts." The following is an overview of our partnerships and collaborations. Read the full Lesley University MA School and District Partnerships Report for details: <http://www.lesley.edu/sites/default/files/2017-11/Lesley-University-MA-School-and-District-Partnership-Report-2013-15.pdf>.

Outside Cambridge

Lesley University has direct partnerships with 60 Massachusetts school districts (Acton-Boxborough, Agawam, Arlington, Assabet-Valley Regional High School, Avon, Bellingham, Billerica, Boston, Brockton, Brookline, Cambridge, Carlisle, Central Berkshire, Concord, Concord-Carlisle Regional, Dennis-Yarmouth Regional, Easthampton, East Windsor, Everett, Framingham, Frontier Regional, Haverhill, Hilltop Cooperative Charter, Lawrence, Lexington, Lowell, Ludlow, Malden, Medford, Needham, Newburyport, Newton, Oak Bluffs, Old Rochester, Peabody, Pioneer Valley, Plymouth, Reading, Salem, Sandwich, Scituate,

Somerville, South Hadley, Southwick, Springfield, Triton, Wakefield, Waltham, Watertown, Webster, Wellesley, Westford, Westhampton, Weston, West Springfield, Westwood, Weymouth, Wilmington, Winchester and Worcester). Our Early Field Experience, field-based work within courses, practica, and internship placements extend far beyond these.

Teaching Sites

Site Name	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
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
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 in partnership with local districts to bring increased knowledge about autism to schools. Lesley University in partnership with League School of Greater Boston, offers, on the School's campus, a graduate autism specialization program.

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 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

Partnership with Perkins to offer 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

Partnership with the LABBB (Lexington-Arlington-Burlington-Bedford-Belmont) Collaborative to offer 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 University'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 University 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. Partners host various educational events at the DeMello center.

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 University 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

Lesley University partners with community colleges in the Greater Boston area including Bunker Hill Community College (BHCC), Urban College of Boston, Middlesex, Housatonic, Massasoit, and others to provide “2+2” degree completion options in a variety of programs, including business administration, psychology and early childhood studies. 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>.

2. Provide more information on your non-degree students. Who are they? What programs do they attend and for how long? Where do they live while enrolled?

Lesley is developing a more robust continuing education program, including 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 couple 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. Statistics provided in the town gown report are only for those students who happen to have an on-campus component to their education; online students are not included.

3. Review shuttle bus services between campuses.

Please see the section above for discussion related to university shuttle bus service: “Institutional Shuttle Information,” pages 6-8.

4. Provide an update to ongoing or proposed strategic planning activities for the university.

Please see the sections above for discussion related to strategic planning initiatives: “Strategic and Long-Term Planning” and “Campus Plan,” pages 9-12.

5. Provide an update on plans for the Brattle Street campus in light of the acquisition of former Episcopal Divinity School facilities by Lesley?

Please see the section above for discussion related to former EDS buildings: “South Campus Renovation,” page 12. Also, please see “Precinct and Site Specific Plans,” page 21.

6. Provide an update on plans for properties currently held by the University on or abutting Massachusetts Avenue, including parking lots across Massachusetts Avenue from University Hall. Particular attention should be paid to a description of the uses intended on the ground floor of these sites, as related to community concerns about maintaining an active retail environment. Also review efforts to screen or beautify these lots on a short-term basis.

The COVID-19 pandemic has posed unprecedented challenges for the retail sector, and Lesley has been working with its commercial tenants to the extent possible to try to help them survive months of reduced foot traffic and required closures in some instances. A few of the tenants in University Hall have chosen to close permanently or are not exercising options to renew leases that expired in late 2020 or in early 2021; they are Webster Bank, Enterprise Rent-a-Car, and Tokai. The Hi-Rise Bread/Bakery at 1 Wendell ceased operating early in the pandemic and has allowed its lease to expire without renewal. A number of other tenants are in significant arrears on rent and CAM payments, and the University is actively negotiating on a case-by-case basis with the business owners to determine their future viability. In the event that there are retail vacancies along the Mass Ave corridor we will comply with the new regulations to activate the storefront windows with artwork or appropriate displays.

The University understands and supports the community’s priority of active streetscapes and street level retail along the Massachusetts Avenue corridor and shares the public’s concerns about maintaining activity along this important corridor. The Lunder Arts Center, 1 Wendell and University Hall all are designed to reflect our commitment to the ideal of ground floor activity. Also, as part of the Porter Square Overlay District, the two parking lots across Massachusetts Avenue could be developed eventually as three-story-tall buildings with street-level retail. We have a regular maintenance effort to keep the lots in good condition and have some landscaping in place.



Campus Planning and Operations
Lesley University