HERBERT H. LEHMAN COLLEGE

of

The City University of New York

A Comprehensive Self-Study

Prepared for the Commission on Higher Education of the Middle States Association of Colleges and Schools

January, 1978

ANNUAL INSTITUTIONAL DATA SUMMARY

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

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

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

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

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

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

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

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

(continued...)

ANNUAL INSTITUTIONAL DATA SUMMARY (continued)

SIGNIFICANT CHANGES DURING PAST ACADEMIC YEAR - A five-year grant has been awarded by N.I.M.H. for the Master's Program in Primary Care Nursing: Child and Adolescent Mental Health of the Department of Nursing. New baccalaureate degree concentrations in Italian-American Studies and Business Management have been approved and are being offered. A new program, "The City and the Humanities," funded in part by a grant from the National Endowment for the Humanities, incorporates the cultural resources of New York City through field work and public lectures and events.

NOTE: All statistics as of September, 1977.

Leonard Lief, President

APPENDICES

PREFACE

Herbert H. Lehman College has prepared the following comprehensive Self-Study for the Commission on Higher Education of the Middle States Association of Colleges and Schools. A Middle States Team will visit the campus from March 12 to March 15, 1978. To oversee the preparation of the Self-Study President Leonard Lief appointed in January, 1977, a Steering Committee chaired by Professor Corinne Weston, Department of History. Professor Margaret Geehern, Department of Physics and Astronomy, has served as secretary. Though the Steering Committee, which has been drawn mainly from the faculty, with ample representation of students and administrators, has the ultimate responsibility for the Self-Study, the committee has attempted, through the procedures it has adopted and authorized, to ensure that the Self-Study reflects the views of the College community and enjoys general acceptance.

These are the members of the Steering Committee:

Professor Hannah Bergman, Romance Languages (spring semester, 1977)
Ms. Phyllis Cash, Academic Skills
Professor Walter Dubler, English
Professor Julia Duffy, Secondary and Continuing Education
Ms. Lynne Fried, Student
Professor Margaret Geehern, Physics and Astronomy
Mr. Henderson Hill, Student (spring semester, 1977)
Dean Richard Larson, Acting Dean of Education
Provost James F. Light, ex officio
Mr. Daniel Maratos, Library
Professor Johanna Meskill, History (fall semester, 1977)
Dean James Miller, Associate Dean for Instructional Development
Mr. James Nugent, Student
Professor Fred Phelps, Office of the Dean of Students
Professor Paulette Robischon, Nursing
Mr. Robert Rosenberg, Student (fall semester, 1977)
Professor William Seraile, Black Studies
Professor Itzhak Sharav, Economics (spring semester, 1977)
Professor Corinne Weston, History, Chair
Dean George W. Wheeler, Dean of Science

To assist the Steering Committee in organizing the preparation of the comprehensive Self-Study, the committee early in its deliberations elected a Committee on Committees, with a membership of Professor Weston (ex officio), Professor Duffy (elected chair), Professor Dubler, Mr. Hill, Professor Sharav, and Dean Wheeler. After receiving nominations from representative student and faculty groups, from department chairs, and from the office of the Dean of Students and after receiving offers of help from student and faculty volunteers, the Committee on Committees proposed to the Steering Committee, and the Steering Committee approved, nine working committees corresponding to the nine major areas to be treated in the Self-Study. These working committees, composed primarily of faculty but including also representatives of the students and the administration, were charged with compiling the information needed for the Self-Study, analyzing it, and preparing initial drafts of the several chapters for presentation to the Steering Committee. Each working committee was authorized to elect its own chair and secretary, determine its own procedures, and set a timetable for carrying on its work so as to meet the deadlines given it by the Steering Committee.

These are the members of the working committees:

Goals and Objectives

Ms. Kristin Bell, Student
Professor Walter Dubler, English
Mr. Eddie Goldenberg, Student
Professor Gloria Behar Gottsegen, Specialized Services in Education
Professor Thomas Jensen, Biological Sciences
Professor Jacob Judd, History, Chair
Ms. Mathy Mezey, Nursing
Professor David Rosenthal, Philosophy

Program

Professor Anne Armstrong, Political Science
Professor Theodore Benjamin, Early Childhood and Elementary Education
Professor Thomas Day, Music
Mr. Nicholas Divito, Student
Professor Julia Duffy, Secondary and Continuing Education
Ms. Sandra Henry, Student
Professor Carl Mann, Office of the Dean of Students
Professor Johanna Meskill, History, Chair
Dean James Miller, Associate Dean for Instructional Development
Ms. Lorette Tager, Student
Professor Jack Ullman, Physics and Astronomy
Professor Juan Villa, Chemistry, Bilingual Program

Students and Student Life

Professor Hannah Bergman, Romance Languages (spring semester, 1977)
Professor Caroline Brancato, Economics
Professor Robert Carmichael, Biological Sciences
Professor Rita D'Angelo, Psychology
Ms. Lynne Fried, Student
Professor Marvin Gottlieb, Speech and Theatre
Mr. Henderson Hill, Student
Ms. Nancy Loglio, Student
Professor Fred Phelps, Office of the Dean of Students, Chair

Faculty

Mr. James Butler, Student
Professor Murray Hausknecht, Sociology
Professor Linda Keen, Mathematics
Professor William Minton, Classical and Oriental Languages
(fall semester, 1977)
Mr. John Pyatt, Academic Skills/SEEK
Professor Virginia Rowley-Rotunno, Secondary and Continuing Education
Professor William Seraile, Black Studies
Dean George W. Wheeler, Dean of Science, Chair

Teaching

Professor Reuben Baumgarten, Chemistry
Ms. Phyllis Cash, Academic Skills
Professor Harvey Ebel, Dance, Health, Physical Education, and
Recreation, Chair
Professor George Movesian, Early Childhood and Elementary Education
Mr. James Nugent, Student
Ms. Brenda Robin, Student
Professor Israel Rose, Mathematics
Professor Joseph Tusiani, Romance Languages

Instructional Resources and Equipment

Professor Richard Alba, Sociology
Professor Morton Fuchs, Physics and Astronomy
Mr. Kenneth Kearns, Student
Ms. Diane Krabbenhoft, Specialized Services in Education
Professor Irene Leung, Geology and Geography
Mr. Daniel Maratos, Library, Chair
Mr. Carl Muskat, Campus Facilities Officer
Ms. Rene Ojeda, Student
Professor Lawrence Raphael, Speech and Theatre

Organization and Governance

Mr. Martin Betances-Torres, Student
Professor Ira Bloom, Executive Assistant to the President
Professor Norman Bray, Chemistry
Professor Richard Gerber, History, Chair
Professor Marlene Gottlieb, Romance Languages
Professor Young Kun Kim, Political Science
Professor Gordon Lea, English
Dean Lorman Ratner, Dean of Social Sciences (spring semester, 1977)
Mr. Alan Richman, Student
Professor Paulette Robischon, Nursing

Financial Planning

Mr. James Cunningham, Business Manager
Professor Charles Dougherty, Chemistry, Chair
Mr. Neil Korval, Student
Professor William Leonard, Economics
Professor Robert Lundberg, Business Education
Mr. Dennis Mincin, Student
Professor Itzhak Sharav, Economics (spring semester, 1977)
Dean Jack Weiner, Dean of Administration

Outcomes

Ms. Helen Kleinberg, Office of the Dean of Students
Dean Richard Larson, Acting Dean of Education, Chair
Professor Jeanette Leaf, Office of the Dean of Students
Professor Chanoch Shreiber, Economics
Professor Robert Whittaker, Germanic and Slavic Languages

These committees worked from early March until December, compiling data, reporting orally to the Steering Committee on their progress, and submitting written drafts of their respective chapters of the Self-Study. Members of the Steering Committee provided the working committees with written comments on the draft chapters; the full Steering Committee discussed each draft and usually returned it to the working committees with

suggestions for revision. These committees rewrote their drafts as needed, in consultation with the Steering Committee, and later submitted their final drafts of the various chapters.

After the final drafts had been received from these committees and approved by the Steering Committee, the final version of the Self-Study was prepared by a Drafting Committee named by the chair of the Steering Committee. The Drafting Committee consisted of Dean Richard Larson, Professor Johanna Meskill, Professor Fred Phelps, and Professor Corinne Weston (Chair). Professor Margaret Geehern as secretary of the Steering Committee attended the meetings of the Drafting Committee and provided valuable assistance in preparing the final report. All portions of the final version of the Self-Study, as prepared by the Drafting Committee, were submitted to the Steering Committee during December and early January, 1978; and the Steering Committee discussed each portion and approved its substance.

The Steering Committee wishes to record its sense of obligation and thanks to Ms. Mary E. Meyer and the secretarial staff in President Lief's office, to Ms. Charlotte Tougher and the secretarial staff in Provost Light's office, to Ms. Mable Rotchford in the office of the Dean of Education, and to Ms. Lillian Bratter in the office of the Dean of Students.

OBJECTIVES AND SHAPING INFLUENCES

Herbert H. Lehman College is a "comprehensive college" within the structure of The City University of New York (CUNY). Lehman offers undergraduate major programs in the traditional disciplines of the liberal arts and majors or sequences in several professional fields (including accounting, education, nursing, and recreation). It also offers 23 programs leading to the master's degree--most of them in education but several in such liberal arts studies as biology, English, history, and mathematics, and one in nursing. Lehman also offers the CUNY doctoral program in Plant Sciences in conjunction with the New York Botanical Garden. Members of its faculty collaborate on doctoral programs with the Graduate School and University Center, where many Lehman faculty teach in doctoral programs and direct doctoral dissertations.

The objectives of Lehman College, as they have evolved over the past ten years, are as follows:

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

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

(c) to assure that even those students who enter Lehman without

the customary preparation for college work are helped to acquire the skills and tools that will make it possible for them to attain a liberal education;

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

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

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

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

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

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

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

The College and its objectives have evolved, since the College became independent of Hunter College in 1968, in response to several major shaping influences felt during the past ten years: the sudden expansion in enrollment of students during the early 1970's followed by an equally sudden contraction of enrollments during the middle 70's; the changing levels of students' preparation for academic work as the 70's progressed; and the changing interests of students attending the College during this period.

Less than two years after the College became independent, the Board of Higher Education (BHE) adopted the policy of "open admissions"--guaranteeing a place somewhere in a CUNY college for every applicant graduating with a high school diploma from New York City. The result was a sudden increase in the number of students enrolling at Lehman, from 10,667 FTE in 1970-71 to 13,742 FTE in 1975-76, when the full impact of open admissions was being felt. With added students came more faculty to teach the additional sections of basic and advanced courses that were added to the schedules. Then, beginning with the Fall of 1976, the financial difficulties of the City of New York started to take their toll; and enrollment began to decline. When, in the summer of 1976, the policy of open admissions was substantially modified so that a student needed a high school average of 80 or needed to rank in the upper two-thirds of his or her high school class to gain admission, and when tuition was imposed for the first time in CUNY's history, the enrollment dropped sharply to 7,610 FTE by the fall of 1977. With the reduction in enrollments went reductions in budget, and large numbers of untenured faculty were terminated in the academic years from 1975 through 1977; in addition about 55 persons holding positions on the teaching faculty

were dismissed with a month's notice in the summer of 1975. As a result of the sudden expansion and contraction, Lehman's undergraduate student body is served by a faculty that is heavily tenured.

The reimposition of selective criteria for admission after the years of open admissions has not however relieved the increasing need for remedial or developmental instruction and for strict qualification requirements in English, mathematics, and certain other subjects for undergraduate matriculants. The SEEK program,[1] first introduced in 1968, continues to supply a substantial portion of entering freshmen, and the student body as a whole is increasingly made up of members of minority groups, up to 40 percent of them (this year) from homes in which English is not the first language. The proportion of entering freshmen who are found through placement tests to be in need of remediation in one or more fields continues to rise. To help these students overcome their deficiencies, the College has focused and strengthened its qualification requirements and diversified its remedial courses.

One reason for the increased interest among minority students in attending Lehman College--even when students must meet specific requirements for admission and when the cost of attending college constitutes a burden for students from low-income families--is their belief that college offers training that will help them get reasonably well-paying jobs after graduation. Increasingly over the last few years students are enrolling in programs that offer hope of a secure career, and the commitment of the College to helping these upwardly mobile students succeed in programs that lead to employment--and if possible to significant services to the metropolitan community--has led to an enlarged commitment to vocational and professional programs. Although the limited demand for teachers has reduced the number of applicants for education

1. The Search for Education, Elevation, and Knowledge.

sequences (and, concurrently, the number of students in graduate programs), the numbers of students entering programs in accounting, business, and nursing generally--to name the most prominent--has increased rapidly and the College now commits an increasing portion of its resources to these programs. For example, the College has introduced a new program to train nurse-practitioners in the undergraduate years and has added to it by establishing a Health Professions Institute, affiliated with Montefiore Hospital and Medical Center.

Concurrently, students' interest in the traditional liberal arts disciplines of English, history, and the sciences has waned somewhat, despite the introduction of new majors and interdisciplinary programs in the liberal arts. As a result the College has found it necessary to develop programs to assure that students undertake the liberal arts studies which are the essential and continuing emphasis of the College. This necessity has been a prominent concern of the faculty and of curriculum committees, and it promises to remain so.

At the same time that its level of academic preparation has changed and its interests have altered, the student body has become increasingly diverse. The number of identifiable ethnic groups among the students has widened. So too--more dramatically--has the range in age of the students. Increased numbers of older students, many of them adults with considerable life experience, now come to Lehman; they seek credit for their special experiences and seek programs that will allow them to develop their individual interests. At the same time, the College is recognizing that many students in their last year of high school are fully capable of doing college-level work. Despite the reduction of its resources the College has developed new programs as well as new ways of making programs available to its diverse student body.

The central instructional problem that the College faces in the fall of 1978 may be summed up in this question. What is the best way to provide a liberal education and attain the College's other objectives, with a student body that is declining in numbers and in level of preparation for college work and is changing in range of age and experience, during a period of increasingly tight budgets for faculty, programs, equipment, and supportive services? It is the growing acuteness of this complex problem, and the resourcefulness of the College's efforts to respond to it, that are principal themes of the later sections of this study.

CHAPTER TWO

THE INSTRUCTIONAL PROGRAM

Lehman's instructional program has been shaped during the past decade by two major influences: first, the College's educational philosophy, as articulated by its faculty and administration; second, Lehman's changing student body and the necessity of adapting the program to their interests and needs. Our discussion of the program will be organized to emphasize these two major influences.

A PROGRAM REFLECTING THE COLLEGE'S EDUCATIONAL PHILOSOPHY

Lehman College began operating independently of Hunter College in 1968, and at first, with a faculty inherited from Hunter, offered essentially the Hunter curriculum. Hunter's stated goal had been to produce students of disciplined intelligence who also possessed integrity of character and a keen sense of social responsibility; students were to be equipped first of all to understand themselves and their world. In addition, they were to be prepared for future careers in such professions as education, medicine, and law or for graduate study. President Lief stated Lehman's mission in very much these terms in his inaugural address in 1968, declaring: "Lehman College is a liberal arts college. About half its students become primary and secondary school teachers, but all students study academic--that is to say, liberal arts--courses, Lehman College has a clear mission: to educate its students. That many of its students are also trained for specific professions in no way changes this mission."

But the College's educational directions soon reflected as well the view of the many new faculty members who were recruited after 1968. With graduate degrees from the major universities and teaching experience in a variety of settings, the newcomers joined with the Hunter group to

form a distinctive Lehman faculty. Young, vigorous, and talented, these teacher-scholars shaped the College's program with the overriding goal of maintaining and imaginatively strengthening the liberal arts curriculum--a curriculum designed to assure that students gained some knowledge of the essential academic disciplines and at the same time studied at least one field in some depth. Such depth of study was expected also to help students prepare themselves for careers or for graduate study. Both breadth and depth of study were to be assured by a series of requirements.[1]

Requirements to Assure Breadth of Study

Lehman's curriculum assures breadth of academic study through a distribution requirement which directs students into all the major areas of knowledge (humanities, social sciences, and sciences) and acquaints them with their characteristic modes of inquiry.

From 1968-70, Lehman's distribution requirements were--as Hunter's had been--heavy, highly structured, and in many cases, specific as to department; together the requirements made up a substantial 46 to 53 credits out of the total requirements for the degree. Combined with a required major and a required minor totaling around forty credits, they left students little room for electives. In assuming that all educated men and women share a common core of knowledge, this distribution requirement reflected a traditional view of the liberal arts curriculum.

In September, 1970, a new approach to distribution took effect. It reflected the national trend toward a reduction of the number of required courses and toward greater student choice. The specific departmental requirements were abandoned, especially those in English,

1. The machinery for evolving and changing the instructional program is discussed in Appendix VII-B.

philosophy, history, and foreign language. Some of these distribution requirements were, at the same time, incorporated into a new set of "qualification requirements"--requirements in such fields as written English, foreign languages, and mathematics--which students were expected to meet in order to prepare for later work in the College. (Later developments in the qualification requirements are discussed below.) In the new approach to distribution, liberal arts subjects were grouped into five broad "study areas"; the new distribution formula required that each student take 10 semester courses, spread over the four study areas that did not include the concentration. Work in the professionally oriented departments such as Education and Family and Consumer Studies did not satisfy the distribution requirement. The new distribution requirement provided as well for some depth of study, prescribing that the students complete two sequential courses in at least one department in each of two study areas. Open admissions brought no change in these requirements since it was assumed for some time that the new, more flexible structure could serve all students despite the diversity of their educational backgrounds.

While the purpose of distribution has been substantially fulfilled, the requirement has in turn raised new questions. For one thing, the requirements have sometimes created resentment among students who tend to see the College narrowly as a training ground for future employment. More important, some critics have said, the courses taken to fulfill the distribution requirement do not always add up to a coherent liberal education since many of them are conceived as introductions to a special field and not as introductions to a broad area of knowledge and its mode of inquiry. In order to deal with the problem the College has introduced a distinction between introductory "foundation courses"

(for prospective majors in the field) and "core courses" (for students unlikely to major in the field). The purpose of making the distinction is to clarify the nature of introductory courses and guide students to a more appropriate choice of courses at the 100 level.

The distinction has been more helpful to some fields of study than to others. The humanities and social sciences make some use of it but much less than the sciences, where all the departments except Biology observe the distinction. Core courses in the sciences emphasize the need for independent, open-minded observation in the laboratory or relate basic scientific concepts to everyday experience. A minimum of mathematical or scientific background is required. But even in the sciences the core courses have created controversy, some faculty members criticizing them as insufficiently rigorous, others being enthusiastic in their support.

The 100-level courses present additional problems. Faculty members' insistence on their autonomy in teaching a course can stand in the way of a common emphasis and direction for sections of the same freshman course, to say nothing of a common philosophy for a department's entire 100-level offering. As a partial response to this problem, interdisciplinary introductory courses have been suggested; but the inherent difficulties of developing them, the independent spirit of the departments, and reduced budgets have prevented actual course proposals from coming forward. Thus introductory courses continue to undergo scrutiny and to evoke concern.

In the last few years some faculty sentiment has begun to favor the older, more tightly structured requirements. A sub-committee of the College's Committee on Curriculum, after studying the issue, recommended such a change, only to find many members of the faculty unable

to agree. As enrollment shrank, a majority of the departments preferred to offer the student a free marketplace of courses, which flexible requirements had established, to the kind of more structured requirements that would boost the enrollments of certain departments while perhaps drastically reducing them in others. In the fall of 1977, therefore, the 1970 formula was reaffirmed with only minor modifications. These small adjustments were designed to meet the objections of those students who found the earlier formula unsatisfactory because they were at first uncertain about their field of specialization and therefore had difficulty choosing distribution courses that they could be sure would fall outside their study area of concentration. The modified formula eliminates the requirement that courses taken to meet the distribution requirement not come from the study area of concentration. The new requirement prescribes, instead, a total of thirteen courses spread over the five study areas. The student must now take two sequential courses in three rather than two study areas. These adjustments may quiet discussion temporarily. But in view of the emergent national trend toward a more structured curriculum, the subject of tightened distribution requirements is likely to come up again.

Requirements to Assure Study in Depth in a Single Field

Lehman has always sought to give its students a solid grounding in at least one field. Students normally acquire this competence by fulfilling the concentration requirement, which they may begin work on as soon as they have chosen the discipline in which they wish to concentrate.

The concentration requirement has also been recast during the past decade. Until 1970, the College required a major comprising as

few as 24 credits and a minor of 12 credits. Judged of doubtful merit, the minor was too often viewed as a mere distraction from the student's major without the offsetting advantage of assuring real depth in a second field. In 1970, Lehman, therefore, replaced the major-minor combination with an "area of concentration." The department in which each student now "concentrated" prescribed the required courses in that concentration, including work both in that department and in related fields. The upper limit of credit points that could be required in a concentration was set by the College at 50 percent of the total required credits for the B.A. and 66 percent of the total required credits for the B.S. and the B.F.A. In its desire to offer a broad and still largely liberal education, the College also erected barriers against overspecialization in a single department. (See Undergraduate Bulletin, 1977-78, pp. 34-35, hereafter referred to as the Catalogue.)

On the whole the concentration requirement has worked well, supplying the flexibility needed to enable departments to design courses of study for its concentrators. To be sure, concentrations now vary widely in the minimum number of credits required, ranging all the way from the 24-credit concentration in Philosophy (with no required courses in allied fields) to the 85-credit concentration in the Primary Care Team Option in Nursing. Areas of concentration vary also in the extent to which they direct students into specific subfields and in the degree to which they specify courses within the field. The range is from a relatively unstructured concentration, say in History, to the highly structured programs in the sciences or the professionally oriented concentrations.

Many new areas of concentration have been developed to meet the needs of students seeking to combine a liberal education with preparation

for a specific career. Mathematics created a sequence in computer science while Economics added a new concentration in Business Management to its perennially popular and flourishing concentration in Accounting. The English Department has developed a new concentration in Professional Writing. The Department of Sociology offers a popular concentration in Social Work.

In the area of concentration Lehman also provides opportunites for the gifted student. Many students take an informal second concentration while others take advantage of the various honors programs offered by the departments to their most gifted students. (Catalogue, 44). The departmental honors programs often provide special individualized instruction at the 400 level. Students in many departments prepare special honors papers, some of which have displayed significant scholarship.

A noteworthy departmental honors program is that in English. A two-year program, it includes (1) a special year-long 400-level survey of English literature in which guest lecturers (from the department) supplement the course instructor by making presentations in their areas of interest, and (2) two seminars and a tutorial at the 400-level in which students explore in a small group setting specific genres or individual authors or literary themes of personal interest to them. Honors students also derive benefit from the monthly faculty colloquiums (open to undergraduate and graduate students of the department), where faculty give formal papers or else lead discussion on topics arising out of their research.

If the concentrations are academically sound, their value on the job market has fluctuated over time. Departments like English and History, traditional training grounds for English and social studies teachers,

have seen the number of their majors drop because of the decline in teaching jobs. Simultaneously, the declining job prospects for Ph.D.'s have reduced the flow of Lehman graduates into full-time graduate study in the arts and sciences, redirecting them into the professional graduate programs such as law and medicine. This, too, has had its effect on students' choices of concentrations.

While the last few years have seen a considerable shift of students away from the familiar liberal arts concentrations and into vocationally more promising fields, even the new, career-oriented concentrations have avoided a narrow vocationalism. The requirements in liberal arts subjects that go with these professional concentrations assure that our students are exposed to a variety of liberal studies.

Efforts to Keep the Liberal Arts Curriculum Updated

In an effort to assure that majors and non-majors alike can take advantage of recent developments in each discipline and of connections newly asserted between disciplines, the faculty has committed itself to a continuing review of each program in the light of new scholarship and new intellectual perspectives.

In the early seventies many departments enriched their program by adding new subfields not previously represented in the curriculum. The History Department, to mention only one example, expanded its offerings to encompass the history of science, historical demography, and a number of newer fields in social history, such as the history of the city, the family, sexuality, women, and immigration.

In the early seventies, also, the faculty was more ready than before to acknowledge the interrelatedness of previously separate disciplines. Accordingly, Lehman created both interdisciplinary courses

and entire interdisciplinary programs. Some of these developed from established courses when a department decided to cross-list a course of its own under another department, with faculty from either department teaching as the occasion required. Other interdisciplinary courses were created de novo, such as World Classics (Catalogue, p. 327), an interdepartmental humanities course similar to the "Great Books" courses found in some general education programs. New interdepartmental concentrations were established in American Studies, Ancient Civilization, Anthropology/Biology, Comparative Literature, Dance/Theatre, and Linguistics.

Special Programs for Gifted Students

In its continuing effort to adapt liberal arts programs, particularly distribution requirements, to the special needs of gifted students the College has developed a special program, the Curriculum for Self-Determined Studies (Catalogue, pp. 120-21), which allows these students to combine a concentration, electives, and special CSS seminars into a highly personal educational experience. Distribution requirements are waived for CSS students. Because of this freedom and their own strong interests, CSS students tend to be active in a variety of fields and have been venturesome in exploring the more innovative courses such as "The City and the Humanities" (see below for details). The CSS seminars are usually broadly interdisciplinary in nature, ranging over topics such as "Genetics and Society," "Resistance in Nazi Germany," or "The Rhetoric of the Women's Movement." Graduates of the program have been among Lehman's most distinguished students.

The Divisions of the College

To understand how the College has carried through its dual

commitment to the liberal arts and to career preparation, we shall examine the different programs in some detail, proceeding division by division to survey the undergraduate curriculum before taking a look at the graduate programs. The recent (1975) introduction of a divisional structure was originally intended only as a means toward greater administrative effectiveness, but it has by now begun to influence programs as well. Grouping together departments with similar problems and experiences, the division provides a convenient framework for a closer look at undergraduate programs.

Division of the Humanities

At Lehman, as well as nationally, the humanities seem to have been most affected by changes in students' interests. The test of "relevance" made some offerings seem remote to students while the decline in English proficiency--a nationwide phenomenon, to be sure--tended to lower the quality of student work. Enrollment in foreign languages declined after the revision of the distribution requirement in 1970, a condition that will be offset in part by the new (fall, 1977) upward revision of the qualification requirement in foreign language. Finally, the shrinkage of the teacher market and the glut of Ph.D's have discouraged many students from pursuing concentrations in areas that appear to be vocationally unattractive. To cope with these conditions the faculty in the Division of the Humanities has moved as promptly and as effectively as circumstances permitted to adjust to the new interest of college students.

An overview of the humanities departments and how they have fared in recent years appears in the table on the following page.

Humanities Concentrations

Dept.	Degree	Req. Cred.	Specialty	Students graduated 1968-69	Students graduated 1976-77
Art	B.A.	39	Studio Art	18	28
	B.A.	42	Art History	--(a)	3
	B.F.A.	58	Studio Art	4	19
Class. & Or. Lang.	B.A,	36	Latin	0	1
	B.A.	36	Greek	1	0
	B.A.	42	Greek/Latin	--	0
	B.A.	35	Class. Cult.	--	1
	B.A.	36	Hebraic Stud.	8	5
	B.A.	38	Judaic Stud.	--	0
English	B.A.	34		167	92
German. & Slavic Lang.	B.A.	36	German	5	4
	B.A.	24	Russian	2	1
Music	B.A.	24	Elem. Tchg.	8	4
	B.A.	42	Professional	9	6
	B.S.	64	Sec. & K-12 Tchg.	8	14
Philos.	B.A.	24		7	9

(a) means that the concentration did not exist at the time or that it was established too recently to have graduated any students.

Puerto Ric. St.	B.A.	36		--	22
Romance Lang.	B.A.	30	French	23	8
	B.A.	30	Italian	1	17
	B.A.	29	Spanish	28	32
Speech & Theatre	B.A.	39	Gen. Speech	93	9
	B.A.	39	Publ. Grp. Comm.		9
	B.A.	39	Mass. Comm.		45
	B.A.	38	Speech Educ.		3
	B.A.	39	Sp. & Hear. Sci.		23
	B.A.	39	Theatre		9
	B.A.		Sp. & Hear. Handic		44
Interdepartmental					
Ancient Civ.	B.A.	33		--	0
Comp. Lit.	B.A.	38-9		--	0
Dan/Theat.	B.F.A.	48-51		--	3
Linguist.	B.A.	33		--	1
It-Am. St.	B.A.	36 & Co-major		--	--

While the concentrations vary in the number of required credits and in their appeal to students over time, all share a strong liberal arts focus. A few have a prominent pre-professional component, such as the B.F.A. in art, the B.S. in music, and certain concentrations in speech and theatre. Even these concentrations, however, retain a strong

liberal arts commitment, requiring their concentrators (in art and music, say) to take both theoretical and historical courses alongside the studio-performance work. The department with the most obvious vocational orientation, Speech and Theatre, is engaged in a restructuring of its concentrations but expects to keep its primary commitment to the liberal arts. For example, the department deemphasizes the mastery of sophisticated apparatus in mass communications in favor of theoretical and analytical courses. Similarly, students in the theatre concentration receive a liberal education in the literature of the theatre, not the professional training of a drama school.

While the professionally oriented concentrations have retained a strong liberal arts emphasis, ~~the strictly liberal subjects are losing appeal to a vocationally oriented student body.~~ In the College's early years the teaching profession provided a vocational outlet for the bulk of the humanities concentrators. Today, only Puerto Rican Studies concentrators from among the humanities find teaching prospects bright since the city's current emphasis on bilingual teachers assures some hiring in this field.

To link their fields with a realistic career preparation, the humanities departments have begun to consider new concentrations. English, for instance, has developed a concentration in Professional Writing. Departments have also strengthened their career counseling, holding "major days" with an emphasis on the vocational prospects for concentrators in a given field. A division-wide effort in the same direction is the new Internship in the Humanities (HUM 470), which gives selected students as many as five credits for supervised work in public agencies and private businesses that require the skills and sensitivities derived from humanistic training. The committee which supervises the program

has found enough sponsors to place in internships ten to fifteen students during this, its first year, and hopes that the number will grow to twenty-five in another two years. This experience should broaden the vocational opportunities of the humanities concentrators and may in some cases lead directly to job placements.

Despite these and other efforts some departments in the division have seen the number of their concentrators drop below the level which allows a department to offer a reasonable range of upper-level courses. In Classics and in German, for example, the concentrators must now do some advanced work through tutorials since formal upper-level courses cannot be offered for so few students. The Music Department, too, may have trouble filling some of its specialized courses for concentrators.

All departments design their programs to attract students who may take the courses either as an elective under the distribution requirement or as part of their expanded concentration area. Many departments have had to readjust their offerings to survive in the free marketplace of course choices. Without sacrificing standards of traditional offerings, the humanities departments have reached out to capitalize on a number of newer student interests. Several have responded to the growing appreciation of the film; they not only enrich their literature and culture courses with audio-visual offerings, but some (French, Italian, German) have designed entire film courses. The English Department offers work on contemporary urban writers, American minority literature, and detective fiction. The German Department has mini-courses on popular authors such as Hesse and Brecht. Philosophy offers a course on medical ethics, and Spanish courses frequently emphasize Latin American authors. Several departments have introduced courses that respond to the students' new vocational concerns. Spanish, for example,

has a course in business Spanish while Philosophy appeals to the law-school-bound with a course on the philosophy of law.

An innovative program that seeks to link the humanities with the students' contemporary urban experience is the pilot project--funded by the National Endowment for the Humanities (NEH)--on "The City and the Humanities" (HUM 181). It combines mini-courses on different cities or different aspects of urban culture with a lecture and concert series and with off-campus trips to New York's cultural institutions. For New Yorkers to whom Broadway, off-Broadway, and the major museums had been terra incognita the trips have opened new cultural horizons. Some lectures are oriented toward architecture and incorporate slides, allowing students to see art historical significance in what had previously been unnoticed structures on a Bronx street. Last year, the lecture-concert by the Gramercy String Quartet, which drew Bronx residents from far beyond the campus, also combined the arts with an awareness of their urban setting. (The spokesman for the quartet stressed the role of Vienna in Haydn's life, of St. Petersburg and Paris in Stravinsky's, and of New York in Dvorak's.) Sponsors of the project hope to encourage further student interest in humanities courses and to give students a new sense of the cultural riches of their larger urban environment. A three-year continuation grant will be sought for an expanded program. It will likewise stress the relationship between the humanities and the urban centers that stimulate and nourish much of man's creative vision and expression.

Division of Social Sciences

Largest in the College in terms of the number of its concentrators, the social science division has found the last decade to be one of uneven growth. In the early years of the College all departments expanded

in response to our increasing enrollment. More recently, some have shrunk while others continue to grow although at a reduced pace. The table below provides a summary.

Social Science Concentrations

Dept.	Degree	Req. Cred.	Specialty	Students graduated 1968-69	1976-77
Anthrop.	B.A.	35		54	13
Black St.	B.A.	42		--	20
Econom.	B.A.	30	Economics	45	63
	B.A.	52	Bus. Managemt.	--	--
	B.A.	33	Ind.&Govt.Acctg.	--	19
	B.A.	46	Acctg.&Bus.Pract.	--	29
	B.S.	72	Accounting	25	129
Family & Cons.Stud.	B.A.	40		20	13
	B.S.	53-64		8	45
History	B.A.	27		125	55
Pol.Sci.	B.A.	39		59	54
Psychol.	B.A.	31		150	213
Sociol.	B.A.	39		167	143
	B.A.	59	Health Services	--	--

Interdepartmental				
Amer. Stud.	B.A.	36	--	1
Anth/Bio.	B.S.	60	--	0

The concentrations differ in the specificity of their requirements and in their ability to attract students; but they generally share a strong liberal arts emphasis, stressing general knowledge and analytical skills. Even the pre-professional specializations such as Accounting and Business Management include a large number of theoretical courses in economics.

As in the humanities division, departments which traditionally prepared a large number of their concentrators for secondary school teaching have seen their appeal decline. This has been the experience of History, for example. By contrast, concentrations that lead into other professions have flourished. Economics has attracted a growing number of concentrators not only to its popular accounting concentration (B.S.) but also into its other new business related fields. Family and Consumer Studies too has done well, particularly with its B.S. degree which prepares students for careers in social service, dietetics, and urban extension. Sociology has created a social work option for its regular concentrators, and it participates as well in the Health Professions Institute's Primary Care Team Option.

A new concentration in Urban Studies will also provide students with a chance to enter promising vocational fields. Besides a concentration in one of the established social science departments, it will include internships, seminars, and field work. It hopes to prepare students for a variety of careers in public administration or community

work or for further training in urban planning or public administration. By preparing urbanists with skills in empirical analysis and with sensitivity to contemporary problems, the program hopes to meet the vocational needs of its graduates as well as the larger needs of the cities.

The social science departments have tried to meet the career needs of their students without sacrificing their commitment to theory and to methodological rigor. The Psychology Department, for example, remains committed to theoretical and experimental approaches and has resisted the introduction of an applied psychology concentration, though student interest would presumably warrant such a program. In designing individual courses, to be sure, the department has responded to student interest in the applied and the vocationally relevant, as in its seminar of psychological services (PSY 450) and its popular course on community psychology (PSY 338) that give students field work and internship experience in mental health and other settings. Both can lead to careers in the field. Much the same is true of Political Science which, while increasing the number of its law-oriented courses, retains an over-all emphasis on general knowledge and analytical skills.

A concern for general analytical sophistication is behind a recent course proposal for an upper level two-semester sequence in social science methodology for which the College is requesting the support of the National Science Foundation (NSF). This is one of the first curricular innovations to come out of the social science division as a whole. Aimed at concentrators in the social science departments who need a more sophisticated mastery of social science methodology than their department alone can provide (or than they have absorbed through the distribution requirement), the proposed sequence envisages a first semester with a focus on the methodologies of the different social sciences as they are brought to bear on a single problem (e.g. neighborhood growth

and decay). A second semester takes students into the field, where they test the hypotheses developed in the first term, and then brings them back for occasional seminars in the classroom.

Looking beyond their concentrators, the social science departments have designed most of their introductory and intermediate courses with the needs of a variety of students in mind. Many departments have introduced courses centering on students' more recent interests, such as women's studies, ecology, urban and ethnic studies. Such topics are treated by several departments, each viewing the subject from its own perspective. The History Department has also introduced thematic courses at both the 100 and 300 level, to provide alternatives to the earlier and virtually standard survey approach.

Budget reductions have, of course, somewhat restricted the division's flexibility. The number of tutorials and seminars has been reduced. In some cases faculty terminations have prevented the scheduling of courses and the offering of subfields. On the whole, however, many of the programs in the social sciences are popular and prosperous.

Division of Science

The sciences, smallest of the four divisions, have been less affected by the difficulties that have beset the other divisions in the last ten years. Since most science departments have traditionally offered programs leading to a profession, the problem of students' abandoning liberal studies for career programs has been less acute for these departments. Also, many underprepared students tend to avoid the sciences because of their reputation for difficulty. Most departments in the division, therefore, have retained the same numbers of students they had in 1968. An overview of the various science concentrations

appears in the table below.

Science Concentrations

Dept.	Degree	Req. Cred.	Specialty	Students graduated 1968-69	1976-77
Biolog. Sci.	B.A.	37	Teaching	49	1
	B.A.	58-59			40
Chem.	B.A.	54-59		8	7
	B.S.	74-75		1	9
	B.S.	74	Biochem.	--	16
Geol. & Geog.	B.A.	41-42	Geol.	9	8
	B.A.	28	Geog.	12	12
Math.	B.A.	34-37		88	32
Phys. & Astron.	B.A.	36		7	1
	B.S.	67		--	4

Changes in the science programs have been made largely in response to changes in the fields themselves and to changing student needs. Thus the division created a new concentration in biochemistry and an option for computer specialization within mathematics, which have both drawn well. Several of the other concentrations have remained small through the decade. Mathematics has experienced a significant shift of students away from the concentration and into remedial (000-level) courses.

Smallness creates its own problems. Some degree programs can offer only a minimum of upper-level courses; and new interdisciplinary

courses, however desirable in theory, are hard to justify if the number of possible concentrators remains minuscule.

Much of the teaching in science is for non-concentrators who are taking introductory courses to meet the distribution requirement or for preprofessional students (in nursing, for example) who require a science component in their concentration. With the needs of many different constituencies in mind, the science departments have developed service courses for a variety of concentrators.

Laboratory instruction is emphasized throughout the science departments, and students get direct experience in using up-to-date apparatus. There is as well an unusual amount of individual contact between faculty and students in course and laboratory work or through counseling on academic and career matters. Access to the College's excellent computer facilities benefits the science concentrators in particular, as computers are used in both teaching and research. Many concentrators have an opportunity to participate in sophisticated supervised undergraduate research since the faculty views research as a teaching tool. In the past, research in which students have participated has led to the publication of articles in leading scientific journals, such as Physical Review, Inorganic Chemistry, and the Journal of Chemical Education; the students were identified as co-authors. A highlight of these research activities was the delivery of a paper by an undergraduate at a national American Chemical Society meeting in 1974.

The Health Professions Institute

The new Health Professions Institute is a special administrative unit which brings together many of the health-related academic programs offered at Lehman. Within the Institute are housed the Department of Nursing, which offers the bachelor's and master's degrees, the B.S.

Program in Health Services Administration, and the Interdisciplinary Primary Care Team Option.

The B.S. Program in Nursing has been designed to help students acquire the requisite skills and philosophy for primary care nursing. The primary care nurse practitioner requires independent judgment, decision-making ability, technical and interpersonal competence, and a sense of accountability for patient care in any health setting. Students completing this program are qualified to offer primary care nursing--making initial contacts with patients, collecting data, diagnosing clients' problems and resources, and carrying on preventive health services, as well as serving patients in health crises. This is one of a very few undergraduate primary care nurse practitioner programs in the country.

The sites for clinical placements for nurses are in the facilities of thirty or more institutions (including Montefiore Hospital and Medical Center)--indeed, in most of the health service facilities in the Bronx. There is a specially articulated sequence for R.N. transfer students who graduate from community colleges or hospital diploma programs. After meeting the prerequisites these students take a special program in the junior year and then join the students in the basic program for a common senior year. The Nursing Program is registered with the New York State Education Department and is accredited by the National League of Nursing.

The 80-credit concentration in nursing prepares students for graduate study in nursing as well as for the profession of nurse practitioner. The department also offers a program in Continuing Education for Nurses; this program serves R.N.'s in the community who must keep their knowledge and skills up-to-date. Finally, the department offers a Graduate Nursing Program in Primary Care Nursing: Child and Adolescent

Mental Health. Those completing the program are prepared to provide total health maintenance and supervision to their clients. The program develops in students the skills of the pediatric nurse practitioner along with those of the clinical specialist in child psychiatric nursing.

The B.S. Program in Health Services Administration is operated in cooperation with the Department of Economics (where the positions of faculty teaching in the program are formally located). The program prepares its graduates for positions as entry level administrators who can coordinate professional and support services in a variety of health care facilities. The student is also prepared for graduate work.

The interdisciplinary Primary Care Team Option is operated jointly by Lehman College and Montefiore Hospital under a two-year grant from the Department of Health, Education, and Welfare (HEW). This program offers students in Nursing, Health Services Administration, and the Social Work concentration within the Department of Sociology the option of taking their field placement with a practicing primary health care team. Students electing this option take a common core of courses in the social and behavioral sciences, along with the basic professional requirements in their respective disciplines. In the junior year they then take an interdisciplinary 5-credit course sequence in group dynamics and group process to prepare them for the group process and interactions they will encounter on a clinical team. This sequence is team taught by faculty from Nursing, Health Services Administration, and Social Work, as well as a medical doctor from Montefiore Hospital. In the senior year these students spend two days a week each semester in a field placement with a practicing family-oriented primary health care team, working alongside medical students from the Albert Einstein School of Medicine, under the guidance of one or more M.D.'s, or one or more

nurse practitioners, a social worker, and a health services administrator. Current sites for team placement are the Valentine Lane Family Practice Group (in Yonkers) and the North Central Bronx Hospital. The College has pioneered in this program in the hope that team delivery of primary health care may become an increasingly important method of delivering care in the Bronx and elsewhere.

Division of Education

Enrollments in the four departments in the division expanded and contracted along with the enrollments in the College as a whole. Lately, the three education departments have experienced a severe student reduction in their enrollments as the demand for teachers in New York City declined. The departments have, in addition, undergone considerable structural change; the single Department of Education divided into three departments in 1975, while Dance, Health, Physical Education, and Recreation, as its name implies, represents a consolidation of several programs. An overview of the division appears below.

Education Concentrations

Dept.	Degree	Req. Cred.	Specialty	Students graduated 1968-69	1976-77
Dance, Health, Phys. Ed., & Rec.	B.A.	49-50	Dance	--	5
	B.A.	41	Health	2	50
	B.A.	46 (men) 38 (women)	Phys. Educ.	48	65
	B.S.	37	Rec. Ed.	--	39
Interdepartmental					
Bus. Ed.	B.A.	36		15	19

Education Sequences

Dept.	Req. Cred.	Provisional Certification	Students 1973-74	Students 1976-77
Early Childh.	32	N-VI	269	142
Elem. Educ.	41	N-VI Bilingual/ Bicultural	--	--
Sec. Contin. Educ.	17	Secondary Teaching of an Academic Subject	222	117
Spec. Services in Educ.	/No undergraduate sequences for certification_/			

The major purpose of the three education departments is to prepare undergraduates for provisional certification as teachers. The departments cooperate closely with other departments of the College, which requires that all prospective teachers meet distribution requirements and choose a concentration in one of the academic departments. The education departments, therefore, offer no undergraduate concentrations, but instead sequences of courses which--by themselves or in combination with the academic concentration--qualify their students for provisional certification. The education sequences consist of some courses with a theoretical orientation (e.g. Psychological Foundations of Education) and others with more practical emphases (Introduction to Educational Materials and/or Resources), and fieldwork and student teaching activities. Some of the sequences are designed to prepare students for special kinds of teaching situations; the program in Bilingual/Bicultural Education (funded by a grant from HEW), for example, prepares students to work in classrooms where the children's first language is not English.

Recently the curricula in the education departments have been altered as a result of the directive from the New York State Education Department that all teacher education programs be rewritten on a competency base. No longer does a candidate receive certification merely by virtue of having passed certain courses; the candidate now has to demonstrate specific competencies in the academic subject matter, teaching skills, and attitudes. The two-year long process of rewriting the education curricula in these terms involved much rethinking of the departments' purposes and the best means to achieve them--an effort carried out by consortia involving Lehman education and academic faculty as well as representatives of New York City schools. The new undergraduate programs in elementary education have been registered by the State; but since they began in the fall of 1975, they are too recent to have been evaluated. The new undergraduate programs in secondary education have been approved by the State Education Department and will begin receiving students in September, 1978.

In revising the programs the consortia have sought a closer integration of theory and practice, of classroom work, and field experience. Students are scheduled to observe or to participate directly in classroom activities even in their earliest courses in education. To carry out these programs all the departments have strengthened their ties to local Bronx schools where their students will carry out their practicums. Some have also introduced on the Lehman campus a variety of education laboratories that allow students to learn in a simulated classroom setting. The Department of Early Childhood and Elementary Education, for example, has its own laboratory, well-equipped to host groups of children from nearby child-care centers and elementary schools. The Department of Specialized Services in Education has an outreach center with

facilities both at Lehman and in the local schools. These facilities function as laboratories for the study of the problems of the exceptional child and provide a service to the community as well. The reading center performs a similar function for prospective teachers of reading.

So far as possible competency-based programs are tailored to the individual student's background, experience, and needs. The Department of Early Childhood and Elementary Education is already offering courses of individualized study with variable credit and may offer more such courses in the future. Mounting such programs requires considerable effort at screening students, advising them, and maintaining records of their progress.

The only regular concentration in the education departments, the the Business Education Program, is administered by the business education section of the Secondary and Continuing Education Department. It has an interdisciplinary curriculum consisting of some general economics courses and vocationally oriented courses in economics (accounting, management), stenography, shorthand, and office procedures. The program is taught by faculty from both the Economics and Education Departments and is constantly being adapted to changing office practices. For example, a course in systems and procedures analysis was introduced to give students background in this newer field within business. The faculty's contacts with independent secretarial schools and with business and industry keep its members alert to these innovations and able to adjust the curriculum accordingly.

The division also offers an interdepartmental program called the Program for Alternate Careers in Education, which prepares students

for work in educational agencies other than schools (e.g. museums, libraries, senior citizens' centers). Most students in this program serve internships in such agencies and need not prepare for certification as teachers unless they wish to do so. Graduates of the program have taken such jobs as directors of early childhood programs, administrators of prison literacy projects, and directors of group homes. This PACE program has been awarded a Certificate of Recognition in the 1978 Distinguished Achievement Awards Competition sponsored by the American Association of Colleges of Teacher Education.

The various sections of the Department of Dance, Health, Physical Education, and Recreation offer four separate programs. The physical education section administers the Physical Education Placement Test for incoming students and offers the activity courses in physical education required under the College's qualification requirements. (See below.) The department also oversees the College's intra- and extra-mural sports activities; and it offers a regular concentration. This program gives its concentrators a comprehensive training in physiology of exercise activities and, therefore, directs them to certain natural science courses as part of the concentration. The department has tried at the same time to adapt its course offerings to the newer concerns in the field, such as fitness training for the elderly and handicapped. It has also sought to give its concentrators a background as exercise specialists and to train them for fitness jobs in hospitals, for jobs as sports trainers (a promising field for women at the moment), and for graduate work in physical therapy and corrective therapy.

The department also offers concentrations in Health Education, Recreation, and Dance. Health concentrators can choose between a

program in school health and one in community health service; they can also prepare for hospital work. Concentrators in Recreation prepare for careers in park administration, in municipal recreation departments, and in the newer field of therapeutic recreation, which can lead to jobs in hospitals, homes for rehabilitation of the ill, and senior citizens' centers. The Dance program is small; its courses can lead to careers in performing arts or to jobs in physical education in the schools (especially where the teacher of physical education can double as dance coach). Unlike the three departments of education in short, the Department of Dance, Health, Physical Education, and Recreation offers undergraduate concentrators a choice of paths to a variety of service jobs; this may be one reason why, despite recent reductions in staff, its courses in general remain popular.

The Graduate Programs

Graduate programs at Lehman may be divided into two groups, those that involve advanced study in an academic discipline and those that further students' training for a professional field. Most of these professionally oriented programs are for teachers and others in educational occupations. Many of Lehman's graduate programs in education have been developed from those carried over from Hunter. These include several master's level programs in teacher education, which lead to permanent certification in New York State Secondary school teachers combine a solid core of work, taken in the academic departments, with a prescribed education sequence. Specialists in Early Childhood Education and many school teachers take the bulk of the master's level work in the education departments. These well-established programs flourished in our early years as a result of a state mandate that all teachers

certification. Along with younger teachers, many experienced teachers, therefore, appeared on the Lehman campus to satisfy this state mandate. But with the decline in numbers of teaching positions and of younger teachers, graduate enrollments in elementary and secondary graduate degree programs have declined sharply. There are fewer and fewer teachers in the system who still need permanent certification.

The master's programs in education have not changed a great deal over the decade. Programs in the teaching of secondary subjects continue to require students to do three-quarters of their work in an academic field, one-quarter in education. In fields such as science and social studies, which of necessity require a variety of courses spread over several fields, the program has tried where possible to assure that students get a solid grounding in a single discipline. In the near future all these programs too will be reviewed and recast in competency-based terms. Programs in elementary education have also remained largely the same over the last ten years, requiring advanced courses in educational psychology and testing, advanced work in various parts of the curriculum, and a special project.

The creative spirit at Lehman was, however, evident in the inauguration, about 1970, of a half dozen new master's programs in the liberal arts disciplines. These degree programs were designed for what appeared at that time to be a new constituency, persons seeking to teach at the community college level, as well as for those trying to supplement an earlier professional degree such as library science or for those looking to progress toward an ultimate Ph.D. Such programs were launched in Biology, Chemistry, English, History, Mathematics, and Speech and Theatre.

The admission and degree requirements for these programs are set forth in the Graduate Catalogue. Among the departmental programs, those in English and Mathematics set their entrance requirements higher than the college minimum. The degree programs differ slightly in the different fields; but they all include 30 credits in the field and one or more other requirements, such as a thesis or a comprehensive examination in biology; a comprehensive in mathematics; and a comprehensive examination, a thesis, and a foreign language competence in English and history. In short, these are rigorous programs of a rather traditional kind.

Except for the programs in Speech and Theatre, these degree programs are not highly specialized. Biology, for example, offers no particular specialization, but rather a variety of courses, except that the department's marked strength in physiology (plant and animal) tends to produce a clustering of courses in that field. The mathematics program, too, aims at giving its students a strong background in basic mathematics. The program in English provides courses in the major periods and figures of English and American literature, with some specialization in the area of the student's M.A. thesis. History requires the student to choose a major field (United States, modern Europe, etc.) for purposes of the comprehensive field examination and provides some further specialization in connection with the required M.A. thesis.

The programs, being small, permit close contact between graduate students and faculty; and much time and care are spent in advising, particularly in the English Department. In English, such contact is encouraged by the James R. Kreuzer Memorial Graduate English Research

Room, adjoining the graduate coordinator's office--a small facility open to graduate students and faculty alike. It holds some 800 volumes.

Graduate courses are, on the whole, offered in the late afternoon or evening to attract a maximum of students. In most departments the courses enroll students in the education program as well as departmental M.A. students. While these two groups may differ somewhat in their goals and ability, the mixture has not generally presented a problem. Some courses, especially in English, are reserved for the education students while all departmental M.A. students receive special attention in the many tutorials that are offered.

Unfortunately, the Arts and Sciences programs were launched just when the expansion in college and university enrollments was drawing to a close. Lehman has, therefore, encountered enrollment problems in several of its M.A. programs. The Art Department currently enrolls about 30 students in its regular master's program, Biology has 25, English has 20, History has 12, and Mathematics has 10. With enrollment in the Secondary Education programs also down, classes are small; in addition the variety of course offerings which a department can present is reduced and in one or two departments has become minimal. Only Speech and Theatre, which has cut back its Rhetoric and Public Address and its Theatre option, continues to have a healthy enrollment of some seventy students in a special professional M.A. program in Speech Pathology and Audiology.

At a time when both regular M.A. programs and education programs have been affected by the slump in the teacher market, the college has devised a number of promising new graduate programs leading to professional positions. Education now offers programs in special education (with sub-programs for teachers of the mentally retarded the learning disabled, and

the mentally handicapped), corrective reading, educational media, and guidance and counseling. In fact the Department of Specialized Services in Education is almost wholly a graduate department. Also, the Nursing Department offers a two-year M.S. in nursing with a speciality in primary-care nursing in child and adolescent mental health. Begun in February, 1975, the program will graduate its first class in February, 1978, and is supported by a $1.2 million grant from the National Institute of Mental Health.

The faculty members teaching graduate courses are not organized as a separate faculty; instead, every faculty member holding professorial rank is eligible to teach a graduate course. The graduate programs are administered by the respective divisional deans, and the Provost coordinates the graduate programs as a whole. Within each department, most graduate programs are under the supervision of an elected graduate committee, which normally includes student representatives. In most cases the chairman of that committee holds the concurrent job of graduate adviser or coordinator, which involves responsibility for publicity, screening of applicants, arranging courses (in consultation with committee and department chairs), arranging for examinations, and graduate advising (also usually carried on in the late afternoon or evening hours). Depending on the student load in the department, the adviser gets one or one-half course reduction in teaching load per term.

In addition to serving these Lehman-based graduate activities, the faculty has been involved, for the better part of the decade, in graduate teaching at the downtown Graduate Center where they teach courses and supervise Ph.D. dissertations. The number of faculty working at the Graduate Center varies from department to department;

but most of the departments are represented, some with as many as five and six faculty members. Lehman itself collaborates with the New York Botanical Garden on a Ph.D. program in Plant Sciences--part of the CUNY doctoral program in biology.

LEHMAN'S RESPONSE TO A CHANGING STUDENT BODY

The first influence shaping Lehman's current curriculum, then, was the program taken over from Hunter College as adapted by newer, younger faculty.

The second major influence that helps explain the current instructional program has been the changing character of the student body. To understand how the program was modified to meet the interests and the needs of this new constituency, we shall consider several characteristics of Lehman's current student body, in particular (1) its multi-ethnic and multi-lingual composition, (2) its wider age range, and (3) its lack of adequate preparation for college work. The first and third of these characteristics are, of course, related since unfamiliarity with English often impedes a student's educational progress.[1]

A Multi-Ethnic and Multi-Lingual Student Body.

Once predominantly middle-class Jewish with a sprinkling of Irish Catholics, the student body has changed dramatically in the last ten years. From approximately ninety percent white in the Fall of 1970 it is now about 41 percent White, 27 percent Black, 30 percent Hispanic, and 2 percent other. This ethnic trend was hastened by open admissions, which was intended, in part, to provide increased access for minorities to education; but even after a selective admissions policy was reinstated,

1.For a full discussion of Lehman's newer student body, see Chapter Five: "Student Services and Student Life."

the trend continued, principally because of the changing demography of the Bronx.

To a surprising degree, the student body is multi-lingual, reflecting the fact that the Bronx houses a broad variety of immigrants. Almost forty percent of the 1977 freshman class reported that English is not the language most frequently spoken at home. Fully one-third of the class has received at least part of their previous six years of education in schools where the instructional language was not English, and ten percent actually graduated from a secondary school outside the United States.

As these facts suggest, there is now a great ethnic diversity on the campus; no one culture is dominant. Most students can quite validly conclude that they are members of a minority. Even the structure of minority groups is complex. For example, while it may be convenient to characterize Hispanic Americans in New York as Puerto Ricans, to do so is to obscure the fact that Lehman registers large numbers of Colombians, Dominicans, Ecuadorians, Haitians, Panamanians, and others. The student body also includes substantial groups of Albanian, Arab, Asian-American, Greek, and Irish students.

New programs to accommodate the interests of this multi-ethnic student body emerged early in the decade. In the fall of 1969, two new "ethnic studies" departments, Black Studies and Puerto Rican Studies, were established at Lehman, the outgrowth of vigorous student agitation earlier that year and of a receptive climate at CUNY. Since their establishment both departments have benefited from, and have in turn benefited, the growing number of Black and Hispanic American students that have come to Lehman in the course of the 70's. Outgrowing the political climate in which they were born, both departments established themselves as integral parts of the academic community. If Black Studies

now attracts fewer majors than at the beginning, it still serves numerous students through its introductory courses that fulfill the distribution requirement. The department's concentration requirements have recently been recast to give greater emphasis to interdisciplinary approaches and to strengthen academic ties with the other social sciences.

Puerto Rican Studies continues to draw largely from the growing Hispanic-American groups in the student body. It retains the emphasis on community service (the required PRS 370), which it established at the outset and which helps integrate classroom with field work in the Bronx community. The concentration draws well at a time when bilingual teachers are in demand in the City's schools.

As the proportion of native Spanish-speaking students at Lehman has grown, particularly in recent years, several further adaptations of the program have been made to meet the needs of these students. Within the Puerto Rican Studies Department the College established the Bilingual Program, a unique two-year program open to students who have graduated from Spanish-speaking high schools. The program sponsors college courses taught in Spanish for the equivalent of the first two years of college work. Students take the usual liberal arts subjects of history, sociology, political science, mathematics, and literature, taught in Spanish. They simultaneously take courses in the structure, writing, and reading of English, the objective of which is to permit them to complete their junior and senior years at the College in regular courses taught in English. Many faculty believe, however, that the Bilingual Program by itself is not adequate to help students bridge the gap between secondary education in another language and advanced undergraduate work in the English language.

Within the Department of Early Childhood and Elementary Education, an undergraduate program in Bilingual/Bicultural Education was instituted as of 1976. The program permits students to gain New York State provisional certification for teaching at the elementary school level as well as to qualify for the New York City license for elementary teaching and bilingual (Spanish/English) teaching. Its special features include a multi-disciplinary approach to training teachers, student teaching in bilingual settings, and exposure of students to community-based activities within multi-ethnic communities.

To further serve the needs of the non-native speakers of English the Academic Skills Department, realizing that these students need a program of their own, distinct from the remedial courses for native speakers of English, (see below for details of this department) has recently established a program of teaching English as a Second Language (ESL), attuned to the special reading and writing needs of these students. Most students in this program are native Spanish-speaking students. But the College also attracts Greek, Italian, and Oriental students and native speakers of other languages (Arabic, Serbo-Croatian, etc.). The ESL program was instituted in the fall of 1977, with a qualified faculty member as director. All entering freshmen write an expository essay for the Department of English. Students whose writing shows a need for ESL programs are then asked to take a second writing placement examination to determine which of four ESL courses (ESL 022-025) they should enter. The task of the ESL program is to help students develop the necessary understanding of the English language and the ability to use it effectively and to help students to pursue academic study in English. Because the program is in its first semester, an evaluation is not appropriate at this moment.

Other responses, particularly to the needs of the Hispanic students, have occurred within individual departments and even courses. Spanish literature courses now pay more attention to Latin American authors than in the past. A sequence of SPA 103-203, a two-semester course, addresses the needs of students who are native Spanish speakers but lack writing skills.

Ethnic groups other than Blacks and Hispanic Americans have had lesser but still appreciable influence on Lehman's program. Growing out of a petition from Italian-American students and supported by Italian-American faculty members, a program in Italian-American Studies was recently (fall, 1977) approved by the BHE.

Programs for a Slightly Older Student Body: Evening and Off-Campus Teaching

Today, growing numbers of freshmen are admitted to Lehman after a hiatus in their formal education. Many of them, after dropping out of high school, subsequently qualify for admission by virtue of having earned diplomas through one of the State equivalency programs. Some have entered college because as adults they face career limitations without the college degree. Overall, freshmen who have experienced a break in their formal education comprise almost a third of the entire class in 1977. This proportion is expected to increase to a full one-half within the next decade. Many of these students combine study with difficult home responsibilities. Sixteen percent of entering freshmen report that they have children, and almost half of them are currently raising more than two children in their homes. Some of the older students now coming to Lehman want degrees; some seek only to meet requirements of their professions or to improve their educational and professional qualifications. The arrival on campus of the older students has required several adaptations in the curriculum. For one

thing the college created a number of individualized degree programs that break the lock-step of the full-time four year attendance pattern. A variety of flexible options, such as the CUNY B.A. and the Individualized B.A. Program for Continuing Education (Catalogue, pp. 213-214) allows these students to pace themselves in accordance with their own professional and family situations, to combine off-campus and on-campus work, to join traditional academic courses, and to earn credit for life experience.

To meet the needs of this newer student body, the College has available courses taught in the late afternoon and in the evening and has begun establishing opportunities for students to take courses off campus. (Evening and off-campus study is coordinated by a special administrative unit of the College, the School of General Studies.) Twenty-eight departments offer approximately 300 evening courses in a given semester. Not all departments offer a full enough range of courses for their concentrations; but degrees are available in biology, economics, English, history, mathematics, political science, psychology, sociology, and Spanish, including the concentrations in accounting, business management, and computer science. Course numbers, titles, and content are identical with Lehman's regular daytime offerings; and all academic policies are consistently applied to evening students. Each department appoints an officer who coordinates the department's evening offerings and advises evening students.

Until two or three years ago much of the teaching in the evening was done by an adjunct staff made up of faculty members of other institutions, advanced graduate students, and high school teachers who also held the doctorate. The recent decline in daytime enrollment and

of adjunct funds has led more of the regular daytime faculty to assume responsibility for an evening course. Many faculty have spoken favorably of the experience, in particular of the contact with the mature, well-motivated, and purposeful evening students.

To serve some of the older adults, Lehman has recently reached out beyond the campus to offer its courses. The purpose of this work is not to provide a full curriculum but to allow students to begin a college education. It is hoped that many of these students will later transfer to the Lehman campus. To encourage such transfers, courses are offered which allow students to begin to fulfill basic college requirements.

Off-campus courses are offered primarily in the Bronx. In the East Bronx there is a large adult community in Co-Op City, Parkchester, and Pelham Parkway, all of them cut off from easy access to the Lehman College campus because of the pattern of public transportation routes. Lehman has moved its operations into their midst by running evening and Saturday classes at East Bronx high schools. Elsewhere, too, evening courses, mostly for adults, are given in neighborhood high schools. Currently extension courses are offered at three high schools (Lehman and Columbus as well as Truman) and at the Bronx Psychiatric Center. Off-campus courses are identical with those taught on the Lehman campus and carry the same course numbers, codes, and credits. They are taught by regular Lehman faculty and by adjuncts recruited from among Ph.D. high school faculty. The total off-campus program currently involves 23 courses and enrolls 451 students, among them adults and high school seniors (who may register for courses taught on their campuses).

A Student body with Serious Educational Deficiencies

In recent years each new freshman class has shown increasing weakness in preparation for college. For example, one-third of the freshmen now read below the ninth grade level, and two-thirds below the twelfth grade level. What is more, the trend toward more poorly prepared students has continued and even accelerated despite the return to selective admission standards in the autumn of 1976. The increasing percentage of freshmen requiring remediation in reading, writing, and mathematics is reflected in the table below.

Percent of Freshmen Requiring Remediation

Remediation Required	1974 (%)	1975 (%)	1976 (%)	1977 (%)
Reading/Study Skills	20	22	32	44
Writing	33	37	45	47
Mathematics	46	55	59	69

This unusual need for remediation may be due to such factors as inadequate secondary school curricula and standards and the peculiarities of the formal CUNY-wide admission process (see Chapter Five for details), but it also reflects the economically disadvantaged backgrounds from which a growing number of our students are now recruited. Almost three quarters of our students come from the Bronx, the majority from poorer areas not contiguous to the relatively affluent environs of the college. Twenty percent of our students report family incomes below $3,000.00 and over eighty percent below $12,000.00--far below the government-announced minimum required to support a family of four in New York City.

While these economic conditions have presumably impaired these students' academic performance before they came to college, poverty

continues to impose a heavy burden on a large number of Lehman students throughout their college years. At least half of the freshmen work while attending college, frequently at full-time jobs commanding a minimum wage. The College estimates that as many as ninety percent will work some time during their undergraduate years while simultaneously attending classes. Though the official college student budget established for a dependent Lehman student living at home is only $2,765.00 per year--extraordinarily low compared to national average costs for one-year's college attendance--seventy five percent of the students are unable to pay for their education without financial assistance from a major source of student aid. Even more remarkable is the fact that hundreds of them are expected to supplement the family income while attending Lehman full-time.

If this were not enough, Lehman students frequently have little informed support for their college endeavors from their families or in their homes. The parents of one quarter of these students have had no secondary education, only twenty percent have had any college, and of this number only half of them obtained a degree. Home conditions are often too crowded to allow the privacy necessary for effective study, and few accommodations are made for the students in many of their homes. The lack of a desk is a common complaint.

It thus falls largely to the College itself to compensate these underprepared students for years of educational neglect, to help them make up their deficiencies, and to assimilate them into the mainstream of the College's academic life. To handle such tasks Lehman has proceeded along a number of lines simultaneously. It has introduced qualification requirements in order to assure that students meet reasonable academic standards, and it has created a whole host of instructional programs to address the problem of remediation.

The qualification requirements (Catalogue, pp. 30-33) were introduced in 1970 to ensure that all students have the skills required for college-level work and that those lacking them develop these skills early in their college careers.

In the early 1970's the phenomenon of the unprepared student was, of course, by no means peculiar to Lehman College. But open admissions aggravated the problem at Lehman and dramatized it. As a result the qualification requirements have been tightened over the years, in particular those in English composition and foreign languages. Significantly, the tighter requirements had to be retained even as Lehman returned to a selective admission policy in the fall of 1976.

The introduction of the qualification requirements, however necessary to the later progress of initially underprepared students, has presented its own problems. Depending on the seriousness of the deficiencies shown by their high school transcripts and placement tests upon entrance, students are assigned to 000-level (compensatory, remedial, developmental) courses typically carrying less credit toward the degree than the 100-level (beginning college) courses. (The student may accumulate 8 credits toward the degree in 000-level courses.) Unsatisfactory performance in an 000-level course means that the course must be repeated until passed. Consequently some students spend several semesters without accumulating a significant number of credits towards the degree--a process which many of them, understandably, resent. Equal numbers appear to recognize, however, that the basic skills have to be mastered if they are to graduate.

Whatever the students' individual attitudes, the qualification requirements, taken in conjunction with the distribution requirements, mean that some students must complete several semesters of 000- and 100-level

work before they can begin concentration (the most seriously deficient students may take as many as 93 contact hours of such courses). The combined requirements leave these students little or no room for electives and prevent them from enjoying the flexible choices of courses and concentrations available to other students. Yet the College has no choice but to insist on the qualification requirements if underprepared students are to enter areas of concentration well enough equipped to do the work required in these fields.

A special responsibility falls to the Mathematics, English, and Academic Skills Departments to help students meet qualification requirements. Mathematics has undertaken to provide the remedial courses which qualify students in mathematics. The English Department defines the standards of English proficiency and administers the English proficiency examination, the passing of which is a requirement for graduation. It also offers course work designed to help students achieve proficiency in English. And it administers a placement test to incoming freshmen, who are then assigned either to different levels of work in Academic Skills or to ENG 101, Principles of Effective Writing I. The next step is ENG 102, Principles of Effective Writing II, at the end of which students take the English proficiency examination.

The Academic Skills Department carries a major responsibility for assisting the most severely underprepared students in developing English language skills during their initial semesters at Lehman. The department's work is organized in three units: a counseling unit and two instructional units--the writing unit and the reading unit. The writing unit includes two basic courses in written communication skills, ACS 015 and 020. The former is a developmental course for students with severe writing and grammatical deficiencies. It consists of three

modules, dealing with the narrative paragraph, the expository paragraph, and limited forms of the expository essay. ACS 020 is compensatory but equivalent to the college's regular freshman composition (ENG 101) course, meeting four hours a week instead of three. It deals with the expository essay and with several rhetorical modes. Emphasis is placed on coherence and specificity in developing and organizing the essay.

Class size in Academic Skills is relatively small, averaging about twenty students and allowing a flexible class format that includes group discussion and independent work. A key factor in the success of both courses has been the writing laboratory, which is part of the ACS Skills Center. In the laboratory students work independently or in small groups on modules and assignments and can receive one-to-one tutoring by CETA[1] staff or auxiliary counselors. Recent budget cuts have eliminated some of these services, leading to a larger class size and a reduction of the counseling staff.

The reading unit offers two courses. The first stresses developmental reading and study skills for incoming freshmen. The second stresses the application of reading and study skills to the student's work in the social sciences, humanities, and sciences. For both courses, classroom instruction, library research, and workshops are required. The ACS Department stresses the need for close personal rapport between students and faculty to provide the necessary supportive atmosphere in which students can overcome their initial handicaps.

1. Comprehensive Employment and Training Act.

One of the College's distinctive responses to the problem of underprepared students has been the SEEK (Search for Education, Elevation and, Knowledge) Programs. Students who qualify for admission to this program receive, in addition to financial aid, special counseling through the Department of Academic Skills; and they take remedial or developmental courses in reading and writing through that department. Remedial courses in mathematics are offered in the Department of Mathematics. These students, however, are expected to complete the regular courses and programs of the College in order to qualify for the degree.

While ACS and English Department courses are carefully designed and taught, students can hardly develop proficiency in English in two or three semesters' work.[1] A sizeable number even of the students who pass ENG 102 fail the proficiency examination, to say nothing of the nearly 50 percent of transfer students whose first attempt is also unsuccessful. Clearly, additional opportunities are needed for students preparing to retake the proficiency examination and also for those who pass it but continue to have severe difficulties in expressing their ideas or in reading complicated materials in their upper level courses.

Some efforts along this line have been made within individual departments and even courses. In general, departments have refused to "track" the underprepared students and instead offer supplementary work and counseling. The humanities division reports individual or small-group work within many departments, which is designed to reinforce regular classroom instruction. This work may include informal

1. ACS also offers a non-credit "Science Survey" for students whose secondary school background included no preparation in science or whose preparation in science is weak.

workshops provided by a department's CETA personnel (often graduate students in the field), peer tutoring (advanced German students, say, tutoring beginners), or faculty-supervised after-hours sessions and conferences, often with an emphasis on written work. The social science departments, too, report providing reenforcement for underprepared students in a variety of informal settings. Individual faculty members have stressed the need for early diagnosis of difficulties in analysis and writing and have tried to follow up this diagnosis with remedial work. Some departments have placed greater stress on oral reports and debates to encourage the development of verbal skills and general self-confidence. The science departments, too, report efforts on behalf of underprepared students, mostly through counseling within an individual course. The net effect of these efforts remains hard to gauge however.

Clearly then, the qualification requirements and the programs established to help students meet them have yet to achieve their purpose fully. To see what additional steps might be needed in order to achieve that purpose, the College established in the spring of 1975 an ad hoc committee on the English proficiency requirement. The committee's recommendations focus on the establishment of a learning center for written English, to which sophomores and upper-division students can be referred, and on the development of close collaboration between those who teach writing and other faculty. The committee recognized that a long-term solution to the problem--so vital to assimilating large numbers of underprepared students successfully to our traditional academic standards--will require modifications in the philosophy of all departments. Proficiency in English, the committee argued, will

have to be sought by an all-college approach rather than in a few individual departments. As the ad hoc committee explained:

> In the long run, the College's curriculum and instruction need adjustment to assure that reading and writing become vital concerns of virtually all courses in the lower-division curriculum, and to assure that reading is defined as more than just the decoding of symbols on the page, writing as more than the observance of rules about spelling and syntax. Effecting this readjustment of the curriculum will require faculty members teaching lower-division courses to accept the responsibility for contributing to the total education of their students, including the development of skill in reading and writing in academic fields. Faculty in all fields should reinforce and support what students learn from their work in English and Academic Skills.

Because of budget cuts and the difficulty of providing for systematic diagnostic and referral procedures, the recommendations of the committee about a writing center have only recently been put into effect; and faculty concern for the teaching of reading and writing has only begun to develop. But the College has not as yet undertaken a systematic investigation of the adequacy of its remedial and developmental programs in meeting their own objectives. As The City University now moves to require that students demonstrate proficiency in basic skills, notably reading and writing, this may be the time for the College to undertake further research on the effectiveness of its remedial programs, to increase support of the center for writing (to which any student in the College can now be referred), and to encourage all faculty to cooperate in helping students in all courses with the development of their ability in reading and writing. Such actions seem almost essential if the College is to assure that its current student body obtains the liberal education that Lehman has committed itself to offer.

THE FACULTY

A college is only as strong as its faculty. At Lehman, the faculty has grown from a core taken over from Hunter to a current total of 518 full-time members, 70 percent of whom received their initial appointments at Lehman and have been here ever since. Its members balance teaching and scholarship while also participating in the governance of the college and in public service beyond the campus.

A Faculty Profile

The size of the faculty has fluctuated since 1968. At that time, it numbered 416, a figure that rose steadily to a peak of 698 in 1973-74 and has declined sharply since. There are now 518 full-time members of the faculty[1] and about 228 part-time (adjunct) appointments[2] distributed among 29 departments. Of all the full-time members, 67 percent hold an earned doctorate; the ratio is 91 percent among the full-time professorial faculty in the arts and science departments.[3] The majority of these doctorates are from top-ranked universities both in the United States and in Europe. A considerable number--some 120--are from universities in the city of New York (well over half of these from Columbia University alone).

The faculty is young, 70 percent under fifty and 40 percent under

1. In this section, "faculty" includes all full-time teaching members of the instructional staff, SEEK counselors, the library staff, and individuals in various administrative capacities holding tenured positions in academic departments. It excludes College Laboratory Technicians and personnel in the Office of the Dean of Students.

2. These part-time appointments add up to 78 FTE (full-time equivalent faculty).

3. Appointment to the rank of assistant professor or higher requires a doctorate except in very limited circumstances when an equivalency or waiver may be granted by the BHE.

forty years of age.[1] Nearly two-fifths are women although it must be noted that the proportion of women in the lower ranks exceeds that in the higher (women comprise more than half of the instructors but less than a quarter of the full professors). In the early 1970's, the College was making reasonable progress in improving minority representation on the faculty, the proportion of whites dropping from 89 to 77 percent between 1970 and 1975. However, retrenchment, carried out according to University policy of "last hired--first fired," and other downward pressures on faculty size have wiped out about half of this gain.

The three years of fiscal crisis have substantially reduced the size of the faculty despite the fact that the College's policy has been to absorb as much as possible of the budget reduction in categories other than personnel. In 1976, a massive retrenchment was necessary; and about 55 faculty were dismissed on 30 days' notice in addition to those terminated with the usual review and notice. No tenured faculty were retrenched, however. In the same three year period a total of 68 new appointments was made. An overview of the losses of faculty from all causes appears below.

Faculty Losses

Year	Death	Retirement	Resignation[2]	Termination	Total
74-5	3	3	19	30	55
75-6	2	7	32	108	149
76-7	2	5	19	26	52
Total	7	15	70	164	256

1. Statistical tables on the faculty are presented in the appendices attached to this chapter.

2. The typical resignation rate is 15-20 per year and is normally composed of people (1) who have received better offers (these often are some of the most promising young people, unfortunately) and (2) people who are moving because the spouse has moved to another geographical location. The large increase in resignations during 1975-76 clearly includes a group who found other jobs, not necessarily better, because they felt that they faced a real possibility of losing their jobs at Lehman.

As a result, approximately 68 percent of the faculty now have tenure or hold the CCE[1], a figure which is expected to rise further for two reasons: only 37 retirements (at age 70) are expected in the next ten years while faculty size may well shrink somewhat further because of the downward trend in student enrollment. Some departments have already become 100 percent tenured. This trend makes current tenure decisions very difficult, and unless the trend is halted it will soon be virtually impossible to bring new blood into the faculty.

Scholarship, Creativity, and Public Service

Vigorous intellectual activity among the faculty is essential to the maintenance of a vital instructional program. The accomplishments of the faculty are attested by the annual faculty bibliographies. Here only a brief overview of some of the more salient faculty achievements will be presented to suggest both the range and quality of faculty productivity. First of all, Lehman has five official Distinguished Professors--more than any other college in The City University except the Graduate Center. Martin Duberman (History) is a prize winning historian (1962 Bancroft prize for his biography Charles Francis Addams) and playwright (1964 Vernon Rice Drama Award for In White America), who continues his studies of modern American culture and society. Angus Fletcher (English), a scholar of the Renaissance, is widely admired for his work, Allegory, and for more specialized studies of Spenser and Milton. Ulysses Kay (Music) is an accomplished composer whose orchestral and choral works, chamber music, and operas have been performed both in this country and

1. The CCE (Certificate of Continuous Employment) is a contractual commitment to job security for lecturers, whereas tenure is a statutory commitment.

abroad. Robert Lekachman (Economics), known to a large public through his frequent contributions to the major journals of opinion, is the author of National Income and Public Welfare and Inflation. Eric Wolf (Anthropology), whose fieldwork has taken him to Latin American and Europe, is a recognized authority on peasants and on twentieth century peasant movements.

The College also has a large number of outstanding scholars, artists, and other experts. The faculty's scholarly activities have borne fruit in a variety of ways, ranging from scholarly monographs published by university presses to learned articles in the major journals. Two articles in particular deserve note, having won awards as the best articles in their respective journals for the year of their publication: Richard Gerber's (History) article in the 1975 Journal of American History and Nadine Savage's (Romance Languages) article in the bicentennial (1976) issue of French Review.

Some publications of outstanding research in the natural sciences have earned their authors special recognition. For instance, Eric Delson (Anthropology), was appointed a research associate at the American Museum of Natural History and a member of the National Academy of Science's Palaeoanthropological delegation visiting the People's Republic of China in 1975; Thomas Borgese (Chemistry) was appointed a visiting scientist at the Laboratory of Comparative Biochemistry in San Diego; and Joseph Rachlin (Biological Sciences) has been made director of The City University's Institute of Marine and Atmospheric Sciences.

A number of notable publications have resulted from scholarly translation and editing. Mariella Cavalchini's (Romance Languages) translation (with Irene Samuel) of Tasso's Heroic Discourses was published by the Clarendon Press of Oxford, England, while Domenick Carnicelli

(English) had his translation of another Renaissance work published by Harvard University Press. W. Speed Hill, also of the English Department, is the general editor of a new and definitive edition of the works of Richard Hooker, a project supported by the National Endowment for the Humanities and also published by Harvard University Press. A reception in his honor was recently held at the Folger Library to celebrate the appearance of the first two of a projected ten volumes. In a related field, three members of the Speech and Theatre Department (Arthur Bronstein, Lawrence Raphael, and Cj Stevens) are joint editors of a Biographical Dictionary of the Phonetic Sciences, a work sponsored by several scholarly societies and recently published by the Press of Lehman College.

Other faculty members have written scholarly works addressed to a broader audience. These include Martin Duberman (History), whose Black Mountain is a study of an experimental educational community; Robert Lekachman (Economics), author of The Age of Keynes and Economists at Bay; David Hawke (History), who has recently written two major biographies, Paine and Franklin.

Lehman faculty also have a wide range of artistic creations to their credit. Several of Lehman's music faculty are nationally known composers. Ulysses Kay and John Corigliano have had their works commissioned by Lincoln Center and the Kennedy Center for the Performing Arts; Corigliano's concerto for clarinet and orchestra was recently performed by the New York Philharmonic under Leonard Bernstein. Other faculty members are active in the world of the theatre, writing or staging plays or creating stage designs. Albert Bermel (Speech and Theatre) has been the theatre critic for the New Leader for some time and has received the 1975 George J. Nathan Award for Dramatic Criticism. He has also been appointed to direct a 1978 summer seminar in drama and drama criticism

under the sponsorship of the National Endowment for the Humanities. Poems and short stories by faculty members have appeared regularly in literary magazines and anthologies. Professor Joseph Tusiani (Romance Languages) has published poetry in three languages--English, Italian, and Latin--and Professor Bernard Einbond, (English) was named in London a winner of the 1974 Keats Poetry Prize. Joan Miller's (Dance, Health, Physical Education, and Recreation) Resident Dance Company gives frequent performances, a recent one being at the Delacorte Amphitheatre in Central Park as part of the New York Summer Festival.

Several faculty members have established themselves as the authors of successful textbooks that have gone into their second, third, or fourth editions. Among these are Richard Kraus' (Dance, Health, Physical Education, and Recreation) textbook in recreation, Edgar Roberts' (English) in writing about literature, Daniel Murphy's (Chemistry) in general chemistry, John F. Wilson's (Speech and Theatre) in public speaking, Howard Levi's (Mathematics) in geometry and trigonometry, and Paulette Robischon's (Nursing) in family nursing; the last had the added distinction of being declared a 1975 "Nursing Book of the Year" by the American Journal of Nursing. Some Lehman authors of textbooks are established authorities in their fields. Two of them (in the Department of Early Childhood and Elementary Education) are Mariann Winick, who has studied the impact of television on children, and James Bruni, who has written about the teaching of mathematics at the elementary level.

The caliber of the faculty is also indicated by the number of important fellowships awarded. Several Lehman faculty, such as Juan Villa (Chemistry), Walter Blanco (English), and M. Herbert Danzger (Sociology) have held Fulbright-Hays lectureships,while Joan Mencher (Anthropology) and Isaias Lerner (Romance Languages) have received Guggenheim grants.

Three faculty members have held membership in the Institute for Advanced Studies at Princeton, Joan Dyer and Connor Lazarov (Mathematics) in 1973-74 and in 1974-75 respectively, and Joseph Dauben (History) as a Herodotus fellow in 1977-78.

Many awards and grants have gone to the College in support of its programs and in recognition of its faculty, as well as to individuals in support of their own research. The main supporting agencies have been HEW and NSF, followed by the National Endowment for the Humanities, several private foundations, and the CUNY FRAP (Faculty Research Awards Program) grants. Lesser amounts of fellowship support have come from the National Endowment for the Arts, the Social Science Research Council, and the American Council of Learned Societies. Currently, the College receives a total of about $1,000,000 per year in support of such activities. Nevertheless, there is a strong feeling that the quality of the faculty justifies even more support, and an increasing effort is being made to bring our capabilities to the attention of the funding agencies.

Among the important grants to individuals has been the grant of almost $200,000 (over three years) to Susan Wallace (Biological Sciences) from the National Institute of Cancer Research for the study of x-ray induced damages on Phage F4; the award to Herbert Saltzstein (Psychology) of $43,000 from the National Institute of Child Health and Human Development in support of research on social influences on children's moral standards; and the award of $28,000 from the Rockefeller Foundation to Martin Duberman (History) in support of his research on the history of sexuality in the United States.

Among the major grants in support of the College's instructional activities has been one for $1,200,000 for a Graduate Program in Primary Care Nursing; a grant for $754,000 from the National Institutes of

Health to assist the Health Professions Institute to develop programs in the team delivery of health care; a grant of $234,700 from NSF in support of the Lehman-New York Botanical Garden joint doctoral program in plant sciences; a grant of $50,000 from the National Endowment for the Humanities for planning the program on "The City and the Humanities" (with the possible addition of another $250,000 for further implementation of the program); a grant of $125,000 from the Fund for the Improvement of Postsecondary Education to define growth in writing ability; and grants in 1975-76 and 1976-77 of $100,000 each from the Office of Education for programs in bilingual education.

Lehman faculty members are also active in many scholarly and professional organizations, serving on editorial boards or as editors of learned journals, delivering scholarly papers, serving as discussants, and presiding over panels at international, national, and regional scholarly meetings. Faculty members' standing among scholarly and professional peers is attested by their membership in a number of national screening committees for awards such as the Fulbright-Hays, Ford Foundation, and American Council of Learned Societies fellowships. Three of our five Distinguished Professors have served on the juries selecting the National Book Awards and Pulitzer Prizes in their respective fields.

Beyond these scholarly and creative endeavors faculty members contribute their expertise to many federal, state, and local public agencies. They have testified before congressional committees and have served as expert witnesses before regulatory and other commissions; several serve as consultants or on task forces at the state and municipal level, particularly in the arts, minority affairs, unemployment, energy, housing, and transportation. We note in particular Governor Carey's appointment of Carolyn Brancato (Economics) to the New York State Task

Force on Energy and of Arline Bronzaft (Psychology) to the Department of Transportation Commissioner's Advisory Council.

Other faculty members exhibit in their professional lives that union of knowledge and a willingness to serve humane causes which marks the college's liberal arts curriculum at its best. We need mention only a few examples here, such as Ethel Boissevain (Anthropology), an expert on the Narragansett Indians, who assists the legal work of the tribe; Andrew Blane (History) who serves (as the only American) on the executive committee of Amnesty International; and, finally, John H.E. Fried (Political Science; since retired) who, having served on the prosecuting staff of the Nuremberg trials, continues active membership on several national and international bodies concerned with human rights and international law.

Finally, the Lehman faculty actively participates in the CUNY doctoral programs at the Graduate Center and on the campus. In all, about 70 persons hold appointments to the doctoral faculty. In the biological sciences, the Ph.D. program in Plant Sciences is conducted on the Lehman campus in conjunction with the New York Botanical Garden. The departments of Anthropology, Chemistry, English, Mathematics, Philosophy, and Speech and Theatre participate actively in their respective Ph.D. programs and several other departments participate in lesser ways. Lehman contributes more mathematicians to the doctoral faculty at the Graduate Center than does any other college in CUNY, and the same is true in the field of speech. A significant number of Ph.D. students at the Graduate Center who are doing their dissertations under Lehman faculty work on the campus as adjunct lecturers or researchers. Their presence is an important stimulus to the faculty. Undergraduate and M.A. students are encouraged to participate in the research efforts of the faculty.

Working Conditions: Teaching Loads, Office Space and Facilities, Faculty Travel

Until 1975, the standard teaching load in most departments at Lehman was nine contact hours per semester for those in professorial ranks and twelve contact hours per semester for instructors and lecturers. Faculty who engaged in various non-teaching activities (advising, administration, etc.) received reductions in teaching load, and faculty in professorial ranks were assumed to be active in scholarly work in addition to carrying out their teaching duties. In the fall of 1975, under the pressure of severe budget cuts, the BHE mandated an increase in teaching loads. Most faculty in professorial ranks now teach twelve contact hours per semester and those in the ranks of lecturer and instructor teach fifteen hours. Class sizes have also grown in lower-division and remedial courses so that teaching workloads have substantially increased, but class sizes have decreased in some of the upper-division courses.

These new teaching loads are higher than those in effect at some of the major universities and colleges. Because the College has had a twelve-hour load for only a short time, it is not possible to assess with any certainty its impact on scholarly output. Moreover, momentum in research once built up is likely to carry a faculty member forward for some time. But there is a danger that higher teaching loads will lead to a reduction in scholarly productivity. Research activity requires the regular expenditure of large blocks of time if the results are to be of high quality. In the laboratory sciences, for example, interruption of laboratory experiments for additional teaching may delay or prevent completion of faculty members' research.

Office space ranges from very satisfactory (220 square feet per philosopher) to barely adequate (62 square feet per biologist, not counting laboratory space). Office furniture is adequate, but telephone service

has been cut, and basic materials are often in short supply. Secretarial aid is provided in the ratio of one secretary for fourteen full-time faculty members.

At present, there is no suitable faculty dining facility, nor is there a lounge or general meeting place. The lack is acutely felt since it reduces the intellectual and social interchange between members of the faculty. The faculty space situation is, however, expected to improve considerably in the next few years. Completion of construction, resumed in September, 1977, by the fall of 1979 will provide sorely needed new facilities.

Travel money for scholarly pursuits is one of the most severe casualties of the last few years. In 1972-73, the faculty travel allocation was $50,000; it dropped to $7,250 in 1976-77. For 1977-78 it is slightly higher, $11,000. The last figure is still far too small. Since all faculty members who are presenting papers or chairing sessions share the available funds on a pro-rated basis, each one may get as little as 20 percent of the actual cost.

Faculty Salaries and Fringe Benefits

The agreement between the BHE and the Professional Staff Congress/CUNY (PSC) sets the salary scales for all faculty. Within each rank there are generally ten annual steps; faculty used to advance annually one step on the scale. Because of the budget crisis the two most recent advances in step have been deferred, each for about nine months. Moreover, all collective bargaining agreements of city-related public agencies are now subject to review by the Emergency Financial Control Board.

The approximate salary range for each rank is shown below:

Rank	Start	Top
Professor	$23,100	$33,475
Assoc. Professor	18,430	27,700
Assist. Professor	14,000	23,000
Lect./Instr.	13,000	20,000

The average salaries in CUNY were at one time among the highest in the country, mainly because the average faculty member was well up on the scale for his/her particular rank. But neither the top nor the bottom of the scale is now competitive in New York City. In fact, the starting salaries are so low as to cause considerable difficulty in recruiting junior people for the College (particularly in professional areas); the BHE requires that most new appointments start at the bottom of the scale.

Fringe benefits are generous. They include an elaborate system of leaves, including sabbatical leaves (Fellowship Awards) awarded by a faculty committee on approval of a project and carrying a stipend of half the annual salary; leaves of absence for temporary disability; retirement leaves of absence (granted with full pay up to one-half of the unused accumulated temporary disability leave, up to a maximum of one semester); and special leaves for emergencies of a personal nature.

Pension systems are of basically two kinds: the Teachers' Retirement System of the City of New York (TRS) with a choice of several options and the TIAA/CREF system. Staff with previous service in the City under TRS can easily transfer retirement service credit for accumulation, and an incoming staff member with no prior service in the city has an option of selecting a retirement program that articulates with pension plans offered by many academic employers outside the CUNY system.

A variety of health plans are also available, suitable to the needs of particular families. In addition to the basic health plan covering

hospital costs and doctors' costs, provision is made for dental insurance, life insurance, total disability insurance, and optical benefits, among others.

Institutional Policies and Procedures Governing Employment

Policies and procedures for appointment, reappointment, promotion, and the granting of tenure or the CCE are governed by the collective bargaining agreement between the BHE and PSC and by the Bylaws and written policies of the BHE, in particular the BHE's Statement on Academic Personnel Practice in The City University of New York. This statement and the BHE/PSC contract are on file for the Middle States Visiting Team.

All requests for personnel action (except for retrenchment) originate in the department and require approval of the departmental Personnel and Budget Committee. After review by the deans and the Provost, the recommended action is presented to the College Faculty Committee on Personnel and Budget, which makes recommendations to the President. The President makes the College's final recommendation; his recommendation must be approved by the BHE. Reappointment for the sixth year of continuous full-time service in the title generally confers tenure or the CCE.

Full-time teaching faculty must be notified by April 1 of decisions about reappointment to a second year and by December 1 of decisions about subsequent reappointments, except that lecturers (full-time) receive notice by April 1 of reappointment or non-reappointment to the third year.

A special review process recently established assures a careful review of faculty members in their third year. Divisional executive committees review departmental recommendations for reappointment to the fourth year and report their recommendations to the College Personnel and

Budget Committee. Department tenure and promotion recommendations are reviewed in great detail by statutory college-wide committees; the recommendations of the college-wide committees are then reviewed by the President with the advice of the divisional deans and of the Provost.

Initial appointments may be made at any time as needed. However, recruitment for regular lines normally begins early in the academic year. Primary responsibility for the quality of initial appointments rests with the department and the appropriate divisional dean.

With the large decrease in the size of the faculty, the percentages of tenured faculty and of the higher ranks are increasing. As a result, all personnel recommendations are now being evaluated much more stringently. The criteria for reappointment, tenure, and promotion for the professorial ranks are scholarly productivity, teaching, and service to the college and university. All three are considered important, and the relative weight assigned depends on the individual's specific qualifications. However, intellectual productivity and good teaching are considered particularly important for tenure and for promotion to full professor. In addition, the college must consider "institutional factors" in these decisions. Staffing patterns, student-faculty ratios, and the number of tenured positions in the candidate's department are all important.

Academic Freedom

The City University subscribes to the American Association of University Professors' 1940 STATEMENT OF PRINCIPLES ON ACADEMIC FREEDOM. A committee of the College Senate is charged with hearing all cases of alleged violations of academic freedom.

DISTRIBUTION OF FACULTY BY DIVISION AND DEPARTMENT
FALL 1977

	(a) FULL-TIME	PART-TIME	COLLEGE LAB. TECH	(b) FTE
DIVISION OF HUMANITIES				
Art	12	6	1	12.8
Classical and Oriental Languages	7	5	0	5.6
English	35	14	0	39.8
Germanic and Slavic Languages	3	3	0	4.0
Music	8	3	0	9.7
Philosophy	8	0	0	8.0
Puerto Rican Studies/Bilingual Program	11	19	0	14.7
Romance Languages	25	15	0	24.0
Speech and Theatre	27	6	0	26.5
SUBTOTAL (HUMANITIES)	136	71	1	145.1
DIVISION OF SOCIAL SCIENCES				
Anthropology	15	5	1	12.2
Black Studies	6	2	0	6.7
Economics	20	23	0	27.9
Family and Consumer Studies	7	8	1	8.7
History	21	2	0	13.2
Political Science	12	2	0	7.2
Psychology	19	18	1	23.5
Sociology	20	11	0	20.7
SUBTOTAL (SOCIAL SCIENCES)	120	69	3	120.1
DIVISION OF SCIENCE				
Biology	16	39	7	23.1
Chemistry	13	6	5	16.4
Geology and Geography	10	0	1	10.0
Mathematics	27	6	1	32.6
Physics/Astronomy	7	0	2	7.2
SUBTOTAL (SCIENCE)	73	51	16	89.3
DIVISION OF EDUCATION				
Early Childhood and Elem. Education	20	5	0	19.7
Specialized Services in Education	13	0	2	14.2
Secondary and Continuing Education	19	0	0	19.6
Dance, Health, Phys. Ed. and Recreation	32	10	0	29.8
SUBTOTAL (EDUCATION)	84	15	2	83.3
NON-DIVISIONAL				
Academic Skills	28	6	0	24.5
SEEK Counselors	12	0	0	13.0
Library	16	0	0	16.0
Nursing	33	14	1	[illegible]
SUBTOTAL (NON-DIVISIONAL)	89	20	1	[illegible]
TOTAL	502	228	23	[illegible]

(a) Full-time faculty includes all categories listed in note 1 on p. III-1 except individuals in various administrative titles who are also tenured in academic departments..

(b) Full-time Equivalent Faculty (FTE) does not include 59 full-time faculty members on leaves of absence.

DISTRIBUTION OF FACULTY RANKS
FALL 1977

	DISTING. PROF.	FULL PROF.	ASSOC. PROF.	ASST. PROF.	LECTURER FULL-TIME	INST.
DIVISION OF HUMANITIES						
Art	-	2	2	6	1	1
Classical and Oriental Languages	-	2	4	1	-	-
English	1	7	11	10	5	1
Germanic and Slavic Languages	-	-	1	2	-	-
Music	1	-	3	3	1	-
Philosophy	-	2	3	3	-	-
Puerto Rican Studies/Bilingual Program	-	1	1	2	4	3
Romance Languages	-	4	9	6	5	1
Speech and Theatre	-	4	6	10	2	5
SUBTOTAL (HUMANITIES)	2	22	40	43	18	11
DIVISION OF SOCIAL SCIENCES						
Anthropology	1	1	9	3	-	1
Black Studies	-	-	-	3	-	3
Economics	1	4	2	6	2	5
Family and Consumer Studies	-	-	2	1	2	2
History	1	5	9	6	-	-
Political Science	-	1	4	6	1	-
Psychology	-	5	9	3	2	-
Sociology	-	2	8	6	3	1
SUBTOTAL (SOCIAL SCIENCES)	3	18	43	34	10	12
DIVISION OF SCIENCE						
Biology	-	6	5	4	-	1
Chemistry	-	4	3	6	-	-
Geology and Geography	-	-	3	5	1	1
Mathematics	-	10	8	6	2	1
Physics/Astronomy	-	1	4	2	-	-
SUBTOTAL (SCIENCE)	0	21	23	23	3	3
DIVISION OF EDUCATION						
Early Childhood and Elem. Education	-	5	4	7	4	-
Specialized Services in Education	-	1	5	6	-	1
Secondary and Continuing Education	-	2	8	5	3	1
Dance, Health, Phys. Ed. and Recreation	-	3	6	8	12	3
SUBTOTAL (EDUCATION)	0	11	23	26	19	5
NON-DIVISIONAL						
Academic Skills	-	-	1	5	17	5
SEEK Counselors	-	-	-	1	8	3
Library	-	-	4	10	-	2
Nursing	-	3	1	1	-	28
SUBTOTAL (NON-DIVISIONAL)	0	3	6	17	25	38
TOTAL	5	75	135	143	75	69

APPENDIX III-C

DISTRIBUTION OF FACULTY BY HIGHEST DEGREE EARNED
FALL 1977

	Doctorate	Masters	Bachelors
DIVISION OF HUMANITIES			
Art	5	5	2
Classical and Oriental Languages	7	-	-
English	27	5	3
Germanic and Slavic Languages	3	-	-
Music	6	1	1
Philosophy	7	-	1
Puerto Rican Studies/Bilingual Program	4	7	-
Romance Languages	19	5	1
Speech and Theatre	15	11	1
SUBTOTAL (HUMANITIES)	93	34	9
DIVISION OF SOCIAL SCIENCES			
Anthropology	13	-	2
Black Studies	2	4	-
Economics	11	8	1
Family and Consumer Studies	3	4	-
History	21	-	-
Political Science	11	1	-
Psychology	19	-	-
Sociology	15	4	1
SUBTOTAL (SOCIAL SCIENCES)	95	21	4
DIVISION OF SCIENCE			
Biology	14	2	-
Chemistry	13	-	-
Geology and Geography	8	2	-
Mathematics	25	1	1
Physics/Astronomy	7	-	-
SUBTOTAL (SCIENCE)	67	5	1
DIVISION OF EDUCATION			
Early Childhood and Elem. Education	13	7	-
Specialized Services in Education	11	2	-
Secondary and Continuing Education	14	5	-
Dance, Health, Phys. Ed. and Recreation	15	16	1
SUBTOTAL (EDUCATION)	53	30	1
NON-DIVISIONAL			
Academic Skills	4	19	5
SEEK Counselors	1	9	2
Library	1	15	-
Nursing	4	28	1
SUBTOTAL (NON-DIVISIONAL)	10	71	8
TOTAL	**318**	**161**	**23**

APPENDIX III-D

DISTRIBUTION OF FACULTY BY YEARS OF SERVICE
FALL 1977

	Under 5	6-10	11-15	16-20	Over 20
DIVISION OF HUMANITIES					
Art	1	8	1	2	-
Classical and Oriental Languages	-	5	1	1	-
English	7	16	8	3	1
Germanic and Slavic Languages	-	1	1	1	1
Music	2	4	0	1	-
Philosophy	-	7	1	-	-
Puerto Rican Studies/Bilingual Program	5	6	-	-	-
Romance Languages	4	11	5	2	3
Speech and Theatre	9	15	3	-	-
SUBTOTAL (HUMANITIES)	28	73	20	10	5
DIVISION OF SOCIAL SCIENCES					
Anthropology	4	4	4	1	2
Black Studies	3	3	-	-	-
Economics	13	4	1	-	2
Family and Consumer Studies	4	1	-	1	1
History	5	8	6	2	-
Political Science	5	5	2	-	-
Psychology	4	7	2	1	5
Sociology	4	10	3	2	1
SUBTOTAL (SOCIAL SCIENCES)	42	42	18	7	11
DIVISION OF SCIENCE					
Biology	4	9	1	1	1
Chemistry	3	5	4	1	-
Geology and Geography	4	4	1	1	-
Mathematics	6	12	7	2	-
Physics/Astronomy	1	-	2	2	2
SUBTOTAL (SCIENCE)	18	30	15	7	3
DIVISION OF EDUCATION					
Early Childhood and Elem. Education	2	9	7	2	-
Specialized Services in Education	6	4	1	-	2
Secondary and Continuing Education	2	6	5	4	2
Dance, Health, Phys. Ed. and Recreation	5	13	8	2	4
SUBTOTAL (EDUCATION)	15	32	21	8	8
NON-DIVISIONAL					
Academic Skills	15	13	-	-	-
SEEK Counselors	6	6	-	-	-
Library	2	4	5	4	1
Nursing	32	1	-	-	-
SUBTOTAL (NON-DIVISIONAL)	55	24	5	4	1
TOTAL	158	201	79	36	28

APPENDIX III-E

DISTRIBUTION OF FACULTY BY AGE
FALL 1977

	Under 30	30-39	40-49	50-59	60-70
DIVISION OF HUMANITIES					
Art	1	1	6	3	1
Classical and Oriental Languages	-	3	2	1	1
English	-	15	15	4	1
Germanic and Slavic Languages	-	1	1	1	-
Music	-	2	2	3	1
Philosophy	-	6	1	1	-
Puerto Rican Studies/Bilingual Program	-	5	2	2	2
Romance Languages	1	4	6	9	5
Speech and Theatre	1	12	5	7	2
SUBTOTAL (HUMANITIES)	3	49	40	31	13
DIVISION OF SOCIAL SCIENCES					
Anthropology	-	6	6	1	2
Black Studies	1	2	2	1	-
Economics	-	9	7	2	2
Family and Consumer Studies	-	3	-	2	2
History	-	6	12	3	-
Political Science	-	6	5	1	-
Psychology	-	5	5	6	3
Sociology	-	5	8	6	1
SUBTOTAL (SOCIAL SCIENCES)	1	42	45	22	10
DIVISION OF SCIENCE					
Biology	-	3	11	1	1
Chemistry	-	8	2	2	1
Geology and Geography	-	5	5	-	-
Mathematics	1	11	8	5	2
Physics/Astronomy	-	-	3	4	-
SUBTOTAL (SCIENCE)	1	27	29	12	4
DIVISION OF EDUCATION					
Early Childhood and Elem. Education	-	5	8	4	3
Specialized Services in Education	1	3	5	4	-
Secondary and Continuing Education	-	4	8	6	1
Dance, Health, Phys. Ed. and Recreation	2	14	9	5	2
SUBTOTAL (EDUCATION)	3	26	30	19	6
NON-DIVISIONAL					
Academic Skills	4	12	9	3	-
SEEK Counselors	1	7	2	2	-
Library	-	1	8	3	4
Nursing	6	14	10	3	-
SUBTOTAL (NON-DIVISIONAL)	11	34	29	11	4
TOTAL	19	178	173	95	37

APPENDIX III-F

FULL-TIME INSTRUCTIONAL PERSONNEL BY SEX AND ETHNIC GROUP
1970-71 THROUGH 1976-77

	FEMALE	MALE	(a) TOTAL	BLACK	PUERTO RICAN	OTHER SPANISH	ORIENTAL	OTHERS
1970-71	351 (39%)	557 (61%)	908	58 (6%)	25 (3%)	9 (1%)	12 (1%)	804 (89%)
1971-72	408 (38%)	663 (62%)	1071	77 (7%)	40 (4%)	22 (2%)	26 (2%)	906 (85%)
1972-73	---------	---------	1098	78 (7%)	40 (4%)	26 (2%)	25 (2%)	929 (85%)
1973-74	489 (38%)	797 (62%)	1286	104 (8%)	38 (3%)	30 (2%)	39 (3%)	1075 (84%)
1974-75	533 (40%)	808 (60%)	1341	120 (9%)	42 (3.1%)	37 (2.7%)	45 (3.2%)	1097 (82%)
					HISPANIC		ASIAN	
1975-76	295 (39%)	454 (61%)	749	79 (11%)	44 (6%)		46 (6%)	580 (77%)
1976-77	229 (38%)	371 (62%)	600	56 (9%)	30 (5%)		17 (3%)	497 (83%)

(a) Includes, in addition to the categories mentioned on p. III-1, note 1, College Laboratory Technicians as well as individuals in various instructional-administrative titles such as business manager, higher education officer, and registrar.

TEACHING AND ITS EVALUATION

Lehman College values good teaching. Teaching must be considered when departments make appointments and grant promotion and tenure; indeed, the BHE has directed that the performance of faculty in the classroom be evaluated regularly before faculty members are tenured or certificated, and afterwards as well. Further, an award for distinguished teaching is given annually and is announced at the Lehman commencement.

Five members of the Lehman College faculty have been honored with the designation "Teacher-of-the-Year." A faculty-student-administration committee receives nominations solicited from the entire college community. Those honored include Associate Professor Rita D'Angelo of the Department of Psychology, noted for her blending of concern for the community with mastery of the field of psychology and for her support of student research; Associate Professor Ruth Zerner of the Department of History, a leader in facilitating Jewish-Christian dialogue, whose students have come to share her humanity and enthusiasm; Professor Reuben Baumgarten of the Department of Chemistry, well-known for his clarity and patience in teaching organic chemistry, a crucial subject for the careers of many students; Associate Professor Richard Gerber of the Department of History, who has won wide recognition because of his willingness to work patiently with students and to bring materials from the other disciplines into his classroom presentations; and Assistant Professor Eileen Allman of the Department of English, whose vital interest in Renaissance literature and scholarship has attracted and stimulated lower and upperclass students alike. Each of these distinguished teachers was selected from a large number of nominees and each selection was based on warm testimonials and objective measures of teaching

effectiveness.

Teaching Formats and Class Size

Teaching formats at Lehman include the large lecture class, the lecture/discussion class, the seminar, and supervision of independent study--to mention only the most prominent among them. Courses in the sciences regularly supplement classroom activities with laboratory work. In such areas of interest as education, psychology, and the health sciences, field experience is of growing importance. Format and class size are related. The usual class limit in lecture classes is 40 students; discussion sections of remedial courses average about 25 students.

Most departments employ either all the main formats or nearly all of them. Thus the Department of Germanic and Slavic Languages reports that its methods consist of classroom explanation and student performance, language laboratory work, lectures, seminars, and tutorials. Many other departments use nearly as full a range of formats. Senior professors, including on occasion Distinguished Professors, have taught all formats.

The Large Lecture Class

When there is an exceptional demand for a particular course, that course is occasionally presented in the form of a large lecture class. But departments such as psychology have tried to ensure that at least one teaching hour a week is devoted to classroom discussion. In the very popular General Psychology and Child Psychology classes, provision is made for groups of 125 to 150 students to meet twice a week for lectures.

During the third hour, sections of 35 to 40 students meet with instructors for a discussion of the course content. An alternative format presently under discussion will be introduced on an exploratory basis in the spring semester, 1978. It makes provision for discussion but in a different way. Students are to attend three hours of lecture in groups of 125 to 150 but are to see a series of relevant films, shown outside of lecture hours, with accompanying discussions and demonstrations. Qualified upper level students are to show the films and lead the discussions as part of their training in the presentation of psychological materials. The aim is to reinforce learning while affording gifted students opportunities for development of special skills in teaching and communication.

The Lecture/Discussion Class

Much more typical than the large lecture class--indeed, the standard format for Lehman classes--is the lecture/discussion class with an upper enrollment of between 35 and 40 students (though enrollment may range anywhere from 10 to more than 40). The assumption at Lehman is that the most learning occurs when the students are active participants in classroom discussions. On this point the Department of Mathematics was helpful when it explained in some detail how it views the student's relationship to an instructor's teaching. The general outlook expressed may be taken as representative of that of other departments, although their own descriptions would doubtless be phrased differently to reflect their own teaching objectives and emphases. The chair of the Department of Mathematics writes:

> The format for presentation of mathematics in our department is generally that of a combination of lecture and class discussion. Mathematics is a subject which cannot generally be presented successfully to students without the opportunity for feedback between instructor and student, except in the case of extremely

> advanced students who have learned to study mathematics independently. In our most advanced courses and in our tutorials, the student does do a great deal of independent work which involves the instructor in the subtle process of stimulating the student to develop his own initiative and drive to study. In our regular courses, such as pre-calculus, calculus, and the required courses for majors, instructors attempt to maintain a sense of whether the students in the class are following the presentation of material. There are very few cases in which the instructor would simply lecture at the students. In remedial courses where students' backgrounds are very weak and where student morale is very important, we have always tried to maintain small sections which would enable an instructor to obtain a more complete knowledge of a student's difficulties with the subject matter and where an instructor would be able to give a student more direct support in dealing with particular problems. We have felt it particularly important that students in these courses develop a sense of their ability to evolve mathematical concepts from their own experience and from the natural possibilities of the subject matter rather than learning a large number of routine approaches to problems. We are still making every effort to achieve these general goals in spite of the increase in class size forced upon us by the budget crisis.

As this description implies, the manner in which a class is actually taught varies with the instructor.

In most lecture/discussion classes at Lehman, essay examinations are given, though objective testing is gaining across the campus. Students in some upper division courses go to the library for collateral readings designed to supplement the assigned books, and in many of these courses students write either term papers or topical essays. Several departments award prizes annually for the most accomplished essay. Working directly from primary sources, a recent winner of the European history prize analyzed Milton's political thought during the Puritan Revolution. At their best, such courses compel the student to examine up-to-date scholarship, not only the most recent scholarly findings on older subjects, but also the growing knowledge in such newer areas as "black holes" and quasars (in a contemporary physics course) and the patriarchal theory of politics and its relationship to mass attitudes in Stuart England--a subject linking political theory with the family structure of the

seventeenth century.

The Seminar

Seminars may be conveniently discussed by referring to those in the Curriculum for Self-Determined Studies, described earlier under "Instructional Program." Probably the seminars are the most exciting and stimulating part of CSS; at the least, they form one of its distinctive features. These usually enroll 15 students, who meet once a week for two hours under the guidance of a faculty member. Each seminar carries three hours of credit. CSS students often select the topics for discussion, and the range of subjects is impressive, describing as it does the full spectrum of subjects in a liberal arts education.(See the section on "Instructional Program" for further comment.) For the past several years CSS has offered 10 seminars a semester. Seminars are also a conspicuous feature of the closely related Adult Degree Program known as the Individualized B.A. or B.S. Program for Continuing Education (IBAPCE). In the fall of 1977, this program offered two special seminars, one dealing with literature and composition, the other with contemporary issues in sociology. Each seminar had an enrollment of 25 students.

In addition to seminars in special programs, the individual departments have their own seminars. Thus in the English Department's Honors Program, a two-year course of study designed to give students interested in English literature an opportunity for both intensive and independent study, students take two seminars (English 450-460), which are open as well to students not in the Honors Program. The seminars enroll a small group of students who meet once a week to discuss a literary theme or the works of a particular author. Past seminars have dealt with the themes of women in literature, the literature of war, the city in

literature, the works of Yeats, George Eliot, and others. Economics also regularly offers two seminars a semester, as do other departments across the campus. The classes taught by Lehman's Distinguished Professors also are conducted often as seminars.

Independent Study

Students may engage in independent study--an individual research project in the library, laboratory, or community--under the direction of a faculty member. Independent study projects may involve field work, in which students obtain practical experience in an appropriate setting, do concurrent reading assignments, and engage regularly in discussion with a faculty sponsor. Honors projects usually entail application of advanced research skills. Where a research paper is the product of independent study, the student develops skill in presenting his or her ideas as well as a deep understanding of the topic under investigation.

The Laboratory

In the sciences the laboratory experience is considered an essential part of the learning process. Majors in the science departments are required to participate in an extensive series of laboratory experiences. Most of the introductory courses used to fulfill the distribution requirements also have a laboratory component. Laboratory sections typically hold from 14 to 24 students and are taught by regular faculty, except in Biology where Ph.D. candidates are used extensively. In each science department honors research courses are available, and a significant number of the majors do honors projects in the faculty's research laboratories.

Instructional Methods and Forums: Innovations and Experiments

The Lehman faculty is continually seeking new procedures and techniques for teaching that will meet the distinctive needs and interests of the student body, in particular by drawing upon new technology and new resources that will break the pattern of lecture and discussion as the staples of college teaching. We cite a few examples of instructional innovation, mostly division by division, but note that what follows is a selective and by no means an exhaustive enumeration of new instructional methods.

Within the Division of Social Sciences, for example, members of the faculty in History take students off campus to study the artifacts and documents of history at first hand. A professor of medieval history leads his students to the Metropolitan Museum's "Treasures of Early Irish Art, 1500 B.C. to 1500 A.D.," where students can look at the famous Book of Kells. Other faculty use the facilities of the United Nations, and invite diplomats to address their classes after students have decided which countries are of special interest to them. One professor connects the teaching of modern European history to a film program on campus, and asks students to respond in writing to films that represent historical events. The most impressive instance of students moving off campus and away from lectures to study the evidence of history is in the popular course on the Holocaust; in that course the instructor requires students to visit the Institute for Study of East European Jewry, the Leo Baech Institute (German-Jewish Archives), the Jewish Museum, and the annual Scholars Conference on Church Struggle and the Holocaust. Archivists talk to the class, indicating the resources available for study and the research projects that are under way. Students tape interviews

with survivors of the Holocaust. With resources such as these, history comes alive for its students.

The Division of Science draws on computers and computer technology in its courses and laboratories; the Department of Mathematics offers instruction in the use of computers. Science Division faculty offer problem-solving seminars and research games, along with opportunities (previously mentioned) for students to do research in collaboration with faculty members.

Several of the professional programs treat the community as a locus of teaching. In the Division of Education, programs for the preparation of teachers are increasingly field-based, partly in response to the directive of the State Education Department that teacher education programs be converted to a competency base, and partly in recognition that students can learn from the educational resources of the Bronx community, particularly from working with local agencies. The Division's Program for Alternative Careers in Education, operated as a self-governing community for learning, organizes instruction about learning contracts between students and faculty, engages both students and faculty in the evaluation of students' progress with their contracts, and requires students to complete internships in educational agencies (e.g., museums, senior citizens' homes) other than schools. The new program in Bilingual/Bicultural Education relies extensively on field experience in bilingual teaching situations to give students the skills they need in teaching bilingual students. The program in Speech Pathology of the Department of Speech and Theatre operates a clinic to which children from the surrounding community, referred by institutions or schools, can come for assistance from faculty and students. Also, Lehman students on occasion give help to children in their homes and in hospitals. Finally, the

Health Professions Institute, as has been mentioned under "Program," places teams of students with doctors and nurses in settings that offer primary health care; these teams of students learn their profession on the job and under guidance.

The Division of Humanities is using several innovative teaching practices. Its federally-funded project, The City and the Humanities, consists of four interdisciplinary team-taught half-semester courses in which students study various cities or aspects of the city, designed to help students become more aware of the city environment in which they live. General lectures on the cities and the city from antiquity to the present day are supplemented by attendance at theatrical and musical performances and by visits to museums. Other faculty in Humanities individually use the city as a resource; professors in Germanic and Slavic Languages send their students to German plays and to the opera (e.g., The Magic Flute). The Department of English is offering students the chance to practice writing for professional fields; its concentration in Professional Writing may be among the first such concentrations in the country.

New Audiences for Teaching

The College is, indeed, enlarging the audience for its teaching to include many new areas and new populations. It currently offers a series of lower-division courses, taught by some of its ablest faculty, on Saturday morning, so that bright students in local high schools can come to the campus, enroll in these courses, and earn college credit. The courses are open to adults and to regular Lehman students as well, and thus draw a valuable mix of students. Normally the courses have no prerequisites, and therefore do not interpose deterrents to participation

by any of the groups served. Furthermore, the College has offered its courses in English, Italian, and the Classics in local high schools during the daytime on weekdays, for able students who wish to move ahead faster than the high school curriculum will allow. The Division of Education is also working to meet the needs of teachers in various parts of the New York metropolitan area who cannot easily get to the campus: it offers a course in Art Education at the Henry Street Settlement on the lower east side of Manhattan; it has taught courses in Special Education at the Education Park in Co-op City, and recently has brought its courses in graduate/Specialized Services in Education to Dominican College in Blauvelt, Rockland County.

Teaching Loads

Some faculty are apprehensive about the recent increase in the standard teaching load from nine contact hours per week to twelve, as a result of BHE policies of stipulating an "average teaching load" for faculty on all campuses. The faculty's efforts at research, at inventive approaches to curriculum and instruction, and at responding to the needs of underprepared students may be adversely affected by this change, although peer and student evaluations do not yet indicate any deterioration in the quality of teaching as a result of the change in load. The President is concerned about the increased load, and has suggested that departments seek to return at least some faculty to nine-hour loads by adopting difference teaching formats to serve the same number of students as before, or even greater numbers.

The Evaluation of Teaching: Peer Observation

An institutional device for sustaining a high level of teaching at Lehman is the system of peer observation mandated in the Agreement

that the PSC/CUNY negotiated with the BHE for 1977-78. (See Article 18.2 of the Agreement for 1977-78.) According to the Agreement, the purpose of peer observation is to encourage the improvement of individual performances and provide a basis for decisions on reappointment, tenure, and promotions. The article mandates that non-tenured and non-certificated members of the teaching staff be observed for a full classroom period on at least one occasion during each academic semester. (Tenured and certificated members of the teaching staff may be observed once each semester.) The procedure is as follows. Each department P & B committee designates a panel of observers, the size specified by the chair, that includes members of the P & B committee. The faculty member to be observed is given at least 24 hours notice of the time of the observation. Within a week of the observation, each observer submits to the P & B a written observation report, which the P & B committee must consider in the total evaluation of the faculty member involved. Within two weeks, the department chair is to schedule a post-observation conference between the observer and the person observed. Further details in the Agreement offer the opportunity for a third person to attend the conference. A record of the discussion in the form of a memorandum is then submitted to the chair; and both the observation report and the conference memorandum are placed in the faculty member's personal file. The contract provides that the employee, subject to certain procedures, may obtain a copy of the conference memorandum.

The Evaluation of Teaching: the Students' Role

A resolution by the BHE (21 December 1971) mandates that the teaching of all instructional staff be systematically evaluated by students. Most departments have prepared rating forms that they believe reflect the

distinctive character of their disciplines. Many forms include multiple-choice questions but with some free response (essay) questions. The forms are completed in class, toward the end of the semester, in the faculty member's absence. A summary of the results is placed in his or her open personnel file, and the faculty member may add comments to the summary. Recommendations for reappointment, tenure, and promotion must include a summary of students' ratings of the faculty member, along with comments by the faculty member if he or she wishes to comment. The department chair may add comments on these evaluations as part of the Chairman's Report.

The results of the student evaluations of the faculty are usually available to the students in the department offices. If the responses have been tabulated by computers, the general procedure is to make available the printouts but not the raw data on which the printouts are based. The completed essay forms--which most departments make use of in some way--may also be read by the students. Yet students utilize student evaluations of the faculty only to a small degree, partly because most departments do not do enough to make students aware that the ratings are available. There is no uniform procedure in the College as a whole, to ensure that students know they may see the evaluations and know where to find them. Students learn of the opportunity, if they do, in a variety of ways--announcements by faculty members in the classrooms, statements on the departments' bulletin boards, and even by "word of mouth" from other students. The Department of Germanic and Slavic Languages, one can note, gets the information out very simply. Its rating tells the participating students that they may have access to the results. Used throughout the College, forms which stated precisely when and where the results of the student evaluations could be read would go far to encourage

students to make use of the information that they themselves supply.

The Faculty's and the University's Concern for Good Teaching

The long-standing interest of the faculty in good teaching intensified after open admissions began. That interest has been evidenced in many ways. Senior members of departments and others have volunteered to teach remedial and compensatory courses. A number of the faculty have written and published textbooks intended specifically for the open admissions student. Office hours and time spent in helping individual students have greatly increased. Departmental meetings have been devoted to questions of pedagogy, and departmental committees have been established for the improvement of teaching. Faculty members have attended and even organized meetings of professional associations at which ways to evaluate and improve teaching are considered. Some departments conduct teaching seminars for beginning faculty, while senior faculty direct workshops on teaching.

Whether the procedures for evaluating teaching in the College achieve their goals is a subject of frequent discussion. Both peer observations and student evaluations have their critics, who view them as flawed instruments. Faculty are notably reluctant to criticize adversely professional colleagues, especially when an unsatisfactory rating may have serious consequences; this reluctance increased when a PSC/CUNY contract with the BHE made it possible for the faculty member to see the classroom observation and the memorandum of the post-observation conference. And student ratings are thought to be often influenced by factors that have little bearing on effective teaching.

But both kinds of evaluation can achieve significant results. For one thing, the chair in a department discusses with a faculty member

the main criticisms by peers and students of the latter's classroom teaching and suggests means of remedying the difficulties that have been noted. Moreover, student evaluations in themselves constitute a valuable channel from the students in the classroom to the faculty member, communicating their view of reading assignments--whether too heavy or too light, attractive or not--commenting on the clarity of the teacher's presentation, and even characterizing the relationship between students and the faculty member. The effect is particularly significant when the peer observations and student evaluations are in agreement. Such cases receive serious consideration from departments and from promotion and tenure committees beyond the department.

That teaching continues to be a subject of serious interest to the BHE appears evident from this statement in the By-Laws (Sec. 11.7): "Associate professors and professors, as the senior faculty, shall have special responsibilities for maintaining the academic vitality /italics added/ of their departments. One of the principal means of exercising this responsibility is the continuation of peer evaluations of teaching members of the instructional staff, with special attention to their diligence in teaching and professional growth. Another chief responsibility of senior faculty members is to orient their junior and newly appointed colleagues. Senior faculty shall be available for such consultation and assistance in problems of both scholarship and teaching as the junior faculty may require." Here the BHE's declared intent is to encourage good teaching among the tenured and certificated faculty as well as among younger faculty. There could hardly be a plainer statement of the value placed by the BHE on this primary function of the faculty.

CHAPTER FIVE

STUDENT SERVICES AND STUDENT LIFE

The College supports its educational program by offering the full range of services appropriate to its urban, commuter student enrollment. Student life also reflects the complex and busy circumstances under which many students attend Lehman. Over the past ten years the College has worked particularly to develop three kinds of student-related administrative services: (1) the recruitment and admission of students; (2) the monitoring of student progress and the maintenance of academic standards; (3) the adapting of counseling services, including financial aid, to the special needs of Lehman students These services have necessarily remained sensitive to shifting student enrollment patterns and to the changing economic and educational characteristics of the College's constituencies. Furthermore, each of these major administrative functions has been particularly affected by the fluctuating admission standards of the last few years.

THE RECRUITMENT AND ADMISSION OF STUDENTS

Lehman College usually receives its undergraduate students by way of a standard admissions process established by the BHE and administered by the University Admission Processing Center (UAPC). All students applying to any college within CUNY file their applications and academic records with UAPC. They indicate their first six choices of colleges and the curricula for which they want to be considered. UAPC matches their preferences on a competitive basis, giving priority to students with the best high school averages, with the eligibility requirement of each college and curriculum, and then allocates students on a space-available basis to the highest-preference college/program for which the student is eligible. Approximately one-third of the students admitted

to Lehman College in a given year are transfer students, primarily from CUNY community colleges. Normally transfer students also apply to Lehman through UAPC. By action of the BHE a student transferring with an Associate's Degree is considered to have met the general liberal arts requirement at Lehman. Programs within CUNY are so well articulated that few students transferring to Lehman lose credits.

Through UAPC procedures students may also be allocated to special programs at Lehman College. Each year approximately 450 students are admitted to SEEK, a program for educationally and economically disadvantaged students, and another ninety students are admitted to the Bilingual Program, designed for students whose previous instructional language was Spanish.

Under an early admission program some high-achieving high school students are admitted directly after completing their junior year. The College also registers approximately two hundred high school seniors who, with the approval of their principals, may take one or two regular college courses each semester at Lehman while completing their senior year in high school. Frequently they are accommodated in Saturday classes constituted especially for them. Senior citizens are invited to register tuition-free on a space-available basis, and a few of them eventually apply for degree status.

Since 1968, Lehman has experienced dramatic enrollment shifts because of major changes in freshman admission policy enacted by the BHE for CUNY senior colleges. Until the fall, 1970, new students were allocated to Lehman on the basis of selective admission criteria. Students were admitted to the University and allocated to Lehman College only if they had obtained a high school average of 80 or its academic equivalent, as reflected in standardized test scores or rank in class. These admission

criteria--more selective than those used by the nearest units of the State University of New York--attracted well-qualified students from the Bronx, Manhattan, and Westchester. Enrollment increased gradually to 5,400 day session students, a comfortable size for the available and contemplated facilities.

Suddenly, in November, 1969, the BHE announced its widely publicized open admissions policy for the fall, 1970, class. All students graduating from high schools in New York City were now guaranteed admission to a college of the City University of New York, and a student graduating in the upper half of the high school class or with an 80 average was to be allocated to a senior college. These new admission criteria fundamentally altered Lehman in four student-related aspects:

1. The size of the freshman class immediately doubled in one year, and the day session student population increased from 5,400 to over 11,000 in just five years. (See Appendix V-A.)

2. The students enrolling at the College demonstrated an increasing need for remediation. (See the discussion of the qualification requirements in Chapter Two.)

3. The demographic characteristics of the undergraduate student body shifted rapidly to reflect the composition of the Bronx and upper Manhattan. (See Appendix V-B.)

4. The influx of students not traditionally college-bound produced a considerable expansion of those student services which were necessary to assist students with complex institutional procedures, e.g., registration and orientation, financial aid, curriculum guidance, withdrawal.

But change was by no means at an end. In June, 1976, faced with the fiscal constraints of the City and the State, the BHE imposed tuition and altered the existing admission policy for senior colleges once more, this time requiring either an 80 high school average or the 66th percentile rank in class. The immediate effects on Lehman were profound. The fall, 1976, freshman class was one-third the size of the previous open admissions class; and when the effects of new admission standards were coupled with the effects of the simultaneous enactment of tuition, the total student body decreased by 30 percent.

The sudden decrease in new student enrollment served to sharpen the growing awareness that the number of college-goers in the Bronx population was continuing to lag further behind that of comparable populations in other boroughs. As the only public, comprehensive senior college in the Bronx, Lehman proposed to begin an aggressive pre-admission counseling program for high school students and other potential college-going populations in the nearby area. The BHE approved this approach in March, 1977, and authorized the College to provide direct admission for up to 500 freshmen for the fall, 1977, class. This alternate admission procedure recognizes the exceptional need to provide academic opportunity to the various minority groups moving to the Bronx. In the spirit of giving increased access to the College to members of the community, the College offers, after individual assessment, direct admission to students whose previous academic record may not reflect fully their academic potential. Generally, however, students must graduate in the upper half of their high school class to be considered for admission.

The various combinations of admission criteria during the past few years have produced for Lehman fewer students with high school averages above 80. While the proportion of freshmen with averages above 80 rose in 1976 because of the upward revision of the admission standard, the absolute number of such students registering at Lehman has decreased significantly, as shown in the table below.

High School Averages of Freshmen Entering Lehman College 1973-1977

High School Average	1973 N	1973 (%)	1974 N	1974 (%)	1975 N	1975 (%)	1976 N	1976 (%)	1977 N	1977 (%)
Above 80	932	(35)	809	(31)	768	(26)	490	(54)	365	(29)
75 -79	842	(32)	705	(27)	810	(27)	179	(20)	523	(41)
70 - 74	545	(21)	648	(25)	785	(26)	143	(16)	244	(19)
Below 70	326	(12)	467	(18)	605	(20)	76	(8)	136	(11)
Inapplicable	3	(-)	--		27	(1)	21	(2)	--	
TOTAL	2648	(100)	2629	(100)	2995	(100)	909	(100)	1268	(100)

This trend toward classes with high school averages below 80 may be partly attributable to the formal allocation system, which assumes tacitly an equal distribution of people with the same socio-economic characteristics among the five boroughs of the City--an assumption not supported by the demography of the Bronx. Further, the use of an applicant's rank in class as a single criterion for admission also contributes to admitting students who have low high school averages. For example, in the Bronx secondary schools which are the major feeder institutions for Lehman, the general decline in student's averages, coupled with an alarmingly high attrition rate, may place a student with a 72 percent average in the upper third of the graduating class--thereby enablin him to meet the minimum admission standards. Thus the trend apparently results from an interaction between the demography of the area served and the centralized allocation system.

The economic and educational disadvantage among many of the students coming to the College could be expected to produce alarming attrition rates. However, at the end of open admissions, retention through graduation for the open admissions class initially enrolled was a substantial forty-seven percent. The more recent imposition of tuition and the continued mobility of the Bronx population may well force some students to discontinue their educational program at Lehman and/or transfer to other institutions, thereby increasing attrition somewhat. Nevertheless, with such factors militating against the retention of students, over seventy percent of the 1976 entering class at Lehman registered for the second year of college. Furthermore, though the City University system encourages students to transfer within the University to accomplish specific objectives, Lehman students have traditionally maintained the lowest rate (6 percent) of such transfers

to other CUNY units. Rather, when Lehman students transfer, it more generally reflects their desire to live away from home by attending one of the units of the State University.

The College's recent, direct involvement in the admission process has been accompanied by considerable faculty support for an expanded pre-college advising program. This effort now involves a college committee composed of representatives from each of the four academic divisions, an active faculty committee in each division to encourage faculty contact with potential applicants, and a committee of the general faculty organization. The pre-college advising program is administered by the Office of the Dean of Students, which coordinates the committee efforts and maintains liaison with all area high schools to assure that the College is represented at appropriate functions, e.g., college nights, career days.

The active recruitment of students has produced several side effects. For example, the development of the informational materials used in pre-college advising situations has necessarily encouraged the College to evaluate the appropriateness and attractiveness of its programs to the College's constituencies. Moreover, as faculty staff, and students participate in this outreach program, all sectors of the College appear to be increasing their knowledge of the opportunities that Lehman offers students and the special strengths of its programs. At the same time, members of the college community have reaffirmed their commitment to providing educational opportunity to residents not only of the Bronx but of nearby Westchester suburban communities as well. Particularly, the College recognizes the substantial role it must assume in providing high quality programs for older working students and those whose education has

been interrupted.

Another side effect of the recruitment effort has been to intensify the College's need to know more about how students arrive at the College and from what sources they come. Recent pertinent analyses provide insight into our perceived mission and our constituencies. For example, such analyses reveal that the College draws more heavily on students from public schools than from the many parochial schools in the borough. We have also been made aware that a rapidly increasing number of students qualify for admission to the College by virtue of having acquired a high school diploma through equivalency programs offered by the State. Finally, an analysis of the choice of colleges made by students graduating from Bronx high schools indicates that Lehman must try to make opportunities for higher education in the Bronx, notably at Lehman, more attractive to Bronx residents.

MONITORING STUDENT PROGRESS AND MAINTAINING ACADEMIC STANDARDS

Lehman College at its inception continued to apply the academic standards developed by Hunter College. The standards had been written in largely absolutist terms; appeals against dismissals were rare and seldom helped students to remain in college. Students' records were reviewed after every semester, and those failing to meet the retention standards were dropped temporarily or in some cases were allowed to continue as non-matriculants. Students typically were held responsible for passing all classes for which they registered, and only the most serious circumstances would permit a withdrawal without penalty. Students were expected to carry 15 credits each semester, and no student could carry fewer than 12 credits and still remain a matriculated, day session student.

During the first year of open admissions, 1970-71, the College made major revisions in both policy and practice in order to avoid the "revolving

door" which so often accompanies open access programs. The most notable changes were; (1) extending the trial period to 30 attempted credits before an initial review of a student's progress would take place and (2) establishing appropriate grading systems and appeal mechanisms, which would take cognizance of the very remarkable circumstances under which many open admission students attempted college. Such students frequently attended part-time or made slower progress toward the degree than previous students. Nevertheless, where in previous years only full-time students in good standing could take day session courses, all students were permitted to take day session classes if they desired. The review procedures did not jeopardize retention until the equivalent of a full-time freshman year had been attempted. Students in the SEEK Program were permitted to complete sixty credits before facing the possibility of being dropped and would then be dropped only after all relevant circumstances had been reviewed.

The final retention standard applied was the review committee's question, "Can this student make the grade?" To answer this question, the College had to evaluate actual student performance independent of those non-academic difficulties which so frequently produce penalty grades. In many cases, students had accumulated penalty grades because of a lack of familiarity with institutional procedures; other cases occurred because of a serious disruption of study occasioned by economic disadvantage. The result of the full opportunity extended to open admission students is that more than a third of the underprepared students admitted in 1970 had graduated six years later, a few even with distinguished records.

Open admissions also raised questions concerning the appropriateness of Lehman's traditional grading system. Remedial, developmental, and

compensatory courses, which were introduced to accommodate poorly prepared freshmen, seemed to require grades which could not only reflect student improvement but would also avoid penalizing a good effort that still produced a substandard performance. Several grading systems came to operate simultaneously; and each reflected the level, purpose, placement procedure, and exit criteria associated with the courses to which it applied. One grade in each of the several alternative grading systems typically served as a non-penalizing grade reserved for students who needed to repeat a basic skills course in order to attain the standard required for entry to the next-level course. While perhaps administratively inconvenient, the several systems contributed to the overall effectiveness of the course structures serving open admission students.

At the same time that it returned to selective admissions in 1976, the BHE voiced concern that some students were not making sufficiently rapid progress toward the degree. It subsequently mandated new retention standards which required academic review based on a combination of grades and percentage of courses completed at the conclusion of each semester. Moreover, the BHE further defined the extent to which non-penalty grades would be awarded, in essence holding students more responsible for the courses for which they initially registered. In implementing the new retention standards the College retained appropriate appeal mechanisms which still permit a thorough review of each student's record. Students whose records suggest they may meet the higher retention standard in a subsequent semester are often continued in attendance though usually with a restricted or part-time status.

The commitment to monitor student progress attentively has also underscored recently the benefits of faculty advisement of beginning students. At Lehman, the faculty members had once concentrated their advising efforts on upperclassmen who had declared their areas of

concentration. But the current characteristics of entering students--many are unfamiliar with the philosophy underlying a liberal arts curriculum--suggested that early student consultation with a faculty adviser was highly desirable. Therefore, the College established a volunteer faculty advisement program for freshman and sophomores. Coordinated by the Office for Academic Standards and Evaluation, the program now includes approximately two hundred faculty members. The program's objectives are to establish relationships between students and teaching faculty early in the students' academic careers; to coordinate the work of administrative support offices and academic departments in assisting students toward their academic goals; and to communicate more effectively the academic goals of Lehman College to Lehman students. Each semester a seminar is conducted for faculty members participating in the program to apprise them of curriculum changes and assist them in establishing effective advisory relationships with students.

THE ADAPTATION OF COUNSELING SERVICES

The organization of student services has undergone considerable modification during the past ten years. Prior to open admissions most supportive services for students were provided by a staff of from 6 to 10 professionals in the Office of the Dean of Students. The sudden surge in admissions required an expansion and reorganization of student services. When open admissions brought to the campus hundreds of students who had previously been unsuccessful in coping with the procedures and policies of educational institutions, these students had difficulty at times in completing such procedures as registration and withdrawal, particularly when the procedure involved more than one office A student might find it necessary to go to a whole series of offices--academic counseling, orientation, financial aid, and career counseling,

to cite a few examples. To simplify the situation, the specialized offices were reorganized to produce clusters of generalists, an approach that permitted the student to find assistance on most matters in the confines of a single office, staffed by representatives of the previously specialized offices. Many such clusters were established around the campus, and the full-time professional staff grew to fifty people. This burgeoning of staff permitted the addition of personnel representative of the changing ethnic and cultural composition of the student body.

In the past two years, however, retrenchment, reduced budgets, and the changing economic needs of students have considerably altered and lessened the services provided. The imposition of tuition and the economic disadvantage of many students coming to the City University have served to emphasize the need for effective and expanding financial aid programs. The students' increased concerns about future employment have likewise encouraged the growth of career counseling and placement activi ies. As the staff at Lehman has decreased and demands for more specialized services have risen, the generalist/cluster approach to providing counseling-related services has been eliminated. The professional staff is increasingly specialized, and students once again are referred from one office to another. Though an individual staff member may not now be able to expedite most of the student's various transactions, staff members try to give students accurate and effective inter-office referrals in the hope of helping students accomplish their objectives.

Freshman Advisement and Orientation

Orientation programs for new students are initiated during their initial registration period and continue throughout their first semester

at Lehman. The primary orientation effort is through the Freshman Colloquium Program consisting of several non-credit courses (colloquia) offered to new students by the Office of the Dean of Students. First offered in the fall, 1971, the colloquia were originally organized to meet the special counseling needs of students admitted under open admissions and to provide entering freshmen with a sustained and structured orientation program during their first semester. A freshman colloquium consists of approximately twenty new students who meet with a counselor once a week throughout the entire fifteen-week semester. Frequently, specially trained upperclassmen (Freshman Colloquium Assistants) and faculty members from various departments may meet with a colloquium. Each colloquium provides an opportunity for its member students to

1. maintain weekly contact with an assigned counselor;
2. become aware of the services offered by the College;
3. learn the College's regulations and procedures;
4. explore educational and career plans;
5. meet and exchange impressions with other new students; and
6. discuss the college experience with successful upperclassmen.

In addition to addressing students' goals, the colloquia enable the College to monitor each new student's attendance, changing interests, and academic progress throughout the semester. They also help in coordinating the assignment of counselors to new students and help put students in touch with a faculty adviser for subsequent registrations. The regular freshmen evaluation of the Freshman Colloquium Program indicates that most find it "very helpful," and 95 percent report a willingness to recommend the colloquia to other new students. Given the general popularity of the program, it is not surprising that colloquia continue to be the primary service offered to all freshmen even though open admissions, which provided the Program's original impetus, was modified two years ago.

Financial Aid

The administration of financial aid to Lehman students has become a major enterprise during recent years. In the late 1960s, Lehman's relatively affluent student body and low cost (total fees were $100 per year) enabled the College to operate with a "hip-pocket" financial aid operation. Students requiring some additional temporary support simply discussed the matter with the half-time financial aid counselor, whose records typically remained in a desk drawer. During the past few years the financial needs of students have swelled, and 70 percent of the student body are eligible for aid. Currently, the total aid extended exceeds nine million dollars annually. (See Appendix V-C.)

Approximately one-third of the personnel resources in the Office of the Dean of Students is presently devoted to financial aid, and a similarly large commitment is required in the Business Office Since the recent introduction of student aid programs administered directly (and rather mechanically) by the state and federal governments, Lehman has tried to avoid depersonalizing the financial aid programs of the College. The counseling staff continues to "package" individually the aid for 2,500 of our neediest students. While it may be argued correctly that some efficiency in operations is lost by this approach, students gain immeasurably by this professional counseling. Their financial aid is adjusted according to prevailing circumstances, either personal or academic. Conversely, the personalized system helps prevent excessive award of money, which sometimes occurs when professional judgment is replaced by computerized formulas. For Lehman, the employment of professional counselors in the financial aid system provides some assurance that students with the greatest documented need will receive the major portion of the limited funds available.

Counselors' interviews with students seeking financial aid confirm the distinctiveness of the Lehman student body. Many come from large, extended families. Frequently students even head a household with very limited resources. The financial aid counselor must frequently provide information on tapping federal and state sources for income supplements such as food stamps, Medicaid aid to dependent children, unemployment benefits, and welfare. Some students tend to confuse financial aid for education with the general-purpose assistance provided by these other agencies. Hence the college financial aid office becomes at times subject to the same charges levied against public assistance offices: discrimination, failure to provide all the money needed, and adherence to overly bureaucratic procedures. Observations of the financial-aid operation by the Dean of Students and a special college committee reveal, however, no substance to such claims.

Career Counseling

During the period of College expansion the Career Counseling and Placement Center had a staff of three full-time counselors, one CETA employee, one full-time secretary and several work/study students. Six other counselors joined the Center staff once a week to form a Career Counseling Committee. This committee, among its projects, produced for the Freshman Colloquium Program a written manual. Its purpose was to encourage freshmen to think about their values, interests, and aptitudes and to begin the process of career planning early in their college years. In 1976, with the sudden curtailment of staff, Career Counseling was reduced to an office with one counselor assisted by a half-time secretary and a few work/study

students. Nevertheless, the Center continues to compile credentials for seniors; to publish a Career Center Newsletter five to six times per year; to maintain a mini-library of career literature in areas relating to majors at the College; to provide individualized resume help; and to offer part-time job referral service.

At the present time one of the services most frequently used is the part-time job referral service, which helps students not eligible for financial aid to find employment. Over 300 employers in the Bronx and Manhattan list their openings with this service each semester. The credential service keeps records of students who wish to file letters of recommendation to be sent to prospective employers. This service is available to all undergraduate students except those in education, who file with the Teacher Placement Office. The Newsletter, mailed directly to seniors, furnishes information concerning graduate study, new careers, financial aid sources, career-related events on campus, and labor market information.

The cluster of services provided by the Career Center focuses, at the moment, on career development information and counseling rather than on specific job placement activities. The reasons for this emphasis are both philosophical and functional. While graduates from Lehman's professional programs, particularly Accounting and Nursing, tend to be readily placed in jobs through the efforts of their respective departments, the liberal arts graduates from Lehman during the past few years have required considerable assistance in matching their interests to the shrinking job market for generalists. These seniors or recent graduates need adequate information on the changing requirements of various careers as well as on the very numerous but sometimes tedious possibilities for entry-level positions available

in a world favoring job specialization. Corporate recruitment on the campus is minimal, with most of it concentrated in specialized job opportunities such as accounting. Moreover, many firms headquartered in midtown or downtown express some confusion over the multi-campus structure of the University and confine their CUNY recruitment effort to those units nearer the major business districts. Placement activities are further handicapped by the fact that Lehman, as a relatively new independent institution, has few alumni to constitute the informal network for spreading job information which can be so helpful to a college's graduates. These substantial practical difficulties in placing graduates may be partly overcome in the near future when Lehman's placement activities link up with a computerized job data bank for colleges which is now being coordinated by the State Education Department. And, of course, as the number of Lehman's alumni increases, informal information about specific jobs may become more available to seniors.

Student Data and Testing

The College was faced early in its existence with a direct need to know more about its students. Prior to 1968, data collection procedures were rarely used, and the institution satisfied its curiosity about student life largely through impressions gained informally. Beginning in 1969, the of the Dean of Students developed a series of programs for establishing systematic contact with each new student. These programs produced the first profile of Lehman students, and the information became of paramount importance for planning purposes when open admissions was begun the following year.

As open admissions extended the opportunity for higher education to those traditionally excluded from higher education, Lehman

abruptly acquired a student body markedly heterogeneous in both academic and socio-economic characteristics. Committed to individualization of student programs and services, the College developed a testing program through which demographic information, basic skills assessments, and career-related measures are obtained on all new freshmen.

The comprehensive data provided by the testing program and the computerized student data base, to which all offices contribute, prove invaluable in identifying the various skill levels of students. Those who excel academically and are potential candidates for advanced placement, credit by examination, or independent study are singled out, while students needing intensive remediation are differentiated from those who may have specific but more narrowly defined deficiencies. The College's chief concern is to place students properly within a sequence of courses, especially in the basic skills areas, to assure that students will be challenged academically without being consigned to failure because of unrealistic expectations of performance. As further changes in levels or characteristics appear among our entering students, the tests used change also. New instruments and measures are adopted to meet the diverse needs of the students. The evaluation of the testing program is continuous, and the College is currently exploring ways to improve the measurement of proficiency in those basic skills required for upper-level coursework.

STUDENT LIFE

Campus activities for students are significantly limited because many Lehman students have off-campus responsibilities. Most maintain family responsibilities in their parents' homes; the remainder have actually established families of their own. Job responsibilities,

frequently full-time, also limit the amount of time students can spend on campus in extra-curricular affairs.

Student time on campus is further restricted by the large number of hours spent in commuting to and from the campus. Students avoid five-day-a-week class schedules and are reluctant to make two round trips on any day in order to participate in activities scheduled in the evening. Classes are scheduled so as to provide three hours of prime time each week during which there are no classes and students may attend other scheduled events, for example lectures, concerts, club, and departmental meetings. (Cultural events closely integrated with the instructional program are discussed in Chapters Two and Four above.) While the "free hours" in the class schedule greatly decrease the College's flexibility in scheduling the academic program--often to the disadvantage of students' class schedules--students insist upon the preservation of these activity hours.

Despite the difficulties students may experience in campus life, many activities and events command a remarkable participation. Though elected leaders sometimes characterize the student body as apathetic, the characterization seems to describe students' feelings only toward traditional campus functions such as dances, movies, and symbolic events. Students flock to events which provide information or offer experience relevant to their professional or career interests. Activities (for example, religious clubs) which enable students to express their humanistic values by building their own identities or helping others have proliferated in the past few years. Finally, students look for situations which provide meaningful leadership roles, for example, offices in campus clubs or other organizations.

Career-related opportunities on campus include the pre-professional societies, such as the Pre-medical Society and the Hugo Black Law Society, which provide widely valued assistance to their members. Over 100 students at any given time are actively participating in the management and operation of the student-run radio station, WHLC. Campus publications, including the student paper Meridian, give students interested in the literary arts and journalism a chance to apply their talents. Events organized to introduce students to specific careers or graduate schools also draw substantial crowds, and from two to three hundred students each semester find jobs through the campus based work/study program. All in all, few students fail to find some activity which can enhance their preparation for careers or enlarge their knowledge.

The tenor of campus life has also been greatly influenced recently by students' desires to establish peer assistance groups. Activities coordinated by the Board for Student Consultation and Information Services permit large numbers of students to offer assistance to others by co-leading a Freshman Colloquium, screening and placing students in voluntary positions in the City, organizing and staffing a campus office to provide legal assessment and referral, and operating counseling and support centers for specific populations (women, gay students). These kinds of experiences invariably represent to the more than two hundred participants one of the more rewarding campus activities. Many students report profiting from the skills gained, particularly when such volunteer work provides an opportunity to combine their formal classwork with practical applications. Further, numerous ethnic, national, and religious organizations on campus enrich the student culture and, at the same time,

enhance the feeling of pride that the many participants take in their separate identities.

Students appear eager also for significant leadership responsibilities, and hundreds are involved in the departmental and organizational structures which support the educational program of the College. Others find opportunities to contribute to causes within the many separate political and social communities that comprise the Bronx. Recent graduates have become active in City and State politics, and a few have gained important positions, including elected office. Whatever the arena, Lehman students are far from apathetic.

Athletic activities at Lehman are also designed to be responsive to the interests of students, both men and women. The College is, of course, a member of the CUNY athletic conference. Since funds available for athletics are limited, the participants themselves provide, in a few instances, funds from their own pockets to make it possible for the College to participate in certain team sports, most notably ice hockey. In addition to its conference athletic teams, the College pursues an intramural sports program aggressively, with a full complement of those team sports in which students demonstrate an interest. Championship teams for women have been sent regularly to district and national competitions; in recent years women's teams have participated in post-season tournaments in volleyball, basketball, softball, and tennis. Men's teams participated in tournaments in swimming, basketball, and track.

Funding for athletics comes in part through the Lehman College Association; coaching is provided by the staff of the Department of Dance, Health, Physical Education, and Recreation. One of the boards created by the Association is the Athletics Board. Consisting of five students and three faculty members, this Board makes policy on athletics;

students are thus assured a strong voice on any matter in the athletic program of concern to them. The faculty of the Department of Dance, Health, Physical Education, and Recreation is the body responsible for ensuring that all activities operate in a manner consistent with sound academic principles and procedures. No special scholarships or other arrangements are available for athletes. Students must be academically eligible and may receive financial support only through the standard programs of student financial aid available to all students of the College. No admission charges are required for any individual or team competitions in which the College engages.

College activities receive advisory support from the Office of the Dean of Students and from the many faculty members who volunteer their time. Athletic and other events are managed almost exclusively by students; the College confines its formal support primarily to funding, facilities, and encouragement. In this time of limited facilities and little discretionary funding, students have been surprisingly effective in maintaining their activities even though encouragement has been the only abundant college resource.

APPENDIX V-A

ENROLLMENT PATTERNS AT LEHMAN COLLEGE

1969-1977

Student Status	Fall 1969	Fall 1970	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976	Fall 1977
Undergraduate									
Full Time	5383	7103	8045	8666	9231	8320	7940	6634	6020
Part Time	379	600	990	1746	1924	3194	3621	2411	2003
TOTAL	5762	7703	9035	10412	11155	11514	11561	9045	8023
Non-Matriculated, Non-Degree	2571	2426	2247	2282	2538	2560	2479	1397	1181
TOTAL	8333	10129	11282	12694	13693	14074	14040	10442	9204
Graduate									
Full Time	12	40	32	52	47	61	50	48	463
Part Time	1150	1319	1275	1500	1743	1735	1621	770	453
TOTAL	1162	1359	1307	1552	1790	1796	1671	818	516
Non-Matriculated	546	411	502	380	559	367	376	157	251
TOTAL	1708	1770	1809	1932	2349	2163	2047	975	767
TOTAL ENROLLMENT	10041	11899	13091	14626	16042	16237	16087	11417	9971

APPENDIX V-B

ETHNIC IDENTIFICATION AT LEHMAN COLLEGE:
ESTIMATED PERCENTAGE DISTRIBUTION OF DAY
SESSION UNDERGRADUATES, 1970-1977

	Black (%)	Hispanic (%)	White (%)	Other (%)
1970	5.1	4.0	88.9	2.0
1971	11.0	8.0	80.0	1.0
1972	15.0	11.4	71.4	2.2
1973	17.0	18.3	62.5	2.2
1974	19.1	22.4	56.3	2.2
1975	25.5	25.5	47.0	2.0
1976	26.0	27.0	45.0	2.0
1977	27.0	30.2	40.8	2.0

APPENDIX V-C

FINANCIAL AID PROGRAM AWARDS

1973-1977

PROGRAM	1973-74 TOTAL AMOUNT	1973-74 NUMBER OF STUDENTS	1974-75 TOTAL AMOUNT	1974-75 NUMBER OF STUDENTS	1975-76 TOTAL AMOUNT	1975-76 NUMBER OF STUDENTS	1976-77 TOTAL AMOUNT	1976-77 NUMBER OF STUDENTS	1977-78 (Projected) TOTAL AMOUNT	1977-78 (Projected) NUMBER OF STUDENTS
College Work-Study Program (CWSP)	$376,000	750	$407,000	758	$740,000	889	$600,000	1200	$650,000	1200
Supp.Educ. Opportunity Grants (SEOG)	372,000	783	313,000	621	243,000	443	180,000	275	140,000	200
Basic Educ. Opportunity Grants (BEOG)	196,000	706	946,000	1626	1,827,500	2900	3,330,000	4700	4,000,000	4100
Nat'l Direct Student Loan Prog. (NDSL)	302,000	580	371,000	611	388,000	558	383,000	530	300,000	425
Nursing Loan Prog.	38,000	37	37,000	57	26,400	36	39,000	43	41,000	45
Nursing Scholarship Program	16,000	29	24,000	29	6,100	15	2,700	4	13,000	15
SEEK	795,000	958	629,000	927	504,000	749	490,000	1072	460,000	1000
Tuition Assistance Program (TAP)	NA	NA	NA	NA	NA	NA	3,000,000	5000	2,810,000	4750
New York State Loan Program	610,500	584	1,040,000	856	1,200,000	1000	1,440,000	1127	1,400,000	1100
TOTALS	$2,705,500	2644*	$3,767,000	3341	$4,932,000	4327	$9,514,700	6700	$9,814,000	6350
Percent of Total Undergraduates Aided		17%		24%		31%		58%		70%

*Many students receive awards under more than one program

CHAPTER SIX

INSTRUCTIONAL FACILITIES AND RESOURCES

Lehman College is situated in the northwest part of the Bronx. The main campus comprises 37.2 acres, and another 11.0 acres contain parking areas and two leased facilities. The present permanent buildings are four Gothic structures built in the early 1930's, an administrative building (Shuster Hall) and a library designed almost thirty years later by Marcel Breuer, and a large academic building (Carman Hall) completed in 1970. To accommodate the expanding enrollment of the early 1970's until other permanent buildings could be added, four small temporary structures were erected and several off-campus facilities leased. (See Appendix VI-A)

The Architectural Master Plan

Work began in 1968 on an architectural master plan for Lehman College. The facilities programmed in the plan, following studies by space-planning consultants and architects and the staffs of CUNY and the State Dormitory Authority, included the construction of five buildings and a major renovation of the existing buildings.

Phase I of the plan, commencing in 1973, provided for the renovation and conversion of Shuster Hall from a partial academic facility into an administrative building and for the construction of a new speech and theatre building, an auditorium, and a library, and for the renovation of Student Hall. Phase II was to include a new gymnasium, a new science-academic building, and the renovation of three other campus buildings, as well as the conversion of the gymnasium into a student center.

Current Construction

In 1973, approximately 40 percent of the main campus was set aside

for the construction of the three new buildings and the major renovation proposed for phase I of the master plan. Construction was subsequently suspended in November, 1975, when the New York State Dormitory Authority proved unable to market bonds for its continuation. But The City University and the Dormitory Authority were able thereafter to arrange a private bond placement of $29.9 million with four savings banks; and following the sale of the bonds, construction resumed in September, 1977.

The facilities being constructed are essential to the College. The new speech and theatre building will provide the Department of Speech and Theatre with facilities now lacking for the speech and hearing sciences and the dramatic arts. The latter will have a 500-foot theatre with a fully equipped stage and stage house and a smaller, more flexible experimental theatre, seating up to 200 persons. The speech and hearing sciences will have a variety of specialized clinical and research facilities, including an audiology laboratory and a 40-station speech laboratory. Seven large classrooms in the new building will permit greater and more efficient utilization of faculty time.

Student Hall, one of the College's original four campus buildings, is a pivotal building, housing most of the central campus services. Its loss during the protracted construction period has left the College without centralized food service areas, central receiving and storage areas, and sufficient space to house adequately the shops and offices of the Department of Buildings and Grounds. These service functions presently take up space in every building, with resulting inefficiencies. The renovated Student Hall is to have an expanded and more efficient central mechanical plant, making possible a computerized control of the College's electrical, heating, and ventilating systems. It will also provide dining and kitchen areas for students, faculty, and staff; an enlarged bookstore, a central

receiving and stores area; and the space required for the Buildings and Grounds Department. The Department of Music will be housed in the upper two levels of the building; and, in addition to offices and practice rooms, the department will have at its disposal a fully-equipped recital hall seating 150 persons.

The new library and auditorium, now under construction, will go far to remedy deficiencies in the existing educational plant. The new library will double the seating capacity of the present library and provide space for a collection more than twice the size of the present one. Making use of the open-stack concept, the library will have such modern features as a computer-based acquisition and circulation system, which permits instant tracking of the entire collection. The auditorium, being built as much for the Bronx community as for the College, will have a seating capacity of 2,200--much greater than that of any existing facility on the campus--and is envisaged as a focus for cultural activities in the Bronx, serving as a concert hall and a center for the performing arts.

The Improvement of Existing Facilities

Lehman has continued to upgrade its existing facilities. Shuster Hall, where the administrative offices are located, was renovated during phase I of the master plan. It was further modernized as an administrative center in 1977, when a network of computer terminal cables, with capacity for 32 terminal locations, was introduced in order to link administrative offices with the computer center for on-line file access. Among more recent projects are the renovation of a number of science laboratories in Davis Hall as well as the addition of four fully equipped research laboratories for anthropology, biology, chemistry, and physics. The research laboratories, constructed at a cost of more than $250,000, have

modern laboratory equipment and a complete range of utility services. The upgrading of laboratories and the addition of new laboratories have permitted most of the science faculty to have individual research facilities, leaving a serious shortage only in geology and geography and in psychology.

Two of the older major buildings on the campus (Gillet and Davis) are soon to be renovated with funds provided under a grant of $415,000 from the Economic Development Administration. The award also provides for the repair of the outdoor walks and the painting of three small temporary buildings. Funds have also been received to build special facilities for the handicapped, and these have been completed.

Commentary

The completion of phase I ensures Lehman the opportunity to organize more efficiently its space and facilities, especially so since enrollment figures are more nearly in line at this time with the architectural master plan than seemed likely even a short time ago. As originally conceived the master plan assumed about 9,000 FTE's, of which 7,100 would be day-session students. This enrollment is close to the present figure, which will probably stabilize in this vicinity. There is the further advantage that two expensive and inconvenient off-campus facilities can be relinquished, thus consolidating the campus. On the other hand, the need remains pressing for the new gymnasium and the student center, proposed in phase II of the master plan. Alternate means of building a student center are being explored, and the signs are auspicious. A reserve fund of about two million dollars for this purpose is in trust; and discussion is under way among the students, who may increase their fee obligation in order to augment the fund. Once a student center has been built, attention will have to be given to the continuing need for the new gymnasium envisaged in phase II. If these two problems are solved satisfactorily,

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Lehman will have an excellent educational plant.

THE LIBRARY

The library is of major importance to the success of the College's academic mission. The staff has worked steadily to build a collection that meets the needs at the undergraduate and graduate levels and has also sought to provide at least partial support for faculty research. A collection is much more usable when its possibilities are apparent; and the library has still another objective, that of meaningful outreach to its users.

Most of the collection is in the main library, attached by a corridor to Shuster Hall. Constructed almost twenty years ago, in 1959, it has a capacity for 257,000 volumes and seats about 680 readers. The periodicals collection has been moved to a new location (in Carman Hall), which seats 110 readers. As earlier mentioned, the new library will provide a much expanded space for the collection and readers. After construction was interrupted, work on the library resumed in September, 1977, and is scheduled for completion by spring, 1979.

Collections

Except for the periodicals, the collection is centralized and is housed largely in closed stacks. Open stack areas include the general reference collection, the education laboratory collection, and part of the government documents collection. The Library of Congress classification system is in use. The library has been designated a selective depository for United States Government publications; and these materials, as well as New York State and New York City documents are processed in two different ways.

Some are maintained in a separate government documents collection; others are catalogued and integrated into the regular book collection. Statistics relative to the holdings and other pertinent data are in Appendix VI-B.

To ensure the continued development of a well-balanced collection, the library staff evaluated holdings in each subject in 1973. Most subject areas were judged adequate for undergraduate programs; and those where deficiencies were noted, viz. geography, eighteenth-century European history, and music scores, were subsequently strengthened. A collection development policy statement, formulated by the library staff, offers concrete guidelines for collection building and also aids in periodic assessments. Developing the collection is the joint responsibility of the departmental faculty and the librarians. A portion of the library's annual book budget is allocated to each department, which, through its library representative, orders against its allocation. The library staff orders from the remaining funds in the budget. Until recent fiscal stringency made it difficult to continue to do so, the library systematically purchased all book and periodical titles deemed necessary for optimal collection development. A serious consequence of the curtailment of funds is the reduction in the number of periodicals received, from 2,500 to 800. A necessary ancillary activity is a judicious weeding or deacquisition policy. Conjointly with its program of periodic collection assessment, the library weeds its holdings.

Resources are augmented by means of cooperative borrowing arrangements with other units of The City University and through membership in METRO--the New York Metropolitan Reference and Research Library Agency, an organization of academic, public, and special libraries within the metropolitan area. Its aim is to facilitate cooperative use of the resources of the member libraries. The library also belongs to the New

York State Interlibrary Loan Service.

Services to the Lehman College Community

During the last few years the reference division has maintained an active program of services to readers. Included are orientation tours and instruction in library research techniques, subject bibliographic orientations in which the most important research tools are described, instruction in the use of the ERIC microfiche collection, term paper workshops, and the compilation of bibliographies of reference sources in about thirty subject areas. Another service, unique to The City University when first instituted six years ago, is the library orientation program in Spanish for students in the College's bilingual program.

With an eye to upgrading service constantly, the library frequently queries users about its services, asking for suggested improvements. This evaluation is carried out formally by questionnaires and informally through conversations with faculty and students.

Administration and Structure

The library comprises four divisions--acquisitions, cataloguing, circulation and reference--each with a division chief who reports to the chief librarian. The latter's responsibilities include planning and guiding the library's operations to ensure maximum support for the College's program, expenditure of the budget, and planning library growth and development. The chief librarian in turn reports to the Provost and as departmental chairman is a member of the Faculty Senate and the College Personnel and Budget Committee. The full-time staff of the library numbers 15 professional librarians and 15 clerks. Until recently it totalled 21 librarians and 18 clerks.

Budget and other Fiscal Considerations

Given below are statistics relative to the total library budget, book budget, total volumes, and volumes added for the last five fiscal years. A downward trend in fiscal support over the past two years, with a corresponding decline in book purchasing, is immediately obvious.

	Total Budget	Book Budget	Total Volumes	Volumes Added
1972/73	$1,006,232	$324,920	285,976	34,973
1973/74	1,080,370	337,336	302,304	28,060
1974/75	1,204,131	318,730	314,188	30,558
1975/76	776,707	182,849	332,839	22,222
1976/77	645,667	74,390	336,856	9,596

These figures point to the fiscal constraints within which the library staff attempts to render quality service to students and faculty.

Staff

The librarians are an integral part of the Lehman faculty. All of them hold an M.L.S., and the majority have a second master's degree in a subject field other than library science. One holds the doctorate. The range of second master's degrees in subject areas permits the reference division to offer diverse expertise in assisting library users. Lehman College librarians are active in professional organizations and are publishing. One librarian has written two books on periodicals bibliography and has recently received a grant from the Office of Education (HEW) to develop a bilingual Spanish-English subject headings list. Another has brought out a bio-bibliographical handbook of Puerto Rican authors in conjunction with two other library staff members, and all three are under contract to the same publisher for a similar work on

Cuba. Altogether, the staff has an impressive list of journal articles and reviews.

Recent events have aggravated the long-standing imbalance between the number of librarians and the size of the clerical support staff. As a result, librarians often take on clerical tasks, leaving less time for professional duties. This situation is unlikely to be resolved for some time.

The Future

The library, like other parts of the campus, has passed through straitened times. Although by no means unscathed by the experience, it maintains an effective level of service. This is so even if problems cited in the Middle States Self-Study of 1968 still await solution. These are excessive noise level, inadequate seating for readers, lack of study carrels, and a crowded catalogue area. In addition, available stack space in the present building is rapidly dwindling. These problems will remain until the library has its new building, which will house 576,000 volumes and seat about 1,400 readers. If a nearly normal book budget is restored, the library will move from a position of strength to render the Lehman faculty and student body the kind of services that they require.

OTHER INSTRUCTIONAL RESOURCES

The Bookstore

The bookstore, a privately owned lease operation, aims to provide the required faculty-chosen textbooks and related course materials. The textbooks are offered at prices competitive with those of the general market place. Occupying 3,200 square feet in the basement of Davis Hall, the bookstore has too restricted an area of operation to meet adequately

the College's needs. Additional space, forthcoming when the construction is complete, will permit a better display of college textbooks and a wide selection of course-related readings. At this point, however, it can hardly be described as an adequate instructional resource, whetting the student appetite for reading.

The Academic Computer Facility

Located in building T-2, the computer facility operates Monday through Thursday, from 9:00 A.M. to 9:00 P.M.; on Friday until 5:00; and on Saturday until 3:00. As this schedule suggests, it is used extensively, usually in courses given by the natural and social science departments. Many departments routinely provide instruction in computer use as part of the coursework although the amount and quality of such instruction varies from one instructor to another. There is a list of computer facility equipment in Appendix VI-C.

There are two dominant modes of computer use. One is for the statistical analysis of data. In Sociology 266 and Psychology 305, students learn to use statistical packages to analyze and survey experimental and other quantifiable data, involving such statistical procedures as cross tabulation and analysis of variance.

The second dominant mode is for such mathematical calculations as occur in the natural sciences. Numerous courses in departments such as Mathematics and Physics provide routine instruction in scientific computer languages, primarily FORTRAN, but PL/I, COBOL, APL, and Assembly Language as well. The student learns to use them to carry out mathematical operations, such as integration, for application to physical problems in nuclear physics and physical chemistry, for example.

There are other special purposes for which the computer is used.

The Geology and Geography Department uses a computer mapping program, SYMAP, in its cartography course. Also worthy of note are the experiments by the Academic Skills Department in computer-assisted instruction and testing.

The following departments use computers or teach computing in some of their courses: Anthropology, Chemistry, Economics, Family and Consumer Studies, Geology and Geography, Mathematics, Physics and Astronomy, Political Science, Psychology, and Sociology.

The Language Laboratory and Audio-Visual Services

The College maintains modern electronic facilities and specialized tape-recording equipment in a language laboratory housed in Carman Hall. Designed to assist students taking the variety of language courses offered at Lehman, the laboratory contains cassette tapes of prerecorded lessons coordinated with texts in French, Spanish, German, Portugese, Mandarin Chinese, ancient and modern Greek, Hebrew, Latin, Swahili, Yiddish, and Yoruba. Supplementary and remedial lesson materials are also available in the lab, including a collection of literary works recited by authors or well-known actors. Cassette tapes are at hand to assist students for whom English is a second language.

A secondary function of the language laboratory staff is to coordinate the use of audio-visual equipment within the College and to provide technical assistance to faculty members using these aids for instructional purposes. While individual departments remain responsible for ordering rental films, over 150 film titles, as well as a collection of slides, filmstrips, videotapes, and audiotapes on various subjects, are available at the College. Additional audio-visual equipment supports the development of media presentations employing photography, graphics, slides,

transparencies, and sound.

Equipment

Over the years, each department at Lehman has used its equipment budget--and occasionally grants--to purchase equipment appropriate and necessary to the support of the department's instructional objectives and to its faculty's research or performance interests. While new equipment purchases have been seriously affected by the recent budget reductions, most of the departments, nevertheless, have successfully assembled specialized equipment, both major and minor, which helps to add a measure of distinctiveness to the program of the department.

In the humanities, the professional and performance-oriented programs have acquired equipment indicative of the programs' particular emphases. For example, music maintains an electronic music studio, including a Moog synthesizer and high-quality recording equipment. The Art Department has fully equipped studios for ceramics, sculpture (metal, wood, clay, and plaster), and graphic arts, including etching, lithography, and silk-screen printing. In the Department of Speech and Theatre, students in speech and hearing sciences have access to a variety of sophisticated electronic equipment as well as to large, soundproof listening booths. The mass communication program makes use of its large inventory of radio and television equipment, including television and motion-picture cameras, editing consoles, and control room consoles.

Within the Division of Education, it is convenient to divide discussion of instructional facilities and resources into those available to the departments engaged mainly in the preparation of teachers and those available to the Department of Dance, Health, Physical Education, and Recreation, since the programs in teacher education and the Department of DHPER are housed in different buildings. Resources available

to the departments in teacher education include:

a small teacher center, where active and prospective elementary teachers can meet to discuss professional issues and examine curriculum materials and new instructional equipment;

a well-equipped media center, with equipment for making films, pictures, videotapes, slides, slide-tape presentations, and other mediated materials;

two rooms equipped with laboratory stations for use in courses in science and mathematics education;

a classroom equipped with pianos for use in music education;

a classroom equipped with tables and materials for use in the training of teachers of art;

a room housing general instructional and curricular materials, equipped with carrels at which undergraduate and graduate students can work privately and with tables that permit small group meetings;

a small library of materials for teaching in a bilingual/bicultural setting;

a resource center housing books and other materials related to the teaching of reading;

a room equipped with materials for the teaching of the educationally handicapped and with carrels for the individualized instruction of handicapped students (this room is used for the Outreach Center operated by the Department of Specialized Services in Education as a laboratory for its program in Special Education--to help with the training of graduate students and to offer services to children in the community and their parents);

a set of specially furnished rooms that operate as an Early Childhood Center, equipped with books and other materials for use in Early Childhood Education.

A new laboratory for the teaching of reading and writing to adolescents is about to be opened; it will offer space for individualized teaching and will house suitable curriculum materials as well as instructional equipment.

Resources available to the Department of Dance, Health, Physical Education, and Recreation include:

a large gymnasium;

two smaller gymnasiums, equipped for use in courses in movement education and martial arts;

a gymnastics gymnasium;

an exercise room, with equipment for various kinds of exercise;

a Human Performance Laboratory, with equipment for the measurement of results of physical activity;

a trainer's room, with equipment and materials for teaching sports medicine;

an equipment room for storage of equipment used in classes;

a swimming pool;

a mirrored dance studio with a piano for accompaniment;

a baseball field/softball field. Also used for teaching soccer, touch football, golf, archery;

tennis courts.

By the nature of their disciplines the science departments of Lehman College require, and fortunately possess, a great deal of research and instructional laboratory equipment.[1] Among the departments' major pieces of research equipment are these: transmission and scanning electron microscopes (Biology); a nuclear magnetic resonance spectrometer with double resonance accessories (Chemistry); a complete system of x-ray and gamma-ray detectors with cryogenic systems and drive systems for Mossbauer spectroscopy (Physics and Astronomy); and an x-ray powder diffractometer (Geology and Geography). Special grants provided much of the research equipment, such as a four thousand channel-two parameter analyzer (Physics and Astronomy).

Students are able to benefit from even the most sophisticated equipment through involvement in faculty research projects. Both a complete listing of each science department's equipment and an abridged list are on file for the Visiting Team.

1. The well-equipped machine shop, which is located within the Department of Physics and Astronomy, serves all of the departments of the college. The machinist also services equipment for Buildings and Grounds.

APPENDIX VI-A

THE PHYSICAL FACILITIES

College Buildings

Bldg. #	Name	Gross sq.ft. Owned	Gross sq.ft. Leased	Net Assign. sq.ft. Owned	Net Assign. sq.ft. Leased
01	Gillet Hall	95,277		63,526	
02	Davis Hall	97,746		71,961	
03	Student Hall	Under Construction		(see below)	
04	Gym Building	89,548		48,851	
05	Shuster Hall	96,072		53,120	
06	Library	47,092		40,551	
07	Carman Hall	232,709		145,259	
R	Reservoir	20,000		14,598	
T-1	Dining Hall		8,300		7,649
T-2	Data Processing		6,174		4,404
T-3	Classroom Bldg.		25,864		17,634
	Poe Center		66,000		36,025
	Van Cortlandt Annex		17,500		15,234
Totals		678,444	123,838	437,866	80,946

Total 1977 - 78 Campus Owned and Leased: 802,282 Net Assignable Sq.ft. 518,812

Buildings Under Construction:

11	Speech & Theatre	(140,782)	(75,600)	
9	Auditorium	(51,250)	(36,800)	
12	Library	(119,629)	(75,310)	
3	Student Hall	(98,428)	(49,200)	
Total	(Under Construction)	(410,089)	(236,910)	(1979-80 Completion)

APPENDIX VI-B

LIBRARY HOLDINGS, 1977

Total Volumes:

Books	304,857
Bound periodicals	17,844
Government documents	14,163
Federal	(12,095)
New York State	(1,323)
New York City	(745)
Microfilm (reels)	10,437
Microfiche	178,140
Microcards	73,343
Phonorecords	4,017

	Circulation Statistics	Reserve Desk Use Statistics
1969	141,770	
1970	160,176	38,312
1971	195,553	38,686
1972	262,114	40,255
1973	281,050	42,798
1974	283,397	41,634
1975	263,598	41,276
1976	264,657	32,869
1977	254,543	

APPENDIX VI-C

COMPUTER FACILITY EQUIPMENT

IBM 1130

IBM 360/40 system

PDP 11/40

Data 100 RJE station with a 600 line per minute printer

400 card per minute reader

9600 BAUD leased telephone line operating through Paradyne M96 9600 BAUD multiplexing modems.

two ADDS 880 CRT terminals

one ADDS 520 CRT terminal (located in the Sociology department)

one IBM 2741 typewriter terminal

one model 33 ASR teletypewriter

CHAPTER SEVEN

ADMINISTRATION AND GOVERNANCE

Like many colleges and universities, Lehman College is organized around two distinct but interrelated decision-making structures. The first, the administration of the College headed by the President, carries out the policies promulgated by the BHE and the regulations of its executive agent, the Chancellor. The second is the internal governance structure, which comprises the academic departments, the faculty organization, the student government groups, and the joint structures combining faculty, students, and administration--typified by the College Senate. The internal governance structure deals primarily with the College's academic policies and curriculum.

THE ADMINISTRATION

As one of the nineteen colleges which comprise The City University of New York, Lehman College is governed by the BHE, whose powers derive from the State of New York and are roughly analogous to those of any collegiate board of trustees. The BHE's policies for the University are communicated to Lehman, as to each of the colleges of the University, by the Chancellor, the University's chief executive and administrative officer. The Chancellor chairs the Council of Presidents, of which the President of Lehman College is a member.

The President and the Major Administrative Officers

The President is charged by the BHE with "conserving and enhancing the educational standards of the College."[1] Within the College the President's responsibilities include making final recommendations to the BHE on all personnel actions; developing the longe-range

policies of the College; preparing a tentative annual budget to be submitted to the Chancellor; and distributing the budget allotted to the College by the Chancellor. The President chairs the College Senate, the General Faculty, the College Committee on Faculty Personnel and Budget, and the Board of Directors of the Lehman College Association. Further, the President recommends appointment of members of the administration and is responsible for the effective and efficient functioning of his administrative team.

The three major administrative officers of the College are responsible directly to the President: the Provost and Dean of the Faculties, the Dean of Administration, and the Dean of Students. (See Appendix VII-A for the College's organization chart.)

The Provost and Dean of the Faculties is the chief academic officer of the College and serves as the deputy to the President. The administrative functions of the Provost include major responsibility for authorization of recruitment of faculty and indeed for all faculty personnel actions. The Provost administers the awarding of faculty fellowship leaves (sabbaticals); controls several funds for faculty travel, recruitment, relocations, and fellowships, and for lecture series; and supervises the academic aspects of registration. His office collects and analyzes data on teaching load and other information used in preparing the budget and assessing the academic program. The Provost plays a critical role in evaluating the academic validity of programs, setting academic priorities, and allocating the instructional budget. He is responsible for the performance of all academic deans, who report to him: the four divisional deans, the dean of the School of General Studies and the Summer Session, the associate dean for Academic Standards and Evaluation, and the associate dean

for Instructional Development (who is also responsible for the College's affirmative action program). Further, the Provost supervises directly the Department of Academic Skills, the Library, the Grants Office, and the coordinators of special academic programs, including the director of the Health Professions Institute. He coordinates the College's graduate programs and is the administrative representative on the College's Curriculum Committee.

The Dean of Administration is in charge of the day-to-day operations of the College in all non-academic matters. He supervises the business manager, the registrar, and the computer center and has direct responsibility for the entire physical plant (now undergoing considerable expansion and reorganization). He is responsible for financial planning and fiscal management and directs preparation of the College's budget.

The Dean of Students is responsible for virtually all aspects of student life on the campus outside the classroom. His office attempts to aid each student in almost any manner required. For most students its primary function is to "personalize the bureaucracy." He supervises counseling services including personal and crisis counseling, financial aid, career counseling, and job placement; directs freshman advisement and orientation; maintains records on students; and oversees extra-curricular activities, veterans' affairs, and the Women's Center. In addition, his office has been assigned a number of additional responsibilities such as supervising security, planning and operating commencement exercises, and recruiting students. The Dean of Students is the administrative representative to the Committee on Committees of the College Senate, and secretary of the Board of Directors of the Lehman College Association.[1]

The Divisional Structure

Twenty-six[1] of the academic departments are grouped administratively into four divisions. Prior to the establishment of the divisional structure, each department chair reported directly to the Provost. But the rapid growth and increasing complexity of the College during the early 1970's suggested that greater cohesion and communication among departments with related disciplinary or professional interests was desirable. Further, a divisional structure promised to relieve the Provost of the direct supervision of the departments, an onerous workload, and provide increased time for planning. Therefore, the Divisions of Social Sciences, Sciences, Humanities, and Education were created in 1974.

The divisional deans are the chief administrators of their respective divisions. They advise the Provost and represent the administration to the chairs and faculty of their divisions. Similarly, they present to the Provost the recommendations of the executive committees of their divisions and the advice of the departments within their divisions. The divisional deans oversee the development and evaluation of the programs within their respective divisions and work to preserve the academic quality of programs within their divisions. They are responsible for the allotment to their departments of budgetary lines for staffing. They supervise recruitment of new faculty; review the recommendations of departmental personnel and budget committees for appointment, reappointment, tenure, and promotion; and advise the President, the Provost, and the College Committee on Faculty Personnel and Budget on these matters. They also approve course offerings and

1. The Departments of Nursing, Academic Skills, and Library are outside the divisional structure.

teaching schedules of their departments; suggest new programs and curricula which pertain to their divisions; aid faculty to prepare grant applications and assist in administering such grants when awarded; and compile divisional statistical data.

Each of the divisions has an executive committee composed of the chairs of the departments in the division, plus two faculty members within the division elected by the chairs. The divisional dean serves as chair of the divisional executive committee. These committees make recommendations for academic planning within the divisons, and comment on college-wide issues when asked to do so. They also make recommendations to the College Committee on Personnel and Budget on reappointments for the fourth year. They coordinate the academic activities of the departments within the divisions and advise the divisional deans on a variety of matters. Their recommendations may relate to curricula, interdisciplinary programs, travel funds, advisement of students, teaching loads, and budget lines. The executive committees provide an effective means of systematic communication among the departments of the divisions.

The College Committee on Faculty Personnel and Budget

The College Committee on Faculty Personnel and Budget (College P. & B.) is composed of the chairs of every department of the College, the Provost, and the President, who is its presiding officer. As a forum for communication between the President and the chairs, the committee serves as an advisory body to the President on academic issues and may make budgetary recommendations. It may act on any issue placed before it by the President.

The primary function of the College P. & B., however, is to evaluate the recommendations made by departmental P. & B. committees and the Dean of Students for appointment, reappointment, tenure, and promotion of faculty members. The College P. & B. makes its recommendations on these matters to the President. In order to facilitate its business, the College P. & B. elects subcommittees on tenure and on promotion. Each of the subcommittees is composed of seven chairs and the Provost and is itself chaired by the Provost. The subcommittees report their recommendations to the full College P. & B., which in turn recommends action on each candidate to the President. Within the College the President has final authority to make decisions on appointment, reappointment, tenure, and promotion. He makes his recommendations to the BHE, which must officially approve all such personnel actions proposed by the College. Board endorsement of presidential recommendations is normally pro forma.

Department Chairs

Department chairs are the executive officers of their respective departments. They must have tenure and professorial rank. The BHE Bylaws provide that department chairs shall be elected rather than appointed. They are elected for three-year terms by those faculty eligible to vote within the department. The chair is the manager of the department and serves as chair of the department's committee on personnel and budget. Chairs are responsible for assigning courses and teaching schedules to the members of the instructional staff; representing the department before the faculty, the administration, and the governance bodies; preparing a tentative

annual department budget; arranging for the observation of non-tenured teaching staff; and reporting to the President and the College P. & B. on departmental personnel decisions. Within the departments the chairs preside over meetings of the full department and the P. & B. and may serve ex officio on all departmental committees.

The BHE further charges the chairs with carrying out both the policies arrived at by the department and the policies of the college administration and the Board. The chairs thus are among the pivotal administrative officers of the College, transmitting and executing the policies, rules, and regulations of higher administrative officers to the faculty and students within their jurisdiction. At the same time they represent the views of their faculty to the academic administration. Chairs are accountable both to the college administration and to the faculty who elect them. They are in a unique position to tie together the administrative structure and the governance structure of the College.

THE GOVERNANCE STRUCTURE

The Departments

Historically, academic departments within The City University system have enjoyed wide latitude in managing their internal affairs. Lehman College is no exception. The tradition of departmental autonomy and faculty self-government is a major source of strength for the College. BHE Bylaws and policies prescribe procedures and qualifications to govern the position of the chair and guidelines for departmental personnel and budget committees in regard to personnel actions. They also assign responsibility for educational policy to the faculty. Beyond these pre-

scriptions, department practices vary markedly. Typically, however, departments are governed by a chair and a democratic committee structure.

According to BHE Bylaws, each department must elect a departmental Personnel and Budget Committee (P. & B.), which is normally composed of the chair and four other members of professorial rank, three of whom must be tenured. They are elected to three-year terms at the same time as the chair. It is the duty of the departmental P. & B. to judge the professional qualifications and progress of members of the department and to recommend appointment, reappointment, tenure, and promotion. The P. & B. also approves leaves of absence, assigns released time within College guidelines, and establishes a panel to observe the teaching performance of non-tenured faculty. While departmental P. & B. committees are formally mandated to assist in the preparation of a department budget request, few fulfill that function; departmental budgets are usually negotiated between the chair and the divisional dean.

Each department also maintains a curriculum committee; and though the structure of the committee varies from department to department, the responsibilities remain essentially the same. Curriculum committees receive or initiate, consider, and present to their respective departments proposals for institution of new courses, changes in catalogue descriptions, course offerings each term, and other curriculum matters. These committees may recommend recruitment of faculty in particular areas, suggest guidelines on class size, and set long-range educational policy. There may be one such committee for the department's entire curriculum, or there may be separate undergraduate and graduate committees.

The number of other standing and ad hoc committees varies widely among departments. The range is from two to as many as ten committees. Moreover, departments follow several patterns in determining committee membership. Some elect all standing committees and ad hoc committees. Several small departments function as committees of the whole, except in making personnel decisions. The size of committees varies also, ranging from one to five, with three or four the average number.

While the committee structure is the principal method of departmental operation, faculty participation in governance takes other forms as well. In larger departments there may be elected or appointed deputies to the chairs and coordinators of individual programs. Parliamentarians and recording secretaries are common. Perhaps the most significant governance structure is the department meeting itself--the forum for discussion of curriculum and of basic policy issues for the department. It is a Lehman College practice that departmental policy matters come before the entire department for consideration, resolution, or comment.

Since 1970, there have been sporadic efforts to involve students in department affairs. There is considerable diversity in providing for student participation, however, and also a range of opinion regarding the validity or necessity of it. Also, departments have enjoyed varying degrees of success in recruiting students to participate. According to the College's Documents of Governance (on file for the Visiting Team) students serve with voting rights on all departmental standing committees, except P. & B. On P. & B. committees, students are advisory; the number of students and their roles are determined by the departments.

Department Bylaws

More than half of Lehman's departments have written bylaws governing their internal operating procedures. Some of them, however, no longer reflect departmental needs; and many do not include recent changes in the BHE Bylaws or the provisions of the governance documents of Lehman College.

Because it is desirable that all members of the instructional staff be apprised of their rights and responsibilities both within the College and in their respective departments, the departments of the College without bylaws may wish to consider preparing and implementing up-to-date bylaws. Such documents minimally ought to contain provisions regarding the voting rights of the instructional staff and qualifications for office; regulations governing election of the department chair, standing committees, and the departmental representative to the Lehman College Senate; procedures governing the scheduling of regular and special department meetings; a clear definition of the functions and responsibilities of standing and ad hoc committees; rules pertaining to student service on departmental committees; and procedures for amending the bylaws.

The Lehman College Senate

On February 22, 1971, the BHE approved the document titled "Governance Structure of Lehman College." The culmination of two years of effort to design a system of self-government that would assure representation of the views and needs of faculty, administration, and student body, the document had been ratified by separate referenda of faculty (including administrative personnel) and students. It established a unicameral legislative body, The Lehman College Senate.

The academic policy-making body of the College, the Senate is composed of representatives of the various constituencies of the College. Each academic department elects one senator; the faculty-at-large elects a number of senators equal to the number of departments; and evening and part-time faculty members elect representatives. Faculty seats, moreover, are apportioned so that all ranks are represented in rough proportion to their numbers. The administration is represented by the President, who presides over the Senate, the full and associate deans, and three elected representatives of the administrative staff. Students comprise 36 percent of the Senate membership; some students are elected as at-large representatives, but evening students and graduate students are also represented. At present there are 118 senators: 63 faculty members, 11 administrative officials, and 44 student members. Terms of office for faculty members are two years; for students one year. Administrative representatives serve while in office. Elected representatives are eligible for reelection although faculty members may not serve more than two successive terms. In addition, the Senate may invite to its deliberations any member of the Lehman community whose presence it deems desirable. Such persons enjoy floor rights but may not vote.

The Senate, normally meeting once a month, relies on its ten standing committees and on ad hoc committees to carry out its responsibilities and to advise it. The standing committees correspond to the major areas of jurisdiction of the Senate:

Academic Standards and Evaluation
Curriculum
Graduate Study
Library
Budget
Academic Master Plan
School of General Studies and Special Programs
Campus Facilities
Academic Freedom

A Committee on Committees, elected directly from nominations made from the floor of the Senate, serves three primary functions: (1) It prepares slates of candidates for positions on standing committees and makes nominations for persons to fill vacancies on them. Each committee is composed of an equal number of faculty and student members, each with voting rights, and a non-voting administrative representative. (In practice, faculty members make nominations for faculty positions while students nominate for student positions.) (2) It reviews the actions of standing committees and receives recommendations to be referred to those committees. (3) It handles any task assigned by the Senate not properly within the province of any of the standing committees. Technically the Committee is charged with supervision of elections of faculty senators at-large, but the Committee delegates that task to a faculty elections committee.

The most important of the standing committees is the Committee on Curriculum. That committee exercises general supervision over the undergraduate curriculum. It receives proposals for new programs and courses, for changes in academic requirements, for modifications of existing courses, and for the deletion of courses; invites comment on these proposals from interested persons at the College; negotiates changes in proposals, as necessary, with their authors; and makes recommendations to the Senate concerning all changes in the curriculum. (See Appendix VII-B, which includes a "Program Development Flow Chart".) The committee may require reports on courses and programs whose establishment it has recommended and may initiate studies of existing programs to assess their academic quality. The Committee on Graduate Studies has similar responsibilities for the graduate curriculum

but is much less active than the Committee on Curriculum because the College has far fewer graduate offerings than undergraduate.

The Senate created an experimental office of ombudsman in 1974 and made it permanent two years later. The ombudsman serves as a confidential investigator in any appropriate case of alleged unfairness or maladministration submitted to him. His aim is to assist aggrieved individuals who seek just and equitable treatment and to investigate and mediate or otherwise resolve issues involving administration, faculty, and students. He serves faculty and administrators as well as students and enjoys the cooperation of administrative officers and faculty. A member of the tenured staff, the ombudsman is selected for a two-year term by the President from a slate of two candidates nominated by the Senate.

An Estimate of the Senate

There are mixed feelings on the Lehman campus towards the Senate. If on the one hand its committees have taken their work seriously and performed it energetically, still it has to be said that the style and tone of the Senate debates themselves have damaged it as a deliberative body. Moreover, too little attention is sometimes given to procedural rules, and the failure to sustain quorums at crucial moments is often commented on. Nor does it help matters that there is a tendency towards block-voting. The Senate has also been criticized for failing to capitalize on the range of talent available on the campus for committee work. The names of some faculty and student members seem to recur constantly in the slates of candidates prepared by the Committee on Committees although that committee has recently begun to

nominate faculty and students who are not members of the Senate. This procedure, permissible under the Senate rules, promises to bring new blood into the self-governing process.

To its supporters the Senate remains a major force for self-government. Whereas earlier it tended to debate most matters that came before it, rather than referring them to a smaller group for investigation and recommendation, the Senate has begun as a matter of routine to make use of the committee system. At times its debates are lively and even eloquent, and the Senate discusses academic issues substantively. Yet opinion continues to be divided about it. Some observers believe that the faculty membership should be increased, while others have concluded that modifications in rules and procedures are sufficient.

The Faculty Organization

In recent years the faculty of Lehman College, as an organized body, has played a minor role in campus governance. It does not possess the legal authority to make decisions that have binding force. Prior to the establishment of the Senate, the policy-making authority that the Senate now exercises was vested in an elected Faculty Council, composed of a small number of tenured faculty. The Senate has inherited the power of Faculty Council. When the bylaws of the faculty were revised in 1972, a series of "watchdog" committees were created parallel to some committees of the Senate so that the faculty would have continual communication with and influence on Senate committees. The Lehman faculty has not, however, developed the tradition of acting as a formal deliberative body, preferring to work through such other

organized structures as the College P. & B., the Professional Staff Congress/CUNY (PSC), or the Senate.

The bylaws of the faculty permit that body to take positions on any matter related to the interests or welfare of the College; to recommend to the Senate, any committee, or administrator what it wishes; to review actions taken in pursuance of its recommendations; and to elect representatives to the University Faculty Senate and to other agencies. The President of the College is the chair at faculty meetings. In his absence, the Dean of the Faculties presides. The President appoints a treasurer, secretary, and parliamentarian. Faculty meetings are scheduled twice each semester though special meetings are easily called when important business arises. There is a mechanism for ascertaining faculty opinion by referendum.

The Executive Committee of the faculty is composed of seven elected members. It plans the agendas for faculty meetings, screens proposals to be considered by the faculty for recommendation to the Senate or other bodies, reviews actions taken in pursuance of the faculty's recommendations, and acts as a committee on committees to nominate faculty members for election to various faculty committees. The Executive Committee also meets with the President to discuss issues affecting the faculty. The Executive Committee has become the one representative body within the faculty committed to protecting the interest and welfare of the faculty. During the fiscal crisis in 1976 and 1977, it organized letter-writing campaigns, lobbied for the College in Albany, and represented the faculty at legislative hearings and before the BHE.

Collective Bargaining

The members of the instructional staff have selected the Professional Staff Congress/CUNY as its exclusive negotiating representative for the purpose of collective negotiations and the settlement of grievances under the collective negotiating agreement. A revised agreement was recently negotiated.

Organization of the Student Body

As part of the 1971 College governance plan, students designed and adopted by referendum a form of student government that created two distinct representative bodies. One body, the overtly political arm of the student body, is the Student Conference. The other body, ostensibly non-political, is the Campus Association for Student Activities (CASA). An independent student elections board administers and certifies the election of students to both the Conference and CASA.

The Student Conference is composed of all students elected to the College Senate. It elects its own chair, who serves as the presiding officer of the Senate in the President's absence. The Conference itself serves as a student policy caucus, in which the interests of students and the perceived interests of the College are expressed in proposals to be put before the Senate. The two organizations are formally related. Four students elected by the Student Conference are on the Executive Committee of CASA, and the elected officers of CASA are seated, ex officio, in the Student Conference.

CASA is governed by an Executive Committee composed of officers elected each year by the students at large. According to its

constitution, CASA is responsible for sponsoring a wide variety of student activities and services. These range from lectures and movies to tutoring services, social affairs, student clubs, and activities involving the community outside the College. Funding for CASA programs is derived from part of a student activity fee collected from all students.

CASA, in contrast to the Student Conference, is specifically proscribed by its constitution from the sphere of action represented by the Conference. It may not make academic policy, take stands on public issues, or otherwise overlap or duplicate the activities of the Conference. The reason given for this separation of functions was that the activities and programs and services developed by students, and offered to them, ought not to be colored by student politics.

The Lehman College Association

The Lehman College Association is an independent, non-profit corporation. Its Board of Directors is composed of 15 members, including 7 administrators (the President and his major administrative officers among them), 7 students who are elected members of the CASA Executive Committee, and the Chair of the Faculty Executive Committee. The Board of the Association meets regularly each quarter and more often as required. It is the function of the Association to administer the student activity fee ($25) collected from each student at registration. The Association's funds are utilized variously; CASA and its subsidiary agencies are allotted a substantial share. Mandatory college expenses, such as for commencement and ID cards, also are paid through Association funds. Other monies go to operate the student newspaper, Meridian. The Association also manages the College's

auxiliary services, including the bookstore, cafeterias, vending machines, and parking lots. In addition, it is the parent body for several subsidiary boards, the most important of which are the communications board, which oversees all student publications, and the athletics board, which coordinates intercollegiate and intramural athletic programs.

University-Wide Agencies

Despite the critical nature of University-wide independent agencies it falls outside the scope of this study to describe and comment upon their organization and governance. These agencies include the University Faculty Senate, the University Student Senate, the Faculty Welfare Trustees, and the Professional Staff Congress/CUNY (PSC). Lehman is fully represented in their deliberations; and their Lehman branches, particularly those of the Welfare Trustees and the PSC, serve the interests of their constituents.

ADMINISTRATION AND GOVERNANCE IN A TIME OF FISCAL CRISIS

Because of the strains placed upon the College by the fiscal difficulties of the past few years, the overall effectiveness of the administration and the governance structures of the College is difficult to assess. A few generalizations, however, can be offered. One is that however wisely the administrative organization of the College is shaped and however democratically the governance machinery is designed, the College's circumstances are ultimately in the hands of the BHE and thus under the influence of the political and fiscal climate of the City and the State of New York. It is the BHE, whose members are appointed by the Mayor and the Governor, that allocates funds to the College, determines the costs of studying here, establishes policies governing admission and retention of students, and publishes

guidelines for faculty appointment, reappointment, tenuring, and promotion, and, when necessary, for the retrenchment of faculty and staff. In a time of fiscal crisis such as that of 1975-77, the wishes and hopes of the administration and the decisions of faculty and student governing bodies affect the course of the College less than the budget and guidelines that are promulgated by the Board.

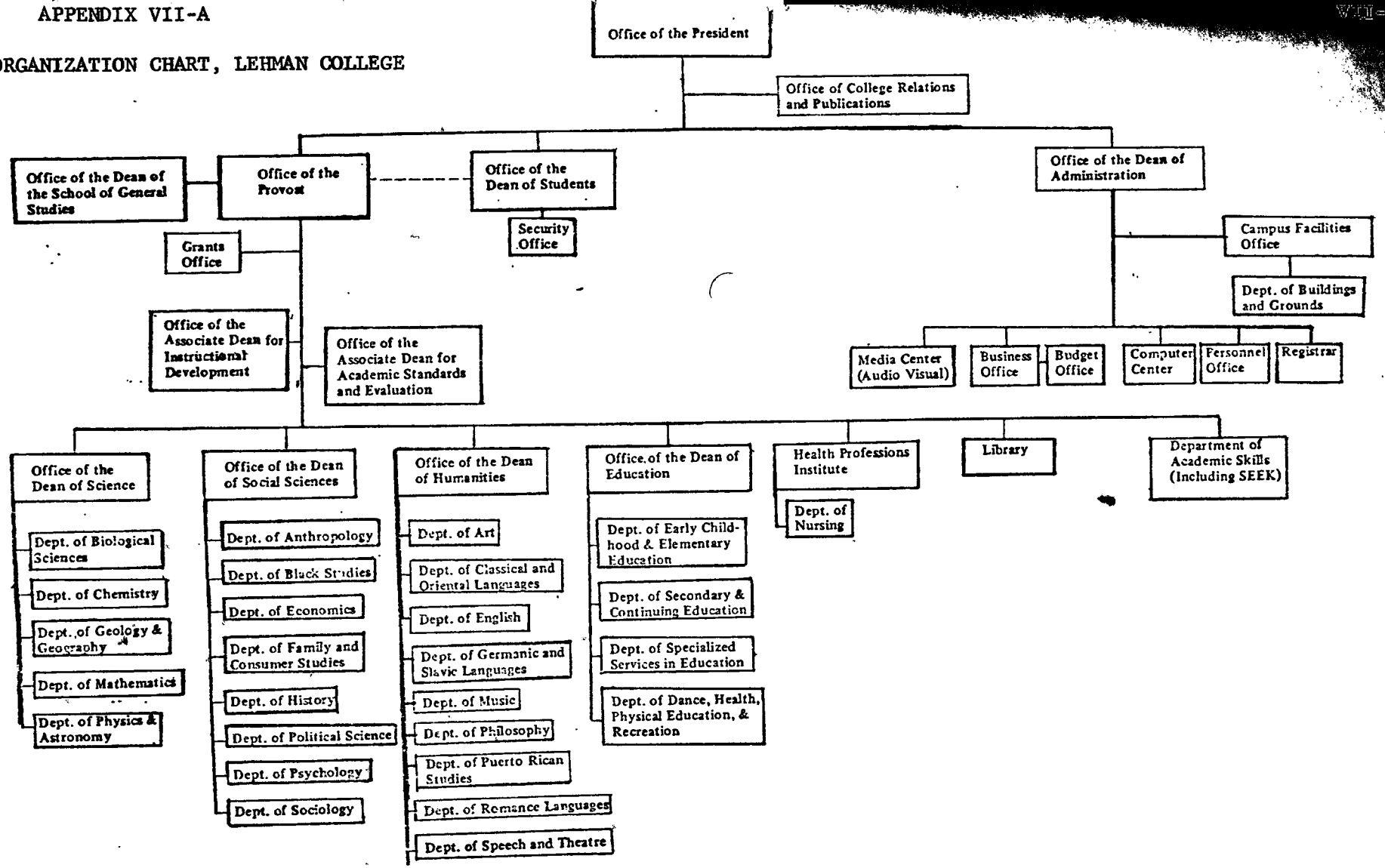
Since it is the President's responsibility to carry out the policies of the BHE, it is the judgment of the President that finally shapes the major actions of the College in respect to personnel, support for instructional programs, and the use of resources for the College's mission. Moreover, it is to him--and to the faculty--that the College must look for the preservation of academic excellence and the maintenance of the College as a first-class academic institution. The President and his senior administrative officers at times act, however, under severe pressure of time, with little opportunity for the orderly and effective planning and consultation that faculty, students, and administrators prefer to see in an academic setting and that are envisaged by the organizational and governance structures. Occasionally, too, the President and the Provost have made decisions that in more normal times might have been made by divisional deans and department chairs, such as the allocation of faculty positions to departments and the determination of details of departmental budgets. At times, too, the administration has sought to influence curriculum policy--in normal times almost always a prerogative of the faculty--in the interests of assuring that the available resources of the College are used with maximum effectiveness to assure the offering of a sound liberal education to all students.

The many roles of the President--as chair of the College Senate, the Faculty, and the College Committee on Personnel and Budget--have permitted discussion of the impact of budgetary restrictions even where the pressure of time made full prior consultation with faculty bodies difficult. His commitment to the preservation of Lehman as a comprehensive college of liberal arts and sciences and the professions has pleased many faculty members even though some individual decisions have not been popular; and the relatively smooth functioning of the College's administrative staff, depleted though it was in the retrenchments of 1976 and through normal attrition, has offered at least some stability.

The important continuing need within the administration and the governance structure, it would seem, is a pattern of communication and consultation between administration, faculty, and students. The President's various roles have made communication possible even if the timing of acute crises (in the summer when faculty and students are away) sometimes makes an extended consultation difficult to achieve. One task of the administration and of the faculty's elected representatives (including the departmental chairs) is to assure that the machinery of communication and consultation is used. Both recognize this need and are determined to see that it is met.

APPENDIX VII-A

ORGANIZATION CHART, LEHMAN COLLEGE



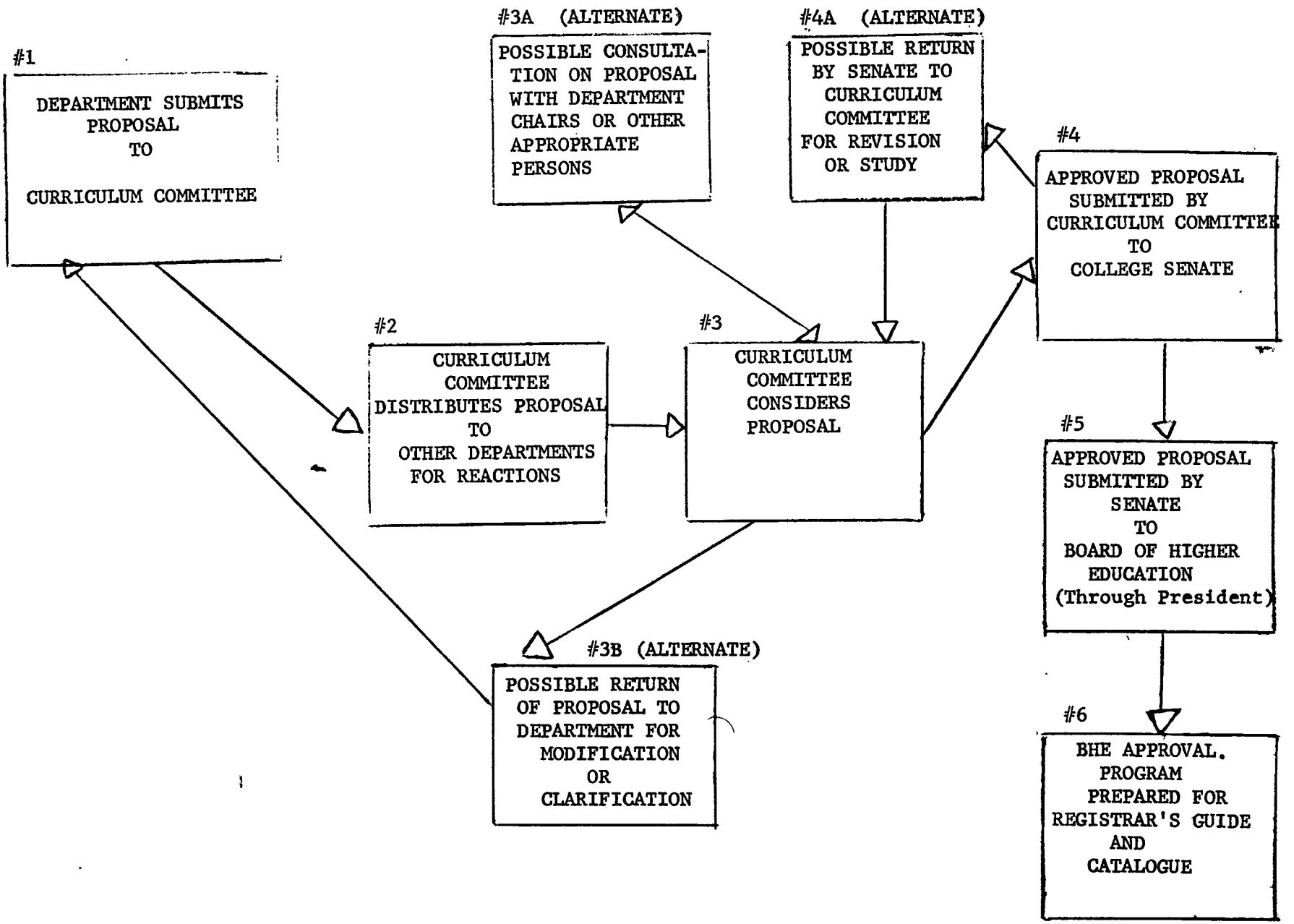
APPENDIX VII-B

THE MACHINERY FOR EVOLVING AND CHANGING THE INSTRUCTIONAL PROGRAM

A brief statement about how the machinery works for evolving and changing the instructional program has the advantage of making clear where responsibility for program changes lies. It should be said, first of all, that departmental and college-wide bodies have the key roles. Each department elects a curriculum (or educational policy) committee consisting of elected faculty and students. Such committees initiate program changes and review proposals brought before them by individual faculty members or by student petition. The committees are thus engaged in the normal review of their departments' offerings, adding new or pruning away old courses. From time to time, they conduct a complete overhaul of their department's offerings and requirements, as happened recently in Art, Music, Political Science, and Economics. The recommendations of these committees go to the full department for approval and then to the College Curriculum Committee, to the Lehman Senate, and thence to the Board of Higher Education. The main steps are given in the "Program Development Flow Chart" below.

The College Curriculum Committee also initiates curricular review and reform, particularly in regard to such college-wide matters as the various requirements, the maintenance of uniform standards (the new course code), and so forth. Compared with the departments' usual exuberance in proposing new courses, the College Curriculum Committee's restraining influence stems proliferation and causes the deletion of seldom-taught courses that not only could give a misleading picture of the breadth of each semester's offerings but also make printing the catalogue unnecessarily costly.

PROGRAM DEVELOPMENT FLOW-CHART



CHAPTER EIGHT

FINANCIAL PLANNING

Recent Changes in Budget and Their Impact

During the nine years of its independent operation, Lehman College has experienced a rapid growth and then a sharp decline in its enrollment and in its spendable budget. These circumstances led at first to significant increases and then to drastic reductions in the number of faculty and staff. (Appendix VIII-A shows these changes in budget, faculty, and students.) After considerable political turmoil and financial uncertainty, the source of funds for Lehman College, as well as for the other senior colleges of The City University, changed from a matching formula of 50 percent City and 50 percent State funding to 25 percent City and 75 percent State funding, exclusive of tuition and fee income. This change in funding has brought increased State involvement in and control of the budgetary policies of The City University and of Lehman College. The sharp budgetary decline at Lehman College--from $32.4 million in 1975-76 to $19.6 million in 1977-78--has damaged the College. Declines at other colleges of The City University have harmed academic programs and faculty and staff morale as well. At this time, however, the College seems to be entering a period of greater stability in enrollment and budget.

The administration of Lehman College has attempted to minimize the effects of the budget cuts on classroom instruction. This has meant the reduction to minimum levels of support of OTPS (other than personal services) budget categories. Personnel decreases were accomplished mainly by large cuts in secretarial, technical support, and maintenance staffs, by significant reductions in the adjunct faculty, and by not replacing retiring and departing full-time faculty. (In spite of these efforts

the College had to retrench a total of 55 full-time faculty in 1976.) Over the total period, as was earlier noted, the crisis reduced faculty from a peak of 698 in 1973-74 to 518 in the fall of 1977. The reductions in OTPS have meant that purchases of instruments and equipment by the College have been effectively limited to those provided through research and institutional grants. In addition, service contracts on many instruments were eliminated; and many repairs were postponed for a year or more. Although prior to 1976 the College funded the library generously, the present library budget from tax levy funds is only $60,000. (Lehman College Association grants and other funds may be available late in the year.) This level of support has forced the cancellation of 68 percent of all periodical subscriptions and reduced the acquisition of new volumes. Campus upkeep and maintenance, once a category with a budget of more than $200,000 per year, now has a budget of only $35,000--enough to permit repairs only in emergencies. (Appendix VIII-B contains an analysis of the spendable budget for the period of the Self-Study.)

The Processes of Budget Planning

The present budget planning procedures reflect the changing sources of major funding for the College. Most consultations on budgets for the senior colleges are now carried on, not with City officials, but with the State Budget Office; and the senior college budget requests go directly from the Board of Higher Education to the State Budget Office, where the Governor's Executive Budget, reflecting planned allocations to the University, is prepared.

Each college of The City University submits its budget request (detailing planned collection of tuition and fees and requested tax levy support) to the Chancellor of the University, who, with his staff, begins

to develop a budget request for the colleges and for the central University management. The individual budget requests are then integrated into a preliminary Chancellor's Budget Request, which is subsequently reviewed by the Budget and Finance Committee of the Board of Higher Education. After due consideration (including a public hearing) and adjustment where necessary by the committee, the request is submitted to the Board of Higher Education. Upon its adoption, the Chancellor submits the approved budget requests for the senior colleges to the State Budget Office. The State Budget Office then makes tentative allocation of funds to the senior colleges, including Lehman. The Governor's Executive Budget is disclosed in the January preceding the fiscal year in which the budget is to be operative. Hearings on the Governor's Executive Budget are held by the Finance Committee of the State Senate and the Ways and Means Committee of the State Assembly. In the presentation of the executive budget, the Governor makes certain assumptions about the level of the City's support for the senior colleges even though the actual level of support will not become official until mid-June when the city budget is passed upon by the Board of Estimate and the City Council. The Governor's Executive Budget is ultimately voted on by the legislature before April 1st. The processes then followed by the City and State delay announcement of the final college budget until near the end of June even though approximate figures are known by the end of January. (There have been years when exact figures were not known until November!)

Meanwhile, within the College, departmental chairs make their requests to the divisional deans for faculty lines, for secretarial support, and for "other than personal services" items. Administrative department heads discuss their requests with the Dean of Administration. The various deans meet individually with the President's Budget Committee--composed of

the President, the Provost, the Dean of Administration, the Dean of Students, the Executive Assistant to the President, and the Business Manager--to defend their requests for their divisions. When the College's budget is known, the Provost allocates faculty lines to the Divisional Deans, and the Budget Committee recommends OTPS and non-instructional staff allocations for the several divisions and administrative departments.

Whether the College is allowed to spend the entire sum initially allocated to it depends upon its success in collecting tuition and fees from its students and on its final enrollment (expressed in full-time equivalent students). Any significant shortfall in these revenues or in enrollment (which are projected in the College's initial budget request) may result in mid-year cutbacks in the College's spendable budget.

Projections for the Future

The enumeration of the budget processes outside the College plainly shows the vulnerability of the College to changes in the political climate in the City and the State. It is unclear at this time whether the City will continue to provide funds for the senior colleges of The City University beyond this fiscal year. And the State has not yet decided either on the structure of its system of public higher education or on the funding model to be used for individual CUNY senior colleges.

Recently Lehman College has begun to face another serious financial difficulty because of fiscal policies of the State of New York. The State allocates funds to specific budget categories, and the College is not free to change these allocations. In the view of the State Budget Office the College should allocate a larger proportion of its resources to "other than personal services"items (books, equipment, supplies) and a smaller proportion to personal services, including faculty salaries. Also, in

the State's judgment, the budget for instruction is substantially too high. The State's budgeting formula for such costs is based on an "optimum" student-faculty ratio and on the total number of FTE students enrolled. Lehman's student-faculty ratio is somewhat lower than the roughly 17:1 required by the State. In addition, the FTE student enrollment projected (despite the objections of the College) for the present academic year by University officials was 8,261, while the actual number of FTE students enrolled was 7,610. The College was unable to meet projected numbers of students because of (1) the graduation of large classes of students accepted during the period of open admissions and the enrolling of a smaller freshman class under new academic requirements for admission; and (2) the application of strict retention standards to all students who have completed four semesters of study, with the result that many students were dropped from the College.

Negotiations with the State, initiated by the College, have averted extensive faculty firings. The College has requested a transition period of four years, during which instructional costs will be reduced in an orderly fashion so as to meet State fiscal guidelines. In addition, the College hopes to convince the State that certain majors and instructional programs require smaller student-faculty ratios and should be funded under separate formulae (a plan referred to as "differential or programmatic funding"). As in the past the College will give priority to protecting as many full-time instructional lines as possible, but some positions will be lost, and some will have to be reallocated on the basis of student credit hours in the various disciplines.

The budget requests for Lehman College submitted by The City University for fiscal year 1978-79 may give some indications of the College's future. The requested budget for the College is about $500,000

greater than that of the preceding year. The instructional budget, however is actually $21,000 less than that for 1977-78. The increases all appear in OTPS budget categories, those which were cut most severely during the various crises. For example, the budget request for the library is $338,000, a level of funding which, if approved, may begin to make up for limited budgets of the past few years. The budget finally approved, of course, could be significantly less than that requested.

Against this background of uncertainty several positive developments have occurred. First, the continuation of construction activity on campus is no longer directly tied to the financial health of the City or the State because the bonds for completion of the Lehman work have been sold. Not only will this construction give the College new facilities; but it also will permit the phasing out of several leases for off-campus rental buildings (Poe Center, the Art Annex), which together cost about $1 million per year. Second, the assumption of major funding responsibilities for Lehman College by the State has led to a dropping of the previous differential between city and non-city residents' tuitions. Because the College is located in the north Bronx and is convenient to several modes of public transportation, there now exists a pool of potential new students in Westchester County, an area in which extensive student recruitment by the College is beginning. Third, the official designation of the College among City and State officials is changing. Since becoming an independent college in 1968, Lehman has until very recently found itself in a disadvantageous position relative to the so-called "Four Oldest Senior Colleges". Since the change to State funding, Lehman has been identified as a "comprehensive college", along with the four older campuses and Baruch. It will be funded on the same model as these colleges. Finally, there is the simple fact that the College

has survived. The College has learned how to make the most difficult kinds of financial decisions and has kept its academic programs intact--despite inflation, reduced staff, and an overall budget cut of more than one-third in less than four years. This experience should serve the College well in the future when new financial problems, which the College hopes are those of growth and expansion, have to be solved.

APPENDIX VIII-A

SPENDABLE BUDGET AND NUMBERS OF FULL-TIME FACULTY AND STUDENTS, BY YEAR

Year	Spendable Budget[a] '000	Full-Time Faculty[b]	Full-Time Equivalent Students[c]
1968-69	$10,384	416	7,547
1969-70	$13,380	414	7,521
1970-71	$17,640	505	10,667
1971-72	$21,639	629	10,747
1972-73	$25,279	635	11,818
1973-74	$31,994	698	12,551
1974-75	$32,881	696	12,420
1975-76	$32,423	637	13,742
1976-77	$26,624	543	8,305
1977-78	$19,662 (d)	518	7,610
1978-79[e]	$18,387	n.a.	6,762

(a) Amounts listed include fringe benefits but do not include SEEK, CETA, forced savings, or accruals.

(b) See the definition of this category on p. III-1, note 1.

(c) Both undergraduate and graduate students.

(d) The budget for 1977-78 no longer includes fringe benefits, which are now handled centrally by The City University.

(e) Projected figures.

APPENDIX VIII-B

ANALYSIS OF SPENDABLE BUDGET
'000

	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Personal Services	$8,244	$10,466	$13,038	$16,328	$18,473	$21,217	$22,448	$21,163	$17,176	$16,555
Supplies	298	350	356	503	518	600	663	883	551	595
Equipment	337	384	440	673	628	625	602	604	137	215
Contractual Services	459	841	1,430	1,906	2,320	2,965	2,313	2,255	1,467	1,467
Rents	11	12	64	191	262	1,029	1,159	1,092	1,095	830
Fringes	1,028	1,320	2,304	2,030	3,070	5,550	5,688	6,418	6,192	--(a)
Other	7	7	8	8	8	8	8	8	6	--
	$10,384	$13,380	$17,640	$21,639	$25,279	$31,994	$32,881	$32,423	$26,424	$19,662

(a) Now controlled centrally

CHAPTER NINE

THE EFFECT ON STUDENTS OF THEIR EXPERIENCE AT LEHMAN

To assess the effectiveness of a complex effort by members of the teaching faculty, librarians, administrative officers, students, and other members of the College community, working through the College's curriculum, resources, and instructional environment, is by no means a neat and simple process. A thorough assessment of outcomes would require study in depth of the work most of our former students are doing, what accomplishments each has achieved, what kinds of public service (if any) each renders, what uses he or she makes of leisure time, and so on. We do not now have available the tools needed for an extended, systematic, and precise investigation. But we do have data from several sources that bear on whether our students are getting from the College the liberal education that Lehman seeks to offer and whether those who wish training for professional employment or for further professional or graduate study are receiving that training. These data include statistics about the number of students who remain in college long enough to graduate and the chief fields in which they concentrate. We also have information about those who seek and win admission to professional and graduate schools, as well as the number who get and hold jobs, and the esteem in which some of them are held by their employers.

Moreover, since we believe that these kinds of statistics do not by themselves reveal the outcomes of instruction, we have also sought students' perspectives on what has happened to them, including those who took our degrees, those who left us voluntarily without

graduating, and those who are still on campus. Through a series of questionnaires we have sought to find out from our students how they fared after leaving us (or how they are faring while here), and how they responded to a Lehman education.

Although the respondents to our questionnaires are self-selected and their responses subjective, the results do offer useful information about the lives of many students whom Lehman has touched. This study, then, includes a report of information provided directly by some of those who studied or are studying at Lehman. We also offer a summary of attitudes toward Lehman and its education expressed by respondents to our questionnaires in the belief that their perception of their education and its impact on them are important outcomes of instruction.

Retention Rates and Concentrations Among Lehman Students

Through the coordinator of Testing and Research in the Office of the Dean of Students, the College has conducted studies of the academic progress of its students, including those who entered the College under open admissions. (An example of these studies is that entitled Academic Progress of the Fall 1970 Freshman Class, 1974).[1] From these studies and others conducted in the central office of The City University, we find that Lehman College has generally ranked either second or third among senior colleges in The City University in numbers of students from open admission classes still in college after four or five years. Of the students entering the College in the fall of 1970, 26.4 percent had graduated after four years (at Brooklyn College, the percentage was 27.9, at Queens College 26.0), and 39.1 percent had graduated after five years (at Queens, the percentage was 40.9, at Brooklyn 37.3).

1. The study referred to here is one of a number of institutional studies completed under the Office of the Dean of Students and the former office of Educational Research, dealing with such subjects as grade distributions, academic progress of students, employment of freshmen, jobs taken by graduates, and so on. A complete list of these studies will be available to the Visiting Team during its stay on campus.

Nearly half (43.2 percent) of this class had either graduated or completed 108 credits at the end of five years (at Brooklyn, the percentage is 54.1, at Queens 54.0). A still more recent study reveals that 47 percent of the students who entered in 1970 had graduated or had completed 108 credits after six years. Of the students entering Lehman in the fall of 1971, 21.8 percent had graduated at the end of four years (at Queens, the percentage is 26.3, at Brooklyn 25.9); and 50.2 percent of these students had either graduated or were still enrolled at Lehman after 4 years (at Queens the percentage is 61.9, at Brooklyn 50.0--and at Hunter the percentage is also 50.2). Exact figures about the retention of students who entered Lehman College after 1971 are not available; but the retention rate in the last few semesters, after the BHE in 1976 tightened admission requirements and retention standards, may have declined.

In recent years, the College has graduated the largest number of concentrators in the following fields, arranged in descending order: psychology, sociology, accounting, English, nursing, physical education, economics, history, and political science.

Admission to Professional and Graduate Schools

Lehman College has been successful in placing its graduates in professional and graduate schools. The most impressive statistics are the ratios of acceptances to applications for medical and dental schools. As the table below reveals, over 40 percent of the applicants have been successful, with the ratio rising to approximately half during the last two years.

MEDICAL AND DENTAL SCHOOL ADMISSIONS (U.S. ONLY)

	Medicine			Dentistry		
Class of	Applied	Admitted	%	Applied	Admitted	%
69-70	14	3	21	5	1	20
70-71	13	5	39	6	5	83
71-72	25	7	28	9	5	56
72-73	35	13	37	14	5	36
73-74	30	16	53	11	4	36
74-75	28	11	39	11	5	46
75-76	29	8	28	15	10	67
76-77	28	20	71	5	2	40
Totals	202	83	41	76	37	49

Applicants to other kinds of medical study have also done well. From 1975 through 1977, 6 of 13 applicants in podiatry were accepted, as were 6 of 11 in optometry and 2 of 11 in veterinary medicine.

Though the College does not hear from all of its graduates that have been admitted to law school, we believe that the College has generally been successful in assisting its better students to gain admission there too; students with good academic standing have scored well on the LSAT examinations.

The College does not have full data about the number of its graduates admitted to various graduate schools, but the scores of its students on the Graduate Record Examination average as follows:

MEAN GRE SCORES OF LEHMAN GRADUATES

Year	N	Mean Verbal Score	Mean Quantitative Score
1975-76	184	472	449
1976-77	134	462	450

Lehman has had its share of winners in major graduate fellowship programs: 5 fellowships and 5 traineeships in the NSF Fellowship Program; 7 fellowships in the Fulbright Fellowship Program; and 5 fellowships and 5 honorary designations in the Danforth Graduate Fellowship Program. Lehman students also won 10 fellowships awarded in the Ford Foundation Fellowship Program before it was modified and 2 fellowships

and 2 honorable mentions in the Woodrow Wilson Fellowship Program before it was discontinued.

Employment of Graduates of Professional Programs

Graduates of Lehman's professional curricula have enjoyed notable success in locating jobs. In Business Education, 72 of the 73 graduates in the years 1975 through 1977 are currently employed in either teaching (40 percent) or business (60 percent). Twenty-three are concurrently engaged in graduate study (probably part-time) and four have already obtained graduate degrees. Every graduate in accounting who seeks a position obtains one, the better students getting jobs with CPA accounting firms. Some accounting graduates are employed by the New York State Department of Taxation and Finance. And all 292 graduates in nursing--since the first class graduated in 1974--have obtained jobs in hospitals or health-related institutions, including such important hospitals in the metropolitan area as Montefiore Hospital and Medical Center, Jacobi Hospital, Einstein Hospital, Lawrence Hospital in Bronxville, Mount Sinai Hospital, and the New York University Medical Center.

Performance of Lehman Graduates on Licensing Examinations

As will be noted in the report of the survey of Lehman graduates, the overwhelming majority of our students who take professional licensing examinations pass them. But the success of Lehman students on the New York State Licensing Examination for Nurses is noteworthy. According to the State Education Department's Office of Professional Education, 100 percent of the applicants for licensure from Lehman's nursing program passed the state board examinations in February, 1976 (as compared, for example, with 52 percent of the applicants from City College's

School of Nursing and 88 percent of the applicants from Hunter College-Bellevue School of Nursing). The July, 1976, examination yielded comparable results: 86 percent of the applicants from Lehman passed (compared with 54 percent of the applicants from City College and 88 percent of the applicants from Hunter-Bellevue). Lehman supplied 18 percent of the total number of students from The City University passing the licensure examinations in February and July, 1976 (City College supplied 18 percent, Hunter-Bellevue 56 percent). The percentage of successful applicants from Lehman and Hunter-Bellevue compares favorably with the percentage of successful applicants from private universities (Adelphi, 77 percent; Columbia, 95 percent; Cornell, 92 percent; Syracuse 92 percent). In sum, Lehman's Program in Nursing is conspicuously effective in achieving its objectives.

Employers' Evaluation of the Effectiveness of the College's Programs

The College frequently receives informal evaluations from employers of its graduates in most fields. For the profession of teaching the guidelines established by the National Council on the Accreditation of Teacher Education require systematic follow-up of graduates to determine the quality of their performance on the job. In compliance with these guidelines the College began in 1976 a follow-up survey of principals and supervisors who had employed graduates of Lehman's programs in education, as well as of the teachers themselves. In May and June, 1976, 268 questionnaires were distributed to public and parochial schools in the Bronx to obtain information on the preparation and performance of Lehman College graduates as teachers in service. The questionnaire, addressed to school principals, asked them to identify

their school and school district, the position of the person completing the form, and the number of graduates of basic teacher education programs at Lehman College who had been employed by their school in the last five years. Comments were not sought on the preparation and performance of individuals by name; responses were based simply on the performance of any one or more Lehman graduates serving as teachers in a specific school. Principals were asked to rate these teachers in ten areas of knowledge and skills, as indicated in the questionnaire. They were asked to provide ratings on the teachers' preparation (skills and knowledge they had upon entrance into the institution's service) and on the teachers' performance after two years of service (level of knowledge and skills developed during their service in teaching).

One hundred and sixty-one schools (60 percent) responded to the questionnaire. Responses represent an evaluation of 292 elementary school teachers and 119 junior high school and senior high school teachers. This represents approximately eleven percent of the students who received provisional certificates in elementary and secondary education in the period from 1970 to 1975. Average ratings of Lehman graduates, by elementary school and junior and senior high school, are tabulated on the next page.

TABLE I

Skill and Knowledge Areas	Average Rating Elementary Schools		Average Rating Secondary Schools	
	Preparation*	Performance**	Preparation*	Performance**
1. Techniques of classroom management	2.82	4.08	3.04	4.26
2. Command of academic subjects expected to teach	3.32	3.87	3.83	4.29
3. Ability to teach these academic subjects	3.35	4.03	3.37	4.25
4. Familiarity with available curriculum materials and ability to use them for specific purposes	3.02	3.77	2.98	4.02
5. Ability to use varied learning theories as appropriate, in their teaching	3.16	3.55	2.99	3.73
6. Ability to use appropriate techniques to test and identify children's needs	2.62	3.68	2.92	3.93
7. Ability to identify students needing special help and refer them to appropriate resources	2.33	3.89	2.69	3.98
8. Ability to use educational media for classroom purposes	2.78	3.87	2.70	4.00
9. Ability to work harmoniously with colleagues	4.05	4.58	4.27	4.61
10. Ability to work effectively with parents and other representatives of community	3.37	4.32	3.60	4.13

Key to Ratings

*Preparation Scale

*How well prepared teachers were when they joined staff:

5 = well prepared
4 = less than well, more than adequate
3 = adequately prepared
2 = less than adequate, more than poor
1 = poorly prepared

**Performance Scale

**Performance after these teachers had been on staff for two years:

5 = excellent performance
4 = less than excellent, more than fair
3 = fair performance
2 = less than fair, more than poor
1 = poor

Clearly, the preparation of Lehman's graduates for teaching was judged in most cases at least adequate. In their command of academic subjects and in their ability to teach these subjects, as well as in their ability to work with colleagues and communicate with parents--markers, quite probably, of the quality of their education, their communicative powers, and their ability to understand the perspectives of people different from themselves--they were judged more than adequate. And their power to learn on the job is evident from the ratings of their performance after two years of teaching; on virtually every question they received conspicuously high ratings for performance.

The results of this research are playing an important role in the ongoing evaluation of programs in education carried on by the departments in education, just as Professor Edward Frankel's report entitled Evaluation of Lehman College Undergraduate Education Program by Teacher Alumni (1974) did in the deliberations that led to the development of our competency-based teacher education programs (see Chapter Two).[1]

SURVEYS OF PRESENT AND FORMER LEHMAN STUDENTS

Opinions of Students Who Graduated from the College

The coordinator of testing and research in the Office of the Dean of Students has conducted studies of the activities of Lehman's graduates. One in particular, completed in the fall, 1976, is entitled "One Year After Graduation: A Survey of 1974 Lehman Graduate";

1. The study of 1974 graduates also contained a section inviting respondents to state their goals and their agreement or disagreement with selected statements (e.g., "Student publications should be cleared by college officials"). It then compared the responses with those obtained in a national poll by the American Council on Education. This study did not ask for an evaluation of Lehman or for details on students' lives. The 1977 survey document did not contain a section on students' goals and opinions on issues.

occasional references to this study will be made in what follows.

For this Self-Study the College undertook a more extensive survey than any previously attempted--one that would elicit comments from several groups who might have been affected by Lehman's programs--including graduates of the College, students who left voluntarily without a degree, and currently enrolled students. Questionnaires were sent in the summer, 1977, to those who had graduated from the College before open admissions was in effect and to graduates after open admissions took effect.[1] Of the 610 former students who responded in time for their responses to be tabulated, 81 percent are employed, 86 percent of them in full-time jobs--both figures slightly higher for graduates who entered before open admissions than for those entering under open admissions.[2] (The survey of 1974 graduates revealed that 66 percent had begun working full-time immediately after graduation while 13 percent had had some difficulty in finding jobs.) A quarter of the people surveyed in 1977 are in education-related jobs and about a third in business-related occupations. (The proportions are similar among the graduates of 1974.) Other occupations visibly represented among those surveyed in 1977 are medicine (7 percent), civil service (4 percent), and social science, undifferentiated (3 percent). (Probably because of reductions in the number of teachers employed in New York City in the last two years, more people from the group that preceded open admissions than from the group that entered under open admissions hold positions in education.)

1. 1,500 questionnaires were sent to members of the graduating classes of 1972 and 1973 (admitted before open admissions), and 3,200 were sent to graduates in 1975, 1976, and 1977, almost all of whom were admitted under open admissions.

2. But note that students who entered before open admissions are older and have been out of school longer and thus have had a longer time to find employment than those who graduated later.

These people have evidently done reasonably well in finding suitable or congenial jobs: 80 percent are at least somewhat satisfied with the work they are doing, including 45 percent who are very satisfied.

A third of the graduates reporting had taken a licensing examination in the professions of accounting, education, law, medicine, or nursing. (Of these, three-quarters had taken examinations in education.) Of this third, 94 percent report having passed the examinations (the figure was 99 percent for those who entered before open admissions).

Of significance to the College's curriculum and programs is that well over 50 percent believe that their area of concentration at Lehman has helped them either directly or indirectly. Eighty-five percent also said that in their view their studies at Lehman had helped them in written and oral communication. Seventy percent state that Lehman has helped them in analytical and interpretive reading.

Of the graduates reporting, over a third are currently enrolled in or have completed graduate school (40 percent of these within the CUNY system, a third of these within education); and 74 percent of those not now attending a graduate program said they plan graduate study in the future. (Of the graduates in 1974, 89 percent planned to enter graduate study; over half of these had either entered graduate study or planned to do so within a year of graduation.) Of the students in graduate schools, 37 percent express the opinion that Lehman had prepared them at least "fairly well" for their studies; and 32 percent indicate that their preparation compared at least somewhat favorably with that of fellow graduate students.

The impact of a college on the lives of its graduates is measurable in terms other than job satisfaction or success in graduate

school. The survey reveals that 65 percent of the respondents consider themselves more effective citizens as a result of their education at Lehman though most are not active in political or community organizations outside their jobs. Eighty-five percent are registered voters, and fully 97 percent said they would encourage their children to attend college. The survey also shows that many Lehman graduates take advantage of the cultural opportunities available in New York City. In the past year a third were regular film-goers; half attended at least one play; almost as many at least one concert; and a fifth, one or more dance performances. Over 90 percent of the respondents read at least one newspaper daily (many read at least two); over 90 percent, at least one magazine; over 80 percent, at least one book; and two-thirds, at least one journal each month. What their characteristics might have been had they not attended Lehman is a matter for speculation; but the survey does suggest strongly that Lehman graduates are literate, alert, and concerned citizens.

Opinions of Students Who Left Lehman Without a Degree

For a considerable number of students, Lehman College had less opportunity than it would have liked for achieving its educational objectives. These are the students who left the College, not because they were dropped for low academic standing but voluntarily for other reasons.[1] Most of them were in their early twenties, and most came from families where the parents had not gone beyond high school. On the whole, they came to Lehman because the college was inexpensive

1.The generalizations offered here are based on about 440 replies to a questionnaire sent specifically to about 6,600 students who had left Lehman without a degree.

to attend or because it was close to home, not because of the reputations of its programs or faculty or at the urgings of their parents or counselors. Many left Lehman, they implied, either because they found a college they liked better or were simply disappointed in Lehman; they did not leave primarily because they wanted to get jobs, to marry, or move to a religious college or because they did not feel ready for college--the typical reasons why students leave a particular college. Most of the students who left now hold jobs (usually full-time jobs), and most of those who do are at least somewhat satisfied with what they are doing. Their jobs are primarily clerical or health-related. Most have continued their education, but only a few have graduated from another college though nearly half expressed the intention of returning to school.

But even for these students, the college evidently offered satisfying experiences. Over two-thirds said that they had found the experiences at Lehman to be at least somewhat beneficial to them and that they had been at least moderately challenged by their experiences here. About half, however, did not think it would have benefited them to complete their studies at Lehman; and some expressed forthright criticism of their experience at the College. Chief among the foci of their criticism were the content of their courses and the quality of the teaching at Lehman. Some respondents commented on the low level of preparation among their fellow students and objected to the attitudes of other undergraduate students toward their studies and toward their fellow students. Some students were audibly critical of the College's operations, but even this group believes it has benefited somewhat from the instruction received at Lehman.

Students Currently Enrolled at Lehman

It would appear from the responses of some 1,800 students (about 24 percent of the total 1977 undergraduate student population of 7,248 FTE's) to a survey of opinions of students currently enrolled in Lehman that Lehman students are generally satisfied with the College's performance despite the rapid and radical transformations forced on us during the last decade.

The College's unnaturally rapid growth and even more sudden contraction in numbers of students, faculty, and staff and in services have not so disrupted the educational process as to cause major student dissatisfaction. The students judged their classroom experience and faculty in 1976-77 quite favorably. Over two-thirds of the students rated most of their teachers as effective while only 11 percent expressed the opinion that "very few" of their teachers were effective. Nearly half of the students said that almost all their instructors knew them by name; nearly half also perceived their instructors as interested in students' problems; and nearly three-fifths reported a close working academic relationship with one or more of the faculty. Over three-fourths of the students found course offerings adequate to very adequate, and only 7 percent were "very dissatisfied" with specializations offered by the faculty. The College's academic facilities despite severe budget cuts were rated quite well: only 7 percent of those polled describe the library as poor, and only 9 percent rated their department's facilities and equipment "very inadequate." About one-third of the students listed finances as their biggest problem in 1976-77 ("finances" was the problem most often identified), perhaps implying that available financial aid was inadequate to their needs or that they had had trouble getting the level of support to which they thought they were entitled.

During the past year preceding the survey the College's non-academic support services had suffered severely, and the relative scarcity of these services was pointed out in students' responses. Fifty-three percent had a negative impression of the courtesy and efficiency of administrative services. Yet the College's counseling services for students with personal problems were rated "helpful" to "very helpful" by 54 percent of the students (79.7 percent of freshmen, 51.5 percent of seniors).

In the judgment of the students themselves, the College seems to have adjusted its programs fairly well to the steady decline in the level of student preparation in skills required for a college education. Only about one-third of the students (39.5 percent of freshmen, 29.1 percent of seniors) rate themselves as fairly slow or very slow readers of textbooks; only 12 percent (23.9 percent of freshmen, 7.5 percent of seniors) admit to great difficulty in writing papers; and only 15 percent (19 percent of freshmen, 12 percent of seniors) list "handling course content" as their biggest problem in college in 1976-77. On the other hand, the College may be trying too hard to assure the success of under-prepared students and giving too little attention to able students. Forty-eight percent of the students judged their instructors as wholly unsuccessful or only somewhat successful in challenging them to produce to the limit of their capacities.

Finally, students appear to approve the College's effort to increase the number and size of professional programs in response to student requests while still maintaining its emphasis on a liberal education. Over 80 percent of the students assert that their choice of a concentration is related to their occupational goals. Only 16 percent

believe that their interests were not sufficiently covered by their major department while over two-thirds judged the course offerings in their department "fairly" to "very" adequate to their educational interests, and only 7.5 percent identified "deciding on a major field of study" as their biggest problem in college. An index of the students' personal response to their own programs of study may well be the fact that less than 8 percent replied that they definitely did not enjoy their studies in 1976-77, while over 16 percent enjoyed them much more than they had expected.

It seems clear that the College has maintained the confidence of its students, that it satisfies generally the students' needs as they see them, and that it has few areas of student dissatisfaction--despite the upheavals in the College's educational process during the last decade. Two important questions concerning the effectiveness of the education offered by Lehman, however, are not completely answered by our data. What is the impact on Lehman's programs of the increasingly large number of under-prepared students entering the College? And how effective are the College's remedial and developmental programs in helping students overcome their lack of preparation? Data from sources other than the 1977 survey that might help in answering these questions are not numerous although suggestions can be found. That Lehman ranks either second or third[1] among the CUNY senior colleges in rate of retention of students--this despite the number of underprepared students who enroll here--may suggest the effectiveness of its remedial programs. And in a report by the coordinator of the Dean of Students' Office of

1. According to what was being measured.

Testing and Research, one finds that 40 percent of the students initially placed in ACS 015 who took English 102 eventually passed English 102--a percentage judged "comparatively favorable" by the researcher. But if funds for staff and support services can be found, it would be desirable for the College, in the process of continued self-study, to conduct an investigation directed toward finding answers to the two questions posed above.

CHAPTER TEN

CONCLUSION

How well, then, has the College been achieving its announced objectives on the evidence gathered in this Self-Study?

The data available from our survey of graduates, and even of those who left the College voluntarily without graduating, suggest that Lehman has successfully offered its students a liberal arts education that enables graduates to lead civilized, informed lives and to work successfully in their chosen occupations and professions. Even the students still at Lehman, although some offer criticisms of the College's programs and operations, still express overall satisfaction with what the College is offering them. Our students identified no serious and continuing weaknesses in the College's educational programs or activities. Furthermore, although we might wish for more precise statistics about the numbers of students in the several disciplines who are accepted into graduate and professional schools and for more information about students who take its graduate degrees, the data we have suggest that the College's pre-professional programs enjoy marked success in preparing graduates for advanced study or placing them in satisfying jobs. Also, although research on the impact of remedial and developmental programs upon students placed in them is still limited, our retention rates and the results of our surveys suggest that these programs are benefiting those who need them. Perhaps, our surveys suggest, the College does not challenge as fully as it might some of our brighter students, or encourage the kind of self-development for which some of these students hope. But the data presented in this study indicate, overall, that the College has been reaching and is reaching, for most students, the educational objectives

it has identified.

The College's record in reaching out to the community, that is, in achieving the goals identified in the last group of objectives listed in Chapter I, is not easily measured in quantitative data. But some of its major professional programs, including those in health professions and in teaching, clearly serve the needs of the Bronx community and of New York City in general; the College's working relationships with Bronx hospitals and with Bronx school districts, to judge from the reception of our graduates in these agencies, are strong. And the College has with increased insight and interest planned avenues for study that are attracting older students and members of the community at large to its campus. The College is fast becoming a center for cultural activities and educational opportunities in the Bronx; with the completion of our new library and auditorium the College's central position as an educational center in the Bronx should be secure.

All this time the faculty have continued to maintain a record of substantial productivity and service. Our chapter on faculty enumerates significant scholarly accomplishments of faculty members in the last few years, notes the increased success that faculty have enjoyed in bringing grant funds to the College, and highlights the contributions that faculty members are making to their professional community as well as to the affairs of the State and the City Faculty in several departments, including particularly departments in the sciences, social sciences, and in education, maintain continuing professional relationships with public agencies. And the faculty have accomplished these things without sacrifice of their concern for effective teaching--as exemplified partly in the introduction of modern materials and fresh strategies for teaching that

take students out of the classroom and into the society of which they are part. Lehman's faculty, on the whole, is doing its job very well in a comprehensive college, situated in a dense urban community.

For any college of Lehman's size, these accomplishments would be substantial. For a college buffeted as Lehman has been recently by reductions in budget, staff, and services; a college that in the space of ten years has increased over 100 percent in size and then decreased by half; a college compelled to readjust its programs and services to suit a student body very different in preparation and interests from that which entered in 1968 and 1969--for such a college, the accomplishments recorded in this study are remarkable.