

Chairman, Librarian
Report, to the

Faculty, Administration, Trustees, Students

Copy #1

of

Herbert H. Lehman College

of

CITY UNIVERSITY OF NEW YORK

by

An Evaluation Team representing the
Commission on Higher Education
of the
Middle States Association
of Colleges and Schools

Prepared after study of the institution's
self-evaluation report and a visit to
the campus on March 12-15, 1978

The members of the team:

Carl E. Anderson, Vice President for Student Affairs, Howard University,
Washington, D.C.

W. Donald Bowles, Professor of Economics, The American University,
Washington, D.C.

Ethel Rios de Betancourt, Professor of Humanities, Faculty of General
Studies, University of Puerto Rico, Rio Piedras Campus.

Michael L. Dolfman, Director, Center for Health Care, Financing and Policy,
Temple University, Philadelphia, Pennsylvania.

Coleman R. Hamel, Chairman, Department of Physical Sciences; Professor
of Chemistry, Kutztown State College, Kutztown,
Pennsylvania.

Gordon J. Howatt, Jr., Director of Business and Financial Affairs, Salisbury
State College, Salisbury, Maryland.

William E. LaFranchi, Director of Libraries, Indiana University of
Pennsylvania, Indiana, Pennsylvania.

Margaret B. Matson, Director, Social Welfare Major; Associate Head of
the Sociology Department; Professor of Sociology,
The Pennsylvania State University - CHAIRPERSON.

Working with the team:

Ann Lewis, Associate in Nursing Education, The New York State Education Department,
99 Washington Avenue, Albany, New York

This report represents the views of the evaluation team as interpreted by the Chairman; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist Lehman College. They are based solely on an educational evaluation of the institution, and of the manner in which it appears to be carrying out its educational objectives.

Date when instruction started: 1931, as a branch of Hunter College;
1968 as an autonomous senior college
within the City University of New York

Year of its first graduating class: 1969

President: Leonard Lief

Provost and Dean of Faculties: James F. Light

Board of Trustees: Board of Higher Education of the City of New York
Harold M. Jacobs, Chairman

ANNUAL INSTITUTIONAL DATA SUMMARY

HERBERT H. LEHMAN COLLEGE of The City University of New York - Bedford Park Boulevard West, Bronx, New York 10468. An autonomous liberal arts college including Undergraduate Arts and Sciences and Graduate Arts and Sciences and Teacher Education. 67 Baccalaureate, 23 Master's, 27 City University of New York Doctoral degrees. Co-educational. Enrollment - Fall 1977 - including full-time and part-time students: 3690 men, 6281 women, 9971 total. 6243 full-time, 3728 part-time, 7610 FTE (CUNY formula).

SPONSORSHIP AND CONTROL - From 1931 until 1968, the College was a branch of Hunter College. Since 1968, it has been an autonomous senior college within The City University of New York system under the control of the Board of Higher Education of the City of New York.

SPECIAL PROGRAMS - Pre-Engineering and Pre-Medical; Search for Education, Elevation and Knowledge (SEEK); College Discovery; Curriculum for Self-Determined Studies; Bilingual Program (Spanish-English); C.U.N.Y. Study Abroad; A.B.-M.A. Program in Mathematics; Advanced Studies Program (in-depth reading, tutorial, or field work); Individualized Bachelor of Arts Program (similar to C.U.N.Y. - B.A. Program, which grants academic credit for approved off-campus experience); and the Health Professions Institute (with Montefiore Hospital and Medical Center), which emphasizes team delivery of primary health care.

FACULTY - The faculty consists of 94 full, 137 associate, and 143 assistant professors. There are also 64 instructors, 80 lecturers (full-time), and 228 part-time staff for a total of 746. All figures include faculty for both the Day Session and the School of General Studies. The teaching load of 12-15 hours includes released time for such activities as research, advising, and departmental administration. There is one collective bargaining unit representing the instructional staff.

STUDENTS - Selective admissions based on high school average (80%) or high school standing in upper 35%. Over 90% of the undergraduate full-time student body is from New York City. Financial assistance is provided for about 70% of the student body. The graduate student body is representative of the New York metropolitan area.

LIBRARY - The library's holdings of over 338,313 volumes place it in the top 20% of the colleges and university libraries in New York State. A new, expanded library building is under construction.

FINANCES - Funded by the State of New York and the City of New York. Operating budget of \$19,730,000 which does not include special Federal funding, gifts, grants, or research grants.

PLANT - The plant value, excluding equipment is \$37,606,400.64. The value of equipment (excluding books) is \$7,026,857.54. On campus there are 467,553 square feet and off campus 51,259 square feet for a total of 518,812 net square feet (15.0% classrooms, 17.0% laboratories, 24.7% offices, 43.3% other).

(continued...)

INTRODUCTION

The tenth anniversary of the founding of Lehman College is a fitting time for a reappraisal of its mission, objectives, programs, and resources. That a Middle States evaluation should take place at this time is a happy circumstance, for its occurrence necessitated the Self-Study process. It is the Self-Study, of course, which provides opportunity for faculty, students, and administration to assemble information, reexamine stated and covert assumptions about the institution, and work together in a collegial relationship over an extended period of time.

Change over a period of ten years is inevitable, and in the case of Lehman College other adjectives are even more applicable: drastic, precipitous, and significant are among those which come to mind. For several years after 1968 growth in enrollments was rapid, and with the advent of open admissions in 1970 a large percentage of students were underprepared for college level work. By 1974, about 16,000 students were at Lehman; the present head count is about 10,000. FTEs increased from 10,667 in 1970-71 to 12,651 in Fall 1973. Subsequent to the modification of open admissions and the imposition of tuition in 1976, a sharp decline in enrollment was experienced, and by the Fall of 1977 the FTE count was 7,610.

Because budgetary allocations are tied to FTE counts, terminations of large numbers of untenured faculty occurred in 1975-77, a particularly drastic reduction taking place in the summer of 1976, when 55 classroom teachers were dismissed on 30 days notice. Rumors of a possible closing of Lehman College have complicated the picture from time to time, increasing the difficulty of recruiting students and further lowering morale.

We have been impressed by certain constants over the years, as well as by changes with which the College has to deal. Some of these are positive: a constant commitment to liberal education, an excellent faculty, and continuity in leadership. Other constants have been essentially negative: uncertainties about funding and enrollments; budgetary constraints which necessitate termination of faculty; and administrative regulations in the CUNY system which limit the College's freedom to implement needed changes. Furthermore, Lehman College has had to address itself repeatedly during these years to establishing an identity as a college in its own right and to defining appropriate curriculum patterns to meet the needs of students.

We needed to understand the changing composition of the student body at Lehman, and of the Bronx itself, since 1968 in order to grasp fully the implications of the challenge facing the College. From a 1968 student body which was predominately white and middle class, movement has been toward a student population which is about 60 percent Black and Hispanic. Forty percent of your students come from homes in which English is not the first language. Increasing numbers of students with high school averages below 80 require special remedial work. Goals of students have become increasingly focused on employment; the traditional

liberal arts values have considerably less appeal to the new group of students than was true of the student population in 1968. Teaching methodologies appropriate in earlier years have required scrutiny and modification. Drastic cuts in support services have made the acculturation of the new student population into the academic environment even more difficult.

The summary of changes affecting Lehman College in the early pages of the Self-Study alerted us to the magnitude, intensity, and far reaching effects of these developments. Subsequent chapters enabled us to understand the coping mechanisms adopted in an effort to maintain a viable educational institution and identified in an analytical and forthright way some of the major problems still facing the College.

Despite the vicissitudes of the past decade, a note of determination and limited and cautious optimism seems to characterize Lehman College as of March 1978. It is our feeling that the following are among the factors which have led to this:

- designation of Lehman as a "comprehensive college" and consequent entitlement to funding on the same model as the "four oldest Senior Colleges" (and Baruch);

- an apparent stabilization of enrollment at the level of about 6500-7000 FTE;

- resumption of the building program which had been halted in 1975;

- a degree of stability in financing through State funds, with about 75 percent from State and 25 percent from City;

- an increase in the size of the entering class in Fall 1977, when about 1200 Freshmen and 675 transfers entered Lehman;

- the fact that Lehman received the highest number of transfers of any unit of CUNY in the Spring of 1978;

- the hope that Lehman's request will be granted for a four year transitional period for orderly reductions in instructional costs to meet State fiscal guidelines (and acceptance of "differential or programmatic funding" for certain programs).

In short, the prevailing belief seems to be that Lehman's demonstrated ability to survive crises of gargantuan proportions in recent years evidences inner strength which can be mobilized effectively in future years. In this, the team concurs. Concerted, well planned action by all concerned will be necessary to regain momentum and move ahead constructively, but such an achievement is surely within the bounds of reasonable expectation.

We freely acknowledge our debt to the Steering Committee and the Drafting Committee and to the many faculty members, administrators, and students whom we interviewed during our brief campus visit.

Because we were and are convinced of the value of the Self-Study we were glad to learn that the volume will receive wide distribution. Although relatively few of the faculty we met had read the study, its availability in departmental offices and the library should result in a considerable increase in readership.

Our comments in the sections which follow correspond to the pattern of the Self-Study, with the addition of some concluding observations.

OBJECTIVES

A "comprehensive college" within the CUNY system, Lehman College identifies the following objectives:

(a) to offer all of its students a sound and thorough liberal arts education--including at least introductory study in several traditional disciplines, study in depth in one discipline, and any necessary practice in the basic skills of verbal expression and quantitative reasoning--which enables them to continue their learning as adults and to become thoughtful and active citizens in the complex world;

(b) to enable students to develop their intellectual powers as fully as possible through programs tailored to the abilities, needs, and interests of individual students;

(c) to assure that even those students who enter Lehman without the customary preparation for college work are helped to acquire the skills and tools that will make it possible for them to attain a liberal education;

(d) to contribute through the research undertaken by a faculty of high quality and by gifted students to the advancement of knowledge in the academic disciplines and to the publicizing of new knowledge within the scholarly community;

(e) to offer those students who wish it and qualify for it the training they need for immediate access on graduation to a significant job or profession or to the advanced study required for entry into a profession;

(f) to offer programs of graduate study for persons wishing advanced work in the liberal arts and advanced or specialized study in such professions as teaching and nursing;

(g) to collaborate with other institutions and agencies in the area, such as the New York Botanical Garden and local hospitals, in the offering of programs that serve the distinctive needs of students and members of the community;

(h) to prepare students from New York City, and from the Bronx in particular, for jobs that enable them to be of service to the communities from which they come and to contribute to improving the quality of life in those communities;

(i) to make available to all members of the community opportunities for study that will enlarge the knowledge, refine the sensibilities, and enrich the lives of residents, regardless of age, occupation, or background; and

(j) to make available to the state and local community the intellectual resources and skills of a well-trained faculty.

It is not surprising that varying degrees of awareness and acceptance of these objectives characterize different parts of the Lehman complex. Program heads and faculties in areas where there is considerable outreach to and interaction with the community identify strongly with g and h; others see their function as related primarily to a and b. There is no assumption on the team's part that everyone in the College must strive equally to achieve all of the objectives, yet a certain degree of acceptance of all is necessary if balanced programs are to be maintained.

The reaffirmation of the liberal arts education is voiced not only in the formal statement of objectives but in many contexts throughout the Self-Study, as well as in conversations with many faculty members and administrators and the few students we met. There appears to be less than consensus, however, upon the significance of preparation for professions, despite the national trend toward a redefinition of the liberal arts in ways which go beyond traditional academic content. Faculty members vary markedly in their awareness and acceptance of the new programs the College has undertaken. Confusion, lack of understanding, and actual ignorance of this emphasis are by no means uncommon.

Even the language of the Self-Study is revealing: a question it identifies as the central instructional problem of the College is phrased as "What is the best way to provide a liberal education and attain the College's other objectives?" rather than, "What is the best way to attain all the College's objectives?"

Training for the professions is somehow considered to be the appropriate terminology, while education is used for "liberal arts" areas of the curriculum. This is not just a matter of semantics, but is demonstrated in curricular organization and the administrative structure of the College.

There is genuine need for the College to initiate measures which would clarify the role of the professional programs at Lehman. The sheer numbers of students in nursing, Health Professions Institute, education, social work, and business would argue for their recognition as an essential part of Lehman College--not as appendages which interfere with the "proper" education of students.

Team members going from faculty discussions in one Division of Lehman College to another were struck by significant variations in perception of the College mission, objectives, level of student preparation, need to adapt teaching methodology to a student body which has changed drastically in the past few years, etc. It was almost as if one were hearing descriptions of two different colleges under one name. A central differentiating factor in faculty perception seemed to be acceptance of or doubt about the appropriateness of professional programs at Lehman, their compatibility with the liberal arts emphasis of the College, and their role in fulfilling its broad objectives.

While it is entirely understandable that subject matter specialists have a loyalty to and appreciation of their own disciplines and closely allied areas, it is important at this juncture of College development to undertake measures which will increase (a) identification with the College as a whole; and (b) awareness of the positive effects which new programs, particularly in the professions, can have upon the recruitment and retention of students.

INSTRUCTIONAL PROGRAM

The Self-Study identified many of the problems inherent in the attempts to structure curricula to meet the College's objectives and the needs of a changed student population. Balance between the distribution requirements and areas of concentration is not a settled issue. It is hoped that continued examination of this question can lead to solutions on sound educational grounds, rather than on limited considerations of trade-offs to insure student enrollment. The curriculum committees of the departments and of the College Senate addressing these issues will need to be guided by considerations of College-wide welfare rather than by parochial interests and traditional distributional requirements. Strong leadership at the level of the Provost and Academic Deans should provide intellectual stimulation and a broad perspective within which the instructional program can effectively operate.

Generally speaking, the team was favorably impressed by departmental offerings. Much has been done to introduce new and exciting courses. "The City and the Humanities" is a case in point. Initiated by the Dean of Humanities and funded by the National Endowment for the Humanities, it serves to promote interest in other humanities courses and to alert students to various aspects of urban culture. The PACE program is impressive in its preparation of students as educators for service institutions as alternatives to customary classrooms. Students working in museums, prisons, facilities for the elderly, etc. are contributing to the community of which Lehman is a part and are also preparing for new careers. This program recently received a Distinguished Achievement Award Certificate of Recognition from the American Association of Colleges for Teacher Education.

The seminars in the Curriculum for Self-determined Studies (CSS) are inter-disciplinary in nature and are evaluated by students as valuable and challenging. The Curriculum itself provides flexibility and the opportunity for students to go beyond the usual liberal arts requirements in course selection and in independent study. A proposal in the making for a gerontological emphasis in psychology will bring into being a unified program with offerings from social work, health professions, and other areas. Given the high proportion of aged persons in the Bronx, the preparation of beginning level practitioners in this field represents an appropriate response to community need. At the same time, it combines contributions from several liberal arts departments and the professional programs of the College. The Professional Writing option in English is still another example of creative attempts to accommodate in an educationally sound way to students' needs and interests. Thoughtful development of a social work major reflects the competence and dedication of a small staff, as well as the support of a department head who views the liberal arts-professional fields marriage as an appropriate combination.

The Department of Family and Consumer Studies is an interesting example of a small department building interdisciplinary bridges with basic liberal arts departments to form programs which are fundamentally professional in orientation. This kind of grass roots response to the demanding opportunities presented by the changing nature of the student body is one of the more promising approaches we observed at Lehman College.

Division of the Humanities

Humanities concentrations are offered in the following departments: Arts, Classical and Oriental Languages, English, German and Slavic Languages, Music, Philosophy, Puerto Rican Studies, Romance Languages, and Speech and Theatre. In number of 1976-77 graduates, they vary from a low of 6 in German and Slavic Languages and 7 in Classical and Oriental Languages to 93 in Speech and Theatre and 92 in English. A visitor immediately questions the appropriateness of the departmental structure, in regard to both academic programming and economic considerations. As the Self-Study points out, upper level course enrollments are insufficient to permit "a reasonable range" of offerings, and tutorials must be offered to accommodate the few concentrators in certain areas.

Traditionally one of the major academic divisions in liberal studies, the Humanities have suffered great material losses and been obliged to effect considerable changes to survive. The costs of this struggle are apparent, but it is too early to say whether efforts to respond to the new demands are sufficient, realistic, or successful. The main issue, as identified by the Self-Study and clearly understood by the faculty, is the kind and magnitude of changes which will effectively respond to the twin realities of students' intensive vocational identification and deficient academic preparation for achieving the traditional goals of scholarship, intellectual excellence, and the integral development of the individual.

Curriculum readjustments have been one response to this issue. More fundamental changes will be required to open up the world of learning in the humanities to students who come to Lehman College mainly in pursuit of other goals. A total College involvement will be required to examine the whole concept of distribution requirements, distinctions between course levels, the significance of an organic curriculum and the balance between liberal arts and professional concentrations. In this connection, there is need for examination of the results of the changes already initiated. Have they been sufficient or excessive, strengthening or weakening? Has significant erosion of quality standards taken place? Faculty report varying accommodations to the new student population, ranging from "I don't assign as much reading-- certainly not as much writing--as I used to," to "I haven't made any changes at all in the way I expect students to perform." In certain areas there was a frank admission that standards have been lowered, that less is expected of students in recent years. Documentation to substantiate this point of view (or the opposite) was lacking; accumulation of such information would be helpful to departments, as would dissemination of results of innovations in approach and teaching methodology.

Bilingual Program

It is fitting although paradoxical that the Humanities Division in Lehman College should shelter that part of the student body which shows the largest variety of ethnic and lingual characteristics, and that the division of university life which has traditionally been dedicated to the world of ideas and words should now have the main academic responsibility for university students with grave limitations in their communication skills and basic knowledge.

The Bilingual Program is indeed a unique answer to the problem. Its aim is clear and direct: to give Spanish-speaking students the opportunity to achieve competence in English through intensive study and practice of English while permitting them during a two-year period to take their content courses taught in Spanish. This program is rightfully oriented, and well-conceived; it has, however, serious problems, some of which can be taken care of only by additional funding and some of which can be attended to in other ways. The following suggestions are made for consideration by the College:

1. A thorough revision should be made of the academic load assigned to students in both years. A more realistic assessment of their work load might result in more efficient achievement.
2. The disproportion between full-time and adjunct faculty should be reduced.
3. More thought should be given to the nature of the program. Is it exclusively a transition-oriented program or does it also have the

purpose of strengthening bi-cultural values? What is its desirable relation with the Puerto Rican Studies Department in which it is situated?

4. There is a pressing need for more academic and vocational counseling. This is at present provided by one excellent person in the Dean of Students' Office, obviously overloaded by numbers and needs, and by the few full-time faculty members. These, however, are dealing with the highest student-faculty ratios in the college and have to cope with unsettled circumstances regarding the faculty and the department administration.

5. Very little is known of what is really going on in the program, or coming out of it. Evaluation procedures and outcome studies are primitive or non-existent. Where the bilingual program students are who have come out of this eight year effort and how well they are doing is a matter not only of interest but of vital concern for the maintenance and improvement of this program.

6. Greater attention should be given to the needs for oral comprehension and oral expression together with the prevailing emphasis on writing and reading skills.

7. Smoother articulation measures should be considered between the Bilingual Programs and the Academic Skills Department regarding the four English levels.

8. A reevaluation of student language needs should be made on the basis of the change in student population which has occurred in the last few years. The former Puerto Rican numerical predominance in this group has given way to an 80% majority of Dominican students. To an outsider, this shift may seem academically insignificant; we must remember, nevertheless, that cultural and historical differences exist which may have educational implications.

This important program is distinctive to Lehman College, aids in meeting several of the College's objectives, and could well be a model for similar programs in other institutions throughout the nation. It should be fostered and strengthened in any way possible.

Division of Social Sciences

Eight departments are included in the Division of Social Sciences: Anthropology, Black Studies, Economics, Family and Consumer Studies, History, Political Science, Psychology, and Sociology. All have good to strong faculties; all appear to be responding to an awareness of a changed student body.

Enrollment shifts in these departments seem to reflect national trends rather accurately: decrease in history and anthropology, gains in economics (most notably in accounting) and psychology, relative

stability in sociology. The social work option in sociology will doubtless attract students up to the limit of its resources.

In some departments there seems to be an unresolved conflict between advocates of traditional "pure" discipline content and advocates of "applied" programs of a professional or pre-professional nature. The overall approach toward change seems to be cautious, characterized by an attempt to maintain a strong liberal arts program and introduce applied content rather slowly. Field experience in a number of areas seems to be an acceptable mechanism for meeting student interest, serving community need, and providing opportunity for utilizing concepts learned in the classroom in a setting where application of knowledge and acquisition of new skills and knowledge go hand in hand.

In connection with the proposed M.B.A. program, we feel that full-time faculty must form the major portion of the teaching staff in this area. Without the assurance of this kind of support, the program should not be undertaken.

Perhaps a series of Divisional meetings might be devoted to an examination of College objectives, the role of the social sciences in meeting them, and an analysis of the extent to which the perceived dichotomy between the liberal arts emphasis and professional studies is a reality. It seems that even department heads are relatively uninformed about other departments' offerings, techniques of instruction, use of field experience, and the like. Movements currently underway toward interdisciplinary courses and programs will obviously require acquisition of such knowledge, and a concerted effort should be made as soon as possible to involve faculty in discussions of philosophic and pedagogic issues as well as factual information about departmental issues.

The team understands that the Divisional structure is new and can understand that the immediate impact has been largely in terms of administrative considerations. If the structure is to be truly effective, however, it must provide opportunity for educational leadership of fundamental nature. Who reports to whom is in the long run less important than who talks with whom about what, and for what purpose.

Division of Science

The chairperson and one or more faculty members were interviewed in each of the Science departments: Biological Sciences, Chemistry, Geology and Geography, Mathematics, and Physics and Astronomy. Some upper level students were also interviewed.

Our general impression is that the facilities, though not new, are excellent. The availability of good research equipment is a real plus in this division, and it is gratifying to know that it is made

available for undergraduate use as well as for faculty and graduate students.

Departments have fared extremely well in obtaining grants, but the national curtailment in the number and amounts of awards is reflected at Lehman. Student quality is excellent, with job placement, graduate and professional school admission presenting no problem.

Faculty teaching performance can be rated as outstanding, with one or two notable exceptions. Faculty seem to participate in college wide committee work, which is somewhat unusual for science faculty in many institutions. There is a generally good esprit de corps; faculty morale reflects considerable satisfaction with teaching and research opportunities. It is felt that the 12 hour teaching load may affect time available for research, with subsequent concern over promotion and tenure reviews. We did not sense that this is seen as an overwhelming problem, but it is worthy of attention. Department heads should be encouraged to look into ways of scheduling which will permit some variation within the 12 hour expectation.

Among departments uneven levels of development were apparent. We believe that studies to ascertain reason for this situation should be undertaken by the Academic Dean for Science.

As indicated above, our overall evaluation of Science is quite favorable. A few concerns, however, need to be voiced. It is quite puzzling that there is no requirement for computer courses in any of the Science concentrations, and little emphasis on such courses as electives. It seems that cooperation between Mathematics and the Science areas might result in courses similar to MAT (SOC) 301 (Applies Statistics and Computer Analysis for Social Scientists), to the benefit of Science concentrators.

An explanation for this apparent neglect of computer emphasis may be related to the general inadequacy of hardware and other equipment for the operation of the Computer Information Science program in Mathematics. If sufficient equipment cannot be obtained through a successful grant application, it is recommended that the College provide the necessary funding.

Better hardware and equipment would enable the Mathematics Department to work with departments throughout the College in developing interest in computer utilization in their concentrations. Computer terminals should be provided in the buildings housing those departments. For instance, economics, business, and the health professions come to mind as areas in which students would benefit from knowledge of computer technology. Obviously such departments would have to be interested in this type of cooperation, and here leadership at the level of the academic deans would probably be beneficial.

The chemistry and biology departments note a particular problem in regard to Nursing students. The failure rate through a year of

chemistry followed by three semesters of biology is about 50% percent. In effect, the departments of chemistry and biology are serving as a screening system, which leads to student and personnel problems. The recommendation is made that these departments seek increasing cooperation with Nursing and with the student counseling service in order to make students more aware initially of the need for sciences in their preparation for the practice of nursing. Information obtained through the freshman testing program and the computerized student data base might be shared so that particular attention could be paid to students whose deficiencies in science background are likely to place them at a disadvantage in these required courses. If the course now offered in the Academic Skills curriculum (ACS 009: Science Survey) and in Mathematics (Introductory courses) do not seem to prepare Nursing students for the required courses in chemistry and biology, other mechanisms should be explored to reduce the high failure rate.

Division of Education

Because of the recent evaluation by NCATE, our team did not feel the necessity of a detailed examination of the programs in this division. Conversations with the dean and several faculty members dealt with new developments in the undergraduate sequences in elementary and secondary education (the latter approved but not to be operational until Fall of 1978). It is our impression that the Division is attempting to deal with declining enrollments in a constructive manner. Bilingual/Bicultural education should be a real strength of the Lehman College program, and we would suggest that Business Education offerings with a bilingual emphasis be expanded beyond the one course now available: Bus 266, Gregg Shorthand on Spanish. We are impressed, as indicated above, with the creative approach of the Program for Alternative Careers in Education (PACE).

Health Professions

Education for the health professions is an important strength of Lehman College. Both the department of nursing and the interdisciplinary Health Professions Institute, the center of activities, are dynamic academic areas, directed by capable and energetic individuals. A grant of \$754,000 from the National Institute of Health has permitted the preparation of technically competent, socially aware health personnel who view patients as individuals within a framework of an ethnic, social, and economic background and who can participate effectively as team members for the delivery of quality primary care.

The Institute serves the needs of an increasing number of students (many of them black or hispanic) interested in health related careers who will serve the communities from which they came. Lehman's objectives h and j are particularly well served by HPI programs. It is heartening to note the emphasis given to continuing evaluation of the work within

HPI. Faculty combine this concern with evaluation with helpfulness toward their students, interest in meeting community needs, an ability to cooperate and work together, and a commitment to the interdisciplinary aspect of the primary team concept.

The health programs seem to have received their fair share of the college's limited resources. Both nursing and health services administration have received approval for needed additional positions.

In addition to these very positive comments, the team feels that certain matters of potential difficulty should be called to the college's attention.

1. Lines of authority from HIP and Nursing to the central administration, and between the directors of Nursing and HIP, should be studied. Whether the director of HIP has dean's status has apparently not been resolved. Informal understandings and even formal arrangements that are satisfactory now may prove unsatisfactory when different individuals fill director's role, and clarifying action now can probably prevent this.

2. Faculty participating in HIP must be affiliated with an existing academic department, according to BHE regulations applying to all programs which cross departmental lines. The coordinator of Health Services Administration must thus be assigned to a department (Economics) in which she has no teaching responsibilities and with which she has limited professional affinity. This could raise serious questions about the process by which she will be evaluated for promotion and tenure, since this will presumably be done by Economics faculty members with very different backgrounds and responsibilities.

3. At present, the faculty of HIP are completely engrossed in the "primary team project" and are thus unable to give adequate attention to the development of other areas within the HIP plan. Such development, however, may be essential if HIP is to survive after the grant funding terminates at the end of this year.

4. Continuing Education receives little or no attention. This area might well be opened up, which would help to further the College's objectives in terms of service to the community and aid persons now in the health service areas to improve their skills. If demand exists, and we believe it does, the college will need to seek approval from the appropriate sources to give CEU units to participants.

THE FACULTY

Fluctuations in enrollment and drastic reductions in funding have been reflected in faculty size and composition. From a high of 698 in 1973-74, the number dropped to 518 full time members in Fall 1977,

with 228 part-time (FTE 596). In the dismissals of the faculty, newly appointed and non-tenured individuals were the casualties, with consequent losses of minority representation. The greatest number of departures occurred in 1975-76, when a total of 149 persons left the Lehman faculty: 2 by death, 7 by retirement, 32 by resignation, and 108 by termination. The impact on programs and on faculty morale was predictably deleterious, and recovery is by no means complete.

Almost 70 percent of the full time faculty began their teaching experience at Lehman and have continued there. There are relatively few "older faculty," 40 percent being under 40 years of age. The proportion of tenured faculty is high, about 65 percent in the social sciences, for example. In some departments, 100 percent tenured faculty is the pattern. The necessity to consider "institutional factors" as well as individual merit in the awarding or withholding of tenure places the President in an extremely difficult position vis a vis the faculty. While faculty may accept the reality of the statistics on budget, student/faculty ratios, teaching loads, changing student body composition, and the like, there is an inevitable sense of loss and frustration when their impact results in denial of tenure to an able, productive, and valued colleague. That the President shares this sense of loss and frustration may not be generally understood or accepted by the faculty.

The feeling of vulnerability of untenured faculty is intensified by their awareness of FTE as a dominant budget criterion. Because decision-making seems increasingly centralized, and "success indicators" unclear, anxiety is compounded.

With limited opportunity for recruitment of new faculty, the College has faced up to the necessity of reassignment of teaching responsibilities in a number of departments, not an easy task under the best of circumstances. There is a general awareness of the need for new blood, but also a realization that opportunities for such an infusion are limited.

Despite the difficulties outlined above, it must be acknowledged that a major strength of Lehman College is the quality of its faculty. In terms of academic preparation, teaching experience, and scholarly productivity, vitae indicate a body of individuals with impressive credentials. Meeting with these individuals, one is struck by their own definition of themselves as teacher-scholars, persons who value their contacts with students and identify teaching responsibilities as highly important. Students mention the availability of faculty for conferences and advising; they speak of being instructed by "fantastic teachers." The presence on campus of five official Distinguished Professors is a matter of justifiable pride. A special exhibit of faculty publications in the library was impressive, as was the current list of faculty research and publications.

Faculty morale is generally higher than would be expected in view of Lehman's recent history, present heavy teaching loads, and

continuing funding problems. Perhaps there is an element of pride in surmounting obstacles and surviving--a feeling often encountered in communities after a severe natural disaster. As noted above, there seems to be a degree of cautious optimism in the Spring of 1978 which probably did not exist a year ago.

Interviews with faculty members confirmed their genuine concern for students, their identification with their disciplines, and their commitment to scholarly pursuits. Unfortunately, they also revealed a feeling of powerlessness on the part of the faculty, a sense in some cases of being pawns in a political process which is both internal to Lehman and external. A certain degree of malaise apparently stems from the faculty's perception that information flow (particularly that prior to decision making by "the administration") is poor to non-existent.

Visitors on a campus for a brief period of time cannot assess the accuracy of this perception. However, "a situation defined as real is real in its consequences," and steps should be taken at departmental, divisional, Provost's, and President's levels to change this perception. Despite our reluctance to use the hackneyed phrase, "Improve channels of communication," we must do so. The chapter on Administration and Governance in the Self-Study mentions the need for using the "machinery of communication and consultation." We concur. This is a serious problem, and the fact that it is common to most organizations (and especially troublesome in stressful times in academic circles) does not eliminate the need to take vigorous action to deal with it.

TEACHING AND ITS EVALUATION

Formal procedures for evaluating teaching by peers are mandated in the Agreement that the PSC CUNY negotiated with the BHE for 1977-78. These are outlined in the Self-Study and seem to be well understood by faculty. Because of their importance in the promotion and tenure review system, they are taken seriously. Most faculty also seem to feel that they are also of assistance in self-assessment of classroom effectiveness.

Student evaluations of teaching performance are mandated by the BHE. A variety of forms and procedures is used. Results of such evaluations are used in varying degrees by students in different departments, and the student grapevine is predictably used to augment them. As the Self-Study points out, information concerning the availability of information derived from student evaluations needs to be more widely available. Specific indications of where and when the results of evaluations could be consulted would be helpful to students.

Innovations are evident in many fields. Community based internships and field experience in sociology, psychology, nursing, education, and family and consumer studies not only give vitality to programs but

help to fulfill Lehman's objectives of service to the community. Enrichment of traditional disciplines such as the humanities has been the pattern in a wide variety of areas. Students speak enthusiastically about the concern, availability, and competence of their teachers.

Concern about the increase in teaching loads to 12 contact hours per week was voiced by a number of faculty members, particularly in terms of the negative effect upon research and scholarly activity. The President shares this feeling and has invited faculty to adapt teaching technologies to reduce loads on faculty while at the same time serving the same number, or even greater numbers, of students. It was obvious to the team that many faculty members were unaware of the possibility of such modifications; they view the 12 hours as mandated and therefore inflexible. Again, some mechanism to communicate the possibility of load reduction should be devised.

A related issue was mentioned by several faculty members teaching in the CUNY Ph.D. programs. Teaching small classes has the effect of lowering student-faculty ratios in the department, which is dysfunctional in budgetary terms, although everyone agrees that both faculty and department benefit from graduate involvement.

Another seeming conflict exists when faculty obtain grants which take them away from campus or provide for load reduction. Replacement is not guaranteed, even on an adjunct basis, and the department may be disadvantaged by an action which is presumably encouraged as a means of furthering research and enhancing professional development.

Whether these faculty perceptions are totally correct, the team cannot assess. In any event, it would seem necessary to disseminate accurate information on these matters.

A genuine concern--to which no definite answer seems forthcoming--is the level of course offerings at the present time. A certain decline in standards was cited by a number of faculty members as a result of changes in the composition of the student body. Other faculty members minimize the need for changes in content and methodology. Systematic data on this point are not available but would be helpful in curriculum planning, more effective utilization of Academic Skills and SEEK resources, and in relationship to the "image" problem Lehman experiences.

One measure of effectiveness of teaching is in graduates' admission to professional and graduate schools. That over 40 percent of Lehman applicants to medical and dental schools have been successful is indication of effective instruction. As indicated in the Self-Study, Nursing graduates have been outstandingly successful in securing licensure: 100 percent passed state boards in February of 1976 and 86 percent passed in July of that year.

A follow-up of graduates in elementary and secondary education employed in schools in the Bronx was undertaken in 1976. A sixty percent response was obtained, and it was learned that the preparation of Lehman College students for teaching was in most areas "at least adequate." On almost all measures these graduates' performance on the job after two years was either "fair" or "more than fair."

STUDENTS AND STUDENT LIFE

There is little question that the recent budgetary crises at Lehman College have had an adverse effect upon the quality and effectiveness of the student services program of the institution.

The actions which resulted in a reduction of staff positions in the Office of the Dean of Students from 51 to 20 during the height of the cut-back period have tended to raise many questions regarding the efficacy of the remaining operation.

Despite these serious disruptions to continuity of efforts, the morale of the staff, the competence and sense of professionalism which they display, and the determined manner in which they appear to be adjusting to their rapidly changing conditions are positive indices of this program. Many of the services offered students are no longer provided in an in-depth fashion as staff assistance for such is simply not available. Staff members have closed ranks and are attempting to provide the students with essential services.

It appears that the Office of the Dean of Students is seriously committed to and positively contributing to the achievement of the basic objectives of the College as outlined in the Self-Study.

The morale of students appears to be high despite some concern about the future of the College and the feeling that physical facilities for student organizations and activities leave much to be desired. Efforts are underway to improve the number and quality of student facilities. This should do much to relieve the feeling of "a lack of cohesiveness" which many students express.

On the whole, students feel that the quality of offerings, both academically and in the area of student services, is adequate. The Office of the Dean of Students contributes significantly to the College-wide program designed to meet the academic needs of students. Considerable staff effort is devoted to programs such as the Freshman Colloquium, orientation, academic advisement, testing, counseling, tutoring, and bilingual activities. The need to develop mechanisms for better articulation of these activities among the several administrative units involved is, however, quite apparent and deserves immediate attention.

The following suggestions are proffered for the College's consideration:

1. Increased attention may be needed in the matter of titles of staff members, particularly at the coordinators' level. Students and others dealing with the Office are not likely to be able to determine the functions performed in certain offices by the titles assigned.
2. Enhanced use of computer applications, particularly in high volume areas such as financial aid and registration, may serve to alleviate some of the problems generated by a reduction in staff.
3. Increased support for efforts in the area of Academic Skills Development is needed. This would meet the needs of a sizeable portion of the student body and give heightened meaning to several pertinent objectives of the College.
4. Expanded research efforts are needed, particularly in assessing the effectiveness of special programs in Academic Skills Development and in the Bilingual area. This would not only provide information about outcomes, but should serve also to better target available resources.
5. Exploration of the feasibility of enclosing portions of the plaza area at Carman Hall may result in the recovery of usable space for College activities.
6. Increased emphasis on the acquisition of special grants to augment limited staff in the several innovative and interesting programs at Lehman is indicated. Particularly in the areas of recruitment, Bilingual studies, and Academic Skills Development, as well as independent studies and volunteer programs, grant money could enable Lehman to demonstrate real leadership.
7. Examination of the entire program of student services in the light of budgetary restraints, with a view towards the development of alternative methods for enhancing the delivery of services to students, could result in a unique operation which might prove to be a model for the future.

INSTRUCTIONAL FACILITIES AND RESOURCES

Resumption of construction on Lehman College campus in the Fall of 1977 was hailed by administration, faculty and students as evidence of CUNY's commitment to the future development of the College. Completion of the new speech and theatre building will provide facilities not only for the performing arts but for clinical and research activities in the speech and hearing sciences, as well as needed classrooms.

Renovation of Student Hall will benefit the academic program in Music and provide a much needed recital hall. Other benefits will accrue to service functions: food service, bookstore, buildings and grounds, and the like.

Availability of a new library and auditorium is eagerly awaited, not only for the impact it will have on academic programs but for the contribution it can make to the cultural life of the Bronx.

The College has been handicapped by lack of the facilities enumerated above. Perhaps equally handicapping was the uncertainty about whether the steel skeleton would remain a skeleton, whether Lehman's future was reflected in decisions to halt construction. Obviously, the resumption of the building program had an important positive influence upon morale.

A grant of \$415,000 from the Economic Development Administration for renovation of Gillet and Davis Halls, and for repairs of surface walks and for some painting, is another positive in the picture of Lehman's physical facilities. Again, the benefits will be both material and psychological.

Students look forward to the construction of a temporary facility at the end of the athletic field for their use and to the renovation of Reservoir Hall (T-1). Meeting space for student groups is extremely limited at present, as well as space for informal interaction among students. While additional physical facilities alone will not solve the problem of acculturation to the college experience and provision of enrichment outside the classroom, they will certainly enhance opportunities for the achievement of these objectives.

Laboratories and computer facilities seem adequate to good, as indicated elsewhere in this report. Fuller utilization of instruction in computer technology in various subject matter areas may await expansion of facilities, although faculty interest rather than adequate hardware may be the missing ingredient.

Existing plant facilities need a sound preventive maintenance program. The plant operation budget funds are inadequate for this purpose. Adherence to the National Association of Plant Administrators' guide is recommended in the preparation of budgetary requests for plant operation funds.

THE LIBRARY

The library of Lehman College has served with appropriate distinction the varied clientele who have sought to use its facilities. The librarians and non-instructional personnel are both informed and dedicated individuals. The varied needs of students, as well as the curriculum, have been recognized as the public service role of a library is performed.

Sound educational/library procedures have been developed on behalf of the interdisciplinary academic activities as well as the regular demands of the teaching faculty. Assisting in the proper education of a changing student population is a notable emphasis in library instruction at Lehman.

Library instruction is provided by a bilingual librarian. Appropriate multi-lingual materials have been acquired within the framework of the collection. Measures of professional activity and collection development can be similarly noted. The reference collection is a distinguished one; similarly, the select government depository and micro materials provide a vast source of support for the existing curriculum. Users of this library are further advantaged by the multitude of library resources available to them by virtue of their geographic location. The Self-Study properly identifies these resources as well as other library strengths.

The existing library is close to its saturation point for serving the academic community. The new library structure should double the space for the collection and bring about a more quiet setting for users of the library. Seating for 1,000 - 1,400, seminar rooms, and facilities for graduate and faculty study areas should further strengthen the rapport between the teaching faculty and the structure of librarianship. The reuniting of the periodical collection with the components of the library will help.

The library staff are to be commended for their overall knowledge of both practical and theoretical ramifications of current technologies available to them. A new computerized service (CSLI) which will serve both the acquisitions and circulation departments is now being purchased. The OCLC network is being used by the cataloging department to process new materials.

All members of the College community are well aware of the specific danger to the library as a result of severe budget cuts. Obviously, collection building and the viability of staff service suffered. It is anticipated that better funding will be reinstated, and certainly a stable pattern of funds is essential for library development.

Librarians, along with members of the Senate faculty library committee, will wish to steep themselves further in the potentials and opportunities for bettering library service, specifically:

1. Develop library instruction manuals in Spanish.
2. Utilize to the maximum the bilingual Spanish-English subject heading list currently being developed.
3. Reestablish a line budget for teaching departments; however, it is recognized that this can be done only when an appropriate budget is achieved.
4. Reestablish the procurement of significant periodical titles which conform to the needs of the curriculum.
5. Reacquire the staff to accomplish the above mentioned points as well as properly staff the library building. (Seven librarians and three support staff have been lost over the years.)

- a. Employ, by means of Affirmative Action procedures, bilingual librarians and support staff.
 - b. Employ College assistants in lieu of student assistants.
6. Experiment with longer library hours as some teaching departments have requested. (This can be done only by achieving 5, above.)
- a. Pay overtime to staff in order to achieve longer hours on evenings and week-ends. Constant reevaluation may be needed on this point.
7. Reexamine the current location and services of the campus audio-visual department. A vital service is being performed by this staff, but funds are desperately needed to further this work. Conceivably, the library and audio-visual services should have been united at the time the new library was being planned.
8. Place the chief librarian (or an alternate) on the campus wide curriculum committee and the graduate committee. This would permit participation in planning, rather than merely reacting to plans.
9. If a long range campus planning committee is to be developed within the governance of Lehman, both audio-visual and library personnel should be involved.
10. Selectively reduce the size of the current reference collection.

In conclusion, it is to be noted that the Division of Science has been granted a special collections arrangement for the new building. This arbitrary device for bettering a special segment of the campus ought not to be provided any other division or agency, for it rather weakens the inter-disciplinary arrangement of a library collection. Furthermore, this step is a costly measure, for it (a) divides staff effectiveness, and (b) to a certain degree may tie up floor space.

Administration and Governance

A visiting team needs to assess the administrative and governance structures of a CUNY unit in the light of BHE mandates and provisions of the PSC/CUNY contract. We have tried to do this in the case of Lehman College but freely acknowledge that our understanding of these is incomplete. Furthermore, we are aware that the location of certain departments in one administrative unit rather than another is often a matter of historical accident, expediency, or personal preference of an influential faculty member. To expect a completely logical administrative structure would be unrealistic, and the test should be functional effectiveness rather than a theoretically perfect model.

Within these limitations, we feel constrained to raise a few questions, all of them growing out of our reading of the Self-Study and our observations during a brief campus visit. Our general observation is that the time is ripe for a study of organizational structure and management procedures. We were informed during the course of our visit that two outside consultants had recently been engaged to conduct a study of some aspects of management. It may be that some of the matters dealt with below are already receiving attention.

We believe that a study of the place of governance in the life of the institution could serve to (a) reduce faculty anxiety in a period of extraordinary stress, and (b) enable the administration to rely increasingly on faculty strengths in coping with problems within Lehman as well as some which are external. Among the questions which might be studied are the following:

1. Is the divisional structure achieving the results intended when it was established in 1974? Specifically, what is the role of the academic deans? The Self-Study gives a detailed explanation of the why and how of the division structure, but this is not generally understood by the faculty. Even some department heads seem to define the structure as "another layer"; others agree that the system should work, but state that it does not provide academic leadership. Instead, they say, administrative tasks receive priority over educational planning.

2. Is the Health Professions Institute on a par with the academic divisions? The organization chart indicates parity, but this does not seem to represent reality. Given the growing importance of professional programs, it would seem important to identify their appropriate place in the administrative structure.

3. How can the role of Nursing within HPI be structured to maximize its contribution to the program and minimize the potential for conflict over position and authority of the Director of Nursing and the Director of HPI? This is not to suggest an imminent conflict or breakdown of confidence between the two incumbents, but merely to point out that the feasibility of the arrangement should be studied. The arrangement's success should not be so heavily dependent upon personal qualities of good will and voluntary cooperation as is true at present.

4. What can be done to increase the proportion of women and minority members on the upper levels of both faculty and administration?

5. Is a study of the Senate's functions not overdue? It was difficult for the team to obtain any sense of strong support for its present organization and operation. Aside from the monitoring function of the Curriculum Committee, there seems to be little understanding of what is done by the several committees. Whether there is sufficient faculty interest and time to maintain both a strengthened Senate and an effective

Faculty Organization is questionable. The same question might be relevant in the matter of President and Provost: how many organizations can they deal with effectively?

In short, the team feels that a study should be undertaken of the effectiveness of the present structure and to make recommendations for needed change.

6. What can be done to foster academic planning on a campus-wide basis? Granted that budgetary uncertainties make detailed planning extremely difficult, there is still need to go ahead with the process in the most realistic way possible.

The Self-Study has provided a good look at what is, and has identified some areas to which attention should be given. A next step would logically seem to be concerted efforts to utilize the same kind of process in comprehensive planning.

Finances

The college financial operations are generally conducted in accordance with accepted college business practices. The budget system provides for a process whereby the requesting department may present its case and expect fair treatment. There are few perceived budget injustices except for the major financial support reduction imposed on the college by the CUNY System central office. Although the institution is well on its way to recovery from the historical stringent budget cut, it remains an ominous signpost of a potential future budget hazard. Accordingly, an artificial external stress factor exists which has permeated the entire institution.

The college is currently in the process of developing a long range financial/enrollment plan to guide its future operations. This plan will be presented to the State of New York financial officials; it is hoped that support by the state funding agency will be forthcoming. Routine historical budgetary formulae may need closer examination and careful scrutiny when applied to Lehman College because of its unique character, location, and the necessary academic support services associated therewith.

At the present time, no further budgetary reductions in personnel or other cost should be mandated for at least two years so the college might regain its direction and re-think its mission without the threat of the budget axe. In its youth, the college has seriously stumbled over barriers placed in its way. Irreparable damage may be done if the City and State of New York financing authorities require any unnecessary surgery. By adopting a zero base budget cut posture, state and local financing authorities will allow Lehman College the opportunity to regain its once vibrant composure and permit unencumbered service to the student constituency.

The Effect on Students of Their Experience at Lehman

A reference in the Self-Study to the "former office of Educational Research" */italics added/* is indicative of one of the problems in securing valid data about outcomes. One of the persons concerned about such data at Lehman commented that because of budget cuts "institutional research died along the way." This is undoubtedly an exaggeration. Although the position of Director of Institutional Research was eliminated during the budget crisis, some institutional research continues. Process and product in remedial education, new teaching methodologies, programs such as Black Studies, Puerto Rican Studies, Bilingual Education, CSS-- all should be studied not only for reasons of program development but because of the value of such information to the academic world at large. Outcomes of the Saturday morning classes for high school students should be ascertained; the impact on the Bronx of student internships in schools, social agencies, senior citizens' activities, and the like--all are worthy of evaluation in the light of college objectives.

Some members of the team see a larger problem: they identify the need for a data base from which information flow vertically and horizontally could take place. Decisions of an academic nature require the most complete data base possible, and still further require that this information be widely shared.

The studies we examined were interesting and worthwhile; much more needs to be done. Grant applications should be encouraged to permit careful evaluation of some highly innovative programs at Lehman. Meanwhile, it is suggested that faculty resources internal to Lehman be mobilized to undertake some limited range follow-up studies of a few areas of concern.

In Conclusion

The team feels that Lehman College has made excellent progress in the ten years of its existence, surmounting major obstacles arising from budget cutbacks of serious proportions, adjusting to changes in the student body composition, and moving toward greater service to the community. We see Lehman as a College with an identity of its own, maintaining the liberal arts tradition and needing now to acknowledge positively its concurrent emphasis on professional programs. While retrospection has been useful in evaluating strengths which should be maintained, we feel that looking forward and planning meaningfully for the future is the major task of faculty, administration, and students at the present time.

It is our hope that the observations in this report will be of assistance to you. We are confident that our suggestions and recommendations will be accepted in the spirit in which they are offered: an attempt to provide focal points for the deliberations of a faculty, administration, and student body whose collective wisdom is the best guarantee of a steady course for Lehman College in the future.

HERBERT H. LEHMAN COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK

BEDFORD PARK BOULEVARD WEST
BRONX, NEW YORK 10468

OFFICE OF THE PRESIDENT

(212) 960-8111

May 15, 1978

Commission on Higher Education
Middle States Association of Colleges
and Schools
3624 Market Street
Philadelphia, Pennsylvania 19104

Ladies and Gentlemen:

I forward the College's response to the "Report to the Faculty, Administration, Trustees, and Students of Herbert H. Lehman College of The City University of New York," submitted by the Evaluation Team representing the Commission on Higher Education of the Middle States Association of Colleges and Schools, chaired by Professor Margaret B. Matson of The Pennsylvania State University. The College expresses its appreciation for the care and interest shown by the Evaluation Team in its visit and in the preparation of the Report. We are pleased that the Report reflects favorably upon Lehman College.

The Report has highlighted for the College community areas that are of concern and which will be given careful attention in the near future. There are several matters upon which we will comment.

In its review of the "Objectives" of the College, the Team comments upon the need of the College "...to initiate measures which would clarify the role of the professional programs at Lehman." As the Team noted, the importance of the professional programs at Lehman has risen markedly within the last five years. In a proposal for restructuring the academic organization of the College that I have forwarded to the College Committee on Faculty Personnel and Budget, the significance of professional studies is emphasized by the establishment of a Division of Professional Studies, encompassing a number of the College's professional programs. The creation of this Division will indicate to the College community and for outside communities the importance that the professional programs have come to play.

The Evaluation Team's review of the "Instructional Programs" of the College includes a number of comments regarding the Bilingual Program within the Department of Puerto Rican Studies of the Humanities Division. The Team mentions several areas of concern. The changing demography of the College's region and the recent alteration in its student body emphasize the importance of resolving the concerns pointed out by the Team, and the College has already taken steps in this direction. After a wide search, an outsider was recruited in September, 1977, and appointed Chairman of the Department of Puerto Rican

Studies and Director of the Bilingual Program. He has extensive training and considerable experience in bilingual education. The matters of concern pointed out by the Evaluation Team are being addressed, and will be in the future, by appropriate department and College faculty, as well as by College administrative officers.

Also in the review of the Instructional Program, the Team comments upon the lines of authority from the Director of the Health Professions Institute and the Department of Nursing to the Central Administration, and between the Directors of Nursing and the Health Professions Institute. At present, the Chairman of the Department of Nursing reports to the Director of the Health Professions Institute who, in turn, reports to the Provost of the College. This structure has worked effectively for two academic years. The Institute is a developing program, with many of its components still in the process of becoming institutionalized at the College. As the program develops, the position of the Institute and of the Director of the Institute in the College's structure will be under review.

In its discussion of "The Faculty," the Evaluation Team describes a perception that exists among some faculty members regarding "information flow" at the College and suggests that steps be taken at the departmental, divisional, Provost's and President's levels to change this perception. As reported above, the College is undertaking a reorganization of the academic structure. The proposed structure will reduce the number of divisions to three and place all of the academic departments within one of the three divisions. It is hoped that this streamlining of the academic structure will increase participation and improve the flow of communication at the College. Other steps, including a recent "Dialogue" between the President and Provost with the membership of the Lehman College Chapter of the Professional Staff Congress/CUNY at a Chapter meeting, should also help to improve information flow at the College.

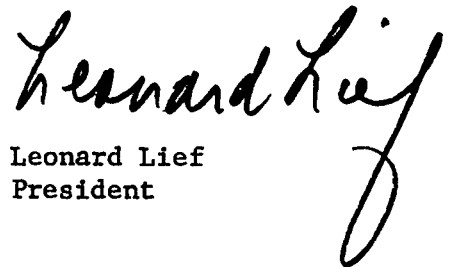
The Evaluation Team, in its discussion of "Administration and Governance," observes that the "...time is ripe for a study of organizational structure and management procedures," and suggests some areas for review. In the light of several recent reports, including the Report of the Evaluation Team, I have, as noted, forwarded for discussion, to the College Committee on Faculty Personnel and Budget, a proposal for reorganization of the academic structure of the College into three academic divisions. The proposed structure will permit more concentrated leadership efforts by the senior academic officers of the College, working in conjunction with the divisional executive committees. Increased emphasis will also be placed on academic and management planning.

The College accepts the Report of the Evaluation Team with thanks. We appreciate the comments and suggestions put forth by the Team. The Report

May 15, 1978

will be made widely available to the Lehman College community and will contribute to the continued growth and development of the College.

Sincerely yours,

A handwritten signature in cursive script that reads "Leonard Lief". The signature is written in black ink and is positioned to the right of the typed name and title.

Leonard Lief
President

LL/lm