



**Lesley**  
UNIVERSITY

# Town Gown Report 2023

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



## A Better Lesley for 2023 and Beyond

At Lesley University, our global impact starts within the City of Cambridge. You can see it in the restoration of Reed and Burham Halls, preserving their historic beauty and bringing them into the present. You can feel it by the effect of the Riverside Outpatient Center in Cambridge, which serves hundreds of Lesley students and members of the community. You experience it when you or your child enter a classroom, seek counseling or mental health care, or take in a bit of art along Mass Ave. Our commitment to educating leaders in education, mental health, and the arts benefits Cambridge and contributes to the city's worldly reputation as an academic oasis.

## Who we are

Lesley University is a creative and caring community of educators, mental health counselors, artists and designers, social workers, expressive therapists, and more. To create a more humane and just world, Lesley is diversifying and sustaining the critical professions of education, mental health, the arts, and the business of these fields through humanistic learning, unique employer partnerships, financial support, guaranteed internships, a cohort model of learning, and a lifetime of support to its graduates

### We bring a unique mix of experience and support to students and the world, including:

A humanistic learning approach at the powerful intersection of education, mental health, and the arts for a more caring, creative, and equitable world.

Development of extensive and robust employer partnerships, offering financial support, guaranteed internships, and a cohort model of learning. As one example, this report highlights new partnerships in Cambridge around the educational paraprofessional program.

A focus on student agility, tenacity, and connection to the community through a mindful learning approach by professional faculty practicing in their fields. A recent example includes the development of CommonLynx, our new general education program that focuses on competencies such as collaboration, analysis, communication, quantitative reasoning, local and global connections, examining power and equity, and more.

A cohort model approach that supports alumni over the arc of their careers. This year, we started The Threshold Lifetime Support Program, providing neurodiverse individuals with the resources, referrals, tools, and support they need for a lifetime of successful, independent living and working.

One hundred percent of our undergraduate students participate in an internship apprenticeship, practicum, or course with a professional practice component. In our most recent survey, in 2022, 94% of Lesley graduates were employed or furthering their education. We offer one of the highest-value educational experiences in the region, pricing our tuition competitively, offering extensive scholarships, and small class sizes (13:1) for more personalized learning.

Through our growing partnerships, scholarships, and cohorts, we are creating pipelines for critical professions in education and mental health, diversifying these workforces as well as those in art and design.

This ethos of inclusion extends to the recruitment and retention of vendors and commercial tenants, prioritizing women- and racial minority-owned businesses, such as the Dudley Café on the street level of our property at 1663 Massachusetts Ave.

### Strategic Transformation for a Better Lesley (and Cambridge)

This year, as part of a multi-year strategic planning process, the University launched Better Lesley. A year-long process to refocus on what Lesley does best, which is education, mental health, and the arts. We are sure you are aware of the critical need for teachers and mental health professionals in just Cambridge alone. Lesley confers the most degrees in New England in specialized education and mental health counseling. In fact, according to an independent study, Lesley-trained educators are preferred among Massachusetts school administrators. The university is also home to one of the country's leading programs for practicing artists, known for having one of the highest percentages of graduates working in their fields of choice upon graduation. Building on these strengths, we are realigning our resources to areas where we can make the most difference.

We have made numerous positive changes, including continuing to improve our campus for students, staff, and the community, including making it more accessible for all and environmentally sustainable. We have consolidated student support services in a centralized location at University Hall in Porter Square (another Student Hub soon to be added on South Campus) to provide better administrative service and operate more efficiently. We are consolidating student health, mental health, wellness, career and advising services on the Doble Campus.

We have made some tough but important decisions around eliminating four low-enrolled and non-core degree programs out of a total of 77 degrees. As a result, we've rightsized our faculty and eliminated positions. We have also reorganized our academic structure and its leadership to operate more efficiently, promote cross-disciplinary learning, and return faculty to the classroom to do more teaching.

On the administrative side, we have been centralizing all student and employee support services in university departments and have had to let go of some administrative staff.

While these decisions have been difficult, we believe they are essential to sustaining our mission moving forward. As outlined in our strategic plan, we are making investments in other important areas, such as partnerships, which greatly benefit Cambridge, life-long support for our students, and continued campus improvements.

One of the programs being expanded that greatly benefits the City of Cambridge is Lesley's Threshold Program. We have just launched the Threshold Lifelong Support Program, which will provide services to adults, age 22 and older, with diverse learning styles who live in the Cambridge area and who could benefit from ongoing support services to live and work with confidence.

Another area of progress and investment is our partnerships, building on programs such as the paraprofessional program with the Cambridge School system (now entering its second year), Riverside Scholars@Lesley with Riverside Community Care, and our collaboration with CitySprouts, a Cambridge-based non-profit that focuses on science education in urban gardens.

Lesley's reach remains worldwide, from the alumni who work in schools and health care centers, to those who display their work in communities and art galleries across the nation. Nevertheless, through a strategic reinvestment in our critical, core facilities, our commitment to Cambridge — with its historic, diverse, and vibrant neighborhood between Harvard Square and Porter Square — is stronger and more focused than at any time in our 114-year history.



### Physical Transformation

In parallel with Lesley's ambitious reorganization, the University has been making major strides in its multi-year plan to transform its campuses into a world-class learning environment.

Now well into our second year of a multi-year campus plan to bring our physical campus in alignment with this vision, we broke ground on the renovation of Reed and Burnham halls. This project, among others, will visually connect our three architecturally distinct campuses to our mission and each other by presenting a consistently welcoming, inclusive, and recognizable Lesley identity on each campus. We are calling this element of the plan the "connective fabric."

These investments will not only improve our student, faculty, and staff experience, but also the experience of surrounding communities and the environment, while respecting the historic character of our Cambridge neighborhoods. The investments include:

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

As we pursue our physical transformation of Lesley, we remain cognizant and respectful of the city's priorities for housing, sustainability, and the support of local businesses.

We continue to work toward reconfiguring the first floor of University Hall to boost the prominence of the local restaurants and their owners, so they have a better retail and street presence, while creating newly designed space for student-centered gatherings.

We continue to identify partnerships to use space innovatively, such as our partnerships with Medford Public Schools and Minuteman High School in Lexington. These arrangements have given our basketball and soccer teams a home without impinging on our Cambridge neighbors.

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

## Key Partnerships

A key pillar of Lesley's transformative learning are partnerships, which benefit students by giving them real world experience, employers by providing a pipeline of experienced and ready-to-work professionals, and the community, particularly the school system in Cambridge, which depends on this young talent to support learning and grow into teaching roles. Those partnerships are particularly well-developed in Lesley's foundational areas of teaching, mental health and the arts. Below are examples of our impact on Cambridge and surrounding communities.

### Riverside Outpatient Center at Cambridge

Just over a year ago, Riverside Outpatient Center at Cambridge (ROCC) opened on campus (23 Mellen Street). One of the first-of-its-kind in the country, ROCC provides on-campus outpatient mental health and wellness services. It is off to a strong start serving 172 individuals; 117 of which are Lesley students. In addition, as promised, the counseling center has extended its service off campus to 49 Cambridge residents.

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

ROCC was created through a unique partnership between Lesley and the non-profit Riverside Community Care to address access to more consistent, longer-term care such as weekly therapy and psychopharmacology. Students and Cambridge residents have access to Riverside's extensive network of counselors and psychologists with broad areas of specialization, including support for those with disabilities and those experiencing addiction or suicide risk. Riverside counselors have expertise in serving historically underrepresented backgrounds, diverse gender and sexual orientations, and other specific needs. The partnership also leverages the university's expertise in educating mental health providers and responds to the increasing levels of anxiety, stress, suicide, addiction, and ADHD among young adults.

### Riverside Scholars@Lesley and other Scholars partnerships

To help meet the demand for mental health and behavioral counselors and as an extension of the Riverside partnership, Riverside Scholars@Lesley was formed. The program starts in Spring 2024. Currently, there are 11 RS@L applications in process. Riverside scholars receive a total of \$30,000 in assistance with \$15,000 in scholarship during the master's program, and another \$15,000 in payments over two years if the scholar is employed at Riverside Community Care Care immediately after graduation from Lesley.

This novel university-employer collaboration creates a model to attract, train, and retain new professionals by developing systems that Lesley and Riverside believe will support and incentivize new professionals to stay and thrive in the mental health field. Lesley seeks to use this as a model to expand to other partners.

This year, Lesley was awarded American Rescue Plan (ARPA) funds by the City of Somerville to promote career pathways for Somerville community members who wish to pursue or advance a professional undergraduate or graduate degree in Social Work, Mental Health Counseling, Expressive Therapies, or Human Services. 28 people have awarded scholarship funding and another 8 are in the application process.

### Partnerships with Cambridge and Other Schools

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

The following are examples of collaboratively designed programs to meet the needs of preK-12 students and professionally develop teaching faculty.



INAUGURAL CLASS OF CAMBRIDGE PARAPROFESSIONALS.

### Teaching licensure for paraprofessionals

The first cohort of students from our unique teacher-licensure partnership with Cambridge Public Schools graduated in January 2023, earning master's degrees in education from our Graduate School of Education. A second cohort of 14 students — Cambridge paraprofessionals — is now enrolled. The program, launched in 2020, helps diversify Cambridge Public Schools' teaching workforce by tapping the ranks of district paraprofessionals, who more closely reflect the racial and cultural diversity of the

student population. More than half of the inaugural cohort are multilingual and hail from other countries.

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

This innovative collaboration with the City of Cambridge and its school leadership is a model for collaboration with other schools and benefits the world at large. It is being replicated in the Framingham Public Schools in addition to licensure completion opportunities in Lawrence Public Schools for bilingual education and in New Bedford Public Schools for special education.

### Field-Based Undergraduate Experiences

Opportunities to collaborate with the Cambridge private and public school system start with Lesley's undergraduates majoring in education who provide extensive in-person hours to 17 of Cambridge's public schools from elementary to upper schools and high schools. Undergraduates have a scaffolded experience starting in their first year and culminating with full-time practicums by senior year. Lesley also provides students to private Cambridge schools and early childhood (day care) centers in Cambridge. If you are a student in the Cambridge system, more than likely you've experienced learning from a Lesley student in training.

### Field-Based School Guidance and Counseling Internships

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

### Yearlong Teaching Internships in Schools/Districts

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

### Teacher Residency Program

A mainstay of Lesley's Master's in Education program is its teacher residency program in which teachers and others in the classroom can obtain an Initial teaching license in just over a year of full-time work and study. This degree program sustains teachers in the classroom by allowing them to advance their education and obtain their licensure while in the classroom.

## Current off-site instructional teacher residency locations include:

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

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

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

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

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

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

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

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

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

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

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

### Early College with Cambridge Public Schools

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

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

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

The Early College pathways include:

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

### Full-tuition Scholarships for Cambridge High School Students

Lesley awards full tuition scholarships to two students from Cambridge Rindge and Latin School (CRLS): one to a student admitted to the Lesley University College of Art and Design and one to a student admitted to our College of Liberal Arts and Sciences (CLAS). Both scholarships are awarded annually based on academic merit.

### Lesley University's STEAM Learning Lab

Directed by Sue Cusack, the STEAM Learning Lab has supported many initiatives in Cambridge this past year. Events and ongoing activities with an asterisks have been made possible through the Biogen Foundation's STAR Initiative:

- Cambridge STEAM Initiative, appointed by City Manager
- Cambridge Maker Group facilitated by the Cambridge STEAM Initiative, includes CPL-Hive, Foundry, Cambridge Public Schools Upper School/CRLS Makerspaces, Cambridge Youth Programs, Edgerton Center, Cambridge Community Television
- Internships and Inclusion Committee, chaired by Sharlene Yang and 15 colleagues from City of Cambridge Departments Health and Human Services, Cambridge Public Schools, and Cambridge Commission on Disability
- Cambridge STEAM Initiative - STEAM It Up, a city-wide K-8 Family STEAM event
- Cambridge Public Schools

Sustainable Farming Course offered in collaboration with CRLS. This course was designed to provide educators with Master+ credit in both Cambridge and Somerville, Spring 2023\*

STAR Initiative Summer Retreat: Positioning students for success in problem-based math classes, targeting complex instruction facilitated by Kentaro Iwaski and hosted at Lesley University for Master+ credit or PDPs and stipends\*

CPS Upper School Science Curriculum: provided 9 Kitronik Robotics Kits and technical assistance to support the integration of physical computing in Biomimicry Unit

CPS 6th Grade Computer Science (CS) Playground, facilitated a CS activity at each of the five Upper Schools

### Cambridge Youth Programs

In 2022, we collaborated with CYP leadership to develop a Lesley University Credit Option, 2 credit course for Student Success Plans which was offered to a small group of CYP Youth Workers. This course led to 80 students participating in this support model during the summer of 2022 and 2023\*

Provided technical support for how to plan for and strategically spend down the \$325K Participatory Budget Funding award for TEAM and Technology enhancement at the 5 centers in the CYP network\*

Glow-Up Interactive Spaces, video describing our work at the Moore Youth Center\*  
<https://www.youtube.com/watch?v=wdJUddnyCc0>

\*Made possible through Biogen Foundation STAR Initiative

### **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.

Additionally, Somerville in partnership with Lesley received a grant from DESE to continue to build a bilingual hub in the SPS. They offered courses to surrounding districts, including Cambridge, at no cost to the educators. We have partnered with them in a new application to continue this work in the 2023-2024 academic year.

### **Advanced Professional Studies**

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

### **The Center for Reading Recovery and Literacy Collaborative**

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

### **The Center for Inclusive and Special Education**

In partnership with the Massachusetts Advocates for Children, the Oak Foundation, and Harvard Law School, Lesley has developed a training program that supports school personnel to become knowledgeable about childhood trauma and its effect on learning, and has given training in Arlington, Boston, Brockton, Chelsea, Harwich, Lexington, Foxboro, Nauset, Newburyport, Plymouth, Reading, Salem, Triton, Webster and Worcester. They have developed a four-course sequence designed for school-based professionals to understand how trauma manifests in schools and how schools can become trauma-sensitive environments. In 2023, we trained 1,055 educators.

### **Child Homelessness Initiative**

Lesley's Child Homelessness Initiative efforts continue to engage community partners and area practitioners, particularly providing access to Lesley's groundbreaking Certificate in Child Homelessness Studies. 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 experiencing transition,

trauma, and systemic challenges. These strategies range from trauma-focused psychological approaches and case management to housing and shelter initiatives, as well as policy-level advocacy. Completing all five courses leads to a Certificate in Child Homelessness Studies from Lesley. Lesley students have a strong record of exemplary performance in internships and field placements that lead to permanent employment in organizations, such as Hidebrand Family Self-Help Center in Cambridge.

### **Special Education Academy in New Bedford**

The Special Education Academy is a six-course series that prepares educators to apply for a special education license. The courses are curated from Lesley's Inclusive and Special Education Master's Program to satisfy the competencies laid out by DESE for adding a special education license. Educators take the six courses with Lesley and complete a 300-hour practicum supervised by the district. Courses can be applied to an M.Ed. program at Lesley.

### **Brockton Public Schools**

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

### **Bilingual Endorsement in Somerville and Lawrence**

Programs paid for with a grant from DESE, applied for in partnership with the respective school districts.

### **Cambridge Week of the Young Child**

Lesley hosted this important event on April 1, 2023. The event included a networking session and three workshops, one of them facilitated by Lesley faculty.

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

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

## Community College Partnerships

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

Courses in our Community College Partnerships pathways are taught by Lesley faculty on Friday evenings and Saturday mornings in accelerated 8-week terms in virtual synchronous and online modalities. Students can also take courses on campus if they prefer.

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

## Art & Cambridge

Just over a decade ago, the Art Institute of Boston merged with Lesley University creating the Lesley University College of Art and Design (LUCAD). The combined entity has grown into a powerhouse for graduating students who are able to find employment in their creative fields of choice. It offers 15 undergraduate majors from Animation and Motion Media to Interactive Design to Visual Narrative. There are also important interdisciplinary collaborations across the university to support art therapy and education. The synergy between the City of Cambridge and LUCAD benefits students, faculty and the City of Cambridge, from 48 street banners that adorn flag poles along Massachusetts Avenue to the hosting of a recent National Portfolio Day for 400 students across New England, including Cambridge, to share their artwork, get advice on improving their practice, and finding the right academic pathway for them.

### Community Animation Studio

The latest clients working with the students and faculty at Community Art Center, a Cambridge-based non-profit focused on cultivating and engaged community through art, and CitySprouts, a Cambridge-based non-profit that focuses on science education in urban gardens.

### Street Banners Enliven Cambridge and Promote Artists

This year, Lesley worked with the City of Cambridge to install 48 banners featuring the artwork of its alumni along Massachusetts Avenue, enlivening the street view with locally made art.

### Alum Art Studio

This year, Lesley opened an Alum Art Studio concept on the Porter Campus that its graduates can use to springboard their careers by sharing their works with their peers, faculty and students for additional critiques and feedback for improvement, and advice on how to promote and expand their impact.

### Mount Auburn Hospital Art Collaboration

Over the past two years, print making faculty have been working with Mount Auburn Hospital to enliven their walls with student-created art that is soothing and supports healing. In October 2023, they installed Along the Charles, bringing scenes of wildlife along the river to the hospital walls. The partnership is continuing into next year.

### Lesley Lunder Gallery

Partially re-opened to the public after the COVID pandemic, Lesley’s Lunder Gallery hosts regular openings of its students, alum, faculty, community and global artists. Right now the Gallery is featuring a celebration of Lesley’s MFA 20th Anniversary with an Alumni Exhibit.

## Housing

At Lesley University, we provide housing to students enrolled in our undergraduate and graduate degree programs, as well as students in our Threshold Program. Historically, undergraduate students were the students that received on-campus housing. Recent demand from our graduate students has allowed us to revisit our housing program, which has resulted in us offering on-campus housing to 10 graduate students as a part of our strategic housing plan. For the current year we have increased our capacity to 20. We do not provide housing to post-doctoral students. The cost of on-campus housing for our graduate students is believed to be below the market rents for similar rental properties in Cambridge.

The 505 Undergraduate and Threshold students living on campus have many traditional supports in place to help them during their time in University housing (safety and security 24/7, meal plan options, professional and student live-in staff to help them navigate complex issues with roommates and personal issues). Our graduate students have the opportunity to sign a lease to live on campus for the academic year (September – May) or for the calendar year (September – August 31). Along with the opportunity to live on campus, our graduate students’ leases do not require them to leave their university housing at semester breaks or at the end of the academic year, unless they have indicated that they wish to do so. Graduates may also opt to participate in block meal plans. Our plan for now is to



continue to renovate our residential halls to meet the housing needs of our students. As mentioned earlier, we are planning for the possible increased demand for on-campus housing from our graduate student population. We send out communication to graduate students on a regular basis to solicit interest in housing so we can plan accordingly. We only provide on-campus housing for professional staff employed in our Residential Life Department.

We have many students who choose to live off-campus in Cambridge each year. We believe it reflects a preference for independent living and not housing availability on campus. Pre-COVID, we were able to provide on-campus housing to each student who requested it.

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

### Renaissance through renovation

Lesley University's strategic plan includes investing in the South Campus (Brattle Street) campus as the focal point for traditional undergraduate student experience. The campus plan includes the following completed work:

- remodeling and renovation of Kidder, Rousmaniere
- partial renovation of Lawrence residence halls (to be revisited later in the plan)
- development of community gathering spaces through the “connective fabric” of landscaping, pavers and outdoor furnishings and games (adult swings, bacci ball, ping pong, picnic tables)

Reed and Burnham renovations are well underway. This project will restore the majesty of the building, repair building structures and function as a concierge center for student services on the first floor, leadership offices on the second floor and a conference room that emphasizes the unique arched architecture of the building. The estimated completion date is the early fall of 2024.

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

To focus on student experience, we have revised the order of the projects. Sherrill Hall renovations are scheduled to start in the spring of 2024 (estimated May). Sherrill Hall will be a head end for the Central Loop concept which is already underway with Reed/Burnham and will provide a utility loop to enhance energy efficiency. The loop will allow us to balance energy use across buildings, leveraging heat/cooling while maintaining consistent temperatures to provide more efficiency. Lesley is setting itself up for the future by utilizing a hybrid model of gas/electric, which will meet future electrification requirements. The work will include the completion of the sprinkler project to be followed by the 2nd and 3rd floor renovations. The second and third floors will be gathering spaces, quiet reading rooms, classic and electronic gaming, student group study spaces, maker space and accessibility services.

The project pricing is due in early January and the schedule will be set soon afterwards.

The work on St. John's chapel is estimated to start in late 2024 and run through 2025. The Chapel will be reconfigured as a performance space for students and external groups. Dinners, theater in the round, acoustical performances, dance shows, choral exhibitions, weddings, and green-screen work development are among the options that will be available in this multifunction facility. All of these options will be enabled by state-of-the-art audio and visual and lighting systems.

In conjunction with the above two projects, the “connective fabric” of the campus will continue to be developed with plantings, exterior lighting, wireless connectivity, and furniture and game options to enhance the outside spaces. Exterior and interior environments are planned to all be included under an “art everywhere” concept. A committee has been formed to develop the plans for “art everywhere”. As a starting point, a Lesley-Made Gallery will debut in February in the space adjacent to the Support Hub in University Hall. The Gallery is currently exhibiting student work from the exhibition classes.

## Porter Campus Plans

### University Hall

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

Note that as part of the campus plan, the Shaking Crab space is in the process of hosting two of the current restaurants. The work is scheduled to be completed in time for an opening in early fall of 2024.

In addition, All Eye Care, Hair, Planet Fitness and the international restaurants continue to operate. Renovations completed in the last year include renovating the former Partner's space into the Lesley Support Hub for one stop student assistance and success. The former Enterprise Car space is now the starting point for Admission and tours while we work on the South Campus. Our athletics group is now highlighted in the former gift shop space. This work has significantly enlivened the first-floor experience as “Lesley” while continuing to welcome the community. Lesley is actively working with our partner consultant in touring and leasing the other retail spaces.

The Lesley Bookstore is now a virtual bookstore and merchandise location. The Admission and Athletic spaces in University Hall allow for merchandise shopping/try on and connection to the <https://bncvirtual.com/lesley stores>.

Lesley remodeled space on the 3rd floor of University Hall to accommodate a collaboration of faculty as we relocated faculty from sold buildings. The space has comfortable lounge areas built in, an emeriti office, kitchen and dry pantry, and lounge specifically designed for students and faculty to engage. New furniture populates the space outside of the area and is a popular area for lounging and student connection.

The 3rd floor will also be the location of an Amazon Go Store (opening in February of 2024), adjacent to the Porter Café, which will provide students with 24-7 options for dining during those long study nights and art-filled overnights. Dining options have already been expanded by the location of Costa Coffee and Farmer's Fridge locations at Porter and on South campus.

Lesley University engaged with the City in conversations regarding the Massachusetts Avenue parking lots. Since the initial RFP was distributed circumstances have changed quite a bit. We are working with a broker on marketing the parking lots and the broker is engaged with the City and the City partners regarding affordable housing interest.

### 1663 Massachusetts Avenue

The Dudley Café has opened in the 1663 Massachusetts Avenue space and is an active dining option for the Lesley community as well as the surrounding neighborhoods. During breakfast hours, for example, you will find many friends and neighbors enjoying the varied menu options. Bringing diverse small businesses into our community is a win-win for our students and Cambridge residents.

## Doble Campus Plans

Lesley's original home, the Doble Campus, has completed renovations to the White Hall Kitchen and expanded cook-to-order services into Ava's (in the McKenna Student Center). For the Spring Semester mobile ordering will be available to the Lesley community for Ava's. The Commuter Pantry is now operating out of the lower level of White Hall. Pell-eligible students with food insecurity are provided with meals and accompaniments through the Commuter Pantry. Lesley partners with Food for Free which takes out leftovers and provides meals in return making up a portion of the pantry availability. The groundbreaking mental health Riverside Outpatient Center at Cambridge operates successfully from this campus with approximately 60% of the patients from the Lesley community and 40% from the surrounding Cambridge community. Student Health services, counseling, career services and student life/activities services operate out of 23 Mellen Street on the campus as well. Lesley's Threshold program, one of a few campus-based, non-degree postsecondary program for young adults with diverse learning, developmental, and intellectual abilities, is celebrating its 40th anniversary next year.

Lesley is working to develop partnerships as we expand Doble into a "learning by doing" campus providing internships and placements for our students to apply what they learn during their education at Lesley. We have partnered with Cushman and

Wakefield to explore these leasing opportunities as we have relocated offices and services to other parts of campus.

## Sale of Property

As part of the University campus plan, Lesley has embarked on a strategy of selling superfluous space/buildings and reinvesting in the remainder of the campus assets. Seven buildings on Mellen Street (Doble Campus) along with 815 Somerville Avenue (Porter Campus) were sold in 2021. Seventeen buildings are sold or slated to be sold as part of Phase II of the Campus Plan Real Estate component. As of the production of this report, 14, 20, 22, 24, 30 and 34 Wendell Street, 5 Phillips and 4 Berkeley have been sold. The property at 30 Wendell was sold to HRI in support of affordable housing in the community.

Building sales are funding the projects that will transform the University campus to meet the current needs. There is also an effort to consolidate operations into more efficient space. Properties that were converted to office spaces in the past required more energy to operate than large buildings with systems designed for energy efficiency.

## Accessible Open Space

The University's current campus plan creates a more welcoming entrance from Brattle Street to the South Campus quad. The plan also creates enhanced spaces along the sidewalks on Massachusetts Avenue for University Hall and the Lunder Arts Center (1801 Massachusetts Avenue) with plantings and seating arrangements to encourage gathering and community. The Connective Fabric project is improving accessibility throughout each campus, aiming to create intuitive and barrier-free access to all buildings. On South Campus, accessibility improvements have been completed at Kidder and Rousmaniere Houses, while improvements are underway for 101 Brattle, Lawrence, Reed, Burnham, and Wright Halls, as well as St. John's Chapel.

## Sustainability

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

The landscape vision that is now being developed plans for expansive new plantings on each campus - providing shade, microclimate, and richness in the landscape, while also reducing maintenance inputs and increasing plant diversity. There will be many environmental benefits of the proposed new plantings on campus, including

increased biodiversity and carbon sequestration, contributing toward bringing Lesley's environmental footprint more into balance.

### Waste Diversion

Lesley's recycling rate is typically in the mid-40% range. Significant challenges to waste diversion remain. Since 2017, compost sites in Lesley's geographic region no longer accept compostable tableware. In 2019, global policy changes aimed at curbing contaminated recycling prompted Lesley to focus on staff education in the facilities and food services divisions and put better controls on waste compactors. As we've returned to campus, education of new and returning food service personnel has been a priority. The University continues to monitor the situation and strives to prevent contamination at the source and recycle at least 50% of all waste.

Lesley's innovative food waste reduction and recovery initiatives have been recognized by the federal Environmental Protection Agency multiple times with Regional Food Recovery Achievement Certificates. Partnering with Food For Free, a non-profit organization located in Cambridge, fresh food from Lesley's dining halls and snack bars that might otherwise go to waste is distributed within the local emergency food system where it can reach those in need. During the pandemic, Lesley deepened our partnership with Cambridge's Food For Free, donating monetarily as well to help our neighbors obtain healthy food.

### Compost

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

### Recycling

Lesley's recycling is single-stream and standard recycling and provided on each campus. Also, Lesley works to recycle items not included in its normal operations. Lesley donated multiple pieces of furniture to Furnishing Hope, a non-profit group that assists homeless people in Cambridge find permanent living arrangements. We provided soft seating, tables and chairs to the group so their clients would not move into an empty apartment.

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.

Lesley continuously monitors the waste stream that is generated by our service providers and retail lessees. We remind our partners to optimize the amount of

recycling in the bins by breaking down boxes and notifying the Facilities Team if bins are full.

### Carbon Commitment

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

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

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

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

### Energy Efficiency

The University conducts regular energy audits of its buildings and invests in construction and renovation projects with energy efficiency benefits to its facilities. In 2023, the University resumed normal operations in all of the buildings. Occupancy sensors in classrooms and office spaces turn off lights when the space is empty. The University uses a Building Management System tied to HVAC operations to monitor temperatures in spaces and provide feedback through alarms if any are out of range.

## Resilience

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

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

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

The landscape plantings and furnishings have been selected and specified to ensure durability and resilience. The plantings have been designed with the climate and biodiversity crises as a driver for decision-making, while the ceremonial lawn spaces will be reinforced to be resilient to heavy foot traffic from recreational use and large events.

## Divestment

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

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

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

## Tree Resources and Landscape Vision

Lesley tracks the health of our 315 (6 removed in PH0, 3 removed in PH1A, and 8 removed in PH1B) trees, 1,228 large plants, and 37 distinct planting beds through the ArcView/ ArcGIS mapping software. Data such as location, specimen size, watering needs, maintenance requirements and other care instructions are encoded in a geodatabase with photography and updated on a regular basis. Landscape care is then coordinated with our gardeners and landscapers.

Mapping trees and other plantings was merely a first step to understanding our landscape resources and their potential. We continue to use this data to inform our campus plan. One of the primary goals of the plan is to coordinate landscape resources in a manner that furthers our sustainability goals. The landscape vision that is being developed now imagines expansive new plantings on each campus softening hardscape, providing shade, and establishing continuity, richness, and a sense of place. There will also be significantly reduced lawn on South Campus, reducing maintenance inputs and increasing plant diversity and environmental benefits on campus. Proposed new plantings on South Campus alone include nearly 100 new trees, 500 new shrubs and over 17,500 sf of new groundcover plantings.

## Antenna Installations

### Existing Conditions

The University has rooftop wireless telecommunications equipment installed at University Hall, 1815 Massachusetts Avenue, and another site approved for an AT&T wireless antenna at 30 Mellen Street. The three wireless providers on the rooftop tower at University Hall are AT&T (resident since 1996) and Verizon (resident since 2018). The University is finalizing a contract with Dish Network to use the equipment that was formerly T-Mobile. Two other antennas are on the "top" of the tower, a small microwave dish that is a Lesley data connection and an antenna that is part of the City of Cambridge fire and police department telecommunications equipment. Lesley funded the connections for the police and fire equipment upgraded in 2023.

## Transportation - in progress

### Commuting and Parking

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

## Parking

With recent real estate sales, our parking inventory is reduced by 76 spaces. Lesley maintains 519 parking spaces in Cambridge. The reductions stem from:

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

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

## Commuting Mode of Choice

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

## Campus Shuttle

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

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

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

### The Lesley shuttle stops are:

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

## Bicycle Facilities

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



The University continues to update bicycle racks throughout its three campuses. Also, the University provides a Blue Bikes stop on our Porter Campus, connecting with the network of bicycle stops throughout the Cambridge and Boston area and promoting increased bicycle opportunities for students, faculty and staff as well as the larger Cambridge community. We are considering additional bike share facilities on South and Doble Campus as part of the Campus Plan.

The new bike lane on Brattle Street is a welcome addition to Lesley's efforts to encourage alternative transportation options.



## Equity, Diversity, Inclusion & Justice

### Vision and Growth at Lesley University

At Lesley University, we believe that our differences enrich our collective experience and provide us with unique perspectives. We engage our human differences by fostering meaningful dialogue, embracing diverse identities, and nurturing a culture of inclusion. We understand that the seeds of creativity, innovation, and personal growth lie within a diverse community. Therefore, our commitment remains steadfast in creating an environment where everyone feels included, valued, and heard.

Under the guidance and leadership of the second Vice President of EDIJ, who joined in January 2023, our institution has undergone a transformative period of growth. During this time, our focus has broadened, encompassing four key areas of emphasis: **Intercultural Affairs, Training, Education, and Development (TED), Office of Equal Opportunity (OEO), ADA, & Title IX, and the Urban Scholars Initiative (USI)**. These areas align closely with our collective vision, and realizing our goals will be driven by a concerted effort in these priority areas.

The collaborative efforts under this leadership have honed in on four priority areas to achieve our vision. These areas guide our actions and initiatives toward fostering an inclusive and equitable environment. Through Intercultural Affairs, we cultivate interactions that bridge differences. TED aims to empower through education and development. Equal Opportunity and Title IX ensure fairness and equity in our community. Lastly, the Urban Scholars Initiative is a testament to our commitment to diversifying the workforce by providing support and opportunities to underrepresented students.

We believe that these areas of emphasis, aligned with our four priority areas, will pave the way for Lesley University to excel in creating a community that thrives on diversity, equity, inclusion, and justice. Through these focused efforts, we aspire to transform our institution into a place where every individual's uniqueness is celebrated, and equality and inclusivity are woven into the fabric of our collective identity.

### Intercultural Affairs

The Intercultural Affairs department has undergone significant development to cultivate inclusive and welcoming environments, fostering interactions among Lesley's diverse community members. Emphasizing the importance of meaningful dialogue and engagement that bridges differences, this department has implemented various initiatives to promote equity, diversity, inclusion, and justice.

An extensive calendar of Heritage Month celebrations has been established, dedicating specific periods to honor and commemorate various cultural heritages within the Lesley community with Cambridge experts. These celebrations educate and encourage appreciation and understanding of different cultures, fostering a sense of unity and celebration of diversity. Inviting speakers from Cambridge would enhance our relationship with the city, e.g., Ben Niutoa, Veteran Advocate in Cambridge's Department of Veterans' Services, provided a keynote presentation at Lesley's Veteran's Day Breakfast celebration.

This year we created a university-wide thematic calendar which has become an annual tradition at Lesley. Each month, the community focuses on a specific theme with a Call-to-Action to foster learning and build a stronger sense of community. This thematic calendar encourages engagement and participation across various cultural, social, and educational events, amplifying the institution's commitment to inclusivity and education.

Recognizing the importance of amplifying BIPOC (Black, Indigenous, and People of Color) leadership, the staff has established an intercultural student coalition. This coalition provides a platform for BIPOC students to lead, collaborate, and initiate meaningful changes within the university. It serves as an avenue for empowerment, advocacy, and community-building, promoting diverse voices in leadership positions.

During challenging and traumatic global events, the Intercultural Affairs department has played a pivotal role in organizing healing and advocacy events. These gatherings aim to support community members, offering reflection, support, and solidarity spaces. These events encourage dialogue, healing, and action, creating opportunities for the Lesley community to unite during difficult times demonstrating resilience and unity.

Through the implementation of these diverse initiatives, the Intercultural Affairs area has significantly contributed to fostering an inclusive and supportive environment at Lesley University. These efforts actively promote cultural understanding, community engagement, leadership development, and advocacy for equity and justice within and beyond the university's boundaries.

### Training, Education, and Development (TED)

Lesley University's commitment to fostering inclusive learning environments exemplifies the emphasis on creating dynamic educational programs that celebrate and prioritize diverse perspectives. As an integral part of this commitment, TED is dedicated to empowering the community of learners, educators, and professionals while instilling the values of equity, diversity, inclusion, and justice.

In a concerted effort to bridge academic theory and practical experiences, TED has initiated outreach programs collaborating with local Cambridge experts, many of whom are BIPOC alums of Lesley. These collaborations bring in invaluable perspectives and expertise, enriching the educational landscape. By harnessing the knowledge and experiences of these experts, Lesley students gain insightful and culturally diverse perspectives, enhancing the depth and breadth of their educational experiences.

Moreover, TED has launched a series of engaging teach-ins focused explicitly on equity, inviting the Cambridge community to participate and share in immersive experiences at Lesley. These teach-ins serve as platforms for interactive discussions, workshops, and experiential learning opportunities that delve deep into issues surrounding equity. The involvement of the broader Cambridge community not only enriches the conversation but also reinforces Lesley's commitment to being an active contributor to community engagement and education.

The TED SharePoint site is a resource hub, providing a centralized platform for accessing educational materials, discussions, and tools for continuous learning and growth. Through this digital platform, students, faculty, and staff have ongoing access to resources that foster learning, critical thinking, and a continuing commitment to embracing diversity and inclusion.

TED's initiatives underscore Lesley University's dedication to offering an education that is not only academically rigorous but also socially and culturally enriching. By actively engaging with local experts, hosting inclusive educational events, and providing accessible resources, Lesley prioritizes cultivating a learning environment that celebrates diversity, encourages dialogue, and fosters a deeper understanding of equity and justice for all.

### Office of Equal Opportunity, ADA, and Title IX

Led by Lesley's Director of Equal Opportunity, the Office of Equal Opportunity (OEO) plays a critical role in upholding a campus environment where every member of our community has equitable access to the University. The OEO diligently addresses and responds to reports of discrimination and harassment, including incidents of sexual misconduct and violence. This commitment is at the core of creating an inclusive and safe campus for all individuals.

Working in tandem with the ADA Working Group, the OEO ensures compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

The ADA Working Group, a collective comprising individuals from diverse offices and departments, convenes monthly to delve into matters concerning disability and access across campus. Their collaborative efforts are aimed at elevating disability services and bolstering support mechanisms within the Lesley community.

Furthermore, Lesley's commitment to fostering diversity, equity, and inclusion is championed by the Office of Equal Opportunity. Through the leadership of the Director of Equal Opportunity, students, faculty, and professional staff receive essential resources, educational opportunities, and unwavering support aimed at nurturing their self-awareness and understanding.

The Office of OEO diligently responds to reports of sexual violence and discrimination, ensuring alignment with Lesley's Community Standards. Regular reviews of policies related to discrimination, harassment, sexual violence, equal opportunity, and inclusion are also conducted to ensure that the University upholds its commitment to providing a safe, respectful, and inclusive environment for all.

Complementing these efforts, the Lesley Threat Assessment Team stands ready to address potential threats to the campus community. This team, comprising individuals from various offices including Equity, Diversity, Inclusion, and Justice, Residence Life, and Public Safety, convenes as needed to strategize responses to potential threats and determine appropriate measures to safeguard the University and its constituents.

Through these collaborative endeavors and steadfast commitment, Lesley University continues to fortify its efforts in creating an environment where diversity is celebrated, equity is upheld, and inclusion is the cornerstone of our community values.



### Urban Scholars Initiative (USI)

Celebrating its 10th anniversary, USI marks a decade of transformative impact. What began with a cohort of 5 students has now expanded to cohorts of 20 or more. Graduates from earlier cohorts serve as powerful inspirations for today's students. Looking forward, USI Next extends support beyond undergraduate studies, nurturing alums throughout their careers. This evolution aligns with Lesley's commitment to lifelong support programs to expand initiatives for graduate students in education.

USI supports low-income, often first-generation college students, nurturing their academic, financial, and emotional needs at Lesley University. This initiative enables students to graduate with minimal or no loan debt by providing tuition assistance, tutoring, and mentoring. Since its launch, USI has seen over 200 participants, maintaining a consistent 90% graduation rate and a 95% career placement rate.

USI significantly contributes to Lesley's workforce development goals by partnering with organizations like The Loop Lab. Collaborations offer pathways for underrepresented individuals, like Loop Lab graduates, providing credits towards a Lesley degree in Digital Filmmaking. This partnership embodies a shared commitment to empowering marginalized communities in media arts, aligning with Lesley's dedication to diversity and inclusion.

In addition to these initiatives, Lesley University is enhancing its engagement with 18 nonprofits, aiming to create a pipeline for BIPOC and first-generation students interested in mental health, education, art and design, and business. This strategic collaboration strengthens community ties while providing invaluable opportunities for aspiring professionals from diverse backgrounds.

Our high-touch approach to student engagement ensures that everyone feels connected and supported within our community. Lesley University remains steadfast in its commitment to infusing EDIJ principles throughout its fabric, fostering an environment where understanding, trust, and connectedness prevail.

### Charting a More Inclusive Future

The Office of EDIJ continues to evolve under new leadership, aligning its initiatives and partnerships with the core values of Lesley University and promoting diversity, equity, inclusion, and justice at every level of our institution. Our department envisions a Lesley where EDIJ principles permeate our policies, practices, classrooms, events, and daily interactions. With clear action items, accountable offices, and dedicated individuals, we are set to embark on a transformative journey that will define our collective legacy.

## Impact of Covid-19

### Hybrid study and work

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

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

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

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



# DATA & MAPS

## Existing Conditions

### A. Faculty & Staff

	2019	2020	2021	2022	2023	2024 <i>Projected</i>
<b>Cambridge-based Staff</b>						
Head Count	363	301	305	288	281	281
FTEs <sup>3</sup> (if available)	350	293	298	281.39	273.34	273.34
<b>Cambridge-based Faculty (Includes Adjunct)</b>						
Head Count	509	618	424	425	390	390
FTEs <sup>1</sup> (if available)	232	296	207	213.23	195.32	195.32
<b>Cambridge Residents Employed at Cambridge Facilities</b>						
Head Count	57	46	42	46	46	46

<sup>1</sup> Post-doctoral scholars are counted in the "Student Body" section. Do not include them in the "Faculty & Staff" section.  
<sup>3</sup> "FTE" refers to Full Time Equivalent employees, which treats part-time workers as a fraction of a full-time position based on the number of hours worked per week.

### B. Student Body

	2019	2020	2021	2022	2023	<i>Projection 10 yrs. Out</i>
<b>Undergraduates</b>	<b>1,927</b>	<b>1,814</b>	<b>1,619</b>	<b>1,518</b>	<b>1,249</b>	<b>1,624</b>
Day	1,635	1,561	1,402	1,315	1,137	
Evening	292	253	217	203	112	
Full Time	1,646	1,565	1,402	1,262	1,016	
Part Time	281	249	217	256	233	
<b>Graduate Students</b>	<b>1,980</b>	<b>1,846</b>	<b>1,894</b>	<b>1,899</b>	<b>1,497</b>	<b>1,946</b>
Day	0	0	0	0	0	
Evening	1,980	1,846	1,894	1,899	1,497	
Full Time	1,129	831	1,092	812	701	
Part Time	851	1,015	832	1,087	796	
<b>Non-Degree Students</b>	<b>2,472</b>	<b>1,516</b>	<b>3,287</b>	<b>1,073</b>	<b>512</b>	<b>666</b>
Day	1,963	1,229	2,400	886	447	
Evening	509	287	887	187	65	
<b>Post-Doctoral Scholars</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Students</b>	<b>6,379</b>	<b>5,176</b>	<b>6,800</b>	<b>4,490</b>	<b>3,258</b>	<b>4,236</b>

\*The projected numbers are based off of a 3% increase in enrollment each year over the course of 10 years.  
 Number of Cambridge residents who applied for undergraduate admission to your institution: 55  
 Number of Cambridge Undergraduate Applicants Accepted During 2020-21 Application Cycle = 45  
 What is the overall acceptance rate for applicants: 81%

## C. Student Residences

	2019	2020	2021	2022	2023	Projected
<b>Undergraduate Students Residing in Cambridge</b>						
In Dormitories	862	0	596	598	479	475
With Cars Garaged in Cambridge <sup>7</sup>	0	0	0	0	0	0
Off Campus Affiliate Housing <sup>8</sup>	0	0	0	0	0	0
Off Campus Non-Affiliate Housing	79	71	71		164	205
<b>Graduate Students Residing in Cambridge</b>						
In Dormitories	0	0	0	10	20	0
With Cars Garaged in Cambridge <sup>4</sup>	0	0	0	0	0	0
Off Campus Affiliate Housing <sup>8</sup>	0	0	0	0	0	0
Off Campus Non-Affiliate Housing	119	112	14	14	90	105

<sup>4</sup>Dormitories were closed during COVID, a small number of students who did not return to their homes were housed in Cambridge Hotels.

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

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

## D. Facilities & Land Owned

	2019	2020	2021	2022	2023	Projected
Acres (Tax Exempt)	13.96	13.96	13.96	12.70	12.70	12.70
Acres (Taxable)	1.91	1.91	1.91	1.69	1.69	1.69
Number of Buildings	60	60	60	51	48	44
<b>Dormitories</b>						
Number of Buildings	22	22	22	22	22	17
Number of Beds	864	864	864	864	864	568
Size of Buildings (gross floor area):	978,411	978,411	978,411	914,917	891,795	843,288
<b>Size of Buildings</b>	<b>978,411</b>	<b>978,411</b>	<b>978,411</b>	<b>914,917</b>	<b>891,795</b>	<b>843,288</b>
Institutional/Academic	534,091	534,091	534,091	482,618	472,939	466,660
Student Activities/Athletic	38,853	38,853	38,853	38,853	38,853	30,853
Dormitory/Nontaxable Residential	260,265	260,265	260,265	260,265	246,822	236,822
Commercial	78,209	78,209	78,209	78,209	78,209	63,635
Taxable Residential	66,993	66,993	66,993	54,972	54,972	45,318

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

	FY 19	FY 20	FY 21	FY 22	FY 23
Real Estate Taxes Paid	\$523,798	\$527,124	\$553,236	\$553,221	\$520,269
Payment in Lieu of Taxes (PILOT)	\$--	\$--	\$--	\$--	\$--
Water & Sewer Fees Paid	\$419,770	\$447,699	\$247,041	\$493,553	\$318,440
Other Fees & Permits Paid	\$126,585	\$135,706	\$64,853	\$97,279	\$447,561

<sup>10</sup>Fiscal Years for the City of Cambridge begin on July 1 and end on June 30 of the following year. For example, FY23 for the City of Cambridge includes the period from July 1, 2022 through June 30, 2023.

## G. Institutional Shuttle Information

Route Name	Vehicle Type, Energy Source & Capacity	Frequency of Operation	Weekday Hours of Operation	Weekend Hours of Operation
Bus 1 - Doble/Porter	Ford Econoline 450/Gas/25	15 minutes	7:00 AM - 6:30 PM	None
Bus 1 - Porter/South/Doble		10 minutes	6:30 AM - 10:30 PM	None
Bus 2 - Porter/South	Ford Econoline 450/Gas/25	15 minutes	7:00 AM - 6:30 PM	None
Bus 3 - Porter/South	Ford Econoline 450/Gas/25	15 minutes	7:00 AM - 6:30 PM	None

## Campus Shuttle

Lesley University supplies a shuttle service to its students, faculty, and staff during the Spring and Fall semesters when classes are in session. Shuttle service consists of three buses running with direct service between each campus (Doble, Porter, and South) Monday through Friday, from 7:00 AM to 6:30 PM. One bus runs on a continuous loop from 6:30 PM to 10:30 PM. Our shuttle bus service is contracted through DPV Transportation. They offer our riders real-time tracking of each vehicle online and via a web app. Public Safety provides campus safety escorts when requested, to all three campuses seven days a week, when the shuttle service is not available.

The total passenger ridership for all Lesley University shuttle bus routes from July 1, 2022, to June 30, 2023, for (both semesters) was 30,743.

### Lesley Shuttle Stop Locations

- 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

## Parking

Parking Spaces Maintained for Students <i>(including Resident &amp; Commuter Parking)</i>	208 (200 Commuter permits but 8 resident staff)
Parking Spaces Maintained for Faculty, Staff and Visitors	333 (541 spaces minus 200 Commuter permits but 8 resident staff)

## Housing

	Tax Exempt - Affiliate Housing <sup>8</sup>	Taxable - Affiliate Housing <sup>8</sup>	Tax Exempt - Other Housing	Taxable - Affiliate Housing
<b>2019</b>				
Number of Units	1	0	0	74
Number of Buildings	1	0	0	9
<b>2020</b>				
Number of Units	1	0	0	68
Number of Buildings	1	0	0	8
<b>2021</b>				
Number of Units	1	0	0	68
Number of Buildings	1	0	0	8
<b>2022</b>				
Number of Units	1	0	0	68
Number of Buildings	1	0	0	8
<b>2023</b>				
Number of Units	1	0	0	68
Number of Buildings	1	0	0	8

### Cambridge Properties Sold

As of the production of this report, 14, 20, 22, 24, 30 and 34 Wendell Street, 5 Phillips and 4 Berkeley have been sold. The property at 30 Wendell was sold to HRI in support of affordable housing in the community.

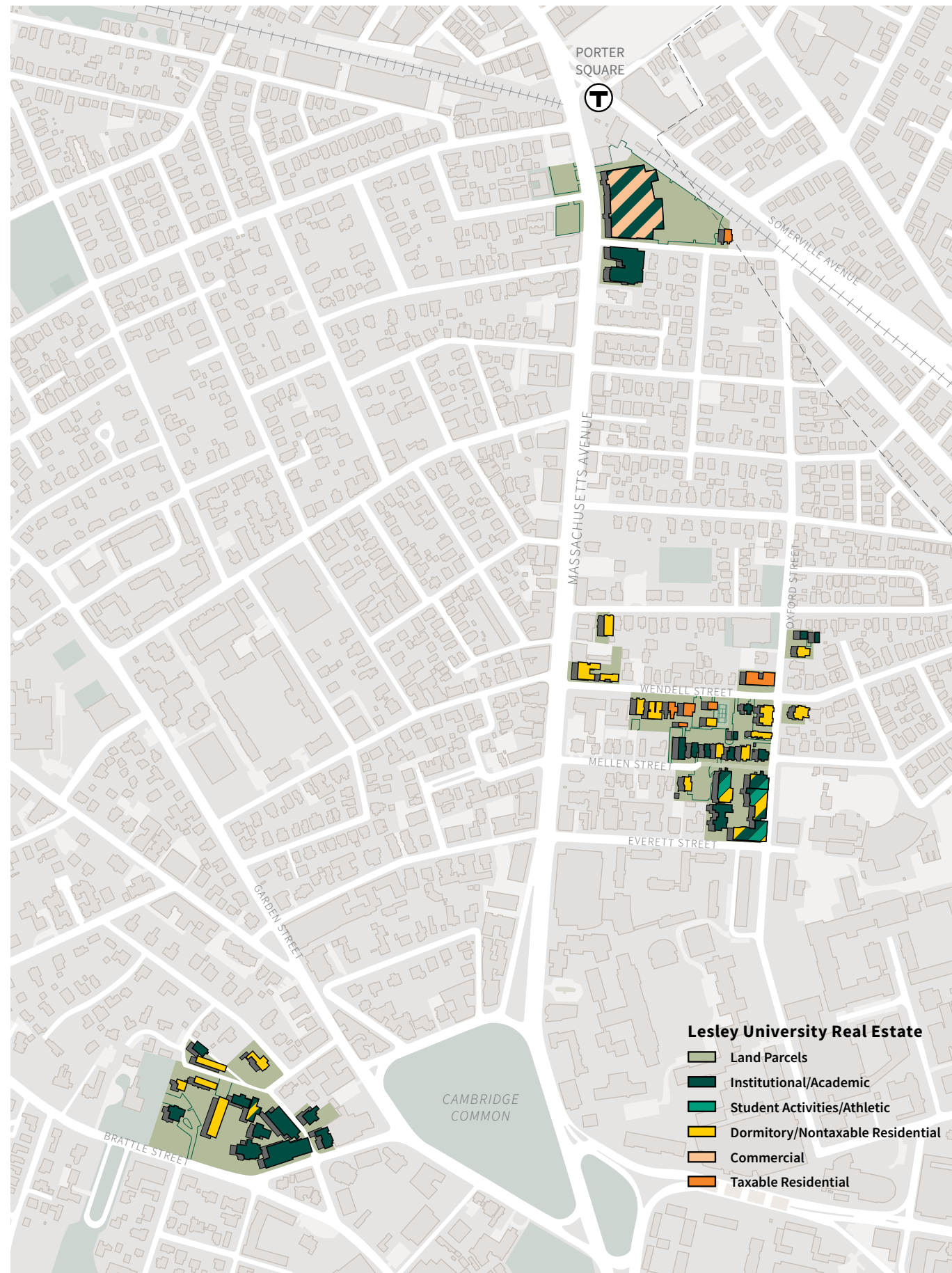
### Planned Dispositions

27 Mellen Street, 29 Mellen Street, 28 Wendell Street, 16-18 Wendell Street, 3 Phillips, 6 Sacramento. All part of Campus Plan.

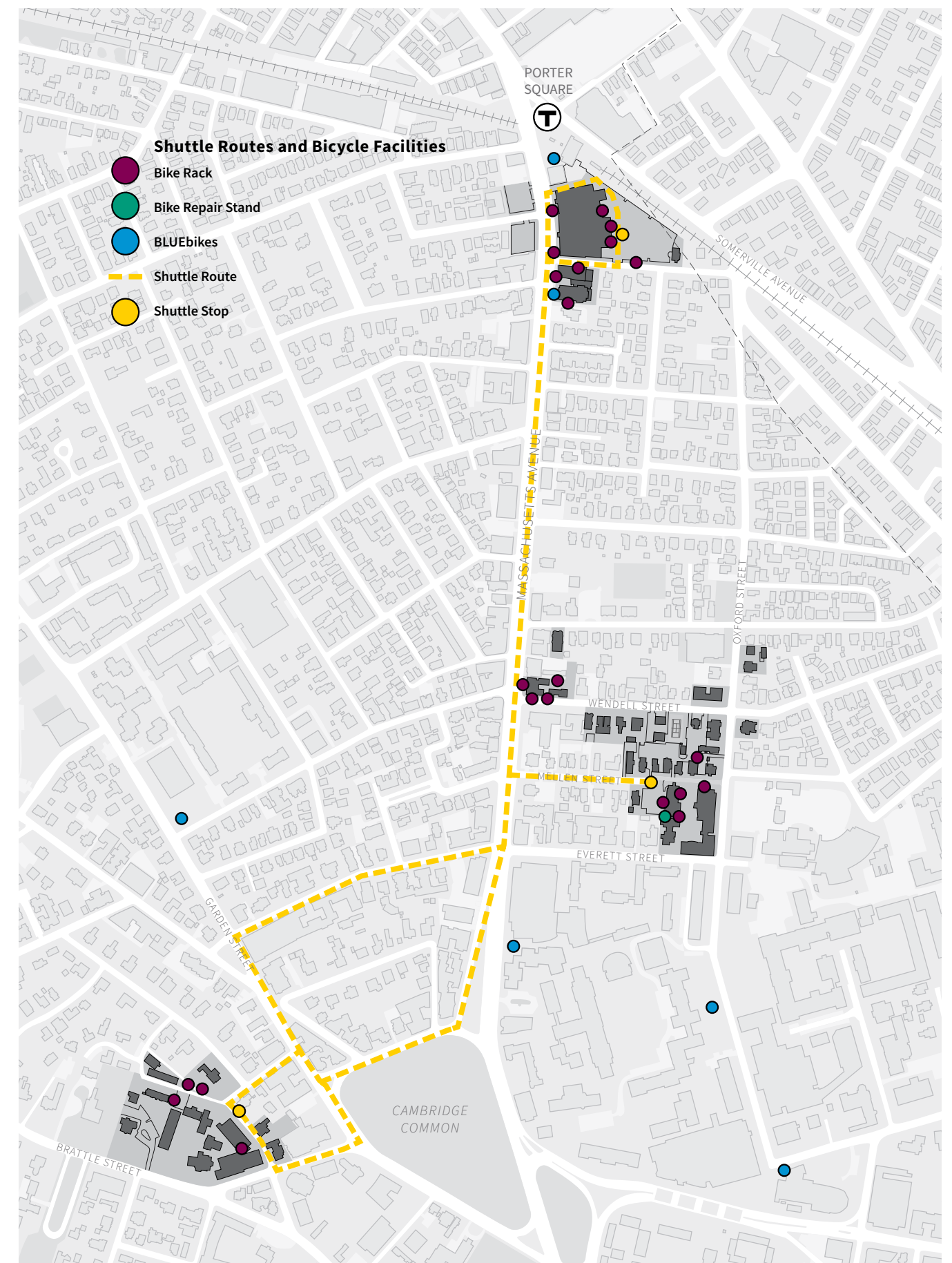


AERIAL VIEW OF SOUTH CAMPUS.  
PHOTO: MARK TEIWES/LESLEY UNIVERSITY

# Lesley University Real Estate



# Shuttle Routes and Bicycle Facilities



# Site Plan for South Campus

Showing "Connective Tissue" Approach to link campus together and campus with the community, using landscaping to beautify the neighborhood and make the campus more welcoming.



# Rendering of South Campus

With new landscaping and improved accessibility





