



Town Gown Report 2024

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

Cambridge Is Our Hometown

Lesley University's worldwide impact starts on Massachusetts Avenue. You can see it in the just-completed restoration of Reed and Burham Hall, preserving historic beauty and bringing the past into the present. You know 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 visit Porter Square Books or the food court at University Hall. Lesley University is devoted to minting leaders in education, mental health and well-being, liberal arts and business, and art and design, to benefit Cambridge, and contribute 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 Lynx for Success, 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. In 2024, 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. We are now helping nearly three dozen participants in the greater Cambridge community.



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 those populating our food court at University Hall. We were delighted to move two of our tenants, Izakaya Ittoku and Yume Ga Arukara to street facing spaces on Massachusetts Avenue. We were pleased as well to welcome Porter Square Books to University Hall.

Positive Change for Lesley (and Cambridge)

Lesley University is continuing to focus on what it 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 Cambridge alone. 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, with a focus on making it more accessible for all and environmentally sustainable. Reed and Burnham Hall, for example, is fully accessible for the first time in its history, with an elevator and a ramp. A key part of the work on Lesley's South Campus involved installing a utility loop, our central loop, which is balancing energy use across our buildings, and really making a difference when it comes to enhancing our energy efficiency.



One of our programs that greatly benefits the City of Cambridge is Lesley's Threshold Program. We just launched the Threshold Lifelong Support Program in 2024, which is providing 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. We started this program about a year ago and already have almost three dozen participants.

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 115-year history.

Physical Transformation

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

Now well into our third year of a multi-year campus plan to bring our physical campus in alignment with this vision, we cut the ribbon on Reed and Burnham Hall in November of 2024. This is the first project that is visually connecting our three architecturally distinct campuses to our mission and each other by presenting a

consistently welcoming, inclusive, and recognizable Lesley identity on each campus. We are calling this element of the plan the “Connective Fabric.”

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
- enlivening their respective public spaces

As we continue to 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 care very much about affordable housing, which is why, as we are right sizing our campus, we decided to sell some of our properties to organizations such as Homeowner’s Rehabilitation, Inc., CHA, and Just A Start. We also decided to sell our parking lots at 1826 and 1840 Massachusetts Avenue to the non-profit Just a Start for affordable housing development.



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 need 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 started in Spring 2024 and is fully operational. Riverside scholars receive a total of \$30,000 in assistance with \$15,000 in scholarships during the master's program, and another \$15,000 in payments over two years if the scholar is employed at Riverside Community 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 has used this as a model to expand this Scholar-Partner program to almost a dozen other organizations in mental

health and wellness and education, helping to ease the crunch of professionals needed in these fields.

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.



Teaching licensure for paraprofessionals

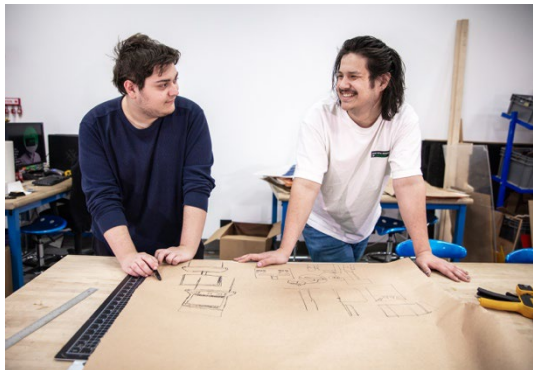
The first cohort of students from our unique teacher-licensure partnership with Cambridge Public Schools graduated in January 2023, earning master's degrees in education from our Graduate School of Education. The program, launched in 2020, helps diversify Cambridge Public Schools' teaching workforce 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, it is more than likely you have experienced learning from a Lesley student in training.



Field-Based School Guidance and Counseling Internships

For decades, Lesley University has provided 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.

Yearlong Teaching Internships in Schools/Districts

Qualified students can spend a full academic year as interns in Cambridge and other area public schools. Year-long interns can complete all required field experiences for the initial license while earning a stipend and 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. A sample of the schools involved in this program are shown in the table below.



Off Site Instructional Locations

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 Street, Cambridge, MA 02141

Carroll School 25 Baker Ridge Road, Lincoln, MA 01773

Medford Public Schools 489 Winthrop Street, Medford, MA 02155

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. Some of the events and ongoing activities have been made possible through the Biogen Foundation’s STAR Initiative. Biogen initiatives are shown with an asterisk:

- 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, a two-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 a support model during the summer of 2022 and 2023

*Provided technical support for plans to strategically spend down the \$325K Participatory Budget Funding award for TEAM and Technology enhancement at the five 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>

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 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 continues 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 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 University 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

Bilingual Endorsement Programs that were paid for with a grant from DESE were applied in partnership with the respective school districts in Somerville and Lawrence.

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. Programs include Business, Psychology, and Education. Students who hold an associate degree from a community college and meet admission criteria can 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 refer to the [Lesley.edu](https://www.lesley.edu) website.



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 can 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.

Community Animation Studio

The latest clients are working with the students and faculty at Community Art Center, a Cambridge-based non-profit focused on cultivating and engaged community through art. They are also working with 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 past year, Lesley opened an Alumni Co-Working Space concept on the Porter Campus that allows its graduates space 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.

Lunder Art Center Roberts and Raizes Gallery

Lesley's Lunder galleries host regular openings of its students, alum, faculty, community and global artists. This fall, the Roberts Gallery is featuring work by renowned

artist Scooter LaForge.

Housing

Lesley University provides housing to students enrolled in our undergraduate and graduate degree programs, as well as students in our Threshold Program. Historically, undergraduate students received on-campus housing.

Recent demand from our graduate students has prompted us to revisit our housing program, resulting in our 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 below the market rents for similar rental properties in Cambridge.



The 450 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 other personal issues). Our graduate students can sign a lease to live on campus for the academic year (September – May) or for the calendar year (September 1 – 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 current plan is to continue renovations in our residential halls to meet the housing needs of our students. 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. The only professional staff for which we provide on-campus housing are those 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.

Renaissance through renovation

Lesley University's strategic plan includes continuing to invest in the South Campus (Brattle Street) as the focal point for traditional undergraduate student experience. We're not quite done yet! The campus plan includes the following projects:

Sherrill Hall renovations are scheduled to wrap up by the end of January 2025. . We are revamping 19 thousand square feet within the building, adding student lounges, traditional gaming, group study rooms, a maker space, reading room, and e-sports space, as well as modifying some classrooms and other improvements. We are still reviewing construction specifications for St. John's Chapel. The work on St. John's chapel is planned to start in early 2025 and run through the calendar year. The Chapel will be reconfigured as a performance space for students and external groups. Dinners, theater in the round, acoustic 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 flourish with more enhancements of the exterior spaces. We have added state-of-the-art lighting, wireless and security and contemplative gardens and gathering areas. Exterior and interior environments are planned to all be included under an “art everywhere” concept. A committee has been formed to develop the scope of work for “Art Everywhere”.

Doble Campus Plans

Lesley’s original home, the Doble Campus, expanded cook-to-order services in Ava’s (in the McKenna Student Center) and provides mobile ordering which have been highly successful in increasing student satisfaction.

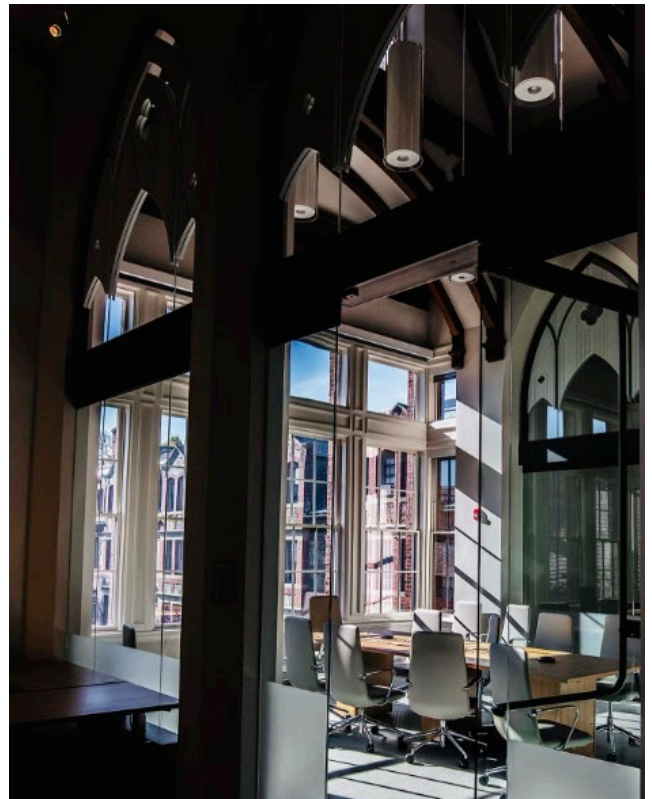
The Commuter Pantry operates out of the lower level of White Hall. Pell-eligible students with food insecurity are provided with meals and accompaniments through the Commuter Pantry.

Lesley continues to partner with Food for Free, which removes 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

The Threshold Program, one of a few campus-based, non-degree postsecondary programs for young adults with neuro-diverse learning, developmental, and intellectual abilities, is celebrating its 40th anniversary next year.

Lesley University is developing new 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 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 properties are sold as part of Phase II of the Campus Plan Real Estate component. As of the production of this report, 14, 16, 18, 20, 22, 24, 28, 30, and 34 Wendell Street, 3 and 5 Phillips, 27 and 29 Mellen Street, 6 Sacramento Street and 4 Berkeley have been sold along with the 1826 and 1840 Massachusetts Avenue parking lots.

Building sales are funding the projects that will transform the Lesley University campus to meet our current needs. Efforts are being made 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.

Property Transfers

The table below lists the properties that have been sold in 2024.

Cambridge properties purchased since filing your previous Town Gown Report	0
Cambridge properties sold since filing your previous Town Gown Report	27 Mellen Street 29 Mellen Street 28 Wendell Street 16/18 Wendell Street 20/22 Wendell Street 30 Wendell Street 34 Wendell Street 3 Phillips Place 6 Sacramento Street
Any planned dispositions or acquisitions	1826 and 1840 Massachusetts Avenue

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, Lawrence, while improvements are underway at 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 continually being developed includes 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 University committed to reducing greenhouse gas emissions 35% by 2030. The University has attained a 90% reduction already. 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 2024, Lesley signed a new electric contract containing 100% Renewable Energy Certificates (RECs). The RECs purchased support demand for new, clean wind power, matching the designated percentage of the University's expected annual energy use. Although there was a slight premium to purchase it, our partners--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.

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. A similar system was installed at our South Campus as part of the Connective Fabric project. 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 contracted 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 implemented now contains expansive new plantings on campuses, softening hardscape, providing shade, and establishing continuity, richness, and a sense of place. The lawn on South Campus has been reduced in size and watering needs, thereby reducing maintenance inputs and increasing plant diversity and environmental benefits on campus. New plantings on South Campus (part of the Connective Fabric) 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 finalized a contract with Dish Network in 2024 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

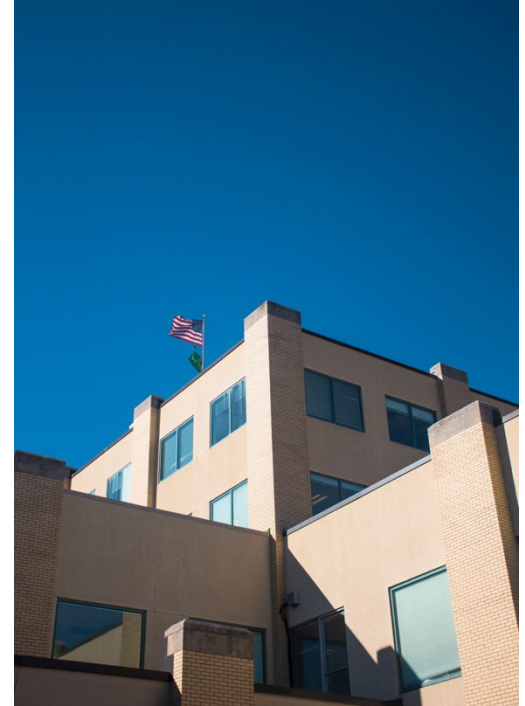
With recent real estate sales, our parking inventory has been reduced by 76 spaces. Lesley maintains 471 parking spaces in Cambridge. The reductions largely stem from the transformation of South Campus. We will use a variety of incentives to continue to encourage sustainable commuting habits, to the extent possible for our non-resident students and employees.

Number of parking spaces maintained for students (include resident and commuter parking):	471
Number of parking spaces maintained for faculty, staff, and visitors:	471

Due to the South Campus construction project (-32 Spaces), Lesley parking was reduced by 32 spaces.

Commuting Mode of Choice

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.



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 to Friday. Please refer to the chart below for detailed information on our shuttle schedule.

Route Name	Vehicle Type, Energy Source, and Capacity	Frequency of Operation	Weekday Hours of Operation	Weekend Hours of Operation
Bus #1A Doble/Porter	Ford Econoline 450, Gasoline, twenty-five	15 Minutes	7AM – 6:30PM	None
Bus #1B Doble/Porter/South	Ford Econoline 450, Gasoline, twenty-five	10 Minutes	6:30PM – 10:30PM	None
Bus #2 Porter/South	Ford Econoline 450, Gasoline, twenty-five	15 Minutes	7AM – 6:30PM	None
Bus #3 South/Doble	Ford Econoline 450, Gasoline, twenty-five	15 Minutes	7AM – 6:30PM	None
Public Safety Off-Hours Escort	Toyota Rav4, Gasoline, four	By Request	10:30PM – 7AM	All Day

The Lesley shuttle stops are:

- Doble Campus, at the Mellen Street turnaround (approximately 29 Mellen St.)

A. Porter Campus, behind University Hall, 1815 Massachusetts Avenue

- South Campus, at the corner of Hastings and Phillips streets - relocated to next to Winthrop Hall

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 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 Niuatoa, 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 of 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.



Data & Maps

A. Faculty and Staff

Item	2020	2021	2022	2023	2024	Projection ¹ Year:
Cambridge-based Staff						
Head Count	301	305	288	281	285	285
FTEs ²	293	298	281.39	273.93	273.34	275.93
Cambridge-based Faculty						
Head Count	618	424	425	390	242	242
FTEs	296	207	213.23	195.32	148.76	148.76
Cambridge Residents Employed at Cambridge Facilities	46	42	46	46	45	45

¹ Provide a projection of future employment using whatever time period your institution employs for this purpose. Specify the target year.

² "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

Item	2020	2021	2022	2023	2024	Projection ³ Year: 2025
Undergraduate Students	1814	1619	1518	1249	1208	1244
Day	1561	1402	1315	1137	1076	
Evening	253	217	203	112	132	
Full time	1565	1402	1262	1016	1025	
Part time	249	217	256	233	183	
Graduate Students	1846	1894	1899	1497	1451	1495
Day	0	0	0	0	0	
Evening	1846	1894	1899	1497	1451	
Full time	831	1092	812	701	844	
Part time	1015	832	1087	796	607	
Non-Degree Students	1516	3287	1073	512	350	361
Day	1229	2400	886	447	150	
Evening	287	887	187	65	200	
Total Students Attending Classes in Cambridge (inclusive of all categories above)						
Total	5176	6800	4490	3258	3009	3099
Post-Doctoral Scholars						
Total	0	0	0	0	0	0
Number of Cambridge applicants accepted for 2023-2024						117

C. Student Residences

2020	2021	2022	2023	2024	Projection ⁴ Year: 2025
0	596	598	479	455	450
0	0	0	0	0	
0	0	0	0	0	0
71	71	0	164		
0	0	10	20	25	17
0	0	0	0	0	
0	0	0	0	0	0
112	14	14	90		

³ Provide a projection of future enrollment using whatever time period your institution employs for this purpose. Specify the target year.

⁴ Provide a projection of future enrollment using whatever time period your institution employs for this purpose. Specify the target year.

D. Facilities and Land Owned

Item	2020	2021	2022	2023	2024	Projection ⁵ Year:2025
Acres, Tax Exempt	13.96	13.96	12.7	12.7	10.61	10.61
Acres, Taxable	1.91	1.91	1.69	1.69	1.2	1.2
Number of Buildings (taxable and tax-exempt)	60	60	51	48	41	40
Dormitory Buildings	22	22	22	22	22	20
Dormitory Beds	864	864	864	864	664	544
Gross Floor Area of Buildings						
Institutional/Academic	534091	534091	482618	472939	442325	
Student Activities/Athletic	38853	38853	38853	38853	38853	
Dormitory/Nontaxable Residential	260265	260265	260265	246822	221164	
Commercial	78209	78209	78209	78209	78209	
Taxable Residential	66993	66993	54972	54972	37415	

E. Payments to City of Cambridge

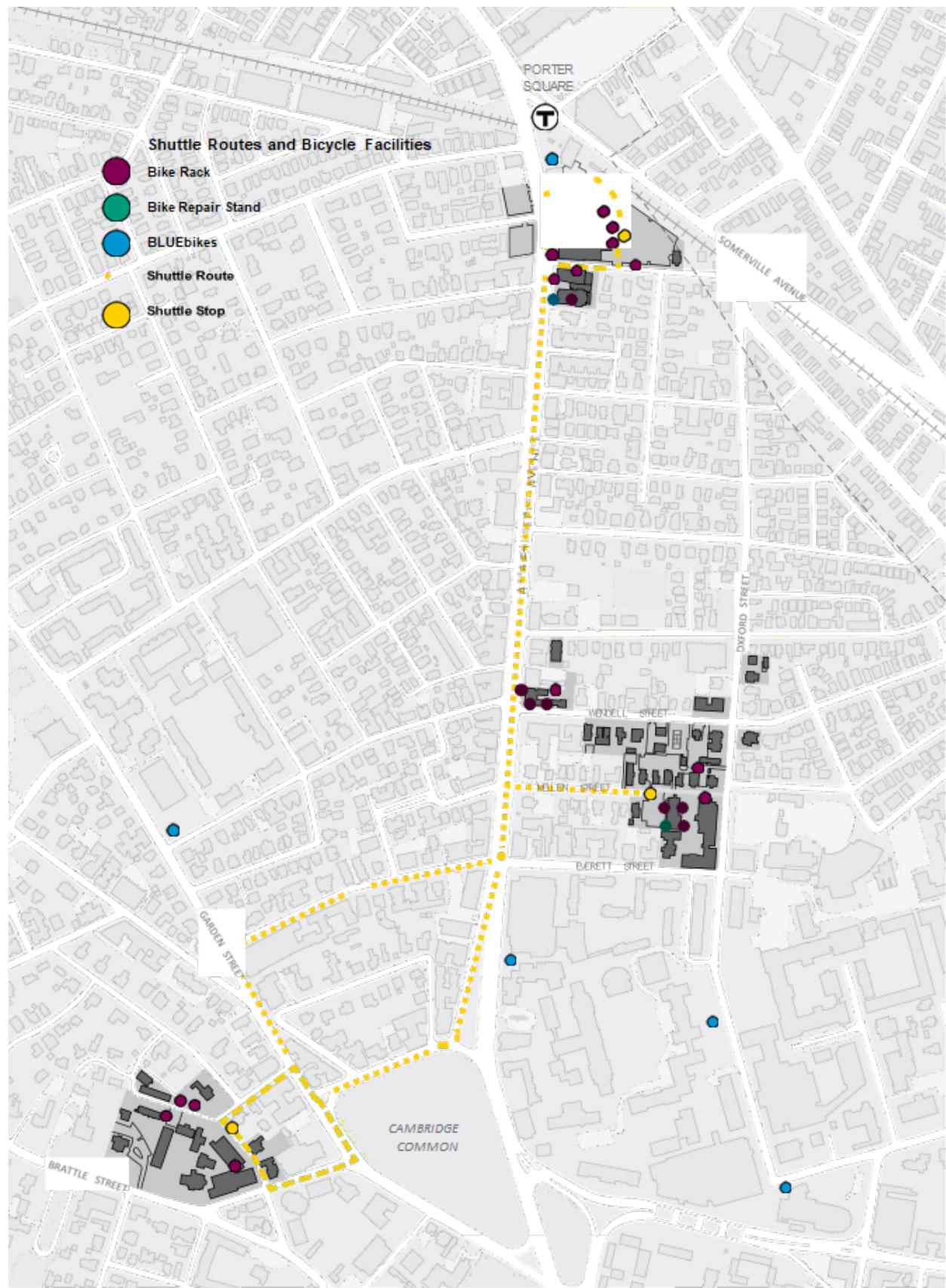
	FY 20	FY 21	FY 22	FY 23	FY 24
Real Estate Taxes Paid	\$527,124	\$553,236	\$535,221	520,269	\$587,171
Payment in Lieu of Taxes (PILOT)	\$0	\$0	\$0	\$0	\$0
Water & Sewer Fees Paid	\$447,699	\$247,041	\$493,553	\$318,440	\$552,492
Other Fees & Permits Paid	\$135,706	\$64,853	\$97,379	\$52,314	\$39,775

[1] Fiscal Years for the City of Cambridge begin on July 1 and end on June 30 of the following year. For example, FY24 for the City of Cambridge includes the period from July 1, 2023, through June 30, 2024.

⁵ Provide a projection of facilities using whatever time period your institution employs for this purpose. Specify the target year.

campus Map







Town Gown Report 2024

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