

Herbert H. Lehman College
The City University of New York

DECENNIAL REPORT TO THE
COMMISSION ON HIGHER EDUCATION
MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS



COMPREHENSIVE SELF-STUDY REPORT
WITH A FOCUS ON TECHNOLOGY

January, 1999



Joseph W. Dauben, Chair
Barbara Weinstein, Co-chair for Technology
Office of the Middle States Self-Study, Shuster Hall 359
Herbert H. Lehman College
The City University of New York
250 Bedford Park Boulevard West
Bronx, New York 10468 USA
FAX (718) 960-8042

*Not for quotation, reference or reproduction without the prior
written permission of the Office of the Provost, Lehman College
(718) 960-8222*

ACKNOWLEDGMENTS

The groundwork in anticipation of the Lehman College decennial evaluation for its reaccreditation was laid more than two years ago, when the President of the College, Ricardo R. Fernández, and his staff began preliminary discussions with a number of faculty and administrators about the nature and direction the College's Self-Study should take. It is the Self-Study that sets the tone for the entire evaluation process, and serves to guide and direct not only the College as it looks back over the past decade in anticipation of the next, but the Evaluation Team as well when it visits the campus for an intensive examination of the College and its mission, in order to assess how well it is meeting the objectives it has set for itself.

Early in 1997, President Fernández discussed the Middle States evaluation at length with Professor Joseph W. Dauben (History), who subsequently agreed to serve as Chair of the Self-Study Steering Committee and immediately began the task of assembling the members of this group who would oversee and direct the Self-Study for the ensuing two years. It was also agreed that the Self-Study would be comprehensive in nature, but with a focus on technology. This made it reasonable to enlist the expertise of a Co-chair responsible for coordinating all aspects of technology with which the Self-Study was concerned, and Professor Barbara Weinstein (Speech & Theatre, Director of Graduate Studies) agreed to serve in this capacity.

Meanwhile, the Steering Committee began to examine the College's mission, reviewed the previous decennial and interim five-year reports the College had filed with the Middle States Association, and began to draw up charges for a variety of Task Forces formed to produce the core of the Self-Study Report itself. By the end of the Spring semester, 1997, nine Task Forces had been created, each comprised of faculty Co-chairs with members drawn from the ranks of administrators, faculty, and students.

In the Spring of 1997, Dr. Arturo Yriarte, then Executive Associate Director of the Middle States Association, visited Lehman College to go over details of the Self-Study and the evaluation process, after which the Self-Study Steering Committee began to focus on preliminary research and then early drafts of the various sections of the Self-Study. Over the course of 1997 and Spring 1998, the Task Forces met regularly, as did the Steering Committee, to guide and monitor progress of the Self-Study project.

In Spring 1998, the Task Force on Outcomes and Assessment took on the task of compiling, with input from all of the Task Forces, a set of campus-wide questionnaires intended to survey a broad spectrum of issues directly concerned with the Middle States evaluation. The entire Self-Study is indebted to the care with which the Co-chairs of the Task Force on Outcomes and Assessment, Professors Barbara H. Gottlieb (Chair of Special Services in Education) and Jacob Judd (Professor Emeritus and former Chair of History), took on this responsibility, overseeing the development, administration, and analysis of the questionnaires. Each of four questionnaires was specifically designed to elicit data independently from department chairs, fulltime faculty, adjuncts, and students. A sampling of 795 students, or about 10% of the entire student population of Lehman College, provided a database for the student questionnaire; the other three questionnaires were sent to all members of the faculty (fulltime and adjunct), and to all department chairs. The results of the four Middle States questionnaires were tabulated and analyzed over the summer of 1998 by Professor Anne Rothstein (Early Childhood & Elementary Education and Director of School/College Collaboratives).

In September, the Middle States Self-Study Steering Committee met and outlined a schedule whereby the Task Forces were asked to submit final drafts of their respective sections of the Self-Study Report by mid-October. This was then edited in a preliminary version by the Self-Study Co-chairs, Professors Dauben and Weinstein, and circulated among the Task Forces for discussion. It was also read by various members of the College Administration—including President Fernández and Provost Rosanne Wille. A further revised draft version was resubmitted to all of the Self-Study Task Forces, was sent to department chairs, and became the subject of a College-wide open hearing. All members of the Lehman community were invited to read both the Lehman

College Self-Study *Design* and draft of the *Report* on the Self-Study Web site <<http://www.lehman.cuny.edu/selfstudy/draft>>, and to respond via the Internet or by E-mail with additional suggestions for revision.

The Co-chairs of this undertaking could not have produced the current version of the Self-Study *Report* without the cooperation of each member of the Self-Study Steering Committee, and we are grateful for the diligence and unflagging commitment of each of the Self-Study Task Force Co-chairs. To each of them—Jerry Barnard, Liliana Calvet, John Cirace, John Dono, Judith Fields, Robert Finerman, John Gillespie, Barbara Gottlieb, Marlene Gottlieb, James Jervis, Jack Judd, Miriam Lahey, Robert Lundberg, William Pohle, Phyllis Rafti, Anne Rothstein, Daniel Rubey, Gary Schwartz, Sally Webster, and Steven Wyckoff—we extend our heartfelt thanks for their dedication to this effort.

We also want to express our very special thanks to Alma Medina, Executive Administrator for the Middle States Self-Study, who worked tirelessly revising numerous drafts of the document as it made its way from a very preliminary version that was assembled in the fall of this year and repeatedly revised over the past few months until evolving into the final, official document that constitutes the present *Report*. We are likewise grateful to Cynthia Wilson, who assisted with word-processing during a critical stage in the production of the Self-Study. Professors John R. Gillespie (Chair of Physics & Astronomy) and Duane Tananbaum (Chair of History) provided a thorough editorial reading and substantive review during the final stage of the preparation of the document. Claude Cheek (Director of Institutional Research) also read through the entire final draft to make sure that all statistics and other data were accurately and consistently reported. Our final thanks go to the staff of the Office of Media Relations and Publications: Anne Perryman, Director, who designed the layout for the Lehman College Middle States Self-Study Report, and oversaw final revisions and production from design to print of the official document; Barbara Cardillo, Publications Manager, who worked on revisions; Chicquita Outlaw and Candida Santos, who assisted with production; and Florian Penev, Webmaster, who created the Self-Study Web site.

The Lehman College Self-Study *Report* takes as serious and objective a look at the College as possible, and we are all, as a result, better informed about the many strengths of this institution, as well as the College's potential for delivering even more and better educational opportunities to its students in the future. As for the present, the official Lehman College Middle States Self-Study *Report* issued herewith makes clear the serious efforts that Lehman has made, and continues to make, on behalf of its students who are the major concern and responsibility of the College—and indeed, its *raison de être*.

This Self-Study *Report* is the product of thousands of hours of research, writing, and refinement over the past two years. It has involved the entire Lehman community, and has provided what we regard as a truly comprehensive examination of virtually every aspect of campus life, keeping a steadfast eye all the while on issues of technology and how it affects almost every aspect of the College's mission. As Co-chairs of this *Report*, we are grateful for the hard work, constructive criticism, and useful suggestions made by students, faculty, and administrators alike who have helped to improve the many earlier drafts of this Self-Study *Report*. The result is a greatly improved document that we believe truly reflects both the present and great potential of Lehman College. Having completed 30 years of teaching, research, and community service as an independent senior college of The City University of New York, Lehman looks forward to continued improvement and self-renewal in the coming decade, until its next decennial Self-Study and Middle States evaluation in 2008-09.

Joseph W. Dauben, Chair
Middle States Self-Study

Barbara Weinstein, Co-chair for Technology
Middle States Self-Study

Lehman College
The City University of New York

EXECUTIVE SUMMARY

Since its last decennial review in 1988, Lehman College has undergone a complete administrative change. In 1999, the Middle States Visiting Team will find a senior level administration in place at Lehman that works in a collaborative and consistent pattern to foster open communication and cooperation among administrative offices, academic divisions, departments, and student leaders. This openness has allowed for significant growth in new initiatives such as interdisciplinary programs and partnerships. It has created an atmosphere that allows for faculty, staff, and students to apply a team approach to problem-solving, and it provides a collective stamina to lead the College into the 21st century with confidence and vision.

Thus, the College has successfully positioned itself to wrestle with the challenges that are presented to it through external forces, as well as through the simple passage of time, creating a maturity that Lehman can now begin to call its own after celebrating its 30th anniversary in 1998. Such challenges include a reassessment of the College's mission, revision of its general education requirements, revision of the governance structure, recruitment initiatives, and an emphasis on incorporating the use of technology in all aspects of the College's work and life.

For the purposes of this Self-Study, the Mission Statement, adopted by the Lehman College Senate in 1994, stands as it was approved. It has served the College well. However, all senior colleges within the CUNY system have been encouraged by the University Board of Trustees to review their Mission Statements. The Committee on College Renewal, a recently-elected committee of department chairs, has assumed responsibility for developing a Vision Statement for the College, intended to reflect a core of values and principles upon which Lehman's Mission Statement will then be revisited and reevaluated.

For the past year, a committee appointed by the Provost has worked to revise the College's general education requirements. This revision is timely in view of the College's emphasis on raising academic standards and a general dissatisfaction with current requirements that have been in place for the past fifteen years. After a review of recently-offered pilot courses, the Committee will submit a new plan to the Curriculum Committee; a second plan has also been submitted by several faculty members to the Curriculum Committee for its review as well.

Over the past seven years, the College's Documents of Governance have likewise been under consideration for change. Lehman's governance structure is admittedly cumbersome. However, a plan submitted in 1994 was rejected by the Executive Committee of the Faculty and, therefore, never brought before the Senate. Work on reform was put on hold through the ensuing years as the College struggled through a series of severe budget crises. The Executive Committee of the Faculty has recently put forward a new draft for changes in governance that is now under review.

The College has recently adopted a comprehensive Recruitment Plan developed by the Office of Student Affairs in response to the increasingly competitive recruitment strategies already in place at surrounding colleges. This plan emphasizes recruitment as a College-wide initiative that calls for increased faculty involvement in all recruiting efforts. It is also designed to attract more students from Westchester and Rockland Counties as well as from upper Manhattan and the Bronx. Understanding that weekend and evening courses are always in demand, course offerings during these times will be expanded and promoted through advertising campaigns. In addition to attendance at local school recruitment functions, College-wide open houses are planned to attract prospective students and their parents to the campus for personal tours of specific research and classroom facilities.

Another recruitment effort, the Bridge to College Program, concentrates on Lehman faculty working closely with students and teachers in six designated Bronx high schools to increase pass rates on the CUNY Basic Skills Assessment Tests (BSATs). This effort involves administration of the BSATs in the 11th and 12th grades and

active academic intervention for those students who require it. College courses will, in turn, be offered to seniors who pass all three tests at this level. This program is designed to allow access to Bronx high school students for entry into CUNY senior colleges in the year 2000 when a recently passed CUNY Board Resolution becomes effective that prohibits all students who have not passed all three of the BSATs (reading, writing and mathematics) from enrolling in a CUNY senior college.

The most exciting and dramatic changes at Lehman in recent years have been those related to technology. The College now leads most other CUNY colleges in its broad use of technology and in its recently-acquired equipment, making distance learning and online course offerings possible. In January 1999, the College will open its new, state-of-the-art Information Technology Center.

Through the Hispanic Educational Telecommunication System (HETS), Lehman is linked to colleges in the Southwest United States and Central America, and through the CUNY system, it is linked to all of the CUNY colleges. Thus, through technology already in place at Lehman, it is possible to link multiple learning sites within and outside the CUNY system. This enormous potential is only beginning to be fully recognized by faculty, staff, and students.

In addition to already-established links, the College will become, through the grant-funded Bronx Information Network project, the technology hub for the borough. This will allow for the connection, through Lehman College, of schools, health care organizations, and community-based agencies. Once this network is in place, the potential for connecting the College's educational programs to an ever-increasing number of participants will enhance the already stimulating intellectual life in the Bronx.

Lehman is also fortunate to have on its campus a local cable television network, BronxNet. Lehman students provide much of the journalistic and technical support for BronxNet through internships and standard academic course work. Students from the Multilingual Journalism Program present news broadcasts in Spanish, Italian and Japanese, in addition to a weekly informational program. Teams of reporters and technicians are drawn from students in various programs such as journalism, mass communication, graphics, languages and literatures, computer science, and political science.

In 1999, Lehman continues to work to make its campus attractive and inviting for students. It has recently computerized student record-keeping, which has facilitated student advisement and registration. Plans are in progress to implement online phone registration and to develop a more comprehensive student advisement system in the near future. Within the past two years, the College has hired more than forty new faculty members. Many have already volunteered to work on committees designed to enhance the College's retention and recruitment efforts.

As Lehman celebrates its third decade, it looks back to the past with pride. But, at the same time, the College looks to its future with optimism and a collective belief that the integrity and talents of the faculty, in concert with the leadership skills of the administration and the strength of its student body, will lead the College far beyond what it has already accomplished over the past thirty years.

Rosanne Wille
Provost and Senior Vice President for Academic Affairs
Lehman College, The City University of New York

TABLE OF CONTENTS

| | |
|---|-----------|
| Acknowledgments | iii |
| Executive Summary | v |
| Table of Contents | vii |
| List of Tables and Charts | xiii |
| | |
| Chapter One: Introduction | 1 |
| Institutional Overview | 1 |
| A Statistical Description: Major Groups and Trends | 1 |
| The Mission of the College | 3 |
| The Self-Study Design: Focus on Technology | 4 |
| Middle States Self-Study Objectives | 5 |
| Organization of the Self-Study | 5 |
| | |
| Chapter Two: Academic Programs and Curricula | 9 |
| General Overview | 9 |
| Undergraduate Programs | 11 |
| Degree Requirements | 11 |
| College Requirements (General Education) | 11 |
| Alternative General Education Programs | 11 |
| Divisional Programs | 12 |
| Division of Arts & Humanities | 13 |
| Division of Natural & Social Sciences | 13 |
| Division of Education | 14 |
| Availability of Courses | 15 |
| Academic Program Enhancement | 15 |
| Freshman Year Initiative (FYI) | 15 |
| Search for Education, Evaluation & Knowledge (SEEK) | 16 |
| Interdisciplinary Programs | 16 |
| Internships | 17 |
| Grant-Supported Programs | 17 |
| Study Abroad | 18 |
| Graduate Programs | 19 |
| Technology | 20 |
| Outcomes and Assessment | 22 |
| Conclusions and Recommendations | 25 |
| | |
| Chapter Three: Students and Student Life | 27 |
| General Overview | 27 |
| Academic Advisement | 27 |
| Student Recruitment | 28 |
| Adult Degree Program | 29 |
| Coordinated Freshman Program | 30 |
| The Weekend Advantage Program | 31 |
| Financial Aid | 32 |
| Child Care Services | 33 |
| Student Health Center | 34 |

| | |
|--|-----------|
| Career Services | 36 |
| Student Activities | 37 |
| The APEX | 38 |
| Counseling | 38 |
| Technology | 39 |
| Outcomes and Assessment | 41 |
| Recommendations..... | 42 |
| Academic Advisement | 42 |
| Adult Degree Program | 42 |
| Freshman Year Initiative | 42 |
| Evening and Weekend Students..... | 42 |
| Financial Aid | 43 |
| Child Care Services | 43 |
| Student Health Center | 43 |
| Career Services | 44 |
| The APEX..... | 44 |
| Counseling | 44 |
| Chapter Four: Faculty | 45 |
| Faculty Profile: Demographics and Evolution..... | 45 |
| Adjunct Faculty | 47 |
| Faculty Work Conditions | 47 |
| Salary | 47 |
| Workload | 48 |
| Faculty Scholarship..... | 49 |
| Competitive National Awards | 50 |
| The PSC-CUNY Research Award Program | 51 |
| Additional Research Support | 52 |
| Faculty Involvement in Governance | 54 |
| Assessment of Faculty | 54 |
| Technology | 56 |
| Outcomes and Assessment | 57 |
| Recommendations..... | 57 |
| Chapter Five: Teaching | 59 |
| General Overview | 59 |
| Technology | 60 |
| Outcomes and Assessment | 60 |
| Results and Analysis of the Middle States Questionnaires | 60 |
| Chairs' Questionnaire | 61 |
| Fulltime Faculty Questionnaire | 62 |
| Adjunct Faculty Questionnaire | 62 |
| Student Questionnaire | 62 |
| Strengths | 63 |
| Weaknesses | 63 |
| Recommendations..... | 64 |
| Chapter Six: Organization and Governance | 65 |
| Administration of the College..... | 65 |
| Academic Divisional Structure | 69 |
| Faculty Participation in Governance | 69 |

| | |
|---|-----------|
| Attempts to Increase Faculty Participation in Governance | 70 |
| Student Governance | 71 |
| Affiliated Corporations | 72 |
| The Lehman College Association for Campus Activities, Inc. | 72 |
| The Lehman College Auxiliary Enterprises Corporation | 73 |
| The Lehman College Center for the Performing Arts | 73 |
| The Lehman College Foundation, Inc. | 73 |
| The Lehman College Child Care Center | 74 |
| The Lehman College Art Gallery | 74 |
| Outcomes and Assessment | 75 |
| Faculty | 75 |
| Students | 75 |
| Recommendations..... | 75 |
| | |
| Chapter Seven: Financial Planning | 77 |
| Tax Levy Funds | 77 |
| Procedures by which tax levy funds are allocated to and at Lehman College | 77 |
| Decentralizing the budget process and disseminating budgetary information | 78 |
| The effect of recent budgetary allocations on the number of fulltime positions | 79 |
| The effects of recent retrenchments on Lehman's departments, faculty, and services | 80 |
| Enrollment trends during the last nine years | 80 |
| The budgetary impact of student body composition | 81 |
| The impact on Lehman's budget of CUNY's security initiative | 81 |
| The impact of CUNY's Academic Program Planning Allocation..... | 82 |
| Non Tax-Levy Funds | 82 |
| The contribution of grant money to College programs and overhead | 82 |
| The newly established Office of Vice President for Institutional Advancement | 83 |
| Financial Ramifications of the Computing Center, Technology in General, The APEX, and the Performing Arts Center | 84 |
| The computer center, department computer laboratories, and computers for faculty, staff, and student use | 84 |
| Capital spending on technology | 84 |
| Operating budget for The APEX | 85 |
| Impact of the Art Gallery on the College's operating budget | 85 |
| Impact of the Center for Performing Arts on the College's operating budget | 86 |
| Recommendations..... | 86 |
| | |
| Chapter Eight: Institutional and Instructional Resources | 87 |
| General Overview | 87 |
| Department of Information Technology Resources | 87 |
| Use of Academic Computer Center | 88 |
| New Information Technology Center | 89 |
| Campus network | 90 |
| Administrative applications | 90 |
| New initiatives in administrative computing | 91 |
| Support for campus desktop computing and departmental laboratories | 91 |
| The Library | 92 |
| General Services..... | 92 |
| Use of electronic technology | 94 |
| CUNY resources | 94 |
| Campus resources | 94 |

| | |
|---|-----|
| Planning | 95 |
| Bibliographic instruction | 96 |
| Computing Laboratories and Related Electronic Resources | 96 |
| Computer laboratories | 96 |
| Laboratories with 10 or more stations | 96 |
| Laboratories with 5-9 stations | 98 |
| Laboratories with fewer than 5 stations | 98 |
| Management, administration, and maintenance of laboratories | 98 |
| Examples of academic applications in laboratories | 100 |
| Computer Graphics and Imaging (CGI) | 100 |
| Anthropology | 100 |
| Computer-aided instruction | 100 |
| Geographic Information Systems (GIS) | 100 |
| Multilingual Journalism Program | 100 |
| Technology and teacher training | 100 |
| Writing | 101 |
| Science Laboratories | 101 |
| Academic Student Support Centers | 102 |
| ESL tutoring | 102 |
| FYI Tutoring | 102 |
| The Learning Center | 102 |
| Library tutors | 102 |
| The Math Lab | 103 |
| SEEK tutoring | 103 |
| Supplemental instruction activities | 103 |
| The Science Learning Center | 103 |
| Distance Learning and Multimedia Classrooms | 103 |
| Facilities | 103 |
| Hispanic Educational Telecommunications System (HETS) | 103 |
| NYClassNet and INET | 104 |
| CUNY/CIS Media Distribution System (MDS) | 104 |
| Bronx Information Network (BIN) | 104 |
| Faculty | 105 |
| Faculty training | 105 |
| Courses offered | 105 |
| Other Essential College Services | 105 |
| Media Relations and Publications | 105 |
| Buildings and Grounds: Office of Campus Facilities | 106 |
| Capital improvements and general maintenance conditions | 106 |
| The APEX (Athletics and Physical Education Complex) | 107 |
| Office of Public Safety | 107 |
| The Campus Security Initiative | 107 |
| Planning: Central Communication Station | 108 |
| Audio-Visual Services | 108 |
| Bookstore | 108 |
| Duplicating Department | 109 |
| Telecommunications | 109 |
| Outcomes and Assessment | 109 |
| The Library | 109 |
| Academic student support centers | 110 |
| The Learning Center | 111 |
| The Math Lab | 111 |

| | |
|--|------------|
| SEEK | 111 |
| Science Learning Center | 111 |
| Office of Public Safety | 111 |
| Recommendations | 112 |
| Distance Learning | 112 |
| Staff Support | 112 |
| Faculty Policy Issues | 112 |
| Buildings and Grounds: Office of Campus Facilities | 112 |
| Chapter Nine: Outreach | 113 |
| General Overview | 113 |
| Performing Arts Center | 115 |
| Institute for Literacy Studies | 115 |
| Bronx Educational Alliance | 116 |
| Center for School/College Collaboratives | 116 |
| Lehman College Art Gallery | 116 |
| The Monroe and Rose D. Lovinger Theatre | 117 |
| The Apex | 117 |
| Division of Continuing Education | 117 |
| Technology | 117 |
| Outcomes and Assessment | 121 |
| Summary and Recommendations | 121 |
| Chapter Ten: Outcomes and Technology Assessment | 123 |
| Comprehensive Questionnaires | 123 |
| Students | 124 |
| Shortcomings in student services | 125 |
| Mandated student examinations | 126 |
| Faculty | 127 |
| Facilities | 127 |
| Technology Outcomes | 128 |
| Student Questionnaire | 128 |
| Fulltime and Adjunct Faculty Questionnaires | 131 |
| The Questionnaire for Department Chairs | 133 |
| Chapter Eleven: Conclusions and Recommendations | 135 |
| Programmatic Recommendations | 135 |
| Student Recommendations | 136 |
| Faculty Recommendations | 136 |
| Financial Planning and Institutional Services | 137 |
| Technology Recommendations | 137 |
| Faculty Development and Support | 138 |
| Staffing and Maintenance of Laboratories | 138 |
| Upgrading of Equipment | 138 |
| Registration | 139 |
| Administrative Systems | 139 |
| Conclusion | 139 |
| Appendices | 141 |
| Glossary | 201 |

LIST OF TABLES AND CHARTS

| | |
|---|-----|
| Student Ratings of Specific Programs for Effectiveness | 42 |
| New Faculty by Professorial Rank (1995-1999) | 45 |
| Faculty Research Funding (1989-99) | 49 |
| PSC-CUNY Faculty Research Awards (1989-99) | 52 |
| Operating Budget (1989-99) | 79 |
| History of Total Fulltime Positions (1989-99) | 80 |
| Adjunct Teaching Expenditures (1989-99) | 80 |
| Student Enrollment (1989-98) | 80 |
| Fulltime Equivalent Students (FTEs) | 81 |
| Library Statistics (1985-98) | 93 |
| Potential Computer Problems | 99 |
| Outreach Efforts by Major Categories | 114 |
| Overview of Outreach Programs by Technology Category | 118 |
| Number and Percent of Programs Using Technology | 118 |
| Summary of Principal Outreach Program Characteristics | 120 |
| Summary of Common Comments in Rank Order | 120 |
| Lehman, CUNY, and State-wide Pass Rates on LAST and ATS-W (1997-98) | 126 |
| Proportion of Courses Using Technology | 129 |
| Evaluation of Preparation in the Use of Technology | 129 |
| Importance of Technology Services to Students | 130 |
| Evaluation of the Quality of Technology Services Offered | 130 |
| Usage of Teaching Tools/Technology | 131 |
| Faculty Use of Technology in the Classroom | 132 |
| Faculty Awareness of and Interest in New Technologies | 132 |
| Encouragement of Faculty to Use Teaching Tools/Technology | 133 |
| Chairs' Judgement of Their Encouragement of Faculty to Use Technology | 133 |

TABLES AND CHARTS IN THE APPENDICES

| | | |
|----------|---|-----|
| E | Data on Students | 176 |
| | E-1: Enrollment: Undergraduate and Graduate Students (1989-98) | 176 |
| | E-2: Enrollment: Day, Evening, and Graduate Students (1989-98) | 177 |
| | E-3: Enrollment: FTEs: Day, Evening, and Graduate Students (1989-98) | 178 |
| | E-4: Enrollment: Undergraduate Fulltime/Parttime Students (1989-98) | 179 |
| | E-5: Enrollment: Persistence and Graduation Rates: Firsttime, Fulltime Freshmen (1989-98) | 180 |
| | E-6: Enrollment: Persistence and Graduation Rates: Regular, Firsttime, Fulltime Freshmen (1989-98) | 181 |
| F | Data on Faculty | 182 |
| | F-1: Number of Faculty in all Ranks (1992-98) | 182 |
| | F-2: Ratio of Student FTEs to Instructor FTEs, Undergraduate Division (1997) | 183 |
| | F-3: Ratio of Student FTEs to Instructor FTEs, Graduate Division (1997) | 185 |
| G | Information and Data on Departments | 186 |
| | G-1: Table of Divisions, Departments, and Programs | 186 |
| | G-2: Distribution of Undergraduate Majors | 187 |
| | G-3: Programs and Degrees (BA/BS/MA/MS/MFA/MSEd/MAT) | 188 |
| | G-4: Ratio of Majors to Fulltime Faculty by Department (1997) | 190 |

| | | |
|----------|--|-----|
| H | Financial Data | 192 |
| | H-1: Lehman College Initial Budget Allocation, 1998-99 | 192 |
| | H-2: Lehman Budget in terms of personnel spending (PS) and other than personnel services (OTPS) from 1989-90 to 1997-98 | 193 |
| | H-3: Lehman College Total Expenditures/Bar Graph..... | 194 |
| | H-4: Total enrollment (headcount) and total filled positions from the academic year 1989-90 to year 1998-99 | 195 |
| I | Outreach Programs | 196 |
| J | Lehman College Organizational Chart | 199 |
| K | Map of Lehman College | 200 |
| L | Glossary | 201 |

CHAPTER ONE: INTRODUCTION

Institutional Overview

Herbert H. Lehman College was established as an independent unit of The City University of New York on July 1, 1968, following a decision by the University's Board of Trustees to create a comprehensive senior college in the Bronx with its own faculty, curriculum, and administration. The campus had served since 1931 as the Bronx branch of Hunter College, known as Hunter-in-the-Bronx. The campus played a role in world history when it became interim headquarters of the United Nations and the site of the first meetings in the United States of the UN Security Council (March–August, 1946). When the College was established as a separate unit of the City University in 1968, it was named after the distinguished statesman and public servant, Herbert H. Lehman, the former Governor of New York State and United States Senator who presided over the largest relief operation in history as Director-General of the United Nations Relief and Rehabilitation Administration (Europe, 1943-46). In 1971, the College was awarded a chapter of Phi Beta Kappa (Chi of New York), the national honor society for excellence in the liberal arts.

In the past ten years, Lehman College has graduated 13,198 students, including 3763 master's degree recipients. Through its alumni the College contributes directly to the educational, economic, and cultural development of the Bronx, as well as to the greater metropolitan New York area. The College also provides a regional center for culture through its Lehman College Art Gallery and Lehman Center for the Performing Arts.

A Statistical Description: Major Groups and Trends

Lehman College is a public four-year institution with a total enrollment, as of the Fall 1998 semester, of 9009 students. The College offers bachelor's and master's degrees through more than 80 degree programs in the professions and liberal arts. In 1997-98, Lehman College granted 1529 degrees: 1156 bachelor's degrees and 373 master's degrees.

- **Faculty.** 310 fulltime members with approximately 370 adjunct and hourly teaching staff.
- **Administration.** About 400 administrative, support, and maintenance personnel.
- **Students.** 72% of undergraduates are female; 89% are members of minority groups; 59% attend fulltime; 83% reside in the Bronx or Manhattan; 8.1% are from Westchester and Putnam Counties; and 35% are over 30 years of age.
- **Undergraduate Trends.** The past ten years have seen an increase in the number of fulltime undergraduates: 59% in 1998 versus 48% in 1989. Minority enrollment has also increased during this same period, rising from 72% to 89%.

- **Graduate Students.** The graduate population is 76% women, 61% minority group members, 95% parttimers, and 62% Bronx or Manhattan residents. Approximately 63% are studying education. About 45% are over 35 years of age.
- **Graduate Trends.** About 25% of all graduate students are *not* pursuing a degree. Most of these students are public school teachers taking one or two professional training courses. The number of nondegree graduate students has fluctuated from year to year while the number of degree-seeking graduate students has risen 38% since 1992.
- **Overall Enrollment.** The number of students enrolled has fallen by 8.4% since 1989, but enrollment measured in FTE's has decreased by only 3.7%. While the College is enrolling fewer students, those it does enroll are taking more courses.
- **Admissions.** Although the College has generally maintained its enrollments, it is attracting fewer new freshmen. Freshmen admissions dropped 33% between 1989 and 1998. The greatest single drop in the number of new freshmen occurred in the fall of 1998, when freshman admissions dropped 22%. The decline was in response to the College's raising its admissions standards. In the fall of 1995 a similar decrease followed a substantial tuition hike undertaken by the University's Board of Trustees. Currently, tuition for in-state resident undergraduates is calculated at \$135/credit per semester; graduate tuition is calculated at \$185/credit per semester. Apart from the burden tuition imposes on a financially disadvantaged student population, Bronx students may also be choosing to attend other specialized CUNY colleges or alternative private institutions. More stringent admissions criteria for both undergraduate and graduate students have doubtless served to affect enrollments as well.

Lehman College recognizes heightened competition as a reality of higher education, and is committed as an institution to strengthen its student-recruitment efforts, build stronger alumni ties, and increase the amount of funding available to the College, its faculty, and students from grants, foundations, local corporations, and other philanthropic resources (see p. 83). However, it should be noted that the decrease in freshmen admissions has been offset slightly by an 8% increase in ad-

Statistical information about Lehman College and The City University of New York is drawn from the *Lehman College Data Book*, compiled by Claude Cheek, Director of Institutional Research; edited by Peggy P. Chen, Research Analyst; and published by the Office of the Provost and Senior Vice President for Academic Affairs and the Office of Institutional Research (Fall, 1998, in a pre-print version, to appear in spring, 1999). Unless otherwise noted, all data in this Self-Study are based on the *Data Book*, with Fall 1998 as the base year for statistical purposes. Additional information is also provided by a Data Sheet produced by the Office of Institutional Research in October 1998.

missions of new transfer students, and by an 8.5% increase in admissions of graduate students. Since 1992, most new undergraduates entering Lehman have transferred from other colleges: for example, in the fall of 1998, the College admitted 749 transfer students versus 621 first-time freshmen.

- **Faculty and Budget.** Cuts in state funding have taken a steady toll on fulltime junior and senior faculty members in all fields of study: between 1989 and 1998, the College lost 75 fulltime faculty members, a 19% decline (from 385 to 310) at a time when enrollments remained essentially unchanged. The decrease in fulltime faculty was countered, in part, by an increase in adjunct funding, which doubled over the period. However, there is a concern on campus that an over-reliance on adjunct faculty is not in the best interest of the continuity and coherence of departmental programs.

In the past two years, the arrival of new faculty members has energized the entire College: in the fall of 1997, after seven years of decline, the number of fulltime faculty increased by 14; in 1998, the number rose again, increasing by 29.

The Mission of the College

Lehman College is the only public senior college in the Borough of the Bronx, which has a population of 1.2 million (U.S. Census Bureau, 1990). Lehman offers residents of the Bronx and other boroughs of New York City, as well as the region, a liberal arts education and preparation for careers and advanced study. With a commitment to meeting the educational needs of an urban, mostly minority and immigrant population, Lehman affirms the following objectives:

- To provide access to a common body of knowledge and opportunities to develop a lifelong love of learning.
- To promote excellence in scholarship, teaching, research, and artistic endeavors.
- To develop the ability to think analytically and creatively.
- To advance the understanding and use of emerging technologies.
- To broaden educational opportunities through joint programs with other institutions locally, nationally, and internationally.
- To promote an understanding of, and respect for, such differences as gender, age, ethnicity, culture, religion, sexual orientation, and physical ability.
- To serve as a center for the continuing educational and cultural needs for the region through access to the College's facilities and expertise in the academic disciplines, professional fields, and the fine and performing arts.

The above Mission Statement, officially adopted in 1994, was the product of campus-wide discussions led by a task force of faculty, students, and administrators. The Middle States Self-Study accepts this Mission Statement. The Self-Study further seeks to determine ways in which technology contributes to the College's mission; it also recommends changes and innovations that would increase the effectiveness of new technologies across the campus.

In designing the Self-Study, the Steering Committee has relied extensively on guidelines provided by two Middle States documents in particular: *Characteristics of Excellence* (1994) and *Designs for Excellence* (1991), which have also been studied by the co-chairs of Task Forces responsible for shaping the bulk of the Self-Study over the past two years.

In response to a report of the College's Long-Range Planning Committee, President Ricardo R. Fernández reaffirmed, in May of 1992, that Lehman is "first and foremost a liberal arts college." He pointed out that the professional programs that attract large numbers of students to the College require a strong curricular foundation in the liberal arts (70–80 credits), and serve to draw students to course offerings in liberal arts departments. "Since many Lehman College students come from economically disadvantaged backgrounds, they are understandably anxious to become financially independent," Dr. Fernández stated. "They see graduation from Lehman's professional programs as an avenue to their independence."

The Self-Study Design: Focus on Technology

Lehman College has undertaken this comprehensive Self-Study with a focus on technology. The College's interest in—and commitment to—the use of new and emerging technologies in teaching and learning began 18 years ago with the completion of the Academic Computer Center, and culminates this academic year with the opening of a state-of-the-art Information Technology Center. The "total connectivity" initiative is nearing completion as well; it gives students, faculty, and staff access to College computer facilities from home, the laboratory, or the office.

Powerful information technologies contribute to the academic and professional preparation of Lehman students: for example, the College Library provides fulltext databases and advanced online services. New facilities for multimedia presentations and distance-learning now support a number of College projects (namely HETS, EdNet, and CUNY-MDS; for explanation of acronyms that appear in this *Report*, see the Glossary, pp. 201-3). Many outreach programs involve technology as well: most notably, the Bronx Information Network (BIN) that is linking cultural, educational, and medical institutions throughout the borough. Through this initiative, Lehman College becomes a facilities hub for distance-learning; computerized classroom teaching, Internet access, and a variety of technological support services.

By making technology the focus of this Self-Study, the College seeks to assess its current

capabilities with regard to technology, to evaluate present user-satisfaction, and to chart a course for the next decade and beyond. Hence, the Self-Study provides an opportunity both to examine the present and to offer a blueprint for the future. In the process, the Self-Study has sought to determine whether the College is making effective use of technology across the curriculum and in all areas of the administration.

For an overview of technologies that are either currently available at Lehman College or planned for the near future, see Chapter Eight: Institutional and Instructional Resources; Appendix A: Technology on Campus; and Appendix B: Technology in the Library. The findings of user-satisfaction surveys are presented in the section on Technology Outcomes in Chapter Ten, pp. 128-134.

Middle States Self-Study Objectives

The purpose of any institutional self-study is to acknowledge strengths and identify weaknesses or areas that need improvement. A basic aim of the Lehman College Middle States Self-Study (LCMSSS) has been to evaluate the College's programs, faculty, and facilities in the ten years since the previous Middle States evaluation. The current Self-Study considers Lehman's ability to serve its students, as well as the larger university and urban community—not only in the Bronx but throughout New York City and the greater metropolitan region—in order to fulfill the College's mission in the decades ahead.

Nine Task Forces comprised of faculty, students, and administrators carried out the Self-Study, evaluating virtually every aspect of Lehman's mission as an undergraduate- and graduate-degree granting institution. In keeping with Middle States guidelines, the charges to the Task Forces focused on specific, realistic issues and concerns, rather than on diffuse, theoretical, or overly general questions that would divert attention from the College's most immediate goals, needs, and priorities. Although the charges were succinct, they reflected considerable thought and laid the foundation for detailed research, further discussion, and analysis by the Task Forces and the LCMSSS Steering Committee as the Self-Study itself took shape (see Appendices C-1 through C-9 for details concerning the Task Forces and their specific charges).

Organization of the Self-Study

Lehman College began preparations in 1996 for its decennial Middle States Self-Study. Several faculty members attended a Middle States orientation meeting in December 1996, then reported to the President on the substance of that meeting and on the philosophy of the Commission on Higher Education, which oversees the Self-Studies. In the Spring of 1997, President Fernández appointed Professor Joseph W. Dauben, of the Department of History, as Chairman of the MSSS and Professor Barbara Weinstein, of the Department of Speech and Theatre, as Co-Chair for Technology. A Steering Committee was appointed to oversee all

aspects of the Self-Study. In the Spring of 1997, the Steering Committee met on several occasions prior to a site visit in May from Dr. Arturo Iriarte, Executive Associate Director, Commission on Higher Education and the Middle States Association of Colleges and Schools.

Over the course of a full day's visit to the campus, Dr. Iriarte met with the President, Provost, Self-Study Co-chairs, the Steering Committee, and representative groups of faculty and students, including the Executive Committee of the Faculty, the President's Cabinet, and the Academic Deans. One focus of discussion was the College's intention to emphasize technology in its study. Following Dr. Iriarte's visit, the Steering Committee met again to consider strategies for the Self-Study and suggestions from Dr. Iriarte to the Steering Committee and to others with whom he had met on campus. As the Steering Committee began its discussion of charges to the Task Forces, faculty and students with known interests and expertise were appointed to the various Task Forces. More faculty members joined Task Forces in response to a letter inviting their involvement. In September, another effort to solicit faculty involvement was made through an appeal from the Steering Committee to the chairs of academic departments and programs. Each Task Force was comprised of two or three faculty Co-chairs as well as members of the faculty and administration and at least two students. Each Task Force also appointed one member to serve as liaison to the Task Force for Outcomes and Assessment.

In early September 1997, the Steering Committee considered draft charges to the Task Forces and the coordination of the drafting of the LCMSSS *Design*. Task Forces met throughout the month to consider their charges and to begin outlining strategies to respond to their respective charges over the coming year.

At the beginning of October, the Steering Committee reviewed the LCMSSS *Design* and recommended revisions. The revised draft was circulated to faculty and administrators. On October 9, Professors Dauben and Weinstein presented details of the Self-Study at a Lehman College Senate meeting, where the drafting of the *Design* was discussed in particular. After further revisions, the official version of the Lehman College Self-Study *Design* was submitted in December 1997 to the Commission on Higher Education for the Middle States Association of Colleges and Schools for its approval. Throughout 1998, the Task Forces met regularly to discuss their charges, and to conduct the necessary research and analysis to write reports that were later merged to produce several preliminary drafts of the Self-Study *Report*. Additional revisions of individual Task Force reports were also made. A Preliminary *Report* read by the President, Provost, and Co-chairs of the Steering Committee produced a revised version of the Self-Study by late November. This version was also read by the Provost, Divisional Deans, and Co-chairs of the Steering Committee, and resulted in two further revisions of the document before the President authorized its wider distribution to department chairs and College administrators in December 1998.

The penultimate version of the Self-Study was discussed at meetings of the Lehman College Senate (December 3) and General Faculty (December 10). Copies were also made available in the Library and on the Self-Study Web site:

<http://www.lehman.cuny.edu/selfstudy/draft>

Individual departments met with members of the Self-Study Steering Committee, and an open hearing was held on December 11 at which the entire Lehman community was invited to make public statements about the Self-Study *Report* and pose questions to members of the Self-Study Steering Committee. After two weeks of on-campus discussion of the Self-Study, a final revision of the *Report* was produced by the Steering Committee and submitted to the President and Provost for their approval. This document, with minor additional revisions, is now being forwarded, as the College's official Self-Study *Report*, to the Middle States Association of Colleges and Schools of the Commission on Higher Education; to Dr. Earl Richardson, Chair of the Visiting Team; and to each member of the Visiting Team that will convene on the Lehman campus to evaluate the College on February 7–10, 1999.

CHAPTER TWO: ACADEMIC PROGRAMS AND CURRICULA

Like most American colleges, Lehman has experienced far-reaching changes over the past ten years: changes in its student body, faculty, fiscal support, and political climate. To evaluate the impact of these changes on the College's academic programs and curricula, the Self-Study's Task Force on Academic Programs and Curricula was guided by Lehman's commitment to "provide access to a common body of knowledge and opportunities to develop a lifelong love of learning, ...to promote excellence in scholarship, ...to develop the ability to think analytically and critically, and to advance the understanding and use of emerging technologies" (Lehman College Mission Statement, 1994).

General Overview

Student interest in programs that lead to specific jobs—a trend noted in the last Middle States review a decade ago—has in no way diminished. Indeed, students are even more likely now to view their college career as a stepping-stone to the workforce. Some faculty regret what they perceive as the abandonment of a liberal arts commitment in favor of a labor-force approach to education. On the whole, however, the College has continued to make the provision of a solid liberal arts foundation a priority for all its academic programs.

Since its 1994 interim report, the College has focused increased attention on collaborative academic program planning. New initiatives include a Multilingual Journalism Program that involves the Departments of Languages & Literatures, English (journalism), Speech & Theater (mass communication), and Art (graphics). This is the only program of its kind in the country. Another successful collaborative program is the new graphics track in the Departments of Art and Mathematics & Computer Science. These programs represent two new popular initiatives designed through interdepartmental and interdivisional collaboration. In addition, collaborative programmatic efforts continue among Lehman and other CUNY schools, particularly in the sciences and languages. For example, the Department of Physics & Astronomy offers upper division courses with faculty and students from Hunter College, and Lehman has a joint faculty appointment in the Francophone Program at Brooklyn College.

Within the past five years many issues have also been raised throughout the CUNY system about standards. As a result, the CUNY Board of Trustees has passed several resolutions that curtail remediation in the senior colleges. In 1996 the Board passed the following:

- RESOLUTION 15: It shall be University policy that, beginning in Fall 1996, students will be admitted to baccalaureate degree programs only if the remedial and ESL instruction they are evaluated as needing can be accomplished typically through a sequence of courses in each area that can be completed within two semesters. The

Office of Academic Affairs may approve alternative criteria proposed by a college based upon a demonstrated relationship between the level of student academic preparation and student success in the institution. Colleges may offer additional basic skills or ESL instruction through their adult and continuing education programs.

- RESOLUTION 16: It shall be University policy that, following a review of its mission, resources, and student performance, and after consultation with college governance, a senior college president may propose as an admission criterion that a student will be admitted to its baccalaureate degree program only if remedial courses needed in one or more basic skills areas or ESL can be accomplished typically through one semester courses. The Chancellor may approve such criterion after receiving the President's recommendation along with the views of the appropriate campus governing body.

These were the first of several resolutions passed by the CUNY Board that reduce remediation at the senior colleges. In 1998, resolutions were passed that require all Basic Skills Assessment Tests (reading, writing and mathematics) be passed prior to students taking any courses at the senior colleges. In addition, at the November 1996 Board meeting the following resolution was passed:

- RESOLVED, that effective Fall 1999, and thereafter, all new first-time freshmen admitted to a degree program be required to pass the University Proficiency Examination to demonstrate the skills proficiency necessary to graduate from associate degree programs, transfer into the upper division of a senior college, and advance from the lower division to the upper division of a senior college; and be it further
- RESOLVED, that effective Fall 2000, and thereafter, all transfer students seeking admission to the upper division of undergraduate baccalaureate degree programs be required to pass the University Proficiency Examination; and be it further
- RESOLVED, that the Chancellor develop and implement operational procedures that ensure the periodic evaluation of the new proficiency exam's validity and efficacy and periodically report to the Board on the University Proficiency Examination results and the evaluation process outcomes.

At the present time, the University Proficiency Examination is in the process of pilot studies within the CUNY system.

At the same time that CUNY has mandated changes, Lehman College has increased the criteria for admission by raising the necessary high school academic average, the number of required college preparatory courses, and the number of English and mathematics courses taken.

Undergraduate Programs

Degree Requirements

As of the 1996 Fall semester, a minimum of 120 credits of course work is required to earn a Lehman College baccalaureate degree. This includes 46-53 credits of General Education courses, a major, and a minor. The minor usually consists of 12 credits of related courses beyond the 100 level in a department or approved program. With regard to major field requirements, no more than 42 credits may be required within one department and no more than 64 credits may be required as a major. For majors requiring a substantial number of credits, usually interdisciplinary, a minor is not required.

College Requirements (General Education)

Current College Requirements, in place since 1984, have undergone a number of changes. At present, the following are required for graduation: Written English (7 credits), Oral English (2 credits), Foreign Language (3-9 credits, depending on level of proficiency), Liberal Arts Core (16 credits), Liberal Arts Distribution (18-19 credits). It is explicitly required that all of the above courses include writing, critical thinking, and an introduction to technology (at least word processing, databases, and spreadsheets). A number of changes have led to modifications in the basic College Requirements. Despite general approval as expressed in a 1989 FIPSE-sponsored survey of students and faculty, the philosophical underpinnings for certain requirements have proven to be no longer valid. Thus, new General Education Requirements have recently been proposed. If approved, they would not focus on the first two years of the college experience, but would integrate student research and scholarship, including writing and oral presentations, across the curriculum. These requirements are under discussion, but have not been adopted.

Alternative General Education Programs

Three alternatives to the general education program at Lehman are the CUNY BA Program, the Adult Degree Program (ADP), and the Lehman Scholars Program (LSP):

- **The CUNY Baccalaureate Program** permits students to earn up to 30 credits through internships, research, or work experience, 15 of which may be awarded for prior work experience. Students in this program may also take courses at other senior colleges within City University. At present, only 9 Lehman students are enrolled in the CUNY BA Program, largely because Lehman's better known Adult Degree Program offers a similar option which is more flexible and arranges classes to fit students' schedules.

- **The Adult Degree Program** was begun in 1977 to facilitate the return to college of adults primarily residing in the Bronx and neighboring Westchester County. The program is described more fully by the Task Force on Students, but it is important to note that although ADP students make up only about 15% of the undergraduate student body, they account for nearly 30% of Dean's List and Presidential Scholars, and 30% of *summa* and *magna cum laude* recipients. Many receive departmental and College honors at graduation, and are elected to membership in the College's chapter of Phi Beta Kappa. Students in the Adult Degree Program design their own majors in consultation with faculty advisors. Indeed, the level of advising in the program creates a strongly supportive environment. This factor, along with careful student-centered course scheduling, contributes to the success of the Adult Degree Program. Recently the Weekend Advantage Program (described below), created by and initially for the ADP, has been extended to the College at large.
- **The Lehman Scholars Program**, designed for highly-prepared students, offers a broad program of study in the liberal arts. Its requirements include four special seminars in the humanities, social sciences, natural sciences, and performing arts; two years of foreign language; and a senior thesis. LSP, which prepares exceptional students for graduate or professional schools, provides maximum flexibility for students to tailor their majors. Recent developments in LSP include a Composition/Stylistics course and a required seminar in Internet Research. As with the Adult Degree Program, many students in the Lehman Scholars Program are among those elected to Phi Beta Kappa and who receive departmental and College awards for their outstanding achievement upon graduation (LSP is described fully in "Chapter Three: Students and Student Life").

It is noteworthy that since 1990, CUNY BA graduates at Lehman have numbered approximately 40; since its inception, LSP has graduated 559 students, about 6-7% of baccalaureate degrees awarded each year, ADP alumni number 1378, which translates into approximately 18% of baccalaureate degrees awarded each year.

Divisional Programs

Lehman offers a wide array of majors (95 in all as of 1998) grouped among three Divisions: Arts & Humanities, Natural & Social Sciences, and Education. Each of these divisions includes professional programs. Over the past ten years there have been some changes in the divisional structure. The Department of Nursing and the Department of Health Services were moved out of the Division of Professional Studies into a separate Division in 1994. This division became known as the Division of Nursing & Health Professions. In 1998, the Division of Nursing & Health Professions was merged with the Division of Natural & Social Sciences.

Since the three departments that remained in the Division of Professional Studies were in the field of education, in 1994, the division was renamed the Division of Education. The Division of Education houses the majority of the graduate programs at the College.

The Division of Arts & Humanities

A number of departmental changes have taken place within this division over the past decade. For example, the program in Dance left the Department of Physical Education, Recreation, & Dance in 1994 to join the Department of Speech & Theatre; in 1996, the Department of Classical, Oriental, Germanic, & Slavic Languages was merged with the Department of Romance Languages to form the Department of Languages & Literatures; the program in Latin-American & Caribbean Studies combined with the Department of Puerto Rican Studies into a new department titled Latin American & Puerto Rican Studies. As a result of the latter, the program in English as a Second Language, formerly housed in the Department of Puerto Rican Studies, moved to the Department of English. Two of the College's new majors are in Arts & Humanities: the program in Multilingual Journalism, which currently has 16 majors and 43 minors, and an interdisciplinary program in Computer Graphics & Imaging, which is actually an interdivisional specialization involving the Art and Computer Science programs within the Department of Art and the Department of Mathematics & Computer Science.

The Division of Natural & Social Sciences

In addition to the Computer Graphics & Imaging specialization mentioned above, there are a number of new programs, specializations and requirements within the Division of Natural & Social Sciences. The new programs, specializations, and requirements are listed below:

- A collaborative program, initiated in Fall 1998, involving the Departments of Psychology, Anthropology, and the Wildlife Conservation International (formerly known as the Bronx Zoo), which allows students to focus on primate behavior and evolution.
- A collaborative program in Applied Anthropology, now at the letter-of-intent stage, which will link the Departments of Anthropology at Lehman and at City College.
- A collaboration among the Department of Biology, the Wildlife Conservation International, and the New York Botanical Garden.
- The B.S. in Chemistry and B.S. in Chemistry with a Specialization in Biochemistry, which were formally certified for another five years by the American Chemical Society. The Department of Chemistry is active in the "Workshop Chemistry Program," located at City College, through which tutoring and faculty-based support are provided for chemistry students.

- A Health Services Administration Program, which was recently reapproved by the Association of University Programs in Health Administration (AUPHA). The undergraduate program in Dietetics, Foods, & Nutrition (DFN) is completing a ten-year approval document for the Association on Dietetics Accreditation on Dietetics Education of the American Dietetics Association.
- A Social Work Program collaboration with the Hunter College Graduate School of Social Work through which qualified Lehman and Hunter students may enter the graduate program after completing three years of specified undergraduate courses in Social Work.
- A new College mathematics requirement, effective September 1998, replacing CORE Quantitative Reasoning, which was recently extended to the Adult Degree Program.
- The Nursing Department's undergraduate program, which received full accreditation in 1995 from the National League of Nursing; a site visit by the New York State Education Department in the same year resulted in approval for all of the College's nursing programs. Among recommendations for improvement were upgrading of the Practice Laboratory, the hiring of adjuncts to help students improve clinical skills, and the upgrading of the undergraduate curriculum to an upper division program (this curriculum modification was completed in 1997).

The Division of Education

As the only senior college in the CUNY system in the Bronx, Lehman prepares large numbers of teachers for Bronx schools, and a majority of students in the education graduate programs are teaching in Bronx schools while completing their master's degree on a parttime basis. The Division works closely with a network of public school teachers to provide Lehman students with school-based experiences in local schools throughout their teacher education program.

Undergraduate students at Lehman College can complete New York State approved programs that lead to: N-VI Elementary School certification; secondary school certification in English, mathematics, social studies, sciences (biology, chemistry, physics, earth science), foreign languages, and business education; and the N-12 specialization areas of art, music, health, and speech. The College also has graduate programs that lead to provisional or permanent state certification with specializations in early childhood, elementary education, secondary academic subjects, reading, teaching English to speakers of other languages (TESOL), bilingual extension certification, guidance and counseling, and special education.

Lehman has a number of collaborations with local colleges and schools. Besides the field-based experiences in schools incorporated into the education programs, the College has col-

laborated in the implementation of nearly 50 different school-based initiatives in more than 150 different public schools. For several years Lehman has taken a leadership role in the Bronx Educational Alliance (BEA), a partnership involving Bronx leaders in education, business, government, and allied community health and human services. As partners for the improvement of mathematics, science, and technology education, Lehman has been the only college to collaborate as a full partner with all school districts in the Bronx in implementing the multi-year systemic initiative known as the Bronx Urban Systemic Initiative, which is funded by the National Science Foundation. The Institute for Literacy Studies is well-known throughout New York City for the long-term, school-based professional development work it does. The Education Division is in the process of revising its programs in accordance with new K-12 student learning standards, new certification titles, and new accreditation association standards implemented by the U.S. Department of Education and the Board of Regents.

Availability of Courses

Students at times find that required courses are unavailable. The College's registration system allows for advanced students to register first, giving transfer students priority at the expense of students already enrolled at Lehman. The College continues to work on the problem of scheduling, and a new registration system is currently being designed. Many departments report explicit efforts to offer evening and weekend courses. For example, the Adult Degree Program has, over the past two years, designed and initiated the Weekend Advantage, which offers a complete package of courses necessary to complete a limited number of majors on a weekend schedule. This program, because of its success, has recently (1998) been extended to include students who are not in the Adult Degree Program.

Academic Program Enhancement

A number of new programs have been designed over the past ten years with the goal of enhancing the academic experience of Lehman's undergraduate students. Most new programs are collaborative and support interdisciplinarity. Among these are the following:

Freshman Year Initiative (FYI)

Since 1992, the College has offered a freshman year program, originally designed for students who had passed the university's writing assessment test. Each student assigned to the program is registered into a block of standard college courses for which all of the instructors in the block regularly coordinate course work and assignments. Following the elimination of the Academic Skills Department in 1995, the FYI became the first-year program for all new fulltime, daytime freshmen at Lehman, including those who had not passed the Writing Assessment Test. It is noteworthy that persistence rates were significantly higher in 1996 than in

1989 for Terms 2, 3, and 4 (see Appendices E-5 and E-6). Additional evaluation data for the FYI are presented in detail in the report of the Task Force on Students.

Search for Education, Evaluation & Knowledge (SEEK)

SEEK is a special program of The City University of New York for students who need academic and financial support in order to compete successfully in college. SEEK provides concentrated and specialized counseling, remedial instruction, tutorial services, and a financial aid payment for book expenses.

At Lehman, SEEK provides financial assistance, skilled personal and academic counseling and supplemental instruction services for approximately 1000 currently enrolled students admitted under program sponsorship. Its goal is to create the best possible educational milieu and support to enhance SEEK students' performance, retention, and graduation. For the 1997-98 academic year, 1069 students received services through the SEEK Program, and in Fall 1998, SEEK admitted 178 new students, approximately 29% of the freshman class.

Interdisciplinary Programs

Several interdisciplinary programs are available to students at Lehman. These include:

- **Women's Studies Program.** An 18-credit option in conjunction with several majors, and a 12-credit minor.
- **Global Studies.** Over the past two years faculty have been working on an interdisciplinary program in Global Studies. Through a grant from CUNY's New Visions Program, funded by the Diamond Foundation, faculty from all three divisions of the College designed the proposed program, submitting a letter of intent which was passed by the College Senate and has been approved by the CUNY Central Office. In the current academic year the final proposal is being prepared for submission to the Lehman College Curriculum Committee. Faculty responsible for the initiative, and all those participating in it (some 40 members of 15 different academic departments), have commented on the exceptional degree of collaboration reflected in this project.
- **Computer Graphics & Imaging.** A new joint program of the Departments of Art and Mathematics & Computer Science provides for specialization in Computer Graphics & Imaging. Ten sections of courses are being offered in the Fall 1998 semester, and faculty are preparing a letter of intent for an interdisciplinary major based on this specialization.

Internships

A number of departments allow or require students to take credit-bearing internships, including student teaching, clinical training, and practica, which provide the opportunity to apply discipline-based academic knowledge in field settings such as schools and hospitals. In many majors, internships are required and stringently regulated by professional accrediting agencies. In other cases, an internship may be an option, a program enhancement to familiarize students with work in their chosen fields. In many instances, entry into a professional field is facilitated by an internship. For example, seniors in the Social Work Program have a two-semester field placement during which they spend two days a week working in one of the many community agencies that provide services to children, adults, and families. Graduate students in the master's programs in Speech-Language Pathology and Audiology must spend a minimum of two days a week, for two semesters, in a community agency such as a hospital, rehabilitation center, or a school. These students must be supervised at these sites by a professional certified by the American Speech-Language and Hearing Association.

Grant-Supported Programs

Since 1985, Lehman has been the recipient of major National Institutes of Health (NIH) funding to promote minority participation in undergraduate science education initiatives which are specifically designed to prepare and encourage minority students to pursue graduate programs in the biomedical sciences leading to the doctoral degree. These include:

- **The Minority Biomedical Research Support (MBRS) Program;** initially funded at Lehman in 1985, this is now in the last year of its most recent four-year award granted in 1994. NIH has recently restructured the MBRS, dividing it into a research-support component (SCORE) and a student-support component (RISE). The College is currently applying for both these components in a proposal submitted to NIH on October 1, 1998. From 1985 to the present, the MBRS Program has served approximately 105 undergraduates and graduate students. Currently there are twelve student slots, which include graduate students.
- **The Minority Access to Research Careers (MARC) Program;** first funded at Lehman in 1986, the College is now in year two of a subsequent five-year award. This program has supported 41 undergraduates, juniors and seniors only, since 1986. Currently, MARC funds six undergraduates at Lehman.
- **The Minority Infrastructure Support Program;** two funded subprojects were renewed in April 1998.
- **Minority-Research Infrastructure Support Program (M-RISP) in Psychology;** this program provides a bridge between the community colleges and Lehman for both

faculty and students. M-RISP has had ten undergraduates since 1993; currently, three students participate in this program.

- **The Alliance for Minority Participation (AMP);** this program provides support for undergraduate and graduate students in the sciences. Funded since 1992 by the National Science Foundation, a total of twelve Lehman students have been funded by this program. Currently the AMP supports six students at Lehman, including four graduate students.

Study Abroad

- **The Japan Study Abroad Program (Lehman's Hiroshima Campus).** From April 1990 through January 1994, Lehman administered and provided the faculty for a branch campus in Japan. This enabled Lehman to offer a study abroad program for Lehman undergraduates for either a semester or for a full year on the College's Hiroshima campus in Japan. This program also brought Japanese students to Lehman, most of whom completed their first two years of course work at the branch campus before coming to New York to complete their studies. While in New York, the Japanese students greatly enlivened the quality of campus life; courses on Japanese language and culture were offered, and these in turn helped prepare Lehman students for their own study abroad in Japan. After completing all Lehman College requirements, the Japanese students were awarded a Bachelor of Arts degree from Lehman College. Despite the great success of this program for the students involved, the Hiroshima campus was closed in 1994, due largely to financial difficulties originating in Japan. In the five years the program was in operation between 1990 and 1994, 87 students from Lehman studied at the Hiroshima campus.
- **The Paris/CUNY Exchange Program.** The Paris/CUNY exchange, an ongoing program, has enrolled from three to five Lehman students each semester over the past three years. Participants have included both French majors and non-French majors. In return, eight students from the Université de Paris have enrolled at Lehman over the last two years.
- **DeWitt Wallace Foundation Study Abroad Programs.** Three years ago CUNY created a Study Abroad Program and a Study Travel Overseas Program that provide limited funding for summer and inter-session study abroad through a grant from the DeWitt Wallace Foundation. The 40 Lehman students who have participated in these programs have studied in 12 different countries.
- **London Inter-session Program.** During the January inter-session each year a member of the English Department has conducted a theater class in London, which attracts 25 students each year.

- **European Union-USA Exchange Program in Chemistry.** This U.S. Department of Education FIPSE-sponsored program was a two-year pilot program meant to explore and develop methods for instituting greater cooperation in teaching chemistry between European and U.S. institutions. Several Lehman students spent a semester at the three partner universities in Europe (the Universität Osnabrück in Germany, the University of Derby in England, and the Universidad del País Vasco/Euskal Herriko Unibertsitatea in the Basque Country, Spain). Each partner university sent students to study at Lehman.
- **Other Opportunities for Study Abroad.** During the Spring 1998 semester, one prelaw student from Lehman spent the Fall 1997 semester in Ecuador, and one fine arts major studied at the École des Beaux-arts in Paris.

Graduate Programs

About 19% of Lehman students (by head count) are enrolled in graduate programs; 95% attend parttime in the evenings or on weekends. At the time of the last Middle States Review, graduate studies were under the direction of the Dean of Undergraduate and Graduate Studies. In 1991, however, an administrative restructuring eliminated that deanship and created a separate Office of Graduate Studies with its own Director and Graduate Advisory Committee. Because most graduate programs at the College are designed for entry or advancement within specific professions, program standards have tended to follow external criteria, especially with outside accrediting agencies dictating course requirements. To remedy wide discrepancies that had developed among programs, the Director of Graduate Studies, with the help of the Graduate Advisory Committee, has worked to standardize policies in key areas, including admissions criteria, probationary status, matriculation, comprehensive examinations, and English proficiency requirements. There have been additions to, as well as deletions from, Lehman's graduate programs since the last Middle States Review:

- In Nursing the general graduate degree has been replaced by four new graduate programs, including M.S. degrees in Parent-Child Nursing, Adult Health Nursing, Nursing of Older Adults, and Pediatric Nurse Practitioner. A proposed Family Practitioner Program has been submitted to the State Education Department for evaluation.
- Education offers two new M.S.Ed. degrees, one in Bilingual Special Education, the other in Teaching English to Speakers of Other Languages. There is also an Advanced Certificate program in Bilingual Extension for Secondary Teachers.
- An interdisciplinary liberal arts and sciences major is being developed for prospective elementary school teachers to provide the broader liberal arts and sciences background required by new State requirements.

- The Department of Health Services, in conjunction with union Local 1199 and several community agencies, offers a graduate Certificate Program in Nutrition, the AP-4 Approved Pre-Professional Practice Program. This venture is not a new graduate program, but a new collaboration between the College and community with funding from Local 1199.
- An M.A. in Applied Anthropology is being developed jointly with City College.

Graduate programs in education have and continue to undergo extensive revision. Effective May 1998, entrance, maintenance and exit criteria for the Graduate Early Childhood Program and the Graduate Elementary Education Program have been approved by the Lehman College Senate. Several other programs have submitted recommendations for higher entrance standards to the Graduate Curriculum Committee. It is noteworthy that the Graduate Elementary Education and Graduate Early Childhood Programs now require submission of passing grades on the Liberal Arts and Sciences Test (LAST) exam as one of the criteria for admission as matriculants into these programs (for details about the LAST, see below, pp. 23-24).

Technology

New technologies in many forms, most notably computers, E-mail, access to the Internet, and online library databases have been available at Lehman College since 1988. Incoming first-year students are now routinely given E-mail addresses and shown how to use them. The fact that many Lehman students have indicated a significant need for exposure to technology in the classroom may well stem from the fact that many of them come from economically disadvantaged backgrounds where home computers are unaffordable. A number of major technology advances have been described by the Task Force on Institutional and Instructional Resources, but some of those directly related to matters of academic programs and curricula will be mentioned here:

- The Physical Anthropology laboratory has been provided with a computer graphics database for the department's fossil cast and human osteological collections.
- The Department of Geography & Geology continues to expand its Geographic Information Systems laboratory. Furthermore, a graduate-level section of "Introduction to Geography" is being taught in the multimedia lab and offered as a live televised course to colleges in Puerto Rico, Texas, and schools in the U.S. southwest.
- The Departments of Chemistry and Biology continue to acquire modern computer-interfaced instrumentation for use in courses and for research. Among these are ultraviolet-visible and infrared spectrophotometers, high pressure liquid chromat-

graphs, gas- and high pressure liquid-mass spectrometers, and transmission and other electron microscopes. Computers in these departments and in the Department of Physics & Astronomy are used for data reduction, literature searches, molecular modeling, and acquisition of data from the Internet.

- Dietetics, Foods, and Nutrition students are using a nutritional analysis computer program in their dietary analysis study, and a further program, Nutriquest, is being installed in the collaborative computer lab shared with Nursing.
- A newly upgraded computer lab in Psychology is used for statistics and experimental psychology.
- The Department of Sociology and Social Work uses the computer lab for teaching a two-course sequence in research methods, and is collaborating with Queens College on a FIPSE grant to test new computer-oriented materials in Sociology.
- Multilingual Journalism students produce a weekly television news program in Spanish, and, through the BronxNet Community Cable, a similar program is produced in Japanese and Italian.
- In Art, a Graduate Research Technology Initiative grant provided for upgrading of computers in the Advanced Computer Imaging Lab, and a course on Art History requires students to analyze art works provided on CD-ROM.
- The Department of Languages & Literatures, with the addition of three new grant-funded multimedia language classrooms, now includes a computer component in all language courses. The Department of Languages & Literature has hired a technology coordinator for maintenance and training of faculty, students, and interns as well as a multilingual media coordinator.
- In the Division of Education, faculty development workshops have resulted in 12 education courses being taught in computer labs each term, and in the development of four new graduate courses leading to a specialization in computer technology for teachers. All teacher certification programs will be including effective use of technology for teaching/learning. As an example, the grant-funded teacher certification program, which is scheduled to be implemented in Spring 1999 for undergraduate students who are paraprofessionals, will include the use of laptop computers throughout the program and the development of electronic portfolios (using CD-ROM technology) to document the professional development of these teacher education students. Further, effective February 1999, technology workshops will be implemented as part of the student teaching seminar requirement.

In addition to these examples, in a number of departments some faculty offer their courses through Lehman's Computer Center, with E-mail as the means of communication beyond the

classroom. It should be mentioned that while faculty feel that the electronic classroom does not replace the benefits of face-to-face interaction, given the time constraints of our students, certain benefits are nevertheless acknowledged.

Outcomes and Assessment

Lehman assesses its academic programs through the CUNY-wide Academic Program Planning review process, and through compliance with program-based accrediting procedures. To accomplish such assessment, the College delegates responsibility to the department chairs and program directors to design, carry out, and oversee their own outcomes-assessment strategies in accordance with their respective missions. Examples of these strategies include: completion of specific courses, capstone seminars, internships, thesis defenses, monitoring of license and certification pass rates, and student surveys measuring employment or pursuit of advanced study.

As for issues related to student and program initiatives, the Task Force on Academic Programs and Curricula sought to evaluate the ability of students to think analytically and creatively across departments and programs. Responses to questionnaires distributed to faculty and department chairs indicated the importance of critical thinking to both fulltime and parttime faculty (see Appendices D-1, D-2, and D-3). Fulltime and adjunct faculty indicated on the faculty questionnaires that they frequently incorporate critical thinking into their courses. Chairs indicated that to a similar extent they encouraged such incorporation. Department chairs suggested that they do encourage faculty members to require writing and research assignments. Fulltime and parttime faculty indicated they place less emphasis on research assignments than they do on writing assignments. Students responding to the student questionnaire indicated that over two-thirds of their courses involved writing assignments and critical thinking, while more than one-third but less than two-thirds involved library research assignments, and closer to one-third included designing their own research. These responses indicated that an emphasis is placed on writing and critical thinking at Lehman. Discussions among faculty nevertheless suggest the need for continued efforts at strengthening students' abilities to express themselves orally and in writing, and to think analytically.

Outcomes related to passing rates of students on certification examinations in professional area examinations as well as data on State teacher examinations are available for selected departments.

- **Health Sciences.** Master's degree graduates in Audiology passed the certification examination (PRAXIS) at the following rates: 67% in 1996, 56% in 1997, and 50% in 1998. Speech-Language Pathology indicates the following pass rates for their

master's degree graduates on the PRAXIS examination: 1996—42%, 1997—56%, 1998—73%. The latter numbers may be misleading as they only reflect the numbers of students forwarding scores to the College, rather than the total number of students taking the exam and the particular outcome on the test. In an effort to improve passing rates on the PRAXIS exam, the Program in Speech and Hearing Sciences has revised its comprehensive examination to reflect more closely the content and format of the NTE exam. Additional substantive courses are being offered to fill in some of the gaps in the curriculum which have resulted from changes taking place in the fields of Speech-Language Pathology and Audiology. The graduate program in Audiology relies heavily on adjunct faculty, and there is an effort being made to obtain permission to hire one fulltime Audiology faculty member. Adding faculty and revising the curriculum has helped to increase the passing rate on the PRAXIS examination in Speech-Language Pathology; it is expected that similar improvements will result for Audiology as well.

Dietetics, Foods, & Nutrition had 50% of its B.S. graduates take the Registered Dietician (R.D.) examination within the past five years; 84% passed on the first attempt, a marked improvement from the previous five-year period in which only 63% passed on the first attempt. In the Approved Pre-Professional Practice Program (AP-4) for master's degree candidates, the first Registration Examination was given in 1993. Since that time 21 Lehman graduates have taken the examination, 16 passing on the first attempt and 2 on the second.

- **Education.** Within the past four years, the New York State Education Department has introduced new tests for Teacher Certification, namely, the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills—Written (ATS—W). Some 59% of those claiming to have been matriculated Lehman students passed the LAST in the 1996-97 program year, decreasing to 49% in the 1997-98 program year. Over the past three years LAST scores have been reported, the percent of Lehman students who passed the LAST has been about 55%. The comparable CUNY-wide and State-wide figures are 60% and 79% respectively. For the ATS—W, 68% of those claiming to have been matriculated Lehman students passed in the 1996-97 program year, decreasing to 63% in the 1997-98 program year. Comparison figures for CUNY and the State are 74% decreasing to 66% in 1996-97, and 90% decreasing to 80% in the 1997-98 program year.

English is a second language for a large portion of the Lehman student body, and many come to the College with a lack of preparatory experiences in taking standardized tests. Hence, the state examinations, which focus heavily on communications skills and writing, are a significant challenge for many of our students. A

variety of strategies are being used to improve the pass rate on the teacher certification examinations. Firstly, examination results have been analyzed to determine areas where students have the greatest difficulty and which subgroups of students seem to have the most trouble in passing the tests. Some of the conclusions are that (a) students for whom English is a second language have considerable difficulty with the LAST; (b) students who wait to take the test until the end of their senior year or after graduation are less successful than those students who take the test earlier; (c) transfer students do about as well as first-time freshmen; and (d) the writing section of the LAST presents the greatest challenge, with lowest scores consistently on that area of the test.

During the past two years, a faculty study group was formed to examine the specific content of the LAST and to make recommendations. Since sample tests are not available (only the test frameworks have been available), some faculty members actually took the LAST to become better acquainted with the demands of the test. As a result of this collaborative investigation of the content of the LAST, faculty in education and in many of the liberal arts and sciences departments have made concerted efforts to increase opportunities for students to do more extensive writing, critical reading, and logical reasoning within their courses. The work of the College RELATE Committee (Relationship of Liberal Arts to Teacher Education) was influential in promoting the current reexamination of the College's general education requirements.

There has also been a realization that students need the opportunity to develop test-taking skills. Consequently, the Division of Education now sponsors a continuous series of test preparation workshops, which are widely-publicized and free of charge to students. A special noncredit test preparation course providing more individualized support is also offered primarily for graduate students through Continuing Education at a reasonable cost. Students report that these test preparation workshops have been valuable and effective. Meanwhile, the College is conducting its own research to determine the general effectiveness of the workshops.

Finally, entrance, continuation, and exit criteria are being revised and all teacher education programs are being redeveloped to meet recently promulgated New York State requirements. This is a period of considerable change for teacher education programs.

- **Nursing.** Passing rates for firsttime candidates for the NCLEX-N were as follows: 1993—63%, 1994—78%, 1995—63%, 1996—82.4%, 1997—83.7%. Therapeutic Recreation reports that since 1990, when the National Council for Therapeutic Recreation examination was first given, approximately 500 Lehman students and alumni

have taken the examination: 92% passing on the first attempt and the remaining 8% on the second attempt.

The Task Force also was concerned about the extent to which advanced degree programs respond to the needs of community facilities and agencies for a highly trained professional workforce. Very few programs could produce hard data in response to this question. Many offered anecdotal responses. The undergraduate Dietetics Program is required by its accrediting agency to survey alumni, and from that source the College has found that 76% are currently working in the field, 36% of whom believe, based on personal observations, that they are better prepared for their first job than were other new employees. The Therapeutic Recreation Program informally offers job placement for its students, and thus faculty members are in contact with graduates working in the field. The constant demand for Lehman graduates would suggest that the Program is making a positive contribution. The Nursing Department and the Education Division offer similar statements about their graduates. An informal telephone survey of program directors and supervisors at local health care agencies indicates high satisfaction with Lehman graduates, although 32% of these respondents mentioned the lack of writing skills as a concern. The Speech Language Pathology and Audiology Programs surveyed more than 200 alumni regarding their employment and, despite a low-response rate, found that most graduates are employed in school and hospital settings and feel that the course of study prescribed for them at Lehman prepared them adequately for their work experience.

Finally, as mentioned earlier, the increasing student interest in preprofessional programs noted in the last Middle States Review has not diminished. Indeed, fully 54% of Lehman's 1997 graduates were in explicitly professional programs (Business, Computer Science, Education/Business Education, Health Professions, and Social Work) while a further 31% graduating in Psychology and Social Sciences certainly include a large proportion of career-bound students. Students indicate that their majors are preparing them, or have prepared them, for professional careers (see Appendix D-4: Student Questionnaire). The College has continued to make the provision of a solid liberal arts foundation a priority for all its academic programs.

Conclusions and Recommendations

Lehman College offers a varied and diverse curriculum to meet its students' needs. Departmental self-studies indicate that, for the most part, Lehman's departments offer an array of programs targeted to address the needs of diverse populations and to enhance their educational opportunities. Despite long periods of fiscal constraint, the faculty has continued to develop creative curricular offerings, many of which include technological and writing components. As a result of the findings of this Task Force it has become clear that the following would enhance the experience of students and faculty at Lehman:

- Develop and implement a long-range plan for addressing undergraduate and graduate recruitment and admissions criteria.
- Design a comprehensive, carefully articulated program for underprepared students who are admitted to the College.
- Strengthen the advisement process.
- Develop an automated registration procedure, allowing students to preregister by telephone or computer using PIN-numbers obtained from their advisors.
- Reward faculty for participation in College-wide initiatives.
- Implement a required and rigorous across-the-curriculum writing program.
- Provide an ongoing enriched program of academic and support services for transfer students.
- Expand efforts to include pluralism and diversity components in courses.
- Continue to offer faculty development seminars in the area of technology to encourage faculty to incorporate state-of-the-art technology into the curriculum.

CHAPTER THREE: STUDENTS AND STUDENT LIFE

The Task Force on Students addressed and evaluated the College's commitment to its mission as expressed through new initiatives to improve the overall student experience. The Task Force examined how such initiatives provide access to higher education for Lehman students while fostering their academic excellence and physical wellbeing. The Task Force considered present facilities, planned improvements (especially with respect to new technologies), and the extent to which technological resources are available to students. The Task Force evaluated campus activities such as clubs and social and cultural programs, and also examined the extent to which technological innovations have improved the quality of student life on campus.

General Overview

Academic Advisement

In 1996, the Office of Academic Advisement began a process of reorganization. The first step was to give it a new name: Academic Information and Advisement Center. The name change suggests an important new role for the office: to provide information about academic policies to all members of the College community. The second step in the reorganization was to create the Office of Academic Standards and Evaluation. This office oversees the Academic Information and Advisement Center, and its creation emphasizes the role of the professional staff in articulation and retention. It also establishes a central location in which questions of standards can be answered.

An advisor joined the office under the functional title of "Retention/Articulation Specialist." The title actually reflects the duties of three fulltime members of the staff. In addition to making available academic advisors to students, the office is responsible for (a) designing and implementing retention projects, (b) providing information about articulation agreements to students, and (c) studying student success.

These expanded responsibilities include the advisement of ESL/bilingual students, formerly carried out in the Department of Latin American & Puerto Rican Studies. The purpose was to bring bilingual advisement into the mainstream of the College, a change designed to help bilingual students make a successful transition to the upper division of the College.

There have been a number of marked improvements in the delivery of advisement services. Most importantly, the office separated advisement from registration for continuing students; advisers now see only new transfer students during the registration period while continuing students receive advisement during the semester. Thus, rather than prescribing a program,

advisors have the chance to truly advise. This process also improves the initial advisement for transfer students, who within two hours of signing-in are able to see a counselor. Last year the office introduced a newsletter, published twice a semester, to communicate information about programs, policies, and procedures.

With advisors continuing to act as liaisons to the academic departments, there have been improvements in the departmental advisement of majors as well. Over time, majors advisors have come to rely on the knowledge and the expertise of the professional advisement staff. The installation of computers in department offices has also enabled faculty advisors to view an entire student record. This facilitates the flow of information and enables faculty to ask informed questions. In the near future, the staff plans to facilitate a College-wide discussion of grades and student academic development. As the College reviews its general education requirements, the office will concomitantly take an active role in developing new advising processes to suit whatever changes are made.

Student Recruitment

Like many other colleges and universities across the country, Lehman has faced enormous challenges to maintain and increase student enrollment. Over the past several years, Lehman, like most other CUNY colleges, has experienced enrollment decreases, particularly in the undergraduate student cohort. Among the factors contributing to the overall decline are: increases in tuition, decreased financial aid, base budget cuts, increased competition, limited marketing efforts, changes in University admission requirements, and, more recently, harsh public criticism of the University.

An aggressive student recruitment campaign is currently in place. In Fall 1998, a two-year strategic plan was developed by the Office of Student Recruitment, Division of Student Affairs. Following extensive discussion with governance entities and students, the plan has been widely endorsed. The Office of Student Recruitment will be working closely with academic departments and faculty and student members of the new Task Force on Student Recruitment and Retention regarding enrollment management.

One of the new initiatives included in the plan for 1998-2000 is the Bridge to College Program, which is designed to enhance the ability of high school students to qualify for admission to Lehman College by providing supplemental instruction coupled with mentoring and counseling. In collaboration with high school teachers, administrators, and staff, students will be encouraged to complete CPI requirements, prepare for the PSATs and SATs, and successfully complete the Basic Skills Admission Tests required for admission to senior CUNY colleges and for transfer from CUNY community colleges.

This after-school program would be piloted initially in six of the College's biggest "feeder" high schools. The program would also emphasize college survival skills and test-taking strategies. The College will coordinate trips to the campus to interact with Lehman faculty/staff or to attend special events. Workshops on admissions and financial aid would also be provided. The Bridge to College Program has been supported by the Bronx Superintendent of High Schools, and is scheduled to begin in Spring 1999 at Kennedy, Walton, DeWitt Clinton, South Bronx, Evander Childs, and Christopher Columbus High Schools.

Adult Degree Program

The Adult Degree Program (ADP) began in Spring 1977 with 17 students. Its purpose was to serve the needs of adults with work and family responsibilities. To that end, the program has a number of features that give students the flexibility to complete their degrees in a reasonable time:

- Evening and weekend seminars to introduce students to college-level study and prepare them to use the basic skills necessary for college work.
- The possibility of earning college credits for life experience and for out-of-class college projects that might involve an internship, field study, or research in the student's area of interest.
- Individualized study plans tailored to the student's academic and career goals. Exemptions from core and distribution courses are granted when academically justified.
- Individual counseling and course advisement by a staff that is aware of the anxiety many adults face when they decide to return to school.

During the past ten years, the Adult Degree Program has made several new efforts to reach out to this population of mature adults. In addition to advertising in local newspapers, the program is now advertised in the bulletin of the College's Continuing Education Program. This bulletin is mailed to select zip codes in the area surrounding the College as well as to students who, in the past two years, have been enrolled in courses in Continuing Education. Many of these students are ready to step up to a baccalaureate program after participation in skills-refresher courses or after completion of certificate programs in child care or paralegal studies, for example. The ADP also provides an easy entry into the College environment with which these students are already familiar.

Bridge programs between several outside agencies and the College's Continuing Education programs also serve to prepare adult students in skills and/or specific pre-professional areas (such as health and education). Upon completion of a bridge program, students may enter Lehman College through the Adult Degree Program. An example of this kind of program is

the one established between Lehman and the West Farms Community Development Corporation. It enables high school dropouts to prepare for the GED and for the University Skills Assessment Tests, both requirements for entry into the Adult Degree Program.

Recently, programs supported both by the 1199 Health and Human Services Union and by a Workforce Development Initiative Grant provide college-credit bearing courses leading to the bachelor's degree for various categories of health care workers. Students take a variety of courses depending on the program in which they are enrolled and may opt to meet requirements for the degree through the Adult Degree Program.

Coordinated Freshman Program

The Coordinated Freshman Program (CFP), which was created with issues of retention as its underlying premise, offers students a challenging and fully supportive learning environment. Of its three components, the Summer Immersion and January Inter-session programs focus primarily on skills development in the areas of writing, reading, and mathematics. Increasing the level of preparedness in these fundamental areas of literacy heightens prospects for academic success as students enter the Core curriculum and confront distribution requirements. The intended effect is to generate student commitment to their own learning as skills development transfers to achievement in course work. Student success, course by course, deepens the promise of persistence and retention. These special programs, reliant on intimate classroom settings and based on collaborative activities, have had a significant impact on levels of preparedness and subsequent student determination to succeed in their courses.

The Freshman Year Initiative, the academic year program of the CFP, reinforces development of writing and critical reading skills as part of a larger structure aimed at comprehensive intervention in the overall academic experience of freshmen. Here retention strategies focus on all aspects of the student's experience at the College. From its inception in 1991, The Freshman Year Initiative (FYI) at Lehman has grown substantially in size. Over the years this program has increasingly realized its principal objective of improved student retention and achievement. It offers a fully supportive educational experience for entering freshmen to help them succeed in their first year of college study and provide a foundation for subsequent years.

The block design of the program, based on learning communities, creates a network of peer support for entering students; 765 fulltime freshmen were involved in the 1997-98 academic year. The Coordinated Freshman Program systematically gives faculty the opportunity to collaborate on the integration of discrete courses within each block in order to create a coherent learning environment and to discuss progress of students in their block. The academic experience that evolves fosters intellectual connections between students, between students and their teachers, and among disciplines. The foundation courses offered in the one-year

program provide a broad background for more advanced course work. These curricular development efforts represent an interdisciplinary, writing-centered approach to first-year studies.

The FYI has incorporated a wide range of academic-support activities embedded in the block structure, including supplemental instruction, counseling, tutoring, and critical reading workshops. The pursuit of educational strategies to meet the challenge of working effectively with an increasing number of underprepared students is ongoing. Counseling is provided on an individual and group basis for all students in the program. The Freshman Seminar provides a forum for discussion of student concerns about academic progress and balancing academic and personal commitments. It addresses these concerns by teaching problem-solving techniques and broadening students' perception of a meaningful college education. One focal point of discussion is the relationship between a liberal arts background and the world of work.

The program has expanded to include specially designed blocks for ESL freshmen, and it has established a partnership with the Lincoln Center Institute that ties courses from various disciplines to the arts. Two computer labs, created by the program, are used in English composition classes in order to assure computer literacy for first-year students.

The FYI, in its efforts to create a supportive, interactive, and cohesive learning environment, has given freshmen the opportunity to forge academic and social bonds with their peers and a less formal relationship with the institution. Students gain a sense of belonging and a clear sense of identity in this critical time of their academic development.

The Weekend Advantage Program

In the Summer of 1996, the College began to promote its weekend course offerings to both registered and potential students. For recruitment purposes, the program is called the Weekend Advantage. While primarily an undergraduate program, graduate course work in education is also offered. Undergraduate majors or minors in Political Science, Sociology and Psychology can be completed on the weekend. The requirements for minors in Elementary Education, English Literature, and Sociology can also be fulfilled. Courses to satisfy the College's Core and distribution requirements are also offered on the weekend.

Nearly 200 students have been admitted to the College through the Weekend Advantage Program. Informal and anecdotal information indicates that because of work and family obligations, many of these students would not be able to attend courses during the week. Similarly, the availability of weekend courses allows students to increase their course loads by combining midweek and weekend schedules. Enrollment in weekend courses has increased steadily. Student registration increased 15% from Spring 1997 to the current semester, with an

11% increase in courses offered. During the same period, the percentage of sections reaching their registration limits increased from 37% to 59%.

Many departments have enthusiastically endorsed the program and an increasing number of fulltime faculty teach weekend courses. Originally, courses were offered by departments without regard to the needs of a unique weekend population, but the College now seeks to ensure that its weekend course offerings reflect student needs and provide a reasonable amount of variety and depth. Under study now are the possibilities of increasing the number of undergraduate majors available, enlarging the variety of general education courses offered, and stimulating enrollment through the identification of additional target populations and the development of specific recruitment activities for the academic programs available on the weekend.

Financial Aid

The Financial Aid Office (FAO) informs and encourages students to apply for grants, work-study, and loans available through federal, state, and private sector programs. FA programs are available for all fulltime and parttime matriculated undergraduate and graduate students. New students are mailed a generic Free Application for Federal Student Aid (FAFSA) which they must submit to the Federal Central Processor (FCP). Continuing students are mailed a preprinted application.

Data generated from filing the FAFSA, with Lehman as the college of attendance, are electronically transmitted from the FCP to CUNY's financial aid computer center, the University Application Processing Center (UAPC). Upon receipt of the federal data, UAPC mails the student a form to apply for New York State and campus-based aid. This electronic flow of data has allowed the FAO to track and review student files to detect existing problems such as incomplete applications or those selected for verification. The FAO contacts students for the necessary documents and updates corrections online. This type of transaction results in faster and more accurate data, cutting response time from four weeks to ten days. Once awards are in place at UAPC, it becomes the responsibility of the FAO to monitor the flow of data to CUNY's University Accounting Office (UAO). Tuition, fees, book deductions, and checks are generated at UAO. The FAO and the Business Office schedule financial aid checks and deductions on the CUNY financial aid calendar before the beginning of each academic year. The FAO continuously screens data compliance for each financial aid program regulation, particularly the attendance and academic progress requirements. During the past five academic years, the FAO has processed and disbursed a yearly average of \$7,996,355 Pell grants; \$6,582,520 in New York State TAP grants; \$4,088,953 in Federal Direct Loans; and \$1,096,746 campus-based aid.

The FAO offers assistance in completing and reviewing applications. For the academic year 1997-98, more than 7000 students were awarded aid, most of whom required staff assistance. In addition, more than 3500 were required to submit award statements and income documents, to comply with requested Federal and CUNY income verification. Over 2300 students were awarded Federal Direct Loans and/or Federal Work-Study, requiring additional visits to the office. On the average, students make a minimum of three to four visits each year. The FAO has evening hours twice a week to accommodate evening students.

Many administrative problems have been alleviated with the implementation of the Student Information Management System (SIMS). Thanks to SIMS, the FAO has developed computer programs to ease the processing of FA awards and to generate discrepancy and diagnostic reports to troubleshoot possible problems. The electronic transmission of student registration data to UAO allows for automatic tuition and fee deduction. The data also disallows awards for any student who is not registered or is not meeting certain academic requirements. In addition, it can now determine eligibility for book advances and generate checks or vouchers for students by the second week of classes.

The upgrading of the office's personal computers and software allows for networking with staff members and outside FA agencies. The FAO can now link up directly to the New York State Higher Education Services Corporation for up-to-date data on students' state awards. The upgrade permits multiple sessions for instant view of students' academic records, financial aid inquiries, and information about check disbursement. This enables the staff to inform students of up-to-date FA status, troubleshoot problems, and generate awards on-the-spot for payment of tuition and fees.

The College's new Information Technology Center (ITC) and Career Services Exploration Lab will improve students' access to specialized financial aid services on the Internet. The FAO will begin to encourage students to file for federal and state aid via the Net in hopes of lessening paperwork and processing time.

Although the computerization of the FAO has reduced part of the administrative burden, the student load is still very heavy. The FAO is staffed by six counselors and a staff director. As noted, most students pay multiple visits to the office, which often result in long lines, especially during peak periods. The FAO staff seeks to reduce these lines by campaigning for earlier filing of forms and eliminating several of CUNY's verification audits (submission of documents) that are not required by federal regulations.

Child Care Services

The Lehman College Child Care Center, in operation since January 1985, has served many student parents over the years. Presently, the Center is licensed for 40 preschool children

aged 3-5. In Spring 1993, the Center added an after-school program which is licensed for 18 children, aged 5-9. The Center is accredited by the National Academy of Early Childhood Programs. In 1991, it was among the first 40 centers in New York State and the first CUNY center to be accredited.

The Center is financed jointly by the State of New York, a federal block grant for child care, and user-fees charged to the students. The fees are based on the number of days a child attends. For a child attending five full days, the semester fee is presently \$800; the fee for three full days is \$528 per semester. For parents who use the Center parttime (mornings or afternoons three, four, or five days per week), the fees range from \$288-\$480 per semester. The federal grant supporting the Center helps subsidize some child-care fees. Eligibility for the subsidy, established by the State of New York, is based on family size and annual income. The Center operates under a contract between Innovative Learning Centers, Inc. and Lehman College Student Child Care Center, Inc.

At the beginning of each academic year, a parent board is organized which acts as an advisory committee to the director. The Center offers parent-support groups, networking, and workshops. According to a recent alumni survey spanning ten years, all parents who responded felt that their experience with the Lehman College Child Care Center was not only beneficial to their child—giving children a good foundation for school—but that the Center also helped student parents complete their studies at the College in a timely fashion.

The Center's daily program encompasses elements designed to foster all aspects of child development. Along with daily activities, a movement specialist and a music instructor work with the children on alternate weeks. Computers with educational software programs are available in each classroom for daily use. This early exposure to computers has contributed significantly to the children's understanding of technology.

Student Health Center

The Student Health Center (SHC) at Lehman College reopened in February 1996 under the management of Collegiate Health Care, Inc. The SHC is open 39 weeks a year, accommodating Fall, Spring, and Summer sessions.

Services include free or reduced-cost annual physicals, acute illness care, women's health services, travel and state-required immunizations, urgent care, health education for a healthy life style, disease prevention, and wellness assessment. Basic laboratory services and pharmaceuticals are also available. The SHC helps Lehman students, most of whom have no medical insurance, by providing free diagnosis and treatment for ailments and accidents. In addition, the Center has established a health-care referral directory to free and low-cost extended care in the community.

Technical support includes three computers, all with E-mail access and far-reaching information database capabilities. This support includes: immunization tracking with electronic record cataloging, a practice management program, payroll and purchasing programs, and health education and discussion databases for member health-service directors. The practice management system allows for student demographic, medical, and laboratory histories to be securely and easily accessed, and for appointments to be conveniently scheduled. Statistics and outcome measurements are also making possible best-practice care, treatment, and patient-satisfaction data review. An additional unique feature is the Electronic Documentation System (EDS), which houses electronic copies of all MMR vaccination records. All records from 1996 on will be accessible via electronic copy in the near future.

Campus health awareness outreach is an ongoing process and a primary focus of the Lehman College Student Health Center, with four formal efforts each month: two programs that focus on health awareness issues and two media programs that discuss current SHC activities, programs, and special health events.

Media programs include biweekly broadcasts on WHLC, the student radio station, advertisements in the school newspapers, *Meridian*, and *La Causa*, and occasional appearances on BronxNet, the cable TV station which is housed on campus. The challenge of communicating with students is great in this non-resident population, but hundreds of flyers going out regularly have resulted in increased utilization of the Center for all services other than required immunizations.

Examples of health awareness issues covered in the 1997-98 school year include: Flu Shot Clinic, Sexually Active Men's Clinic, Breast Awareness Clinic, Stress Management, and the Annual Wellness Festival. Topics covered on the radio broadcast include: HIV/AIDS, domestic violence, alcohol binges, world AIDS awareness, and smoking cessation.

Students have available to them, through an 800 number, a medical-audio library with more than 300 topics, including many in Spanish. Health-related publications and brochures in English and Spanish are stocked in the SHC and distributed throughout the campus at monthly intervals.

Since Spring 1998, the Student Health Marshal Program has been managed by the SHC Director and Health Educator. This Program involves peer-educator groups of four to five students and coordinates six outreach activities a semester focusing on HIV/AIDS and sexually transmitted diseases (STDs).

For students who participated in the Center Satisfaction Survey, scores are very high. A year-end general population survey will be conducted to obtain non-user input as well.

Career Services

One of the College's major initiatives in the past five years has been the establishment of a computer technology lab in the area of career services. With the help of a \$30,000 state legislative grant in 1996-97, the College is improving and expanding its efforts in career services utilizing the latest computer hardware and career-related software and resources.

Lehman College has utilized new technology to expand the offerings of the Career Service Office. Presently, Career Services maintains computerized listings through a CUNY job bank and posts fulltime and parttime positions in private, public and nonprofit organizations. With the inclusion of computers with more capabilities and applications, students conduct job searches and career-related research via numerous online job, internship, and resume databases on the Internet. In addition, interactive career assessment software programs help Lehman students make their career and educational plans.

With the assistance of an innovative career service office management software package, partially funded and to be fully functional in 1999, Career Services will continue to deliver the services that meet its student and employer needs while streamlining the administrative processes. This state-of-the-art career service technology allows students to schedule interviews, view job information, and follow interview and recruitment activities from anywhere at any time.

To provide maximum services with a limited staff, Career Services conducts a series of group workshops that include: skills assessment and marketability, resume writing, interviewing skills, and job search strategies. Presentations on resume writing and interviewing skills are given in collaboration with academic departments.

Career Services' annual Career Day for students and alumni attracts more than 300 students and graduates who have the opportunity to network with 30-35 employers from private, public, and government sectors. Participating employers appreciate Lehman's diverse pool of ambitious, career-oriented students as prospective employees. Among recruiters who have come to Lehman are New York Life, Xerox, Covenant House, and The Gap. In conjunction with the Office of Alumni Resources, Career Services recently conducted a plenary session for students entitled "The Workforce and its Possibilities: A Look into the Job Market of the 21st Century."

Along with structural and programmatic changes came a change of name for this office. Formerly known as the Office of Career Services and Cooperative Education, it is now known as the Career Services Center (CSC). Using desktop publishing software, the Center designs and publishes a monthly newsletter called *Future Smart*. The newsletter provides current information on internships, recruitment activities (on- and off-campus), scholarships, career-related events, and career advice.

In keeping with the College's mission of preparing students for professional employment in fields that enable them to be of service to their communities, the Career Services Center helps students identify internship opportunities by maintaining an extensive library of internship information and contacts. The Center has assisted students with direct placement at CBS, Bronx Veterans Hospital, National Urban League, Consumers Union, and the Metropolitan Transportation Authority. Lehman candidates have been identified for the Hispanic Association of Colleges and Universities (HACU) internship program, which assigns students to federal agencies in Washington, DC. Two Lehman students were also accepted into CUNY's HSI-STEP Transportation Scholarship and Internship Program.

Student Activities

The hub for campus life and student activities is the Student Life Building. Built in 1980, the two-story building contains 17 student club offices, a computer resource room for club leaders, meeting rooms, a TV room, kitchen, the campus radio station, and administrative offices for the Office of Campus Life. Campus Information Services occupies an office near one of the main entrances to Shuster Hall. Since 1987, the number of registered clubs has fluctuated from 30-40 per semester; 32 clubs registered for the Spring 1998 semester. New clubs in 1998 included the Bangladesh Student Association and the Ghanaian Student Association. The variety of clubs reflects the diversity of students on the Lehman campus.

Subsequent to the last Middle States visit, the Student Affairs Division formed a Multicultural Awareness Committee (MAC) made up of students and staff in order to facilitate, through cocurricular events, an appreciation of the diverse cultural heritage Lehman students bring to campus. MAC has sponsored International Food Festivals, speakers, and movies that reflect the multilingual, multinational study body. One of the highlights of this initiative, in collaboration with the President's Committee on Pluralism and Diversity, was the dedication of a plaque by the Secretary General of the United Nations at the Old Gym, site of UN Security Council meetings in 1946.

In 1998, the Student Conference—the student branch of the Academic Senate—set out to: (a) review the structure and financial procedures of Student Government, (b) develop a regular schedule for *Meridian* and *La Causa* (student newspapers in English and Spanish, respectively), and (c) establish a leadership-training program for club and government officers. The Office of Campus Life has undertaken a number of initiatives to emphasize the breadth and depth of cultural diversity on the Lehman campus. In cooperation with the Campus Association for Student Activities (CASA), it sponsored a series of small cocurricular events for students, including movies, poetry readings, discussion groups, and receptions.

To help prepare student leaders for the electronic future, the Student Life Building acquired four networked computers in Fall 1998. The new computers are linked to the Internet and

allow students to access their E-mail accounts. Workstations also allow for the design of brochures and posters for club events:

The APEX

The APEX, inaugurated in 1994, is an architecturally distinctive, state-of-the-art complex that houses athletic activities, sporting events, dance studios, and many instructional settings such as faculty and staff offices. Free of charge to Lehman students, the APEX provides access to an Olympic-size swimming pool, tennis and racquetball courts, a modern fitness center, and free-weight room. Monthly and yearly calendars of special events highlight the activities that students may participate in or observe.

The fitness center has entrance guidelines, requiring all participants to complete a personal health inventory. If necessary, participants are directed to a health care professional to evaluate health concerns, and this provides, if necessary, an opportunity for early intervention and followup. During a required orientation, the staff educates students on an exercise program that will (a) develop proper body weight, (b) maintain muscular fitness, and (c) improve the cardiovascular system. Information is provided on strategies for achieving and maintaining appropriate health parameters.

The APEX offers an intramural program, fitness contests, and several weight-loss programs. In addition to being motivational, these programs include an educational component as well. Membership plans and a guest-pass policy allow access for family members of students and faculty. This athletic complex enables students to interact with other students and faculty members in an informal environment. Students of diverse backgrounds meet and develop friendships as they pursue their common fitness interests. The APEX programs also give students an early opportunity to understand the importance of making the pursuit of health a priority in their lives.

Counseling

The Counseling Unit of the Division of Student Affairs was retrenched in June 1995 as a result of the University's fiscal crisis, and the Dean of Student Affairs is exploring the possibility of restoring counseling services. In Fall 1997, he enlisted the collaboration of Professor Joseph Ilardo (Speech & Theatre) and, more recently, Dr. Carol Rothman (Psychology), to develop an appropriate model for a peer-counseling program under the supervision of a licensed clinician. The Dean also requested a proposal for counseling services from Collegiate Health Care, Inc., the managing agent of the Lehman College Student Health Center. The director of the Health Center has also been asked to provide a comprehensive referral program for students.

It is uncertain at this time what type of services will be offered and when discontinued services can be reestablished. Although the Division of Student Affairs recognizes the need for counseling services for the general student population, it is important to note that personal counseling is provided for students in the Freshman Year Initiative and the SEEK Program.

Technology

The most significant initiative since the Middle States Self-Study of 1988 has been the installation and implementation of technology throughout the campus, intersecting all areas of student services. The establishment of the Student Information Management System (SIMS) has alleviated administrative problems and increased accuracy. The ease with which student transcripts may now be accessed for advisement purposes has increased the speed and effectiveness of the process. The installation of computers and terminals in departmental offices has facilitated the monitoring and advisement of majors and minors. This also makes it possible to access data for retention studies and monitor overall student progress.

As noted earlier in this chapter, SIMS has enabled the Financial Aid Office to facilitate the processing of financial aid awards and generate discrepancy and diagnostic reports to troubleshoot potential problems. Electronic transmission also allows automatic tuition and fee deductions, while preempting awards for ineligible students. The College's new Information Technology Center and Career Services Exploration Lab will also give students access to a variety of special services on the Internet.

Freshman Year Initiative computer labs likewise encourage computer literacy among students. This has improved the quality of student writing for composition courses as well as writing-intensive content courses.

The APEX Website speaks for itself in utilizing new technology to promote a healthier and safer lifestyle, and to provide students, faculty, and staff at Lehman with useful information related to health care and physical fitness. Data from the student questionnaire returned as part of this Self-Study (see Appendix D-4, section F, item 70) make it clear that students are highly satisfied with the APEX services offered to them.

Administrative components of any college include the main registrar functions: class scheduling, registration, grade processing, record-keeping, and graduation audits. Lehman College has allocated considerable resources for the technological upgrading of the Registrar's Office, as well as providing online capability for the College at large through installation of the University-wide SIMS network described earlier.

Online course-scheduling provides administrators and faculty with course data, variable titles and credits, course limits, registration numbers and rosters, and over-tally information. As a

result, immediate decisions due to changes in course data may be made easily at registration. Computerization of the Registrar's Office has also expanded the amount of available information. The Registrar has recently completed the main design for a telephone registration system. Part of this major overhaul includes rewriting the Schedule of Classes as well as reconfiguring most of the forms used by the Registrar, Bursar, and Financial Aid Office. In addition, the ways in which refunds and other transactions are made and recorded are also being modified. Since SIMS is a new system, many changes will doubtless be necessary to accommodate this process.

A computer profile is being developed for student use. Computer terminals will be installed at appropriate sites about the campus where students may check their registration for the current semester and verify their academic records. This will make it possible to access information about transcripts, grades, and other essential information. To ensure confidentiality, personal identification numbers (PINs) will be used along with other secured information systems.

Significant changes in grade processing and updating procedures are planned. The Registrar's Office will purchase its own scanning machine so that grades can be processed in the office where grade sheets are collected—instead of inputting grades through the computer center. This will make it possible to (a) identify immediately what sheets have been submitted (an addendum to the program will provide this information by electronic dating as sheets are submitted), and (b) process sheets continuously according to the Registrar's schedule. It will also be possible to forward grades to students more quickly with the ability to process data more efficiently within the Registrar's Office.

The Registrar's Office is playing a key role in creating a transfer evaluation system that will provide a means for checking prerequisites as part of the online registration process. This system will use the University Course Guide for input, and will enable the Admissions Office—and eventually the Office of Academic Standards and Evaluations—to enter online course evaluations from all colleges. A significant advancement will be the manner in which courses from our main feeder schools, particularly Bronx Community College, will be entered. A major result of the transfer evaluation system will be the ability to perform online degree audits for our graduation candidates.

The registration process shows continuous improvement due to online upgrades and modifications. Registration time, on average, has decreased in recent years, with students moving more quickly through the registration line. Although the majority of students indicate that they are not satisfied with the registration process (see Appendix D-4, item 36), they nevertheless rate it as "Satisfactory" (see item 87). The clearance area continues to be most successful in providing advisement services to students who, for a variety of reasons, may be

ineligible to register. It is now possible to inform ineligible students at the beginning of registration that they may not register, thus saving them time and helping to reduce delays in the registration arena. Additional parttime staff and computer terminals have also served to streamline the registration process. Registration for the FYI program has been expanded both in time allocated for scheduling freshman registration and for procedures that help to make the experience more student-friendly.

The Registrar has installed a system that forwards transcripts electronically to the UAPC, the Graduate Center, Study Abroad, and other CUNY participating colleges. This process is cost- and time-effective, and helps to provide a more efficient system for intra-University transfers of student transcripts.

To summarize briefly, the SIMS communication base bridges various divisions of the College, resulting in a significant increase in the accessibility of information to faculty and administrators. Online technical enhancements to protect student, course, and personal data continue to be added as the database expands. Risks regarding privacy, integrity of grades, transcripts, and personal information were taken into account in these modifications. SIMS also added user-identification accountability.

Outcomes and Assessment

The source of the following data is the Student Questionnaire administered on behalf of the Middle States Self-Study in Spring 1998 (see Appendix D-4).

Each of the following services was rated for degree of importance to students according to the following scale: 1= Very Important, 2= Important, 3= Not Important:

Student Ratings of Services by Degree of Importance

| | |
|-------------------------------|------|
| Academic Advisement | 1.22 |
| The APEX | 1.97 |
| Career Services/Job Placement | 1.27 |
| Child Care | 1.94 |
| Financial Aid | 1.27 |
| Health Services | 1.46 |
| Personal Counseling Services | 1.60 |

Each of the following programs in which students have participated was rated for effectiveness according to the following scale: 1= Excellent, 2= Very Good, 3= Satisfactory, 4= Poor, and 5= Never Used:

Student Ratings of Specific Programs for Effectiveness

| | |
|--------------------------------|------|
| Adult Degree/IBAP | 2.07 |
| Freshman Year Initiative (FYI) | 2.35 |
| Weekend Advantage Program | 2.53 |
| Bridge to College | 2.72 |
| Continuing Education | 2.36 |

Recommendations

Academic Advisement

The Academic Information and Advisement Center should increase its staff to increase the student/advisor ratio. Serving approximately 175 walk-in students a week, with 25 evening appointments as well, the staff is seriously overburdened. Plans for retention programs, time-management workshops, and study skills workshops have not materialized due to a lack of staff. Plans for additional services, however, are always under consideration and the staff continually seeks ways to implement them.

Adult Degree Program

The Adult Degree Program should continue to recruit a diverse student population through newspaper advertising and the College's Web site. In addition, given the CUNY BSAT requirements proposed for Lehman College, effective Fall 2000, the ADP should plan to provide information about the College's Continuing Education Bridge Program to assist interested students in improving their skills prior to applying to the College.

Freshman Year Initiative

The FYI concept of linked courses in a block structure should be extended to the sophomore year. An integrated curriculum with academic support should also provide the basis for such a new sophomore year initiative.

Evening and Weekend Students

More attention needs to be given to providing support services for students who attend classes in the evening or on weekends, such as advisement, food services, and Bookstore hours. In departments offering large numbers of evening and weekend courses, offices should be staffed and basic administrative and support services should be available.

Financial Aid

The new SIMS software and specialized computer programs require in-depth staff training to understand and make good use of the growing amounts of available online data. Financial Aid Office staff should regularly attend CUNY workshops to keep up with the ever-changing policies and systems.

To facilitate the financial aid application process, the following should be considered:

- Development of a financial aid lab equipped with personal computers and direct access to the Internet to permit students to file FA applications quickly and with less chance of inaccurate data.
- Staffing the lab with college assistants and CUNY-CAP (graduate) students trained in proper procedures and document collection.

The FAO is an over-the-counter operation, where all students are advised in an open area. As a result, staff and students have expressed concerns regarding privacy. Future renovation plans should include a waiting area, a counter for the delivery of quick information, and private offices for counseling.

Child Care Services

The Lehman College Child Care Center is always fully enrolled and cannot accommodate all children and parents who need child-care services. To address the ever-increasing needs of student parents, Lehman should expand the center (into the T-2 building, upon completion of the new Information Technology Center in early 1999). This would provide approximately five additional classrooms, making it possible to accommodate an additional 80-100 children.

Student Health Center

The following should be provided:

- Internet access for greater availability of patient education resources and reference material for providers.
- Greater promotion of the Student Health Center via information posters throughout the campus and via the Lehman College Web site (at present, no such efforts have as yet been made to make SHC services more widely-known).
- A more centralized location for easier access to the Student Health Center.
- More effective promotion of health education by equipping the Health Center seminar room with a conference table, chairs, and a TV/VCR.

Career Services

The following initiatives should be planned:

- ❑ A Web page to publicize career-related activities, recruitment, and job and internship opportunities. Students should be able to link to this Web site and register through Career Services, work on their resumes, and submit them electronically to various employers.
- ❑ A line for hiring an additional career counseling professional to assist in developing internship and employment opportunities for students, as well as to provide group and individual career counseling services.

The APEX

The staff of the APEX is creating a health and fitness club that will promote the use of APEX facilities and encourage students to establish lifelong patterns of regular exercise and fitness activities. Through a variety of informational meetings and promotional offers, The APEX will encourage all students to become more aware of health and fitness issues and opportunities. These efforts extend beyond students to the entire Lehman community as well.

Counseling

A personal/peer counseling program should be reestablished at the College. Despite current fiscal constraints, the possibilities of hiring a professional with tax levy monies or with other funding sources should be explored.

CHAPTER FOUR: FACULTY

The charge to the Task Force on Faculty was to investigate all aspects of the life of the College with respect to faculty, especially those aspects of teaching and research that depend on or benefit from applications of various technologies that are either currently available—or should be available—according to the findings of the Task Force.

Faculty Profile: Demographics and Evolution

While student enrollment has remained relatively stable, the number of fulltime faculty has declined sharply over the past two decades. Recently, the College has begun hiring new faculty to replace the large number of retirees and those who left for a variety of reasons, and it is noteworthy that beginning in 1997, there was a reversal of the earlier negative trend. The rise and fall in the number of fulltime faculty is shown by the numbers for the following sample years: 1986—393, 1996—285, 1997—296, 1998—310 (for a complete year-by-year listing of the number of faculty by rank, see Appendix F-1).

As is evident from the following table, recent hiring has begun to increase the numbers of fulltime faculty:

New Faculty by Professorial Rank (1995-99)

| Academic Year | Total Hirings | Full Professor | Associate Professor | Assistant Professor |
|---------------|---------------|----------------|---------------------|---------------------|
| 1995-96 | 9 | 3 | 2 | 4 |
| 1996-97 | 5 | 0 | 1 | 4 |
| 1997-98 | 14 | 1 | 1 | 12 |
| 1998-99 | 29 | 1 | 3 | 25 |

Over the past two years, the College hired a total of 56 new faculty members (including 13 newly hired lecturers and instructors). Many of the new faculty are replacements for others who recently retired or left the College. Still, the number of fulltime faculty members in Fall 1998 reached 310, a 9% increase over the number in Fall 1996.

The decrease in the number of faculty members resulted from several factors. Financial constraints limited both new hires and replacement of retirees, and several early-retirement initiatives accelerated retirements. Given that a significant percentage of the faculty is over the age of 50 (in 1996 the percentage was 73%), continuing loss from these ranks can be expected. The decline in the number of faculty is also due to regular retirements, departures, deaths, and financially-based retrenchments.

This process of attrition has had a serious effect on many departments, resulting in imbalances in areas of specialization and depletion of faculty resources. Long-range planning is difficult since there is no longer a mandatory retirement age. Recent hiring, however, has generally served to reestablish the balance of departments—although hiring has not necessarily kept pace with retirements. For example, in the History Department, there were four retirements over the last four years, all in the areas of United States and European history. In the last two years, the Department was able to hire three new faculty members in these areas.

Most faculty hiring has followed the priorities developed in recent departmental self-studies. In 1991, the College began a process of reevaluation of all its departments and programs. Two years later, in 1993, the CUNY Board of Trustees adopted a policy of departmental review on a University-wide basis. Each year several departments are provided with written guidelines and asked to do a complete analysis of both their strengths and weaknesses in the areas of curriculum, faculty, physical plant, and resources. All faculty in the department are involved in the preparation of these reports. The departments seek external consultants, who meet with department faculty, students, and administrators. Written reports of their findings and recommendations are conveyed to the departments and to the administration of the College. By 1997, the cycle of evaluations was completed, and has now begun anew. As a result of these evaluations, each department has prepared a self-study report and a series of recommendations known as its Plan of Action. In general, the allocation of new lines by the College has respected these plans.

The CUNY central administration has stimulated hiring by offering a limited number of joint appointments between two or more different units of CUNY in specific areas of expertise. The College has also made several appointments that are shared between two or more departments.¹ Some of these shared appointments reflect significant interdisciplinary program developments at the College (for example, Art and Computer Science); others address the need for new faculty in specific fields. However, appointments at two campuses can present severe logistical challenges for faculty involved. Transportation between campuses can be time-consuming. Jointly-appointed faculty are not fully a part of either of their designated departments (or colleges), and there may be difficulty in maintaining contact with students. Although the faculty members are administratively assigned to a "home" department, college, program, and personnel decisions must ultimately be made by two departments, never an easy task.

¹ Examples of the former include Art at Lehman/Brooklyn, Art at Lehman/CUNY Graduate School and University Center, Languages & Literatures at Lehman/Brooklyn, and Languages & Literatures at Lehman/City/Bronx Community/Hostos Community. Examples of the latter include Art/Mathematics & Computer Sciences, English/Black Studies, Languages & Literatures/Speech & Theatre, and Early Childhood Elementary Education/Specialized Services in Education.

Recent hirings and accumulated retirements have resulted in an increased percentage of junior faculty as well as an enhanced percentage of women and minority faculty.² Hopefully, this infusion of diversity and new energy will revitalize the faculty as it undertakes curricular and pedagogical revisions. These new faculty, on the whole, tend to be proficient in the use of technology in research and instruction, and have often been responsible for the creation of department Web pages and the incorporation of technology (such as E-mail, listservs, and Internet assignments) into their teaching and communication with both students and colleagues.

Adjunct Faculty

As the total number of fulltime faculty has diminished, the proportion of courses taught by adjuncts has increased, primarily in order to meet the demand for courses, especially in the first year, in required general education sequences. In fall 1997 the College employed 399 parttime faculty at a time when the fulltime faculty numbered 296. Many of these adjuncts remain at the College for a number of years, thereby affording a measure of stability. Often this employment is a welcome source of income for adjunct faculty, many of whom are CUNY doctoral students who rely on adjunct work, given the scarce financial aid available to them from the CUNY Graduate School. The union contract, however, severely limits adjuncts' participation at the College, because they must receive additional compensation for any time expended outside of classroom contact hours. This includes office hours, meetings, and training workshops. Thus, while adjuncts can fill the need for more sections of classes, they do not meet the College's need for additional faculty to carry out other ongoing functions of the College, such as advising students and serving on departmental and College committees.

Faculty Work Conditions

Salary

CUNY salaries have increased only modestly in the past decade and are now far from competitive with national norms for research universities. This presents one of the most serious handicaps for the recruitment of new faculty. The difficulty is exacerbated by the high cost of living in the New York area. In some disciplines, young scholars can earn as much or more in postdoctoral positions than in the lower ranks of the CUNY pay scale.

² Of the Fall 1997 faculty, 40% were full professors, 26% were associate professors, 23% were assistant professors and 11% were lecturers/instructors (in 1988 57% of faculty were full or associate professors). Women made up 40% of the fulltime faculty and represented 23% of the full professor ranks. Of the fulltime faculty, 22% were of Asian, Hispanic, or African-American backgrounds.

Salaries at CUNY are determined by contract between the union, the Professional Staff Congress (PSC), and the University. The last contract expired in January 1996, and a new one has just been approved, retroactive to February 1996; it provides for a 3% increase in annual salary effective February 1, 1998, 4% effective May 1, 1999, and 2% effective October 1, 1999.

Workload

The CUNY contractually mandated workload has remained essentially unchanged over the past decade. Faculty in professorial ranks teach 21 hours per academic year. Lecturers teach 27 hours per academic year. This is one of the highest workloads in the nation for major universities where faculty are expected to make major contributions to research as well as teaching and routine administrative work on various departmental, college, and university-wide committees.

Many fulltime Lehman College faculty teach in the College's own master's programs (M.A. and M.S.). Some teach at the CUNY Graduate School and University Center, where doctoral programs are administered. While there are several central faculty appointments made directly at the Graduate School, most faculty are drawn from the CUNY colleges. Appointments of these faculty to the Graduate School are subject to nomination and approval of the doctoral faculty. Such appointments are generally based on the faculty member's scholarly research as well as the needs of the doctoral programs for specific areas of expertise. Appointment to the doctoral faculty of the Graduate School is considered an achievement of distinction. Faculty with appointments at the Graduate School teach graduate courses, direct dissertations, and serve on committees both within their own programs as well as in the Graduate School at large. Given the consortial nature of the doctoral programs, the frequency with which a faculty member teaches at the Graduate Center can vary widely. In some programs a faculty member will teach one semester a year; in others, once every two years. Of the current 310 Lehman fulltime faculty, 102 are members of the CUNY doctoral faculty.

Since 1995, due to financial constraints, the number of reassigned hours for faculty to engage in research or special College service has been significantly reduced. Supplemental credits allotted for doctoral courses (6 credits, rather than the usual 3 credits assigned to undergraduate courses) have also been eliminated. Courses with low enrollment (usually under 10) are often cancelled or faculty receive workload credits according to the actual number of students (0.25 credit hours per student). This has exacerbated the feeling on the part of faculty that they are already unfairly overworked and constantly being asked to take on additional responsibilities. Remunerated teaching beyond the normal contract load, which had essentially been eliminated, has now been restored (with restrictions) by the new union contract. However, there is one very positive development for research-related reassigned time: beginning in 1999, research grants awarded jointly by the Professional Staff Congress and the

CUNY administration will permit budgets to include funds for reassigned time for faculty recipients of such grants. While this will result in a more balanced workload for some faculty members, it will adversely affect the fulltime/adjunct faculty ratio, since undoubtedly adjunct replacements will be sought.

Faculty Scholarship

Faculty research is vigorously encouraged by most departments and by the faculty tenure and promotion committees. Faculty are afforded opportunities to share their research with their colleagues through luncheon meetings, occasional lectures, and seminars, as well as through library readings and other presentations of their works. In recent years, the scholarly activities of Lehman College faculty members have been featured in articles in *The New York Times*, *Science* magazine, and the *Chronicle of Higher Education*. Faculty research and writing is a regular feature of the College's newsletters; the faculty newsletter *Quorum* provides the most comprehensive listing of books, chapters, articles, and scholarly papers by Lehman faculty members. A collection of newsletters and articles is on file in the Middle States office in Shuster Hall, Room 359.

Lehman College faculty members have been successful in their research efforts, obtaining more than \$22 million since 1989-90.

The following table reflects funding for this period:

Faculty Research Funding (1989-99)

| Fiscal Year | Research Funding |
|-------------------|------------------------|
| 1989-90 | \$2,129,388.00 |
| 1990-91 | \$2,123,153.00 |
| 1991-92 | \$4,317,970.71 |
| 1992-93 | \$1,917,416.00 |
| 1993-94 | \$2,547,867.41 |
| 1994-95 | \$2,368,754.55 |
| 1995-96 | \$1,811,624.00 |
| 1996-97 | \$1,866,315.39 |
| 1997-98 | \$2,074,849.00 |
| 1998-99 (to date) | \$859,272.00 |
| TOTAL | \$22,016,610.56 |

Among the highlights of these awards made in 1998 alone are a \$1.1 million individual research National Institutes of Health grant award, four National Science Foundation awards,

and one National Security Agency award. From FY 1994-97, more than 15 faculty members have applied for and received \$3 million for research equipment under the Graduate Research Technology Initiative. In the sciences, as well as the arts and humanities primarily through grant support, the College has greatly improved its technological and research facilities.

Competitive National Awards

Among the major grants, fellowships, and awards earned by Lehman faculty (including emeritus and former members of the faculty), the following is an indicative sampling.

- ACLS Senior Fellowships:** Joseph W. Dauben (History), W. Speed Hill (English).
- Carnegie Foundation for the Advancement of Teaching's "New York State Professor of the Year" Award:** Sondra Perl (English).
- Ford Foundation Fellowships:** May M. Ebihara (Anthropology), George H. Weightman (Sociology & Social Work).
- Fulbright Fellowships:** Walter Blanco (English), William Bosworth (Political Science), Paul Cantor (Economics & Accounting), George A. Corbin (Art), M. Herbert Danzger (Sociology & Social Work), Earl Fendelman (English), Richard E. Isaac (Mathematics), Gerhard Joseph (English), Orhan Kayaalp (Economics & Accounting), Francis E. Kearns (English), James Kraus (Economics & Accounting), Charlotte T. Morgan-Cato (Black Studies), Shauneille P. Ryder (Speech & Theatre), Barbara C. Schroder (Director of Evaluation for School/College Collaboratives), Lynne Van Voorhis (Romance Languages), Stanko B. Vranich (Romance Languages), George H. Weightman (Sociology & Social Work), Ruth Zerner (History), Richard C. Ziemann (Art).
- Grammy Awards:** John Corigliano (Music).
- Grawemeyer Award:** John Corigliano (Music).
- Guggenheim Fellowships:** Laird W. Bergad (Latin American & Puerto Rican Studies), Albert Bermel (Speech & Theatre), Billy Collins (English), Joseph W. Dauben (History), Sondra Perl (English), Stanko B. Vranich (Languages & Literatures).
- Harvard Prize Fellowships:** Walter Blanco (English), Joseph W. Dauben (History).
- Howard Foundation Fellowship:** Scott D. Westrem (English).
- Institute for Advanced Study (Princeton) Members:** Joseph W. Dauben (History).
- International Classical Music Award:** John Corigliano (Music).
- MacArthur Foundation Fellowships:** Eric Wolf (Anthropology), David Gillison (Art).

- **Josiah Macy, Jr. Foundation:** Thomas K. Minter (Secondary, Adult & Business Education).
- **Mellon Fellowships:** Bernard Baumrin (Philosophy).
- **National Endowment for the Arts:** Billy Collins (English), Joan A. Miller (Speech & Theatre), Salvatore M. Romano (Art), Virginia Scott (English).
- **National Endowment for the Humanities:** Walter Blanco (English), Herbert R. Broderick, III (Art), Joseph W. Dauben (History), M. Ana Diz (Languages & Literatures), Earl Fendelman (English), W. Speed Hill (English), Jacob Judd (History), Francis E. Kearns (English), Stanko B. Vranich (Languages & Literatures).
- **National Institutes of Health:** Karyl Swartz (Psychology).
- **National Science Foundation:** Eugene M. Chudnovsky (Physics & Astronomy), Harvey Ebel (Physical Education, Recreation & Dance), Richard E. Isaac (Mathematics), Leon Karp (Mathematics & Computer Science), Linda Keen (Mathematics & Computer Science), Paul R. Meyer (Mathematics & Computer Science), Victor Pan (Mathematics & Computer Science), Barbara C. Schroder (Director of Evaluation for School/College Collaboratives).
- **New York Academy of Sciences (Fellows):** Joseph W. Dauben (History), Paul R. Meyer (Mathematics & Computer Science), Lawrence J. Raphael (Speech & Theatre).
- **PEN Syndicated Fiction Award:** George Blecher (English).
- **Rockefeller Foundation Fellowships:** Arun Bose (Art), Martin Duberman (History), George H. Weightman (Sociology & Social Work).
- **Social Science Research Council:** Laird W. Bergad (Latin American & Puerto Rican Studies).
- **Woodrow Wilson Fellowships:** Joseph W. Dauben (History), Earl Fendelman (English), Marlene Gottlieb (Romance Languages), W. Speed Hill (English), Ruth Zerner (History).

The PSC-CUNY Research Award Program

The Professional Staff Congress-City University of New York (PSC-CUNY) Research Award Program is a major vehicle for the encouragement and support of faculty research. This program was established to enhance the University's role as a research institution, further the professional growth and development of its faculty, and provide support for both the established and the younger scholar.

Each year, as more of the University's faculty have sought this opportunity to receive support

for their scholarship and creative activities, the program has become increasingly competitive. In 1998-99, the University Committee on Research Awards received more than 670 applications for PSC-CUNY Awards. The Committee recommended funding for more than 500 projects in the performing and creative arts and in the academic, technological, and professional disciplines. Although a maximum of \$12,000 may be requested, exclusive of the Principal Investigator's summer salary and fringe benefits, in general, awards are significantly less than the maximum.

In the most recent competition for 1998-99, Lehman faculty members submitted 37 PSC-CUNY research award applications and received 32 for a total of \$141,544.

PSC-CUNY Faculty Research Awards (1989-99)

| Fiscal Year | Number of Applications | Number of Awards | Percent Funded | Amount Awarded |
|--------------|------------------------|------------------|----------------|-----------------------|
| 1989-90 | 42 | 34 | 80.95% | \$181,446.00 |
| 1990-91 | 52 | 39 | 75.00% | \$112,437.00 |
| 1991-92 | 52 | 44 | 84.62% | \$109,779.00 |
| 1992-93 | 51 | 41 | 80.39% | \$113,428.00 |
| 1993-94 | 41 | 36 | 87.80% | \$185,851.00 |
| 1994-95 | 42 | 40 | 95.24% | \$159,934.00 |
| 1995-96 | 42 | 38 | 90.48% | \$156,699.00 |
| 1996-97 | 39 | 32 | 82.05% | \$139,366.00 |
| 1997-98 | 56 | 38 | 67.86% | \$159,714.00 |
| 1998-99 | 37 | 32 | 86.49% | \$141,544.00 |
| TOTAL | 454 | 374 | 82.38% | \$1,478,583.00 |

Additional Research Support

Several resources support faculty research initiatives. The Lehman College Library has improved its electronic database resources and, through the Library Access Network (LAN), has begun to bring access directly to many faculty offices. Departmental Web pages also offer links to libraries across the country. The Office of Grants & Contracts has established a Web page that is continuously updated with hot links to funding sources and requests for proposals. In addition, Grants & Contracts schedules regular visits to departments to present external funding opportunities for research, and especially to encourage and assist new faculty members in the preparation of grant proposals for individual research, including PSC-CUNY awards, NEH summer stipends, and George N. Shuster Fellowships, as well as for institutional grants (NIH, NSF, FIPSE, etc.).

A clear measure of the administrative support for research has been the portion of overhead funds from research grants that has been returned to the principal investigators' departments, to be used at their discretion. The present Lehman distribution returns 9% of indirect cost recoveries to the Principal Investigators, 4% to their departments, and 2% to the Library for awards which carry Lehman's full indirect rate. These funds have been extremely valuable for activities that would otherwise have no source of support: visitors, seminars, scholarly travel, research supplies for faculty, etc. Although limited, these funds have enhanced motivation for further research and development. Beginning in 1997, the College began to recognize distinguished faculty scholarship with awards provided by the Lehman College Foundation at the annual convocation ceremony. To date, six such awards, which carry a stipend of \$15,000 (\$7,500/year for two years), have been awarded. The College provides a forum for faculty to present their research through informal luncheon meetings and more formal College lectures.

The staff of the Institute for Literacy Studies, which conducts research involving family literacy, K-12 literacy and mathematics, and school improvement and reform, receives \$1.75-\$2.5 million in sponsor support annually.

Lehman has five Distinguished Professors: John Corigliano (Music), Martin Duberman (History), Angus Fletcher (English), Adam Koranyi (Mathematics & Computer Science), and Nancy Miller (English). These faculty members have a reduced teaching load and additional compensation beyond that given to full professors. Appointment to the rank of distinguished professor is made by recommendation to the President from the department and faculty Personnel & Budget Committees, as well as by a special faculty Committee on the appointment of Distinguished Professors.

On the negative side of the faculty scholarship issue, the College provides little or no reassigned time for research or for the writing of grant proposals, which can be very demanding of those with full teaching loads of 21 hours a year. The College's Office of Grants & Contracts, however, does offer assistance to faculty in the preparation of grant proposals. As indicated above, the new program of PSC-CUNY grants will permit for the first time reassigned time as part of the grant budget.

The development of research projects involving Lehman undergraduates has been encouraged. In the sciences, Lehman participates in a number of programs which support such research: Minority Access to Research Careers (MARC), Minority Biomedical Research Support (MBRS), the Minority-Research Infrastructure Support Program (M-RISP), Bridges to Community College (BCC), and Alliance for Minority Participation (AMP).

Faculty Involvement in Governance

Lehman's faculty participate in the College Senate as well as in a broad range of committees: Personnel & Budget, Curriculum, Tenure, Promotion, Master Plan, Academic Standards and Evaluation, Budget, Graduate Studies, and Campus Life as well as various search committees. Although these committees are mandated to advise the administration, there is a general sentiment that on matters such as promotion and tenure, faculty advice is generally followed.

There is a prevailing atmosphere of increasingly shared governance at Lehman College. The Provost has appointed an advisory committee of faculty to assist her and the Deans in making administrative decisions. The administration regularly consults the Executive Committee of the Faculty on educational policy. Perhaps the most concrete and specific example of faculty involvement in the evolution of the College's academic programming has been the departmental self-studies and plans of action. Most departments have been supported by their Divisional Deans and the College administration in carrying out these plans, specifically in the current attribution of lines for new faculty.

Assessment of Faculty

The *Handbook for Chairs* reiterates contractually negotiated areas to be included in faculty assessment:

- Classroom instruction and related activities.
- Administrative assignments.
- Research.
- Scholarly writing.
- Departmental, College, and University assignments.
- Student guidance.
- Course and curricula development.
- Creative works in an individual's discipline.
- Public and professional activities in one's field of specialty.

The teaching of nontenured faculty must be observed at least once each semester. The union contract mandates that notification be given to the faculty member at least 48 hours in advance of the observation and that the written report be shared with the faculty member and his/her response be recorded. Observations may be waived for adjuncts with more than ten semesters of teaching. Observation reports are included in the overall evaluation of faculty and become part of their files.

An evaluation conference is conducted by the chair at least once a year with all department members except tenured full professors. An annual evaluation of tenured full professors is, however, permissible. The evaluation conference focuses on "...the employee's total academic performance and professional progress for that year and cumulatively to date..." Provisions are also made for optional periodic annual evaluations of adjuncts.

The *Handbook for Chairs* also provides for assessment of faculty by students. Students serve in an advisory capacity to the department Personnel & Budget Committee. In addition, students in every class complete a Student Evaluation of Faculty form. These evaluation forms are part of a faculty member's file and are addressed by the chair when a curriculum vitae is prepared.

A faculty focus group has recently developed detailed guidelines for the preparation of tenure and promotion files. This document serves to inform new and continuing faculty of the College's expectations for advancement and tenure. In addition, a faculty and administration committee is revising the *Handbook for Chairs* to create a general *Handbook for Faculty* to assist in mentoring of faculty in these matters. A limited number of faculty development workshops, specifically relating to teaching methodology, have been held. The Department of English has offered several workshops in teaching writing as well as in teaching students for whom English is not a native language. However, on the whole, the area of faculty development with regard to teaching needs improvement.

The union contract does not permit merit salary raises. Once a faculty member reaches the top of the scale for her/his rank, the only mechanism for a salary increase is through promotion. Promotion to Associate Professor is recommended by the department Personnel & Budget Committee to the faculty Subcommittee on Promotion, which is elected by the College's Faculty Personnel & Budget Committee (comprised of all departmental chairs and the chief librarian). Promotion to Full Professor however, originates with the College Personnel & Budget Committee, which in turn refers such promotions to the subcommittee. The subcommittee then makes its recommendation to the entire Faculty Personnel & Budget Committee, which in turn makes its recommendation to the President. Recommendations are based upon three criteria: scholarship, teaching, and service. While scholarship and service have traditionally been measured by number and quality of publications, the extent and nature of service on committees, and contributions to various College activities, respectively, teaching has been the most difficult to evaluate since peer observations are usually discontinued once a faculty member has tenure. The only means committees have at present are student evaluation forms, a tool whose validity may often be questionable. Therefore, it is imperative that supplemental mechanisms be developed for the assessment of teaching effectiveness.

Technology

The College has made considerable progress in providing access to technology for faculty. All department offices are now equipped with Fax machines, computers, printers, and in some cases, scanners. Some departments (Mathematics & Computer Science, English, Art, Languages & Literatures, Economics) have their own computer laboratories. The new Information Technology Center will have a faculty development room for training workshops as well as high-end computers and scanners for use by faculty. The Library has improved access to fulltext database facilities for all faculty. Many databases available in the Library can be accessed from home by faculty through the Library's Web page.

Faculty development is a fundamental component of current technology at Lehman. However, resources for research, communication, and teaching are of significance only to the extent that faculty have not only access to, but competence in, this technology. Training workshops are essential to assure that some faculty are not "left out" of these potentially fruitful advances.

A model of faculty and curricular development involving computers is found in the Department of Languages & Literatures. At present, many introductory language courses in the College involve some computer laboratory time. The department has developed well-equipped student language laboratories as well as a facility dedicated specifically to training the faculty in the incorporation of technology into their courses. The Division of Arts and Humanities has hired an Assistant to a Higher Education Officer who is responsible for the maintenance of hardware and software as well as for the training of faculty and students in their use. Faculty are being taught to use E-mail, listservs, and Web pages to communicate with students. The faculty are provided with technical support as well as facilities for online searches, communication, and text-editing.

Significant demands have been made on the faculty who develop these facilities. Currently some reassigned time is now being offered to those who develop distance-learning courses, but the College must formulate a coherent policy concerning reassigned time for the development of Web pages, multimedia courseware, etc.

While all department offices and many faculty offices (all faculty offices in the sciences, but as yet only 25% in Arts & Humanities) are equipped with computers, printers, and fiber optic Internet connections, most faculty members do not yet appear to be embracing technology and incorporating it into their courses as evidenced by the discussion of technology outcomes in Chapter Ten (see also Appendix E).

Outcomes and Assessment

Based upon several available external measures (number of Lehman faculty appointed to the doctoral programs at the CUNY Graduate School and University Center, the innovative programs of study created by faculty, the number of grants awarded to Lehman faculty, and the publication records of Lehman faculty), as well as general student satisfaction with the teaching performance of the faculty (as evidenced by student evaluation questionnaires administered each semester), Lehman can point with pride to the faculty as one of its most outstanding assets. In addition to its five Distinguished Professors, Lehman faculty have received Guggenheim Fellowships, ACLS Senior Fellowships, as well as numerous NEH, NEA, NSF, NIH, and FIPSE grants (as listed above). Faculty members have been equally productive in the many books, articles, performances, and other marks of scholarship they have produced, which are all the more remarkable given the faculty's heavy teaching load and less-than-competitive salaries.

Recommendations

Despite a reduction in fulltime faculty and severe financial constraints in the decade since the previous 1988 Middle States Report, the last two years have seen relative stability in funding, a considerable renewal with the hiring of substantial numbers of new faculty, and the overall upgrading of technological resources for teaching and research. While faculty members feel somewhat overwhelmed by workload demands, they also actively seek involvement and participation in the affairs of the College.

Nevertheless, several areas for improvement have been identified:

- The need for better mechanisms for the assessment of teaching effectiveness.
- Increased opportunities for faculty development for both fulltime and adjunct faculty, especially with regard to pedagogy and use of technology in both research and teaching.
- Improvement of facilities, including computers, classroom technology, and multimedia courseware, and support for technological innovation such as Web pages.
- Mentoring, especially of new and adjunct faculty (perhaps a handbook for adjuncts might be prepared).
- Additional fulltime faculty lines to create a more balanced adjunct/fulltime ratio.
- Reassigned time for development of Web pages, multimedia courseware, instructional software, electronic journals, and other initiatives of this kind.

CHAPTER FIVE: TEACHING

The investigation and report of the Task Force on Teaching were guided by its charge to “determine the elements and effectiveness of teaching at Lehman by various means through systematic survey of faculty, students, and administrators’ conceptions, perceptions, and attitudes of the teaching function of the College. Special attention should be paid to the role that new technologies can play in the advancement of teaching and learning in the classroom, in language, science, and other laboratories, as well as in the Library.”

Focusing on the elements of our charge, from September through December 1997, the Task Force convened five meetings to determine how to proceed in order to obtain data on teaching at Lehman College. Previously in July, a pilot experimental questionnaire was administered to students in Lehman’s USIP Program (University Skills Immersion Program) for at-risk entering freshmen with failures in the BSATs (Basic Skills Assessment Tests). The purpose of the short questionnaires was to determine the students’ evaluation of the quality of the instruction received. The responses were emphatically positive. The document was designed by a co-chair of the Task Force on teaching in conjunction with the campus director of the USIP. The aim was to have some basis from which the members of the Task Force on Teaching could begin their work in the fall. These meetings were stimulating and provocative symposia on teaching. The group, comprised of 12 faculty from a wide representation of disciplines and areas, shared with one another experiences of, often, a lifetime of teaching at Lehman. The group examined the efficacy and feasibility of obtaining information through open hearings involving faculty and students, interviews with departmental chairs, interviews with faculty who had received rewards for outstanding teaching (annual Award for Excellence in Teaching—Lehman’s “Teacher of the Year Award”), the solicitation of written responses, and the circulation of questionnaires.

General Overview

The business of teaching is learning, and this should be the essence of the college experience. At Lehman and other branches of CUNY, most faculty have had to reinvent teaching to reach students, and to reinvent it again and again. Confronted with students in need of remediation, or who were not remedial but lacked exposure to intellectual life, or who had no idea of the “culture” of college, faculty have had to wrestle with deficiencies ranging from severe reading and writing problems to the absence of a sense of the past, let alone history. Many Lehman faculty had not ventured into college teaching with these factors in mind but with a vision of perpetuating the kinds of experiences which held wonderful revelations for them as college students. The realities of the past 25 years have been very different, but the results of what teaching at an institution like Lehman can accomplish are impressive and represent an

exercise in applied humanism, which has changed the face of New York City. The Lehman faculty has had the ingenuity not only to reexamine its methods and goals, but also its heart and mind.

Technology

There are several significant areas within the College where technology has been successfully employed for instructional use, i.e., the actual use of the computer in classroom instruction as opposed to its general use for word-processing, computation, and academic and scientific research. These areas include Art (both Studio and Art History), Biology, Chemistry, Economics & Accounting, Geology & Geography, Languages & Literatures, Nursing & Health Services, Political Science, and Sociology. In addition, workshops for interested faculty have been offered by the College's Academic Computer Center, the Library, the CUNY Center for Instructional Media at 57th Street, and elsewhere. However, no college-wide policy regarding the use of technology for teaching has been articulated at any CUNY college.

According to the data from our questionnaires, very few faculty have as yet incorporated technology for research, such as the use of the Internet or even E-mail, into their teaching. This may be because many faculty are uncomfortable with new technology and lack experience in exploring the potential use of computer technology. There is general agreement that while many faculty are actively engaged in the use of technology for research, others are only beginning to realize its implications for classroom teaching. With other kinds of technology, VCRs and audio equipment, there are additional problems. It is often difficult to obtain, troublesome to use, or in need of repair.

A new Information Technology Center will open in Carman Hall in Spring 1999, including the College's initiatives regarding HETS (Hispanic Education Telecommunications System) and distance learning. With the exception of a few weekend courses, however, no curricula have as yet been developed by Lehman faculty for transmission using the HETS uplink satellite.

From the College's vantage point, it appears that more substantive efforts need to be made to insure greater faculty participation. This could take the form of reassigned time for instruction in the new technologies and corresponding course preparation. It should be available for all faculty members willing to incorporate new technologies into their teaching.

Outcomes and Assessment

Results and Analysis of the Middle States Questionnaires

Of the data obtained from the Lehman College Middle States questionnaires (see Appendices D-1 through D-4), two items are of particular note:

First, faculty use of contemporary technology is not ubiquitous, either from lack of availability, lack of instruction, or individual choice. However, the use of PCs is becoming more widespread, communication with students via E-mail is improving, and the Student Information Management System (SIMS) is more readily available to faculty at their desks for academic advising, program planning, and strategy sessions with students, making possible a higher level discourse between faculty and students.

Second, adjunct faculty emphatically objected to the "suggestion" (articulated in Appendix D-3, item 4), that they graded more leniently to insure their reappointment. As the number of fulltime faculty members has fallen, the adjunct population has increased to replace them. While this phenomenon is currently ineluctable, there is a *de facto* stigma placed on adjuncts. Since adjuncts are paid only for their in-class time (except for those teaching English composition who receive pay for a conference hour), they may leave immediately after their classes. Perhaps following the model of English composition, an office hour should be supported for all adjunct instructors, thus remedying the lack of advisement by adjunct faculty and reduced contact between students and their instructors. This in turn is seen by fulltime faculty as a major flaw in the instructional network.

Otherwise, the results of the questionnaire were essentially sanguine, reflecting a strong sense of faculty awareness of student needs, particularly in the areas of critical thinking and writing, and exhibiting a definite and determined direction in which to continue to advance. Since Provost Rosanne Wille established an ad hoc committee for restructuring the Lehman General Education Requirements in December of 1997, curricular change has been the subject of intense discussion for faculty and academic administrators. The vigor and variety of ideas and changes proposed by members of the Task Force and others on their own initiative reflect how vitally Lehman faculty are interested and invested in designing and delivering the appropriate contexts for the most effective teaching.

Chairs' Questionnaire

The perception that student performance is a relatively ignored factor in the evaluation of faculty suggests that, for half of the chairs, student performance is extraneous to the teaching function (Appendix D-1, questions 1f and g; cf. 2c). This is not in the best interest of the teacher or student.

Chairs perceive that faculty have reevaluated grading policy over time. This reflects, perhaps, a greater faculty awareness of critical factors in students' lives. The faculty seem to have the same perception of these factors [items 9a and c].

Faculty are not being sufficiently encouraged to incorporate computer use, word processing, distance learning, and Internet use. Chairs' conceptions of the value of technology in the

classroom and in teaching in general are reflected in the low usage of computers, word processing, distance learning, and the Internet (items 10 d, e, g and i).

Fulltime Faculty Questionnaire

As with department chairs, who should be spearheading the use of technology, fulltime faculty on the whole seem to make infrequent use at best of distance learning, word-processing, video tapes, electronic library and other resources, including the Internet and E-mail (see Appendix D-2, item 7).

The following factors inform grading practices: (a) faculty reevaluation of standards over time, and (b) awareness of critical factors in students' lives (item 11).

Adjunct Faculty Questionnaire

Adjuncts perceive their fulltime colleagues and their department chair as offering support and assistance. There was an emphatic negative response to the statement on the Adjunct Faculty Questionnaire, "My grading standards are affected by my adjunct status." (See Appendix D-3, item 4.)

In regard to availability of technology, adjuncts face the same problems as fulltime faculty, but their situation is exacerbated by time constraints. (See their response to item 5, as well as item 6 of the Fulltime Faculty Questionnaire.)

Student Questionnaire (Consideration limited to items correlated to teaching functions)

Faculty perceptions of the College's students reflect the responsibilities and realities of students' lives: 72% of Lehman's students hold a job; 50.5% hold fulltime jobs.

Students work 23 hours per week (mean), while they report spending only 12.8 hours per week studying. This is an inordinately low number of hours in terms of the time-honored formula that students should devote twice as much time to studying as the hours they spend in the classroom. For students carrying a full course load at Lehman of 12 credits per semester, this would mean that they should, on average, be spending roughly 24 hours a week studying (which is instead the amount of time they spend on average working). As a result, the typical Lehman working student devoted only half the recommended time that should be allotted for study each week (see Appendix D-4, item 11).

Use of and instruction in technology and various methods of research via technology are not widespread in student experience (items 20-28).

Students expressed definite satisfaction with the instruction they receive (items 29-33).

Students reported that general and major advisement is adequate, but that it is not up to the level of student needs in terms of student perception of its importance (items 37-38).

Some 739 of 795 students who responded from the sampling of students (795) who received the Middle States questionnaire rate academic advisement at 2.53—between very good and satisfactory (item 68).

Strengths

Faculty commitment to addressing the needs of students and faculty awareness of the importance of instruction in critical thinking and writing is very high. Compared with the response more than a decade ago to similar concerns as reported in the previous Middle States Report (1988), there is little evidence now of feelings among the Lehman faculty of great desperation or frustration. Students believe that their instructors are sincere and dedicated to student aims and goals. Lehman students rarely blame their shortcomings in a course or major on the instructor, which makes their opinions credible in their assessment of the teaching they receive at Lehman. The emphasis is on making students into scholars—not necessarily candidates for graduate school, but lifelong learners. Also interesting is the self-evaluation of adjunct faculty, who present themselves as thoroughly involved with their teaching at Lehman. From our information adjunct teaching is alive, well, and helping our students towards their graduation and goals (see the generally positive evaluation of adjuncts by their Department Chairs, Appendix D-1, section F, items a and b).

Weaknesses

Clearly, as noted above, the lack of technology employed for teaching is a major problem in exploiting the full scope and impact of media and multimedia. Instruction in the use of technology as a classroom instrument must be made readily available, although we must first have the technology in the classroom. This is happening less rapidly than might be wished, but the new Information Technology Center (ITC) will make it possible for considerable advancement. Up-to-date facilities for showing films need to be built, and state-of-the-art VCRs and monitors need to be purchased and maintained. Meanwhile, the audio-visual staff has long suffered from shortages of equipment and personnel, as well as a lack of up-to-date technologies. There may also be a need to provide the audio-visual staff with the necessary training to know how best to work with faculty in making sure that appropriate teaching technologies are in place and working in more than just a few classrooms currently equipped with the latest such equipment. A recent change in the administrative reporting structure that places the audio-visual staff in the new ITC is designed, in part, to achieve these goals.

Two other elements vital to teaching effectiveness are academic advisement and the availability of "personal counselors." Lehman students need a "cleft in the rock of the world," as

Tennessee Williams put it, particularly with regard to concerns about retention. How better to provide this than through a counseling system? This feature was eliminated in the 1995 retrenchment. Faculty advisement could be more comprehensive than it is, and every student in the College should have a personal faculty advisor to meet with when necessary.

Recommendations

- Rapidly upgrade all audiovisual and computer technology, and simultaneously prepare classrooms for use of VCR, audio, CD, and floppy disk playback. There must be a more comprehensive commitment to using technology in and with teaching.
- Revamp the student advisement system and reestablish a personal counseling office as a major ancillary support to classroom instruction. Good teaching takes place outside of the classroom as well as in it.
- Insure that effective, high-quality teaching is a prominent factor in all decisions related to hiring, tenure, and promotion. As department chairs and faculty alike indicated in their responses to the Middle States questionnaires discussed above, teaching is indeed regarded as a major factor in such decisions. To make any decisions about faculty without a high regard for teaching at an institution that places a great emphasis on teaching would not only be to the detriment of faculty morale, but to its image as well.

CHAPTER SIX: ORGANIZATION AND GOVERNANCE

The administration and governance of the College over the past decade have been characterized by both change and continuity. The most significant change in the administration of the College is reflected in the decentralized management of President Ricardo R. Fernández, and Provost and Vice President for Academic Affairs Rosanne Wille. This has resulted in increased faculty participation in the decision-making process. With respect to governance, there has not been any change in the existing structure, notwithstanding concerted efforts by some faculty groups to revise the Documents of Governance to shift responsibility for curricular issues from the Senate to the General Faculty or some other faculty-dominated body. Moreover, the decade of the 1990's has been marked by a policy of centralization of academic decision making by the central office of the City University and intervention by state and local officials in areas of academic policy traditionally considered the prerogative of the faculty.

The Task Force on Organization and Governance was charged to examine the changes that have occurred in the organization and governance of the College since 1988, and to determine the extent to which these changes have helped the College to fulfill its mission.

Administration of the College

The College has undergone a number of administrative changes since the fall of 1990, when Dr. Fernández assumed the presidency. As outlined in the *Periodic Review Report* to the Middle States Association in 1994, the senior administration was streamlined considerably, with two vice presidents in place (a Senior Vice President for Academic Affairs and a Vice President for Administration and Finance), three academic deans (for the three academic divisions), and three service deans (Student Affairs, Continuing Education, and International Programs). At that writing, although three of the six deans were serving in an acting capacity, all but two of the eight principal administrative officers of the College were part of a new team assembled by Dr. Fernández through appropriate search procedures or, in the case of the acting deans, by direct appointment. A number of other senior administrators had also been recently appointed by Dr. Fernández, including a Chief Librarian, a Director of Institutional Research (a new position to support the planning and evaluation efforts of the College), and a Director of Development and Alumni Affairs. There was a growing sense of stability and direction about the College as serious efforts were being undertaken in a variety of key areas, notably alumni development, technological support, student recruitment, international projects, and academic planning and evaluation. A good deal of cooperation and coordination among the various administrative bodies of the College was occurring through joint task forces and committees and through regular meetings of the newly-constituted Deans' Council.

However, the orderly flow of institutional affairs was seriously disrupted during the two-year period when financial crisis overtook New York State and, consequently, The City University of New York as well. In reducing its budget in 1994-1995 and 1995-1996, Lehman faced difficult choices, including several about the nature and extent of the administrative restructuring that should occur (for information about the Lehman College budget, see Appendices H-1 and H-2). Within the administration, a number of middle managers and professional support personnel, particularly in student service areas, retired or found their positions eliminated due to the financial exigency declared by the Board of Trustees. The crisis served to stimulate a great deal of discussion and debate about the shape and size of the administration, particularly regarding the divisional structure. In the end, the basic administrative structure of the College survived the budget-cutting process, but with reduced personnel that has in turn affected levels of service to students and faculty.

During the 1996-97 academic year, the College began its recovery from the shocks delivered to it during the fiscal crisis. Searches were begun for a new Dean of Students, a Dean of Education, and a Vice President for Development. After a national search, the President appointed José Magdaleno as Dean of Students and Dr. James Bruni as Dean of Education. Both had served the College as Acting Deans in their respective positions. The search for a Vice President for Development was concluded without success and was begun anew in 1998. In Spring 1997 the Dean of Arts and Humanities, Dr. Luis Losada, retired and Dr. Marlene Gottlieb, Chair of the Department of Languages & Literatures, was appointed Acting Dean. Meanwhile, the search for a permanent Dean is now underway, and it is anticipated that this will be completed during the current academic year.

Two vacancies were also filled by national searches during the 1997-98 academic year. The Vice President for Administration and Finance, Dr. Sebastian Persico, resigned in late 1997, and a successful search for his successor culminated in John DeVitto assuming that position beginning July 6, 1998. A search for a Dean of Natural and Social Sciences was also conducted during the 1997-98 academic year and Dr. Joseph Rachlin, who had served for five years as Acting Dean, was appointed. A new position of Vice President for Institutional Advancement was also created, and after a national search, Dr. Anne Johnson was appointed to fill the position, effective September 1998.

While the administration seems to be in a constant state of flux, it typifies the personnel rotations that now characterize much of higher education. There are added difficulties at Lehman and CUNY in making senior-level appointments in a timely manner. Search procedures are elaborately detailed and carefully monitored, eliminating any fast-tracks or compressed time-lines. The erratic budget experience and recent staff reductions were widely publicized in the national higher education press and tend to discourage applications from

some senior-level, experienced personnel who otherwise might be good candidates. Some searches have been terminated and others unsuccessful for a variety of reasons. The tendency to appoint institutional insiders after a national search raises questions about the authenticity of the quest for new administrators. And yet, because of the complexity and idiosyncrasies of the CUNY administrative mission, few outsiders seem to have the requisite experience necessary to function effectively in a CUNY senior college setting as a Dean or Vice President. It is, of course, much to the advantage of the institution if the recent and current round of searches produces a team that will persist for a few years and provide an element of stability during periods when substantial external pressures may seek to change the nature and mission of the College.

At another level, Lehman College is subject to administration and governance by the Board of Trustees of The City University of New York. University policies are set by the Board and implemented by the chief administrative officer of the University, the Chancellor. CUNY College Presidents report to the Chancellor of the University. The President of the College thus serves both as the executive agent of the Board of Trustees on the local campus level, and as the spokesperson and chief advocate before the Chancellor and the Board for new programs and policies initiated by the College's faculty and administration. The President is responsible for developing the long-range goals of the College, for preparing the annual budget proposal for submission to the Chancellor and to the State Legislature, and subsequently for allocating the flexible parts of the approved budget. The President makes the final recommendations to the Board of Trustees on all personnel matters. As Chief Executive, the President chairs most governance bodies, including the College Senate and the College Committee on Faculty Personnel and Budget, acts as President and Chair of the Lehman College Auxiliary Enterprises Corporation, and also serves as a member of the boards of the Lehman College Art Gallery, the Lehman Center for the Performing Arts, and the Lehman College Foundation.

The Chancellor is responsible for evaluating the President, according to guidelines adopted by the Board. In 1996-97, Dr. Fernández was evaluated during his sixth year as President in a process that brought to the campus a team of four higher education experts, three of whom were college presidents, to review his stewardship of the institution. Their confidential final report was made to the then-Chancellor, W. Ann Reynolds, and was the focus of a formal evaluation conference between the Chancellor and President Fernández. The report was presented by the Chancellor to the CUNY Board of Trustees in Spring 1997.

In 1992, Dr. Fernández appointed Dr. Rosanne Wille to the position of Provost and Senior Vice President for Academic Affairs. During her tenure in this office she has encouraged increased faculty participation in the College's decision-making process. One of her major initiatives was the establishment of a subcommittee of the Faculty Personnel & Budget Committee

charged with examining the College's budget. The Committee reviews all fiscal reports and records and makes recommendations on the budget. Copies of the reports are also made available in the Library for review by the faculty. Another significant initiative by Dr. Wille has been the formation of the Deans Council, comprised of the academic Deans, the Dean of Student Affairs, and the Vice President for Administration and Finance. The Council coordinates and monitors academic and budgetary policy issues, academic program planning, admission standards, and all other issues related to institutional academic integrity.

Dr. Wille has also played a major role in the implementation of systematic departmental academic review. Under her leadership, prior to its becoming university-wide policy mandated by the Board of Trustees, the process of regularly-scheduled departmental self-studies on a continuing basis was implemented in 1991-92. By 1997 all of the academic departments had completed self-studies and external reviews. The comprehensive plans of action emanating from the self-studies and reviews are subsequently utilized to help determine resource allocations and to enable the College to assist the departments to achieve their goals.

However, during the past few years, the University's administration and the Board of Trustees have become more influential in the affairs of the colleges. Chancellor W. Ann Reynolds, who served from 1990 to 1997, inherited a university system that many thought of as a "federation" of colleges in New York City. She sought to change the system to one in which the colleges were to function as administrative and educational units of the University. The University began to centralize more functions, particularly academic planning, and to offer University initiatives (new programs) to the legislature for approval. The nature of the relationship among Chancellor/Board/College President was also altered in such a way that many Presidents were seen principally as agents of the Board or the University rather than as the chief spokesperson for their own institutions. More recently, the now-centralized University has been adjusting to a new Board of Trustees that itself has become the initiator of reform proposals, particularly regarding admission standards and remediation. The chair of the University Student Senate is ex officio a voting member of the 16-member CUNY Board of Trustees. The chair of the University Faculty Senate is ex officio a nonvoting member of the Board of Trustees. The administration of Lehman College faces many challenges as it attempts to balance competing forces and successfully negotiate the future of the College on behalf of its students and its faculty.

Academic Divisional Structure

Since the last Middle States review ten years ago, Lehman's academic structure has undergone several modifications. At the present time, the Division of Arts & Humanities, the Division of Natural & Social Sciences, the Division of Education, and the Division of Adult and Continuing Education share responsibility for all academic programs.

Faculty Participation in Governance

Over the past decade, the faculty has made concerted attempts to address its perceived lack of influence in the governance of the College. However, these efforts have been largely unsuccessful. They have failed in part because of the policy of system-wide centralization of decision-making by the CUNY Central Administration. Many initiatives, such as the establishment of a university-wide academic calendar and the systematic evaluation of departments and programs, were welcomed by the faculty. Yet, there exists a sense that a system-wide erosion of traditional rights of faculty and local College governance has taken place.

Another factor contributing to a faculty perception of powerlessness was the fiscal crisis of 1994-95, which resulted in the abolition of two academic departments and the retrenchment of instructional staff positions. The process followed guidelines promulgated by the University's Board of Trustees. As dictated by the guidelines, a preliminary plan was developed by a committee, appointed by the President, of faculty, administrators and students. The plan was circulated widely and faculty were afforded the opportunity to voice their concerns and submit counter proposals at open hearings and special meetings. Based on these written and oral presentations, revisions were made in the final plan submitted to the Chancellor. Thus, on the one hand there was faculty involvement and participation in the process. On the other hand, however, there was a feeling of helplessness shared by members of the faculty that they were unable to avert the consequences of fiscal exigency and prevent retrenchments and the elimination of departments. A similar procedure was followed in the 1995-96 budget crisis, but retrenchment plans were abandoned when State funds were restored and the Board withdrew its declaration of financial exigency. Nonetheless, even faculty members involved in the process felt frustrated by their inability to change committee decisions, and the identification of departments, programs, and faculty as prospective targets for retrenchment continues to evoke suspicion and distrust, even though threatened retrenchments were never carried out.

A third factor contributing to the sense of marginalization among faculty in the governance of both the College and the University as a whole has been political interference by state and local officials. This was evident in the politically motivated decision by the Board of Trustees, without involvement or consultation of the faculty, to eliminate all remediation at four of the

senior colleges in 1999; at City College, the College of Staten Island, Lehman College, and New York City Technical College in 2000; and the remainder, including York and Medgar Evers Colleges, in the year 2001.

At Lehman the faculty has welcomed the attempts by President Fernández and Provost Wille at decentralization and the involvement of the faculty in academic decision-making. Some notable examples of the increased role of the faculty in governance have been the appointment of the Personnel & Budget Subcommittee on the budget to give the faculty input on the budget process, and the appointment of several focus groups to address an array of academic and curricular issues. On the other hand, a feeling of powerlessness remains due largely to the continued realization that major decisions affecting the College are made extramurally. In addition, over the years, recognition that the College's governance structure is in need of change has resulted in some standing committees lacking the impetus to recommend changes. Thus, a series of ad hoc committees has been used to initiate necessary reforms by developing recommended changes and presenting them to standing committees for presentation to the Senate for action.

Attempts to Increase Faculty Participation in Governance

In November of 1990, during President Fernández's first semester at Lehman, he appointed a Long-Range Planning Committee, co-chaired by Professors Linda Keen and Fred Shaw. The Committee, comprised of faculty, staff, and administrators, was charged with developing a comprehensive Long Range Plan of Action. The Committee produced its report in February of 1992. The President responded in May of 1992, and virtually all of the Committee's recommendations were addressed by 1994.

At the meeting of the General Faculty in February 1991, the Executive Committee of the Faculty directed that a Governance Committee comprised of faculty be established to examine the governance structure of the College. Subsequently, among major recommendations of this committee, submitted to the Executive Committee of the Faculty in 1994, were:

- That the existing Senate comprising faculty, students, administrative representatives, and staff should be replaced by a Faculty Assembly consisting of the teaching members of the faculty. This Assembly would have power to make and review the implementation of academic policy concerning curricula, degree requirements, interdisciplinary programs, admissions, retention of students, grading practices and standards, and the awarding of degrees and honors.
- That the performance of administrators should be evaluated every two to three years.

However, the Executive Committee of the Faculty felt that while useful interim steps could be taken within the existing rules of governance, the current structure of governance had to be

changed in a more fundamental manner in order to accomplish the goal of placing curricular matters primarily in the hands of the faculty.

In pursuit of this goal, a new Governance Committee was established by the Executive Committee of the Faculty in 1993. After a comprehensive two-year study, the Committee recommended the creation of a tripartite governance structure comprising a Council, an Assembly, and the General Faculty to replace the Senate and the General Faculty. The other major recommendation of the Governance Committee was that the proposed Lehman College Council should share budgetary authority with the President. To accomplish this the Committee proposed that the Council should receive comprehensive information concerning the tentative annual and capital budgets of the College, including the number of teaching lines requested. The Council would have the power to make independent recommendations regarding the budget directly to the CUNY Board of Trustees through the President and the Chancellor.

Once again, the Executive Committee of the Faculty declined to support the recommendations of its Governance Committee. The tripartite structure seemed too complex and cumbersome for a College the size of Lehman. Yet another factor was that unlike the existing structure, in which the Senate is the principal organ of governance, the proposed structure did not clearly distinguish the roles to be played by each of the governing bodies.

The intervention of the fiscal crises of 1995 and 1996 curtailed further discussion of the proposals submitted by the Governance Committee. With the return to a semblance of normalcy in 1997, the Executive Committee of the Faculty, with encouragement from the President, once again turned its attention to the issue of the governance of the College. The draft proposal on governance now under discussion does not contemplate any major changes in the structure of governance. The Senate would continue to be the main organ of governance but the faculty would have an expanded role through increased representation in the Senate and its standing committees.

Student Governance

Student participation in the various governance bodies of the College has dropped considerably during the last six years. Student apathy has reached alarming levels in the last two years, as is evidenced by a lack of interest in leadership positions in the Campus Association for Student Activities (CASA), which is the executive branch of student government, and in the Student Conference of the Lehman College Academic Senate, the legislative branch. In fact, in the 1996 general student elections, only 17 out of 32 seats in the Student Conference were filled, and only 7% of the student body voted. This situation worsened in the 1997 general student election when only seven students ran and were elected to the Student Conference, a number of positions were left vacant in CASA, and none of the positions in the

Judicial Board and the Student Faculty Disciplinary Committee was filled. Only 3.5% of the student body voted, the lowest ever registered at a general student election at Lehman.

The Lehman College Association for Campus Activities Corporation in 1990 agreed to provide stipends for all students in student government in the hope that this would provide an incentive for more students to participate in such activities. Stipends were also provided for students working on the editorial boards of the *Meridian* and *La Causa*, the two student newspapers. For the first few years stipends improved participation; however, because of the minimal and sporadic interest in holding meetings of their own organizations and in participating in other College matters, it became necessary for the Association to develop guidelines making attendance a requirement to qualify for a stipend.

The decline in student participation in governance seems to be correlated with the budgetary cuts suffered by the College since 1992. Successive student governments have become discouraged by their inability to secure restorations of funding despite massive student opposition to proposed or enacted cuts. Another factor is that older students, many of whom are over 40 years of age, have assumed leadership roles in student governance. While these students bring to their offices experience and maturity, their involvement in College governance is often limited due to employment and family obligations. Yet another factor having an impact in student participation has been the absence of an experienced Director of Campus Life and Student Activities for the past few years.

The College has taken several measures to address these issues. Prominent among these were the appointment of a Director of Campus Life and Student Activities in February 1998 and an Assistant Director in September 1998. Other initiatives included the holding of a student leadership retreat in September 1998; a campaign to fill vacancies in student government in a general election scheduled for October 1998; the encouragement of faculty involvement in departmental clubs; a program to increase the number of student interns in student government; and the refurbishing of the lower level of the Student Life Building.

Affiliated Corporations

The College's operations are augmented by a number of independent, not-for-profit corporations formed to support various aspects of the College's endeavors. Among these are the following:

The Lehman College Association for Campus Activities, Inc.

This Corporation resulted from splitting the Lehman College Association, Inc., into the Lehman College Association for Campus Activities, Inc., and the Lehman College Auxiliary Enterprises Corporation. This split was mandated by the Board of Trustees of the University

and occurred in 1984. The College Association for Campus Activities is responsible for planning, developing, promoting, and cultivating educational and social relations among students and faculty on the Lehman campus. The Board of the Corporation reviews and supervises student activities fees and provides supporting budgets for student campus activities. In addition, the Corporation is essentially responsible for the designation and utilization of student activities fees for noncurricular programs on the campus. The Board of the Corporation is comprised of 13 members, six students and seven faculty members.

The Lehman College Auxiliary Enterprises Corporation

This Corporation is responsible for the oversight, supervision, and review of such facilities as the bookstore, parking lots, cafeteria, and other similar auxiliary enterprises. The Corporation is specifically responsible for creating and obtaining contracts for the provision of these services and for insuring appropriate monitoring of these services. There are 15 directors of the Corporation: eight members of the instructional staff and seven members of the student body.

The Lehman College Center for the Performing Arts

This Corporation, formed in 1980 at the time of the opening of the Center for the Performing Arts on Lehman's campus, exists to contract for, promote, and sponsor presentations of performing and visual arts at the Center and to raise funds towards this end. The Corporation deals with both on-campus and off-campus individuals and groups, and makes available artists and facilities to promote the arts on campus and in the surrounding community. The Board of Directors currently numbers 11: the President, two College representatives, and nine other members. Additional members may be added with the advice and consent of the Board of Directors.

The Lehman College Foundation, Inc.

The Lehman College Foundation (LCF) was founded in December 1982 for the purpose of receiving, managing, administering, and raising gifts to support the mission and goals of the College. At present, the Foundation and the Development Office of Lehman College share responsibilities for preparing fundraising materials and literature, maintaining prospect files, recognizing donors, and involving volunteers in fundraising activities. One fulltime professional (LCF Executive Director), two parttime staff, and several work-study students currently direct and service the LCF and the Lehman College Development Office. The LCF Executive Director reports to the Board of the Foundation and to the recently-appointed Lehman College Vice President for Institutional Advancement. As of 1996, the LCF moved to a calendar year; at the end of FY 1997, the Foundation's assets were valued at \$8,461,629, up

from \$1,901,263 in FY 1983-84 and \$2,209,547 in FY 1987-88, when the last Middle States Association review was done.

Despite the Foundation's growth, there is a need for review and recommendations in areas of development and organization. The Lehman College Foundation Board of Directors, in conjunction with the administration of Lehman College and in compliance with general recommendations of the Association of Governing Boards, plans to address the following issues in 1998-99:

- Clarification of the relationship between the College and the Foundation.
- Filing of a statement of understanding between Lehman College and the Lehman College Foundation.
- Filing of annual disclosure statements for appropriate board members and College administrators serving ex officio on the Board.
- Improvement of all reporting and operational systems.
- Review and evaluation of all current professional-service providers.
- Consideration of By-laws revisions to reflect more accurately the roles of Board members and the current functions of the Foundation.
- Enhancement of fundraising activities.

The Lehman College Foundation periodically conducts a day-long strategic planning workshop. The last was on October 15, 1998, the results of which will contribute to the efforts described above and to subsequent longterm planning goals and actions.

The Lehman College Child Care Center

This Corporation was created in 1985 with funding provided by both New York State and City to create a Child Care Center on the campus. The Corporation exists to provide child care for Lehman College students and is authorized to negotiate with independent contractors for the provision of facilities, staff, and services so that appropriate child care, in compliance with all legal requirements, is available for children of Lehman College students. The Corporation may also seek to raise funds for this purpose. The Board of Directors of the Corporation consists of five administrators, three students, and one faculty member.

The Lehman College Art Gallery

The Lehman College Art Gallery Corporation was created in 1986 after the completion of the new Art Gallery on campus. Similar to the Lehman College Center for the Performing Arts Corporation, this Corporation seeks to encourage and promote the creation, development,

and advancement of the visual arts on campus and in the community, and also acts as an advisory body to officials of the College in matters of principle and policy concerning the Lehman College Art Gallery. The Board of Trustees presently has 14 members, including the President of the College, one College representative, and 12 other members. Additional members may be added with the advice and consent of the Board.

Outcomes and Assessment

Faculty

The decentralized administration of President Fernández and Vice President Wille has stimulated faculty participation in College governance. However, the increased level of faculty participation in the College's decision-making processes does not suggest that all faculty are always satisfied with the results. This was evident in the College's response to the budgetary crises of the mid-1990s. While members of the faculty participated and were involved in the process, they were unable to influence, to any significant degree, the decision to retrench faculty and staff, to eliminate two academic departments in one year, or to make additional retrenchments of faculty and staff the following year. Moreover, during the 1990s, the administration of the City University of New York centralized academic decision-making. This policy, together with the recent intervention by state and local officials into areas of academic policy traditionally considered to be the prerogative of the faculty, has further eroded faculty influence in the decision-making process. One of the major goals of the current proposal to revise the College's Documents of Governance is to strengthen the role of the faculty in decision-making processes.

Students

The widespread apathy shared by large segments of the student body respecting College governance has contributed to the overall decline in the influence of student opinion in decision-making. Currently, the College has undertaken several measures to increase student participation and effectiveness in governance, including financial incentives for those who serve or who are elected to office.

Recommendations

The faculty should redouble its efforts to define its role in the governance of the College. In its approach to this issue, the following questions should be addressed:

- Can the existing governance structure be modified in such a way as to permit greater faculty control over the curriculum?

- Is there need for a new Document of Governance that would specifically delegate control over the curriculum and academic policy to the General Faculty through a Faculty Council, and other matters to a Senate composed of faculty, staff, students, and administrative officers like the existing Senate?

A draft amendment to the Document of Governance now under consideration has the limited objective of expanding the role of the faculty within the existing structure. While this initiative may result in increased faculty input in certain areas of decision-making, it still falls short of granting the faculty control over curricular issues. The second course, requiring a new Document of Governance, poses a major challenge given the experience of the past decade and the unlikely prospects for achieving consensus among members of the faculty on issues related to the College's curriculum.

- Should the provisions of the Document of Governance relating to student governance be reviewed to determine the extent to which the functions of CASA and the Student Conference might be harmonized? A united student governing body might result in enhanced effectiveness of the student body in College governance.
- How can regular and more professional publication of the two student newspapers, *Meridian* and *La Causa*, best be promoted? Stipends and other incentives do not seem to have been sufficiently effective in promoting student interest in these efforts which are important to any lively and fully-informed college campus.

CHAPTER SEVEN: FINANCIAL PLANNING

The Task Force on Financial Planning at Lehman College examined how the financial planning process is carried out at the College, and how staff, administration, and faculty are actively involved in this process.

Tax Levy Funds

Procedures by which tax levy funds are allocated to and at Lehman College

A budget is a financial expression of an institution's plans and priorities based on estimates of income and expenditures, and it is developed through consultation with divisions, departments, and other academic and administrative units.

Lehman College is a member of a tightly-knit federation of public institutions of higher education, The City University of New York (CUNY), which in many respects has a hierarchical governance structure, with a Board of Trustees and the Chancellor at the top. The College's principal funding comes in the form of appropriations enacted each year by the New York State Legislature upon the recommendation of the Governor. Both the State Legislature and the administrators of the City University's central office hold the College accountable for maintaining, and, if possible, increasing its enrollment. The University's and the College's enrollment in one year determines its budget the next year. In other words, the College's budget is enrollment-driven.

Using expenditures planned for the current year, which serve as a baseline figure, the College's chief administrative officers determine, in the spring of each academic year, the College's needs for the ensuing academic year. They consider such matters as salaries for personnel presently on staff, anticipated contractual increases in salaries, numbers of positions needing to be filled, estimated needs for parttime clerical help, estimated needs for adjunct faculty, estimated needs for other personnel, as well as estimated needs for supplies and equipment.

At the central office, Lehman's budget request is put together with the requests from the other units of The City University, a budget request for the University as a whole is compiled, and a hearing is held on the University's request before it is voted on by the CUNY Board of Trustees. If approved, it is then submitted to the State Division of the Budget. After the request is submitted, representatives of the University, and sometimes President Fernández and representatives of Lehman College, are invited to Albany to discuss the College's budget request with state budget officers.

Around mid-January, the College receives its first tentative information about its budget for the ensuing academic year, when the Governor announces his Executive Budget Proposal.

This proposal is subject to negotiation with the Legislature. During this period of negotiation the process is subject to influence by appeals from the College and from the University for improvements in the funding of particular programs, departments, or needs. The University's budget is supposed to be passed by the Legislature and signed by the Governor by April 1, but for the past several years, delays have pushed back the approval of the budget until the summer.

The budget is an appropriation to the University, with both dollars and positions designated for Lehman College. In addition, a substantial lump sum is appropriated to the University for allocation to the colleges at the discretion of the Chancellor to meet specific needs of the colleges. Appropriations assume that a given level of enrollment and corresponding revenues will be achieved on the campus.

Decentralizing the budget process and disseminating budgetary information

At the time of the last Middle States review, budget decisions and allocations were made in large part by the Provost and Vice President for Administration and Finance, in consultation with the President. With respect to the academic portion of the budget, the Provost discussed budgetary allocations with each Dean individually, who then made budget allocations for departments in their divisions. The old budget process was centralized and hierarchical.

Since 1992, a more decentralized budget process has been instituted in order to increase consultation and accountability, and further refinements are being made to ensure all departments, divisions, and areas have input and receive budget feedback. Following the institution of a Deans Council, each Dean is now aware of the others' budgets. The budget allocation is in part determined by the cases the Deans make for the departments under their respective supervision. Neither budget allocations nor, if necessary, budget cuts are made "across the board." For example, one year, the Department of Sociology demonstrated a special need for a laboratory and funds were allotted for it. Allocations to departments are in part linked to the plan for future action that each department has developed. Departmental plans are formulated in terms of their own self-study and an external review process. Each department is asked to assess its current and future needs and direction. Each department's plan is then reviewed by a paid, outside consultant (see p. 68 for details).

The College's administration provides information on the budget to the Budget Committee of the Lehman Senate and the Budget Subcommittee of the College's Committee on Faculty Personnel & Budget, which are part of the College's governance structure. The information provided to these committees has undergone a dramatic change for the better in the last decade. At the time of the last Middle States Self-Study, little financial information was provided to these committees and what was provided was difficult to understand. Under the College's present administration, detailed financial information has been provided in terms

of easily understandable, functional categories. Moreover, the Vice President for Administration and/or the Business Manager attends Budget Committee meetings, explains the data, and answers the questions of Committee members. The College's budget is also available for inspection in the Library.

However, given the governance structure of The City University of New York, which places sole responsibility for the presentation to the Chancellor of tentative annual budgets on the President (*Bylaws of the Board of Trustees of the City University of New York*: Section 11.4.i.), many Lehman faculty members are reluctant to put in the time and effort necessary to become informed about a process over which their input is purely advisory. Whatever the reasons may be, there is cause for concern about the low participation rates of faculty on standing committees of the Lehman Senate. Moreover, although information is provided by the College's administration to the Budget Committee of the Lehman Senate and the Budget Subcommittee of the College's Committee on Faculty Personnel & Budget, these committees have not actively participated in budget policy formulation. Therefore, building the budget from the departments up may reduce this reluctance of faculty to take part in the budget review process.

The effect of recent budgetary allocations on the number of fulltime positions

Lehman College's budget preparation and control functions, as well as its financial planning efforts during the last decade, have been consumed largely with implementing severe state-mandated budget reductions. At the same time, the College has had to absorb salary increases and additional costs related to normal economic inflation. Lehman's operating budget for the last nine years is summarized in the following table; all figures are rounded to the nearest hundred thousand dollars:

Operating Budget in Millions (1989-99)

| Year | 89-90 | 90-91 | 91-92 | 92-93 | 93-94 | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Millions | 37.2 | 40.2 | 40.0 | 39.2 | 40.0 | 44.4 | 43.8 | 43.3 | 41.1 | 42.8 |

Since inflation has on average been slightly less than 3% per year, if Lehman's budget had kept pace with inflation over the past nine years, in 1998-99 it would have been more than 25% larger than it was in 1990-91, or at least \$50 million in total. Budget reductions were realized primarily through the elimination of over 130 fulltime employment positions, representing a nearly 16% reduction in the College's fulltime work force over the past decade. The following figures do *not* include 42 security lines and 22 lines at the Athletic and Physical Education Complex (APEX).

History of Total Fulltime Positions (1989-99)

| Year | 89-90 | 90-91 | 91-92 | 92-93 | 93-94 | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Positions | 783 | 765 | 759 | 698 | 698 | 692 | 698 | 610 | 584 | 627 |

While some funding levels were reduced across the board, most of the cuts were realized in functional areas that would least impact instruction and student services, with general administration, academic support, and maintenance positions reduced by 20%, whereas only 14% of fulltime instructional and student services positions were eliminated. In addition, the reduction in fulltime instructional positions was blunted by a corresponding increase in adjunct teaching expenditures.

Adjunct Teaching Expenditures (1989-99)

| Year | 89-90 | 90-91 | 91-92 | 92-93 | 93-94 | 94-95 | 95-96 | 96-97 | 97-98 | 98-99 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Millions | 1.6 | 1.7 | 1.7 | 2.1 | 2.3 | 2.6 | 2.6 | 3.3 | 3.5 | 3.5 |

The effect of recent retrenchments on Lehman's departments, faculty, and services

Retrenchments combined with early retirements have reduced the faculty ranks. Some jobs have been eliminated and others have been combined. The Department of Exercise, Sport & Leisure Studies and the Department of Academic Skills were eliminated, and the Corporate Training major was phased out. Hours of service for the Audio-Visual Department and the Library were temporarily reduced. The effect of the decline in fulltime staff and faculty has been somewhat offset by an increase in the adjunct budget as indicated above.

Enrollment Trends During the Last Nine Years

In 1989, the total number of students enrolled was 9851. Over the next five years, total enrollment rose, but after the tuition increase in 1995 enrollments have dropped steadily every year since; and in 1998 were at their lowest for the past decade at 9009. For a description of efforts the College is making to redress the problem of declining student enrollments, see the discussion of "Student Recruitment" in Chapter Three, pp. 28-29.

Student Enrollment (1989-98)

| Year | F'89 | F'90 | F'91 | F'92 | F'93 | F'94 | F'95 | F'96 | F'97 | F'98 |
|----------------|------|-------|------|-------|-------|-------|------|------|------|------|
| Undergraduates | 8298 | 8620 | 8517 | 8637 | 8667 | 8802 | 8022 | 7698 | 7701 | 7302 |
| Graduates | 1553 | 1618 | 1439 | 1437 | 1685 | 1775 | 1577 | 1715 | 1707 | 1707 |
| Total | 9851 | 10238 | 9956 | 10074 | 10352 | 10577 | 9599 | 9413 | 9386 | 9009 |

The net loss in total enrollment of 842 may be compared with the number of courses taken per student, with the result that fulltime equivalent (FTE) students were 6295 in 1989, and 6061 in 1998. On this scale, the College only suffered a net loss of 234 FTEs between 1989 and 1998. Fulltime equivalent is a standardized measure of enrollment equal to a fulltime load of credits and hours. Undergraduate FTEs are calculated as the total of credits and remedial, compensatory, or developmental hours associated with course enrollment divided by 15. Graduate FTEs equal credits divided by 12.¹

Fulltime Equivalent Students (FTEs)

| Year | F'89 | F'90 | F'91 | F'92 | F'93 | F'94 | F'95 | F'96 | F'97 | F'98 |
|-----------------------|------|------|------|------|------|------|------|------|------|------|
| Undergraduate Day | 4247 | 4323 | 4340 | 4653 | 4576 | 4574 | 4158 | 4020 | 4109 | 3823 |
| Undergraduate Evening | 1370 | 1529 | 1544 | 1615 | 1645 | 1576 | 1543 | 1509 | 1489 | 1476 |
| Graduate | 679 | 700 | 640 | 641 | 763 | 758 | 656 | 723 | 734 | 762 |
| Total | 6296 | 6552 | 6524 | 6908 | 6984 | 6908 | 6357 | 6252 | 6332 | 6061 |

The budgetary impact of student body composition

Although the overall enrollment has remained relatively stable over the last nine years, there has been a small shift in undergraduate enrollment from day to evening students and a small increase in graduate enrollment. For example, as indicated in the table above on FTEs, from 1989 to 1998, there was a net decline in undergraduate day FTEs from 4247 to 3823, a net increase in undergraduate evening enrollment from 1370 to 1476, and a net increase in graduate FTEs, most of which instruction occurs in the evening, from 679 to 762.

The enrollment shift from day to evening and weekend classes entails more costs in terms of longer food service and book store hours, as well as more janitorial, engineering, and security services.

The impact on Lehman's budget of CUNY's security initiative

In the 1993-94 academic year, then-Chancellor Reynolds mandated a "security initiative," the goal of which was to replace contract guards with fulltime public safety employees. The City University of New York's central office funded the replacement for the first two years; thereafter, the salaries for public safety employees have become Lehman's responsibility and are part of its operating budget. There are currently 42 fulltime public safety budget lines, at an annual cost of \$1.4 million, plus some contract guards. The shift from contract guards (who do not receive health and pension benefits and are employed intermittently) to fulltime public safety employees, amounts to an increase of \$500,000 in Lehman's security budget. How-

¹ *Lehman College Data Book*, Fall 1998 (New York: Office of Institutional Research, pre-print; to appear in spring, 1999).

ever, since Lehman is a public institution where people are largely free to come and go at will, the increased expenditure on public safety to increase the College's level of security is arguably cost effective.

The impact of CUNY's Academic Program Planning Allocation

Another initiative instituted by former Chancellor Ann Reynolds was the Academic Program Planning Allocation, whereby the CUNY central office paid for the addition of new full time lines in selected departments. (It should be noted that at the same time some departments were being expanded with funds from the CUNY central office, other departments were being retrenched due to a reduction in Lehman's operating budget.) When Chancellor Reynolds left CUNY in 1997, the emphasis on Academic Program Planning Allocations was reduced, so that Lehman is now responsible for the fulltime lines that were formerly authorized and paid for by the central office. This has meant a loss in revenues to the College of approximately \$500,000. The College was instructed to make up for this deficit out of tuition, but it has been unable to do so. It is impossible to say whether the new, yet-to-be-appointed Chancellor will make an adjustment to Lehman's budget due to this unexpected change in policy.

Non Tax-Levy Funds

The contribution of grant money to College programs and overhead

Like almost every institution of higher education, Lehman College funds many special activities with money raised through grants. At Lehman, the Office of Grants & Contracts is energetic and active, seeking out possible sources of funding for institutional projects and encouraging faculty members to apply for grants to support independent research and projects in their special fields. For the period 1993-97, the total of grants received by Lehman College for all program and faculty research was nearly \$41 million. In FY 1997, total sponsored programs exceeded \$7.4 million; for FY 1998, the total was \$5.8 million.

Among the major activities that have been substantially supported through grants are: the Minority Biomedical Research Support Program (MBRS) (NIH), Minority Access to Research Careers (MARC) (NIH), Math, Science, and Technology with Excellence in Research: A Science & Technology Entry Program (NASA), Phoenix 1000 Liberty Partnership Program (NYS Education Department), Bronx Information Network (NYS Advanced Telecommunication Project), Bronx Educational Alliance (Ford Foundation), Intensive Program of Professional Development for Teachers and Administrators for 27 New York City schools (DeWitt Wallace Reader's Digest Funds), M-RISP in Psychology (Minority-Research Infrastructure Support Program), Bridge to Community Colleges (BCC), and the New York Collaborative for Excellence in Teacher Preparation (NSF).

Grant funds have also supported numerous other research activities in various departments. Overhead money, generated by grants, has been about \$400,000 per year for the last three years, and it is estimated to be about \$600,000 in 1998. The overhead money supports the Office of Grants & Contracts, and the rest is distributed for various specific purposes among the President, Provost, Principal Investigators, departments, and the divisions.

The newly established Office of Vice President for Institutional Advancement

Due to budget cuts, the alumni relations and fundraising efforts at Lehman College have been sporadic. A new Vice President for Institutional Advancement, Anne Johnson, began service to the College in September 1998. Her task is to bring together the outreach units of the College and improve current fundraising efforts.

While the 1998-99 year might be considered a baseline year, the office has established several programmatic goals:

- Initiate and sustain an annual giving program.
- Initiate a major gifts program.
- Support efforts to write federal grant proposals for substantial requests related to top institutional priorities.
- Support fundraising activities for the Lehman College Art Gallery and the Performing Arts Center.
- Provide prospect research required to support annual giving and major gifts programs.
- Improve financial record keeping and reporting in all areas related to fundraising.

In order to make reliable predictions and valid plans about the future of fundraising at Lehman, several kinds of data need to be generated. The CUNY central office has asked all of the colleges to submit Council for the Aid to Education reports. The data from these will be helpful in establishing the range and means of fundraising activities among peer organizations. Lehman College, because of its relatively young age and because of the nature of its student body and alumni, will probably be in the lower quartile of the CUNY schools. In addition, the College should consider the 1998-99 year as a basis for future fundraising efforts after initiating a direct mail and telemarketing program in addition to a nascent major gifts program. During the 1998-99 year, the alumni office hopes to screen electronically the alumni database to develop information on the capacity of Lehman alumni to give. The College should compare its annual operating budget with the assets of the Foundation. In Fall 1998, KPMG Peat Marwick was engaged to do an audit of the Foundation that will provide information on its assets. Given the fundraising basis, the placement of Lehman among the ranks of other schools, the capacity of Lehman alumni, and the ratio of the current operating budget with the assets

of the Foundation, the Office of Institutional Advancement along with other units in the College will be able to develop a strategic plan to position the College in terms of fundraising efforts.

While the College may expect an increase in the number of gifts and the amount of money raised in the current year, it is unrealistic to predict substantial changes without the staff to carry out each of several fundraising programs. Presently, there are two fundraising professionals for the College: the Executive Director of the Lehman College Foundation and the Vice President for Institutional Advancement. Other CUNY colleges typically have a director of development, director of major gifts, director of corporate and foundation relations, director of planned giving, director of alumni relations, and director of records and research. While it is also unrealistic to expect that all of these positions would be provided at one time, the institution needs to gradually develop a full-fledged development staff to mount a strong development program.

Financial Ramifications of the Computer Center, Technology in General, The APEX, and the Performing Arts Center

The computer center, departmental computer laboratories, and computers for faculty, staff, and student use

Lehman's new computer center, which will be called the Information Technology Center (ITC), is funded by New York State. The state funding comes in the form of three budget lines: design, construction, and equipment. Equipment covers computers, furniture, and all movable equipment. The equipment budget for the Center, which has been approved, is \$3.4 million. In addition to the ITC, many departments have their own computer laboratories (for a complete listing, see the section in Chapter Eight devoted to the College's "Computing Laboratories and Related Electronic Resources").

The College's Information Technology Resources (ITR) unit, which administers the computer center, also has responsibility for several other facilities, programs, and systems in the College (including distance learning and video distribution). The funding of the division has been stable for the last few years, but recurrent introduction of new computer-based courses associated with individual departments (Continuing Education, for example) may crowd out other users in the near future.

Capital spending on technology

There is no specific line item for spending on technology in the College's budget. This reflects the fact that it is much easier to get outside grants for hardware than it is to get funds for technical support such as technicians for the servicing of computer hardware and supplies such as print cartridges.

Technological hardware is purchased with resources from outside the College's budget, "spend down" money, and student fees. As indicated above, the new computer center was funded by New York State. Lehman has also received money to buy computer hardware from the New York City capital budget through the auspices of the Bronx Borough President and the New York City Council. In addition, a great deal of technological hardware comes from outside sources. "Spend down" money refers to money that was allocated for a particular purpose but for some reason remains unspent as the end of the fiscal year is approached. For example, because last winter was milder than anticipated, not all of the funds that were budgeted for fuel were spent. Such unspent funds can be reallocated so the College can purchase additional hardware, such as computers for faculty offices and photocopy machines for departmental offices, and supplies, such as paper and printer ink cartridges.

The chief problem, however, is the insufficiency of funds for technical and user support. In the Academic Computer Center itself, technical support is adequate, but the Help Desk would benefit from the addition of two fulltime workers, one high- and one low-level. Moreover, the Center's policy is to let the departments that have computer laboratories help their own users, but to do this adequately there must be someone thoroughly knowledgeable in both computer hardware and software to "stand between the department and the central information technology technician."

Operating budget for The APEX

The APEX is a \$56 million sports facility, the capital cost of which was paid for by the State of New York. Many in the Lehman community thought that the APEX would be a drain on the College's resources because Lehman is responsible for its operating budget. However, largely due to the efforts of the Director of the APEX, who also is Director of Athletics, the APEX is largely self-sufficient. In other words, the APEX is provided largely free to the Lehman community. There are only five fulltime professional budget lines at the APEX including the director, aquatics manager, men's and women's swim coaches, and fitness center manager. The salaries of the other 22 fulltime employees and the costs of repairs and equipment are paid out of funds generated from activity fees for non-Lehman events such as swim meets, water polo matches, and use of the fitness center by outsiders.

Impact of the Art Gallery on the College's operating budget

The Art Gallery is largely self-sufficient. In 1996-97, the Art Gallery's revenues were \$208,067, with expenditures of \$204,776. In 1997-98, the Art Gallery reported revenues of \$241,786, and expenditures of \$241,731. The College also contributes \$50,000 annually to the Gallery from non-tax levy funds. In 1988 the gallery received approximately 12,000 visits which included 2,000 visits from school children and their teachers. In the ten years since the last Middle

States Self-Study, the Art Gallery has greatly increased its efforts to attract a wider and more diverse audience, while still serving the needs of Lehman students and local schools. Currently, the gallery receives approximately 24,000 visits annually, including 8,500 from school children and their teachers.

Impact of the Center for Performing Arts on the College's operating budget

The Center for Performing Arts is also largely self-sufficient. In 1996-97, the Center's total revenues were \$589,000 (\$366,000 from the New York City Department of Cultural Affairs, with additional funding from New York State, foundations, and corporate contributions); expenditures were \$566,000, for a net profit of \$23,000. In 1997-98, total revenues were \$776,000 (\$420,000 from the New York City Department of Cultural Affairs, with additional funding from New York State, foundations, and corporate contributions); expenditures were \$748,000, for a net profit of \$28,000. There are three fulltime lines at the Center for Performing Arts for a budget expenditure of approximately \$180,000. In 1997-98, 43 performances attracted audiences totaling 45,000, including 25,000 residents of the Bronx who attended free events or received free tickets through their local community organizations. The Young People's series offered a free introduction to the performing arts for 17,705 school children, and featured artists specially trained to nurture young audiences.

Recommendations

Over the last nine years, total enrollment rose for five years and then, after the tuition increase in 1995, and the raising of admissions standards in 1998, total enrollment dropped, so that there has been a net decrease in the number of students enrolled. This decrease has been partly offset by an increase in the number of courses taken per student. Efforts made by the College to address issues of student recruitment, especially the "Bridge to College" Program, are described in Chapter Three (see above, pp. 28-29). The major challenges to Lehman College's budget preparation and control functions, as well as its financial planning efforts during the last decade, have been the severe state-mandated budget reductions. At the same time, the College has had to absorb salary increases and additional costs related to normal economic inflation. Although the Lehman administration has a planning horizon from two to five years into the future, there is a great deal of budgetary uncertainty due to the political process by which CUNY's budget is formulated. Given the substantial technology initiative on campus, a specific budget line for technology should be built into future budgets. For the technology initiative to be considered successful, funds must be made available for technical support, upkeep, and upgrading.

CHAPTER EIGHT: INSTITUTIONAL AND INSTRUCTIONAL RESOURCES

The Task Force on Institutional and Instructional Resources assessed those units of Lehman College whose primary function is to supplement and provide support for the teaching and research missions of the College. The Task Force focused on the use of computers and other educational technologies in the new Information Technology Center (ITC), the Library, departmental computer facilities and laboratories, instructional support programs such as tutoring, the Learning Center, Audio-Visual Services, and multimedia classrooms. In addition, the Task Force briefly described changes and developments in the physical plant. The Task Force also examined administrative computer systems, the online student information system, computer networking, and distance learning capabilities. Finally, the Task Force evaluated support units that provide essential services, such as the Office of Media Relations and Publications, the Bookstore, Duplicating, and Public Safety.

General Overview

The most notable new developments in institutional and instructional resources since the Periodic Review in 1994 have been the funding, building, and equipping of a new computer center; the opening of several departmental computer laboratories; the creation of two new multimedia laboratories with video conferencing capabilities; and the advancement of a new campus Master Plan. Significant progress has been made in extending the campus "backbone" (or ethernet) infrastructure to classrooms and administrative and departmental offices. In addition to the growth of and improved access to Library electronic information databases, Library classes in the use of these databases are offered. Moreover, the Lehman College Web site has been created, and a variety of APEX programs have been developed for students, faculty, and community members.

Department of Information Technology Resources (ITR)

The Department of Information Technology Resources (ITR) provides centralized support to campus users of information technology, including computing and networking, video conferencing, multimedia, communications, and distance learning. ITR's services complement the computing facilities in academic departments and special programs, as well as the University-wide services provided by The City University of New York/Computing and Information Services (CUNY/CIS).

Since the last Middle States Self-Study, several major changes have taken place in the Department. It was formerly organized around two entities, one academic and the other administrative, with separate staffs serving each. Beginning in 1992, ITR (renamed Computer Services) began to consolidate support activities for both academic and administrative computing in

areas of software and hardware maintenance and campus networking, and also to take on greater responsibility for supporting computing in offices and departmental labs. However, the financial crisis of 1995 led to the elimination of seven departmental positions.

Recent staff changes reflect ITR's new responsibilities in areas of multimedia, videoconferencing, distance learning, campus-wide computing, and networking. Three positions, one of which has been filled, have been created to support the Bronx Information Network (BIN) (see "Distance Learning and Multimedia" below, pp. 104-105). These positions are funded by the BIN not-for-profit corporation and report to the director and managers of ITR. The position of the BIN Development and Recruitment Coordinator was filled in Fall 1998. A search will begin shortly for the positions of BIN Technical Advisor and BIN User Services Coordinator. A media services coordinator has been hired to support distance learning and multimedia projects such as the Hispanic Educational Telecommunication System (HETS) and the CUNY Multimedia Distribution System. In order to support new client-server based administrative applications, including a data warehouse project (see "Administrative Applications" below, p. 90), two programmer positions lost to retrenchment in 1995 were restored. A position was created in Technical Services to support college-wide networking and microcomputer classrooms located in academic departments.

Staffing remains a problem, given the scope of ITR's responsibilities as outlined in this report. The ratio of users/workstations to support staff is far higher than published industry standards, and salaries for certain categories of staff are not competitive. Because of the reliance on parttime student staff, ITR has taken on a largely unrecognized student-training function. While these students are often highly motivated and perform invaluable services to the Department and the College, there is naturally a high turnover. Thus, training has become an ongoing activity of the fulltime staff.

The User Services Group is currently the most understaffed unit of the Department, a situation that has arisen in recent years as the number of microcomputers used on campus has grown. The Department has submitted a proposal to add three additional staff positions to this unit and to hire an additional fulltime staff person primarily responsible for supervising the new Information Technology Center evenings and weekends when the Center is open.

Use of the Academic Computer Center

During Fall 1998, the Academic Computer Center in Carman Hall was open seven days a week during most of the semester for a total of 72 hours per week. At least 16 departments and special programs used one of the Center's microcomputer classrooms for one or more class meetings during the Spring 1998 semester. These included classes that conducted all sessions in the labs as well as those which met for an occasional session during the semester.

Classes meeting regularly in the Center are mainly from departments without their own labs. (Indeed, a major motivation for establishing departmental labs is the difficulty of reserving lab time at the Center). In addition to the College's credit-bearing classes, the labs were often used by the Office of Continuing Education, which brings several hundred members of the local community to the Computer Center through its Young People's Program and its computing and information technology classes.

Computer labs are also available to students outside of class for course work, and to faculty and staff as well. When the Middle States Outcomes and Assessment Student Questionnaire asked respondents to rate their satisfaction with 31 services, including the Academic Computer Center, 85% of the students reported usage of the Academic Computer Center. Only the Registrar, Bookstore, Academic Advisement, and the Library were used more. Of those responding, more than half rated the Academic Computer Center as "Excellent" or "Very Good" (see Appendix D-4, section F).

In addition to five classrooms, the Academic Computer Center is equipped with 68 personal computers and 15 terminals connected to a VAX 4000 in a large open area. It is not unusual for all available machines to be in use during a large part of the day—especially when classes are being held in the labs. Waiting lines are common throughout the semester.

New Information Technology Center

The need for major renovation of the Academic Computer Center was recognized in the 1988 Middle States report. By the time of the Periodic Review *Report* in 1994, funding for a new Center was included in the Governor's FY '95 budget allocation and was awaiting approval by the State Legislature, with construction to begin in 1996. Construction of the \$11 million facility, funded by the Dormitory Authority of New York State, began in January 1997, and the Center will open in January 1999.

The new Information Technology Center (ITC) has nine classrooms, eight of which will have 24 workstations, compared to the 16–20 in the previous facility. All the classrooms have audio/video distribution/reception capability. COMWEB, a system that allows instructors to transmit an image from any monitor to other monitors in the classroom, will be installed in two classrooms initially and is planned for six more. The increased number of classrooms should make it easier for departments without labs to reserve space. The increased size of the room will also make it easier to accommodate larger classes. The audio/video capability makes it possible, at least technically, to conduct a class in more than one physical location.

The selection of hardware, as well as system and application software, was planned in conjunction with faculty and administration through the Information Technology Committee. While formed for this purpose, the Committee is now a permanent entity and will be con-

sulted by ITR on future developments in information technology.

All classrooms and the open area contain specially designed tables for students in wheelchairs and large monitors for students with visual impairments. In consultation with the Office of the Assistant Dean of Student Affairs, software designed to facilitate computer use by the visually impaired will be installed, including Jaws and Magic for IBM Microsoft's New Technology Platform Workstations and Outspoken and InLarge for the Apple Macintosh Workstations.

Campus network

The "backbone" (ethernet) of the campus network is a high-speed fiber optic cable that will ultimately connect desktop computers, file servers, multiuser systems, and workstations in offices, classrooms, and research labs to college-wide computing and multimedia resources, the CUNY network (e.g., the Library), and the Internet. The backbone is the linchpin of the "total connectivity" project, which will eventually give students, staff, and faculty access to computer facilities from wherever they may be located—office, laboratory, or home.

As of October 1998, there were approximately 1600 nodes on the network, with almost all of this growth occurring after the 1994 interim *Report*. Nearly all academic and administrative departments are connected. Eighteen of the 22 instructional microcomputer labs (defined as labs with 10 or more workstations located in the academic departments) are connected to the network (see "Computer Laboratories" below, pp. 96-102). Only three College buildings, all noninstructional, remain to be connected: Performing Arts, Student Life, and the Old Gym.

The growth and performance of the network infrastructure will be enormously aided by Lehman's \$1.4 million share of the University's Network Infrastructure Initiative, which will add an estimated 1600 connections and provide one or more connections in every classroom, research laboratory, and office. The running of fiber optic cable to all classrooms will allow for audio/video broadcasts as well as temporary hookups of portable computers to the backbone. This project will also fund the installation of "ports" in public areas such as the cafeteria and the Library for use with portable computers. In addition to the increase in number of connections, this project will also finance a major upgrade in network capacity and speed. Work is expected to begin in early 1999.

Administrative applications

Administrative computing over the past decade has been characterized by the centralization of the major information systems at the University level and, at the same time, by the development of tools that put greater control of data in the hands of end-users on the campus.

The primary administrative application is the University-developed and maintained Student Information Management System (SIMS), known as CLASS (Computerized Lehman Administrative Student System) at Lehman. CLASS allows for online registration, access to student records for advisement purposes, and rapid updating of information. The first online registration using CLASS took place in 1992. The database management system, on which CLASS is based, is shared by many CUNY colleges, as the cost of upgrading and maintaining the software and hardware required by local systems is prohibitive. CUNY/CIS has therefore encouraged campuses to shift their student information systems to the University's computing facility on 57th Street in Manhattan. Lehman completed this shift in Summer 1996, and the first registration on the CUNY/CIS mainframe took place in Fall 1996. Like the other campuses using the centralized facility, Lehman maintains control over its own student database.

New initiatives in administrative computing

The Middle States Self-Study Student Survey asked the following open-ended question: "If you could make one change at Lehman College, what would it be?" Registration by phone or via the World Wide Web was mentioned 35 times, the second most frequent mention. Lehman's ITR (along with CUNY/CIS, Brooklyn College, and the College of Staten Island) is evaluating phone registration from Periphonics Systems; this would allow registration from a touch tone telephone keypad. An interim script is being developed. ITR expects to obtain bids for the project within the next year.

Support for campus desktop computing and departmental laboratories

In 1992, the Department of Data Processing, renamed Computer Services, was reorganized to expand support for desktop computing and departmental microcomputer labs, while continuing to maintain central academic and administrative computing facilities. There are about 1800 personal computers on campus (about 1600 of which are on the campus network) and 22 departmental computer classrooms with 10 or more workstations. (A campus microcomputer inventory was conducted by ITR [1/15/97], and a survey and update of faculty computer needs was conducted by the Provost's Faculty Focus Group on Technology [1/20/97, 6/29/98]). Some departments have fulltime staff to support their systems, in particular those with more than one networked instructional lab. ITR acts as a resource for support staff and provides direct support for departments without their own staff.

The User Services Help Desk provides a single point of contact for staff, faculty, and students seeking assistance with technology. Located in the Information Technology Center, the Help Desk provides in-person consultation and may be reached via telephone.

The Library

General services

During the past five years, the Lehman College Library has significantly increased fundraising through the Friends of the Library and has changed policies to shift acquisitions funds from the more expensive scientific journals to books and less expensive journals in the humanities and social sciences, reflecting more accurately College enrollment patterns and actual library usage. The Library still subscribes to a basic core of journals in the natural sciences but uses electronic document delivery (funded by the CUNY Office of Library services) and subscriptions to electronic databases such as MathSciNet and ChemAbstracts Online to meet the research needs of faculty members. This reallocation of resources has enabled the Library to meet requirements for New York State matching funds each year for the past five years.

The Library lost several positions during the retrenchments of 1994-95 and 1995-96, as did other departments. But the addition of adjunct funds supplied by the Provost and the creation of an innovative new program using student tutors in the Library to help other students with new electronic resources has resulted in better service to students and an increase in hours when the Library is open (now 76 hours per week).

A former music librarian and head of the Fine Arts Room has retrained himself in computer skills and become the head of Computer Information Systems. The Library has also been able to hire an Electronic Information Systems Librarian (Lecturer) and an Educational Technology Librarian (Assistant Professor). These new faculty members have helped to train library staff in information technology, and the Library has encouraged all staff to make use of METRO (Metropolitan New York Library Council) and CUNY workshops and vendor training sessions whenever possible. The new Educational Technology Librarian, in particular, has helped the Library reach out to academic departments by connecting them to library computer resources through the campus "backbone" and by offering training sessions in new electronic databases for both faculty and students. All Library faculty have Pentium-based computers in their offices connected to the campus "backbone" and are encouraged to become thoroughly familiar with licensed and Internet information resources.

One of the most pressing concerns at this time is the need for additional space in the book stacks. Existing shelves are almost entirely filled, including top and bottom shelves. The need is identified in the new campus Master Plan, and the addition of a fourth floor, planned originally as a part of the building but cut due to budgetary constraints when the existing library was built, has been included in the plan. In the meantime, the Library will cope with the problem by aggressive weeding of the collection.

Library usage: The following table shows available Library statistics gathered over the past ten years. Due to differences in methods of gathering data and reporting statistics for the New

York State Education Department's Higher Education Data System (HEDS) annual report for College and University Libraries, the basic source of library statistics statewide, exact comparable data is not available in all categories.

Library Statistics (1985-98)

| Academic Year | People Using the Library (weekly average based on turnstile count) | Circulation Books & Reserve Items | | Hours Open | Library Orientations/ Research Methods Classes | | Inter-Library Loan (Lehman requests) |
|---------------|--|-----------------------------------|---------|------------|--|--------------------|--------------------------------------|
| | | Books | Reserve | | Classes | Students Attending | |
| 1985-86 | Not Available | 32,742 | 4,314 | 78 | 160 (est.) | Not Available | 457 |
| 1986-87 | Not Available | 30,252 | 3,794 | 76 | 96 (est.) | Not Available | 669 |
| 1987-88 | Not Available | 32,141 | 4,506 | 76 | 96 (est.) | Not Available | 842 |
| 1988-89 | Not Available | 30,859 | 3,820 | 76 | 96 (est.) | Not Available | 650 |
| 1989-90 | Not Available | 26,668 | 4,446 | 76 | 112 (est.) | Not Available | 767 |
| 1990-91 | Not Available | 49,116 | 2,485 | 76 | 112 (est.) | Not Available | 1,095 |
| 1991-92 | 10,200 | 48,509 | 3,275 | 69 | 166 | 4,150 (est.) | 1,752 |
| 1992-93 | 9,041 | 45,516 | 5,899 | 69/76* | 148 | 4,440 (est.) | 1,316 |
| 1993-94 | 9,204 | 50,422 | 7,142 | 69/76* | 180 | 4,500 (est.) | 2,133 |
| 1994-95 | 9,132 | 52,795 | 11,456 | 69 | 192 | 4,840 (est.) | 2,243 |
| 1995-96 | 8,233 | 45,393 | 15,005 | 72 | 194 | 4,850 (est.) | 2,521 |
| 1996-97 | 8,316 | 50,099 | 18,715 | 72 | 236 | 3,527 | 2,362 |
| 1997-98 | 7,098 | 62,743 | 23,390 | 72/76* | 250 | 4,526 | 2,840 |

*Additional hours began in mid-semester.

Assessment: The turnstile count of people exiting through the 3M book security gates seems to reflect a substantial drop in the number of people entering and exiting the Library during the period from 1991-92 to 1997-98. This drop is surprising to Library staff members since they do not perceive that there are fewer people in the building. If anything, the perception is that there are more people in the building; Library service points seem busier than ever before. In order to monitor this more closely, the Library will begin collecting the turnstile measurements once a week beginning January 1, 1999, rather than relying on a sample week. The change in the turnstile count may reflect changes in usage patterns by students; students may be using their time more efficiently by remaining in the Library for longer periods of time, rather than coming in and out several times.

The increase in book circulation in 1990-91 reflects introduction of the new CUNY+PLUS online university-wide book catalogue. The sharp rise in Reserve circulation reflects the cre-

ation of a textbook reserve in 1994, reversing a former policy that the Library would not purchase textbooks or put them on Reserve. Student governance groups had asked that textbooks be made available in the Library for years, and the Library was able to get extra funds from the College's Auxiliary Enterprises Corporation to establish and maintain the textbook reserve collection. The steady growth in the number of Library orientations and research methods classes reflects the designation of a member of the Reference Department as Coordinator of Library Instruction and a sustained, intensive effort to persuade faculty members to bring their classes to the Library for instruction. The sharp increase in Inter-Library Loan (ILL) requests over the past ten years reflects the extension of this service to graduate students and adjuncts, as well as to fulltime faculty.

Use of electronic technology

During the past five years, the Lehman College Library has worked both independently to build up its own electronic resources and also in conjunction with the CUNY Office of Library Services (OLS) to make use of electronic resources offered centrally. The Chief Librarian was a member of the steering committee of the CUNY University Library and Educational Task Force (final report 10/1/97) and chair of the subcommittee on Libraries and Open Learning, and is currently chair of the CUNY Council of Chief Librarians. The Council is currently working with the CUNY OLS to plan an upgrade of the CUNY-wide integrated library system funded by \$10.8 million in the New York State capital budget. Other Lehman librarians are members of the CUNY Electronic Resources Advisory Council and the Electronic Classroom Task Force.

CUNY resources

The CUNY+PLUS system began as an electronic CUNY union catalog and is evolving into a CUNY electronic library, allowing access to a wide variety of indexing and abstracting databases in addition to the original catalog. Lehman's migration to CUNY+PLUS in 1995 has allowed the College to take advantage of CUNY's resources to supplement its own. As well as using CUNY+PLUS, the Lehman Inter-Library Loan (ILL) office makes heavy use of CUNY's centrally-funded electronic document delivery service to provide journal articles for faculty members and graduate students. The central office is now subscribing to several full-text databases available through the Internet that Lehman formerly subscribed to on its own, freeing local funds for other uses. The central office has provided Lehman with CUNY+PLUS terminals and Internet work stations.

Campus resources

Lehman pioneered the use of full-text databases in CUNY as a response to the difficulties students were having in locating library materials for research. The original design of the

Library located periodicals in several different areas in the building, and numerous budget cuts over the years have resulted in gaps in the periodicals collection and splits of runs between bound volumes and microfilm, making it difficult for many of our students, who come to Lehman with no library experience, to use the Library successfully. Making full-text electronic databases available such as the New York Times, InfoTrac's Expanded Academic Index ASAP, ProQuest's Social Sciences Index, and Lexis-Nexis Universe has allowed students to complete research assignments successfully.

Index and abstract databases on the Library's CD-ROM LAN system are heavily used by students, particularly in Education, Psychology, Nursing, Health Sciences, and Sociology & Social Work. Use of the Internet is more difficult to assess. It has not been possible to collect reliable data on the use of full-text databases delivered via the Internet. Internet work stations for student use are divided into full browsing capability work stations in the Fine Arts Room and other locations throughout the Library, and dedicated work stations restricted to licensed databases at several locations in the Library. The decision to restrict access on some work stations came as a response to reference librarian complaints that students could not get to machines to do research for class assignments because of the great demand to use the machines for E-mail, chat groups, and other uses not directly related to classroom work.

Planning

In Spring 1999, the Library will begin offering workshops for faculty members in how to design research assignments for students using library electronic databases. The Library will be part of a campus-wide computer infrastructure initiative which will provide wiring for library classrooms and additional workstation and new laptop plug-in facilities for student use in library study rooms and in the stacks. Once the wiring is completed, the Library will provide networked workstations with word processing and spread sheet software for student use. The President has succeeded in getting \$530,000 for library computer equipment through the New York City capital budget for 1998-99. This money should fully meet the Library's needs for equipment, software, and furniture.

Bibliographic instruction

Since the last periodic review, the Library has appointed a Head of Bibliographic Instruction, equipped a new Internet lab, and upgraded equipment in the existing classroom to add computer projection capabilities in order to teach the use of electronic resources and the Internet. The reference staff is heavily involved in offering instruction to a wide range of classes from basic instruction for FYI classes to graduate classes, and almost all librarians (including the Chief Librarian) conduct orientations in the areas of their specialties. General printed guides are available, and specialized handouts are prepared for individual classes.

Bibliographic instruction classes are scheduled at the request of individual professors, and librarians work with professors to design assignments and decide on resources to be demonstrated. All classes include electronic resources, and many include the Internet. Not all instructors request orientations for their classes, and given the current level of reference personnel, the library staff could not offer many more orientation classes than they are already providing. The number of students in these classes ranges from 20 to 50, and classes range from 45 minutes to two hours. In addition to individually scheduled orientations, the Library this year began to provide sign up and drop in classes on specialized databases such as Lexis-Nexis, InfoTrac's Searchbank, and the Internet. Attendance in these classes is increasing as students and faculty become aware of them. Schedules are posted in the Library and will be printed in the *Meridian* and *La Causa*, the student newspapers.

A number of efforts are being made in order to disseminate information about the Library's electronic resources more widely on campus. A workshop on Library resources is held each year for new faculty, announcements about new resources are sent to all members of the Provost's Faculty Focus Group on Technology, and mailings are sent periodically to the entire faculty. In the Fall 1998 issue of the College newsletter *On Campus*, a feature article was published about the Library's new resources and services.

Computing Laboratories and Related Electronic Resources

Computer laboratories

In order to obtain as much current and detailed information about computer resources at Lehman as possible, a data collection form was completed for 36 departments and programs. In some cases (Multilingual Journalism, for example), a separate form was completed for specific programs within a department. Most of the forms were completed in May 1998; data were unavailable at the time of this report from the Department of Biological Sciences and several programs including English as a Second Language, American Studies, Linguistics, and Italian-American Studies. In certain cases, Task Force members went back to departmental contacts for clarification of responses. In addition to the data collection forms, four departments (Geology & Geography, Political Science, Sociology, and Anthropology) submitted written narratives.

Laboratories with 10 or more stations

As of late Spring 1998, there were 22 computer labs with 10 or more stations located in the following departments: Art (2 labs), English (2), Languages & Literatures (3), Mathematics & Computer Science (7), Psychology (1), Division of Education (4), and Continuing Education (1). The Department of Art and the Department of Mathematics & Computer Science established the two labs, housed in Art, to support the interdisciplinary program in Computer

Graphics & Imaging (CGI). An additional lab in Anthropology has been funded through a grant and is expected to open in 1999. Only five of the 22 labs were established in 1988 or earlier. The largest two labs contain 24 stations, but the average size of the labs is 16, reflecting the physical limitations of the rooms. However, most classes at Lehman contain more than 16 students, so students are likely to share machines during class meetings. The Departments of Nursing and Health Services share a lab that has recently been upgraded.

Usage: Based on schedules submitted by the departments, 17 of the 22 labs function as classrooms, but most are open at least a few hours a week for nonclass use. Of the five not used as classrooms, three (in Mathematics & Computer Science) are used as open student labs or research faculty/graduate student labs. One of the five (in the Department of Specialized Services in Education) is slated for major upgrading.

Of the 17 labs used as classrooms, eight are used 20 or more hours per week for scheduled classes. The average is 23 hours per week, with the range from a low of six to a high of 49 hours. Highest usage was in Mathematics & Computer Science, Art (in the lab supporting the CGI program), Languages & Literatures, and Continuing Education.

Sharing of laboratories: Many departments also allow other departments and programs to make use of their labs, making efficient use of resources that might otherwise sit idle. Nearly half of the 17 labs used as classrooms are made available to other departments or programs, sometimes in exchange for needed hardware, software, supplies, and staff support. For example, all three labs in Languages & Literatures are used by other departments or programs.

Computer systems: Intel processors predominate with 14 of the 22 campus laboratories running either Pentium class (11) or 486 (3) CPU's. Of the 14, 11 run Microsoft's Windows 95 or NT operating systems. Four are Apple Macintosh labs, and one contains UNIX-based graphic workstations. The remaining three labs contain mixed processors, reflecting their purpose as open student/research labs rather than classrooms. Of the 22 labs, 18 have Internet accessibility via the campus backbone with another lab soon to be connected. Three of the 22 labs have audio-video reception and distribution capability. Local area networks provide shared access to applications, data files, and resources such as printing in the labs belonging to English, Mathematics, Languages & Literatures, Nursing, Art, and the Division of Education departments (Specialized Services in Education, Early Childhood & Elementary Education, and Secondary, Adult & Business Education).

All but two labs in this category provide access to printing. Thirteen of the 22 labs are classified as "multimedia" in that the configurations include CD-ROM drives and sound cards. Nine contain equipment such as LCD panels, projectors, and large-sized monitors used to project or display computer images for teaching and demonstration purposes. A few of the labs make available scanners, digital cameras, and other peripherals related to a department's

special needs such as headsets and microphones in Languages & Literatures. No departments reported special equipment for disabled students.

Laboratories with 5-9 stations

Eight smaller facilities with fewer than ten computers exist in several departments and programs: Languages & Literatures (1 lab), Chemistry (1), Geology & Geography (1), Physics & Astronomy (1), Psychology (2), Alliance for Minority Participation (1), and SEEK (1). All were established in 1990 or later. These labs tend to have slightly older processors, with five of the eight having some 486's or 386's.

Given the average number of stations (7), these facilities are less likely to be used for class meetings. Classes are held in only three of the labs and, even among the three, the average number of hours set aside for class meetings is eight. One of the department chairs with a lab in this category pointed out that the small size makes it difficult to obtain adequate enrollment in courses or special programs using the lab. Two of the labs are operated by programs that do not offer classes (SEEK and Alliance for Minority Participation).

These labs appear to support instruction taking place elsewhere and to meet the special needs of certain programs. The primary example of this is the Multilingual Journalism lab, known as the "Newsroom," which provides resources for journalists in training, including software and hardware for electronic publication, desktop publishing, and digital video-editing. Psychology and Geology & Geography labs are used by students doing research projects in these fields, and the Geology & Geography lab houses special equipment for geographic information systems (GIS).

Laboratories with fewer than 5 stations

Several departments identified facilities with fewer than five stations as computer labs. Seven such facilities were reported in this survey: Anthropology (1); Chemistry (2), Physics & Astronomy (1), Psychology (2), and Adult Learning (1). Only one, in Physics & Astronomy, shows any use by a scheduled class. The Anthropology facility is a faculty lab, and the two labs in Psychology are research labs for students in Lehman's federally funded MBRS program. Internet access is less likely than in the other lab categories. The workstations in these labs are likely to run older operating systems and have older processors.

Management, administration, and maintenance of laboratories

While hardware maintenance is addressed by outside service contracts, other tasks such as software installation, hardware installation and setup, and network maintenance remain the responsibility of the individual departments and the College. Several departments have one

or more fulltime staff dedicated to maintenance of computer systems (Mathematics & Computer Science, Art, Division of Education, Nursing, and Languages & Literatures). All departments having labs with five or more workstations reported at least one fulltime person on staff responsible for the lab. However, in three of these cases the person identified was a member of the fulltime teaching faculty. In other cases it was unclear how much time the fulltime staff devoted to the labs. In the absence of a fulltime staff person dedicated to the maintenance of the labs, the College provides support through the Department of Information Technology Resources and the offices of the academic Deans.

Department representatives were asked to rate five potential problems on a scale from 1 (very significant) to 5 (not significant at all):

Potential Computer Problems

| Potential Problems | % of Respondents Selecting Categories 1 or 2 |
|---|--|
| Faculty training in use of lab | 29 |
| Faculty resistance in use of lab | 7 |
| Adequate number of workstations to accommodate students | 67 |
| Enough lab time for classes who wish to use lab | 64 |
| Supervision of lab outside of class time | 73 |

Eight of the ten departments said they provided faculty training in the use of the lab. A follow-up question on the nature of the training revealed that in most cases it was limited to basic and informal orientations. Two departments reported "workshops," and one provided reassigned time for this purpose.

That 67% of the respondents noted that the number of workstations is inadequate is not surprising given the average size of 16 in the largest lab category.

The last item highlights the difficulty some departments have in opening labs outside of scheduled class time. While the need for high-level technical support has been met to some extent by staff hired by the departments, central computing services and the Deans. Opening labs requires responsible lab technicians capable of monitoring activity in the lab, providing routine assistance to new users, and dealing with minor technical problems that inevitably arise in an open lab such as loading paper in printers, extracting jammed paper, and attaching loose cables.

Most departments operating large labs (8 of 10) open at least one of their labs a few hours a week outside of class time. However, three of the departments are only open for 6 or fewer hours. When asked why labs were not opened outside of class time, a common response was "lack of supervision." No attempts to measure the effectiveness of the labs were reported.

Examples of Academic Applications in Laboratories

Computer Graphics and Imaging (CGI)

Students working in these labs located in the Art Department learn technical computer skills from faculty in Mathematics & Computer Science and artistic and design skills from faculty in the Art Department. Students are engaged in high-end imaging projects such as the critically acclaimed Guggenheim Museum home page on the World Wide Web.

Anthropology (to open in 1999)

The primary use of the lab will be to make available in digitized form the department's large, one-of-a-kind fossil cast collection. After a database of digital photos has been created, multiple student work groups can access the collection simultaneously for comparative analysis and measurement.

Computer-aided instruction

All first-year language classes use the labs in the Department of Languages & Literatures one hour a week to do interactive grammar and/or listening and speaking drills. Health Services uses nutrition analysis software. The Nursing Department makes extensive use of computer-based instructional modules and interactive laser disks in all of its undergraduate courses.

Geographic Information Systems (GIS)

Geology & Geography uses mapping software such as ArcView, MapInfo and Surfer in its courses in GIS. Projects include mapping the demographic characteristics of the Bronx and surrounding area.

Multilingual Journalism Program

The Multilingual Journalism Program in the Department of Languages & Literatures uses its "Newsroom" to produce electronic and print materials. It is also used to train interns and to produce *The Bronx Journal*, a monthly multilingual newspaper, and "168 HORAS," a TV magazine in Spanish. The program plans to expand production to include newsletters and other television programs.

Technology and teacher training

The labs in the Division of Education support a new graduate specialization in Educational Media and Technology offered by the Department of Specialized Services in Education. In addition, they provide support for the integration of computer technology in all teacher-prepa-

ration programs, including the development of electronic portfolios (using CD-ROM technology) to document professional development.

Writing

The English Department reports that 40 of the 70 sections of English composition held each semester meet at least occasionally in the labs. The primary application is a word processor supplemented by grammar-related software.

Science Laboratories

For the most part, courses taught in the Division of Natural & Social Sciences, the disciplines of Biology, Chemistry, Geology, Physics, and to a lesser extent, Anthropology (i.e. Physical Anthropology), are laboratory-based. Historically, undergraduate-level laboratory courses were designed to teach students basic investigative skills by having them perform a series of "routine laboratory exercises," the outcomes of which were predetermined. The laboratory/classrooms in which these courses are taught are located in Davis Hall and Gillet Hall, two of the original buildings erected on Lehman's campus in 1931. A majority of teaching/learning labs are equipped and furnished much as they were originally. A few have been renovated and suitably modernized.

According to the *Guidelines for University Centers* published in 1965 by the State University of New York, each teaching station in an undergraduate teaching laboratory should occupy 50 square feet. If this guideline were used to evaluate the suitability of the "average" lab space provided by each department at Lehman, the College's average lab could only accommodate from seven to 15 students at any given time. In reality, 24 students can be well and safely accommodated in labs having 35 square feet per student. Enrollment in any lab course is limited to the number of students that can be safely accommodated in the room assigned. Based on the ratio of 1 (student) per 35 (square feet), there is clearly more than enough teaching laboratory space to accommodate the numbers of students taking laboratory courses. This will continue to be true as long as access to the laboratory classes taken by undergraduate students is restricted to three- and four-hour periods, and training in the sciences continues to be based on the performance of "standardized laboratory exercises" that can be completed in the time allotted.

The trend in science education is moving toward the design of courses/curricula that engage science students as participants in problem solving by the "scientific method" or "controlled experiment." Teaching students to become scientists by involving them in open-ended, ongoing research projects, however, means that fewer students will "tie up" more space for whatever time it takes to complete a particular phase of any given project. The space, more-

over, must be provided with all of the facilities needed to conduct open-ended, ongoing investigations. At this time, there is enough lab space in all departments to accommodate the students who enrolled in each of the last two semesters in two consecutive four-hour lab periods; it is not the amount but the nature of the space that constrains course designs.

Some labs in Biology and Chemistry have already been modernized. These recent renovations benefit the greater percentage of current science majors at Lehman College. The Department of Biological Sciences has the only on-campus doctoral training program, the Ph.D. in Plant Sciences, and this program has also benefited. Still, more of the presently available space, as well as additional space, needs to be renovated and equipped for modern investigative procedures before participatory learning in the laboratory sciences becomes the norm at Lehman rather than the exception for undergraduate science courses in the coming years.

Academic Student Support Centers: Tutoring and Learning Center, and Elsewhere on Campus

The campus has seven tutoring programs, all of which are represented on the Provost's Tutors Council by their coordinators. The Council is co-chaired by the Dean of Natural & Social Sciences and by the Acting Dean of Arts & Humanities. It plans and evaluates tutoring coordination among programs on specific issues and in support of the College curriculum.

ESL tutoring

This program offers tutoring in writing to all ESL students and a resource library, with tutors hired and trained by the Acting Coordinator of ESL. The program is housed in the English Department (Composition Program). Usage (approximations based on reports for 1997-98 academic year): 900 hours of tutoring offered; 475 student visits logged.

The Learning Center

This is the central tutoring program on campus; it offers students tutoring in writing, reading, and all academic content areas except mathematics. A resource library and workshops are offered in reading, writing, and several distribution course areas. Usage (based on 1997-98 academic year reports): 1394 students registered for tutoring; 979 students received tutoring; 4038 hours of tutoring were provided.

Library tutors

Library tutors assist reference librarians by staffing the reference desk and by walking around the Library and offering help to students using the Library's electronic resources. Tutors are hired and trained by a member of the Library staff. Usage (1997-98): average of 60 hours of tutoring per week available for the past three years.

The Math Lab

The central math tutoring facility on campus offers tutoring to all students in 100-level math classes, basic statistics, Core classes, and Mathematics Assessment Test (MAT) preparation. Tutors are hired and trained by the Math Lab Coordinator. Usage (1997-98): 5931 hours of tutoring were offered (45% MAT tutoring, 55% other); average weekly attendance, 216 hours; average daily attendance, 55 hours; 162 students registered for MAT tutoring.

SEEK tutoring

This service provides tutoring and supplemental instruction in reading, writing, and all academic content areas to SEEK students. Tutors are hired and trained in conjunction with the Learning Center. Usage (1997-98): 323 students registered for tutoring; 3588 hours of tutoring were scheduled; 3127 hours of tutoring were provided (actually attended by students).

Supplemental instruction activities

These include 69 freshman review sessions; 3 one-hour Writing Assessment Test (WAT) workshops (60 students attended); 2 two-hour WAT workshops (23 students attended); 2 two-hour keyboarding workshops (31 students attended); 2 two-hour WAT workshops (23 students attended); 2 two-hour keyboarding workshops (31 students attended); 1 four-hour biology workshop (12 students attended); 2 one-hour reading/critical thinking workshops (30 students attended).

The Science Learning Center

This Center provides tutoring, enrichment activities, collaborative learning sessions, diagnostic testing, and computer-based instruction in several 100-level math classes and in several science distribution classes. Tutors are hired and trained by the Activity Coordinator for the AMP Learning Center. Usage (1997-98): 1341 tutoring sessions were conducted.

Distance Learning and Multimedia Classrooms

Lehman College is joining the ranks of other colleges and universities in offering distance-learning courses and programs. The College has some of the best technical facilities of any CUNY campus. In addition, the administration has supported faculty participation in workshops, and several faculty have begun to prepare courses for distance learning.

Facilities

Hispanic Educational Telecommunications System

Lehman is a charter member of the Hispanic Educational Telecommunication System (HETS), a consortium of colleges and universities from the United States and Puerto Rico serving significant Hispanic populations. Lehman has installed satellite uplink and downlink equip-

ment and set up a classroom for the creation and reception of courses (C14, Carman Hall). This classroom enables the College to broadcast courses using land-based transmission media. ITR manages the classroom and the satellite facility. The Manager of User Services chairs the HETS Operations Advisory Committee and is a member of the HETS Executive Committee. ITR's Coordinator for Media Technology maintains the facility and provides support to faculty using the facility. The Dean of the Division of Natural and Social Sciences chairs the HETS Academic Advisory Council and is a member of the HETS Executive Committee. Lehman College President Ricardo R. Fernández is Vice Chair of the HETS Board of Directors.

NYClassNet and INET (Interconnected Network of New York City)

The Department of Information Technology and Telecommunications (DoITT) of the City of New York has established a high-end video distance learning classroom in Carman Hall, B38. INET supports full-motion video between four sites at the same time. Thirteen New York City high schools, five CUNY campuses, Lincoln Center, the Museum of Natural History, New York City government, the Office of the Bronx Borough President, and the Rikers Island correctional facility are all part of this network.

CUNY/CIS Media Distribution System (MDS)

The City University of New York's Computing and Information Systems (CUNY/CIS) has installed at Lehman a live-board presentation and video conferencing facility connected through a local video head-end, which controls the media distribution and video conferencing. This system, known as the CUNY/CIS Media Distribution Project, is connected through CUNY/CIS to many of the other branches of CUNY which are similarly equipped. The MDS classroom shares Carman Hall, Room C14, with HETS. The space and facilities are managed by ITR and the head-end is located in the Information Technology Center. This system supports full-media access for course distribution among the senior campuses of CUNY.

Bronx Information Network (BIN)

Lehman College serves as the central hub in the Bronx Information Network (BIN) which is linking K-12 schools, high schools, science-rich institutions (such as the Bronx Zoo), hospitals, libraries, government offices, community service organizations, and others to provide facilities for distance learning, computerized classroom teaching, Internet access, the creation of Web sites, video-conferencing, and other services. The principal investigator on the original \$2 million grant from the New York State Diffusion Fund is Joseph Middleton, Director of Information Technology Resources at Lehman. BIN is now an incorporated, not-for-profit organization. The servers, communication facilities, and Web site are maintained by the ITR department. Additional personnel under the supervision of the Director are being hired.

Faculty

Faculty training

Faculty and Computer Center staff have participated in training workshops in each of the three distance-learning facilities. Three HETS training sessions were held in Albuquerque, New Mexico (Fall and Summer 1997 and Spring 1998) and one was held in Puerto Rico (Spring 1997). A full day of introductory training was given for faculty on the CUNY Media Distribution System (November 1998). Faculty and administrators have been introduced to INET, and current discussions are being held between the Division of Education and INET to develop professional development workshops.

Courses offered

Professor Edward Bergman in the Department of Geology & Geography has been teaching an E-mail course in Geography for several years. This course, repropounded for distance learning, will be broadcast via the HETS System (Spring 1999). Professor Sally Webster in the Art Department has supplemented her course on Modern Art with a Web page linked to the works of art she discusses in class. Ultimately this course will be designed as a multimedia presentation using the new Media Distribution system. French Professor Thomas Spear is scheduled to deliver a course using the CUNY Media Distribution System in Spring 1999.

Other Essential College Services

Media Relations and Publications

The Lehman College Office of Media Relations and Publications in 1988-89 became the first CUNY college to create all of its publications in-house on computers through desktop publishing. Among those publications are the *Undergraduate Bulletin*, *Graduate Bulletin*, the College newsletter *On Campus*, the faculty newsletter *Quorum*, the alumni newsletter *Lehman Lightning*, the *Summer Sessions* bulletin, and academic department brochures. The Office also produces publications, advertisements, and videos for student recruitment as well as flyers, announcements, programs, and other materials for Convocation, Commencement, and special events on campus such as conferences and lecture series. The Office provides information about the College to the media and is responsible for the Lehman College Web site, with one fulltime staff member providing Web site design and implementation services. The Office, which reports to the Vice President for Institutional Advancement, supports College fundraising activities.

The Office is currently staffed by a Director and an Assistant Director, both of whom are writers, a Publications Manager, the Webmaster, and two support personnel. Since 1989, the

Office has won six awards for its community activities: one from the New York City Mayor, one from the Bronx Borough President, and four from the Citizens Committee for New York City's "Dress Up Your Neighborhood" competition. In 1998, the Office provided leadership for the College community's successful campaign to resist a City plan to build a massive water filtration plant in the Jerome Park Reservoir, across the street from the Lehman campus. The campaign and the entire public issue was widely disseminated on the Lehman College Web site.

Buildings and Grounds: Office of Campus Facilities

Capital improvements and general maintenance conditions

Over the past ten years, considerable capital funds have been allocated to upgrade, rehabilitate, and preserve facilities and systems on the Lehman campus. Completed work includes an \$8 million "Heating and Cooling Upgrade Phase I," which provided controls, converted the boilers to dual fuel, reduced the stack size by inserting a liner, installed a 1000-ton electric chiller for early season cooling of the campus, replaced the condensate return line, and replaced mechanical systems in buildings not connected to the central plant. "Phase II" (\$2.5 million) included a radiation system upgrade for Davis Hall, Gillet Hall, and the Old Gym Building, and a mechanical upgrade in Carman Hall. "Phase III" (\$4.5 million), which is in design and anticipates a Spring 2000 completion, would replace three chillers in the central chiller plant, upgrade the distribution system, and rehabilitate or replace the cooling towers.

Other completed capital projects include The APEX, a \$56 million athletic and recreational facility, which included ball field renovation; the new Information Technology Resources and Computer Center, a \$12.5 million facility in Carman Hall; renovation and expansion of the parking lots including new lighting, fencing, and guard booths; installation of a new ornamental fence, gates, and arches along the west and south perimeter of the campus; renovation of two Biology Department research laboratories and three teaching labs; replacement of the wood stage flooring in the Performing Arts Center; a "Fire Protection and Mechanical System Upgrade" which corrected a variety of system deficiencies as well as provided new acid waste neutralization systems in Davis Hall, Gillet Hall, and the Fine Arts Building; and rehabilitation of the Paul Avenue street and sidewalk, and the Music Building Plaza.

The College has also participated in a number of energy conservation projects funded by the New York Power Authority which include a campus-wide lighting retrofit, installation of occupancy sensors, replacement of exit signs, and installation of variable frequency drives on mechanical system pump motors. Construction will start in 1999 on a capital project for energy conservation which will extend the building management system to include central monitoring and control of all mechanical systems in all building on campus.

A campus-wide bathroom upgrade for compliance with the American Disabilities Act (ADA) compliance project (\$2.5 million) is currently under construction; when completed, this will provide ADA compliant facilities in all public bathrooms on campus, as well as modern, renovated bathroom facilities in Davis Hall, Gillet Hall, and the Old Gym.

Projects currently in design and expected to begin construction in 1999 include a \$9.2 million campus-wide fire, security, and communication system replacement/upgrade and a \$4.5 million new Central Communication Station at Gate 5 (see below); roof replacement (\$3.5 million) for Davis Hall, Shuster Hall, and Gillet Hall, and repair of the T-3 Building roof; a \$1.4 million "building envelope" and structural rehabilitation which includes roof replacement on Carman Hall, the Old Gym Building, and the Speech and Theatre Building; and a \$1.5 million emergency power and electrical system rehabilitation. Projects currently in design and expected to begin construction in 2000 include expansion of the Child Care Center; renovation of the Marine Biology Laboratory; rehabilitation of elevators in Davis and Gillet Halls; installation of elevators in the T-3 and Student Life Buildings; and site rehabilitation.

The APEX (Athletics and Physical Education Complex)

The need for a new athletics and physical education complex was highlighted in the 1988 Self-Study, and building the new APEX facility was discussed in the *Periodic Review Report* in 1994. For details concerning this facility, see the section devoted to "The APEX" in Chapter Three of this report (p. 38).

Office of Public Safety

The Campus Security Initiative

This initiative began in 1991-92 in response to the work of the Chancellor's Advisory Committee on Campus Safety and Community Service. This initiative has upgraded CUNY's security and public safety operations by replacing contract guards with peace officers. Campus peace officers have a minimum of a high school diploma or GED and two years experience in security. They are subjected to rigorous training and have powers of apprehension and arrest. At present, Lehman has 11 supervisors who are authorized to carry firearms, 28 peace officers, and 10 guards from a contract service. The College uses bicycles to patrol the campus and the immediate surrounding area. Three canine units patrol the campus on a rotating basis during 11 p.m. to 7 a.m. tours to provide a deterrence against burglaries, larcenies, and damage to College property. In the spring of 1998 the canine shifts were staggered to offer escort services to local subway and bus stops after dark.

Planning: Central Communication Station

A \$4.5 million new 2000-square-foot Central Communication Station will be located at Gate 5. Approximately two-thirds of this facility will be located underground and designed as an emergency or crisis room to serve as a command post in the event of severe emergencies such as flood, hurricane, fire, or snow storm. The above-ground portion of the structure will serve on a regular daily basis as a central dispatch station combining access control, duress station monitoring, closed-circuit TV, and fire safety control.

Audio-Visual Services

The Audio-Visual Services Department is currently located in Carman Hall (B-18H) and distributes a variety of AV equipment (primarily VCRs and overhead projectors) to faculty and staff. The Department, which consists of a coordinator and two technicians, is open Monday–Thursday from 8 a.m. until 7:30 p.m., and on Friday from 8 a.m. until 6 p.m. Faculty have complained that AV is not open on weekends or late enough in the evenings, and that it does not deliver equipment to classrooms, requiring faculty members to pick up and return equipment themselves. To meet this problem, AV has been transferred from the Library to the Information Technology Resources Department, which is in the same building and has more support staff available. Future plans call for AV to be relocated to the new facilities being constructed for Information Technology Resources (ITR) in the Carman Hall Plaza. This relocation will provide more space for maintenance and storage of equipment.

Bookstore

The Bookstore is located in a separate building on the College campus. Its staff consists of a Manager, Assistant Manager, and 15 parttime employees. In addition, up to 30 additional parttime employees are hired on a temporary basis at the beginning of each semester. College students make up 95% of these parttime employees. For the past 14 years or so, the Bookstore has been operated by Collegiate Bookstores Associates, a private company with about 30 stores in New York State. The current contract expires in 1999. Collegiate Bookstores Associates pays 7% of its income to Lehman College.

In the general faculty survey (see Appendix D-2, item 12-k), the Bookstore was rated "Satisfactory" (2.96, on a scale of 1= Excellent to 4= Poor). Students were slightly less satisfied, and rated the Bookstore 2.76 (See Appendix D-4, item 86). The most frequent complaint concerns Bookstore prices, yet a recent survey conducted by the College found that the Lehman College Bookstore prices were comparable to those of Barnes & Noble, the bookstore chain. According to the Bookstore Manager, the standard markup rate for textbooks is 20-25%, and all college bookstores charge the same prices for the same books. In regard to cash paid to stu-

dents for used textbooks, the Bookstore Manager reported that the policy is to return half the price paid for a new book.

Duplicating Department

The Duplicating Department, in Room 056, Shuster Hall, is staffed by two fulltime employees and directed by one fulltime person, who also directs Telephone Services. This Manager reports to the Business Manager of the College. Student workers are also used when needed. The Department provides duplicating services for the entire College. Its hours are Monday-Friday from 9 a.m. to 5 p.m.

Duplicating copiers and offset presses provided a yearly total of almost 7 million copies. In addition, copiers located in College offices produced another 2.6 million copies. Examples of documents processed by the Duplicating Department include class handouts, flyers, brochures, class schedules, invitations, newsletters, the *Summer Sessions* brochure, and the College telephone directory. The policy of the Duplicating Department is to provide a two-day turn-around except during registration.

Recently, a study was completed by the Department in an effort to be more cost effective. On the basis of this study, the responsibility for all copier purchases and maintenance was transferred from individual departments to the Duplicating Department. One brand copier, Minolta, was selected by bid to be the only brand purchased by the College.

Telecommunications

The Telecommunications Office is located in Shuster Hall (084 and 013). In addition, telephone closets are located in each building. The telephone system is managed by one fulltime person, who also directs the Duplicating Department. In addition, one fulltime employee and three parttime employees staff the telephone system. In the faculty survey, the telephone system was rated between "Very Good" and "Satisfactory" (2.76). In September 1998, telephone service was improved with the purchase of a new voice mail system. The previous system provided service for 500 people; the new one can serve 1500. In addition, all telephone service for Carman Hall was transferred to a new telephone switch, enabling additional services for more people needing voice mail, fax, and Internet. This new switching system also improved the quality of services provided.

Outcomes and Assessment

The Library

Data from the Outcomes and Assessment questionnaires (see Appendix D-4) suggest that students regard the Library and electronic resources as "Very Important/Important" (1.21;

1.32). Their ratings of actual Library services are "Very Good/Satisfactory," with electronic resources rated slightly higher than print resources. Out of 450 respondents, six students asked for additional hours, with three requesting 24 hours a day, 7 days a week. Six students remarked on the need for newer books and more journals in Education, but the recent visit by the New York State Education Department's site review team (Oct. 20-21) was highly favorable with regard to the Library and did not suggest a need for additional print resources. In terms of bibliographic instruction, department chairs (see Appendix D-1) report that faculty are "Frequently" (1.94) encouraged to incorporate Library print resources into their courses, and "Frequently/Sometimes" (2.59) encouraged to incorporate electronic resources. Fulltime faculty report (see Appendix D-2) that they incorporate Library print resources "Frequently/Sometimes" (2.24), and electronic resources "Sometimes" (3.06). Fulltime faculty "Agree" that they assign Library research assignments (1.88), and "Agree/Disagree" (2.62) that they actually take classes to the Library for orientations. Adjunct faculty report (see Appendix D-3) that they incorporate Library print resources "Frequently/Sometimes" (2.64) and electronic resources "Sometimes" (3.12). Students report that roughly half of the courses they have taken at Lehman have involved Library assignments.

Two general conclusions can be drawn. First, faculty incorporate research assignments into their courses slightly less frequently than they are encouraged to by their chairs, and students report that approximately half of their classes require library research. While it might be desirable for more classes to require research, the current Library staff could not accommodate much increased demand for orientations. Second, while the Library's electronic resources are perceived by students as being slightly more satisfactory than the print resources, electronic resources are stressed less than print resources by both faculty and chairs in course assignments. This is a problem since print resources are not likely to be increased significantly given the current College budget, and students will have to become familiar with electronic resources to fully meet their research needs.

Academic student support centers

In reports generated by the coordinators of tutoring programs at Lehman, the following pass rates were reported; all figures are based on results from examinations administered in the 1996-97 academic year. Figures for ECO, CHI, BIO, PSY, FRE and SPA lump together all students tutored in courses for the Departments of Economics, Chemistry, Biology, Psychology, French, and Spanish, respectively. Most courses were distribution courses, and again reflect data collected for the 1996-97 academic year.

The Learning Center (data not available for all courses)

| | |
|--|--|
| Writing Assessment Test (WAT) pass rate | 21% |
| Reading Assessment Test (RAT) pass rate | 45% |
| Transfer Placement Examination (TPE) pass rate | 67% |
| ENG 085/6 | 45% A; 45% B; 10% C |
| ENG 095/6 | 25% A; 48% B; 6% C; 23 % NC |
| ENG 099 | 5% A; 39% B; 25% C; 32% NC |
| ENG 102 | 6% A; 37% B; 32% C; 2% D; 24% NC |
| ECO | 44% A; 33% B; 17% C; 6% D |
| CHE | 26% A; 26% B; 22% C; 18% D; 8% F |
| BIO | 22% A; 47% B; 21% C; 11% F |
| PSY | 67% B; 33% C |
| FRE | 75% B; 25% D.. |
| SPA | 24% A; 44% B; 20% C; 4% D; 4% F; 4% NC |

The Math Lab

| | |
|--|-----|
| Mathematics Assessment Test (MAT) pass rate | 85% |
| Average passing score | 30 |
| Average number of attempts needed to pass | 1 |
| Average number of students who took exam at least once | 54 |
| Average increase in score (from previous test) | 10 |

SEEK

| | |
|---|-----|
| WAT pass rate | 35% |
| RAT pass rate: | 55% |
| Supplemental Instruction WAT workshop pass rate | 42% |

Science Learning Center

In comparing grades earned by SLC students with grades earned by non-SLC students, SLC students achieved higher grades in CHE 168, MAT 174, and MAT 175. They achieved slightly higher grades in MAT 176 and CHE 166.

Office of Public Safety

Fulltime faculty rate Campus Security as between "Very Good" and "Satisfactory" (2.46); students also rate it as between "Very Good" and "Satisfactory" (2.64), slightly higher than the faculty rating (see Appendix D-2, item 12n; Appendix D-4, item 89).

Recommendations

Distance Learning

Staff Support

Distance-learning research and the experiences of distance-learning colleges and universities (e.g., University of New Mexico, New York University, Indiana University, Columbia University, Mercy College) point out the need for specific types of support systems to make the various forms of distance learning effective. Lehman College must address these issues before distance learning will become a reality. Fulltime noninstructional staff is required to assist faculty in: (a) translating traditional classroom lectures into transmittable materials such as Powerpoint presentations and the use of video, film, and CD-ROMs, (b) conducting copyright checks, (c) providing feedback on presentation styles, and (d) solving problems students encounter using offsite facilities when distance-learning courses are being taught.

Faculty Policy Issues

The Professional Staff Congress, the CUNY faculty union, has imposed a current moratorium on distance-learning efforts. A CUNY-wide committee, on which Lehman's Provost Rosanne Wille serves, has been created to resolve various pertinent issues. Meanwhile, a number of questions have been raised by faculty when asked to consider developing distance-learning courses. Among the problems which need to be addressed are: ownership, compensation, and reassigned time.

Buildings and Grounds: Office of Campus Facilities

In November of 1997, Lehman College began the Master Plan Amendment process which will update and revise the 1969 Master Plan to determine and plan the College's facility needs and capital requests for the next 20 years. All campus departments have had extensive meetings with the architect consulting the College in this endeavor.

Preventive maintenance and minor repair projects and programs have received considerable funding and support over the past few years, which have afforded the opportunity to begin to reverse years of deferred maintenance. However, funding must continue at adequate levels to ensure that the College adequately maintains its facilities in the future.

There are a number of needed capital projects for which funding requests have been submitted to the State such as a Multimedia Center that would serve as the focal point for audio, video, and data communications throughout the campus. Additional future requests, the nature of which will be determined by the Master Plan Amendment, include adding another floor to the Library, the replacement of four temporary buildings, and new facilities for the natural, social, and health sciences.

CHAPTER NINE: OUTREACH AND SERVICE TO THE COMMUNITY

The Task Force on Outreach was asked to identify, gather information on, and assess the outreach activities of the College, with special attention to those related to technology. The Task Force defined outreach as any activity or program that links the College with—or provides services to—individuals and communities external to the College. These activities take place on campus and off. They are both funded and unfunded. They involve internships, practica, and a great variety of activities with community-based organizations, schools, hospitals, training facilities, museums, science-rich institutions, and theaters. In carrying out its charge, the Task Force was guided by the College mission and by the goals of the Middle States Self-Study.

Among the objectives of the College mission, it is expected: “to broaden educational opportunities through joint programs with other institutions locally, nationally, and internationally; and to serve as a center for the continuing education and cultural needs for the region through access to the College’s facilities and expertise in the academic disciplines, professional fields, and fine and performing arts.”

General Overview

One of the most dramatic developments at Lehman reported in the 1988 Middle States Self-Study was the expansion of outreach programs targeting individuals and groups outside the College’s immediate population. In order to identify faculty, staff and program directors who currently conduct or are associated in some way with College outreach activities, the Task Force on Outreach undertook a comprehensive survey which resulted in a list of 94 such programs or activities (see Appendix I). A followup questionnaire was then circulated to all of these programs, from which an extensive database with information related to outreach activities at Lehman was compiled. A renewed examination of outreach activities in preparation for the 1998 Self-Study reveals that College relationships with schools and community groups have, in some cases, been institutionalized and, in a few cases, led to borough-wide initiatives. A comprehensive document covering all of these efforts—which describes 94 outreach programs in detail—is available for the Middle States Visiting Team; summary reports on individual program features are on file in the Middle States Self-Study Office (Shuster Hall, Room 359). This chapter of the Self-Study focuses on the College’s outreach programs in less detail and in more general terms.

The outreach efforts of the College serve such constituencies as elementary, middle, and high school students; school teachers and administrators; parents; senior citizens; and health care workers. The College extends its range of services beyond the campus through community-oriented educational, vocational, and cultural programs, student internships, and school-col-

laborative projects. Lehman is involved in literacy, dropout prevention, school enrichment, public health, elder care, arts education, parenting, and recreational programs. In the most general sense, outreach programs establish a collaboration between Lehman and the surrounding community, a working relationship that is part of the College's mission as an educational institution. In the eyes of many people in the community, Lehman College is defined by its outreach programs. Many of these are overseen or operated in cooperation with the College's Division of Continuing Education, Division of Education, Bronx Educational Alliance (BEA), Institute for Literacy Studies (ILS), Center for School/College Collaboratives (CS/CC), the Lehman College Art Gallery, Lehman Center for the Performing Arts, and The APEX.

The following table presents the categories used to classify the College's outreach efforts and the number of programs in each category. Where appropriate, the overall category is further divided into relevant subcategories.

Table I: Outreach Efforts by Major Categories

| Category | Subcategory | Number |
|--|---|--------|
| I. Internships/Practica | | 11 |
| II. On Campus Programs for the Community | | |
| A. | Enrichment Programs | 5 |
| B. | Programs that provide special training | 20 |
| C. | Therapeutic Programs and Support Services | 2 |
| III. School/College Collaborative Programs | | |
| A. | Teachers/Administrators on Campus | 3 |
| B. | Teachers/Administrators on and off Campus | 16 |
| C. | New York City Students on Campus | 4 |
| D. | New York City Students on and off Campus | 11 |
| IV. Community Use of Facilities | | 8 |
| V. Community Participation and Fundraising | | 8 |
| VI. Programs Using Technology Exclusively | | 6 |

The costs for some of these programs are not immediately evident, and there is a need to document both their costs and benefits. To some extent, many of the programs are a world unto themselves—with little awareness within the College community of what these programs entail, apart from their immediate staffs and constituencies.

Lehman's most concentrated outreach efforts are in the Bronx, but many programs extend into neighboring boroughs and suburban communities where they reach a wide variety of organizations, professional audiences, and citizens. Among major outreach efforts supported by the College, the following are representative and provide substantial benefits to the individuals and communities they serve.

Performing Arts Center

The Performing Arts Center (PAC) engages Bronx school children and community members in an appreciation of the arts by presenting performances by culturally diverse music, dance and theater artists, and by staging, with outside funding, 12 free Young People's Series performances for Bronx school children held on weekday mornings. The PAC contributes to the success of emerging Bronx-based professional performing artists by showcasing local talent. During 1998, 12 local youth performing groups with more than 300 total performers were presented. The PAC is also collaborating with PS/MS 95 by providing visiting artists for classroom workshops following public performances as part of the Young People's Series.

Institute for Literacy Studies

The Institute for Literacy Studies (ILS) is a research unit of The City University of New York. Its mission is to reform and improve teaching and learning for people of all ages so that every person may participate fully in the practical affairs of the world, assume a voice in public discussions, and satisfy a personal desire to learn. To accomplish this mission, the Institute advances research, articulates theory, and implements effective practice in literacy and mathematics education through initiatives in a variety of educational settings, including schools, community-based after-school programs, and adult literacy programs. Through summer and school-year forums, the Institute supports school and program staff in developing their capacities to help students of all ages use language and mathematics effectively. Through its Adult Learning Center, the Institute offers basic education, English language instruction, and GED preparation to members of the community who are not enrolled in school or college. The Institute is involved in programs that provide professional development and support for teachers as they restructure and reform their schools, learn and implement improved strategies for teaching writing and mathematics, and document and explore school development issues. In addition, the Institute conducts a city-wide staff development program for elementary/middle school teachers, parents, paraprofessionals, and administrators interested in new forms of student assessment as a means of improving teaching and learning. The Institute also provides intensive family literacy services for low-income families using an Even Start model stressing importance of the home visit and ongoing professional development. Finally, its Middle School Initiative is a city-wide effort to promote reform and restructuring as outlined in the Carnegie Foundation's Turning Points, including partnering Community School

Districts with Institutions of Higher Education. Cohorts are part of a two-and-a-half year process of learning, planning, and implementing greater literacy.

Bronx Educational Alliance

The Bronx Educational Alliance (BEA) is a collaboration among schools, colleges, school districts, community-based organizations, healthcare agencies, and hospitals. Its mission is to act as a catalyst for systemic change by creating partnerships among its collaborators to strengthen the quality, continuity, and articulation of K-16 education in the Bronx and to increase minority student access to college and achievement of the baccalaureate degree. The primary role of the BEA is to build partnerships, develop collaborative communities, and to identify, document, and facilitate coordination and communication among educational institutions, social service agencies, businesses, and community-based groups as they implement systemic reform efforts. There are excellent systemic reform efforts reaching a growing segment of the Bronx student population. They provide models that can be replicated to extend benefits of the Alliance to more students. A major part of the BEA's work will be to utilize technology to disseminate the processes of implementation and the outcomes of these endeavors to those who want to replicate them.

Center for School/College Collaboratives

The Center for School/College Collaboratives designs programs collaboratively to benefit whole schools—students, teachers, guidance counselors, paraprofessionals, teacher's aides and administrators. Programs designed in this collaborative have a greater potential for success than a series of disconnected programs. It subscribes to several Principles for Collaboration: all partners are equal; involve school administrators/teachers/staff/students in planning and implementation; broaden teacher/student contact in informal settings; activate parents and family involvement; focus on integrating student learning experiences; develop a plan of action; and establish linkages among projects.

Lehman College Art Gallery

Lehman College Art Gallery programs serve both schools and the community. The Workshop Program combines tours with hands-on studio projects for students in grades K-12. A year-long program offers an in-depth studio series for students in Bronx school districts. After-school and weekend programs offer parents and children a chance to work together on art projects in the gallery studios. The Gallery also offers a range of programs for audiences with special needs; these programs encourage students to (a) share their reactions and ideas through discussions, (b) explore art materials in related hands-on studio projects, and (c) write about their responses to the exhibitions, reinforcing literacy skills. An education project using the Internet connects students in Bronx schools with students in other countries to discuss issues

of art, culture, and community. By introducing significant visual arts close to home in the Bronx, these programs can lay a foundation for a lifelong interest in the arts.

The Monroe and Rose D. Lovinger Theatre

The 500-seat Lovinger Theatre is one of the most popular venues on campus. It is used for performances of the City and the Humanities Program, and by several campus performing organizations such as the Department of Speech & Theatre's dramatic productions and dance recitals, and the Department of Music's concerts featuring the Lehman College Jazz Band, Lehman College Chamber Players, and the College and Community Band. All of these performances are free or nominally priced and open to the public. The theatre also provides a stage for school performances and for community arts groups such as the Bronx Opera Company, Bronx Chamber Orchestra, Bronx Dance Theatre, Bronx Arts Ensemble, and the Belmont Italian-American Playhouse.

The APEX

The APEX, a world-class fitness and sports center for the College and the community, includes many facilities that are not typically accessible to lower-income students. APEX outreach activities within the business, neighborhood, and school communities have brought a wide variety of individuals and programs to the College, and in doing so have introduced the College to new populations of potential students.

Division of Continuing Education

The Lehman College Division of Continuing Education offers a wide variety of conveniently scheduled noncredit and specially designed credit-bearing courses for adult learners and for school-age children. These include: general equivalency diploma; language and mathematics development; small business development; business bookkeeping and accounting; personal financial planning; paralegal studies; computing and information technology; desktop publishing and computer graphic design; secretarial studies; word processing; administrative assistant; medical record technology; child care; real estate; insurance; notary public; LSAT preparation; languages; art and photography; physical fitness; pre-college for kids; and college preparation.

Technology

Outreach efforts at Lehman College increasingly involve or depend upon various technologies. Specific checkoff questions, from the follow-up outreach questionnaires mentioned above, in addition to descriptive data, provide information on technology as a subject area of outreach programs and as a resource used by programs to achieve their nontechnology goals.

Computers and the Internet were most heavily represented as subject areas in programs that provide special training and in school/college collaborative programs. The following presents an overview of programs organized by use of technology (see Table I, p. 114):

Overview of Outreach Programs by Technology Category

| Categories from Table I | I | IIA | IIB | IIC | IIIA | IIIB | IIIC | IIID | IV | V | VI |
|-------------------------|---|-----|-----|-----|------|------|------|------|----|---|----|
| Began after 1988 | 2 | 5 | 14 | | 2 | 6 | 3 | 10 | 1 | | 4 |
| Evaluation | 2 | 11 | 10 | | 3 | 6 | 4 | 11 | 1 | | 1 |
| Computers as Subject | 1 | 4 | 7 | | 2 | 2 | 3 | 11 | | | |
| Internet as Subject | 1 | 4 | 6 | | 2 | 2 | 2 | 11 | | | |
| Use of Computer Labs | 4 | 1 | 7 | | 1 | 3 | 3 | 11 | | | 4 |
| Use of Media Equipment | | 2 | 7 | | 1 | 4 | 1 | 10 | | | 4 |

The following table presents the number and percentage of programs that make use of technology as listed:

Number and Percent of Programs Using Technology

| | Number | Percent |
|----------------------|--------|---------|
| Began after 1988 | 50 | 58% |
| Evaluation | 51 | 59% |
| Computers as Subject | 31 | 36% |
| Internet as Subject | 29 | 34% |
| Use Computer Labs | 35 | 41% |
| Use Media Equipment | 30 | 35% |

The emphasis on technology in outreach programs has increased since the last Middle States Self-Study. In addition, new and emerging areas of technology—such as Web site development—have become important outreach tools on their own. The rapidly expanding Lehman College Web site, for example, is now being used for student recruitment, hiring, alumni

development, public information, and communications—with many new interactive features planned for 1999. Among local Web sites currently available and serving not only Lehman College but the wider Bronx and metropolitan New York community are:

- Lehman College Web site: <http://www.lehman.cuny.edu>
- Center for School/College Collaboratives:
<http://www.lehman.cuny.edu/education/center/center.htm>
- Bronx Educational Alliance: <http://www.lehman.cuny.edu/bronxed>
- Discovering The Bronx: <http://www.cuny.edu/~bosworth>
- Crater Mountain Wildlife Management Area, Papua New Guinea:
<http://math240.lehman.cuny.edu/crater>
- The Bronx Information Network: <http://www.binc.org>
- The Hispanic Educational Telecommunications System (HETS):
<http://mtsnmc.unm.edu/HETS/hets.htm>
- Electronic Library Services: <http://www.lehman.cuny.edu/library/library2.htm>
- The Lehman Art Gallery: <http://math240.lehman.cuny.edu/art/galleryinfo.htm>

Lehman College is well-positioned to provide technology resources for the entire Bronx community. The Bronx Information Network (BIN), for example, supports a communications infrastructure for the borough that currently includes more than 100 sites, including all high schools, a majority of Community School District offices, more than 30 elementary and middle school sites, hospitals and health service organizations, museums, government offices, and community-based organizations. Many of the sites served by BIN formerly had a single phone line and no Internet access. Now in many Bronx schools, for example, entire classes of students—each at his or her own computer—have independent access to information. The Lehman Center for School/College Collaboratives now includes teacher-training in the use of computers and in the application and integration of computers in teaching science, mathematics, and social studies.

The table below is based on a compilation of data provided by the 94 outreach programs in operation during 1997-98. Only major characteristics have been included. It is clear that the programs serve an extraordinarily large number of individuals (178,627), and that the funds brought in by these programs, over \$12M, are substantial. (Some of these funds are grant-related and are therefore included in the figures cited in Chapter Seven reporting the College's income from grants; see above, p. 82.) In general, however, most programs take place on campus; they are held during the academic year, scheduled for weekdays during the daytime, and are yearly. Reading, writing, speaking, and science are the major content areas,

closely followed by the performing and visual arts and career related programs. Major use is made of classrooms, computers and the Library as sites for these programs.

Summary of Principal Outreach Program Characteristics

| | | |
|--------------|------------------------------------|-----------------|
| Participants | Number of Participants | 178,627 |
| Funding | Total Funding reported for 1997-98 | \$12,135,683 |
| Location | On/off campus | 78%/52% |
| Time of Year | Academic year/Summer/Inter-session | 92%/55%/24% |
| Time of Week | Weekday/Saturday/Sunday | 94%/43%/27% |
| Time of Day | Morning/Afternoon/Evening | 71%/78%/46% |
| Duration | Week/Month/Semester/Year | 4%/5%/30%/53% |
| Content 1 | Reading/Writing/Speaking/Sciences | 38%/47%/32%/25% |
| Content 2 | Performing Arts/Visual Arts/Career | 21%/23%/27% |
| Facilities | Classroom/Computers/Library | 58%/40%/43% |

The following table summarizes the major narrative comments of respondents to the follow-up outreach questionnaire in the areas of: Benefits to the College, Factors affecting the functioning of a given program, Recommendations to the College, and Advice for Program Improvements.

Summary of Common Open-Ended Comments in Rank Order

| Benefits | Functioning Factors | Recommendations | Improvements |
|---|-----------------------------------|--|--|
| 1. Visibility for the College | 1. Space hard to find | 1. Publicize with community mailings | 1. Involve more faculty |
| 2. Sustained institutional Effort | 2. Equipment not always available | 2. Track participants more centrally | 2. Allocate some priority spaces |
| 3. Enhanced education for Bronx community | 3. Funding cutbacks are negative | 3. Define jurisdiction for programs | 3. More involvement of College departments |
| 4. Collaboration achieved | 4. Positive response from faculty | 4. Institutionalize successful efforts | 4. Develop mailing lists to be used by the College |
| 5. Student recruitment | 5. Broad content good | 5. Publicize to College community | |
| 6. Students better prepared for college | | | |
| 7. Nurture tomorrow's audiences | | | |

Outcomes and Assessment

Roughly 80% of the outreach programs that reported details of their operations to the Task Force on Outreach conducted effectiveness evaluations using numerous criteria. Most of the respondents also provided narrative descriptions of the benefits of their efforts to participants, the College, and the wider community.

About half of the College's outreach programs have begun since the last Middle States Self-Study ten years ago, and represent a solid base of programs that are institutionalized within the College, such as internships and practica. Grant-funded programs are sustained if they attract funding from the same or different donors. Among the most respected and widely known of these, not only in the New York metropolitan area, but nationally as well, are the Institute for Literacy Studies (ILS) and the Center for School/College Collaboratives (CS/CC). The latter has a strong and vital presence in Bronx schools and currently has enrichment programs for students from pre-kindergarten through College level.

Summary and Recommendations

It is clear that the outreach activities of the College are a significant source of funding (over \$12 million in 1998) and publicity (more than 178,000 individuals served annually) for the College. Yet, as has been noted by almost half of the 94 program directors involved with outreach activities, the programs, particularly those which depend on campus facilities, are sometimes difficult to operate effectively because of a lack of sufficient appropriate space and equipment. Although the College prides itself on its outreach efforts, it understandably must serve its academic programs and students first. Part of the space problem is caused by a lack of coordination among the various outreach centers. Although most centers serve unique populations or offer unique services, there is some overlap, and several programs might benefit from a more coordinated approach.

It is also apparent that technology is becoming an ever-increasing component of outreach efforts, especially as the College has now positioned itself as the technology hub of the borough, and through the Bronx Information Network and BronxNet will be able to provide another avenue for outreach to school and community members. This will lead to increased demands for computer classroom space for outreach activities, particularly for teachers' professional development. It will also lead to external demands for assistance in creating distance-learning outreach activities, Web pages, and online courses and workshops.

The College needs to study in detail its outreach activities to determine their impact on facilities, faculty and staff, enrollment, public perceptions, and funding. This information should be used to chart future planning and coordination of outreach efforts.

CHAPTER TEN: OUTCOMES AND TECHNOLOGY ASSESSMENT

This chapter of the Middle States Self-Study summarizes all of the outcomes data pertaining to students, faculty, facilities, and technology that were obtained from students, fulltime faculty, adjuncts, and department chairs from the questionnaires drawn up and administered by the Task Force on Outcomes and Assessment. After describing the methods the Task Force adopted in constructing, administering, and analyzing the questionnaires, the data are discussed in greater detail, in separate sections below, for students, faculty, facilities, and technology, respectively. After summarizing the results, recommendations are offered (in Chapter Eleven) for a wide variety of improvements throughout the College, including means for better integrating technology across the campus for easier and more effective use by students and faculty alike.

Comprehensive Questionnaires

Early in the Self-Study planning process, many of the Task Forces expressed the need for specific information from students, fulltime faculty, adjunct faculty, and department chairs. Each of the Self-Study Task Forces was invited and encouraged to submit questions, issues, or topics to be included in the questionnaires for each group to be surveyed, all of which was overseen by the Task Force on Outcomes and Assessment.

In Spring 1998, a draft version of the four questionnaires was reviewed by each of the Task Forces (see Appendices D-1, D-2, D-3, and D-4). Revised versions of each questionnaire were further discussed at subsequent meetings of the Task Force on Outcomes and Assessment, and after yet more changes, these were reviewed in final versions at a meeting of the Middle States Steering Committee. After one last review by the Task Force on Outcomes and Assessment, the questionnaires were ready to be administered.

It was determined that the questionnaires for all department chairs, fulltime faculty, and adjuncts would be sent from the Provost's Office, with a covering letter from the Provost to emphasize the importance of the surveys for the College's Middle States Self-Study. The appropriate questionnaires were then distributed to 296 fulltime faculty, 399 adjuncts, and 32 department chairs; completed questionnaires were returned by 128 fulltime faculty (43%), 114 adjunct faculty (28%), and 19 chairs (59%).

Due to the large number of undergraduate (7701) and graduate students (1685) at the College, it was decided that a stratified sampling by class level was the best approach to obtain a manageable, yet representative, student database. A feasible approach was to sample by course unit and to have whole groups of students complete the student questionnaire as part of a course meeting. Since most courses at Lehman are class-level specific, the Outcomes and

Assessment Task Force used the Spring 1998 course schedule to select a representative number of courses at each class level: freshman, sophomore, junior, senior, and graduate. This was also designed to ensure that those selected were in classes which met across the entire College schedule: e.g., weekdays, weeknights, and weekends. Attention was given to selecting courses that would minimize overlaps in student enrollment. An average of 25 students per class was assumed, and a total of 50 classes was selected. Thus, a potential total of 1250 students was expected to receive questionnaires.

Again, the cooperation of the Provost was engaged. Dr. Wille prepared a covering letter to instructors of the selected course sections, asking them to have their classes complete the questionnaires for the Lehman College Middle States Self-Study. Department Chairs were asked to facilitate the distribution of the packets of questionnaires to the instructors of the selected courses, and to collect them upon completion of the surveys. Students were advised to complete only one questionnaire if they happened to be in two or more classes selected for the sample of students to be surveyed. As a result of instructor absences and class cancellations, not all of the packets were distributed, and not all instructors were willing to use class time to have their students complete the questionnaires. Nevertheless, a total of 795 completed student questionnaires was available for analysis (802 questionnaires in all were returned, but seven were incomplete and could not be included). For statistical analysis of the 795 student questionnaires, see Appendix D-4.

Students

Based upon the Student Questionnaire, students report attending Lehman for a variety of interrelated reasons. More than 92% indicate that they want to prepare for further professional studies or for graduate school, 95% report that they want to gain a general education and an appreciation of ideas, and 97% want to learn more about things that interest them. While 56.3% seek job advancement, the overriding goal of 94.6% of the students is in terms of gaining necessary skills in preparation for future careers.

In terms of educational expectations and plans, students report that they plan on remaining at Lehman, although retention data suggests that this may be an unwarranted assumption (see Appendices E-5 and E-6). Nevertheless, 67.5% indicate that they have no plans to leave Lehman permanently prior to graduation. Of that group, 24.4% seek a bachelor's degree, 44.4% speak of obtaining master's degrees, while 21.9% aim for a professional career or certification.

One of the main concerns of the Student Questionnaire was to determine whether the College was meeting the needs of its students. Not only is this a primary concern of the College, but external interests—including the central administration of The City University of New York

and state licensing and certification agencies, as well as the wider metropolitan business community—have all indicated the importance of students having good basic skills in writing, reading, and general analytical comprehension. Students were therefore asked specifically to indicate the percentage of courses they had taken which stressed such basic skills; they reported that more than two-thirds of their courses required written assignments and emphasized critical thinking.

It is very significant that students feel strongly that the College has prepared them (a) for professional careers, (b) for the ability to meet the demands of field placements, and (c) for particular examinations necessary for career entry. Interestingly, although students have reported that classes do not require much in the way of technological abilities, they feel satisfied with their preparation in the use of both computer and media technologies. As reported by the Task Force on Teaching, however, classroom teaching currently tends to utilize conventional forms of communication, with less stress or actual use of videos, E-mail, spreadsheets, or the Internet. Students, at least to a limited extent, nevertheless have access to technology outside the classroom. Gauging from the Student Questionnaire, 37.5% of Lehman students have a personal computer, but 56.4% say that they have never used it for a class activity. Perhaps such a response results from the fact that many faculty members do not as yet have easy access to Internet facilities at the College.

Through such programs as the Freshman Year Initiative (FYI), Summer Institutes, the Adult Degree Program, and the Lehman Scholars Program, the College has sought to provide a learning atmosphere for entering undergraduate students, whether they enter directly from high school or as adults who have completed a 12th-grade education or the equivalent. The College has sought to offer a learning opportunity for students who vary in their educational experiences from those who just managed to graduate from high school to those who have had work experience, prior training, and already possess superior comprehension and writing skills.

Shortcomings in Student Services

Students voice their greatest frustrations in the areas of support and advisement services. They overwhelmingly complain about course registration procedures and indicate that if they were to change one thing about the College, it would be the registration process. Students declare as inadequate both the general academic advisement provided at the College, as well as that offered in their major fields of study. Conversely, as reported in the general student survey (Appendix D-4), there appears to be some conflicting data. Students state that the faculty is quite accessible, that they work hard to ensure that students understand course materials, and that the faculty, in general, take their student responsibilities seriously.

Mandated Student Examinations

Several instructional fields of study call for state mandated examinations, which graduates of Lehman must pass in order to qualify for professional licensure or certification. The major examinations are in the areas of teaching, nursing, and speech-language pathology.

Under recent regulations imposed by the New York State Education Department, individuals who seek to enter the teaching profession must pass two comprehensive examinations: the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills-Written (ATS-W). The percentages of Lehman students passing the LAST and ATS-W, as compared to CUNY and State-wide figures, are shown in the following table for 1997/98:

**Lehman, CUNY, and State-wide Pass Rates
on LAST and ATS-W (1997-98)**

| | LAST | ATS-W |
|--------|------|-------|
| Lehman | 49% | 63% |
| CUNY | 55% | 66% |
| State | 74% | 80% |

As the figures make clear, Lehman students have performed below the CUNY and State-wide averages on both the LAST and the ATS-W examinations. As discussed in Chapter 2 (see pp. 23-24), the Division of Education is working to increase the pass rate of Lehman students on the LAST examination. Also, the RELATE committee is actively engaged in assessing the College curriculum with a view toward modifying the programs offered to students preparing for teaching careers. Revised programs are underway in the areas of mathematics and the sciences. In addition, plans are underway for a complete revision of the College's general education requirements.

It is noteworthy that passing rates for first time candidates for the nursing exam (NCLEX-N) demonstrate an increase of 20% from 1993 to the present. Similarly, the passing rate of graduate students in speech-language pathology on the PRAXIS exam has increased by more than 30% from 1996 to 1998. These improved passing rates reflect efforts on the part of programs to ensure that qualified students are admitted to each of the programs, and that the substance of the curriculum is broad enough to insure that our graduates are well prepared to work in their chosen professions.

Faculty

Based on responses from 128 fulltime faculty members, the average number of years faculty have been employed at Lehman College is 18.38. Analysis of the data reveals that the College has suffered from retrenchment mandates and hiring freezes in the 1970s and again in the 1990s. A substantial part of the faculty, 47% as reflected in these figures, have been at Lehman for more than 21 years. As noted above, however, in the past two years the College has added more than 30 new fulltime faculty members, and it is anticipated that if a continued pattern of new hirings is supported in future budgets, the demographic picture of the current faculty can be expected to shift towards a younger faculty more evenly distributed across all ranks.

Faculty responses to Self-Study questionnaires indicate an awareness of student needs in such areas as critical thinking, writing, and oral communication. Stress is placed on class reading and writing assignments. The detailed reports from the Task Forces on Teaching and Students provide in-depth information as to how faculty seek to enhance student basic skills primarily through more traditional methodologies rather than with an emphasis on such technological tools as computer-oriented assignments. While the College is moving into the computer age, the faculty still lag behind in their use of the technologies and facilities either in place or planned for introduction in the near future. These factors and other related concerns are considered in greater detail in the section on "Technology Outcomes" below.

Facilities

The subject of campus facilities has been covered in a comprehensive fashion in Chapter Eight, but several of the more significant issues raised concerning questions of outcomes and assessment related to buildings and grounds should be reiterated here, if only briefly. From the questionnaires returned from department chairs (Appendix D-1), it is clear that despite availability of both Library Internet and print resources, faculty are rarely, if ever, encouraged to make use of them in their teaching. Only slightly greater use of computers and the Internet is indicated, and this may be due to the fact that as yet such technologies are not universally available in all faculty offices across the College.

As for the faculty questionnaires (Appendix D-2, section 12), on the matter of facilities, the Library received the best rating of all campus facilities, with the availability of electronic resources in particular cited as on average "Very Good." Library services were on a par with the Art Gallery in terms of faculty who expressed satisfaction with these facilities. The Learning Center/Writing Lab and Language Lab, however, were rated as barely better than "Satisfactory," while Science Laboratories and Registration were ranked as below "Satisfactory." Food Service, predictably, received the lowest rating of all categories surveyed, and was the only campus facility ranked closer to "Poor" than "Satisfactory."

Students, in general (see Appendix D-4, section F), had a less enthusiastic response to the Art Gallery (ranked as closer to "Satisfactory" rather than "Very Good" in the opinion of faculty). The APEX facility was rated between "Excellent" and "Very Good," and students appreciated that the Library's electronic resources were close to "Very Good" as well. They rated food service as "Satisfactory," somewhat higher than the faculty's estimation, and also regarded the Science Laboratories as more than "Satisfactory," again regarding them more favorably than did faculty.

In concluding this brief survey of the availability and perceived effectiveness of various campus facilities, and as noted at the end of Chapter Eight, Lehman began the process of amending its Master Plan in 1997, more than 25 years after the previous Master Plan was developed, in 1969. Funding requests have already been made for a number of capital projects, including a Multimedia Center which will serve to coordinate all audio, video, and data communications across the entire campus. The Academic Computing Center, scheduled to open as the Information Technology Center, for the Spring 1999 semester, will add considerably to the College's ability to deliver technology resources, and this is discussed at greater length in the closing section below. Full details concerning the new Information Technology Center, its staff and facilities, are given above in Chapter Eight.

Technology Outcomes

This closing section of the Lehman College Self-Study related to "Outcomes and Technology Assessment" summarizes all of the outcomes data pertaining to technology that was obtained from department chairs, fulltime and adjunct faculty, as well as from students through the questionnaires drawn up and administered by the Task Force on Outcomes and Assessment. After summarizing the results, recommendations are offered (in Chapter Eleven) for better integrating technology throughout the campus for easier and more effective use by students and faculty alike.

Student Questionnaire

The student questionnaire posed several questions related to technology. The first of these questions (Appendix D-4, Section B, items 22-28) attempted to determine the proportion of courses which involve technology taken by undergraduate and graduate students. Students were asked to rate the proportion of courses taken at the College that incorporate training in computer use, the use of word processing, use of spreadsheets, video, the Internet, E-mail, and Library assignments.

The following table presents the results of the proportion of courses involving technology, using the following rating system: 1 = 1/3 of courses, 2 = 2/3 of courses, and 3 = All courses:

Proportion of Courses Using Technology

| Technology | Proportion of Courses Using |
|------------------------------------|-----------------------------|
| Training in computer use | 1.11 |
| Training in use of word processing | 1.40 |
| Training in use of spreadsheet | .76 |
| Video | .86 |
| Internet | .94 |
| E-mail | .69 |
| Library assignments | 1.58 |

It is clear that the majority of courses taught at Lehman still do not incorporate much information about technology. The satisfaction ratings below are therefore not surprising, given the above findings.

Students were subsequently asked about their satisfaction with the preparation (Appendix D-4, section C, items 39 and 40) they had received through their courses in the use of computers and multimedia technology. Students seem basically content, although far from fully satisfied, with their preparation in the use of computers and multimedia technology as evidenced by their responses to the questions about satisfaction. The relative levels of satisfaction expressed by students with their preparation in courses offered at Lehman in the use of technology are repeated below. Students were asked to respond to the following statement: I am satisfied with the following, where 1= Strongly Agree, 2= Agree, 3 = Disagree, 4= Strongly Disagree:

Evaluation of Preparation in the Use of Technology

| Technology | Satisfaction with Preparation |
|-----------------------|-------------------------------|
| Computer Technology | 2.54 |
| Multimedia Technology | 2.72 |

When later asked about specific on-campus technology services (Appendix D-4, section B, items 55 and 64), students understandably rated these as of substantial importance.

The following table presents the results of the importance students attached to services offered to them at Lehman through the Academic Computing Center and the electronic resources available in the Library, based on the following rating system, where 1= Very Important, 2 = Important, and 3= Not Important:

Importance of Technology Services to Students

| Service Offered | Importance to Students |
|------------------------------|------------------------|
| Academic Computing Center | 1.36 |
| Library Electronic Resources | 1.32 |

Finally, when asked to evaluate a wide variety of different services related to technology available on campus (Appendix D-4, section f), in general students considered them to be relatively good (only the rating for Science Laboratories fell below the 2.50 average between "Very Good" and "Satisfactory").

The results of students' responses to the quality of services offered at Lehman are based on the following rating system, where 1=Excellent, 2=Very Good, 3=Satisfactory, 4=Poor, and 5=Never Used:

Evaluation of the Quality of Technology Services Offered

| Service Offered | Quality |
|------------------------------|---------|
| Academic Computing Center | 2.38 |
| Learning Center/Writing Lab | 2.38 |
| Language Lab | 2.43 |
| Library Electronic Resources | |
| Indexes and Abstracts | 2.26 |
| Full-text databases | 2.34 |
| Internet | 2.31 |
| Print Resources | 2.49 |
| Mathematics Lab | 2.38 |
| Departmental Computer Labs | |
| Art Lab | 2.38 |
| Education | 2.33 |
| English/FYI | 2.41 |
| Languages & Literatures | 2.38 |
| Multilingual Journalism Lab | 2.46 |
| Science Laboratories | 2.74 |

In sum, students generally seem to appreciate the importance of technology to their college education, and are reasonably positive about the services Lehman currently provides on campus which incorporate technology in a wide variety of forms and contexts. Nevertheless, it also seems apparent that the majority of courses taught at Lehman as yet do not incorporate to a sufficient or even noticeable extent technologies that would either enhance teaching or our students' abilities to use technology that today's marketplace (and indeed, even ordinary

day-to-day activities) increasingly expect or demand. As a result, our students are understandably far from completely satisfied with their preparation to use cutting-edge technologies as a result of their education at Lehman College.

Fulltime and Adjunct Faculty Questionnaires

The faculty questionnaires included several questions concerning technology. Fulltime and adjunct faculty responded to questions about their use of teaching tools and various technologies in the classroom, and the extent to which technology is incorporated into their courses.

When asked to respond about the extent to which they use teaching tools/technology (Appendix D-2, items 6 a-g, and Appendix D-3, items 5 a-g), fulltime and adjunct faculty rated the extent of use as follows: 1=Always, 2=Frequently, 3=Sometimes, 4=Rarely, and 5=Never:

Usage of Teaching Tools/Technology

| Teaching Tools/Technology | Fulltime Faculty | Adjunct Faculty |
|---------------------------|------------------|-----------------|
| Chalk | 1.48 | 1.46 |
| VCR | 3.27 | 3.51 |
| Overhead | 3.84 | 3.63 |
| Slide Projector | 4.15 | 4.04 |
| Computer | 3.07 | 3.34 |
| Internet | 3.62 | 3.68 |
| E-mail | 3.80 | 3.92 |

It is evident that faculty members responding to the questionnaires are not as yet making much use of technology such as the Internet or even E-mail. This may be due to several factors, including the fact that some faculty are not comfortable with new technology, specifically computer-assisted instruction, or that most classrooms are not yet equipped with VCRs and audio equipment, or that when needed it is not always easy to obtain requisitioned equipment and in some cases it malfunctions or is broken. The College has taken steps to rectify access-and-maintenance problems by incorporating Audio-Visual Services into the Information Technology Resources Department. As noted in Chapter Eight, relocation of these services will provide more space for maintenance and storage of audio-visual equipment.

When asked about the extent to which they incorporate various technologies into the classroom (Appendix D-2, items 7a-k and Appendix D-3, items 6a-k), fulltime and adjunct faculty responded as follows: 1=Always, 2=Frequently, 3=Sometimes, 4=Rarely, and 5=Never:

Faculty Use of Technology in the Classroom

| Technology | Fulltime Faculty | Adjunct Faculty |
|-------------------------------|------------------|-----------------|
| Use of Computers | 2.94 | 2.93 |
| Use of Word Processing | 2.66 | 2.73 |
| Use of Spreadsheets/Databases | 4.23 | 4.30 |
| Distance Learning | 4.72 | 4.48 |
| Video | 3.19 | 3.52 |
| Electronic Resources | 3.06 | 3.12 |
| Library Print Resources | 2.24 | 2.64 |
| Training in Use of Internet | 3.93 | 4.17 |

It is clear from the above data that faculty members responding to the questionnaire are incorporating computers and word processing into their classes and classroom assignments. It also appears that fulltime faculty members are aware of new technology, and would like to learn more about it. When asked to rate the extent to which they agreed with statements about technology and faculty development seminars (Appendix D-2, items 9a-c, m, q-s), faculty responded as follows: 1 = Strongly Agree, 2 = Agree, 3 = Strongly Disagree, 4 = Disagree:

Faculty Awareness of and Interest in New Technologies

| Statements | Fulltime Faculty |
|---|------------------|
| I am aware of new technology. | 1.49 |
| I am aware of how to use technology in the classroom. | 1.98 |
| I would be interested in learning to use technology in the class. | 1.70 |
| I take my class to the Library for orientation. | 2.62 |
| I would be interested in participating in the development of distance learning courses. | 2.58 |
| I am interested in participating in faculty development. | 2.16 |
| I am interested in participating in faculty seminars. | 2.10 |

The Questionnaire for Department Chairs

According to responses from department chairs, faculty in departments are encouraged to use teaching tools/technology (Appendix D-1, section 6, items a-i). Chairs were asked specifically about the extent to which faculty are encouraged to do so, and responded as follows: 1= Always, 2= Frequently, 3= Sometimes, 4= Rarely, and 5= Never:

Encouragement of Faculty to Use Teaching Tools/Technology

| Teaching Tools/Technology | Usage Encouraged by Chairs |
|----------------------------|----------------------------|
| Chalkboard and chalk | 1.06 |
| VCR | 2.00 |
| Overhead projector | 2.71 |
| Slide projector | 3.00 |
| Computers | 2.06 |
| Internet | 2.50 |
| Library internet resources | 2.47 |

The extent to which department chairs encourage faculty to incorporate technology into their courses varies according to the technology in question (Appendix D-1, section 10, items d-j, l, m). It is clear from the table below that faculty are encouraged to incorporate use of computers, word processing, video, and electronic resources, but they are not encouraged to use distance learning and the Internet. This may be due to the lack of availability of these facilities in particular classrooms or departments. Department chairs rated their judgments of the extent to which faculty are encouraged to incorporate technology as follows: 1=Always, 2=Frequently, 3=Sometimes, 4=Rarely, and 5=Never:

Chairs' Judgment of Their Encouragement of Faculty to Use Technology

| Technology | Chairs' Judgment |
|------------------------------|------------------|
| Use of computers | 2.53 |
| Use of word processing | 2.75 |
| Use of spreadsheets | 3.47 |
| Distance learning | 4.35 |
| Video | 2.61 |
| Internet | 3.00 |
| Library electronic resources | 2.59 |
| Training in use of Internet | 3.24 |
| Library orientation | 2.59 |

In sum, department chairs do appear to agree with faculty about the importance of incorporating technology, including computers and word processing, as part of their teaching, whether in the classroom or as part of course assignments. Use of the Internet and distance learning appears to have a lower priority, most likely because few classrooms are equipped for Internet access. Moreover, distance learning is labor intensive and requires a substantial commitment of time. Given the heavy teaching load of Lehman faculty, learning to use new technologies in the classroom or incorporating them as a regular part of course assignments may require a greater investment of their time than they are able or prepared to commit. However, enthusiasm for faculty development seminars in the area of technology is high, and it is hoped that chairs will continue to encourage faculty to take advantage of on- and off-campus resources in these areas.

CHAPTER ELEVEN: CONCLUSIONS AND RECOMMENDATIONS

Looking back over the two years during which the Lehman College Middle States Self-Study has been conducted, it is clear that since the previous Middle States Self-Study in 1988, the College has undergone dramatic changes in virtually every area examined by the current Self-Study, including major additions to its physical plant and the size of both its student population and faculty. Nevertheless, what has remained constant is the commitment of a strong and dedicated faculty to a student population that has remained primarily one of minorities, new immigrants, and students with often limited academic preparation and minimal financial resources. These factors, taken together, mean that Lehman will continue to face many of the problems and challenges that have been noted throughout this Self-Study. What follows are some of the major areas in which continued attention and steps for improvement have been identified in the course of this Self-Study.

For the most part, the recommendations advanced below are based upon conclusions drawn by the individual Task Forces in the preceding chapters of this report. Beginning with some general programmatic recommendations, this final chapter of the Self-Study then proceeds to make a series of Student Recommendations, Faculty Recommendations, Institutional Recommendations, and, finally, Recommendations specifically relevant to technology—which has served as the underlying *leitmotiv* of this entire Self-Study. Technology already affects virtually every aspect of the College, and can be expected to do so increasingly, to even greater extents in the decades to come. Among specific recommendations concerning technology included below are those emphasizing the need for faculty development and support, for the staffing and maintenance of laboratories, and for the continuous upgrading of equipment. The widely-felt necessity of automating the student registration process for courses each semester is also addressed.

Programmatic Recommendations

The College's general education requirements must be reexamined to ensure a greater integration of writing process, technology, and diversity components into the curriculum. Continued stress must be placed on providing basic preparation in the areas of reading comprehension, writing skills, and critical thinking. With regard to the latter, new requirements should be designed to reflect the importance of a common body of knowledge and the development of a lifelong love of learning. Further, the advisement and registration processes should be revamped so as to become more efficient and user-friendly. Admissions requirements for undergraduate and graduate students should be strengthened and maintenance requirements established and adhered to. Carefully articulated programs to increase retention, such as FYI,

should be continued and expanded to ensure that underprepared students have the support they need to succeed.

At the same time, Lehman College must continue its commitment to support efforts to reach out to high schools in the Bronx to help students improve their preparation, not only for freshman course work, but to serve as a strong foundation for their entire course of study at the college level.

Student Recommendations

Some student services such as financial aid have generally received high marks from students, but the areas of counseling and advisement services must continue to be evaluated to be sure that they are more responsive to student needs. The College should extend retention programs to the sophomore year, redesign the Financial Aid Office to make it more user-friendly and efficient, and improve the student/advisor ratio in academic advisement. Career services initiatives are needed, both for undergraduate and graduate students; these include more internships, site visits from metropolitan area employers, and greater opportunities for individualized career-counseling services.

With regard to governance, student apathy has contributed to an overall decline in the influence of student opinion in decision-making processes. The College is undertaking several measures to increase student participation and effectiveness in governance, including financial incentives for those who serve or who are elected for office (as described above in Chapter Six).

Faculty Recommendations

There appears to be a need for additional fulltime faculty lines to create a more balanced adjunct/fulltime faculty ratio. The recruitment initiative that resulted in the hiring of 37 new faculty in 1998 (including 8 newly hired lecturers and instructors) has alleviated some of the imbalance, yet more steps must be taken. There is a need for increased opportunities for faculty development, especially with regard to pedagogy and the use of technology in both research and teaching. In light of the increased numbers of new junior faculty and reliance on adjuncts for selected courses, a mentoring program in the arena of pedagogy should be established. New mechanisms for the assessment of teaching effectiveness should likewise be developed, and high-quality teaching should remain an important factor in hiring, tenure, and promotion decisions.

Faculty participation in College governance increased markedly as a result of the decentralized administration of President Fernández and Vice President Wille. However, more effort

should be directed at ensuring faculty involvement in and influence on decision-making processes.

Financial Planning and Institutional Services

The shift in enrollment in courses from day to evening, coupled with the popularity of weekend classes, demands that student services also be made available at these times. The budget must be adjusted to provide for longer food service hours, increased Bookstore and Library hours, and more security services when students are on campus. Capital spending on technology must become a sustained priority to ensure that equipment and services remain state-of-the-art.

Institutional and instructional resources, as well as Lehman's outreach programs, are an important feature of College life, and the budget should continue to support these initiatives. Outreach programs are especially important if the College is to serve as a center for continuing education and cultural life within the Bronx environs. The College should persist in broadening educational opportunities through joint programs with other institutions locally, nationally, and internationally. Funds should continue to be made available to those units of the College that supplement and support the teaching and research missions of the College.

Technology Recommendations

The College's technology initiative has met with mixed reviews. A considerable amount of hardware is now in place or will soon be available, including the near completion of Lehman's new Information Technology Center; more than 1600 nodes on the Internet across the campus; and the installation of computers and printers in nearly all department offices. Furthermore, the availability of fulltext databases and advanced services online has tremendously enhanced the Library's viability for both faculty and students. The availability of facilities for multimedia presentations and distance learning through various projects such as the HETS, EdNet, and CUNY-MDS, coupled with the Bronx Information Network, puts Lehman College in the technological forefront as we are about to begin a new millennium.

However, many challenges must be realistically confronted and these have become apparent in the course of preparing this Middle States Self-Study. The major areas, which should now be addressed, include faculty development and support; staffing and maintenance of computer laboratories; and the upgrading of systems to ensure that students, faculty, and staff have access to the most current technologies and software. Above all, students have made it clear that computerizing the entire registration process is a major desideratum, if not a necessity (see the section on Registration below).

Faculty Development and Support

Response to the Self-Study questionnaire circulated in Spring 1998 indicates that the Lehman College faculty recognize the importance of new and emerging technologies for teaching, for curriculum development, and for communication with students. However, the availability of this technology has not been effectively translated into improving the quality or nature of the education many Lehman students are receiving. For technological advancements to have a broader impact, faculty must receive training in areas that can be incorporated into their daily work. If faculty are to navigate the Internet and use technology as a teaching tool, they need help in selecting and learning how to use software that is appropriate to their needs. The new Information Technology Center will provide faculty development facilities; emphasis will be placed on providing support as well as incentives to learn about the many roles technology can play in higher education. Increased funding should be made available for faculty to attend conferences to learn about curricula-enriching technologies.

Staffing and Maintenance of Laboratories

The Academic Computer Center offers both students and faculty facilities for word processing and access to the Internet. Laboratories are also available throughout the day and into the evening. Most students depend on the College for access to computer systems and software for research and classroom assignments. Because many students, and faculty as well, are still "novices" with respect to computers, College facilities must have knowledgeable and user-friendly staff. Above all, staff should be available on site to respond to questions and problems as they arise. Increased access to Library facilities is also an important goal for students and faculty.

Upgrading of Equipment

One of the certainties of the information revolution is that many, if not most, computer systems become "obsolete" within a few years of installation. Thus, a mechanism for continuously upgrading hardware and software should be explored, in order to ensure that students and faculty have access to state-of-the-art equipment. Leasing rather than purchasing selected systems may be a partial solution. Special purchase arrangements should also be explored with selected manufacturers to encourage students, staff, and faculty to purchase their own equipment. Perhaps the student fee structure could be adjusted to facilitate purchases of computers and software. The College might also study the possibility of providing increased access to campus computing facilities, with the added expense of extended hours covered through some sort of technology fee.

Registration

Neither students nor faculty are fully satisfied with the registration process in its current form. Based on the Middle States Self-Study questionnaires, faculty rated the registration process between "Satisfactory" and "Poor" (see Appendix D-2, section 12, item 1); students were more generous in rating registration as barely "Satisfactory" (see Appendix D-4, section F, item 87). But when asked if there was one thing about the College they would most like to change, students frequently put registration at the top of their list. The time has clearly come when the College should institute some sort of automated system for registration, whether by phone or online, using the most sophisticated software available. The inauguration of a telephone registration process, currently under study, is an important step; however, online registration, although costly, may be a better solution in terms of accuracy, convenience, and speed of the entire process.

Administrative Systems

Administrative systems in areas of finance, payroll, time-keeping, personnel, and record-keeping need to be redesigned and reengineered. These new systems will enable the College to leverage technology and allow the interface with CUNY, City, and State systems. It is imperative that the College have seamless transitions among systems.

Conclusion

In sum, no one doubts the value of technology in higher education. Faculty and students agree that it should be integrated into the curriculum. They also agree that greater efforts are needed to provide instruction and staff development to ensure that technology is used as widely, effectively, and appropriately as possible. Funding for the College's information technology division, as well as academic divisions of the College, should be increased to provide state-of-the art technology, as well as a full range of technical and user support.

APPENDICES: TABLE OF CONTENTS

| | | |
|----------|--|-----|
| A | Technology on Campus | 142 |
| B | Technology in the Library | 144 |
| C | The Self-Study Steering Committee and Charges to the Task Forces | 146 |
| | C-1: Task Force on Academic Programs and Curricula | 147 |
| | C-2: Task Force on Students and Student Life | 149 |
| | C-3: Task Force on Faculty | 151 |
| | C-4: Task Force on Teaching | 153 |
| | C-5: Task Force on Organization and Governance | 155 |
| | C-6: Task Force on Financial Planning | 156 |
| | C-7: Task Force on Institutional and Instructional Resources | 158 |
| | C-8: Task Force on Outreach | 160 |
| | C-9: Task Force on Outcomes and Assessment | 162 |
| D | The Self-Study Questionnaires and Tabulation/Analysis of Results | 164 |
| | D-1: Department Chairs | 164 |
| | D-2: Fulltime Faculty | 166 |
| | D-3: Adjunct Faculty | 170 |
| | D-4: Students | 172 |
| E | Data on Students | 176 |
| | E-1: Enrollment: Undergraduate and Graduate Students (1989-98) | 176 |
| | E-2: Enrollment: Day, Evening, and Graduate Students (1989-98) | 177 |
| | E-3: Enrollment: FTEs—Day, Evening, and Graduate Students (1989-98) | 178 |
| | E-4: Enrollment: Undergraduate Fulltime/Parttime Students (1989-98) | 179 |
| | E-5: Enrollment: Persistence and Graduation Rates: Firsttime, Fulltime Freshmen (1989-98) | 180 |
| | E-6: Enrollment: Persistence and Graduation Rates: Regular, Firsttime, Fulltime Freshmen (1989-98) | 181 |
| F | Data on Faculty | 182 |
| | F-1: Number of Faculty in all Ranks (1992-98) | 182 |
| | F-2: Ratio of Student FTEs to Instructor FTEs, Undergraduate Division (1997) | 183 |
| | F-3: Ratio of Student FTEs to Instructor FTEs, Graduate Division (1997) | 185 |
| G | Information and Data on Departments | 186 |
| | G-1: Table of Divisions, Departments, and Programs | 186 |
| | G-2: Distribution of Undergraduate Majors | 187 |
| | G-3: Programs and Degrees (BA/BS/MA/MS/MFA/MSEd/MAT) | 188 |
| | G-4: Ratio of Majors to Fulltime Faculty by Department (1997) | 190 |
| H | Financial Data | 192 |
| | H-1: Lehman College Initial Budget Allocation, 1998-99 | 192 |
| | H-2: Lehman Budget in terms of personnel spending (PS) and other than personnel services (OTPS) from 1989-90 to 1997-98 | 193 |
| | H-3: Lehman College Total Expenditures/Bar Graph | 194 |
| | H-4: Total enrollment (headcount) and total filled positions from the academic year 1989-90 to year 1998-99 | 195 |
| I | Outreach Programs | 196 |
| J | Lehman College Organizational Chart | 199 |
| K | Map of Lehman College | 200 |
| L | Glossary | 201 |

Appendix A: Technology on Campus

Jerry Barnard
Academic Computer Center
May 15, 1997

Lehman College, the only four-year public college in the Bronx, is positioning itself as an educational and telecommunications hub for the borough. Starting with an extensive network of programs and people, Lehman is in the process of incorporating technology to further these goals and to increase the availability of services. Lehman College President Ricardo R. Fernández has said in *Lehman College at 27: Achievements and Challenges* (1995), that the College is "putting into practice a 'philosophy of engagement' with the surrounding community. We are guided in this endeavor by the notion that, as a public funded institution, the College has a special obligation to apply its resources toward the solution of problems and the betterment of conditions affecting the community in which it is located."

I. BRONX INFORMATION NETWORK:

Lehman College on behalf of the Bronx Information Network (BIN) has been awarded a \$2 million plus grant from the New York State Diffusion Fund. The BIN forms the overall structure on which the plans to serve the community are based. Working with the Bronx Urban Systemic Initiative (BUSI), which is part of the New York City Urban Systemic Initiative (USI), and the Bronx Educational Alliance (BEA), this plan calls for linking diverse institutions throughout the Bronx. These include K-12 schools, high schools, scienc-rich Institutions (e.g. the New York Botanical Garden, the Wildlife Conservation Society, Wave Hill), hospitals, libraries, government offices, community service organizations, economic development corporations, employment and training organizations, arts organizations, and others. Lehman College will serve as a hub to provide facilities for distance-learning, computerized classroom teaching, Internet access, creation of Web sites, video, and other services. Each of these member organizations will contribute to the wealth of information to be disseminated.

II. EXCELLENCE IN EDUCATION:

Lehman College received an Excellence in Education grant from the NYNEX Foundation to connect two classrooms, one at the College and one at South Bronx High School, to develop and implement a computer-based multimedia, and distance-learning Advanced Placement (AP) course module in Economics for 11th grade students. This will be interfaced to the Geographic Information Systems (GIS) laboratory at Lehman College for faculty participation in collaborative course development and distance learning. This initial model will enable the BIN to develop training materials for future faculty and staff development.

III. HISPANIC EDUCATIONAL TELECOMMUNICATIONS SYSTEM:

Lehman College is a charter member of the Hispanic Educational Telecommunications System (HETS), which has been funded by a grant from the PTFP. HETS is a consortium of colleges and universities from the United States and Puerto Rico—"to establish and operate a noncommercial, state-of-the-art educational telecommunications network interconnecting institutions serving significant Hispanic populations, in order to facilitate the dissemination and sharing of information and instructional materials; enrich cultural, social and intellectual curricula offerings; improve the overall educational experiences of Hispanic communities; and, provide greater learning opportunities for both constituent students and members of the work force." Toward this end Lehman College is receiving and installing satellite up-link and down-link equipment as well as the equipment necessary to set up classrooms for creation and reception of courses. This state-of-the-art equipment, which utilizes digital compression, will also enable Lehman to broadcast courses using land-based transmission media (e.g. T-1, ISDN).

IV. EdNET:

Through its relationship with the Department of Information Technology and Telecommunications (DoITT) of the City of New York, Lehman College is establishing a high-end video distance learning classroom capable of

connecting with other institutions on the T-3 level backbone administered by DoITT. Initial plans for EdNet call for connecting an additional three high schools through Lehman College to this system..

V. CONSOLIDATED COMPUTER FACILITY:

Lehman College is currently building its new Consolidated Computer Facility (CCF) which will have more than 25,000 square feet of space. High-speed networking (up to and including ATM levels) will interconnect the equipment in the facility on fiber and UTP category-5 wiring. The facility's network connects to and supports the campus-wide network and provides access to the Internet. Complete video distribution services over fiber, with two-way control and a video head-end is planned for distance learning, video distribution, multimedia access, CD-ROM library access, satellite uplink and downlink, with additional functions to be added.

VI. BronxNet:

BronxNet, the nonprofit public access corporation on the Bronx Cablevision System and a member of the BIN consortium, is resident at Lehman College and located immediately adjacent to the EdNET studio and the CCF. This gives Lehman the ability to supply programs to BronxNet, whereby this project will have the potential to reach all the cable subscribers in the Bronx.

VII. CUNY-CIS MEDIA DISTRIBUTION SYSTEM PROJECT:

Additional equipment supplied through the City University of New York's Computing and Information Systems (CUNY-CIS) will supply a live-board presentation and video-facility at Lehman College.

Appendix B: Technology in the Library

An Information Technology Overview

Daniel Rubey
Chief Librarian
May 15, 1997

I. DATABASES AVAILABLE IN THE LIBRARY:

Three different sets of electronic databases are currently available to Lehman faculty and students in the Library: the centralized university catalogue system called "CUNY+PLUS"; the Library Local Area Network (LAN) for CD-ROM bibliographic databases like ERIC and PSYCLIT; and several fulltext databases accessed by modems and the Internet. Databases have been chosen to support Lehman's curriculum and to provide a range of bibliographic and fulltext resources suitable for all students, from beginning undergraduates to graduate students and faculty.

(a) **CUNY+PLUS:** At the present time, CUNY+PLUS provides access to over 20 bibliographic databases, including DPAC (the online CUNY catalogue of books and journals), DNEW (a newspaper index), a number of basic and specialized H. W. Wilson Company indexes (Reader's Guide, Social Sciences Index, Book Review Digest, etc.), and several other specialized indexes (Dissertation Abstracts, Medline, Current Contents, etc.). This database can be accessed at "dumb" terminals throughout the Library building and at Internet workstations as well.

(b) **CD-ROM LOCAL AREA NETWORK (LAN):** There are currently nine specialized bibliographic databases available on the Library LAN, and all LAN workstations are equipped with printers and allow downloading of records to a disk.

(c) **Fulltext Databases on CD-ROM and Internet:** The process of using paper or online bibliographic indexes, checking college journal holdings and locations, retrieving journals which may be bound or in microfilm shelved on different floors, and then making copies at copy machines which may or may not be working is time consuming and discouraging to our students. Because of these problems, fulltext databases which allow a student to search, retrieve an article, and then print or download to a disk all at a single workstation, are very desirable for our students.

At the present time, we subscribe to ten fulltext databases. The ProQuest Social Sciences Index, *The New York Times*, and the Health Reference Center are available in CD-ROM versions. Westlaw, Lexis and Nexis are accessible at dedicated workstations via modem. The Expanded Academic Index ASAP, Health Reference Center, NOAH (consumer and practitioner health information in English and Spanish), and the *Encyclopedia Britannica* are all available via the Internet. Currently there are 15 Internet workstations available for faculty and student use in the Library, and 15 more have been ordered.

II. SUPPLEMENT TO DEPARTMENT OFFICES AND LABORATORIES:

The Library wants to make its information resources available to individual departments in departmental offices and labs, and also to mirror (to the extent possible) resources available in the departments. In that way, students can have access during hours the departmental facilities are closed, and all (or most) of the information resources on campus will be available at one physical location for the convenience of students taking courses in several departments.

(a) **Extending Library Resources to the Departments:** Three years ago, the Library secured Academic Program Planning funds to connect seven departments to the campus ethernet, the first time any of the academic departments had been connected, so that faculty members could have access to CUNY+PLUS and the Library LAN in departmental offices. Now we have licensed several fulltext databases for use by anyone on campus with an Internet connection, and we are investigating adding several more (including Math/Sci Net and Zoological Record). Once departments are fully wired, faculty will have access to these databases in their offices. We are beginning to pursue the possibility of making these databases available to Lehman faculty and students at home by means of passwords.

(b) **Mirror Computer Lab in Library:** We are currently securing and alarming the old Reserve Room in the Library basement in order to create a computer lab which will provide Internet access, word processing and spread sheet functions, student-support software, and ethernet access to departmental computers and labs so that students can do the same work in the Library they could do in departmental labs. Fifteen workstations have been ordered, and the room now has 24 ethernet connections available. We are planning to put older computers in the room for word processing, spread sheets, and E-mail.

III. TRAINING AND STAFF DEVELOPMENT:

(a) **Student Instruction:** Currently, reference librarians give instruction in using CUNY+PLUS and fulltext databases as a part of basic library orientations. More advanced classes focus on particular discipline-based databases on the LAN and examine selected Internet resources, making use of preset bookmarks. The Library offers a number of by appointment only classes in basic and advanced Internet searching and in specialized online databases such as Westlaw, Lexis and Nexis. A CD-ROM self-paced tutorial in using CUNY+PLUS has been developed by the Central Office of Library services, and will be loaded on the Library LAN as soon as it is available. Librarians work closely with individual faculty members to design research classes and handouts for particular assignments and research projects. A Library WWW homepage lists and explains Library resources, and we are hoping to expand the number of links to other sites and organize them by department and discipline.

(b) **Staff Development:** Library staff members are encouraged to attend training workshops in Information Technology sponsored by the CUNY Central Office, and by vendors such as Lexis/Nexis. Last year, Professor Susan Voge, Head of Bibliographic Instruction in the Library, worked halftime at the Central Office on the NOAH database project, learning about the Internet, Java, home pages, etc. Professor Harold Diamond, formerly the Music Librarian, was allowed to use staff time to take a course in DBase III and has developed his knowledge to the point where he is now the Electronic Information Systems Coordinator in the Library. Two new Information Technology positions were authorized through Academic Program Planning and subsequently filled. In August of 1997 an Educational Technology Librarian and an Electronic Information Systems Librarian were added to the College's staff.

IV. COMMUNITY INVOLVEMENT:

(a) **High Schools:** We have been working for six years with teachers and librarians at South Bronx High School, DeWitt Clinton High School, and Walton High School training teachers and librarians in the use of electronic information resources available through CUNY+PLUS and bringing high school students into the Lehman Library. These efforts were originally funded by CUNY's College Preparatory Initiative, and are now funded by J.P. Morgan through Pace University. Librarians have been involved in campus initiatives such as the current Committee on Global Studies from High School to College. Lehman's Bronx Information Network (BIN) will provide opportunities for further collaborations.

(b) **Public Libraries:** The New York Public Library (NYPL) has 36 branch libraries in the Bronx, and we are trying to involve those libraries in the Bronx Information Network. Prof. Rubey made a presentation about the BIN at a recent meeting of the Coalition for Bronx Libraries, and contacts have been established with Mary Elizabeth Wendt, the Associate Director for Bronx Libraries of NYPL. At the present time we are still trying to schedule a meeting that all the involved parties can attend. Most of these projects will revolve around Internet access, and we hope to be able to work cooperatively on developing linked Internet sites and on licensing fulltext databases for BIN members.

Appendix C: The Self-Study Steering Committee

Chair: Joseph W. Dauben (History)

Co-Chair for Technology: Barbara Weinstein (Speech & Theatre; Dean of Graduate Studies)

Executive Administrator: Alma Medina

Members:

Jerold Barnard (Academic Computer Center)

Liliana Calvet (Associate Director, Office of Academic Standards & Evaluation)

John Cirace (Economics & Accounting)

John Dono (Computer Services)

Robert Feinerman (Department Chair, Mathematics & Computer Science)

Judith Fields (Economics & Accounting)

John R. Gillespie (Department Chair, Physics & Astronomy)

Barbara H. Gottlieb (Specialized Services in Education)

Marlene Gottlieb (Languages & Literatures; Acting Dean, Division of Arts & Humanities)

Anne Humphreys, ex-officio (English)

James Jervis (Department Chair, Black Studies)

Jack Judd (History)

Miriam Lahey (Director, CORE Program; Health Services)

Robert Lundberg (Secondary, Adult & Business Education)

José Magdaleno (Dean, Student Affairs)

Michael Paull (Dean, Individualized Studies & Continuing Education)

Phyllis Rafti (Associate Director, Continuing Education)

Anne Rothstein (Early Childhood & Elementary Education, and Director, School/College Collaboratives)

Daniel Rubey (Chief Librarian)

Gary Schwartz (Director, Lehman Scholars Program; Languages & Literatures)

Sally Webster (Art)

Rosanne Wille (Provost)

Steven Wyckoff (Director, FYI; English)

Appendix C-1: Task Force on Academic Programs and Curricula

Co-Chairs:

Miriam Lahey (Director, CORE Program; Health Services)

William Pohle (Chair, Philosophy)

Members:

Deena Bernstein (Speech & Theatre)

Robert A. DiBennardo (Department Chair, Anthropology)

Roy Fernández (Early Childhood & Elementary Education)

Donna Kirschheimer (Department Chair, Political Science)

Paul G. Kreuzer (Director, Academic Services)

Kathleen E. Morgan (Director, Graduate Studies; Languages & Literatures)

John Sumerlin (Health Services)

Lynne Van Voorhis (Languages & Literatures)

Melissa Adamson (Student)

Therese Aspinall (Student)

Erica Morales (Student)

Charge from the Steering Committee:

The charge to the Task Force on Program and Curriculum is to evaluate the College's various programs and curricula, not only with respect to their current effectiveness, but with respect to the role that technologies play in enhancing programs and curricula to benefit students and faculty alike. The questions to be answered by the Task Force are driven by the College's mission statement. Selected questions to be addressed include:

1. What efforts are being made across departments and programs to develop in students the ability to think analytically and creatively?
2. In what ways are we providing our students with technological awareness and resources to enable them to utilize technologies upon graduation? How does the curriculum across programs advance the understanding and use of technologies? How is the college using various technologies to enhance/facilitate learning?
3. What are the passing rates of graduate and undergraduate students on certification examinations in professional areas? How do these passing rates compare to the national norms and to other CUNY colleges?

To what extent are our advanced degree programs responding to the needs of community agencies for a highly-trained work force?

To what extent and with what success has the college been involved in creating distance-learning opportunities for its students?

6. What steps are being taken to develop innovative, collaborative programs providing students with opportunities to profit from transdisciplinary approaches to learning?

BACKGROUND:

Since the last Middle States Review there have been many changes in the undergraduate curricula, and a number of issues have been identified as critical. Some of these carry over from the previous Review. Budgetary crises led to retrenchment of tenured faculty in Spring of 1995, and the threat of the same in 1996. Retrenchment, along with retirement incentives (for which most lines were not replaced) brought a decrease in fulltime faculty and consequent increase in P/T to F/T ratio.

The impact of F/T faculty loss on academic programs has been seen in larger class sizes, and the pulling back into their departments of faculty previously released to teach in general college programs. Thus CORE and Distribution courses are predominantly taught by adjuncts (in the Fall of 1997, for example, of 26 sections of CORE courses, 16 were taught by adjuncts, 10 by F/T faculty). Reduction of undergraduate credit requirements from 128 to 120 (although all 8 came from college requirements) has meant, for some of the large majors especially, increased pressure to scrutinize requirements in their disciplines. Tensions between Liberal Arts/Sciences and Professional Studies are noted, as a majority of students presently are primarily interested in professional preparation. One group attempting to address such problems is the RELATE Committee (Relations between Liberal Arts, Sciences and Teacher Education).

The Task Force on Programs and Curriculum intends to devote considerable effort to assessing new majors and minors, the Freshman Year Initiative (FYI) program, the impact of elimination of the Academic Skills program (in 1995) on incoming students, efforts to encourage writing-across-the-curriculum, etc. Questions of technology, and how new technologies affect issues related to programs and the curriculum will also provide additional focus as the work of the Task Force proceeds in the course of the coming year.

OUTCOMES ASSESSMENT: In order to respond to issues related to outcome assessment, questionnaires are being designed for faculty, students and alumni. Here there will need to be collaboration with several other Task Forces. The questionnaires will also solicit responses about the general educational experience at Lehman College. Could our educational system be more user-friendly? Are we promoting a lifelong love for learning by the educational climate we provide? Are we developing pluralistic awareness and openness? Is this also to be reflected in the curriculum? What about co-curricular activities? Is the environment at Lehman promoting a better understanding and appreciation of differences? Also, data will be gathered on the success rate of our graduates as measured by passing of professional certification examinations, admission to graduate schools, professional recognition, etc.

Appendix C-2: Task Force on Students and Student Life

Co-Chairs:

Steven Wyckoff (Director, Freshman Year Initiative; English)

Liliana Calvet (Associate Director, Office of Academic Standards & Evaluation)

Members:

Nathalie Bailey (ESL, English)

Samuel Coleman (Director, Weekend Advantage Program)

Frances Della Cava (Director, Adult Degree Program)

María Herencia (Assistant Dean for Student Affairs)

David Martinez (Financial Aid Services)

Dorothy Bobko (Student)

Andrea Borghese (Student)

Greg Lewin (Student)

Charge from the Steering Committee:

The charge to the Task Force on Students is to address and evaluate the College's commitment to its mission as seen through new initiatives to improve the overall student experience. The Task Force will examine how these new endeavors continue to provide access to our students and foster their academic excellence and their physical well-being. The Task Force should consider present facilities, planned improvements (especially with respect to new technologies), and the extent to which technological resources are generally available to students. In addition to the physical plant, other activities (clubs, social and cultural activities, etc.) should also be a focus of attention to address the mission of the College that refers to encouraging an understanding and respect for people's differences. In particular, the Task Force is charged with determining the extent to which technological innovations on campus have improved the quality of student life on campus. The questions to be answered by the Task Force are driven by the College's mission statement. Selected questions to be addressed include:

1. How has the College, through the Freshman Year Initiative Program (FYI), succeeded in improving the college experience of its students? What has been done to promote student retention beyond the freshman year, and how effective have these measures been?
2. To what extent have the Adult Degree and the Weekend Advantage Programs enabled the College to reach out to mature students in the community who otherwise would be unable to have access to higher education?
3. To what extent have weekend offerings been expanded across disciplines and programs?
4. What new initiatives have been implemented in the area of academic advisement to make sure students' needs are being met?
5. What college-wide efforts are being made in areas such as career counseling, financial aid services and day care? How is the Career Counseling Center successfully providing students with information and preparing students to compete in the job market? What percentage of students are receiving financial aid so that they can begin and complete their studies? Are we providing the necessary child care services in order for our students to be able to focus on academic material and attend classes while they feel that they are able to provide a safe, learning environment for their children?
6. What new initiatives are being undertaken through the Office of Student Activities to increase student participation and to promote a sense of multicultural awareness and crosscultural communication?
7. Since the elimination of the Academic Skills Program, what support has been implemented to remediate students?

8. What has been the impact of the Student Health Center as the primary health care provider for students, who otherwise would not be able to afford basic medical attention? How active is the Center in its outreach? How effective are the workshops and seminars on health awareness issues? Has a relationship been established between the Health Center and the APEX as a means of improving the overall health of our students?
9. How has the institution addressed major changes brought about by budgetary cuts, such as the elimination of Clinical Counseling and Peer Counselors? What is being done in lieu of such needed services for our students? How are social and psychological problems relevant to our students being addressed?
10. Through our new state-of-the-art sports facility, how are we promoting a better awareness of fitness and general physical well-being? What has been the impact of The APEX sports facility on our students who, otherwise, may not be able to afford such a health-fitness center?
11. A general question the Task Force on Students will also consider: How does the fact that Lehman College is a commuter campus affect services to students? What do we do to surmount this limitation?

BACKGROUND:

In the past five years, since the most recent five-year Interim Report to Middle States, the following new developments relevant to the concerns of the Task Force on Students have occurred, requiring evaluation. In particular, we are concerned about the impact on students of:

- Career Services.
- Day Care Center.
- Services for Evening Students (Admissions, Financial Aid, etc.).
- Freshmen Year Initiative (FYI) and its impact.
- Weekend College: Weekend Advantage Program and its impact on students who otherwise would not be able to pursue a College degree.
- Student Health Center (now run by an outside care provider in lieu of a nurse practitioner) and its impact on students.
- Relocation of Undergraduate Studies/Academic Advisement under the Provost and Senior Academic Vice President for Academic Affairs (1995).
- Restructuring of Undergraduate Studies/Academic Advisement as the Office of Academic Standards and Evaluation/Academic Information and Advisement Center (1997).
- The APEX sports facility and its impact on our students.

Areas of growth in the Division of Student Affairs in the last five years, especially career counseling, financial aid services, and day care should all be evaluated.

Appendix C-3: Task Force on Faculty

Co-chairs:

John R. Gillespie (Department Chair, Physics & Astronomy)

Marlene Gottlieb (Languages and Literatures; Acting Dean, Division of Arts & Humanities)

Members:

Herbert Danzger (Sociology & Social Work)

Martin Gitterman (Department Chair, Speech & Theatre)

Robin Kunstler (Health Services)

Julian Laderman (Mathematics & Computer Science)

Vincent Prohaska (Department Chair, Psychology)

Bethania Cabrera (Student)

Ilyasah Crichlow (Student)

Ron Gonzalez (Student)

Charge from the Steering Committee:

The charge to the Task Force on Faculty is to assess the effectiveness with which the faculty can carry out its duties as teachers, scholars, program planners, etc., during a time when the college and university are under considerable budgetary constraints. The Task Force should consider especially those aspects of faculty teaching and research which either depend upon or benefit from applications of various technologies either currently available, or which should be made available, according to the findings of the Task Force. The questions to be answered by the Task Force are driven by the College's mission statement. Selected questions to be addressed include:

1. Has the change (over time) in the number of fulltime faculty kept pace with the change in numbers of students?
2. Has the distribution of faculty (by rank, fulltime versus adjunct) changed over the past five years?
3. To what extent does reliance on adjunct instructors impact on the quality of the education of students? Are any programs fully reliant on adjuncts to teach courses in a major?
4. What criteria do Department P&B committees use in the hiring process for new faculty and adjuncts? Are the criteria the same?
5. What procedures are used to insure that faculty are involved in governance, program planning, etc.? What is the role of task forces, advisory committees and focus groups in faculty development and program planning?
7. What support mechanisms are in place for faculty research and recognition of faculty research?
8. How are student evaluations of course and instructional quality used?
9. What proportion of the faculty within the various departments has access to computers within the departments? Are faculty using the internet to teach portions of courses? Are faculty using E-mail to communicate with each other and with their students?
10. Are faculty increasing their use of computers for instruction and for communicating with students?
11. How do salaries at Lehman College compare with those at other institutions, both public and private?

BACKGROUND:

The Faculty section of the Self-Study will be brief and dense, with a solid matrix of information and data. The Task Force will identify trends in the area of faculty demography, recruitment, assessment, involvement in governance, research, teaching, and technology. The key questions to be addressed are the ability of the faculty to carry out its task as teachers, scholars, and designers of an academic community. These include: Instructional role of the faculty; identified problems (e.g. ratio of adjuncts to fulltime faculty, non-replacement of faculty, etc.)

- Scholarship role of the faculty.
- Faculty Grants/Contracts activity for research, training, and service.
- Faculty role in College governance.
- Role of technology in all of the above.

Appendix C-4: Task Force on Teaching

Co-Chairs:

Gary Schwartz (Director, Lehman Scholars Program; Languages & Literatures)
Sally Webster (Art)

Members:

James Anderson (English)
Richard Blot (Specialized Services in Education)
Robert Delisle (Department Chair, Specialized Services in Education)
Ronald Dickman (Physics and Astronomy)
Charles M. Dougherty (Chemistry)
Carmen Esteves (Languages and Literatures)
Louis Flam (Anthropology)
Barbara Jacobson (Sociology and Social Work)
Joan Johnston (Nursing)
Jane Levitt (Health Services)
Robert Schneider (Mathematics and Computer Science)
Janet DeJesus (student)
Jennifer DelCastillo (student)

Charge from the Steering Committee:

The charge to the Task Force on Teaching is to determine the elements and effectiveness of teaching at Lehman by various means through systematic survey of faculty, students and administrators' conceptions, perceptions, and attitudes of the teaching function of the college. Special attention should be paid to the role that new technologies can play in the enhancement of teaching and learning in the classroom, in language, science and other laboratories, as well as in the library. The questions to be answered by the Task Force are driven by the College's mission statement. Selected questions posed to Department Chairs include:

1. How do you currently evaluate the effectiveness of the teaching in your department?
2. How do you use your criteria for evaluating teaching effectiveness?
3. How does your P&B Committee develop and use criteria in the hiring process for new faculty and adjuncts? To what extent are the criteria the same?
4. How does reliance on adjunct instructors impact on the quality of education? To what extent are departments and programs fully reliant on adjuncts to teach courses in a major? How are adjunct instructors incorporating technology into their courses?
5. How should we go about formulating questions about teaching effectiveness?
6. How do you use the kinds of technologies you use now? Chalkboard and chalk? VCR? Overhead projector? Slide projector? Computers?
7. To what extent is there a systematic way departments gather course syllabi, tests, and teaching materials?

Questions to be Posed to Students:

1. How satisfied is the student population of Lehman College with the experience of instruction?
2. To what extent do you have access to fulltime and adjunct faculty with whom you are taking courses?
3. How satisfied are you with the advisement that takes place in your program?

BACKGROUND: USE OF INSTRUMENTS:

Development of questionnaires for information retrieval and subsequent discussion and analysis is underway. Both students and faculty will receive questionnaires. A prototype questionnaire for students was administered to 240 students in the pre-first-year-student FYI (Freshman Year Initiative) Summer Program. Four committee members have been selected to draft the faculty questionnaire which will be ready in early November. Direct interviews of department chairs will be conducted by assignment of individual committee members beginning the week of October 6, 1997. Traditional sources for data as adumbrated here have been discussed with committee members at its most recent meetings (September 23, October 14, October 21, 1997). Various state and national examinations, which will be considered in the course of the Self-Study, pose interesting questions about teaching that will also be considered.

COPIES OF SAMPLE REPORTS OR RESOURCES:

The Task Force on Teaching has studied the chapter on Teaching from the previous Middle States Self-Study Report (1988), which has been circulated to all members of the Task Force. In addition, questionnaires for students and faculty from that report are now under study and critical review.

TECHNOLOGY AND THE FUTURE OF TEACHING AT LEHMAN:

Whatever means and methods we apply to improve the inherited tradition of teaching, technological developments will be the fons et origo for the dissemination and availability of information for colloquy about issues and their interpretation. Nearly instantaneous pan-global intercommunication now makes people far more than notations in a textbook. "Reality" can come into the classroom via multimedia integrated communications systems, allowing faculty to be virtual producers of interactive long distance learning events. This is an area which will demand the special attention of the Task Force on Teaching.

Increasingly, colleges are reported as emphasizing learning (where the focus is on students, with faculty as facilitators) in contrast to teaching (where the emphasis is the traditional instruction/lecture model). While this distinction may also be discussed by other Task Forces involved in the Lehman Self-Study, it is a matter of primary interest to the Task Force on Teaching.

Appendix C-5: Task Force on Organization and Governance

Co-Chairs:

Robert Feinerman (Department Chair, Mathematics & Computer Science)

James Jervis (Department Chair, Black Studies)

Members:

William A. Bosworth (Political Science)

John Cirace (Economics & Accounting)

Martin Gitterman (Department Chair, Speech & Theatre)

Ann Pollinger Haas (Health Services)

Donna Kirchheimer (Department Chair, Political Science)

Melvyn B. Nathanson (Mathematics & Computer Science)

Fred D. Phelps (Psychology)

Lewis M. Schwartz (Philosophy)

Duane Tananbaum (Department Chair, History)

Sheryl Cleghorn (Student)

Zef Domgjoni (Student)

Shafraz Kassim (Student)

Charge from the Steering Committee:

The charge to the Task Force on Organization and Governance is to examine the changes that have occurred in the organization and governance of the College since 1988, and to determine the extent to which these changes have helped the College to fulfill its mission. To the extent that organization and Governance have been or are likely to be affected by new technologies on campus, these too should be given specific consideration. The questions to be answered by the Task Force are driven by the College's mission statement. Selected questions to be addressed include:

1. What personnel and structural changes have occurred in the senior administration of the college since 1988? By what processes have these changes occurred? What impact have these changes had on the college?
2. How has faculty participation in governance changed since 1988? By what processes have these changes occurred? What has been the impact of these changes?
3. How has the student participation in governance changed since 1988? By what processes have these changes occurred? What has been the impact of these changes?
4. To what extent has the College's organization and governance structure facilitated or hindered the College's response to external pressures such as the budgetary crisis and faculty and staff retrenchment; the proposal to consolidate academic departments and programs across campuses; the elimination of Departments and programs; and the issue of early retirement and recruitment of faculty tied to Academic Program Planning? How effective has the organization and governance structure been in responding to these pressures?

BACKGROUND:

The Task Force intends to develop a questionnaire to elicit data similar to what was done in 1988. However, it was suggested that this time questionnaires should not be distributed to all faculty, staff and students but, perhaps, should be more narrowly targeted. The Task Force also intends to rely on the Document of the Governance of the College as well as the minutes of the Lehman College Senate, the meetings of the General Faculty, the reports of the Departmental Self-Studies, and annual program planning reports. Among reports and available resources to be used are the section on governance included in the 1988 Middle States Self-Study Report, as well as material included in the 1993-94 Interim Report.

Appendix C-6: Task Force on Financial Planning

Co-Chairs:

John Cirace (Economics & Accounting)
Judith Fields (Economics & Accounting)
Robert Lundberg (Secondary, Adult & Business Education)

Members:

Iraj Ganjian (Chemistry)
Michelle Kamen (Economics & Accounting)
Janet Palmer (Secondary, Adult & Business Education)
Victor B. Reed (English)
Steven Selwyn (Director, Budget & Payroll)
Stuart Shor (Business Manager)
Natalia Correa (Student)
Sunitha Koshy (Student)
Taj Majors (Student)

Charge from the Steering Committee:

The charge to the Task Force on Financial Planning is to review all aspects of the fiscal health of the College, assessing the adverse effects of systemic budget cuts over the past decade, and evaluating the extent to which financial constraints affect the present and future acquisition and effective use of technologies throughout the institution. The questions to be answered by the Task Force are driven by the College's mission statement. Selected questions to be addressed cover areas of Tax Levy and Non Tax Levy Support, as well as the fiscal implications of such campus facilities as APEX, the Center for Performing Arts, the Academic Computing Center and Security, as well as various capital projects.

I. Tax Levy Funds

1. What are the procedures by which tax levy funds are allocated to and at Lehman College?
2. Has the College achieved its stated goal of decentralizing the budget process and disseminating budgetary information to a wider spectrum of the College community?
3. How have recent retrenchments affected Lehman's operating budget, departments, faculty, and staff?
4. What has been the effect of the downward trend of "head count" and fulltime equivalent (FTE) students over the last few years on the College's budget?
5. What has been the budgetary impact of the shifts in the composition of the student body from fulltime day students to parttime night, weekend and Adult Degree Program students and from students who attend Lehman for four years to transfer students who are at Lehman for two years on FTE's?
6. What has been the effect of recent budgetary allocations on the number of fulltime positions?
7. How has the CUNY-wide Academic Program Planning Allocation affected the College's total annual operating budget? The financial planning report should consider whether a new Chancellor, whoever he or she may be, will continue to support this allocation to the College. (Any change would mean a new funding formula for CUNY's senior colleges, not for any individual college).
8. How will the newly-established office of Vice President for Institutional Development and Fund Raising contribute to the College's financial stability?

II. Non Tax Levy Funds

1. How much grant money has been received by the College and its faculty in recent years and what is the contribution made by grants to College programs and overhead?
2. What is the effect of the Lehman College Foundation on the College's operating budget? Will the Foundation, which is attempting to raise money from alumni, make a significant contribution to the College's operating budget and/or to scholarships?

III. The APEX, Center for Performing Arts, Academic Computing Center, Security, and various capital projects

1. How much of The APEX's operating budget comes from tax levy funds and how much comes from user fees?
2. What is the impact of the Art Gallery and the Center for Performing Arts on the College's operating budget? Are they self-sufficient?
3. What is the impact of the Academic Computing Center on the College's budget? Will it need to be staffed by additional fulltime employees? If so, what is the prospect that tax levy support be adjusted upward?
4. What is the effect of other capital projects, such as the renovation of the "old gym" building, on the College's operating budget?
5. What are the sources of funding for the College's security and public safety functions?
6. What does the Lehman College Foundation contribute to projects designed to promote teaching and institutional effectiveness? What implications does it have for the Lehman College budget?

General Questions:

1. What financial planning steps are being taken to ensure that the College remains technologically up to date?
2. What is the process by which priorities are established and resources allocated?

Appendix C-7: Task Force on Institutional and Instructional Resources

Co-Chairs:

Daniel Rubey (Chief Librarian)
John E. Dono (Computer Services)

Members:

Dominick Basile (Biological Sciences)
William Bosworth (Political Science)
Norman Bray (Chemistry)
Sam Coleman (Director, Weekend Advantage)
Herbert Danzger (Sociology and Social Work)
Harold Diamond (Library)
Robert Feinerman (Department Chair, Mathematics and Computer Science)
David Fletcher (Specialized Services in Education)
David A. Gillison (Art)
Venu Gopal (Centralized Computing)
Ursula Hoffmann (Languages and Literatures)
Helen Lerner (Nursing)
Janet Palmer (Secondary, Adult and Business Education)
René Rotolo (Campus Facilities Officer)
David Shein (CORE)
Robert Sutliff (Mathematics and Computer Science)
Susan Voge (Library)
Sally Webster (Art)
Steven Wyckoff (Freshman Year Initiative, English)
Marsha Sinanan (student)
Melissa Towns (student)

Charge from the Steering Committee:

The charge to the Task Force on Institutional and Instructional Resources is to assess those units of the College which primarily function to supplement and provide support for the teaching and research missions of Lehman College. The Task Force should focus primarily on the use of computers and other educational technologies in the new Computer Center, the Library, departmental computer facilities and laboratories, instructional support programs such as tutoring, the Learning Center, the Language/Writing Center, Audio-Visual Services, and multimedia classrooms. In addition, the Task Force on Institutional and Instructional Resources should describe briefly changes and developments in the physical plant, including the construction and use of the new APEX facility which answers one of the primary needs defined in the last Middle States Self-Study (1988). Administrative computer systems, including the online student information system, campus and wide-area computer networking, as well as distance learning capabilities should also be examined. Finally, the Task Force should evaluate support units which provide essential services, such as the bookstore, duplicating services, and Public Safety. The questions to be answered by the Task Force are driven by the College's mission statement. Selected questions to be addressed include:

1. What services, equipment and other resources, and support staff are available?
2. How accessible (e.g., hours open; training; consulting; provisions for disabled students) are computer facilities, the Library, the Language and Writing Center, multimedia classrooms, etc.?

3. What linkages are available and planned between these various facilities; how much "mirroring" of capabilities is desirable?
4. What are the actual usage patterns of the above facilities?
5. How effective are support services in advancing the joint missions of teaching and research, developing lifelong love of learning, developing the ability of students to think analytically, and advancing the understanding and use of emerging technologies?

BACKGROUND AND SURVEY INSTRUMENTS:

1. The Task Force is currently designing a Departmental Data Collection Sheet which will be used by Task Force members in interviewing the most knowledgeable sources of information in each of the facilities, services and departments surveyed; interviewing will be done on a Divisional basis, with one or two Task Force members assigned to each Division of the College.
2. Specialized data collection instruments will be developed or adapted from existing instruments for major institutional facilities such as the Library, computer center, and tutoring services (e.g., number of books loaned; number of orientations conducted; number of E-mail accounts established; number of Internet connections; number of student visits to the Learning Center).
3. Questions will be submitted by the Task Force for inclusion in the campus-wide faculty and student surveys.
4. The Task Force will collect whatever surveys and self-assessments are available from the various units to be interviewed. The Task Force has already drawn up a preliminary list of items to be considered in designing the Data Collection Sheet and questions for the larger survey.

Appendix C-8: Task Force on Outreach

Co-Chairs:

Jerry Barnard (Computer Services)

Phyllis Rafti (Associate Director, Continuing Education)

Anne Rothstein (Early Childhood and Elementary Education and Director, School/College Collaboratives)

Members:

Nathan Avani (Secondary, Adult & Business Education)

César Ayala (Latin American & Puerto Rican Studies)

Clarence Branch (Pre-Professional Studies Advisor)

James Carney (Director, BronxNet)

María Herencia (Assistant Dean, Student Affairs)

Susan Hoeltzel (Director, Lehman College Art Gallery)

Helen Lerner (Nursing)

Patricio Lorzundi (Department Chair, Languages & Literatures)

Lynette Moorman (Director, NYC Writing Project; Literacy Studies)

Suzanne Peda-Libfeld (Bronx Urban Systemic Initiative)

Anne Perryman (Director, Office of Media Relations & Publications)

Andrea Rockower (Associate Director, Performing Arts Center)

Marietta Saravia-Shore (Executive Director, Bronx Educational Alliance; Department of Early Childhood and Elementary Education)

Susan Voge (Library)

Marty Zwiren (Director, The APEX & Department of Athletics)

Nga Chuong (Student)

Vivian Tran (Student)

Donna Marrero (Student)

Charge from the Steering Committee:

The charge to the Task Force on Outreach is to identify, gather information on and assess the outreach activities of the College with special attention to those activities which are related to technology. In carrying out its purpose, the Task Force should be guided by appropriate portions of the college mission statement which affect the community outside the College. Selected questions to be addressed include:

1. What constitutes an outreach program? How can we assure that all of such programs at the College are identified?
2. What are the joint/outreach programs conducted by and through the College? What are the constituencies served through these joint/outreach programs? What is the relationship between these joint/outreach programs and the programs of the College?
3. How do the joint/outreach programs contribute to the programs of the College?
How do the goals/objectives/outcomes of the joint/outreach programs relate to the college mission?
What is the general feeling on the part of the college community regarding these programs? Do these programs use resources that might better be used in other areas of the College? Do these programs bring additional resources to the College that contribute to the College?
6. How do we judge the efficacy of these programs?

7. What portion of the faculty are involved in these programs?
8. To what extent do the College's outreach programs foster participant enrollment in post secondary education? To what extent do those participants who enroll do so at Lehman?
9. How do the individuals, organizations, and agencies we serve view the College programs?
10. What is the relationship of Lehman College to the Art Gallery and the Performing Arts Center (especially with regard to cultural activities, technological outreach, etc.)?
11. What is the impact of Continuing Education at Lehman, including the Adult Degree Program?
12. What contributions have individuals at Lehman made (administrators, faculty, and staff) to the Bronx, New York City, southern Westchester (generally in the College's service area). These issues might also be assessed in a questionnaire.

BACKGROUND:

The College mission has as two of its objectives:

- (a) To broaden educational opportunities through joint programs with other institutions locally, nationally, and internationally.
- (b) To serve as a center for the continuing educational and cultural needs for the region through access to the College's facilities (including the Lovinger Theatre, Performing Arts Center, and the Lehman College Art Gallery) and expertise in the academic disciplines, professional fields and fine and performing arts.

Beyond technology, the Outreach Task Force will also consider the College's outreach roles in terms of making its own facilities available to the wider community, and to cooperating with diverse initiatives throughout the Bronx, including the Center for School/College Collaboratives, the Bronx Educational Alliance, the Bronx Urban Systemic Initiative, the Institute for Literacy Studies, the Bronx Institute, WDI and APEX, Bronx Net, the Jerome Park Conservancy, and the Bronx Council on Economic Development.

The Outreach Task Force is charged with identifying and gathering both descriptive and evaluative information about the broad range of outreach activities of the college with special attention to those activities that involve or rely on technology. Information about the value of the activities should be solicited from participants as well as from the college community and the broader community served by Lehman. Analysis of the information obtained should focus on developing and describing program/activity categories; assessing whether program goals are consistent with the college mission; clarifying the relationship of programs to the college; identifying how the programs/the college benefit by their association; and how programs impact on/contribute to college resources.

Appendix C-9: Task Force on Outcomes and Assessment

Co-Chairs:

Jack Judd (History)

Barbara H. Gottlieb (Specialized Services in Education)

Members:

Reuben Baumgarten (Chemistry)

Richard Blot (Specialized Services in Education)

William Bosworth (Political Science)

Martin Gitterman (Department Chair, Speech & Theatre)

María Herencia (Assistant Dean for Student Affairs)

Marc S. Lazarus (Chemistry)

Anne Rothstein (Early Childhood & Elementary Education and Director, School/College Collaboratives)

Lewis M. Schwartz (Philosophy)

John Sumerlin (Health Services)

Yelena Bartashnik (Student)

Shanaz Begum (Student)

Charge from the Steering Committee:

The charge to the Task Force on Outcomes and Assessment is to assess the programs provided for Lehman's students, no matter whether they occur in the classroom or elsewhere. The questions to be answered by the Task Force are driven by the College's mission statement. Selected questions to be addressed include:

1. What progress can be demonstrated that students make as they move toward completion of the programs in which they are engaged?
2. What forms of assessment are available or need to be designed in order to evaluate such progress, and what concrete outcomes do they reveal about Lehman's success in meeting the goals of its mission as an educational institution?
3. What are the longterm results of the College's endeavors, measured by whatever indices are appropriate, to be determined by the Task Force, after students have graduated?

BACKGROUND:

Outcomes assessment data will comprise an integral portion of the reports from each of the Task Forces. The outcomes assessment data will be used to examine the institution's effectiveness as a whole, as well as its success in terms of teaching and learning. A tentative plan for the outcomes assessment component of the Self-Study is to develop at most three comprehensive questionnaires, one for students, one for faculty, and one for alumni and (possibly) members of the community who utilize the many programs offered throughout the College.

Student outcomes assessment will rely upon qualitative as well as quantitative information; outcomes assessment relating to institutional effectiveness will focus on the ability of the college to carry out its missions despite budgetary constraints and retrenchment. The questionnaires to be developed by the Task Force on Outcomes and Assessment (with input from each of the other Task Forces), will be divided into different sections related to different topics pertaining to each of the MSSS Task Forces.

For example, the Task Force on Institutional Resources will develop questions designed to gain input from respondents about technology initiatives on campus. The questions will attempt to gain input from students regarding accessibility of microcomputer classrooms; availability of computers; support staff availability; training services; percentage of students (majors and non-majors) making heavy use of resources; development of

online course materials as supplements to traditional classroom meetings; Internet/local network access (e.g. number of E-mail accounts, backbone connections, Internet access); and adequacy of resources (e.g., ratios of students to resources, waiting times, etc.).

Questions to be included from the Task Force on Faculty will focus on support for scholarship; opportunities for collaborative teaching with other units of CUNY; faculty development, especially in the area of technology, to enhance learning; criteria for tenure and promotion; impact on student outcomes of the increasing use of adjunct faculty, especially to teach introductory courses; technological innovations and their implications for faculty; availability of equipment, Internet access, latest versions of widely-used software and the implications of all these factors for teaching.

A portion of the Self-Study to be developed by the Task Force on Students will examine the success of majors at the undergraduate level in pursuing their areas of interest upon graduation from Lehman College. Success may be defined in a number of ways, including admissions to graduate schools and employment in a student's particular field of expertise upon graduation. The role of advisors in helping students to pursue their interests will be an integral part of this portion of the assessment.

Finally, the items developed by the Task Force on Curriculum, to give one last example, will be designed in part to determine the effectiveness of college-wide programs meant to address the deficiencies of entering students in selected skill areas.

IN CONCLUSION:

A major part of the Lehman College Middle States Self-Study relates to what is referred to as Outcomes Assessment. All aspects of the College's educational activities will come under scrutiny. The Task Force on Outcomes and Assessment has been given the charge to assess the programs provided for Lehman's students, whether they occur in the classroom or elsewhere, to analyze student progress towards completion of their degrees, the forms of assessment used to evaluate such progress, and the long-term success of these endeavors after students have graduated.

Among specific educational objectives included in Lehman College's Mission Statement are the following:

- To provide access to a common body of knowledge and opportunity to develop a lifelong love of learning.
- To promote excellence in scholarship, teaching, research and artistic endeavors.
- To develop the ability to think analytically and creatively.
- To teach respect for differences.

Is the College meeting such desirable goals? How is it possible to ascertain whether these goals are being achieved? How are such results to be measured? These are some of the fundamental questions confronting the Task Force on Outcomes Assessment.

In order to gather the basic information needed to fulfill its charge, the Task Force on Outcomes Assessment has requested the aid of faculty, students and administrators alike to help respond to these difficult and comprehensive issues. The Task Force plans to begin with the compiling of informational material in whatever formats they may be available: reports, statistical data, grade analysis, departmental self-studies, professional certification reports and results of professional examinations taken by Lehman students, divisional reports, special committee reports, e.g. RELATE, etc. The extent of the Task Force's purview must be comprehensive, for the mission of this Task Force is comprehensive. For the most part, the questions posed above as part of the charges to each of the Task Forces (pp. 9-25) will drive the development of the various questionnaires to be devised and later analyzed by the Task Force on Outcomes and Assessment. This analysis in turn will comprise a major component of Lehman's current Middle States Self-Study.

Appendix D: The Self-Study Questionnaires

Appendix D-1: Department Chairs

1. Approximately what percent of your department courses are taught by adjuncts. 40%

2. Approximately what percent of your department major courses are taught by adjuncts. 30%

For each of the following statements indicate your frequency of use by circling the appropriate number where: ① = each semester ② = yearly ③ = every 2 years

1. In evaluating the effectiveness of non-tenured faculty in this department, we use:

| | each semester | yearly. | every 2 years | no resp |
|--------------------------------------|---------------|---------|---------------|---------|
| a) Bi-annual student evaluations | ① 89% | ② 6% | ③ | 5% |
| b) Classroom observations | ① 89 | ② 6 | ③ | 5 |
| c) Conferences | ① 67 | ② 22 | ③ | 11 |
| d) Informal discussions with faculty | ① 83 | ② | ③ | 17 |
| e) Information from students | ① 72 | ② 11 | ③ | 17 |
| f) Student performance | ① 40 | ② 16 | ③ | 44 |
| g) annual evaluations | ① 22 | ② 61 | ③ | 17 |

2. In evaluating the effectiveness of tenured faculty in this department, we use:

| | each semester | yearly. | every 2 years | no resp |
|--------------------------------------|---------------|---------|---------------|---------|
| a) Bi-annual student evaluations | ① 72% | ② 6% | ③ | 22% |
| b) Classroom observations | ① 16 | ② 11 | ③ | 72 |
| c) Conferences | ① 28 | ② 17 | ③ 5% | 50 |
| d) Informal discussions with faculty | ① 50 | ② 17 | ③ 6 | 27 |
| e) Information from students | ① 50 | ② 11 | ③ 6 | 33 |
| f) Student performance | ① 33 | ② 28 | ③ 6 | 33 |
| g) annual evaluations | ① 11 | ② 44 | ③ 6 | 39 |

3. Teaching effectiveness, as measured by student evaluations and observations, affects faculty in the following ways:

| | always frequently | sometimes | rarely | never | no resp |
|--|-------------------|-----------|--------|--------|----------|
| 1.40 a) Full-time appointment | ① 67% | ② 5.6% | ③ 5.6% | ④ 5.6% | ⑤ 17% |
| 1.31 b) Tenure | ① 67 | ② 17 | ③ 6 | ④ | ⑤ 11 |
| 1.38 c) Promotion | ① 67 | ② 11 | ③ 11 | ④ | ⑤ 11 |
| 1.31 d) Reappointment | ① 67 | ② 17 | ③ 5 | ④ | ⑤ 11 |
| 2.54 e) Assignment of upper-division courses | ① 11 | ② 28 | ③ 22 | ④ 5.6 | ⑤ 5.6 11 |

4. Teaching effectiveness, as measured by student evaluations and observations, affects adjuncts in the following ways:

| | always frequently. | sometimes | rarely | never | no resp |
|---|--------------------|-----------|--------|-------|---------|
| 1.25 a) Reappointment | ① 72% | ② 11% | ③ 7% | ④ | ⑤ 11% |
| 1.69 b) Consideration for full-time appointment | ① 50 | ② 6 | ③ 11 | ④ | ⑤ 6% 27 |
| 2.00 c) Assignment of upper-division courses | ① 28 | ② 28 | ③ 11 | ④ | ⑤ 6 27 |

5. This department determines candidates' teaching expertise and skills:

| | always frequently. | sometimes | rarely | never | no resp |
|--|--------------------|-----------|--------|-------|---------|
| 2.50 a) By inviting a candidate to teach a class | ① 45% | ② 6% | ③ 22% | ④ 11% | ⑤ 17% |
| 1.28 b) Through a scrutiny of references | ① 78 | ② 17 | ③ 5 | ④ | ⑤ |
| 1.31 c) General dossiers | ① 72 | ② 11 | ③ | ④ 6 | ⑤ 11 |
| 3.12 d) Word of mouth | ① | ② | ③ | ④ | ⑤ |

6. To what extent are all faculty in this department encouraged to use teaching tools/technology:

| | | always frequently. | sometimes | rarely | never |
|------|-------------------------------|--------------------|-----------|--------|-------|
| 1.06 | a) Chalkboard and chalk | ① | ② | ③ | ④ ⑤ |
| 2.00 | b) VCR | ① | ② | ③ | ④ ⑤ |
| 2.71 | c) Overhead projector | ① | ② | ③ | ④ ⑤ |
| 3.00 | d) Slide projector | ① | ② | ③ | ④ ⑤ |
| 2.06 | e) Computers | ① | ② | ③ | ④ ⑤ |
| 2.50 | g) Internet | ① | ② | ③ | ④ ⑤ |
| 2.47 | h) Library Internet Resources | ① | ② | ③ | ④ ⑤ |
| 1.76 | i) Library print resources | ① | ② | ③ | ④ ⑤ |

7. In this department use of adjuncts results in:

| | | always frequently. | sometimes | rarely | never |
|------|--|--------------------|-----------|--------|-------|
| 3.19 | a) In lessened benefit to the student | ① | ② | ③ | ④ ⑤ |
| 2.44 | b) In equal or better benefit to the student | ① | ② | ③ | ④ ⑤ |

8. This department gathers the following information from faculty:

| | each semester | yearly. | every 2 years | no resp |
|------------------------|---------------|---------|---------------|---------|
| a) Course Syllabi | ① 56% | ② 6% | ③ 11% | 28% |
| b) Examinations | ① 17 | ② 11 | ③ 11 | 61 |
| c) Teaching materials | ① 11 | ② 17 | ③ | 72 |
| d) Student Evaluations | ① 94 | ② 6 | ③ | |
| e) Publications | ① 28 | ② 44 | ③ 6 | 22 |

9. The following factors contribute to grading practices:

| | | always frequently. | sometimes | rarely | never |
|------|---|--------------------|-----------|--------|-------|
| 2.47 | a) Faculty re-evaluation of standards over time | ① | ② | ③ | ④ ⑤ |
| 4.00 | b) Student pressure | ① | ② | ③ | ④ ⑤ |
| 3.12 | c) Faculty awareness of critical factors of students' lives | ① | ② | ③ | ④ ⑤ |
| 3.18 | d) An implicit curve | ① | ② | ③ | ④ ⑤ |

10. To what extent are faculty in this department encouraged to incorporate the following into their courses:

| | | always frequently. | sometimes | rarely | never |
|------|---------------------------------|--------------------|-----------|--------|-------|
| 1.53 | a) Writing assignments | ① | ② | ③ | ④ ⑤ |
| 1.33 | b) Critical thinking | ① | ② | ③ | ④ ⑤ |
| 1.89 | c) research assignments | ① | ② | ③ | ④ ⑤ |
| 2.53 | d) Use of computers | ① | ② | ③ | ④ ⑤ |
| 2.75 | e) Use of word processing | ① | ② | ③ | ④ ⑤ |
| 3.47 | f) Use of spreadsheet/database | ① | ② | ③ | ④ ⑤ |
| 4.35 | g) Distance learning | ① | ② | ③ | ④ ⑤ |
| 2.61 | h) Video | ① | ② | ③ | ④ ⑤ |
| 3.00 | i) Internet use | ① | ② | ③ | ④ ⑤ |
| 2.59 | j) library electronic resources | ① | ② | ③ | ④ ⑤ |
| 1.94 | k) library print resources | ① | ② | ③ | ④ ⑤ |
| 3.24 | l) training in use of Internet | ① | ② | ③ | ④ ⑤ |
| 2.59 | m) library orientation | ① | ② | ③ | ④ ⑤ |

11. In this department teaching effectiveness is being enhanced by:

| | | always frequently. | sometimes | rarely | never |
|------|---|--------------------|-----------|--------|-------|
| 1.94 | a) Departmental discussions | ① | ② | ③ | ④ ⑤ |
| 3.28 | b) Ad hoc committees | ① | ② | ③ | ④ ⑤ |
| 2.44 | c) Participation in symposia or conferences | ① | ② | ③ | ④ ⑤ |
| 3.28 | d) Research from the field of education | ① | ② | ③ | ④ ⑤ |
| 3.17 | e) Participation in Lehman/CUNY faculty development | ① | ② | ③ | ④ ⑤ |
| 2.00 | f) Feedback and support to faculty based on student evaluations | ① | ② | ③ | ④ ⑤ |

Appendix D-2: Fulltime Faculty

Please complete each of the following questions:

1. In what department/s and program/s do you teach? (See attached)

2. How long have you been at Lehman?

As an adjunct

N=128 85% = 0 years; 6% = 1 yr; 6% = 2 yrs; 1.5% = 5 yrs; 1.5% = 7 yrs.

As a full-time faculty

N=128 19% = up to 5 years; 8% 6-10 yrs; 16% 11-15 yrs; 10% 16-20 yrs;

9% 21-25 yrs; 27% 26-30 yrs; 9% 31-35 yrs; 2% 36+ yrs.

Average = 18.38 years

3. What is your yearly teaching load?

8% 5-10 hrs; 8% 11-15 hrs; 5% 16-20 hrs; 67% 21 hrs; 12% 22+ hrs

Average = 19.92 hours

4. How many hours per week, on average, do you spend on preparation for teaching ?

19% 2-5 hrs; 26% 6-10 hrs; 21% 11-15 hrs; 16% 16-20 hrs; 2% 21-25 hrs; 6% 26-30 hrs; 9% 31+ hrs

Average = 17.48

5. I get program time from teaching for (check all that apply)

27% administrative assignments

12% student advisement

18% program coordination

15% grant-supported research

5% training activities

For each of the following statements indicate your frequency of use by circling the appropriate number where:

① = almost always ② = frequently ③ = sometimes ④ = rarely ⑤ = never

6. To what extent do you use teaching tools/technology:

| Average | | <u>always</u> | <u>frequently</u> | <u>sometimes</u> | <u>rarely</u> | <u>never</u> |
|---------|-------------------------|---------------|-------------------|------------------|---------------|--------------|
| 1.48 | a) Chalkboard and chalk | ① | ② | ③ | ④ | ⑤ |
| 3.27 | b) VCR | ① | ② | ③ | ④ | ⑤ |
| 3.84 | c) Overhead projector | ① | ② | ③ | ④ | ⑤ |
| 4.15 | d) Slide projector | ① | ② | ③ | ④ | ⑤ |
| 3.07 | e) Computers | ① | ② | ③ | ④ | ⑤ |
| 3.62 | f) Internet | ① | ② | ③ | ④ | ⑤ |
| 3.80 | g) E-mail with students | ① | ② | ③ | ④ | ⑤ |

7. To what extent do you incorporate the following into your courses:

| | | <u>always</u> | <u>frequently</u> | <u>sometimes</u> | <u>rarely</u> | <u>never</u> |
|------|---------------------------------------|---------------|-------------------|------------------|---------------|--------------|
| 1.52 | a) Writing assignments | ① | ② | ③ | ④ | ⑤ |
| 2.11 | b) Research assignments | ① | ② | ③ | ④ | ⑤ |
| 1.22 | b) Critical thinking | ① | ② | ③ | ④ | ⑤ |
| 2.97 | c) Designing research | ① | ② | ③ | ④ | ⑤ |
| 2.94 | d) Use of computers | ① | ② | ③ | ④ | ⑤ |
| 2.66 | e) Use of word processing | ① | ② | ③ | ④ | ⑤ |
| 4.23 | f) Use of spreadsheet/database | ① | ② | ③ | ④ | ⑤ |
| 4.72 | g) Distance learning | ① | ② | ③ | ④ | ⑤ |
| 3.19 | h) Video | ① | ② | ③ | ④ | ⑤ |
| 3.06 | i) Library electronic resources | ① | ② | ③ | ④ | ⑤ |
| 2.24 | j) Library print resources | ① | ② | ③ | ④ | ⑤ |
| 3.93 | k) Training in use of the Internet | ① | ② | ③ | ④ | ⑤ |
| 3.77 | l) e-mail communication with students | ① | ② | ③ | ④ | ⑤ |

8. Questions about teaching effectiveness can/should be formulated through:

| | | <u>always</u> | <u>frequently.</u> | <u>sometimes</u> | <u>rarely</u> | <u>never</u> |
|------|--|---------------|--------------------|------------------|---------------|--------------|
| 2.18 | a) Departmental discussions | ① | ② | ③ | ④ | ⑤ |
| 3.13 | b) Ad hoc committees | ① | ② | ③ | ④ | ⑤ |
| 2.68 | c) Participation in symposia or conferences | ① | ② | ③ | ④ | ⑤ |
| 3.94 | d) Research from the field of education | ① | ② | ③ | ④ | ⑤ |
| 2.92 | e) Participation in Lehman/CUNY faculty development | ① | ② | ③ | ④ | ⑤ |
| 2.27 | f) Feedback and support to faculty based on student evaluations | ① | ② | ③ | ④ | ⑤ |

9. Indicate the extent to which you agree with each of the following statements by circling the appropriate number where: ① = strongly agree ② = agree ③ = disagree ④ = strongly disagree

| | | Strongly <u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | Strongly <u>Disagree</u> |
|------|---|--------------------------|--------------|-----------------|-----------------------------|
| 1.49 | a) I am aware of new technology | ① | ② | ③ | ④ |
| 1.98 | b) I am aware of how to use technology in my class | ① | ② | ③ | ④ |
| 1.70 | c) I would be interested in learning to use technology in my teaching | ① | ② | ③ | ④ |
| 1.28 | d) I regularly maintain my office hours | ① | ② | ③ | ④ |
| 1.81 | e) My students come to see me during office hours | ① | ② | ③ | ④ |
| 2.09 | f) Formal faculty advisor-student relationships would improve faculty academic performance | ① | ② | ③ | ④ |
| 1.52 | g) Teaching performance should be a major factor in hiring | ① | ② | ③ | ④ |
| 1.47 | h) Teaching performance should be a factor in tenure. | ① | ② | ③ | ④ |
| 1.44 | i) Teaching performance should be a factor in promotion | ① | ② | ③ | ④ |
| 1.48 | j) I participate in development of new courses/programs | ① | ② | ③ | ④ |
| 1.54 | k) I initiate development of new courses/programs | ① | ② | ③ | ④ |
| 1.88 | l) I assign library research assignments | ① | ② | ③ | ④ |
| 2.62 | m) I take my classes to the library for orientations | ① | ② | ③ | ④ |
| 2.10 | n) Recent attacks on CUNY have hurt my morale | ① | ② | ③ | ④ |
| 1.38 | o) I try to be innovative in my approach to teaching | ① | ② | ③ | ④ |
| 1.43 | p) I try to be innovative in my approach to course develop. | ① | ② | ③ | ④ |
| | q) I would be interested in participating in: | | | | |
| 1.78 | development of innovative courses. | ① | ② | ③ | ④ |
| 1.84 | development of interdisciplinary courses. | ① | ② | ③ | ④ |
| 2.58 | development of distance learning courses. | ① | ② | ③ | ④ |
| 2.16 | r) I participate in faculty development | ① | ② | ③ | ④ |
| 2.10 | s) I participate in faculty seminars | ① | ② | ③ | ④ |
| 2.38 | t) I participate on Lehman Task Forces | ① | ② | ③ | ④ |
| 2.62 | u) I receive support for my writing and research | ① | ② | ③ | ④ |
| 1.57 | v) I participate in department committees | ① | ② | ③ | ④ |
| 1.46 | w) I participate in department activities | ① | ② | ③ | ④ |

10. I regularly submit the following information to my department:

| | | Strongly <u>Agree</u> | <u>Agree</u> | <u>Disagree</u> | Strongly <u>Disagree</u> |
|------|------------------------|--------------------------|--------------|-----------------|-----------------------------|
| 1.74 | a) Course Syllabi | ① | ② | ③ | ④ |
| 2.33 | b) Examinations | ① | ② | ③ | ④ |
| 2.32 | c) Teaching materials | ① | ② | ③ | ④ |
| 1.48 | d) Student Evaluations | ① | ② | ③ | ④ |
| 1.78 | e) Publications | ① | ② | ③ | ④ |

11. The following factors contribute to grading practices:

| | | <u>always</u> | <u>frequently.</u> | <u>sometimes</u> | <u>rarely</u> | <u>never</u> |
|------|---|---------------|--------------------|------------------|---------------|--------------|
| 2.36 | a) Faculty re-evaluation of standards over time | ① | ② | ③ | ④ | ⑤ |
| 4.07 | b) Student pressure | ① | ② | ③ | ④ | ⑤ |
| 3.18 | c) Faculty awareness of critical factors of students' lives | ① | ② | ③ | ④ | ⑤ |
| 3.37 | d) An implicit curve | ① | ② | ③ | ④ | ⑤ |

12. Rate the following Lehman resources based on your knowledge of them.

| | | <u>Excellent</u> | <u>Very Good</u> | <u>Satisfactory</u> | <u>Poor</u> |
|------|---------------------------------|------------------|------------------|---------------------|-------------|
| 2.88 | a) Learning Center/Writing Lab | ① | ② | ③ | ④ |
| 2.81 | b) Language Lab | ① | ② | ③ | ④ |
| 2.30 | c) Library | ① | ② | ③ | ④ |
| | d) Library Electronic Resources | | | | |
| 2.04 | a. Indexes and abstracts | ① | ② | ③ | ④ |
| 2.16 | b. Full-text databases | ① | ② | ③ | ④ |
| 2.13 | c. Internet | ① | ② | ③ | ④ |
| 2.53 | e) Library Print Resources | ① | ② | ③ | ④ |
| 2.09 | f) Library Services | ① | ② | ③ | ④ |
| 2.65 | g) Math Lab | ① | ② | ③ | ④ |
| 3.31 | h) Weekend/evening services | ① | ② | ③ | ④ |
| | i) Departmental Computer Labs | | | | |
| 2.21 | a. Art | ① | ② | ③ | ④ |
| 2.64 | b. English/FYI | ① | ② | ③ | ④ |
| 2.48 | c. Languages and Literature | ① | ② | ③ | ④ |
| 2.34 | d. Multi-lingual Journalism | ① | ② | ③ | ④ |
| 2.76 | e. Education | ① | ② | ③ | ④ |
| 3.53 | j) Food Service | ① | ② | ③ | ④ |
| 2.96 | k) Bookstore | ① | ② | ③ | ④ |
| 3.50 | l) Registration | ① | ② | ③ | ④ |
| 3.06 | m) Science Laboratories | ① | ② | ③ | ④ |
| 2.46 | n) Campus Security | ① | ② | ③ | ④ |
| 2.10 | o) Art Gallery | ① | ② | ③ | ④ |
| 2.32 | p) Performing Arts Center | ① | ② | ③ | ④ |
| 2.76 | q) Telephone System | ① | ② | ③ | ④ |

| Question: In what departments/programs do you teach? | | | | | | | | | |
|--|----|---|---|-------|-------|--------|--------|--------|-------|
| Dept/prog | 1 | 2 | 3 | Total | % | NSS | AH | ED | Other |
| Adult Degree | | 4 | 4 | 8 | 4.97% | | | | 8 |
| Anthropology | 8 | | | 8 | 4.97% | 8 | | | |
| Art | 3 | | | 3 | 1.86% | | | 3 | |
| Biology | 2 | | | 2 | 1.24% | 2 | | | |
| Blk Studies | 2 | 1 | | 3 | 1.86% | | | 3 | |
| Chemistry | 9 | | | 9 | 5.59% | 9 | | | |
| CORE | | 4 | 1 | 5 | 3.11% | | | 5 | |
| Econ & Acct | 3 | | | 3 | 1.86% | 3 | | | |
| Elem Ed | 7 | | | 7 | 4.35% | | | 7 | |
| English | 13 | | | 13 | 8.07% | | | 13 | |
| ESL | | 1 | | 1 | 0.62% | | | 1 | |
| FYI | | 2 | | 2 | 1.24% | | | 2 | |
| Geology | 2 | | | 2 | 1.24% | 2 | | | |
| Grad Center | | 3 | 1 | 4 | 2.48% | | | | 4 |
| Health Ser | 5 | | | 5 | 3.11% | 5 | | | |
| History | 4 | | | 4 | 2.48% | | | 4 | |
| Lang&Lit | 5 | | 2 | 7 | 4.35% | | | 7 | |
| Lehman Scholars | | 4 | 2 | 6 | 3.73% | | | | 6 |
| Math&Comp | 5 | | | 5 | 3.11% | 5 | | | |
| Music | 3 | | | 3 | 1.86% | | | 3 | |
| NSS | 1 | | | 1 | 0.62% | 1 | | | |
| Nursing | 10 | | | 10 | 6.21% | 10 | | | |
| Philosophy | 3 | | | 3 | 1.86% | | | 3 | |
| Physics | 2 | | | 2 | 1.24% | 2 | | | |
| Pol Sci | 4 | | | 4 | 2.48% | 4 | | | |
| Puerto Rican Studies | 6 | 1 | | 7 | 4.35% | | | 7 | |
| Psychology | 2 | | | 2 | 1.24% | 2 | | | |
| SABE | 5 | | | 5 | 3.11% | | | | 5 |
| Sociology | 3 | | | 3 | 1.86% | 3 | | | |
| Speech & Theatre | 10 | | | 10 | 6.21% | | | 10 | |
| SSE | 7 | 1 | | 8 | 4.97% | | | | 8 |
| Art/Math | 1 | | | 1 | 0.62% | | | | 1 |
| Womens Studies | | 1 | 1 | 2 | 1.24% | | | | 2 |
| LAC | | 2 | | 2 | 1.24% | | | 2 | |
| Multiflgh jour | | 1 | | 1 | 0.62% | | | 1 | |
| | | | | 161 | | 56 | 64 | 20 | 21 |
| | | | | | | 40.00% | 45.71% | 14.29% | |

Appendix D-3: Adjunct Faculty

Summary of Results

Please complete each of the following questions: (N=114)

1. How many semesters have you taught at Lehman? _____

- 1 semester 17.5%
- 2 semesters 12.3%
- 3 semesters 6.1%
- 4 semesters 11.4%
- 5 semesters 7.0%
- 6-10 semesters 17.6%
- 11-15 semesters 15.9%
- 16-20 semesters 7.9%
- 21+ semesters 4.5%

2. What is your highest degree? _____

- BA 3.5%
- MA 63.7%
- ABD 6.2%
- PhD/EdD 23.9%
- JD .9%
- MD .9%
- None .9%

3. What is your prior teaching experience? Check all that apply.

- 58% _____ a) 4 year college
- 23% _____ b) Community college
- 24% _____ c) Graduate school
- 30% _____ d) Non-credit adult ed. courses
- 30% _____ e) Public School
- 16% _____ f) None

4. For each of the following statements indicate your agreement by circling the appropriate number where:

① = strongly agree ② = agree ③ = disagree ④ = strongly disagree

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|------|--|-------------------|-------|----------|----------------------|
| 1.76 | I received guidance and support from full-time faculty when I began teaching at Lehman. | ① | ② | ③ | ④ |
| 1.82 | I received guidance and support from the department chair when I began teaching at Lehman. | ① | ② | ③ | ④ |
| 1.96 | I was provided with syllabi for courses I was scheduled to teach. | ① | ② | ③ | ④ |
| 1.52 | My teaching is observed on a regular schedule. | ① | ② | ③ | ④ |
| 1.96 | I am interested in full-time employment at Lehman. | ① | ② | ③ | ④ |
| 3.48 | My grading standards are affected by my adjunct status. | ① | ② | ③ | ④ |

For each of the following statements indicate your frequency of use by circling the appropriate number where:

① = almost always ② = frequently ③ = sometimes ④ = rarely ⑤ = never

5. To what extent do you use teaching tools/technology:

| | | always | frequently. | sometimes | rarely | never |
|------|---------------------------------------|--------|-------------|-----------|--------|-------|
| 1.46 | a) Chalkboard and chalk | ① | ② | ③ | ④ | ⑤ |
| 3.51 | b) VCR | ① | ② | ③ | ④ | ⑤ |
| 3.63 | c) Overhead projector | ① | ② | ③ | ④ | ⑤ |
| 4.04 | d) Slide projector | ① | ② | ③ | ④ | ⑤ |
| 3.34 | e) Computers | ① | ② | ③ | ④ | ⑤ |
| 3.68 | f) Internet | ① | ② | ③ | ④ | ⑤ |
| 3.92 | g) e-mail communication with students | ① | ② | ③ | ④ | ⑤ |

6. To what extent do you incorporate the following into your courses:

| | | always | frequently. | sometimes | rarely | never |
|------|------------------------------------|--------|-------------|-----------|--------|-------|
| 1.59 | a) Writing assignments | ① | ② | ③ | ④ | ⑤ |
| 2.07 | b) Research assignments | ① | ② | ③ | ④ | ⑤ |
| 1.38 | b) Critical thinking | ① | ② | ③ | ④ | ⑤ |
| 3.12 | c) Designing research | ① | ② | ③ | ④ | ⑤ |
| 2.93 | d) Use of computers | ① | ② | ③ | ④ | ⑤ |
| 2.73 | e) Use of word processing | ① | ② | ③ | ④ | ⑤ |
| 4.30 | f) Use of spreadsheet/database | ① | ② | ③ | ④ | ⑤ |
| 4.48 | g) Distance learning | ① | ② | ③ | ④ | ⑤ |
| 3.52 | h) Video | ① | ② | ③ | ④ | ⑤ |
| 3.12 | i) Library electronic resources | ① | ② | ③ | ④ | ⑤ |
| 2.64 | j) Library print resources | ① | ② | ③ | ④ | ⑤ |
| 4.17 | k) Training in use of the Internet | ① | ② | ③ | ④ | ⑤ |

Appendix D-4: Students

Student Questionnaire (N=795)

A. Background (Demographics)

1. Age Mean = 27.67; Median = 23; Mode = 22
2. Gender 28.7% Male 71.3% Female
3. Native Language (On file in the Middle States Self-Study Office)
4. Country of Origin (On file in the Middle States Self-Study Office)
5. Semesters at Lehman Mean = 4.62; Median = 3; Mode = 4
6. Entered Lehman as 45.7% Freshman 44.7% Transfer 9.6% Graduate
7. Class Level 13.2% Freshman 17.9% Sophomore
31% Junior 28.3% Senior 9.7% Graduate
8. How many credits will you have at the end of this semester? Mean = 75.40; Median = 82; Mode = 90
9. What is your major? (On file in the Self-Study Office) Minor? (On file in the Self-Study Office)
10. What is your educational aspiration?
37.4% BA/BS 40.8% MA/MS 6.6% EdD/PhD
15.2% Professional Degree (e.g. medicine, dentistry, law)
11. Check tests that you have passed
80% CUNY Reading Assessment Test (RAT)
81% CUNY Mathematics Assessment Test (MAT)
75% CUNY Writing Assessment Test (WAT)
20% Transfer Placement Evaluation (TPE)
6% New York State Teacher Certification Liberal Arts and Sciences Test (LAST)
3% New York State Nursing Boards
4.5% Other _____
(specify)
12. Number of credits for which you are enrolled this semester Mean = 11.75; Median = 11; Mode = 12
13. Do you hold a job? 74% Yes 26% No
14. If yes, is it 50.5% Full-time 49.6% Part-time
15. If part-time, how many hours per week do you work? Mean = 23.24; Median = 21; Mode = 25 & 30
16. How many hours per week do you spend studying? Mean = 12.83; Median = 10; Mode = 10
17. Indicate when you attend college (check all that apply)
73% Daytime 63% Evening 16% Weekend

B. Indicate the approximate percentage of courses that you have taken at Lehman that have involved:

| (0 = none) | 1/3 of courses | 2/3 of courses | All courses |
|---------------------------------------|----------------|----------------|-------------|
| 2.13 18. writing assignments | ① | ② | ③ |
| 1.65 19. library research assignments | ① | ② | ③ |
| 2.05 20. critical thinking | ① | ② | ③ |
| 1.25 21. designing your own research | ① | ② | ③ |
| 1.11 22. training in computer use | ① | ② | ③ |
| 1.40 23. use of word processing | ① | ② | ③ |
| 0.76 24. use of spreadsheet | ① | ② | ③ |
| 0.86 25. Video | ① | ② | ③ |
| 0.94 26. Internet | ① | ② | ③ |
| 0.69 27. e-mail | ① | ② | ③ |
| 1.58 28. library assignments | ① | ② | ③ |

C. To what extent do you agree with the following statements:

① strongly agree ② agree ③ disagree ④ strongly disagree

My major at Lehman is preparing/prepared me for

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|-------------------|-------|----------|----------------------|
| 1.64 29. my professional career | ① | ② | ③ | ④ |
| 2.14 30. field placements/internships | ① | ② | ③ | ④ |
| 2.14 31. examinations needed for career entry① | ① | ② | ③ | ④ |
| 1.95 32. entry into my professional career | ① | ② | ③ | ④ |
| 2.06 33. advanced study (M.A./Ed.D/Ph.D) | ① | ② | ③ | ④ |

I am satisfied with

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|-------------------|-------|----------|----------------------|
| 1.87 29. my professional career | ① | ② | ③ | ④ |
| 2.10 35. access I have to full-time faculty | ① | ② | ③ | ④ |
| 2.62 36. registration process | ① | ② | ③ | ④ |
| 2.31 37. general academic advisement | ① | ② | ③ | ④ |
| 2.21 38. major academic advisement | ① | ② | ③ | ④ |
| 2.54 39. prep for use of computer technology① | ① | ② | ③ | ④ |
| 2.72 40. prep in using multi-media technology① | ① | ② | ③ | ④ |

D. Rate your experience in each of the following extracurricular activities:

① Excellent ② Very Good ③ Satisfactory ④ Poor ⑤ Never Participated

2.70 N=305 41. Academic (e.g. Accounting Society, Pol. Sci. Club)

2.70 N=337 42. Art Gallery

2.56 N=307 43. Athletics, intercollegiate

2.55 N=332 44. Ethnic (e.g. Caribbean, Irish
American students)

2.78 N=254 45. Intramural Sports

2.74 N=289 46. Publications (e.g. Footnotes, Meridian
Bronx Journal, La Causa)

2.49 N=341 47. Performing Arts Center events

2.80 N=245 48. Religious (e.g. Newman, Seekers
Christian Fellowship)2.69 N=302 49. Social/Cultural (e.g. dances, movies,
chess club)

2.97 N=257 50. Student Government (CASA)

2.39 N=373 51. Theater/Music performances

3.04 N= 228 52. College Governance (Senate)

3.01 N= 211 53. Departmental Governance

E. For each service below that *might* be offered by a college rate how important that service would be to you

① Very Important ② Important ③ Not Important

| | Very Important | Important | Not Important |
|--|-------------------|-----------|------------------|
| 1.22 54. Academic Advisement | ① | ② | ③ |
| 1.36 55. Academic Computing Center | ① | ② | ③ |
| 1.97 56. Athletic Facilities | ① | ② | ③ |
| 1.27 57. Career Services/Job Placement | ① | ② | ③ |
| 1.94 58. Child Care | ① | ② | ③ |
| 1.86 59. Crisis Intervention | ① | ② | ③ |
| 1.27 60. Financial Aid | ① | ② | ③ |
| 1.46 61. Health Services | ① | ② | ③ |
| 1.36 62. Internship Programs | ① | ② | ③ |
| 1.21 63. Library | ① | ② | ③ |
| 1.32 64. Library Electronic Resources | ① | ② | ③ |
| 1.60 65. Personal Counseling Services | ① | ② | ③ |
| 1.47 66. Tutoring | ① | ② | ③ |
| 1.52 67. Weekend/evening services | ① | ② | ③ |

F. Rate each Lehman College service listed below as:

① Excellent ② Very Good ③ Satisfactory ④ Poor ⑤ Never Used

2.53 N=739 68. Academic Advisement

2.38 N=647 69. Academic Computing Center

1.82 N=627 70. The APEX

2.65 N=455 71. Career Services/Job Placement

2.47 N=268 72. Child Care Center

2.48 N=471 73. Tutoring

2.28 N=610 74. Financial Aid

2.24 N=456 75. Health Center

2.38 N=388 76. Learning Center/Writing Lab

2.43 N=354 77. Language Lab

2.13 N=725 78. Library

79. Library Electronic Resources

2.26 N=602 a. Indexes and abstracts

2.34 N=555 b. Full-text databases

2.31 N=540 c. Internet

2.49 N=599 80. Library Print Resources

2.40 N=659 81. Library Services

2.38 N=377 82. Math Lab

2.71 N=435 83. Weekend/evening services

84. Departmental Computer Labs

2.38 N=234 a. Art

2.41 N=263 b. English/FYI

2.39 N=270 c. Languages and Literature

2.46 N=198 d. Multi-lingual Journalism

2.33 N=271 e. Education

3.08 N=608 85. Food Service

2.76 N=727 86. Bookstore

3.01 N=723 87. Registration

2.74 N=343 88. Science Laboratories

2.64 N=638 89. Campus Security

2.46 N=348 90. Art Gallery

2.32 N=381 91. Performing Arts Center

2.77 N=613 92. Telephone System

G. Please rate each of the following programs you have participated in:

① Excellent ②. Very Good ③ Satisfactory ④ Poor ⑤ Never Used

2.07 N=148 93. Adult Degree/IBAP

1.96 N=157 94. Lehman Scholars

2.48 N=162 95. Academic Skills Program

2.39 N=176 96. ESL Program

2.59 N=124 97. Bilingual/Transitional Program

2.01 N=156 98. SEEK

2.42 N=201 99. CUNY B.A. Program

2.35 N=231 100. Freshman Year Initiative (FYI)

2.65 N=68 101. MBRs/MARC

2.57 N=67 102. Einstein/Lehman Pre-Med

2.53 N=102 103. Weekend Advantage Program

2.45 N=95 104. Any Pre-College School Program

2.72 N=86 105. Bridge to College

2.36 N=119 106. Continuing Education

H. How much pressure does each of the following put on you as a student.

① High pressure ② Average pressure ③ Low pressure ④ No pressure

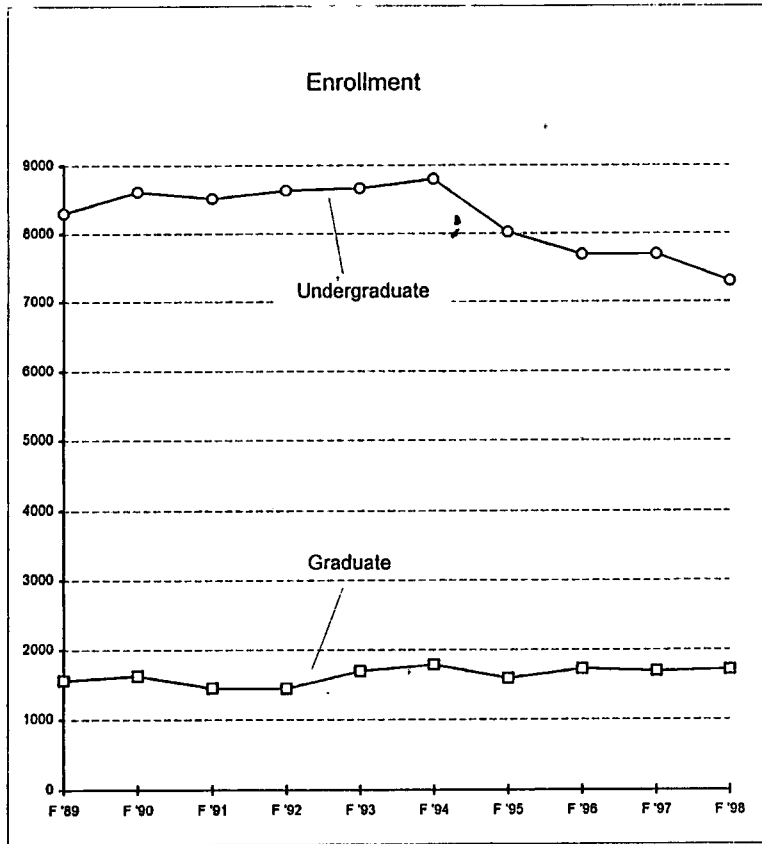
| | High Pressure | Average Pressure | Low Pressure | No Pressure |
|--|------------------|---------------------|-----------------|----------------|
| 1.73 107. Completing assignments on time | ① | ② | ③ | ④ |
| 1.41 108. Final exams | ① | ② | ③ | ④ |
| 1.83 109. Personal work schedule | ① | ② | ③ | ④ |
| 1.78 110. Financial problems | ① | ② | ③ | ④ |
| 3.21 111. Child care/babysitting | ① | ② | ③ | ④ |
| 2.22 112. Personal problems | ① | ② | ③ | ④ |
| 2.65 113. Family interference | ① | ② | ③ | ④ |
| 2.87 114. Lack of family support | ① | ② | ③ | ④ |
| 1.86 115. Writing and research | ① | ② | ③ | ④ |
| 2.28 116. Mathematics | ① | ② | ③ | ④ |
| 2.71 117. Other | ① | ② | ③ | ④ |

I. If you could make one change in Lehman College, what would it be?

Responses to this question are on file in the Middle States Self-Study Office, Shuster 359.

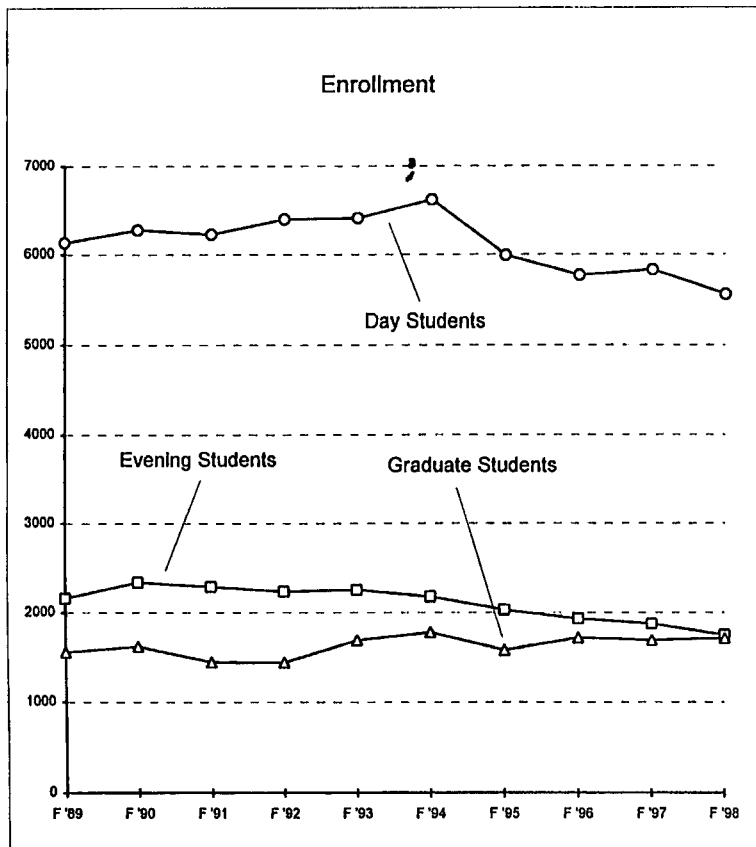
Appendix E: Data On Students

Appendix E-1: Enrollment: Undergraduate and Graduate Students (1989-98)



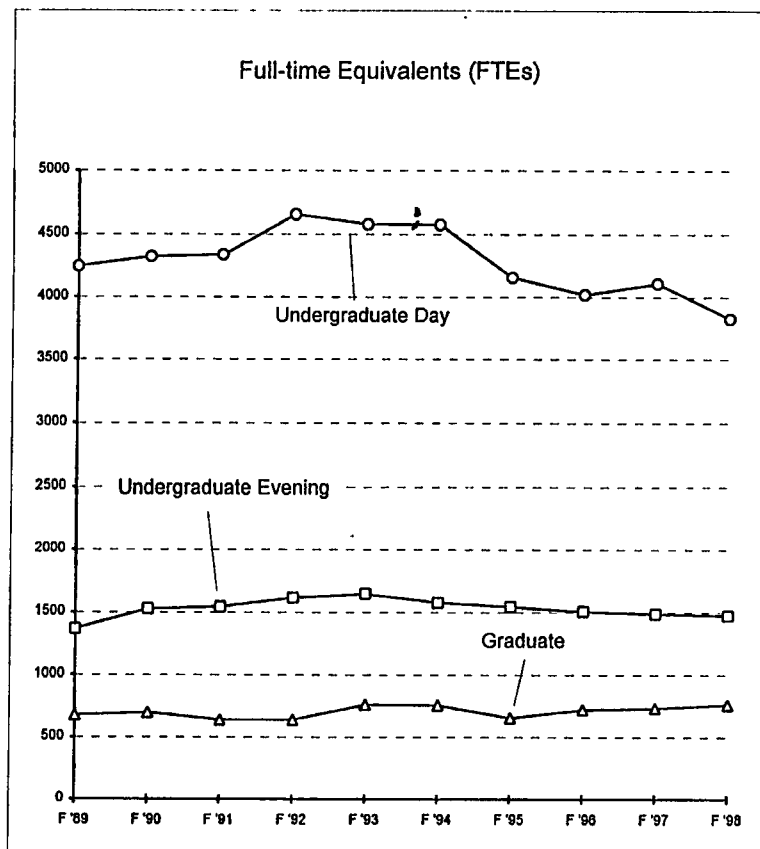
| | F '89 | F '90 | F '91 | F '92 | F '93 | F '94 | F '95 | F '96 | F '97 | F '98 |
|------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Undergraduate Students | 8298 | 8620 | 8517 | 8637 | 8667 | 8802 | 8022 | 7698 | 7701 | 7302 |
| Graduate Students | 1553 | 1618 | 1439 | 1437 | 1685 | 1775 | 1577 | 1715 | 1685 | 1707 |
| Total | 9851 | 10238 | 9956 | 10074 | 10352 | 10577 | 9599 | 9413 | 9386 | 9009 |

Appendix E-2: Enrollment: Day, Evening, and Graduate Students (1989-98)



| | F '89 | F '90 | F '91 | F '92 | F '93 | F '94 | F '95 | F '96 | F '97 | F '98 |
|-------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Day Students | 6134 | 6278 | 6227 | 6398 | 6412 | 6622 | 5991 | 5767 | 5830 | 5557 |
| Evening Students | 2164 | 2342 | 2290 | 2239 | 2255 | 2180 | 2031 | 1931 | 1871 | 1745 |
| Graduate Students | 1553 | 1618 | 1439 | 1437 | 1685 | 1775 | 1577 | 1715 | 1685 | 1707 |
| Total | 9851 | 10238 | 9956 | 10074 | 10352 | 10577 | 9599 | 9413 | 9386 | 9009 |

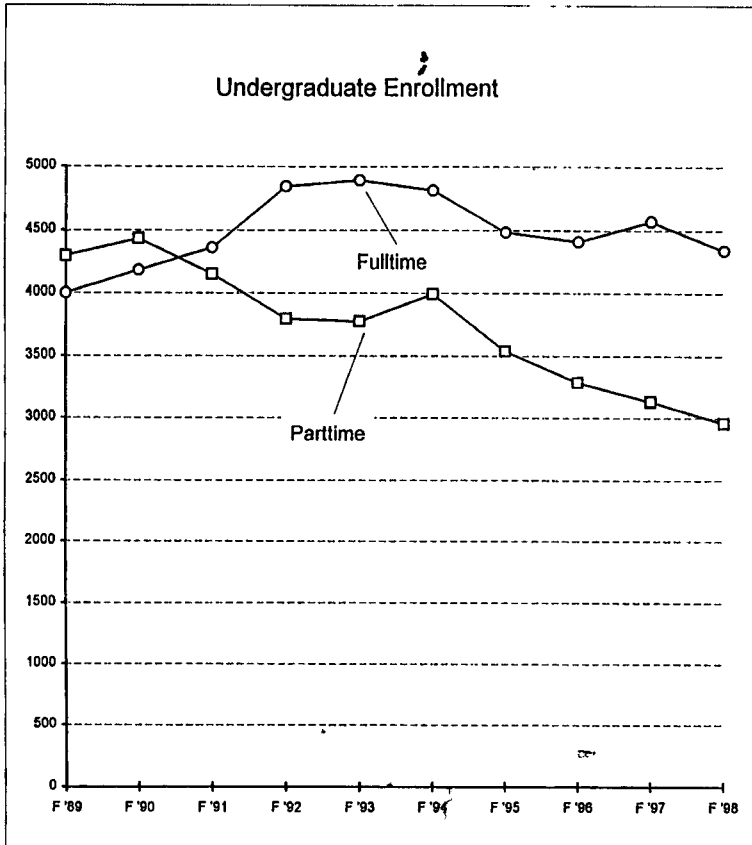
Appendix E-3: Enrollment: FTEs: Day, Evening, and Graduate Students (1989-98)



| | F '89 | F '90 | F '91 | F '92 | F '93 | F '94 | F '95 | F '96 | F '97 | F '98 |
|------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <i>Undergraduate Day</i> | 4247 | 4323 | 4340 | 4653 | 4576 | 4574 | 4158 | 4020 | 4109 | 3823 |
| <i>Undergraduate Evening</i> | 1370 | 1529 | 1544 | 1615 | 1645 | 1576 | 1543 | 1509 | 1489 | 1476 |
| <i>Graduate</i> | 679 | 700 | 640 | 641 | 763 | 758 | 656 | 723 | 734 | 762 |
| <i>Total*</i> | 6295 | 6552 | 6524 | 6909 | 6984 | 6909 | 6357 | 6252 | 6332 | 6061 |

* Figures are rounded to nearest integer. Column sums may not agree with "Total."

Appendix E-4: Enrollment: Undergraduate Fulltime/Parttime Students (1989-98)



| | F '89 | F '90 | F '91 | F '92 | F '93 | F '94 | F '95 | F '96 | F '97 | F '98 |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <i>Fulltime Students</i> | 4000 | 4185 | 4363 | 4841 | 4890 | 4809 | 4483 | 4410 | 4568 | 4341 |
| <i>Parttime Students</i> | 4298 | 4435 | 4154 | 3796 | 3777 | 3993 | 3539 | 3288 | 3133 | 2961 |
| <i>Total</i> | 8298 | 8620 | 8517 | 8637 | 8667 | 8802 | 8022 | 7698 | 7701 | 7302 |

Appendix E-5: Enrollment: Persistence and Graduation Rates: Firsttime, Fulltime Freshmen (1989-98)

| FIRST TERM | N ¹ | TERM1 | TERM2 | TERM3 | TERM4 | TERM5 | TERM6 | TERM7 | TERM8 | TERM9 | TERM10 | TERM11 | TERM12 | TERM13 | TERM14 | TERM15 | TERM16 | TERM17 | TERM18 | TERM19 |
|------------------|----------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Fall '89 | 766 | 766 | 664 | 487 | 445 | 351 | 350 | 316 | 306 | 274 | 258 | 187 | 167 | 94 | 82 | 70 | 66 | 52 | 49 | 42 |
| % Still Enrolled | | 100.0% | 86.7% | 63.6% | 58.1% | 45.8% | 45.7% | 41.3% | 39.9% | 35.8% | 33.7% | 24.4% | 21.8% | 12.3% | 10.7% | 9.1% | 8.6% | 6.8% | 6.4% | 5.5% |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 2.6% | 4.0% | 10.4% | 14.9% | 21.0% | 23.5% | 25.7% | 26.8% | 27.8% | 28.3% | 29.0% | * |
| Fall '90 | 797 | 797 | 672 | 503 | 480 | 393 | 369 | 332 | 313 | 260 | 237 | 164 | 145 | 104 | 81 | 62 | 63 | 54 | | |
| % Still Enrolled | | 100.0% | 84.3% | 63.1% | 60.2% | 49.3% | 46.3% | 41.7% | 39.3% | 32.6% | 29.7% | 20.6% | 18.2% | 13.0% | 10.2% | 7.8% | 7.9% | 6.8% | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.4% | 0.5% | 2.3% | 4.8% | 9.0% | 12.7% | 17.2% | 20.3% | 22.5% | 23.5% | 24.2% | * | | |
| Fall '91 | 711 | 711 | 625 | 495 | 451 | 385 | 358 | 301 | 298 | 236 | 221 | 162 | 142 | 82 | 66 | 60 | | | | |
| % Still Enrolled | | 100.0% | 87.9% | 69.6% | 63.4% | 54.1% | 50.4% | 42.3% | 41.9% | 33.2% | 31.1% | 22.8% | 20.0% | 11.5% | 9.3% | 8.4% | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.3% | 2.0% | 4.2% | 10.3% | 13.8% | 19.4% | 22.1% | 23.8% | * | | | | |
| Fall '92 | 692 | 692 | 609 | 486 | 447 | 352 | 318 | 269 | 262 | 233 | 205 | 137 | 126 | 77 | | | | | | |
| % Still Enrolled | | 100.0% | 88.0% | 70.2% | 64.6% | 50.9% | 46.0% | 38.9% | 37.9% | 33.7% | 29.6% | 19.8% | 18.2% | 11.1% | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.7% | 3.0% | 5.8% | 12.6% | 15.9% | 21.5% | * | | | | | | |
| Fall '93 | 663 | 663 | 593 | 451 | 437 | 334 | 328 | 283 | 276 | 225 | 210 | 143 | | | | | | | | |
| % Still Enrolled | | 100.0% | 89.4% | 68.0% | 65.9% | 50.4% | 49.5% | 42.7% | 41.6% | 33.9% | 31.7% | 21.6% | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 2.1% | 5.3% | 15.7% | * | | | | | | | | |
| Fall '94 | 647 | 647 | 594 | 450 | 422 | 331 | 323 | 297 | 291 | 244 | | | | | | | | | | |
| % Still Enrolled | | 100.0% | 91.8% | 69.6% | 65.2% | 51.2% | 49.9% | 45.9% | 45.0% | 37.7% | | | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 0.5% | 2.9% | * | | | | | | | | | | |
| Fall '95 | 505 | 505 | 443 | 340 | 319 | 269 | 249 | 228 | | | | | | | | | | | | |
| % Still Enrolled | | 100.0% | 87.7% | 67.3% | 63.2% | 53.3% | 49.3% | 45.1% | | | | | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | | | | | | | | | | | | |
| Fall '96 | 605 | 605 | 548 | 437 | 426 | 332 | | | | | | | | | | | | | | |
| % Still Enrolled | | 100.0% | 90.6% | 72.2% | 70.4% | 54.9% | | | | | | | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | * | | | | | | | | | | | | | | |
| Fall '97 | 736 | 736 | 664 | 536 | | | | | | | | | | | | | | | | |
| % Still Enrolled | | 100.0% | 90.2% | 72.8% | | | | | | | | | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | * | | | | | | | | | | | | | | | | |
| Fall '98 | 581 | 581 | | | | | | | | | | | | | | | | | | |
| % Still Enrolled | | 100.0% | | | | | | | | | | | | | | | | | | |
| % Graduated | | 0.0% | | | | | | | | | | | | | | | | | | |

† A few students enrolled in one semester as firsttime freshmen, later withdrew, and re-enrolled as firsttime freshmen in a subsequent semester. For this table these students are counted as firsttime freshmen only in the subsequent semester.

* Unavailable at printing

Appendix E-6: Enrollment: Persistence and Graduation Rates:
Regular, Firsttime, Fulltime Freshmen (1989-98)

| FIRST TERM | N [†] | TERM1 | TERM2 | TERM3 | TERM4 | TERM5 | TERM6 | TERM7 | TERM8 | TERM9 | TERM10 | TERM11 | TERM12 | TERM13 | TERM14 | TERM15 | TERM16 | TERM17 | TERM18 | TERM19 |
|------------------|----------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Fall '89 | 391 | 391 | 326 | 249 | 228 | 193 | 192 | 176 | 169 | 149 | 131 | 83 | 73 | 46 | 43 | 41 | 36 | 29 | 23 | 15 |
| % Still Enrolled | | 100.0% | 83.4% | 63.7% | 58.3% | 49.4% | 49.1% | 45.0% | 43.2% | 38.1% | 33.5% | 21.2% | 18.7% | 11.8% | 11.0% | 10.5% | 9.2% | 7.4% | 5.9% | 3.8% |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 4.3% | 6.9% | 16.9% | 23.5% | 28.1% | 29.9% | 31.5% | 32.7% | 33.8% | 34.3% | 35.3% | * |
| Fall '90 | 404 | 404 | 343 | 273 | 253 | 218 | 207 | 191 | 177 | 150 | 137 | 100 | 86 | 58 | 42 | 37 | 37 | 30 | | |
| % Still Enrolled | | 100.0% | 84.9% | 67.6% | 62.6% | 54.0% | 51.2% | 47.3% | 43.8% | 37.1% | 33.9% | 24.8% | 21.3% | 14.4% | 10.4% | 9.2% | 9.2% | 7.4% | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.7% | 1.0% | 4.0% | 7.4% | 13.1% | 17.3% | 23.8% | 28.0% | 29.7% | 30.2% | 30.9% | * | | |
| Fall '91 | 404 | 404 | 353 | 291 | 263 | 228 | 209 | 187 | 187 | 151 | 138 | 96 | 81 | 49 | 39 | 38 | | | | |
| % Still Enrolled | | 100.0% | 87.4% | 72.0% | 65.1% | 55.9% | 51.7% | 46.3% | 46.3% | 37.4% | 34.2% | 23.8% | 20.0% | 12.1% | 9.7% | 9.4% | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.5% | 2.5% | 5.4% | 12.9% | 18.3% | 23.0% | 26.0% | 27.7% | * | | | | |
| Fall '92 | 387 | 387 | 343 | 272 | 250 | 203 | 182 | 154 | 150 | 125 | 112 | 74 | 59 | 44 | | | | | | |
| % Still Enrolled | | 100.0% | 88.6% | 70.3% | 64.6% | 52.5% | 47.0% | 39.8% | 38.8% | 32.3% | 28.9% | 19.1% | 15.2% | 11.4% | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1.3% | 5.2% | 9.3% | 17.8% | 21.4% | 25.6% | * | | | | | | |
| Fall '93 | 410 | 410 | 363 | 289 | 285 | 230 | 223 | 205 | 201 | 157 | 143 | 99 | | | | | | | | |
| % Still Enrolled | | 100.0% | 88.5% | 70.5% | 69.5% | 58.1% | 54.4% | 50.0% | 49.0% | 38.3% | 34.9% | 24.1% | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 3.2% | 7.8% | 21.0% | * | | | | | | | | |
| Fall '94 | 409 | 409 | 368 | 285 | 262 | 217 | 205 | 188 | 188 | 157 | | | | | | | | | | |
| % Still Enrolled | | 100.0% | 90.0% | 69.7% | 64.1% | 53.1% | 50.1% | 46.0% | 46.0% | 38.4% | | | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.2% | 0.7% | 3.9% | * | | | | | | | | | | |
| Fall '95 | 308 | 308 | 278 | 225 | 209 | 179 | 170 | 158 | | | | | | | | | | | | |
| % Still Enrolled | | 100.0% | 90.3% | 73.1% | 67.9% | 58.1% | 55.2% | 51.3% | | | | | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | | | | | | | | | | | | |
| Fall '96 | 417 | 417 | 376 | 306 | 296 | 240 | | | | | | | | | | | | | | |
| % Still Enrolled | | 100.0% | 90.2% | 73.4% | 71.0% | 57.6% | | | | | | | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | 0.0% | 0.0% | * | | | | | | | | | | | | | | |
| Fall '97 | 462 | 462 | 423 | 349 | | | | | | | | | | | | | | | | |
| % Still Enrolled | | 100.0% | 91.6% | 75.5% | | | | | | | | | | | | | | | | |
| % Graduated | | 0.0% | 0.0% | * | | | | | | | | | | | | | | | | |
| Fall '98 | 403 | 403 | | | | | | | | | | | | | | | | | | |
| % Still Enrolled | | 100.0% | | | | | | | | | | | | | | | | | | |
| % Graduated | | 0.0% | | | | | | | | | | | | | | | | | | |

† A few students enrolled in one semester as firsttime freshmen, later withdrew, and re-enrolled as firsttime freshmen in a subsequent semester. For this table these students are counted as firsttime freshmen only in the subsequent semester.

* Unavailable at printing

Appendix F-1: Number of Faculty in All Ranks (1992-98)

| | Fall 1992 | Fall 1993 | Fall 1994 | Fall 1995 | Fall 1996 | Fall 1997 | Fall 1998 |
|-------------------------------|------------|------------|------------|------------|------------|------------|------------|
| Distinguished Professors | 6 | 6 | 6 | 6 | 5 | 5 | 5 |
| Professors | 118 | 121 | 128 | 115 | 116 | 113 | 110 |
| Associate Professors | 91 | 95 | 94 | 86 | 79 | 76 | 76 |
| Assistant Professors | 86 | 85 | 81 | 67 | 57 | 68 | 79 |
| Instructors | 17 | 14 | 13 | 3 | 7 | 10 | 9 |
| Lecturers | 38 | 38 | 36 | 26 | 21 | 24 | 31 |
| Total Fulltime Faculty | 356 | 359 | 358 | 303 | 285 | 296 | 310 |
| Adjunct Lecturers | 229 | 228 | 288 | 278 | 351 | 399 | 371 |
| Hourly Instructional Staff | 36 | 34 | 38 | 1 | 0 | 0 | 0 |
| Total Parttime Faculty | 265 | 262 | 326 | 279 | 351 | 399 | 371 |

Appendix F-2: Ratio of Student FTEs to Instructor FTEs, Undergraduate Division (1997)

| Department/Program | Total Undergrad FTEs | Total Instructor FTEs ¹ | Student/Faculty Ratio |
|--|----------------------|------------------------------------|-----------------------|
| Adult Degree Program | 79.93 | 4.13 | 19.4 |
| American Studies Program | 11.80 | 0.57 | 20.7 |
| Anthropology | 121.13 | 7.39 | 16.4 |
| Art | 70.34 | 9.01 | 7.8 |
| Bilingual Program | 150.46 | 9.24 | 16.3 |
| Biological Sciences | 237.66 | 20.18 | 11.8 |
| Black Studies | 107.33 | 5.98 | 17.9 |
| Chemistry | 137.16 | 10.79 | 12.7 |
| City & Humanities Program | 13.14 | 1.56 | 8.4 |
| Core Program | 347.20 | 19.71 | 17.6 |
| Early Childhood & Elementary Education | 160.20 | 10.50 | 15.3 |
| Economics & Accounting | 432.27 | 25.96 | 16.7 |
| English | 795.67 | 55.34 | 14.4 |
| Freshman Year Initiative Program | 36.47 | 1.05 | 34.7 |
| Geology & Geography | 28.00 | 2.89 | 9.7 |
| Health Services | 266.87 | 11.77 | 22.7 |
| History | 107.60 | 5.82 | 18.5 |
| Italian-American Studies Program | 4.20 | 0.31 | 13.5 |
| Languages & Literatures | 269.54 | 19.23 | 14.0 |
| Latin-American & Caribbean Studies Program | 26.20 | 1.19 | 22.0 |
| Latin-American & Puerto Rican Studies | 49.00 | 2.57 | 19.1 |
| Lehman Scholars' Program | 33.22 | 2.00 | 16.6 |

| Department/Program | Total Undergrad FTEs | Total Instructor FTEs ¹ | Student/Faculty Ratio |
|--|----------------------|------------------------------------|-----------------------|
| Linguistics Program | 7.60 | 0.34 | 22.4 |
| Mathematics & Computer Science | 575.24 | 40.11 | 14.3 |
| Music | 94.47 | 6.92 | 13.7 |
| Nursing | 171.27 | 27.43 | 6.2 |
| Philosophy | 83.20 | 3.48 | 23.9 |
| Physics & Astronomy | 50.94 | 3.60 | 14.2 |
| Political Science | 62.67 | 4.60 | 13.6 |
| Psychology | 363.94 | 15.98 | 22.8 |
| Secondary, Adult, & Business Education | 92.19 | 8.18 | 11.3 |
| Sociology & Social Work | 301.34 | 12.92 | 23.3 |
| Specialized Services in Education | 4.20 | 0.29 | 14.5 |
| Speech & Theatre | 291.02 | 24.51 | 11.9 |
| Women's Studies Program | 11.00 | 0.29 | 37.9 |
| World Classics Program | 4.20 | 0.58 | 7.2 |
| TOTAL | 5598.67 | 376.42 | 14.9 |

1. Faculty FTE calculations are based upon classroom teaching hours only.

Appendix F-3: Ratio of Student FTEs to Instructor FTEs, Graduate Division (1997)

| Department/Program | Graduate Student FTEs | Total Instructor FTEs ¹ | Student Faculty Ratio |
|--|-----------------------|------------------------------------|-----------------------|
| Anthropology | 1.00 | 0.10 | 10.0 |
| Art | 9.50 | 1.25 | 7.6 |
| Biological Sciences | 15.18 | 1.91 | 7.9 |
| Early Childhood & Elementary Education | 129.08 | 7.21 | 17.9 |
| Economics & Accounting | 10.50 | 0.61 | 17.2 |
| English | 14.75 | 1.58 | 9.3 |
| Geology & Geography | 1.00 | 0.08 | 12.5 |
| Health Services | 54.75 | 3.02 | 18.1 |
| History | 17.50 | 0.67 | 26.1 |
| Languages & Literatures | 6.75 | 0.57 | 11.8 |
| Mathematics & Computer Science | 37.08 | 2.01 | 18.4 |
| Music | 6.42 | 0.79 | 8.1 |
| Nursing | 49.50 | 4.74 | 10.4 |
| Physics & Astronomy | 3.00 | 0.00 | na |
| Secondary, Adult, & Business Education | 122.33 | 4.48 | 27.3 |
| Specialized Services in Education | 187.33 | 10.86 | 17.2 |
| Speech & Theatre | 68.78 | 10.81 | 6.4 |
| TOTAL | 734.45 | 50.69 | 14.5 |

1. Faculty FTE calculations are based upon classroom teaching hours only.

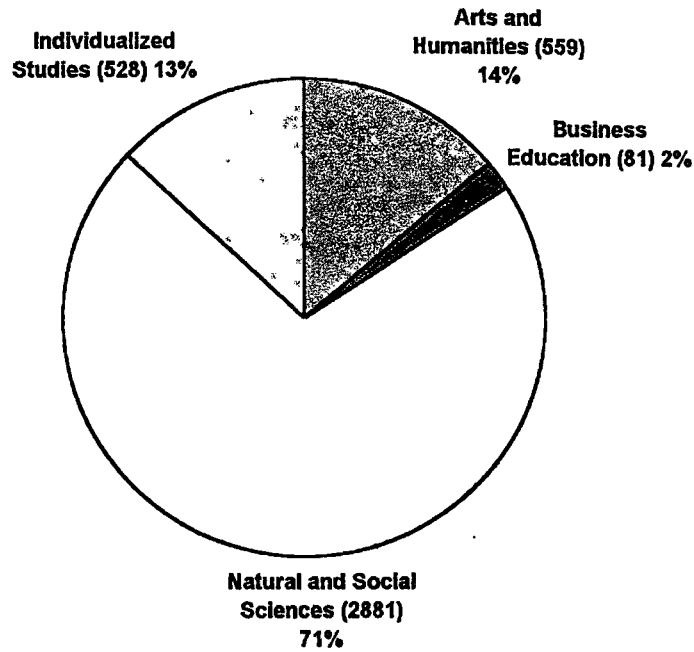
Appendix G
Information and Data On Departments

Appendix G-1: Divisions, Departments, and Programs

| | |
|--|---|
| <p>Division of Arts and Humanities</p> <ul style="list-style-type: none"> Art Bilingual Program Black Studies City and Humanities Program Core/Writing Laboratory English ESL Program Freshman Year Initiative History Languages and Literatures Latin American and Puerto Rican Studies Linguistics LUPI Music Philosophy Speech and Theatre Women's Studies Writing Center/Language Lab | <p>Division of Natural and Social Sciences</p> <ul style="list-style-type: none"> Anthropology Biological Sciences Chemistry Economics and Accounting Geology and Geography Health Services Italian American Studies MARC/MBRS Program Mathematics and Computer Science Nursing Physics and Astronomy Political Science Psychology Sociology and Social Work |
| <p>Division of Education</p> <ul style="list-style-type: none"> Bronx Educational Alliance Bronx Institute Early Childhood/Elementary Education Institute for Literacy Studies School/College Collaboratives Secondary Adult Business Education Specialized Services in Education | <p>Division of Individualized and Continuing Education</p> <ul style="list-style-type: none"> Adult Degree Program Continuing Education Individualized BA/BS Program Lehman Scholars Program Weekend Advantage Program |

Appendix G-2

DISTRIBUTION OF 4,049 DECLARED
UNDERGRADUATE MAJORS
FALL, 1997



| | |
|---|--|
| <input checked="" type="checkbox"/> Arts and Humanities | <input checked="" type="checkbox"/> Business Education |
| <input type="checkbox"/> Natural and Social Sciences | <input type="checkbox"/> Individualized Studies |

Appendix G-3: Programs and Degrees

| PROGRAM TITLE | DEGREE |
|---|---------------|
| Accounting | BA/BS/MS |
| American Studies | BA |
| Anthropology | BA |
| Anthropology (Physical), Biology, and Chemistry | BS |
| Interdepartmental Concentration in Art | BA/BFA/MA/MFA |
| Art N-12 Teacher | MA |
| Bilingual Extension for Secondary Teachers | Adv.Cert. |
| Biology | BA/MA |
| Biology 7-12 | MA |
| Black Studies | BA |
| Business Education | BA |
| Business Education/Secondary & Adult Education | MSEd |
| Chemistry | BA/BS |
| Comparative Lit. (Interdepartmental) | BA |
| Computer Science | BA/BS/MS |
| Computing and Management | BS |
| Corporate Training | BA |
| Dance in the Physical Ed. Program | BA |
| Dance Theatre | BFA |
| Dietetics, Foods, and Nutrition | BS |
| Early Childhood Education | MSEd |
| Economics | BA |
| Elementary Education | MSEd |
| English | BA/MA |
| English Education | MSEd |
| English 7-12 | MA |
| French | BA |
| Geology | BA |
| Geography | BA |
| German | BA |
| Greek | BA |
| Greek and Latin | BA |
| Guidance and Counseling | MSEd |
| Health Education and Promotion | BS/MA |
| Health N-12 Teacher | BS/MSEd |
| Health Services Administration | BS |
| Hebraic and Judaic Studies | BA |
| Hebrew | BA |
| History | BA/MA |
| Italian | BA |
| Italian-American Studies | BA |
| Latin | BA |
| Latin American and Caribbean Studies | BA |
| Liberal Studies | MA |
| Linguistics | BA |

| PROGRAM TITLE | DEGREE |
|---|---------------|
| Mathematics | BA/MA |
| Mathematics (Dual) | BA/MA |
| Math 7-12 | MA/MSEd |
| Multilingual Journalism | BA |
| Music | BA/BS/MAT |
| Undergraduate Nursing | BS |
| Adult Health Nursing | MS |
| Nursing of Older Adults | MS |
| Parent-Child Nursing | MS |
| Pediatric Nurse Practitioner | MS/Adv.Cert. |
| Nutrition | MS |
| Philosophy | BA |
| Political Science | BA |
| Psychology | BA |
| Puerto Rican Studies | BA |
| Physics | BA/BS |
| Reading Teacher | MDEd |
| Recreation Education | BA/BS/MA/MsEd |
| Russian | BA |
| School Counselor | MA |
| Science Education | MSEd |
| Self-Determined Studies | BA/BS |
| Social Studies 7-12 | MA |
| Social Work | BA |
| Sociology | BA |
| Spanish | BA |
| Spanish 7-12 | MA |
| Speech | BA/MA |
| Speech and Theatre | BA/MA |
| Speech-Language Pathology and Audiology | MA |
| Speech Pathology & Audiology | BA |
| Teachers of Special Education | MSEd |
| Teaching English to Speakers of Other Languages | MSEd |

Appendix G-4 : Ratio of Majors to Fulltime Faculty by Department (1997)

| Department/Program | Undergraduate Majors | Graduate Majors ¹ | Total Majors | Fulltime Faculty ² | Major/ Fulltime faculty Ratio |
|--|----------------------|------------------------------|--------------|-------------------------------|-------------------------------|
| Adult Degree Program | 0 | 0 | 0 | 0 | na |
| American Studies Program | 0 | 0 | 0 | 0 | na |
| Anthropology | 52 | 0 | 52 | 9 | 5.8 |
| Art | 41 | 14 | 55 | 9 | 6.1 |
| Bilingual Program | 0 | 0 | 0 | 0 | na |
| Biological Sciences | 117 | 17 | 134 | 12 | 11.2 |
| Black Studies | 23 | 0 | 23 | 4 | 5.8 |
| Chemistry | 26 | 0 | 26 | 11 | 2.4 |
| City & Humanities Program | 0 | 0 | 0 | 0 | na |
| Core Program | 0 | 0 | 0 | 0 | na |
| Early Childhood & Elementary Education | 0 | 252 | 252 | 14 | 18.0 |
| Economics & Accounting | 534 | 18 | 552 | 18 | 30.7 |
| English | 91 | 48 | 139 | 29 | 4.8 |
| Freshman Year Initiative Program | 0 | 0 | 0 | 0 | na |
| Geology & Geography | 4 | 0 | 4 | 5 | 0.8 |
| Health Services | 461 | 101 | 562 | 11 | 51.1 |
| History | 54 | 15 | 69 | 9 | 7.7 |
| Italian-American Studies Program | 0 | 0 | 0 | 0 | na |
| Languages & Literatures | 88 | 14 | 102 | 20 | 5.1 |
| Latin-American & Caribbean Studies Program | 6 | 0 | 6 | 0 | na |
| Latin-American & Puerto Rican Studies | 13 | 0 | 13 | 9 | 1.4 |
| Lehman Scholars' Program | 0 | 0 | 0 | 0 | na |

| Department/Program | Undergraduate Majors | Graduate Majors ¹ | Total Majors | Fulltime Faculty ² | Major/ Fulltime faculty Ratio |
|---|----------------------|------------------------------|--------------|-------------------------------|-------------------------------|
| Linguistics Program | 2 | 0 | 2 | 0 | na |
| Mathematics & Computer Science | 362 | 60 | 422 | 22 | 19.2 |
| Music | 18 | 13 | 31 | 8 | 3:9 |
| Nursing | 319 | 81 | 400 | 15 | 26.7 |
| Philosophy | 9 | 0 | 9 | 7 | 1.3 |
| Physics & Astronomy | 1 | 0 | 1 | 3 | 0.3 |
| Political Science | 58 | 0 | 58 | 5 | 11.6 |
| Psychology | 422 | 0 | 422 | 10 | 42.2 |
| Secondary, Adult, & Business Education | 81 | 153 | 234 | 13 | 18.0 |
| Sociology & Social Work | 531 | 0 | 531 | 14 | 37.9 |
| Specialized Services in Education | 0 | 288 | 288 | 9 | 32.0 |
| Speech & Theatre | 213 | 104 | 317 | 16 | 19.8 |
| Women's Studies Program | 0 | 0 | 0 | 0 | na |
| World Classics Program | 0 | 0 | 0 | 0 | na |
| Other (Self-Determine Studies) | 528 | 0 | 528 | 0 | na |
| Non-applicable (Liberary & SEEK-Student Services) | | | | 14 | na |
| TOTAL | 4054 | 1178 | 5232 | 296 | 17.7 |

1. Graduate majors are reported only for degree-seeking students.

2. Includes regular, substitute, and visiting faculty members. Includes faculty members on fellowship leave.

Appendix H: Financial Data

Appendix H-1

1998-99 Initial Budget Allocation, Lehman College, June 16-1998

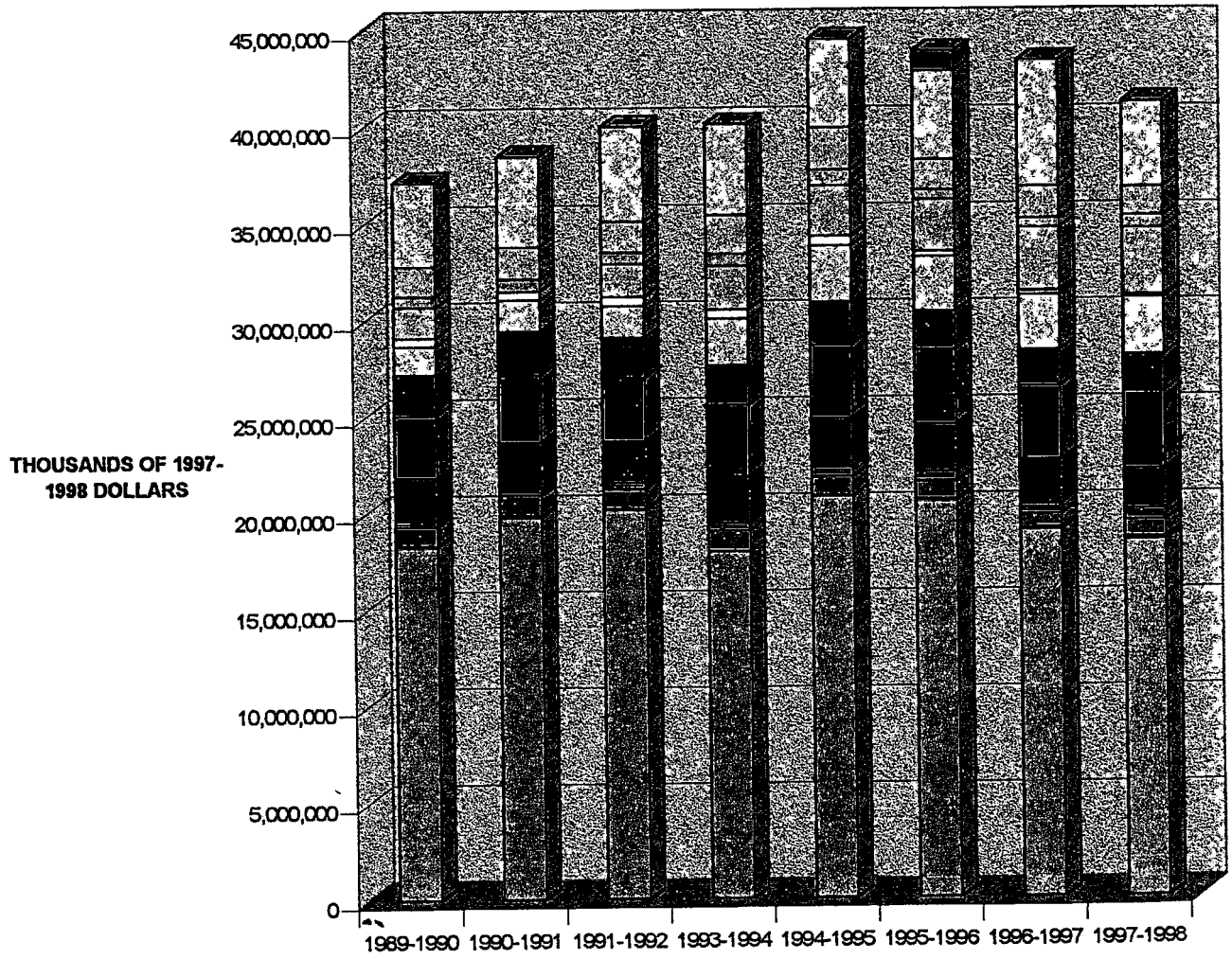
| ITEM | (\$000) Funding | FTE Positions | FTE Adjunct |
|---|--------------------|------------------|----------------|
| 1997-98 Adopted Budget | 38,226.0 | 692.0 | |
| 1997-98 Base Adjustments | | | |
| Centers, Institutes & Consortia | 185.0 | 1.0 | |
| Faculty Hiring Initiative | 517.0 | 13.0 | |
| 1997-98 Total Base Adjustments | 702.0 | 14.0 | 0.0 |
| 1997-98 Adjusted Base Budget | 38,928.0 | 706.0 | 0.0 |
| 1998-99 Adopted Budget | 39,295.0 | 706.0 | 0.0 |
| Lump Sum Adjustment | (467) | | |
| 1998-99 base budget Allocation | 38,928.0 | 706.0 | 0.0 |
| Lump Sums | | | |
| Adjunct | 1,945.8 | | 119.0 |
| Child Care | 112.7 | | |
| Collaborative Program | 0.0 | | |
| Computer Access | 80.4 | | |
| Coordinated Freshman Year Programs | 390.0 | | |
| CUNY Acounseling Assistance Program | 30.0 | | |
| Equipment Replacement | 87.1 | | |
| Fuel Oil | 0.0 | | |
| Language Immersion Program | 0.0 | | |
| Maintenance and Repair | 100.0 | | |
| Neighborhood Work Project | 60.0 | | |
| SEEK | 454.4 | | |
| Services for the Disabled | 95.0 | | |
| Supplemental Support | 158.6 | | |
| Teacher Education | 80.0 | | |
| Total Lump Sums | 3,594.0 | 0.0 | 119.0 |
| Grand Total Allocation | 42,522.1 | 706.0 | 119.0 |
| Tuition Reimbursement (Excludes last semester free) | 58.0 | | |
| Employee Waivers | 172.0 | | |
| 1998-99 Enrollment | Total | Contract | Net |
| FTE | 6264 | Courses (183) | 1 |
| Estimated Early Retirement Savings for R197 | 1212.1 | | |

LEHMAN BUDGET IN TERMS OF PERSONNEL SPENDING (PS) AND OTHER THAN PERSONNEL SERVICES (OTPS) FROM 1989-90 TO 1997-98

| ITEM | 1997-98 | 1996-97 | 1995-96 | 1994-95 | 1993-94 | 1992-93 | 1991-92 | 1990-91 | 1989-90 |
|--------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| TOTAL CERTIFICATE: | \$41,142,900 | \$43,280,142 | \$43,781,303 | \$44,419,734 | \$40,084,345 | \$39,232,541 | \$39,991,581 | \$40,165,837 | \$37,157,269 |
| PS REGULAR: | | | | | | | | | |
| I&DR | 18,457,097 | 19,008,534 | 20,535,082 | 20,798,358 | 17,987,819 | 19,194,469 | 20,139,344 | 19,809,473 | 18,269,953 |
| ORGANIZED RESEARCH | 119,470 | 91,381 | 75,561 | 0 | 0 | 0 | 0 | 0 | 0 |
| EXTENSION & PUBLIC SERVICE | 0 | 0 | 0 | 0 | 0 | 0 | 74,191 | 71,149 | 66,033 |
| LIBRARY | 878,334 | 710,334 | 940,823 | 1,018,167 | 1,066,061 | 1,010,831 | 1,042,983 | 1,072,941 | 995,973 |
| ORGANIZED ACTIVITIES | 565,065 | 527,025 | 461,061 | 503,290 | 378,700 | 280,158 | 309,805 | 342,774 | 318,194 |
| STUDENT SERVICES | 2,111,104 | 2,268,695 | 2,490,899 | 2,510,151 | 2,407,000 | 1,967,563 | 2,154,212 | 2,393,615 | 2,212,690 |
| MAINTENANCE & OPERATIONS | 4,007,633 | 3,839,248 | 3,854,256 | 3,808,898 | 3,739,600 | 3,088,751 | 3,280,710 | 3,483,331 | 3,233,547 |
| GENERAL ADMINISTRATION | 1,895,190 | 1,885,627 | 2,007,441 | 2,220,114 | 2,059,919 | 1,913,750 | 2,081,845 | 2,278,244 | 2,114,875 |
| G.I.S. | 2,965,835 | 2,846,044 | 2,822,649 | 2,904,738 | 2,399,240 | 1,894,321 | 1,647,950 | 1,616,149 | 1,500,257 |
| S.E.E.K. | 124,700 | 207,044 | 279,541 | 494,744 | 461,800 | 458,465 | 465,665 | 461,006 | 427,948 |
| PS ADJUNCT | 3,463,130 | 3,278,228 | 2,637,610 | 2,618,400 | 2,273,801 | 2,074,322 | 1,693,404 | 1,705,072 | 1,582,804 |
| PS SUMMER (INCLUDES S.E.E.K.) | 650,076 | 466,896 | 505,093 | 796,723 | 631,028 | 561,007 | 586,187 | 619,383 | 574,968 |
| PS TEMPORARY | 1,487,029 | 1,658,096 | 1,568,978 | 2,211,028 | 1,980,813 | 1,607,823 | 1,601,615 | 1,660,276 | 1,541,220 |
| O.T.P.S. | 4,418,237 | 6,492,990 | 4,579,009 | 4,535,125 | 4,698,564 | 5,181,081 | 4,913,670 | 4,652,424 | 4,318,807 |
| UNALLOCATED | 0 | 0 | 1,023,300 | 0 | 0 | 0 | 0 | 0 | 0 |

Appendix H-2
 Lehman Budget in terms of personnel spending (PS)
 and other than personnel services (OTPS) from 1989-90 to 1997-98

Appendix H-3:
LEHMAN COLLEGE TOTAL EXPENDITURES



| | | |
|----------------------------|--------------------------|--------------------|
| ■ I&DR | ■ RESEARCH | □ PUB. SERVICE |
| ■ LIBRARY | ■ ORG. ACTIVITIES | ■ STUDENT SERVICES |
| ■ MAINTENANCE & OPERATIONS | ■ GENERAL ADMINISTRATION | □ G.I.S. |
| □ S.E.E.K. | ■ ADJUNCT | ■ SUMMER |
| ■ TEMP | □ O.T.P.S. | ■ UNALLOCATED |

Total enrollment (headcount) and total filled positions from the academic year 1989/90 to 1998/99

12-Nov-98

LEHMAN COLLEGE BUDGET OFFICE

DISTRIBUTION OF FILLED POSITIONS WITHOUT SEEK (INCLUDING GRADUATE CENTER AND FULL TIME ON PS TEMPORARY)

| | (d) 98-99 | (d) 97-98 | (d) 96-97 | (c) 95-96 | (b) 94-95 | (a) 93-94 | 92-93 | 91-92 | 90-91 | 89-90 |
|------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|----------|---------|--------|--------|
| HEADCOUNT | 9379* | 9,498.0 | 9,614.0 | 9,566.0 | 10,373.0 | 10,352.0 | 10,074.0 | 9,956.0 | 10255 | 9972 |
| I&DR ADJUNT | 3,472.7 | 3,577.0 | 2,837.4 | 2,617.9 | 2,233.1 | 2,109.7 | 1,912.6 | 1,588.9 | 1534.9 | 1226.3 |
| TOTAL FILLED POSITIONS | 627.0 | 584.0 | 584.0 | 610.0 | 691.0 | 692.0 | 698.0 | 707.0 | 765 | 783 |
| I&DR TEACHING | 248.0 | 221.0 | 238.0 | 265.0 | 317.0 | 322.0 | 328.0 | 334.0 | 354 | 362 |
| I&DR SUPPORT | 107.0 | 96.0 | 100.0 | 94.0 | 86.0 | 73.0 | 76.0 | 78.0 | 85 | 87 |
| ORGANIZED RESEARCH | 2.0 | 2.0 | 2.0 | 4.0 | 3.0 | 3.0 | 1.0 | 1.0 | 2 | 2 |
| EXTENSION & PUBLIC SREVICE | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.0 | 1 | 1 |
| LIBRARY | 23.0 | 22.0 | 21.0 | 21.0 | 24.0 | 27.0 | 28.0 | 29.0 | 33 | 35 |
| ORGANIZED ACTIVITY | 8.0 | 10.0 | 8.0 | 5.0 | 8.0 | 7.0 | 7.0 | 8.0 | 9 | 9 |
| STUDENT SERVICES | 58.0 | 59.0 | 58.0 | 61.0 | 63.0 | 60.0 | 59.0 | 58.0 | 64 | 67 |
| MAINTENANCE & OPERATIONS | 89.0 | 89.0 | 85.0 | 85.0 | 96.0 | 96.0 | 98.0 | 100.0 | 112 | 120 |
| GENERAL ADMINISTRATION | 52.0 | 49.0 | 49.0 | 48.0 | 56.0 | 58.0 | 56.0 | 54.0 | 61 | 63 |
| GEN'S INSTITUTIONAL SERVICES | 40.0 | 36.0 | 23.0 | 27.0 | 38.0 | 46.0 | 45.0 | 44.0 | 44 | 37 |

*Estimated 1998-99 Headcount

(a) Does not include 38 Security Lines
 " " " 16 Apex "

(b) Does not include 38 Security Lines
 " " " 22 Apex "
 Includes (-4) Lines for base level equity.

(c) Does not include 42 Security Lines
 " " " 22 Apex "
 Includes (+6) A.P.P. Lines.

(d) Does not include 42 Security Lines
 " " " 22 Apex "

Appendix I: Outreach Programs

| ID | Program Name | Contact | email |
|----|---|------------------------|-------------------------------|
| 1 | Whole School Inquiry Project | Cecelia Traugh | cecelia@alpha.lehman.cuny.edu |
| 2 | City and Humanities | David Bady | davidb@alpha.lehman.cuny.edu |
| 3 | New York City Writing Project | Linette Moorman | linette@alpha.lehman.cuny.edu |
| 4 | New York Youth Support Network | Lena Townsend | lena@alpha.lehman.cuny.edu |
| 5 | Robert Bowne Foundation After-School Support Project | Lena Townsend | lena@alpha.lehman.cuny.edu |
| 6 | Students at the Center | Rick Lear | learrj@aol.com |
| 7 | Music Dance & Theatre for Community | Andrea Rockower | |
| 8 | Young People's Series | Andrea Rockower | |
| 9 | New York Collaborative for Excellence in Teacher Educatio | James Bruni | bruni@alpha.lehman.cuny.edu |
| 10 | High School-College Library Usage Project | Daniel Rubey | rubey@alpha.lehman.cuny.edu |
| 11 | Library Orientation - Nurse Practitioners Preceptors | Susan Voge | savlc@cunyvm.cuny.edu |
| 12 | SUNY Empire State Program | Janet Munch | jbmlc@cunyvm.cuny.edu |
| 13 | Friends of the Library | Janet Munch | jbmlc@cunyvm.cuny.edu |
| 14 | Lehman Library Gallery + Special Collection Exhibits | Janet Munch | jbmlc@cunyvm.cuny.edu |
| 15 | Bronx Institute Archives | Janet Munch | jbmlc@cunyvm.cuny.edu |
| 16 | SUNY OCLC | Carol Gee | kcgic@cunyvm.cuny.edu |
| 17 | APEX | Martin Zwiren | apxlc@cunyvm.cuny.edu |
| 18 | Lehman College Archaeology Project | Bruce Byland | bbyland@aol.com |
| 19 | Internship in NY Government | Ira Bloom | |
| 20 | Child Care | Pat Amanna | amanna@purchase. Edu |
| 21 | Child Care at The Alliance | Pat Amanna | amanna@purchase. Edu |
| 22 | Child Care - Tremont Crotona | Pat Amanna | amanna@purchase. Edu |
| 23 | Child Care - NYC Family Care Consortium | Pat Amanna | amanna@purchase. Edu |
| 24 | Center for Arts Education Partnership | Andrea Rockower | |
| 25 | Community Celebrations Performance Series | Andrea Rockower | |
| 26 | Lehman College Speech and Hearing Center | Carolyn McCarthy | |
| 27 | Lehman College Foundation | Ruth K. Abrahams | |
| 28 | Bronx Educational Alliance | Marietta Saravia-Shore | saravia@alpha.lehman.cuny.edu |
| 29 | Annenberg Challenge Grant for Arts Education | Herbert Broderick | |
| 30 | CUNY WEP Pilot Program | Jeanie Geraci | |
| 31 | Bronx On Stage Series | Andrea Rockower | |
| 32 | Concert Hall Rentals | Jack Globenfelt | |
| 33 | Staff Development Day for Bronx High School Music Educat | Diana M. Battipaglia | |
| 34 | LSAT Prep Course | Ira Bloom | |
| 35 | HC-4-1199 Program for Health Care Workers | Joan Johnston | joan@alpha.lehman.cuny.edu |
| 36 | Adult Learning Center at Lehman College | Paul Wasserman | |
| 37 | Children's After School Literacy Project | Lena Townsend | lena@alpha.lehman.cuny.edu |
| 38 | Elementary Teachers Network | Elaine Avidon | eavidon@aol.com |
| 39 | Family Literacy Through Education (FLITE) | Claudia M. Ullman | claudia@alpha.lehman.cuny.edu |
| 40 | Middle School Initiative (CSD 9) | Linda Vereline | lindav@alpha.lehman.cuny.edu |

| ID | Program Name | Contact | email |
|----|---|-----------------------|--------------------------------|
| 41 | New York City Mathematics Project | Ray Durney | rayd@alpha.lehman.cuny.edu |
| 42 | Lovinger Theatre Project | David Bady | davidb@alpha.lehman.cuny.edu |
| 43 | Approved PreProfessional Practice Program | Andrea Boyar | aboyer@alpha.lehman.cuny.edu |
| 44 | Howard Hughes Scholar Program in Biological Sciences | Clarence Branch, Jr. | |
| 45 | Bronx Information Network | Joseph Middleton | jamlc@alpha.lehman.cuny.edu |
| 46 | Office of Continuing Education | Phyllis Rafti | rafti@alpha.lehman.cuny.edu |
| 47 | Family Development Training and Credentialing Program | Phyllis Rafti | rafti@alpha.lehman.cuny.edu |
| 48 | Lehman College Certificate Programs for Displaced Worker | Miriam Wiener | |
| 49 | Lehman College Career Development and Skills Upgrading | Miriam Wiener | |
| 50 | Lehman Certificate Program and Career Training for Disabl | Miriam Wiener | |
| 51 | Banana Kelly | Elena Dimond | |
| 52 | Phipps Community Development Corporation/College Bridg | Elena Dimond | |
| 53 | Computer Training Program for Consortium for Worker Edu | Maryann Drago-Dowling | maryann@alpha.lehman.cuny.edu |
| 54 | UFT Paraprofessional continuing education course develop | Miriam Wiener | |
| 55 | Home Care Certificate Course | Joan Johnston | joan@alpha.lehman.cuny.edu |
| 56 | Pre-College Courses for Home Care Workers | Joan Johnston | joan@alpha.lehman.cuny.edu |
| 57 | Project Science Teachers in Industry and Research (STIR) | Iraj Ganjian | |
| 58 | Teacher Opportunity Corps | Valerie M. Washington | valejet@aol.com |
| 59 | Pathways to Teaching | Valerie M. Washington | valejet@aol.com |
| 60 | DDE Reading and Writing Across the Curriculum | Valerie M. Washington | valejet@aol.com |
| 61 | Internet Art and Culture Workshop | Kristin Baxter | |
| 62 | Workshop Tours | Kristin Baxter | |
| 63 | Lehman College Art Gallery Internship Program | Kristin Baxter | |
| 64 | Bronx School Districts Arts in Education Program | Kristin Baxter | |
| 65 | Lehman College Art Gallery Docent Program | Kristin Baxter | |
| 66 | LCAG/PS-MS 95 Annenburg | Kristin Baxter | |
| 67 | Public Art in the Bronx CD-Rom project | Susan Hoetzel | sshlc@cunyvm.cuny.edu |
| 68 | Teacher Workshop in Curr. Develop.: Artists and Museum | Susan Hoetzel | sshkc@cunyvm.cuny.edu |
| 69 | Astronomy for High School Students | Jean Donahue | |
| 70 | Bronx Data Center | William Bosworth | bosworth@alpha.lehman.cuny.edu |
| 71 | Special Education Practica | Susan Polirstok | polirsto@alpha.lehman.cuny.edu |
| 72 | NE Bronx Women's Support Center | Charlotte Morgan Cato | charlott@alpha.lehman.cuny.edu |
| 73 | Bronx Women Moving Our World - Conference | Charlotte Morgan Cato | charlott@alpha.lehman.cuny.edu |
| 74 | Fieldwork in the Black Community | Charlotte Morgan Cato | charlott@alpha.lehman.cuny.edu |
| 75 | Lehman College Stage Band | Diana M. Battipaglia | |
| 76 | Lehman College and Community Chorus | Diana M. Battipaglia | |
| 77 | Lehman College Community Band | Diana M. Battipaglia | |
| 78 | High School Senior Program | Thomas C. Gillan | TCGLC@cunyvm.cuny.edu |
| 79 | Internship in Community Health I | Nicholas Galli | |
| 80 | Internship in Community Health II | Nicholas Galli | |
| 81 | Internship in Health Education | Nicholas Galli | |

| ID | Program Name | Contact | email |
|----|---|------------------------------|-----------------------------|
| 82 | http://www.lehman.cuny.edu | Anne Perryman/Florian Pene | anne@alpha.lehman.cuny.edu |
| 83 | Lehman Lightning | Anne Perryman | anne@alpha.lehman.cuny.edu |
| 84 | Project FRESH: Fitness Recreation and Education for Senio | Robin Kunstler | rok1c@cunyvm.cuny.edu |
| 85 | Liberty Partnership Program | Anne Rothstein/Pedro Baez | anner@alpha.lehman.cuny.edu |
| 86 | Walton/Lehman Pre-Teaching Academy | Anne Rothstein/Phyllis Opoc | anner@alpha.lehman.cuny.edu |
| 87 | Science and Technology Entry Program | Anne Rothstein | anner@alpha.lehman.cuny.edu |
| 88 | National Aeronautics and Space Agency PACE/MSET Progr | Anne Rothstein | anner@alpha.lehman.cuny.edu |
| 89 | Dwight D. Eisenhower Title IIA Professional Development P | Anne Rothstein | anner@alpha.lehman.cuny.edu |
| 90 | Paraeducator Pathways to Careers in Teaching | Anne Rothstein/M. Victoria R | anner@alpha.lehman.cuny.edu |
| 91 | Einstein-Lehman Partnership for Access to Medicine (ELPA | Anne Rothstein/Clerence Bra | anner@alpha.lehman.cuny.edu |
| 92 | Technology Training for Teachers | Anne Rothstein. | anner@alpha.lehman.cuny.edu |
| 93 | Urban Teacher Academy Project | Anne Rothstein | anner@alpha.lehman.cuny.edu |
| 94 | Mathematics and Science Through Excellence and Researc | Anne Rothstein | anner@alpha.lehman.cuny.edu |

Appendix L: Glossary

Acronyms and special terms used in this Self-Study Report

| | |
|-----------------|--|
| ACC | Academic Computing Center |
| ADA | American Disabilities Act |
| ADP | Adult Degree Program |
| AMP | Alliance for Minority Participation |
| AP-4 | Approved Pre-Professional Practice Program |
| APEX | The Lehman College Athletics Facility |
| APP | Academic Program Planning |
| ATS | Assessment of Teaching Skills |
| ATS-W | Assessment of Teaching Skills—Written |
| AUPHA | Association of University Programs in Health Administration |
| BCC | Bridges to Community Colleges |
| BEA | Bronx Educational Alliance |
| BIN | Bronx Information Network |
| BronxNet | Bronx Network |
| BSAT | Basic Skills Assessment Tests |
| CAP | Counseling Assistantship Program |
| CASA | Campus Association for Student Activities |
| CCTV | Closed Circuit Television |
| CFP | Coordinated Freshman Program |
| CGI | Computer Graphics and Imaging |
| CIS | Computing and Information Services |
| CLASS | Computerized Lehman Administrative Student System |
| CORE | Basic courses required by students |
| CPA | Certified Public Accountant |
| CPI | College Preparatory Initiative |
| CSC | Career Services Center |
| CS/CC | Center for School/College Collaboratives |
| CUNY/CIS | City University of New York Computing and Information Services |
| CUNY+PLUS | This CUNY library union catalog |
| CWE | College Writing Examination |
| DoITT | Department of Information Technology and Telecommunications of The City of New York |
| DFN | Dietetics, Foods, and Nutrition |
| ECEE | Early Childhood and Elementary Education |
| EDS | Electronic Documentation System |
| ESL | English as a Second Language |
| FA | Financial Aid |
| FAFSA | Free Application for Federal Student Aid |

| | |
|-----------------------|--|
| FAO | Financial Aid Office |
| FCP | Federal Central Processor |
| FIPSE | Fund for the Improvement of Post-Secondary Education |
| FTE | Fulltime Equivalent |
| FYI | Freshman Year Initiative |
| GED | General Education Diploma |
| GIS | Geographic Information Systems |
| HACU | Hispanic Association of Colleges and Universities |
| HEDS | Higher Education Data System (New York) |
| HEO | Higher Education Officer |
| HETS | Hispanic Education Telecommunications System |
| HSI-STEP | Transportation Scholarship and Internship Program |
| IBAP | Individualized Bachelor of Arts Program |
| ILL | Inter-Library Loan |
| ILS | Institute for Literacy Studies |
| INET | Interconnected Network of New York City |
| ITR | Information Technology Resources |
| <i>La Causa</i> | The Lehman College student newspaper, in Spanish |
| LAN | Library Access Network |
| LAST | Liberal Arts and Sciences Test |
| LCF | Lehman College Foundation, Inc. |
| LCMSSS | Lehman College Middle States Self-Study |
| LSP | Lehman Scholars Program |
| MAC | Multicultural Awareness Committee |
| MALS | Master of Arts in Liberal Studies |
| MARC | Minority Access to Research Careers Program |
| MAT | Mathematics Assessment Test |
| MBRS | Minority Biomedical Research Support Program |
| MDS | Media Distribution System |
| <i>Meridian</i> | The Lehman College student newspaper, in English |
| METRO | Metropolitan New York Library Council |
| MMR | Measles, mumps, and rubella |
| M-RISP | Minority-Research Infrastructure Support Program |
| MSSS | Middle States Self-Study |
| NCLEX-RN | National Council Licensure Examination for Registered Nurses |
| NEA | National Endowment for the Arts |
| NEH | National Endowment for the Humanities |
| NSF | National Science Foundation |
| NT | IBM Microsoft's New Technology Platform Workstation |
| NYC | New York City |
| NYClassNet | New York Classroom Network |
| NYS | New York State |
| OLS | Office of Library Services |

| | |
|--------------|--|
| P&B | Personnel and Budget |
| PELL | Senator Pell Grants |
| PSC | Professional Staff Congress, the CUNY faculty union |
| RAT | Reading Assessment Test |
| RD | Registered Dietitian |
| RELATE | Relationship of Liberal Arts and Sciences to Teacher Education |
| RISE | Student-support component of MBRS Program |
| SABE | Secondary, Adult & Business Education |
| SCORE | Research-support compoent of MBRS Program |
| SEEK | Search for Education, Elevation, and Knowledge |
| SHC | Student Health Center |
| SIMS | Student Information Management System |
| SLC | Science Learning Center |
| SSE | Specialized Services in Education |
| TAP | Tuition Assistance Program |
| TESOL | Teaching English to Speakers of Other Languages |
| TPE | Transfer Proficiency Exam |
| UAO | Undergraduate Advising Office |
| UAPC | University Application Processing Center |
| USIP | University Skills Immersion Program |
| WAT | Writing Assessment Test |
| WHLC | The Lehman College student radio station |

