

11 April 1988

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 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 Dr. Vera King Farris, President of Stockton State College. 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 and that the Team's findings were in accord with the Self Study prepared by the committee of faculty, staff, and students at Lehman. We are particularly gratified that the Team responded so favorably to the quality of the faculty at Lehman, the diversity of the student body, and to the excellence of the curriculum.

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 of these matters upon which we will comment.

In the section on Student Recruitment, Admissions, and Retention (page 4-5), the Team encourages the College to "focus concentrated effort on the area of retention" and to undertake "a more coordinated effort on retention . . . perhaps via a college-wide Blue Ribbon Task Force." The College has currently engaged this issue on a variety of fronts: the Skills Development, ESL, and Bilingual Programs were all restructured to the end of increasing retention among students traditionally most at risk; under the administration of the present Associate Dean of Undergraduate Studies, academic advisement, increasingly cited as one of the most important elements in retention, has been greatly increased and improved, and new proposals regarding retention continue to be generated from this office; in addition, the office of Enrollment Management, still in its first year, is expanding its activities and

increasing its resources among faculty and students. (One of the peer support groups we are developing is a group to work with the recruiting effort.) The College is committed to the enhancement of student services, another element in the complex picture of retention. The suggestion from the Evaluation Team that there should be a Committee or Commission to coordinate and further develop these various efforts is an excellent one, and one which the College will work toward implementing in the immediate future.

On pages 6 and 7 and again on page 18, the Report comments on the condition of the Student Center building and the seeming lack of leadership training and personal development programs for students. Regarding the Student Life Building, we concur with the Report. The current building is a temporary one which is very heavily used. Thus far, we have been unable to gain approval for the construction of a proper student center on campus. The State does not view this as a proper function of Construction Authority funds. Working through the City University we have begun a campaign to convince the State to reverse this policy. In the meantime we will undertake this coming summer a major effort to refurbish the present building.

Student involvement in "student development programs" has proven to be cyclical; in the recent past there has not been much student interest. This current academic year has shown a sharp increase of student involvement in campus affairs, however, and thus, at this point, plans set in motion a year ago for a variety of peer counseling groups have come to fruition. Finally, support for Student Services has necessarily had to compete with all other divisions of the College for a shrinking number of resources. (In 1976 there were 53 professional lines; now there are about 25, counting people on designated assignments, such as enrollment management, who are unavailable for the kind of student support services the Report refers to.) Nonetheless, the College is committed to the enhancement of student services and student life, and through the office of the Vice President for Student Affairs will continue to find ways to meet that goal.

On pages 7 and again on page 10, the Report reiterates the concern of our Self Study about the need for systematic institutional research which would, among other advantages, allow the College to conduct "a more systematic approach to assessment of . . . program outcomes." The Team specifically recommended that we "establish an institutional research facility" and "a committee on institutional research". The College recognizes the need for such a facility and has already established an institutional research committee which is, at the moment, working on plans for an Institutional Research Office, and considering the possibility of hiring a full-time Institutional Research Officer.

The Report also asks (on pages 8 and 9) whether the College will be able to expand its resources to meet the increasing number of programs at the College. We recognize the strains on our faculty

and staff which result from our commitment to meet the demands placed on us as the only four-year public institution of higher learning in the Bronx, but we are determined, through careful use of resources, dedication of faculty and staff, and planning and supervision through the academic officers of the College to continue to meet those demands. For the growth of the graduate education programs, we have already, through the Office of the Provost, begun a series of meetings of all graduate advisers to decide on issues of admission and student services. In addition, the Provost plans to assign central responsibility for graduate programs to a specific administrative officer.

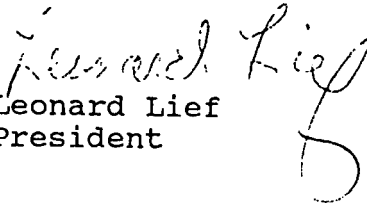
In the discussion of the Faculty at Lehman College, the Report calls attention to the need for faculty development, particularly for junior faculty, and also the need to "promote and value good teaching." Faculty development at the City University is to some degree determined by the Central Administration; the PSC-Cuny Research Grants are competitive grants available to all faculty, as are the opportunities to take part in the Faculty Development Program run by the Central Office, involving everything from writing workshops to computer training. Lehman has had a number of junior faculty who have received the research grants, and others who have taken part in the Faculty Development Program. In 1986-87, for example, 15 of the 54 Lehman applications for PSC-CUNY Research Grants were from faculty at the assistant professor level or lower level; eight out of the 31 awards went to such junior faculty. During the same period, two out of nine Lehman faculty who took part in the Faculty Development Program (to be eligible one must be tenured) were at the assistant professor or lecturer level. In addition, Lehman itself, through the office of the Provost, instituted last year a series of Released Time for Research Awards, of which six out of 19 awards went to junior faculty. This year the Provost has added a new series of Awards for the Improvement of Teaching. As recommended by the Self Study, the Provost is also in the process of setting up a Commission on Teaching which will have among its charges investigating ways and means to support, evaluate, improve, and reward teaching.

Of all the suggestions and comments made by the Evaluation Team, none has been offered or received with more seriousness than those on the issue of Affirmative Action hiring. The report states on page 12 that "the team notes that not much evidence of progress was found in Lehman College's affirmative action record over the past decade. This seems particularly unsettling since the professional cadre of the college now contrasts even more with the increasingly diverse, heterogeneous student body." The College acknowledges that this problem is real, but it is partly due to forces beyond its control. Up until the last two years, the College has not been able to do much hiring; it has in fact consistently lost tenure-bearing lines. Nonetheless, the percentage of Black, women, and Asian-American faculty has increased somewhat over the nine year period, although it is also true that the absolute numbers

for women declined and the number of Blacks remained the same. In the most recent hiring (1987-1988) there were more women hired than men, and there were also Black, Hispanic and Italian Americans who were hired. However we can and will do better. To that end, we have a new and strong Affirmative Action Committee which will issue guidelines for all new hiring in the next couple of months, guidelines which will be reinforced by administrative measures. Further, the Provost has announced to all department chairs that, in addition to required recruitment plans which must be submitted before any recruitment is authorized, each Department will be asked specifically what they have done to enlarge their pool of applicants and if, in the judgment of the Provost, there has not been a serious effort to meet the requirements of Affirmative Action hiring, he will not authorize the department to hire. The College hopes that these and other actions to be recommended by the Affirmative Action Committee will begin to address this problem.

The College accepts the Report of the Evaluation Team with thanks. It appreciates all the comments and suggestions put forth by the Team. The Report will be made widely available to the Lehman College community and will contribute to the continued growth and development of the College.

Sincerely yours,

  
Leonard Lief  
President

Office of the President • (212) 960-8111

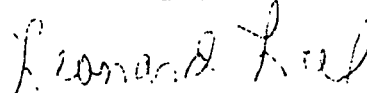
12 April 1988

Vice Presidents  
Deans  
Departmental Chairs  
Lehman College

Ladies and Gentlemen:

I forward to you a copy of the "Report to the Faculty, Administration, Trustees, and Students of Lehman College of The City University of New York," submitted by the Evaluation Team, chaired by Dr. Vera King Farris, President of Stockton State College, representing the Commission on Higher Education of the Middle States Association of Colleges and Schools. Also enclosed is a copy of the College's response to the Report. Please study the Report and make it available to the staff members within your area. If you have comments upon the Report, I shall be pleased to receive them.

Sincerely yours,



Leonard Lief  
President

LL/ah  
Enclosures  
cc. Professor Larry Sullivan, Library  
(3 copies)

7 4 9

Report to the  
Faculty, Administration, Trustees, Students.

of

HERBERT H. LEHMAN COLLEGE  
THE CITY UNIVERSITY OF NEW YORK  
Bronx, New York 10468

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-study report and a visit to  
the campus on February 7 - 10, 1988

This report represents the views of the evaluation team as interpreted by the Chairperson; 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. The revised edition (1982) of the Characteristics of Excellence in Higher Education was used as a guide.

The members of the team:

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Working with the team:

Richard Barsam

University Associate Dean for Faculty and Research, The City University of New York, 535 East 80th Street, New York, New York 10021

AT THE TIME OF THE VISIT

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

Year of first graduating class: 1969

President: Dr. Leonard Lief

Provost and Vice President  
for Academic Affairs: Dr. Melvyn Nathanson

Chairman of the Board of Trustees: Mr. James P. Murphy



ANNUAL INSTITUTIONAL DATA SUMMARY

COMMISSION ON HIGHER EDUCATION  
Middle States Association of Colleges & Schools  
3624 Market Street  
Philadelphia, PA 19104 (215-662-5606)

Due Date: January 15, 1988  
All data should be current  
or as recent as possible.

ALL TERMINOLOGY BASED ON A COMMON LANGUAGE FOR POSTSECONDARY ACCREDITATION: CATEGORIES AND DEFINITIONS FOR DATA COLLECTION\*

OFFICIAL FILE COPY  
PLEASE RETURN  
TO PRES OFFICE

Lehman College /CUNY  
Name of Institution

(212) 960-8881  
Institutional Telephone Number  
(for MSA Directory)

Bedford Park Boulevard West  
Address

Bronx, New York ..... 10468  
City State Zip Code

Dr. Leonard Lief, President  
Name & Title, Chief Executive Officer  
Dr. Glen T. Nygreen, Vice President  
for Student Affairs

(212) 960-8111  
Direct Telephone Number/CEO

Name & Title, Second Chief Administrative Officer

The Honorable James P. Murphy  
Name of Governing Board Chair  
Board of Trustees of The City University  
of New York, 535 East 80th Street  
Board Chair's Address

Multi-Unit Systems/District:

Name of System/District: City University  
of New York

New York, New York 10021  
City State Zip Code

Dr. Joseph Murphy, Chancellor  
Name & Title, System/District CEO

535 East 80 Street  
Address of Central Administration  
New York, New York 10021

TYPE OF INSTITUTION Doctoral granting \_\_\_\_\_ Comprehensive X

General \_\_\_\_\_ Two-year \_\_\_\_\_ Specialized/ \_\_\_\_\_ Certificate \_\_\_\_\_ Diploma \_\_\_\_\_  
Baccalaureate \_\_\_\_\_ degree \_\_\_\_\_ Professional \_\_\_\_\_

INSTITUTIONAL SPONSOR Public: City \_\_\_\_\_ County \_\_\_\_\_ State X Federal \_\_\_\_\_

Private/Independent \_\_\_\_\_ Nonprofit \_\_\_\_\_ For Profit \_\_\_\_\_ Religiously affiliated \_\_\_\_\_

INSTITUTIONAL CALENDAR: Quarter \_\_\_\_\_ Semester X Trimester \_\_\_\_\_ 4-1-4 \_\_\_\_\_ Continuous Term \_\_\_\_\_

continued ...

\*Copies are available from NCHEMS Publications, P.O. Drawer P, Boulder, Colorado 80302, Publication 2BA370, \$10.00/copy + \$1.95 postage and handling. Phone order: 303/497-0390.

ENROLLMENT (latest Fall data): Men: Full time 1344 Part time 1534  
Women: Full time 2786 Part time 3596

Undergrad: Full time 3988 Part time 3751 Grad: Full time 142 Part time 1378

TOTAL HEAD COUNT 9260 Full time equival: Total # student credit hours offered 89,343

Percent minority students: Full time 62 Part time 62 FTE 3774  
Normal single student credit hour load 9.65

FACULTY Full time: men 242 women 167 minority 82  
Part time: men 150 women 107 minority 61

ADMINISTRATORS Full time: men 37 women 23 minority 12  
Part time: men 0 women 0 minority 0

GOVERNING BOARD men 9 women 8 minority 9

(Includes Italian Americans a University designated protected group)

FINANCES: Current Total Operating Budget \$ 47,463,000

Current total revenues \$ 47,463,000

Percent from: Tuition and Fees 19.5% Public funds: Local 1.8% State 69.0% Federal 19.4%  
Endowment .1% Gifts/grants .1% All other .1%

Current Total Educational and General Expenditures and Mandatory Transfers \$ 47,765,000

Current Endowment: Unrestricted \$ 194,000 Restricted \$ 176,000

Last fiscal year Surplus (Deficit) 0 Cumulative Deficit 0

Percent of annual E & G funds allocated to library excluding staff salaries 1.2%

Estimated replacement cost of physical plant \$ N/A Plant Debt \$ N/A

Estimated cost of deferred maintenance \$ 230,000

PROFESSIONAL or SPECIALIZED ACCREDITATION (from accrediting bodies recognized by the Council on Postsecondary Accreditation [COPA] and/or the U.S. Department of Education):  
Cite Program or School, degree level; e.g., Architecture (M), Business (B,M), Technologies - by name (A), Dental Hygiene, Engineering Technologies, etc. (If applicable, cite specialized agencies such as LCME, AACSB, ABET, etc.)

Professional certification in teaching (B,M STATE)

Professional accreditation in teaching (B,M NCATE), Nursing (B,M NLN)

Speech Pathology/Audiology (M, ASHA); Social Work (B, CSWE)

License qualified programs in Nursing (B, STATE), Accounting (B,M STATE)

Speech Pathology/Audiology (M, STATE)

continued ...

BRIEF NARRATIVE DESCRIPTION OF THE INSTITUTION (See Enclosed CHE Guidelines):

Public (STATE) comprehensive four year College of The City University offering bachelor and masters degrees in liberal arts & science and professional programs. Site of the CUNY doctoral program in plant sciences. Off campus program at Rockland Community College for graduate education courses. Study abroad program in Paris, France. Adult degree program also available. Professional accreditation and certification in teaching (B,M NCATE and STATE); accreditation in Nursing (B,M NLN); speech pathology audiology (M,ASHA) 'social work' (B,CSWE).

SIGNIFICANT INSTITUTIONAL CHANGES DURING THE PAST YEAR (Attach separate sheet if necessary) -

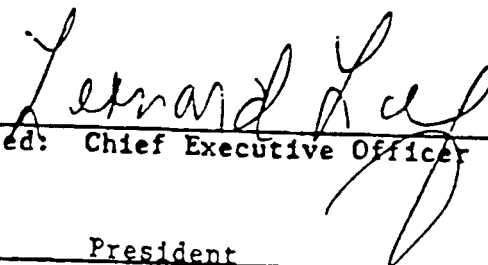
Administrative restructuring: establishment of Vice President for Institutional Advancement, and Director of Enrollment Management. Return to Divisional structure with full Deans in charge of each of four divisions; New Division of Nursing established.

SIGNIFICANT INSTITUTIONAL CHANGES PLANNED DURING CURRENT OR NEXT YEAR (Attach separate sheet if necessary)

Will search for Deans of Arts and Humanities and Nursing; will evaluate governance structure with possible changes enacted; will establish Institute for Bronx ReDevelopment and will establish a Masters degree of Liberal Studies; Preliminary data on the evaluation of the new curriculum will become available; a Commission on Teaching and a Committee on Institutional Research will be instituted.

OFF-CAMPUS ACTIVITIES/LOCATIONS - Branch Campuses or Centers; Extension/Continuing education sites; Cooperative or Contractual Relationships, etc. See Special Section attached.

STUDY ABROAD PROGRAMS/COURSES OF STUDY: see Special Section attached.

  
Signed: Chief Executive Officer  
\_\_\_\_\_  
Title President  
\_\_\_\_\_

Date January 20, 1983

MIDDLE STATES COMMISSION ON HIGHER EDUCATION  
 624 Market Street  
 Philadelphia, PA 19104

Annual Institutional Data Summary  
Domestic Off-Campus Programs

For Commission records on domestic off-campus programs, please complete this form, noting all educational activities your institution offers off-campus, either separately or in cooperation with other institutions or in any form of contractual arrangement. Submit this report only if your institution participates in such activities.

Lehman College  
 Institution's Name

Bedford Park Blvd West, Bronx, N.Y. 10468  
 City State Zip Code

List here programs sponsored or co-sponsored by your institution offered for academic credit to students from your institution and/or other American colleges and universities. The required information pertains to programs in which your institution plans, organizes, recruits, manages, and/or directs off-campus programs, or has a contractual arrangement with another organization to do so.

Name/title of home-campus-based individual responsible for all off-campus programs:

Name(s) of Director(s) off-campus and location(s) (attach additional sheet if necessary):

\_\_\_\_\_

Dr. Polistok

Address \_\_\_\_\_

Dept. of Specialized Services in  
 Education

Telephone: ( ) \_\_\_\_\_

Program Title/Location	Usual number of students				Degrees available?
	Full Acad. Yr. Only	Fall Sem.	Spring Sem.	Summer	
1. Special Education Rockland	120	120	120	55	No
2.					
3.					
4.					

Please continue on separate sheet if necessary.

Mr. Charles Schreiber  
 Name of Person completing this Form

Co-sponsoring institution(s) or contracting party if any:

Registrar  
 Title

\_\_\_\_\_

Bedford Park Boulevard West  
 Address

\_\_\_\_\_

Bronx, New York 10468  
 City State Zip Code

\_\_\_\_\_

Date Telephone (212) 966-9055

For Commission records on Study Abroad activities, please complete this form, noting all educational activities your institution offers abroad, either separately or in cooperation with other institutions, U.S. as well as foreign. Submit this report only if your institution participates in such activities.

Lehman College  
 Institution's Name  
 \_\_\_\_\_  
 \_\_\_\_\_  
 City State Zip Code  
 Bronx New York 10468

List here programs sponsored or co-sponsored by your institution offered for academic credit to students from your institution and/or other American colleges and universities. The required information pertains to programs in which your institution is involved in planning, organizing, recruiting, managing, and directing study abroad activities.

Name/title of home-campus-based individual responsible for all study abroad programs:  
 \_\_\_\_\_  
 Dr. Eileen J. Allman  
 \_\_\_\_\_  
 Assoc. Dean for Undergraduate Studies  
 \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone: (212) 960-8375

Name(s) of Director(s) abroad and location(s):  
 \_\_\_\_\_  
 Professor Nadine Savage  
 \_\_\_\_\_  
 University of Paris VIII  
 \_\_\_\_\_  
 78, Bd. Arago  
 \_\_\_\_\_  
 75013 Paris  
 \_\_\_\_\_  
 France

Program Title/Location	Usual number of students				Program Emphasis
	Full Acad. Yr. Only	Fall Sem.	Spring Sem.	Summer	
1. (France) New York/Paris Exch. Kingsborough Com.		1	2		French
2. Coll./Paris, France				1	French
3.					
4.					

Please continue on separate sheet if necessary.

Co-sponsoring institution(s) if any:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Dr. Maurice H. Heywood  
 Name of Person completing this Form  
 \_\_\_\_\_  
 Campus Coordinator for Study Abroad  
 Title  
 \_\_\_\_\_  
 Lehman College/CUNY  
 Address  
 \_\_\_\_\_  
 Bronx New York 10468  
 City State Zip Code  
 Telephone (212) 960-8104

December 18, 1987  
 Date

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"To everything there is a season, and a time to every  
purpose under the heaven:  
A time to plant, and a time to harvest."

Ecclesiastes 3:1,2

## I. INTRODUCTION

The year 1988 celebrates the twentieth anniversary of Lehman College. It is also the twentieth year in office for the founding president of the college. The end of the second decade of history for Lehman seems to be marked by a period of rejuvenation and renewal. There are new sets of curricular activities as evidenced by the new CORE, the new distribution requirements, and the new refinements to the graduate programs. New titles exist as exemplified by the Director of Enrollment Management. Even new fiscal strategies via fundraising and competitive grants (FIPSE) are evident. Certainly, highly visible are the impressive new buildings and newly renovated areas of the college.

It, therefore, seems germane that at this point on its continuum, Lehman College has undertaken a thorough self-evaluation which culminated in a well-written Self-Study Report. Correlatively, the college has hosted a visiting evaluation team which, like an anniversary candle, arose de novo for the purpose of assisting Lehman with its twentieth year review, and whose brief but intense light now culminates with this report.

The visiting team has studied the materials available, with particular attention to those prepared especially for this evaluation. The visit spanned three and one-half days during which team members attended meetings with committees, faculty, staff, students, and administrators at Lehman as well as several key officers of the City University of New York (CUNY) and interviewed more than 200 members of the college community, individually and in groups.

It has been agreed since the beginning of the self-study process that the evaluation would be a comprehensive one of all major areas of the college.

The Sunday evening dinner with Lehman College officers was helpful in providing a basis of common understanding with respect to the team's visit. It established the basis for pursuing individual issues and assignments within a comprehensible framework. The team is deeply appreciative to all of the individuals we interviewed throughout the course of our visit, for it was an edifying and intellectual experience. We hope the observations and interpretations herein provided will constitute an acceptable return on Lehman College's very considerable investment in this exercise in collegiality.

Nevertheless, we are aware of the possible biases of our own experiences and commitments and of heavy reliance upon the evidence of our senses during a brief and intense experience. It is thus in the combination of confidence in a task energetically and seriously addressed, and humility of human fallibility, and perceptions bearing a valence of motivations and colored by the accidents of selection and encounter, that we present our consensual findings.

As is typical with reports of this nature, it may seem that there is a tendency to dwell more on areas that need reinforcement than on Lehman College's strengths. We assure you that such is not our intent, for we do recognize and appreciate and commend your considerable strengths.

We sincerely hope you recognize that our recommendations are suggestions offered from us to you as colleagues and should not be taken as prescriptive or as directives to the solutions of the problems. However, hopefully, you will wish to review our recommendations as part of the next step following self-study and evaluation. In addition, you will have full opportunity to respond to this report via your official institutional report to the Commission on Higher Education, Middle States Association of Colleges and Schools.

## II. MISSION, GOALS, AND OBJECTIVES

"One of the most fundamental characteristics of excellence in an educational institution involves the clarity of stated missions and their appropriateness to the institution's resources and the needs of its constituents. In addition, awareness of the mission and goals on the part of all concerned is vitally important."

The team wishes to commend Lehman College on its fine work in articulating its mission statement.

As we understand it, the mission statement includes seven parts and takes note of the College's geographic location in the Bronx as well as the demography of its surrounding community and is stated as follows:

—to offer all of Lehman's students a sound and thorough liberal arts education, one that will enable them to develop their innate intellectual powers and thereby to become thoughtful and active citizens;

—to offer all who can qualify the education they need for access on graduation to significant employment or to a profession or to the advanced study required for entry into a profession;

—to prepare students to be of service to their communities and to contribute to the improvement of the quality of life in those communities;



—to offer graduate programs for persons wishing to take advanced work in the liberal arts or specialized study in such professions as teaching, nursing and accounting;

—to collaborate with other public educational agencies, health-service institutions, and social service agencies in offering programs that serve the needs of students and community members;

—to contribute to the advancement of knowledge through the research of faculty and gifted students and to make available to the public the intellectual and artistic resources of the college community through publications, lectures, and concerts; and finally

—to make available to all residents of the region served by the College—the five boroughs of New York City, but especially the Bronx, and also Westchester County—the educational and cultural opportunities that will enlarge the knowledge, refine the sensibilities, and enrich the lives of residents regardless of background, occupation, or age.

In general, the team found the Lehman College mission statement to be clear, appropriate to higher education, intellectually well-founded and sufficiently broad in scope to encompass all of its roles. The provision of a solid liberal arts education as a degree or as the underpinning for a degree clearly seems to be an important priority for most faculty and administrators, although somewhat less so for some of the students.

The college appears to show great effort toward keeping a strong relationship between the institutional mission and goals and the achievement appertaining thereto with respect to Lehman's self evaluation. Perhaps an additional area the college might wish to include in its ongoing review of its mission is discussion and further clarification of the relative importance of the interest and needs of its students to its curricular offerings and services.

III. STUDENT RECRUITMENT, ADMISSION AND RETENTION

"One of the important indicators of an institution's standards is the appropriateness of its admission policy as evidenced by recruitment, admission requirements, procedures and outcomes."

Many of the colleges within CUNY, like Lehman, are experiencing a serious decline in student enrollment. Lehman College clearly is actively aware of its enrollment decline as well as certain other significant changes in the student body profile over the past decade or so. Whereas in 1975 there were approximately 16,000 students (14,000 undergraduates) at the college now there are 9300 students (7800 undergraduates). There has been a rapid decrease in full time, recent high school graduate enrollees with an increase in part-time, adult, working students. Currently 60% of Freshman meet CUNY criteria for

admissions while 40% enter via special admission programs. Approximately 30% of entering freshman are Black, approximately 40% are Hispanic and approximately 2% are Asian. In the self-study it was noted that "In contrast to students a decade ago, today's students come with more explicit career objectives and less appreciation of the value of a liberal education," and a "significant number come with weaker preparation and need additional skills development." Moreover, as with most colleges, Lehman students are taking longer than four years to graduate.

Few topics generated more discussion at Lehman than the changing student body and the College's enrollment trends. Certainly many elements act as important variables at the college, e.g. the diversity of students by age, by indigenous language, by ethnicity, by socio-economic background, by preparation for college, by hopes and aspirations with respect to careers, leadership, majors, etc. Even articulation (by transfer students) within the CUNY system represents a significant factor with respect to enrollment trends.

In order to fully conceptualize the enrollment picture, we carefully reviewed CUNY's overall admission procedures which certainly seemed somewhat cumbersome to us. The team, therefore, greatly appreciated Lehman's wisdom in engaging a Director for Enrollment Management. Further, we commend the college also for moving from a status of gatekeeper of admissions to a position of pro-active recruiting, while at the same time attempting to tighten admission standards. We encourage Lehman to continue its efforts and momentum in this direction.

During discussions and interviews with the college's administration and enrollment staff we were pleased to learn that the college intends to ensure that enrollment management will be an all-college effort. An overall enrollment management strategy, involving a variety of constituencies and offices, is anticipated. We encourage the college to find additional means of communicating this information throughout the college since there is at least the impression by some that admissions and enrollment are largely the role of the new enrollment management director and there is no need for their assistance.

The team strongly supports the high priority placed on retention of its students by the college and by the CUNY central office. Given the College's admission goals and criteria, and the heterogenous nature of the student population it seems important that the college focus concentrated effort on the area of retention. We note and commend the fine efforts by various divisions within the college in this area. Perhaps Lehman would be receptive to two suggestions we wish to make. To this end,

1. We think that development and strengthening of the student services and student life area will be very valuable toward retaining Lehman's students (see the next section: Students and Student Life)

2. We suggest the establishment of a more coordinated effort on retention be undertaken, perhaps via a college-wide Blue Ribbon Task Force which would include staff, faculty, students and administration. All individuals selected to serve on the task force should be willing to devote the time and energy to carry out the task in a committed manner.

We believe the college is capable of providing the state of New York with excellent leadership through improved retention of Lehman's students.

#### IV. STUDENTS AND STUDENT LIFE

"An educational institution has an obligation to provide for the individual development as well as the instruction of its students in ways consistent with its mission. A program of student services should be concerned with advisement, counselling, health, student government, cultural, athletic activities, and student-faculty-administration relationships."

The team found the students at Lehman to be one of its greatest distinctions. The diversity of students, for example, is potentially an added enrichment for each class taught at the college. Further, the heterogeneity exhibited throughout the student body seems to be a living representation of the best of our pluralistic society.

In general, Lehman students seem to be serious, enthusiastic, articulate, sophisticated and eager to learn.

There are several student government associations and organizations at Lehman. The student leaders with whom we met were especially impressive and were helpful to the team. They appeared to be creative and dynamic with strong, self-developed leadership styles and showed a unique understanding of the "politics" of college life. Although perceptive and candid in the discussions related to their concerns, the students always were loyal to the college, supportive of the mission, and certainly seemed caring and "committed" to developing a "community" at the college.

Many of the student government leader's concerns were eloquently voiced in their meetings with the team and in their written documents. They included the need for:

1. Programs for student leadership training, decision-making, and policy development;
2. Programs for personal development and counseling;
3. Programs for cultural enrichment which reflect the diversity of the student body;
4. Additional faculty accessibility and intellectual exchange outside of the classroom;
5. An adequate, wholesome physical facility for students to pursue their extracurricular developmental activities.

The team agrees with the students' opinion that programs for the enhancement of the quality of student life lag well behind many, if not most, of the major areas of the college. The deteriorating student center building and the dearth of leadership training and personal development programs were discordant notes given the excellent progress we found elsewhere at Lehman. Certainly there is an immediate need for providing more student development activities and for more serious effort directed toward affirmative action hiring by the college.

We urge the college to bend every effort to shore up this area and to implement the suggestions on student services found in the Self Study Report as rapidly as possible. We recognize that the fiscal crisis in CUNY during the mid-seventies left many areas, including the quality of student life on campus, without adequate resources. Yet, we believe that this area would be a strong factor in improving student retention at Lehman if it can be addressed with alacrity and high energy. In contradistinction, if the quality of student life is not improved soon we foresee turmoil and confusion, rather than retention among students at the college.

With respect to the delivery of traditional student services we would like to commend the progress the college is making in academic advising, tutoring, child care services, and the expansion of evening services on several nights per week. These services are proving very valuable for the new Lehman students who require more flexible scheduling. Further, we laud the college's outstanding programs under SEEK, ESL and the Bilingual Program. We note with deep admiration the dual function of these programs to meet both academic and support functions required by the students. These efforts to address the needs brought about by the change in the student population demonstrate, once again, Lehman's ability to be responsive and innovative on behalf of its student body. We feel confident that the college also will creatively address the challenges in student development we have written herein.

V. PROGRAM AND CURRICULA

"Basically, an institution's educational program should reflect and foster the accomplishment of institutional goals and mission, and should use ongoing evaluations to determine the extent to which the goals are being met by the students served by the College."

The college's Self-Study Report has identified many of the challenges (and joys) inherent in changing the basic areas of a structured curriculum. To this end, Lehman is continuing to study and work through several of the components where a certain level of challenge still exists: CORE; distribution requirements; impact of changes on admission, retention, and articulation (transfer students); impact of changes on the liberal arts majors and the pre-professional programs. Another area which might benefit by review is the perceived need for integration of multi-cultural information into the courses (e.g., identification of minority scientists, minority authors, minority social scientists and their respective contribution to the world of knowledge). It is hoped that strong, creative leadership will be provided at

the level of the Provost and Deans to stimulate additional discussion of these areas and to encourage the college to move rapidly toward outcome assessment studies of the impact of the curriculum on Lehman students.

### Basic Skills Program

The team highly commends the Basic Skills Program at the college. We found the program to be well-thought out and well-run. The courses seem to be constructively integrated with the CORE and to be of valuable assistance to the students. Further, the program seems to nurture its students in an appropriate manner which provides strong motivation for them to succeed in college.

The team offers the following suggestions:

1. At this point we encourage the college to undertake a more systematic approach to assessment of the program outcomes, since the program is able to achieve excellent results.
2. We encourage the college to consider the establishment of a seminar series (or videotapes) on basic skills teaching and counseling for faculty and staff from other institutions. We think Lehman has developed a fine model for others to follow in this area and is sufficiently ahead of most colleges that such seminars would be a contribution to the higher education community.

### ESL Program

The team found the ESL program to be well-planned, well-coordinated, and well-run. We commend the program for the uniqueness and innovation shown in its design and in its development of a strategy to assist the students who undertake Basic Skills and the CORE. We note that the program has made progress in initiating evaluation and outcome assessment studies and hope it will continue in this important area.

The team notes, with admiration, the high priority and strong support which the college has provided to the ESL program over the past few years. This seems to have encouraged stability of the program and provided opportunities for continued advancement of the design of ESL.

### CORE

The new CORE courses only recently have been implemented at Lehman. There is still a good deal of discussion and interaction (and concern) with respect to these courses. We found the Self-Study Report to be consistent with the on-site interviews with respect to the range of views expressed on this topic.

Undoubtedly, the FIPSE grant will be very important to the college through assisting Lehman to undertake a full evaluation of the CORE curriculum and, subsequently, in helping the college to develop a model for evaluating CORE curricula programs across the country. Certainly the CORE has provided an

avenue of renewal and exploration for many faculty, and is viewed as a faculty development activity by others. In fact, we noted that senior tenured faculty happily and willingly are involved in the CORE.

Several areas which seem to need additional study were also noted in the Self-Study, i.e., the difficulty of financing replacements for faculty who wish to teach in the CORE; the concerns voiced by the Natural and Social Sciences about the content and impact of the CORE; the need for better "public relations" with students with respect to the CORE; and the difficulties related to student attrition, articulation, and credit transferability associated with the CORE. As already noted by the college, these topics need to be addressed and satisfactorily resolved.

One topic on which we encourage discussion is the more marked incorporation into the CORE curriculum of the literary, philosophical, historical, and other works of the cultures reflected in the heterogeneous student body of Lehman, for they relate to the mission of the college.

### Major Programs/Disciplines

In general the programs at Lehman seem to be responsive to the mission of the college. We found that the integrity and credibility of the college emanates to a great extent from its liberal arts and professional programs. The balance between career education and liberal arts, and between undergraduate and graduate programs closely parallels the objectives of the college. The periodic evaluation of programs, and the resulting modifications seem well-thought out, responsive and in keeping with current information in the disciplines.

The programs seem to be characterized by good articulation from level to level and in terms of skill development. In addition, opportunities for individual study exist in them. The doctoral program in botany, related to the New York Botanical Garden, seems to be a particular strength for the college. The nursing program has made strong community commitments as have the programs in social work and education. Also, we think the proposed Master of Liberal Studies shows promise and should be encouraged.

At the same time that we laud Lehman College on its general excellence in programs and curriculum, there are several topics which we think would benefit from further assessment or discussion by the college:

1. With respect to staffing the CORE program vs. the graduate programs, is Lehman on the verge of beginning to spread itself too thin given its fiscal and personnel resources?
2. While it is recognized that there are many benefits to supporting the growth of established graduate education programs in a timely fashion, how will Lehman address the issue of the need for consistent, appropriate resources for this expansion?

3. With respect to the potential for growth of the graduate programs at Lehman, does the college plan to improve admission procedures and student services and develop administrative support for this area?

### Outreach

One of Lehman's fundamental missions, as expressed in the Self Study is "to make available to all residents of the region . . . the educational and cultural opportunities that will enlarge . . . and enrich the lives of residents . . .".

Lehman's documents list 104 outreach programs with which the college is involved. Most of these programs' efforts are directed toward the residents of the Bronx since, of course, that is the home territory of the college.

The five broad areas of the outreach programs which the Self Study describes include 1) internships; 2) on-campus programs for the community; 3) school collaborative programs; 4) community use of campus facilities; and 5) programs involving college participation in community activities.

It appeared clear to the team that the outreach programs, in general, have an institutional priority commensurate with their direct relationship to the mission of the college. The range of the programs seems matched by the scope of involvement of faculty and staff in the academic departments and offices, respectively.

Many of the programs, particularly the cultural events at the Performing Arts Center, are attractive and bring a great deal of positive publicity and community attention to the campus. Also, the internships seems strong, especially those emanating from the Health Professions Institute and from recreation. The Lehman lecture is a very sophisticated feature of the college. The Adult Learning Center appears to be a benefit to senior citizens through a variety of services.

The School Collaborative program bears special mention. The college's work with Walton High School seems very promising. Similarly, the DeWitt Clinton science honors program is noteworthy for its attention to the identification and support for minority students.

The team lauds the college's vision in developing a strong outreach program and sees this area as one of great opportunity, especially for assisting enrollment at the college, and for enhancing the flexibility within the college's purview. However, the team also concurs with the Self Study viewpoint that the college should assess and evaluate the "effectiveness and impact" of the outreach programs, with an eye toward determining the real "costs" of the programs with respect to personnel time and fiscal resources. Further, we suggest that Lehman might wish to look into the development of a more pro-active advertising and marketing plan for the outreach programs once an appropriate procedure for coordinating the programs is established.

## VI. OUTCOMES AND INSTITUTIONAL RESEARCH

"The acid test of evaluating the effectiveness of any college is evidence of the degree to which it is able to achieve the goals it has set for itself."

Lehman appears to be in the process of developing approaches to outcome studies. To this end the college recognizes the need for gathering and analyzing data. In the past, data apparently have been available in various forms but have been "elusive" due to the widely scattered offers in which information can be found. It is evident that the college will need to have access to good, reliable data to plan and to undertake studies such as those encompassed by the FIPSE grant which the college has won.

The FIPSE grant for evaluation of the CORE curriculum offers a good opportunity for Lehman to deal with outcomes assesment, e.g., base-line data could be established for those students currently in the program and those data could become the touchstones for further studies.

The team concurs with the recommendation on institutional research and outcomes found in Chapter XII of the college's self-study. In summary, these are:

1. To establish an institutional research facility.
2. To establish a committee on institutional research.
3. To consider hiring a professional in the area of data collection and analysis.

We think implementation of the recommendations on institutional research also will assist the college to move toward developing strategic for long-term planning.

## VII. FACULTY

"The Commission on Higher Education document on Characteristics of Excellence in Higher Education addresses the subject of faculty in an eloquent manner. It begins with a statement which includes 'The primary responsibility of the teaching faculty is to supply the instruction necessary to make the curriculum effective.' It further points out that allowance of time to devote to professional advancement and development and the encouragement to do so are very important."

One of the major strengths of Lehman College is the quality and expertise of its faculty. The faculty impressed the team as being well-credentialed, serious, dedicated, experienced academicians who are committed to the mission of the institution and to their students. In addition, it is clear that there are many faculty at the college who advance knowledge on a variety of fronts.



Several team members especially noted how skilled the faculty are at creatively and innovatively tailoring courses to meet the needs of individual students. In fact, we found that increasing numbers of faculty are teaching in late afternoons and evenings in order to serve the changing student population's scheduling needs.

The team lauds the faculty's progress in retraining to teach in the new curricular areas, e.g., the CORE program. We note also the energy and effort expended by the faculty toward revitalization of the Liberal Arts and toward creating new teaching strategies.

Three general areas seem to generate concern among the faculty as noted in the self-study and in interviews. These are:

1. Faculty Development - The opportunities for faculty development are viewed as too unevenly distributed and too few, especially with respect to junior faculty.

The team concurs and recommends that the college place the seeking of additional funding for faculty development as a major need among its priorities. We think this area would be strengthened by the development of a clear definition of faculty development at Lehman and by the articulation of a set of specific policies and plans in this area with consideration of junior faculty as one of the goals.

2. Faculty Governance - The current structure appears to lack a clear-cut vehicle for faculty input into college governance and decision-making as these relate to academic matters and other college issues. This has led to a sense of frustration and low morale for many faculty leaders and potential faculty leaders. Further, it creates an impression, whether real or perceived, of uni-dimensional decision-making at the college. The team has undertaken this topic under the GOVERNANCE section.

3. Faculty Incentives and Rewards - There appears to be widespread concern among the faculty that there are too few incentives and rewards for good teaching in proportion to its importance at Lehman College. Over the next few years, Lehman will need to grapple with how it can promote and value good teaching while still expecting faculty to perform all of their duties and responsibilities.

Three topics caused a great deal of discussion among the team and surfaced often in interviews with students and faculty. They are:

1. The disparity between the heterogeneous nature of the student body in comparison to the relative homogeneity of the faculty with respect to racial/ethnic multi-culturalism. Serious concern was voiced about the potential lack of role models provided to the students.
2. The widening generation gap between the faculty, which is highly tenured (average age 49.4 years old), and the current changing new student population. Concern was expressed that this has led to less intellectual interaction between students and faculty, particularly outside of the classroom and may result, eventually, in a somewhat less vibrant intellectual atmosphere than might be expected given the prestigious credentials and reputations of the faculty.
3. Most of the minority faculty seemed to be in the Black Studies, Puerto Rican Studies, ESL and Basic Skills programs.

Discussions with groups at the college indicate that many of these circumstances are the result of the impact of the financial crisis which CUNY underwent in the mid-seventies. Progress has been hampered by a combination of related factors such as: the college's high faculty tenure rate (80%); very little turnover within the faculty cadre; rapidly increasing average age of the faculty; decline in student enrollment; high student attrition rate; decline in number of faculty positions (by 22% in 10 years). There also seems to be at least the perception that minority hiring has been negatively impacted by the expectation at the college of "doctorate" level for initial hirings.

The team concurs with the college's views as set forth in the self-study that these challenges need to be addressed and given high priority because they affect faculty and student morale. We have tried to address some of these topics under the AFFIRMATIVE ACTION section.

#### VIII. AFFIRMATIVE ACTION

The team notes that not much evidence of progress was found in Lehman College's affirmative action record over the past decade. This seems particularly unsettling since the professional cadre of the college now contrasts even more with the increasingly diverse, heterogeneous student body.

In interviews, the predominant explanations for the hampered progress in the affirmative action area were firmly related to the financial crises in CUNY in the seventies. It is clear that two of the results of the crisis included a reduction in the budget, (and budgeted positions) and a freeze on hiring. Apparently, Lehman also began to experience a decline in its student enrollment shortly thereafter which resulted in further loss of budgeted positions, and subsequently; loss of opportunity to enhance the college's

affirmative action representation. We think it is very important that the college begin to move expeditiously to enhance the affirmative action situation at Lehman in light of its potential impact on the mission of the college especially as this relates to the students. Aggressive, immediate attention will be needed from the highest office of the college throughout the institution. To this end the team recommends that the college actively seek a variety of methods aimed at effecting measurable progress in affirmative action, such as:

1. The development of a clearly articulated and widely disseminated affirmative action plan for Lehman College.

This plan should include specific annual goals in the various academic disciplines, service areas, and major administrative divisions of the college which would result in producing measurable advances toward heterogeneity at all levels of the college.

2. The acquisition of experienced expertise to assist the college in moving rapidly toward its goals. We caution that the present parttime effort may not be sufficient to carry out affirmative action at a college as large and complex as Lehman.

In sum, we encourage Lehman to place some of the dynamic innovation and creativity we have noted and for which it is well known into finding strategies to implement effective affirmative action hiring and retention. Given the excellent manner in which Lehman has resolved other problematic areas, we feel confident that the college will resolve this area also.

#### IX. GOVERNANCE

"Internal communication is paramount to promote and sustain good working relations and healthy institutional morale. Systematic and continuous efforts must be devoted to maintaining the flow of essential information to and from all parties concerned with an institution's welfare."

In the Self-Study Report and from on-site interviews it was clear that there is the perception of some difficulties in the area of governance. The governance issues seem complicated by the existence of multiple formal and ad hoc faculty governing bodies at the college. It seems to the team that the diversification of governance organizations through several faculty groups, while apparently necessary to reflect different philosophies, seems to have diluted the effectiveness of faculty input into the governance of the college. We found it difficult to hear the "voice" of the faculty. The multiplicity of groups sometimes seems to result in diffusing and obscuring a faculty "voice" rather than bolstering it. We think this area may need additional reassessment and discussion to determine a better means of achieving a consensus-building environment for faculty so that their very valuable input can be more clearly and definitively heard.

The Self-Study Report also noted a perception of a few unresolved tensions between some of the faculty and administration. We found that communication at Lehman, not unlike any other similar college, seems to need additional improvement. In discussions with the faculty and with administration it seems that both would genuinely welcome additional means of discussing faculty opinion on academic and other issues and both seem intent on determining how to deal better with this area. The provost's attempts at meeting with faculty to explore avenues for communication and involvement seem to be viewed as positive steps toward improved relationships. The working retreats that have been and are being planned for administration and staff also appear to present excellent opportunities for exploring ways for mutual discussion and improved communication. It should be noted that despite any difficulties, in general both faculty and administration believe this is an area which is resolvable.

#### X. ADMINISTRATION AND ORGANIZATION

"The administrative staff is the executive agency of the institution's plans and operations. To be successful, it must be well organized; the individuals comprising it must be competent in their particular phases of administration; it must be adequately staffed to carry on all of its work; it must, under able leadership, be so coordinated as to work effectively as a unit."

"Organization connotes the plans and operations of the institution for advancing its mission and attaining its goals."

The team wishes to congratulate the founding president in this his twentieth year at the helm of Lehman College.

It is clear that the president is very much the Chief Executive Officer of the college, and the institution appears to function well as a unit. The president is viewed as a strong and respected leader with a clear sense of the mission and the importance of Lehman College. His commitment to the institution is without question and his receptivity to new ideas seems highly regarded by those who work closely with him. His vision for the college appears to serve Lehman well and the college has remained stable despite fiscal crises, enrollment decline and other transition periods within the CUNY system. In general, the team is favorably impressed by the well-managed nature of the college.

Lehman's organizational structure seems to have evolved to suit the college's needs, and the organizational chart appears to reflect balance and appropriate divisions of effort. Over the next few years as the college continues to develop into a more complex entity, the organizational structure may need to evolve into a more layered configuration to allow the president some freedom from day-to-day operations. The recent move to consider appointing a "Pro Tem" leader for the Lehman College Senate, the appointments of an Acting Vice President for Institutional Advancement, and a Director of Enrollment Management, therefore, seem appropriate steps in this direction.

There appears to the team to be good communication between the president and his administrative staff. Two of the senior vice presidents, i.e., Student Affairs and Administration, respectively, have been at the college through nearly all of its history, and have accrued distinguished records of service clearly marked by deep commitment and excellent performance. The team commends both officers for their highly regarded contribution as noted by their colleagues.

An unusual feature of the college's organization calls for the Vice President of Student Affairs, who is the senior-most vice president, to stand in for the president in his absence, rather than the provost. This arrangement appears to work well since the experience, polish, and knowledge of the vice president is well-respected throughout the college. In fact, his recently announced impending retirement this year, no doubt, will have a serious impact on the college. Careful planning will be needed to permit a transition, especially given the need to reinvigorate Student Affairs. Perhaps some thought might be given eventually to having the academic leadership stand in for the president when he must be absent in order to provide more prominence and additional communication opportunities for Academic Affairs.

The two new offices, Institutional Advancement and Enrollment Management, respectively, seem to be positive additions for strengthening these important areas of the college.

The relationship between Lehman and the CUNY central administration appears to function well. As the college continues to develop, we encourage the administration to meet frequently with their CUNY colleagues to emphasize the colleges needs and priorities which require strengthened funding, e.g., student retention, student services, student life center building, faculty development, affirmative action and institutional outcome studies.

In summary, the team found the college to be well-led, well-managed, and to function well as a unit with cohesive direction.

#### XI. LIBRARY

"The centrality of a college's library in the educational mission and at the institution is of paramount importance to the students and faculty and needs to be strongly supported by more than rhetoric."

The team was particularly impressed with the college library - for its functionality and architectural beauty, for its strong supportive collections and staff, and for its utilization of new technologies. The library building is well-designed to be both highly functional and aesthetically pleasing.

Seating is more than ample, lighting is excellent, and the entire collection is easily accessible. Shelving seems adequate at present, but the current growth rate of the collection, as pointed out in the Self-Study, will result in a serious shelving problem in the near future. The library has a good collection of materials in terms of support for the traditional liberal arts curriculum and preprofessional programs. The collection development policy, which is currently under revision, reflects growths in the graduate programs and CUNY-wide efforts at resource sharing. As would be expected, the collection offers little support for doctoral or advanced faculty research. These resources are available elsewhere in the CUNY system through cooperative arrangements.

The highly qualified and energetic library staff is to be commended for its bibliographic instruction program and efforts to get library skills incorporated into the CORE courses. As the college expands its offerings in the evenings and weekends, the library might be hard-pressed to provide professional staffing at some areas, e.g., reference, in the building. Perhaps the college could explore the addition of part-time personnel to ease the expansion into those time periods.

The Lehman library was one of the early users of automation among the CUNY libraries, and its technological advances continue with the recent introduction of CD-ROM products for public access and the availability of its online catalog for offsite use. There is a pressing need in the library to expand the number of OPAC terminals in the building, but this need comes just at the time when CUNY central administration is seeking state support for its university-wide automated integrated library system. The proposal to join all the CUNY libraries in a linked and shared online data base is an exciting one and, no doubt, would prove beneficial to the students and faculty of Lehman College.

## XII. FINANCIAL PLANNING

"A budget for annual operation is a major form of planning. The financial stability of a college is a fundamental aspect of its integrity and to this end both long-range and short-range financial planning are absolute necessities."

CUNY appears to have a maze of bureaucratic processes to maneuver in order for the college to obtain fiscal and physical assets. Further, funding for the college is provided on a year-to-year basis and is "FTE driven." Yet, Lehman appears to have a long record of sound and responsible fiscal management in the face of somewhat uncertain allocations. The complex mix of accounts, funds, allocations, and diverse needs which always exceed resources would be overwhelming to less serious and talented fiscal management personnel.

The team wishes to recognize and commend the Vice President and administrative staff in the financial area for their dedication to the college's educational mission. Their expertise in budget processes are a major benefit to the college.

The team confirmed the three major issues cited

1. Lack of long-range budget planning.
2. Lack of sophisticated computerized system management of the budget.
3. Complaints, by the faculty, that they have too little input into the budget process.

With respect to the lack of planning, it was mentioned repeatedly, that the college's dependence upon public funds (legislative, CUNY, etc.) was the reason. However, a historical analysis of the college's budget over the past ten years indicates a relatively stable base upon which perhaps planning could be developed. We suggest that Lehman use this information and try to implement the planning model described in the Self-Study under budget and planning. In addition, the use of the planning model might enhance the building of participatory budget planning involving faculty so that all areas of the college would be united behind the budgeted mission.

The team wishes to lend support to the college's effort to develop modern computer access to necessary management data. While this effort will undoubtedly result in significant outlays of money for hardware and software, meaningful savings in time and cost should result. Another result could be a data-base system for budget planning which would not only facilitate the data processing transactions, but would provide information for future planning decisions.

### XIII. PLANT AND PHYSICAL FACILITIES

"Plant and physical facilities must be looked upon as means which facilitate an institution's work. An institution which cultivates among all members of the campus community a sense of responsibility for the physical plant as part of the total learning environment can add greatly to institutional morale."

The well maintained campus and fine state of the physical plant at Lehman College was observed by the team. Several buildings are particularly striking such as the Concert Hall, the Fine Arts Hall and the Library. The Concert Hall, in particular, represents a magnificent campus resource and is a performance facility of which any college in the country would be proud. The team was impressed with the absence of graffiti and vandalism, and found this to be remarkable on a modern-day urban campus. It is obvious that the campus community takes just pride in the state of the buildings and grounds.

As noted in the Self-Study, Lehman College recognizes the need to replace the gymnasium and to expand the science and student activity facilities, as does the team. Capital construction planning, with support from CUNY central administration, appears to include replacement of the gym. The Student Life Building, however, is deteriorating rapidly and seems woefully inadequate to serve the needs of the student body and student governmental organizations for a meeting and recreational facility. The team urges the college to bend every effort to address this serious need as soon as possible, especially in light of the high priority student retention has among the goals of the college and CUNY.

#### XIV. GOVERNING BOARD

"The governing board is expected to serve the public interest by accepting legal responsibility for seeing that the institution is what it is intended to be, that it fulfills the announced mission and goals for which it was established, and ensures its continuance."

The Deputy Chancellor of the City University of New York, and the several Vice Chancellors with whom we met displayed a great deal of understanding and sensitivity to the major goals, the mission, and the major issues of Lehman College. In fact, we found the solid support given to the college by CUNY to be admirable. Much of the discussion with the Deputy Chancellor centered upon: access to education, student retention, collaborative programs, planning, program quality measures, faculty developments, technology and capital construction, affirmative action, and the policy development role of the CUNY Board of Trustees.

It was clear to the team that the CUNY central administration was appropriately knowledgeable in the areas discussed, and that CUNY assists Lehman as ably as possible in financial planning, technology, development and capital construction. Several of the main goals of Lehman closely reflect these of CUNY (access, retention, outreach, etc.) and there seemed to be good interaction between the college and CUNY in these areas.

#### XV. CONCLUSION

The team found the administrative cadre to be talented, experienced and purposeful; the faculty and staff to be well-credentialed, deeply engaged in their work and committed to the mission of Lehman College; and the students were motivated, enthusiastic and eager to learn. Lehman College's goals and objectives seem appropriate, and the funding adequate to carry out the



mission. In sum, the college exhibited health, strength and achievement in nearly all of the dimensions of the excellence toward which it presses. Certainly Lehman College is a vital and necessary resource of the City University of New York, New York State and the nation.

The observations and suggestions provided in this report are offered in a spirit of collegueship and in the service of the college's expressed goals and objectives, rather than in any sense of judgment or deprecation. In most instances, they will probably merely confirm or extend perceptions from within the immediate college community.

The team expresses again its gratitude for excellent talks and a stimulating learning experience with value both to individual members and to their parent institutions. We hope that the familiar Heisenberg effect (alteration in phenomenon observed by the very act of observing and measuring) which has clearly characterized the self-study and the program review processes, will have occurred to some degree, and in a helpful direction, through this visit.