

LEHMAN COLLEGE

of
The City University of New York

A Comprehensive Self-Study Volume I

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

January 1988



ANNUAL INSTITUTIONAL DATA SUMMARY

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

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

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

Lehman College /CUNY
Name of Institution

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

Bedford Park Boulevard West
Address

Bronx, New York 10468
City State Zip Code

(212) 960-8111
Direct Telephone Number/CEO

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

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

Multi-Unit Systems/District:

Name of System/District: City University
of New York

New York, New York 10021
City State Zip Code

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

535 East 80 Street
Address of Central Administration

New York, New York 10021

TYPE OF INSTITUTION Doctoral granting _____ Comprehensive X

General _____ Two-year _____ Specialized/ _____ Certificate _____ Diploma _____
Baccalaureate _____ degree _____ Professional _____

INSTITUTIONAL SPONSOR Public: City _____ County _____ State X Federal _____

Private/Independent _____ Nonprofit _____ For Profit _____ Religiously affiliated _____

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

continued ...

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

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

Undergrad: Full time 3088 Part time 3751 Grad: Full time 142 Part time 1378

TOTAL HEAD COUNT 9260 Full time equival: Total # student credit hours offered 89,343
Normal single student credit hour load 9.65

Percent minority students: Full time 62 Part time 62 FTE 3774

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

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

GOVERNING BOARD men 9 women 8 minority 9 (Includes Italian Americans a University designated protected group)

FINANCES: Current Total Operating Budget \$ 52,385,000

Current total revenues \$ 52,385,000

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

Current Total Educational and General Expenditures and Mandatory Transfers \$ 52,404,000

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

Last fiscal year Surplus (Deficit) 0 Cumulative Deficit 0

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

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

Estimated cost of deferred maintenance \$ 230,000

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

Professional certification in teaching (B,M STATE)

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

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

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

Speech Pathology/Audiology (M, STATE)

continued ...

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

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

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

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

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

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

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

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

Leonard Lief
Signed: Chief Executive Officer

President
Title

Date 12/21/87

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

Annual Institutional Data Summary
Domestic Off-Campus Programs

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

Lehman College
 Institution's Name

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

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

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

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

 Dr. Polistok

Address _____
 Telephone: () _____

Dept. of Specialized Services in
 Education

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

Please continue on separate sheet if necessary.

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

Mr. Charles Schreiber
 Name of Person completing this Form
 Registrar
 Title
 Bedford Park Boulevard West
 Address
 Bronx, New York 10468
 City State Zip Code

Date _____

Telephone (212) 960-8255

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INTRODUCTION¹

Ten years have passed since the last self study of Lehman College for the Middle States Association. These ten years have seen a transformation of the physical campus, demographic changes in the Lehman student population which reflect the changed demographics of the borough, major curricular revisions, and a broadening of the college's mission to encompass outreach through involvement with and service to various segments of the surrounding population.

The visitor who remembers the campus in 1978 when building barricades shut off one side of the campus from the other will be struck immediately by the beauty of the completed campus, the new cultural complex, the open expanses of playing fields, grassy slopes, and groves of trees.

Along with the many young adults coming and going from classes the observer will notice children, especially in the summer months, high school and junior high school students in Lehman-sponsored programs in reading, math, physical education, and the arts. Numerous senior citizens are in evidence, too, some of them enrolled in classes, others taking advantage of the free concerts and lecture series that make the campus an intellectually exciting place to visit.

The new or renovated buildings on campus include a new library, opened in 1980, with substantially enlarged capacity and computerized systems for cataloguing and recordkeeping. The former library building, designed by Marcel Breuer, has become the Art Building, housing the Edith Lehman Gallery, and the Robert Lehman print gallery, and providing studio and office spaces for the Art Department. The former student hall, totally renovated, has become the Music Building, including a 200-seat Recital Hall, in addition to offices, classrooms, and practice rooms; the Speech and Theatre Building which houses, in addition to offices and classrooms, the Speech and Hearing Clinic, the Program for the Deaf and Hearing Impaired, an experimental theatre, and a 500-seat theatre. The same building houses the student cafeterias, a faculty dining room, and a variety of reception rooms. With the opening of the new library, the former periodicals room in Carman

Hall became the Academic Computer Center. A new Day Care Facility is housed in the same building with Nursing, and a new Student Life Building with offices for Student Government, Clubs, and the campus radio station was built at the south end of the campus. Most striking of all is the 2,300 seat Concert Hall, opened in 1980 at the same time as the Library which architecturally forms part of the same structure.

The only borough with a two-thirds minority population, the Bronx is reflected on campus in the approximately 40% Hispanic, 30% Black, and 30% other groups as self-reported by our entering freshman classes in 1986 and 1987. Although we have a number of Westchester residents, especially in our growing graduate programs, and although we see increasing numbers of foreign students as graduates and undergraduates, the bulk of the students come from the Bronx. The changes in the student body will be detailed in the chapter on student profiles.

Along with a number of colleges across the country, Lehman has rewritten its general curriculum. Lehman's new basic undergraduate curriculum, supported by major private and federal grants, was the product of a campus wide scrutiny of the existing curriculum and three years of study and preparation. It, too, will be set forth in detail in the appropriate chapter. It has brought the faculty together across departmental and divisional lines, has strengthened the program of academic advising and has concurrently strengthened the various skills development programs, including those for non-native speakers of English, by providing a coherent structure around which to design the advising and skills work. Adopted in 1983 and implemented first in September 1984 for the entering freshmen, the new curriculum provides a common core of broadly based interdisciplinary courses for all students; it requires a minor in addition to a major except for a few pre-professional majors, and it has strengthened the college-wide instruction in writing by instituting faculty development in writing across the curriculum.

At the same time as Lehman restructured its general education curriculum, it responded to new interests and career opportunities for its students by initiating new programs in

Computer Science, Social Work, Health Services Administration, and Business Management, among others. Pre-professional programs like Nursing and Accounting remain strong, but enrollment is rising in traditional academic majors like English, Philosophy, and Biology, perhaps as a result of the introduction to the liberal arts provided by the new core curriculum. A new program to mainstream deaf and hearing impaired students was begun in 1986. A number of new graduate programs have been initiated, especially in education fields, and these as well as the undergraduate curriculum will be discussed fully in Chapter III.

A new Cooperative Education program has grown rapidly and currently places students in over 200 Bronx businesses and agencies. The staff and employees of some of these businesses often enroll in Lehman's adult degree or continuing education programs, thereby adding still another dimension to Lehman's interaction with its larger community.

In addition to creating new programs of study to meet new interests and prepare for new careers and professions, many academic departments and programs in the College have also recognized the potential role of fieldwork and internships in the intellectual and professional training of their students. Over 40% of Lehman's students participate in one or another fieldwork or internship program. These include the cooperative education placements, placement of student teachers and of prospective nurses and health professionals, internships in humanities-related subjects, and a Social Work Program.

After the loss of faculty stemming from the New York City fiscal crisis in 1976, Lehman College has begun hiring especially in the past three years, in part as a result of an early retirement state incentive three years ago. We have a number of promising young faculty in departments across the campus, and we have also added four new Distinguished Professors, raising the total number to nine. The four new Distinguished Professors are in Classics, in Music, in Mathematics, and in Women's Studies.

Lehman's academic and cultural initiatives and changes in the past ten years have not come without fiscal costs--costs only partially underwritten by public funds. Fund-raising has

therefore become in recent years an increasingly essential emphasis for the College's officers, an emphasis expressed through the encouragement of the formation of the Lehman College Alumni Association and, most recently, in the creation of the office of Vice-President for Institutional Advancement. The faculty and administration of the College have sought, often successfully, to obtain support for new programs and activities from public and private extra-mural sources: the New York State Education Department, the Department of Education, including the Fund for the Improvement of Postsecondary Education, the National Science Foundation, and the National Endowment for the Humanities, as well as (among private sources) the Exxon Education Foundation, the Carnegie Foundation, the Mellon Foundation, the Rockefeller Foundation, and the Chase Manhattan Bank. More than any other endeavor, the new Core curriculum attracted both private and federal support, without which it could not have been developed and implemented.

New undergraduate programs, new professional programs to meet the needs of a changing student body, new faculty at the junior and senior levels, new outreach to the surrounding community, new physical facilities, and intensified efforts at fund-raising--all these are among Lehman's conspicuous successes of the last ten years. But they still leave the College facing important issues and questions. In the chapters that follow, this Self-Study will, besides celebrating the College's accomplishments, analyze the issues and questions and explore approaches to their resolution. Where appropriate, the Self-Study will make recommendations to the College about resolving them.

Five major issues have emerged in the self-study process.

First, enrollment and retention. Overall undergraduate enrollment is down, and enrollment of full-time lower-division students in particular is falling. The College needs to strengthen recruitment, especially of academically able students and of students who will attend full time. The College at present attracts only a handful of the top students from the City's high schools. And the College needs to retain those students who enter Lehman as freshmen and then drop out, by no means always for

academic reasons, within two years. (Transfer students drop out, too, but some of them show a pattern of short stays at several institutions, or are enrolled at Lehman for a specific purpose accomplished in a short time.) In July 1987 the College established an Office of Enrollment Management, appointed additional staff, and incorporated the Office of Admissions and the recruiting activities into an expanded coordinating and administrative structure. The current year has demonstrated increased outreach activity with growing involvement of faculty and students in a focussed effort to reach and attract achieving and skilled new students. The total institutional effort will be enhanced during the next three years with the allocation of additional resources to this program under the advice of a broadly representative consultative group of faculty students, and administrators.

To address the issue of retention, the College is currently reviewing and discussing issues of advising--nationally recognized as a crucial factor in retention--and expanded times for the scheduling of classes, as well as ways to monitor the kinds of classes that are offered at different times. The Associate Dean of Undergraduate Studies continues to develop an extensive academic advising program (staffed both by professionals and volunteer faculty) and is working toward better major and minor advising. The divisional deans, as of September 1987, are beginning to devise better ways to monitor the scheduling and the nature of class offerings, particularly in the evening. The Dean of Individualized and Continuing Education continues to expand the highly successful advising system in the Individualized B.A. and Adult Degree Programs and to work toward the expansion of Friday night and weekend course offerings.

Second, budget. The College needs funds for many purposes, including to support recruitment of fulltime faculty who can contribute significantly to departments. The College relies too heavily on adjunct faculty, whose responsibilities cannot and should not be the same as those of full-time faculty. Other needs include funds for scientific equipment, student scholarships, support for faculty research, faculty development, new academic

programs, and performance and exhibition programs in the arts.

The Vice-President for Administration is currently negotiating with the Central Office of the University in an effort to make a permanent adjustment in the College's budget base and to provide greater budgetary flexibility. It is expected that within the next few years the efforts of the newly created Office for Institutional Advancement will begin to bear fruit. Among its many activities, it has begun a series of receptions to attract business and corporate leaders to the campus to involve them in raising money for Lehman's many excellent academic and cultural programs. It is also launching a broad-based effort to reach the College's alumni, and it is actively tapping many University sources.

Third, teaching. How can Lehman reconcile its wish to encourage faculty research and the advancement of knowledge while maintaining, for budgetary and instructional reasons, what faculty perceive to be heavier than desirable teaching loads? Some faculty believe that while teaching and supervision of student work should be primary, the institution provides inadequate incentive for a commitment to teaching and rewards faculty; they instead, devote more time and energy to research and publication, even though this effort may be at the expense of their teaching. To address this concern, the Provost, as recommended in Chapter VII, will appoint a Commission on Teaching during the spring 1988 term. Among other matters, this commission will be charged with considering the problems connected with teaching, ways of increasing the rewards for excellent teaching, and ways to improve methods of evaluating teaching. It will make its recommendations to the Provost during the 1988-89 academic year.

Related indirectly to the issue of teaching is that of the evaluation and monitoring of the new curriculum. Administrative responsibility for the new curriculum has been placed under the Office of the Dean of Arts and Humanities. An ad hoc committee has met regularly during the fall 1987 term (and will continue to meet) to address such problems as developing appropriate exemption criteria and procedures for specific core courses and to assess the effects of the new curriculum on departmental offerings.

Exemption criteria for students who intend to major in science have already been formulated and are currently being considered by appropriate committees of the College. The ad hoc committee is also seeking procedures for assuring adequate staffing of college-wide programs.

Fourth, governance, and in particular the relationship between faculty and the administration. Though faculty must, obviously, accept and work within the policies established by and for the College, many faculty see themselves lacking a substantive voice in determining those policies and future directions, and consider that they are inadequately informed about policies, directions, and structures that the College will take. Newly reinstated Divisional Executive Committees have begun to address this issue by inviting all program heads to participate in their meetings. Other ways of enhancing communication by faculty and divisional deans are also under discussion in the divisional executive committees.

In addition, the need for change in the structure of the Lehman College Senate has been drawing increasing attention. It is agreed that the Senate should have an elected chairman, that the standing committee structure needs revision, and that some separation of the powers appropriate to the faculty, such as approving candidates for graduation, from the general concerns of the campus community needs to be worked through. Current discussions are directed to accomplish these needed changes through a step-by-step process with the first recommendations to come before the Senate at its February 10, 1988, meeting. These discussions involve faculty, students, and administration.

Fifth. Institutional Research. Lehman College has not had a free-standing Office of Institutional Research for a number of years. The gap has been filled by an informal coalition of the Registrar, the Associate Dean of Student Affairs, and the Executive Assistant to the Provost. The Registrar issues regular reports on enrollment matters. The Associate Dean for Student Affairs has issued regular reports under the title "Institutional Research Report" since 1980. Reporting on faculty matters is undertaken by the Executive Assistant to the Provost, with the aid

of other appropriate offices.

The College plans to formalize its reporting procedures, first by forming, under authority of the President, a Committee for Institutional Research. This will include faculty as well as administration officers. This committee will be charged with review and recommendations for future structures and, in the interim, establishing a regular report publishing mechanism to make information readily available to the entire community.

In summary, much has changed at Lehman College over the past ten years. This Self Study will spell out the changes, noting the achievements and the existing questions or causes for concern. The Self-Study will provide a clear portrait of Lehman College today, its physical beauty, its diversified student body, its notable accomplishments, and its future directions.

NOTES

1. See Appendix I for a summary of the process by which this Self-Study was written and for a list of the members of the Steering Committee and of the members of the ten Subcommittees which were involved in the process.

CHAPTER ONE

MISSIONS AND GOALS OF LEHMAN COLLEGE

Lehman's Written Statements of Mission and Goals

Lehman College most recently defined its mission--the responsibilities it is determined to fulfill--during its 1978 Self-Study, and reaffirmed that mission in its Academic Plan for the period 1986-1991 as submitted to the Chancellor of The City University. That mission, which takes account of the College's geographic location and of the demographics of its position, includes seven parts:

- to offer all of Lehman's students a sound and thorough liberal arts education, one that will enable them to develop their innate intellectual powers and thereby to become thoughtful and active citizens;
- to offer all who can qualify the education they need for access on graduation to significant employment or to a profession or to the advanced study required for entry into a profession;
- to prepare students to be of service to their communities and to contribute to the improvement of the quality of life in those communities;
- to offer graduate programs for persons wishing to take advanced work in the liberal arts or specialized study in such professions as teaching, nursing, and accounting;
- to collaborate with other public educational agencies, health-service institutions, and social service agencies in offering programs that serve the needs of students and community members;
- to contribute to the advancement of knowledge through the research of faculty and gifted students and to make available to the public the intellectual and artistic resources of the College community through publications, lectures, and concerts; and finally
- to make available to all residents of the region served by the College--the five boroughs of New York City, but especially the Bronx, and also Westchester County--the educational and cultural opportunities that will enlarge the

knowledge, refine the sensibilities, and enrich the lives of residents regardless of background, occupation, or age. In this statement the College balances a concern for offering students a strong liberal education, a concern for offering students the desired occupational and professional training, and a concern for delivering the College's services to the community. The principal emphasis is on offering a strong liberal education; the College has defined this in its rationale for the new 1984 curriculum:

- introduction to clustering of fundamental disciplines;
- an introduction to several traditional academic disciplines;
- study in depth in one discipline;
- practice (for underprepared students) in verbal expression--oral and written, listening and reading--and quantitative reasoning;
- attention to methods of inquiry characteristic of the different disciplines, rather than just data from those fields;
- attention to connections among disciplines and fields;
- encouragement of self-directed learning.

The College believes that its continuing efforts at curricular review and evaluation, and especially its revision of the curriculum for general education and distribution (see Chapter III) enable it to continue offering a sound, comprehensive liberal education. In respect to curriculum, then, the College's immediate goal is to refine and strengthen its recent curricular initiatives.

There are two other major emphases in the mission of the College--to bring educational and cultural opportunities to the community, and to assist in development of health care, social service and education professions-- for which the College has articulated some specific goals for the next four or five years. These goals include the following:

- in order to establish preeminence in performance and instruction in the performing and fine arts, the College will strengthen the faculty in these fields; recruit additional

talented students to the College's programs of study in fine and performing arts; offer summer arts institutes and performance programs for high school students; and enlarge its programs in arts management;

--to increase its prominence as an institution for preparing health care professionals, the College will extend offerings in gerontology; offer a graduate specialization in nursing administration; strengthen the Health Professions Institute as a unit for health care research (especially for community health); and give more attention to the training of minorities for work in health care;

--to expand its commitment to the needs of the community for professionally-trained social workers by collaborating with large social service agencies;

--to increase its collaboration with public schools and school districts on summer and academic year developmental programs for students as well as on teacher education, in academic subjects, in bilingual education, and in programs for recruitment of future teachers;

--to extend its program for the Deaf and Hearing-Impaired, as well as to strengthen existing programs in Speech Pathology and Audiology;

--to foster a multi-ethnic atmosphere on campus, encouraging success among bilingual students, and continuing to support and strengthen its new ESL and Bilingual programs;

--to promote research on literacy among all members of the community, in and out of school, and to strengthen teacher preparation in literacy, seeking to give teachers the skill to help students develop the ability to read and write effectively;

--to assure computer literacy, and access to computers, among undergraduate and graduate students, particularly for professional and community-centered programs;

--to enlarge our Adult Degree Program, and expand the range of times at which students can schedule their courses.

Reactions in the College Community to these Statements of Mission

There has been tacit general agreement with the College's

statement of its missions in the ten years since it was written. The new curriculum has reaffirmed Lehman's commitment to being, first, a liberal arts College, although there has continued to be some discomfort with the increasing prominence of professionally-oriented programs. However, the Department of Nursing even took some pride, during its own recent review of its professional programs for reaccreditation, to point out that its mission in many particulars matched or built upon the College's.

In our own self-study we inquired among faculty, staff, administrators, and persons off-campus who are regularly in contact with the College, to determine reactions to the College's sense of its mission and to its list of goals. All agreed that the College's first responsibility is to offer a thorough liberal arts education. The importance of programs that make it possible for students to enter, or enter training for, various professions was mostly accepted. Some faculty members and others interviewed proposed different priorities among the goals; a few proposed, for example, making the Adult Degree Program and Continuing Education or services to the community more prominent among the College's emphases than, say, the development of fine and performing arts (not that these respondents would devalue the latter goal) and what they saw as peripheral academic topics like research on literacy. Looking at the details given in the College's public statements about what is included in "a sound and thorough liberal education," some faculty and administrators asked that the College make explicit some of its recurrent concerns: the development of effective instruction in the sciences and mathematics; the providing of equal educational opportunity and the opportunity to excel, for persons of diverse backgrounds; the commitment to nurture the special abilities, interests, and needs of non-traditional students (e.g., returning adults, hearing-impaired students); and conspicuous inclusion of multi-ethnic values in the curriculum.

Need for Discussions of the Mission, On Campus

It would appear, therefore, that there could be further discussion on the campus about the overall mission of the College, about the specific goals (long- and short-term) that might be

sought in order for Lehman to fulfill its mission, and possibly of the steps the College might take to reach those goals. Comments on the various documents discussed with respondents to our questionnaires and with our interviewees reveal, perhaps, less disagreement with the College's statements than unfamiliarity with them.

It is particularly important that we have consensus so that those responsible for recruitment, under the new Director of Enrollment Management, will have a clear statement to present to its public--most especially, to its future students. What are the College's strengths? What does the College do best? What can it offer to those who might come here for their education? Whom can it educate, and who are some of its best graduates? What does it do/should it be doing in addition to educating?

The College might well, then, reexamine its recruitment literature and publicity with an eye to determining whether it achieves effective focus on those features of a Lehman education, or those concentrations, in which Lehman is particularly successful. Since the College sees almost all of its pre-medical, pre-dental, and pre-veterinary students accepted into professional schools in a given year, that fact might be highlighted. Since students in the Nursing program succeed notably on accreditation examinations and are well received by employers, those points, too, might be displayed. Since the distinctive combination of general liberal education, effective instruction in English language studies, and selected professional programs identifies the College and sets it apart from other four-year colleges, that perception should be directly expressed.

Recommendation

In the process of the Self-Study, the missions and goals statement was widely circulated. To further the process, the President will additionally circulate this chapter to the college. We recommend that:

1. The College discuss the present statement of the College's mission through a process to involve as wide a participation of the College community as possible.
2. The Committee for Institutional Research that is to be set

up in Spring 1988 consider doing a study or survey of Bronx residents to determine what associations they have with Lehman, and what sense of its mission they have formed.

3. The Enrollment Manager, the Provost, and the Vice-President for Institutional Advancement publicize the mission statement to constituencies off campus, including schools and school districts, along with information to show that Lehman does what it says, and is carrying out its mission.

CHAPTER TWO

PROFILE OF THE LEHMAN STUDENT BODY

In the ten years since 1978, Lehman College, along with urban public institutions across the nation, has seen demographic changes in the college-going population. What was then a Lehman undergraduate body of predominantly full-time recent high school graduates is now much more likely to be part-time, adult, and working. Moreover, because Lehman is an urban college in New York City, a large number of recent immigrants and international students also contribute to the linguistic and ethnic mix that characterizes the student body. In contrast to students a decade ago, today's students come with more explicit career objectives and less appreciation of the value of a liberal education. Because so many work and can only attend college part-time, and also because a significant number come with weaker preparation and need additional skills development, most students now take more than the traditional four years to complete the baccalaureate degree.

Overall, the college now serves approximately 9,300 students, of which 7,800 are undergraduates. At its peak in 1975, just prior to New York City's fiscal crisis, the college enrolled over 16,000 students, of whom approximately 14,000 were undergraduates. All of the students live within the commuting area and approximately 70% are residents of the Bronx. The median age of undergraduates is now 24. During the past ten years, at least two-thirds of the students have been female, a proportion somewhat higher than the overall proportion among all CUNY undergraduates.

A. Undergraduates. The profile of undergraduates can best be drawn by focusing on four discernible groups: first-time freshmen, transfer, re-admitted, and non-degree students.

1. First-Time Freshmen. About half of the current undergraduate degree students at Lehman originally entered the college as freshmen, though in a typical fall semester, new freshmen represent barely 10% of the total student enrollment. For the 1986-87 academic year the college enrolled 1,066 first-time freshmen, most beginning in the fall semester. Of these, approximately 150 enrolled in the

Adult Degree Program and 180 in the ESL Program.

a. Admissions. In 1986, over 60% of the freshmen met the standard City University criteria for admission to a senior college: a high school average of 80 or graduation in the upper-third of the high school class or a combined SAT verbal and math score totaling 900 or more.¹

The remaining 40% of first-time freshmen are admitted to the college through special admissions programs: the City University's opportunity program, SEEK (Search for Elevation, Education and Knowledge) the Adult Degree Program, and through appeals to the College's Committee on Admission and Standing. The SEEK Program enrolls approximately 25% of all full-time degree students (1,019 in Fall 1986), all of whom meet the University's criteria of economic and educational disadvantage. Admission through the Adult Degree Program or by appeal to the admissions committee is largely dependent upon the student's written statement and specific elements of promise in the student's record.

b. Academic Preparation. The University's Skills Assessment Program² provides one measure of the academic preparation of the entering freshmen. University-wide skills assessment tests are administered to all entering students, as mandated by the University's Board of Trustees. Although passing the tests is a condition for entering upper-division work in the university, the level set for the passing scores minimally qualifies students for the academic work required in Lehman's core courses. Even so, many high school graduates initially do not pass them, and some students attempting to transfer from community colleges also find them difficult. Over the past few years, however, the figures show an increase in the percentage of new Lehman students passing these tests by the beginning of the semester. This increase reflects the implementation of

pre-freshmen summer programs, and, perhaps, improved high school preparation among recent applicants.

TABLE II-1

PERCENT OF FIRST-TIME FRESHMEN PASSING SKILLS ASSESSMENT TESTS³

	1979	1981	1983	1985	1986
READING	50	59	61	58	64
WRITING	34	31	38	41	43
MATH	29	34	47	56	56

Upon entrance, fewer than 25% pass all three tests, and just 20% of first-time freshmen are permitted to enroll in English 101, the standard first college-level composition course. From some faculty's perspective then, the majority of freshmen coming to Lehman are probably underprepared for college-level work.

c. Aspirations. Slightly over half of the new freshmen expect the bachelor's degree to be their terminal degree. Most pursue programs leading directly to employment, such as accounting and business management, nursing and other health professions, social work, teaching, and computer science, or to prepare for schools of medicine, dentistry, or law.

TABLE II-2

INCOMING-STUDENT INTEREST IN PROFESSIONAL PROGRAMS

	FALL 1985 (N=932)	FALL 1986 (N=820)
Accounting/Business Management	27%	29%
Education	12	13
Nursing, Social Work, Health Services	30	27
Computer Science	12	10
Pre-professional (law, medicine, dental)	13	10
No professional program	07	10

d. Demographic Characteristics. Approximately 30% of entering first-time freshmen are Black, approximately 40% are Hispanic, and approximately 2% are Asian. Of the SEEK students, approximately 55% are Hispanic and 35% are Black. (Approximately 1/3 of all undergraduates are of Hispanic origin; 1/3 are Black; and 1/3 are White ethnics, mostly of Irish and Italian descent.)

Approximately 69% of first-time freshmen are women.

Among first-time freshmen, 14% in 1986 report that a language other than English is spoken exclusively at

home; 32% report that both English and another language are spoken. 36% have attended schools in which the exclusive language of instruction is other than English. Almost 15% are placed in the ESL program. (71 nations and a variety of languages are represented among Lehman College students.)

Three-quarters of the first-time freshmen enroll soon after graduating from high school and thus are within the traditional college-going age group.

Fewer than 10% are, or have been, married. An equal percentage are currently raising children of their own, sometimes as single parents.

Two-thirds report family incomes of under \$12,000, though 40% say they do not expect to work during the academic year. (An estimated \$14,000,000 in financial aid is awarded to the entire student body from all sources.)

About three-fourths are first generation college-goers, although 80% of their parents have finished high school.

e. Persistence and Graduation Rates. Approximately 50% of a typical graduating class entered the college as freshmen, most having entered at least five years earlier, and a substantial number having entered at least eight years earlier. A recent University study projected that 27% of a typical Lehman freshmen cohort will graduate from the college within seven years; another 10% will graduate from another senior college within the University; and 10% will transfer to a college or university outside of CUNY.

A large number of an entering cohort's lost students earn grade point averages below 2.0. The bulk of attrition occurs between the first and second years and between the second and third years.

TABLE II-3

PERCENTAGE OF FRESHMEN WHO PERSIST AT LEHMAN

<u>Freshmen Cohort Entering</u>	<u>Sem. 1</u> N (%)	<u>Sem. 2</u> N (%)	<u>Sem. 3</u> N (%)	<u>Sem. 4</u> N (%)	<u>Sem. 5</u> N (%)
Fall 78	1197 (100)	1012 (85)	735 (61)	704 (59)	513 (43)
Fall 79	894 (100)	779 (87)	548 (61)	498 (56)	372 (42)
Fall 80	953 (100)	807 (85)	567 (59)	524 (55)	405 (42)
Fall 81	1091 (100)	917 (84)	629 (58)	593 (54)	431 (40)
Fall 82	1120 (100)	963 (86)	666 (59)	614 (55)	514 (46)
Fall 83	1121 (100)	947 (84)	657 (59)	609 (54)	458 (46)
Fall 84	933 (100)	800 (86)	617 (66)	565 (61)	413 (44)
Fall 85	930 (100)	780 (84)	558 (60)	489 (53)	-

2. Transfer Students. On an annual basis, the college enrolls about the same number of transfer students as it does new freshmen. Recently, however, the number of transfers has exceeded that of first-time freshmen. For the 1986-87 academic year the college enrolled 1,081 new transfers. Over 50% of transfer students register part-time, taking only one or two courses per semester as they juggle their schedules to meet outside responsibilities. Approximately 15% of transfer students enroll in the Adult Degree Program and 10% enroll in ESL.

a. Admissions. The college requires a 2.0 index for transfer. Students who have completed 61 credits or more must also pass the Writing Assessment Test and the Reading Assessment Test. About half of the transfer students come from within CUNY.

TABLE IV-4

SOURCE OF ADMISSION OF TRANSFER STUDENTS (FALL 1986)

	<u>Applied</u> N	<u>Registered</u> N
From CUNY Community Colleges (without degree)	175	141
From CUNY Community Colleges (with degree)	207	135
From CUNY Senior Colleges	76	64
From outside CUNY	381	282
TOTAL	839	622

b. Academic Preparation. An estimated 40% of all transfer students pass (or have passed elsewhere) all three Basic Skills Assessment Tests prior to registration. 75% pass the WAT.

c. Aspirations. The aspirations of these students are similar to those of first-time freshmen.

d. Demographic Characteristics. Transfer students, like first-time freshmen, are predominantly women (70% in 1986) and of low economic status. Transfer students are much older than freshmen: in 1986 only 34% were 25 years old or younger, 39% were between the ages of 25-36, and 25% were over 36 (5% were over age 50). Transfer students are also more likely to be married and to have children, or to be single parents.

Transfer students are largely minority, but the percentages are the reverse of those for first-time freshmen: 45% are Black and 21% are Hispanic. 8% register in ESL.

Over 250 students in a given semester--almost all of them transfers--participate in such union-sponsored programs as that of Local 1199 (Hospital Worker's Union) or that of the Local 802 (Musician's Union), or employer-sponsored programs such as the Board of Education program for paraprofessionals, many of which often provide stipends as well as tuition assistance.

TABLE II-5

PERSISTENCE OF FALL TRANSFER COHORTS
(SEMESTERS 1 to 9)

Fall	1	2	3	4	5	6	7	8	9
1978	885	-	553 63%	518 59%	383 43%	331 37%	229 26%	206 23%	147 17%
1979	912	722 79%	529 58%	475 52%	347 38%	313 34%	238 26%	180 20%	154 17%
1980	932	751 81%	543 58%	502 54%	404 43%	363 39%	249 27%	226 24%	144 15%
1981	784	610 78%	458 58%	415 53%	325 41%	304 39%	210 27%	186 24%	131 17%
1982	960	777 81%	597 62%	545 57%	439 46%	410 43%	324 34%	262 27%	145 15%
1983	915	735 80%	564 62%	499 55%	423 46%	369 40%	262 27%	228 25%	-
1984	762	613 80%	471 62%	436 57%	354 46%	301 39%	-	-	-
1985	694	557 80%	416 60%	366 52%	-	-	-	-	-
1986	714	561 79%	-	-	-	-	-	-	-

e. Persistence and Graduation Rates. Slightly under half of a typical graduating class consists of transfer

students. As the preceding chart indicates, transfer students persist at about the same rate as incoming students.

3. Re-admitted Students. Each year, the college re-admits a large number of students--557 in Fall 1986 and Spring 1987 combined. (It is not uncommon for Lehman students to withdraw from school for a semester or more because of financial, health, family, or personal reasons.) Over 50% of re-admitted students are part-time, taking only one or two courses per semester. They contribute considerably to the number of older, working adults who attend Lehman.

TABLE II-6

Students Readmitted in Academic Year 1986-87

<u>Original Admission Date</u>	<u>N</u>	<u>%</u>
Before Fall 1977	32	06
Fall 77 - Spring 80	103	18
Fall 80 - Spring 83	183	33
Fall 83 - Spring 86	239	43

4. Non-degree Students. In a typical semester, the college enrolls approximately 1400 non-degree students, including senior citizens who register on a tuition-free, space-available basis; a large number of public school teachers who continue to take undergraduate courses in the liberal arts for personal and professional advancement; and approximately 400 high school seniors, who enroll in special enrichment programs.

B. Graduate Students. Completing the student body at Lehman are approximately 1,500 graduate students, a number that has doubled in the last ten years. For admission to graduate study in Arts and Sciences, a student needs an undergraduate GPA of 2.75; for admission in Education, the student needs a GPA of 3.0.

Most graduates enroll part-time in the various teacher education programs, though an increasing number have recently enrolled in the new programs offered by the Departments of Nursing, Mathematics and Computer Science, and Economics and Accounting. Fewer than 175 graduate students are full-time; of

these a surprising 30% are foreign on student visas. Many entering graduate students are non-degree students, especially in their first semester.

C. Some Individual Students. The statistical profile given above necessarily abstracts general statements from names and faces. The faculty and administration of the college, however, take considerable pride in knowing Lehman's students as individuals and in sharing their achievements with others. The following brief profiles of students who have graduated during the past six years illustrate how the overall demographic characteristics are exemplified within single individuals in striking imaginative combinations of talents and patterns of success.

Hector Reyes, like many students at Lehman, was a product of the New York City school system. He initially went to a private university, but had to leave because of the expense. Self-supporting, he was involved in community improvement projects in the South Bronx while attending Lehman full-time as an economics major. He received several awards for graduate school to concentrate in the area of income distribution, especially that in areas of poverty and discrimination.

Karen Y. Ross, graduating with honors in psychology, went on to work for a doctorate in that field. Outside of class, Ms. Ross had many activities, including being a principal organizer of a highly successful voter registration drive at Lehman. She was also a charter member and officer of the Lehman College chapter of Alpha Kappa Alpha, the first formally recognized sorority at Lehman in a number of years. In her work on campus and with community groups such as those at senior citizen centers, she represented the extensive contribution to our common life which so many Lehman students manage while achieving outstanding academic records.

Nelson Tavaray, born in the Dominican Republic, was five years old during the civil war there and remembers seeing people shot. The family moved to New York in 1967 and Nelson went to various high schools in the Bronx, Long Island, and Rhode Island before graduating from neighboring DeWitt Clinton. He entered Lehman in the fall of 1976 but left the following spring for

full-time employment. He returned to Lehman in 1980 as a Business Management major and persisted through graduation. In 1981, while attending Lehman College, he fulfilled a lifelong dream and boxed in the Golden Gloves tournament. ;

Balancing the demands of a family of husband and four children with the demands of college study, Donna Leyson, the recipient of two prestigious awards, graduated summa cum laude with a 4.13 index, and began a career in social work. Ms. Leyson attended Lehman under the sponsorship of District 1199 of the Hospital Workers Union. At Lehman she won election to honorary societies in psychology and sociology, served three years as a member of the Lehman College Senate, and was elected Chair of the Student Conference. She represents a large group of students who, having begun the tasks of family and career building, return to the campus to enhance their opportunities for advancement, often with the help of their union or corporate employer.

NOTES

1. In the last ten years, the percentage of those who achieved an 80 high school average has risen from 26 percent to 39 percent. Approximately 20 percent satisfy the weaker condition of being in the top third of their high school class.

2. The Freshman Skills Assessment Program began with a resolution passed by the Board of Trustees of CUNY stating that students should demonstrate their proficiency in basic learning skills by the time they reach their junior year in college. The purpose of the program is to ensure that students have the skills necessary to take advantage of the opportunities for learning provided by their college. The program includes tests in three skills areas: reading (Reading Assessment Test or RAT), writing, (Writing Assessment Test or WAT), and mathematics (Mathematics Assessment Test or MAT). For more details see the Student Information Bulletin on Skills Assessment.

3. It should be noted that these figures include ESL students who cannot be expected to perform well on these tests.

CHAPTER THREE

THE UNDERGRADUATE INSTRUCTIONAL PROGRAM

By 1978, it had become evident that the explicit career orientations and changes in the academic background of many members of the Lehman student body, as noted in Chapter II, were presenting some problems, and thus some challenges, for the College. Students were developing increasing interest in programs leading directly to established professions (such as Nursing, Accounting, and Business Administration) or to further study for entry into professions (such as medicine, law, dentistry, and so on). Concurrently--perhaps in part a reflection of a national trend--enrollment was declining in upper-division liberal arts and science majors and courses. Some members of the faculty felt that the College was losing its identity as a liberal arts college and was becoming a pre-professional college. This decline in enrollment, which in 1984 brought total upper-division enrollment (300- and 400-level courses) below 1,000 students for the first time, also reflected increased attrition among students who had entered as freshmen and the tendency of transfer students, whose numbers were increasing, to remain at the College for a relatively short time and to take part-time programs while here.

Attrition, in turn, may have been connected to difficulties with programs designed to strengthen underprepared students' abilities at using the English language. Such programs for "native speaker" students were located in a large Department of Academic Skills whose courses separated the study of "skills" from the study of college subjects, and whose "skills programs" separated instruction in reading, writing, listening, and speaking from each other. Lehman had ESL programs (for non-native speakers who could take some academic work in English), and Bilingual programs (for students who needed to take a portion of their regular academic work in Spanish, for up to four semesters, while learning English). But these programs were not well organized or coordinated.

Possibly because of these circumstances--the movement toward "professional" programs and the College's limited success in teaching academic skills--the distribution courses (typically also

the first courses in the liberal arts academic disciplines) were thought by many faculty to have deteriorated. The content was thought to be growing less substantial, instruction less rigorous: less could be asked and expected of students than in earlier years. Faculty members felt considerable discontent.

This report of the College's instructional programs is therefore largely an account of the College's efforts during the last few years to confront these problems. In addition to the proliferation and growth of professional programs, the decade has witnessed establishment of a new liberal education program; significantly revised skills-development, English as a second language, and bilingual programs; a growing adult degree program; new and growing cooperative education and internship programs; and greatly strengthened undergraduate advisement procedures.

A. The New Curriculum. Perhaps the most significant development was the implementation of a new basic undergraduate curriculum, which altered the College's liberal education requirements and offerings and reaffirmed the College's commitments both to the liberal arts and sciences and to the students of the geographic area. The new curriculum includes a revised skills development program; five newly developed, required core courses; a significantly revised distribution requirement; and both major and minor requirements. Like earlier curricula, the new program also requires students to demonstrate basic proficiency in written English, oral English, foreign language, and physical fitness.¹ In addition, the new curriculum incorporates mandatory advisement prior to registration. Each component of the new curriculum is discussed below, including the revised ESL and Bilingual programs, which, though developed separately, are intimately related to the new curriculum.

1. The Skills-Development Programs.

a. Programs for Native Speakers of English. Two major alterations in the skills-development program for native speakers of English were instituted. Where once remedial reading and writing had been the concern of only a single department, whose students were otherwise scattered throughout the College, the new curriculum introduced two levels of "blocked programs"--students

attend the same sections of the same courses--which include skills courses (still under the aegis of the Department of Academic Skills) and either specially designed liberal arts courses or extra-hour versions of some of the Core courses, taught by faculty from the liberal arts and sciences departments.² The extra hours permit classroom time for developing reading, writing, and analytical skills; moreover, faculty in the blocks meet regularly to pursue ways of reinforcing each other's work. The second major alteration was in the skills-development courses themselves. The previous "discrete skills" model gave way to integrated language-development courses.

New advising techniques were also instituted by the Department of Academic Skills. Students are now interviewed after placement testing; those with inconsistent scores are re-tested. This procedure, along with the counseling sections in the blocked programs, has greatly enhanced the program by assuring that students are appropriately placed and effectively guided through their first semesters of college work.

While it is still early to evaluate the new program accurately, the Department believes that it has yielded many more positive effects than negative. Sixty-eight per cent to 70% of students at Level II pass the Writing Assessment Test and go on to English 090.³ (It is difficult to compare this rate with rates prior to the block program due to changes in admission and placement criteria.) Fewer students drop out, perhaps due to the integral role of counselors, to the group experience, which engenders academic-based friendships among the students, and to the strengthening of skills. A large majority of students express satisfaction with the program. The department, moreover, believes it has done an outstanding job with a difficult task. It has assisted in challenging the "discrete skills" model, which was once a national assumption.

b. Programs for Non-native Speakers of English.

(1) The ESL Program. Not developed as part of the College's new curriculum, the ESL program was revised substantially in accordance with most of the recommendations of a faculty committee that worked during 1981-1983; the revised

program was introduced gradually over 1984-1986. Moreover, recognizing that its mission required a strong English as a second language program, the College conducted an international search for a program director. Professor Carlos Yorio from the University of Toronto joined the faculty in 1984 and established a new ESL Program.

The 600+ students now in the program, an increase of almost 100% in the last three years, are mostly Spanish speakers; around 10% of the students in the ESL program are non-Hispanic. Historically, the program had a high percentage of "repeaters," and there had been a relatively low percentage of students able to move into majors taught entirely in English. Unlike the arrangements under the old program, responsibility for the ESL curriculum is now centralized under the new director. As a result, the program is no longer a collection of courses, but a systematic sequence incorporating much team teaching and teamwork.⁴ In addition to intensive classroom work, the ESL program provides a triple support system: the ESL Resource Center, which provides self-study and tutoring programs; an academic advising unit working under the supervision of the Associate Dean for Undergraduate Studies (see Chapter VIII for details); and a pilot language facilitation/counseling component, which seeks to help students develop strategies to deal with their language learning problems.

Significantly, the retention rate from Fall 1986 to Spring 1987 was 85%, which is comparable to that of native speakers. The pass rate on the WAT (required for passing the level 5 course and entering the College's mainstream) in Spring 1987 was nearly 65%, a significant improvement over the 20% that normally passed the test in the final course of the old program.

(2) The Bilingual Program. The Bilingual Program, which has also undergone significant revision, works primarily, but not exclusively, with Spanish speaking students. It is administered by the Department of Puerto Rican Studies. Designed to complement the ESL Program, the course offerings are organized around Lehman's new curriculum. An innovative feature of the new program is the blocking of ESL classes with bilingual (Spanish/

English) core courses. Courses for ESL levels 1 and 2 are taught in Spanish; level 3 is taught in Spanish but incorporates some reading material in English; levels 4 and 5 are taught in English by bilingual instructors and are open to all level 4 and 5 students, regardless of native language.

The Program's main objective is to make it possible for ESL students to join the College's mainstream as soon as possible without compromising the student's linguistic and academic development. Towards this end, the Program has worked to assure high academic standards and improved attention to the development of English language skills.

While considerable progress has been made, there remains a tendency for some students to linger in its more secure environment. At the same time, greater effort must be made to bring the syllabi of the bilingual core courses into line with those of the regular core courses. Finally, due to the expansion of the program, staffing is a problem--there are only four full-time faculty and some 30 adjuncts.

2. The Core and Distribution Programs. The centerpiece of the new curriculum is the common core of five "interdisciplinary" courses to serve as prerequisites for an extensively revised distribution program. These courses introduce a sequential dimension to the College's requirements, theoretically enabling more homogeneous classes and therefore more demanding work at appropriate levels for all students. Moreover, they provide a level of instruction whose objectives are equally to develop students' academic skills and to introduce them to the cognate domains of the liberal arts.

a. The Core Program. Intended as a step toward assuring that all Lehman graduates enjoy some knowledge in common about the full range of the liberal arts, the Core courses emphasize the language and the kinds of evidence and reasoning that characterize the liberal arts and sciences. They also introduce students to the assumptions, methods of inquiry, and conventions of discourse in various academic areas, thus providing a context within which students will pursue specific discipline-based studies. Along the way, the courses seek to help students strengthen their academic

skills.

The humanities course presents selected classic works representing the highest achievements of the human imagination in art, architecture, literature, philosophy, and music. The social science course acquaints students with a selection of social scientific studies representing a wide range of theoretical perspectives and methodologies and examines the ways social scientists think about human behavior and societies. Origins of the Modern Age identifies the major forces in our increasingly global civilization and examines their antecedents from both an historical and a cross-cultural perspective. The natural science course develops scientific literacy through a study of the logic of science as applied to various case studies. Quantitative reasoning focuses on methods of presenting and interpreting numerical data, including graphs and statistics.⁵

The courses were developed and are taught by interested faculty from virtually every department in the College. Commonality has been achieved by requiring a minimum of 50% of common reading material; instructors are free to supplement with material of their own devising. The faculty groups meet regularly to consider revisions, to teach each other, and to consider student evaluations of their courses. To date, almost 150 faculty have taught in the new program, exclusive of distribution courses. Their dedication has been astonishing.

To enable appropriate attention to developing reading, writing, speaking, listening, and critical thinking skills, sections are limited to 25 students, and all core classes require extensive written, oral, and, where appropriate, quantitative work. Passing scores on the RAT and WAT are required for the regular (100-level) core classes in humanities, social sciences, and origins of the modern age. Passing the MAT is an additional requirement for natural science and problem solving. All core courses must be completed by the time the student has finished 45 credits.

b. The Distribution Program. In addition to the core program, the new curriculum requires seven distribution courses. Under the previous curriculum, thirteen courses from five study areas were required. Choice of courses tended to be haphazard

with little sense of overall coherence in students' programs. Under the new program students choose one course from "short lists" (of approximately 10) in each of seven clearly defined areas--social science; natural science; literature; arts; comparative cultures; historical studies; and "knowledge, self, and values"--a category consisting of courses devoted to philosophical inquiry--representing the major areas of liberal inquiry. The "short lists" ensure that all courses meet the objectives of the distribution area while still allowing students considerable choice. Courses approved for distribution are designed to give students a thorough grounding in the elements of individual disciplines. Approval criteria also include the quality and quantity of attention given during the course to developing writing and, where appropriate, to quantitative skills. Core prerequisites to each distribution area have been established.

3. Major and Minor Requirements. Developing proficiency in academic skills and familiarity with the liberal arts represents approximately half of a student's academic preparation for the baccalaureate degree. The other half consists of courses in the major and minor, as well as electives. In 1970, the College replaced the major and minor with the requirement of an area of concentration, allowing the department of concentration to prescribe required courses, including those in related fields. Many departments, however, chose not to include related requirements, and students often did not take upper-division courses outside their major. The new curriculum, therefore, returned to major/minor requirements. The minor requires 12 credits beyond the 100 level, with at least 6 above the 200-level. These may be taken within a single department or, with approval, in a combination of departments. Some departments have modified their major requirements to eliminate courses outside the department required in the previous "area of concentration." The new requirement gives students expertise in their major field and ensures that they will have depth in another field of their choice. In recognition of the demands of some of the professional programs, however, waiver of the minor requirement for students in a few majors is provided. (These are the Interdisciplinary Program

in Anthropolgy, Biology, and Chemistry; Biology, Chemistry, Economics and Accounting; Health Services; and Nursing.)

4. Evaluation. In evaluating the new curriculum, its two central objectives must be kept in mind. Initial indications concerning the sequentiality of the curriculum are positive. They point to significant improvement in the skills-development program and greater rigor in the distribution courses. Many faculty from virtually every discipline report improved basic skills and educational backgrounds among students enrolling in the first courses of their major according to the protocol interviews conducted by the Subcommittee. What is not clear is whether the improvement is the result of the work in the core courses themselves or of their "screening" effect. Early data gathered in the Office of Academic Advisement suggest that the new curriculum allows the College to identify more readily students who are not progressing, so they can be helped or, if necessary, stopped. It is also evident that the more homogeneous classes have brought clearer standards of academic performance for both faculty and students.

With respect to the introduction of interdisciplinary core courses, however, the verdict is less clear. Two sorts of criticism are leveled: the first concerns the pedagogical worth of the courses. Many social science and natural science faculty, especially, remain either skeptical or opposed, arguing that methodological and meta-disciplinary study in their fields is appropriate only after study in a discipline. The majority of the humanities faculty, on the other hand, are enthusiastic about the core courses, seeing them as good preparation for other work in humanities. Although there is enthusiasm for each of the core courses, the highest degree of satisfaction among both students and faculty is with the Humanities and Origins courses.

The second criticism concerns the effect of the core program on enrollment in department courses. These effects are divided along similar divisional lines. Most humanities departments note improving enrollments in distribution courses and rising registrations in upper-division courses, perhaps as students select minors or adopt second majors. Some are less positive. For

example, art history was a popular choice for distribution under the old curriculum and feels "cut back" by being allowed to offer only two distribution courses now and the Department of Black Studies feels its enrollment in upper division courses has been adversely affected as well.

The natural science departments report a significant decrease in introductory course enrollments. Although some of this decrease may be only temporary--science distribution courses are often left to the last by students--this is a matter that must be carefully monitored over the next few years. Similarly, most social sciences report a significant decrease in the number of students enrolling in introductory courses. The decrease in enrollment in upper level courses is not as great. Part of the explanation of these enrollment shifts is not hard to find. The increase in the humanities and decrease in the social sciences is a direct result of the fact that the new curriculum is more heavily weighted toward the humanities and less toward the social sciences than was the previous curriculum. In the natural sciences, the decrease is because many students have left the College before achieving a level of preparation sufficient for those courses. (It should be remembered, however, that failure rates in these courses under the old curriculum were high.)

The impact of the new curriculum on the Division of Professional Studies has so far been slight. Because some professional programs require many credits, students need expert advisement to complete both the general and the professional requirements in the appropriate order; the fit is very tight, and it is sometimes difficult to get all requirements into the conventional 128-credit span.

Evidence of students' responses is still incomplete. A major questionnaire, now being prepared, has yet to be administered. Each core group has, however, developed its own questionnaire, which has been administered at the end of each semester. These have been carefully considered in the faculty's efforts to revise the courses. In general, they indicate that the students dislike required courses outside their majors. Their responses to the courses themselves, however, have been surprisingly positive,

though by no means unanimously so. Very few have rated the intellectual level of the work either too easy or too difficult. Some have complained of the quantity of work, especially the quantity of writing. The Humanities Core has been the most well-received--over 80% of the students report that they would recommend it to others (were it not required). The Origins and the Social Sciences Cores are also well received by students, with two-thirds saying they would recommend it. The Science Core has been rated too difficult by many, perhaps a response to its abstract nature. The Quantitative Reasoning Core has received the most widely scattered reviews. (See Appendix VI for a summary of student evaluations. Raw data is available for the visiting team.)

Systematic evaluation of the new curriculum under a substantive grant from the Fund for the Improvement of Post-Secondary Education is just beginning. It is the first serious effort by the College to appraise the educational effectiveness of its general education program. The project seeks not only to learn about the influence of the new curriculum but also to provide a model for a comprehensive evaluation of a curricular innovation.⁶

B. Alternative General Education Programs. Two alternatives to the new curriculum are the Adult Degree Program (ADP) and the Lehman Scholars programs (LSP).

1. The Adult Degree Program. In the ten years since its inception, the Adult Degree Program has expanded from 17 students to its current 1000. At a time when many similar programs are withering, Lehman's program, designed to encourage the many adults in the area to return to College to complete a baccalaureate degree, is flourishing. Each student's course of study is individually designed to build on that student's skills and experience. Generally, the first year consists of a composition course, a literature course, and one of the "core" colloquia designed specifically for students in the program. The colloquia give students experience in the humanities, the social sciences, the natural sciences, and the performing arts. A supportive environment provides an atmosphere that leads to the generally high retention rate (75% of students persist) among the adult

degree students. A further feature of the program is the opportunity for the students to design individualized majors. Many students take advantage of this option to concentrate on professional programs. However, the program encourages students to develop their liberal arts background by requiring that at least half of their credits be in liberal arts. Students may also receive credit for life experience and for field work. The work outside the College often further enables the students to receive professional training.

The program is now operating at full capacity. With more staff, however, even more individual counseling would be available. The Dean of Individualized and Continuing Education is now considering implementing a blocked program (a required grouping of courses) for first-year students as a more effective means of providing a solid liberal arts foundation.

2. The Lehman Scholars Program. An outgrowth of the earlier Curriculum for Self Determined Studies, The Lehman Scholars Program, is a liberal arts program for highly-prepared students seeking a traditional liberal arts education. Students may enroll as late as the end of their sophomore year. Its requirements include passing the College Writing Examination, four special seminars, two years of a foreign language, and a senior thesis. The four seminars--humanities, social sciences, natural sciences, and performing arts--are designed to provide breadth of study in the liberal arts. Unfortunately, the seminars are expensive; faculty who teach them must be replaced in their own departments by adjuncts. The choice offered to the students is thus limited, and not all Lehman Scholars take seminars in all four areas. The more demanding foreign language requirement in this program enables students to develop fluency in or at least a significant level of mastery of a second language, and the senior thesis provides opportunity for extensive research. The program prepares exceptional students for graduate or professional schools.

The program provides maximum flexibility. With fewer requirements, Lehman Scholars can tailor their majors and take advantage of the various courses offered at the College. The program gives Lehman an opportunity to recruit exceptionally

well-prepared and highly motivated students. The increasing enrollment in the program (from 22 in February 1981 to 200 in fall of 1987) indicates its basic success.

C. Major Programs and Departments. Lehman College offers a wide range of major programs in the liberal arts and sciences and in the professions. The past decade, however, has seen a significant decrease in the numbers of students graduating from the former and increase in the number of students graduating from the latter. The College has underscored its commitment to the liberal arts by sustaining all its liberal arts and sciences departments during these lean years.

1. The Humanities Departments. As stated, the intense interest in professional preparation has resulted in significantly diminishing numbers of humanities majors. In 1986, for example, only 13% of the College's graduates earned degrees from humanities departments as compared with 31% in 1978-79. Since these departments include some professional programs as well, the percentage of "pure" humanities majors is even lower. (See Appendix IV for graduates by departments and divisions.) By and large, faculty from these departments could only "live with" this trend, watching the number of upper-division offerings diminish almost to the vanishing point. Professional prospects in the humanities, after all, though real, are not readily apparent to students.

Some departments, for example History, English, and Philosophy, responded by seeking to contribute what they could to the general education of Lehman's students, concentrating on extending emphases on thinking and writing skills throughout their introductory courses and eventually on contributing to the development of the new curriculum. To meet another sort of basic skills needs, the Romance Languages Department devised a new sequence of beginning and intermediate courses for native speakers of Spanish, fluent speakers who lacked reading and writing experience in Spanish.

Other departments sought to market their courses. The Department of Classical, Oriental, Germanic, and Slavic Languages (COGS) weeded out "moribund" courses, withdrawing offerings that

lacked student appeal while adding others that focused on special populations, for example, "The Vocabulary of Medical and Scientific Terminology," that drew Health Services and Nursing students. In further marketing efforts, language departments increased offerings of literature, in translation and, like the history department, added courses that used films as texts. In seeking new audiences, humanities departments participated in off-campus programs, for example, at Co-op City and Riverdale Jewish Center, and in the Adult Degree Program, taking advantage of the greater interest in humanities shown by adult students.

The fine and performing arts departments have developed some special curriculum arrangements. The Music Department houses the CUNY BA program for Local 802 (the Musicians' Union) students who complete their undergraduate work at Lehman after beginning at Kingsborough Community College. The Speech and Theatre Department has shifted the emphasis of its mass communications specialization from film to TV and radio, partly because of budgetary limitations, but also to respond to the demand for preparation for the broadcasting field. Students in this popular specialization often work in internships in broadcasting to prepare for later job placement.

Maintaining and further developing the arts curriculum for undergraduates raises some separate issues. Performing arts faculty, especially, and studio arts faculty as well, have always seen themselves as preparing their students to be artists. In their terms, students are "apprentices" or, at their best, fellow practitioners; in music and theatre, students and faculty focus on performance courses. As the College moves toward emphasizing the performing arts disciplines and arts management, linking the curriculum to the arts center on campus, it will be necessary to explore the best way to merge the "conservatory" approach with the new liberal arts curriculum at Lehman.

Not surprisingly, those departments that have been more enthusiastic about the new curriculum have seen it as an opportunity to review their own offerings as well. There is a newly shaped English major; History, after deciding to shift most of its introductory courses to the 200-level to follow the Origins

Core course, now talks about a new major, including survey courses for students who lack background and perspectives in history; Philosophy is looking at ways to combine some intermediate and advanced courses. Some areas have emphasized the new opportunities to attract students via the minor, now required of all students: City and Humanities and COGS, for example, now offer several patterns of courses for minors so that students are encouraged to commit themselves to a cluster of courses.

1986-87, it should be noted, has brought some signs of revitalization of humanities programs. As the need for secondary school teachers increases, there has been a recent increase in majors in English and in the English M. A. programs. The History Department also notes this increase in majors, although its graduate enrollment still lags. Even Philosophy has experienced a marked increase in upper-division enrollments and in majors. Romance Language majors, primarily Spanish majors, still head for teaching, with some highly qualified multi-lingual students preparing as interpreters. In the Speech and Hearing programs, the department has built up its clinical offerings by focusing not so much on undergraduates as on graduate students, who must take a clinical internship to qualify for certification. Many humanities students participate in the City and the Humanities Internship program, especially the English Department's professional writing students. Students work in professional settings, using and enhancing their skills and gaining the kind of experience that often leads to immediate job placements. The English Department has also recently endorsed the addition of a specialization in creative writing.

2. The Natural Sciences. The Departments of Biology, Chemistry, Geology and Geography, Mathematics and Computer Science, and Physics and Astronomy generate only a small percentage (11.4% in 1986) of the majors graduated by the College. Subtracting professionally-oriented computer science graduates reduces that percentage by more than half. Though some are small, all departments maintain active major and minor programs, as well as responding to the needs of non-science majors.

The Departments of Chemistry and Biology continue to maintain

strong major programs, including courses with special emphases on medicine and dentistry. These departments offer "classic" programs; their majors successfully compete with graduates of similar departments in other universities. Successful applications to the National Institute of Health to aid minority students have enabled program development in medically-related courses, and students completing these programs are now being accepted at major medical and dental schools throughout the country. Seventeen out of twenty-one 1986 pre-medical/pre-dental graduates were able to continue their education at fully accredited medical or dental schools. The specially designed sequences of courses for students majoring in Health Services Administration, Dietetics, Food and Nutrition, and in Nursing remain strong.

The Department of Physics and Astronomy and the Department of Geology and Geography have each seen a decline in both teaching faculty and numbers of majors. The quality of the major is maintained through cooperation with other units of the City University, and most majors take some of their required courses at other campuses. These departments therefore primarily offer "service" courses--elective courses that count toward major requirements but have the fulfillment of special requirements for non-majors as their primary objective.

The Department of Mathematics and Computer Sciences has undergone the greatest program revision and expansion of any of the Lehman science departments within the last five years. A complete sequence of remedial courses in basic mathematics has been implemented, a complete "classical" mathematics major continued, and a new, dynamic program in computer sciences developed. It is now possible to major in Mathematics, Computer Science, or Computing and Management. There is also an active program to introduce non-majors to the use of computers as an aid to the study of other disciplines.

Lehman's science departments offer excellent programs in many areas, yet the College does not attract enough students interested in science. Recruitment procedures vary markedly from department to department. Biology, Chemistry, and Mathematics and Computer

Science have each originated descriptive brochures, but there is little attempt to provide the public with a unified view of the excellent opportunities in science offered by the College. The College is just now beginning to respond to the problems of recruitment, but specific recruitment for the sciences needs additional attention since programs depend heavily on the numbers of students available to justify specific offerings. Course-sequencing for major students is difficult since upper-level courses are offered only when sufficient numbers of students have acquired the necessary prerequisites. This policy is especially restrictive in laboratory related offerings.

3. Social Sciences. The social sciences graduated the largest percentage of students--43.09% in 1986. Professional programs are available in Economics and Accounting, Psychology, and Sociology and Social Work. The large majority of majors are in these programs. All departments maintain active major and minor programs and most provide different specialties, responding to changes in the disciplines and to the growing demand for pre-professional programs. Several departments have developed highly innovative and successful interdepartmental programs at both the undergraduate and graduate levels. Many departments schedule a significant number of courses during the evening and assign faculty advisors for evening students. In general, the programs compare favorably with similar ones in the CUNY system.

The Department of Economics, the largest in the division in terms of graduates, maintains strong programs in Accounting and Business Management and has introduced new programs such as Computing and Management (with the Department of Mathematics and Computer Sciences), and Arts Management (with the Department of Fine Arts).

The second largest department of the subdivision is the Department of Psychology. There have been two significant changes: to add more breadth, the major was expanded from 31 to 34 credits, and to serve students who seek employment before embarking on graduate study, the Department has instituted a 44-46 credit Specialization in Psychological Services. The Department continues to serve non-psychology majors and to provide

appropriate courses for such other programs as education, social work, speech and hearing science, and health services.

The Department of Sociology and Social Work is yet another example of the vitality of the division. The sequence in Social Work was created in 1976. It was the first accredited B.A. in Social Work in the CUNY system. Graduates of the program obtain employment, often before they graduate, and are admitted to all the graduate schools in the New York City area. The creation of this new sequence has enabled the department to offer a number of new courses. The department also has a very successful evening program.

The Department of Political Science continues to provide a well-balanced undergraduate major, including a strong pre-law orientation.

The Anthropology Department is one of the strongest in the CUNY system, which is ranked among the top 10 in the nation. The faculty is active in research and publishing, and includes internationally renowned anthropologists. All are committed to undergraduate teaching, and also contribute heavily to the Ph.D. Program. Courses for the four subfields are offered for the general college population and majors prepare for work through internships as well as for professional and graduate schools. A highly successful interdisciplinary program in physical anthropology, biology, and chemistry prepares students for careers in medicine, dentistry, forensics and criminalistics, as well as teaching. Enrollment in anthropology is rising.

The proliferation and sustained popularity of professional programs in the Division of Social Sciences reflect the College's commitment to serve the residents of New York City. As the City's labor market shifts to a service economy, there has been a growing demand for professionals in such fields as accounting, administration and management, and social services. The subdivision has several highly successful professional programs, some of them the product of interdepartmental efforts. The impact of such programs on departmental offerings is significant, often representing the only area of growing enrollment. An example is Anthropology's highly successful combined program with Biology and

Chemistry, which attracts many premedical students. These programs are proving to be very effective in placing their graduates, a fact often associated with the field work and/or internship components.

All departments are working to develop new specializations and field-work/internship programs. In addition to those previously mentioned, new specializations are being proposed in industrial psychology, job market research, and child welfare. The success of these programs will enable Lehman College to provide the excellent education that its students demand while maintaining the departments on the cutting edge of their disciplines.

4. Professional Studies. This division administers the programs in health services, nursing, teacher education, and physical education, recreation, and dance. In 1986, 29.17% of the College's graduates came from this division, the lion's share from Nursing before its conversion into a division in itself in 1987. It should be noted that the College does not offer major programs in elementary or secondary education, though it provides sequences that qualify students to sit for certification examinations. Thus, the number of graduates may be misleading.

The Division of Professional Studies supports the College's overall effort to integrate the liberal arts and professional studies. The faculty, largely prepared at the doctoral level, are well-equipped to help students develop identities as beginning professionals with a solid educational base. Overall, the division's programs respond to the needs of the citizens in the Bronx to emerge from college with marketable skills as well as disciplined minds. Enrollment fluctuations are traceable to employment projections and, in education, to such factors as changing certification requirements and State mandates, for example, to mainstream handicapped students. The departments are responsive to such changes as well as to student needs. It offers an increasing number of courses during evening hours to meet the needs of its many students who are employed full-time.

The Physical Education, Recreation and Dance Department offers graduate and undergraduate programs in physical education and recreation and an undergraduate program in dance. The dance

Program also collaborates in the interdisciplinary Arts Management Program as well as sponsoring several well-regarded student dance performing groups. The recreation programs focus on the preparation of students for entry-level and supervisory positions in therapeutic recreation settings, while the program in physical education prepare students for teaching and corporate fitness positions and/or for further standing in the science of physical activity and sport.

Health Services offers three undergraduate programs. The most popular is Health Services Administration. The B.S. program in Dietetics, Food, and Nutrition will begin in the Fall of 1987 and is expected to be fully enrolled. The number of health education majors varies slightly from year to year, partly in reaction to the employment market, but the department continues to develop innovative approaches. Among these is a minor in gerontological health studies and a new course in basic life support systems, which is popular college-wide.

The Secondary, Adult, and Business Education, (SABE) and Early Childhood and Elementary Education (ECEE) Departments have both revised and refined their curricula. The corporate training major, with credits in business education, economics, secondary and adult education, and computer programming, has been the most successful innovation in SABE; enrollment has risen to 200 in this major. ECEE has developed an early childhood minor to serve non-education students, especially those who are single parents. The Specialized Services Department (SSE) does not offer a sequence designed to prepare undergraduates for teaching; its programs are at the graduate level and will be discussed in Chapter IV. Its few undergraduate courses, however, serve the students in the Adult Degree Program who are public school paraprofessionals and who wish to prepare for Special Education.

All of the programs in the division include appropriate field work. In many instances the number of hours is stipulated by such professional or accrediting organizations as the National League for Nursing, the Council on Social Work Education, the State Education authorities, and the American Dietetics Association. Field work in education, social work, and health professions takes

place in a number of sites within the surrounding community and in other boroughs. In some instances, the community comes to the campus; for example, each week over 100 children participate in after-school tutoring in mathematics, reading, and science as part of the elementary education methods courses.

The Nursing Division. A department in the Professional Studies Division until September 1987, it is one of the largest departments on campus, and has a long history of success. It recently re-designed its undergraduate curriculum to accommodate the new basic college curriculum, and it was recently re-accredited for the maximum term by the National League for Nursing. Nursing students pass the State Board examinations at a rate of 80% or better, and most find employment even before the test results have arrived.

5. Interdepartmental and Non-departmental Major Programs.

a. Pre-professional Programs. Although the College does not offer specific pre-medical, pre-law, or pre-engineering majors, it does provide faculty advisers to help students prepare for professional schools. Students follow general requirements for a baccalaureate degree, but, with appropriate advice, they choose a course of study to prepare them for their future goals. (See Chapter V for further discussion.)

b. Cooperative Education Program. Please see Chapter VIII: Student Services and Student Life.

c. Program for the Hearing Disabled. A new program at the College is designed to make 4-year, public education accessible to the region's deaf and hearing-impaired community. Originally designed to offer support services for students transferring from the program at LaGuardia College, the program is now independent. The purpose of the program is to enable deaf and hearing-impaired students to pursue a Lehman College degree by providing a counselor, tutors, interpreters, and note-takers. It also provides material and sponsors conferences on teaching writing to deaf students. The College is currently installing a computer network for writing instruction that was developed at Gallaudet University and hoping to provide captioned videotapes of lectures for use in the library. The staff of the program are

active in providing sign language classes and workshops for faculty and administrators as well as in offering a year's undergraduate course in American Sign Language through the Department of Speech and Theater.

d. Interdepartmental Majors. A number of departments collaborate to offer interdepartmental majors. Although some programs have foundation courses designed specifically for the program, the majority of their courses are cross-listed with participating departments. Some, for example, Women's Studies, offer minors, and Italian-American Studies and Latin American and Caribbean Studies require a co-major. The older programs offer internship and/or field work courses and are more likely to have a pre-professional component. Their offerings are similar to those in other CUNY units. Although some of them have been in existence for several years, some, like Comparative Literature, have been reorganized to reflect the introduction of a new curriculum. By encouraging collaborative efforts across departments, divisions and disciplines are promoting an enthusiastic cross-fertilization of ideas in the College. They also have encouraged the creation of new courses in the participating departments. Moreover, many of these programs actively organize conferences, films, and other non-course programs; they render a valuable service to the College.

D. Concluding Remarks and Recommendations. As the preceding pages indicate, the College's undergraduate curriculum has undergone substantial changes in the past ten years. After identifying areas of needed improvement, the faculty of the College were successful in planning and implementing major new programs. In response to the need for re-conceptualization of the liberal arts component of the undergraduate program, the new curriculum was established; it continues to have an impact upon every aspect of the undergraduate program. Such programs as the Skills Development, English as a Second Language, and Adult Degree are successfully responding to the specific needs of large numbers of entering students. Similarly, expanded preprofessional opportunities permeate the undergraduate program.

While looking with pride at its major accomplishments, the

College realizes that it has entered a new stage of development. Implementing the following recommendations, all of which have been suggested previously in this chapter, will enable the College to consolidate its gains and to continue to grow.

1. The gains in skills development which have resulted from the new skills-development program and the core program need to be reinforced by a firm commitment to "writing across the curriculum" throughout the College. The Provost will include this topic as an agenda item for the Commission on Teaching which will be appointed during the spring 1988 term. (See Chapter VII).

2. Continued development and refinement of core courses is essential. A few of these courses, such as the quantitative reasoning course, will need special attention, as stated. The Committee on College Requirements is charged with this responsibility. Regular meetings of the core faculty continue to be held.

3. A major commitment must be made to implement the extensive and innovative formal evaluation procedures established for evaluating the new curriculum and for using the results of that evaluation for program improvement. Results of the FIPSE evaluation project will, of course, be made known to the College community. The CCR will be responsible for initiating appropriate modifications of the program.

4. There needs to be more systematic inclusion of the use of computers in appropriate classes. The Quantitative Reasoning Core is currently moving in the direction of introducing all its students to the computer. The divisional deans will undertake to encourage greater use of computers in other programs. The Writing Laboratory has just this year installed two ENFI classrooms for interactive computer dialogue. (See Chapter IX for details.)

5. The impact of the new requirements on special groups of students, such as those in the performing arts, must be assessed, and, where appropriate, modifications must be made to meet the needs of the specialized preparation those students require. The new administrative monitoring by the Dean of Arts and Humanities will address this issue.

6. The College must develop its ability to recruit students.

The excellent programs Lehman has to offer are not publicized adequately. This is especially true in the sciences. See discussion of the implementation of recommendations on recruitment and retention in the Introduction and in Chapter X.

7. The College should examine the enrollment in distribution courses to determine whether the pattern of enrollment is that which was envisioned when the plan was written into the curriculum, and it should examine instruction in these courses to determine whether it lives up to the expectations created when the courses were approved for distribution. The CCR will undertake a review of distribution courses during the 1989-90 academic year.

8. Faculty need a better understanding of what resources are available and how priorities are determined for allocation of those resources. Insufficient office and classroom space, instructional lines, and support services are common themes as faculty consider expansion of programs. These concerns will be discussed in the divisional executive committees and in the Commission on Teaching.

9. The College must develop workable procedures for ensuring that a sufficient number of full-time faculty participate in college-wide programs. For further discussion of this, see Chapter VII.

Most departments in the College envision growth, ranging from new courses to new majors to new master's programs. However, they express fear that these plans will remain unrealized visions since existing courses sometimes have to be canceled for lack of funds to pay adjunct faculty, and space in some departments is tight or in other ways inadequate. The budgetary shortfall is particularly felt in the scheduling of upper-division courses. College-wide programs, such as Core, Adult Degree, Lehman Scholars, and City and Humanities, must be staffed from departmental faculty. An extremely tight adjunct faculty budget has severely limited potential offerings. New programs, especially in the liberal arts and sciences, therefore face severe difficulties.

NOTES

1. For each of these, proficiency may be established either by completing appropriate course work or by passing specific examinations. Students whose native language is not English may satisfy the foreign language requirement by completing the final two courses of the ESL program or by passing a proficiency examination in their native language.
2. Placement in the program's three levels rests on the CUNY RAT and WAT. Level I consists of 8 hours/2 credits of integrated language study, a 5 hour/2 credit specially-designed liberal arts course, and 2 hours of counseling. Level II consists of 8 hours/2 credits of Integrated Language Study--II, 3 hours/3 credits of Basic Logic, 5 hours/3 credits of a compensatory core course, and counseling. Level III consists only of Integrated Language Study--III (5 hours/2 credits); it is unblocked and enrolls some transfer students and those who have passed the previous levels without passing the WAT. Students must place out of the program by the end of the third semester.
3. English 090 is a compensatory version of English 101, the standard first English composition course.
4. The new program consists of five levels ranging from 15 hours/8 credits to five hours/2 credits. Intensity is inversely related to level of proficiency. Original placement in the sequence is based on the WAT and RAT scores and on an ESL test of listening, grammar, and vocabulary/reading. In addition, each student is interviewed.
5. See Appendix Va-g for current syllabi.
6. Using innovative evaluation procedures, the project will assess the influence of the new curriculum on faculty and students in five ways: administering questionnaires inviting faculty's judgements of the curriculum; administering questionnaires inviting students' judgments of the curriculum; giving a specially-designed written test of ability to reason (requiring students to compose a text); gathering and scoring portfolios of students' writing produced during the latter part of the general education sequence; and tracing the rate of progress through the College of both students who did and students who did not participate in the new curriculum. Results obtained from these various procedures will be brought together, compared, and used to identify both trends established by the new curriculum and problems in need of further treatment.

CHAPTER FOUR
THE GRADUATE PROGRAMS

Graduate studies have evolved as a distinct activity at Lehman College. They have had a very different history from undergraduate studies, and are planned and administered separately in many respects.

Historical Trends in Graduate Studies at Lehman.

In the early 1970s, graduate programs at Lehman, especially those in education, were well enrolled; large numbers of students sought graduate study in order to qualify for teaching positions, to qualify for permanent certification (which required a Master's degree and two years teaching experience), or to qualify for a different kind of role (for example, that of media specialist or special educator) in the schools.

The financial crisis in New York City, which precipitated a decreased demand for teachers, changed that pattern. It forced the college to examine the economic wisdom of carrying all of its graduate programs and to consider dropping those that were insufficiently enrolled. The chart presented below provides a summary of graduate program areas offered for the years 1974, 1980 and 1987 to illustrate these changes.

TABLE IV-1
GRADUATE PROGRAM COMPARISON

	1974	1980	1987
Anthropology	Yes*	No	No
Art	Yes*#	Yes*#	Yes*#
Biology	Yes*#e	Yes*#e	Yes*#e
Chemistry	Yes*#	No	No
Classics	Yes*	No	No
Computer Science	No	No	Yes#
Economics	Yes*	No	No
Education, Bus	No	No	Yes*
Education, Elem	Yes*	Yes*	Yes*^
Education, Math	Yes*	Yes*	Yes*
Education, Media	Yes*	Yes*	No
Education, Read	Yes*	Yes*	Yes*
Educ, Soc Stud	No	Yes*	Yes*
English	Yes*#	Yes*#	Yes*#
Family & Cons Stud.	Yes*	Yes*	Yes*#
Geol. & Geog.	Yes*	No	No
German & Slav. Lang.	Yes*#	No	No
Guidance & Coun.	Yes*	Yes*	Yes*
Health	Yes*	Yes*	Yes*
Physical Education	Yes*	Yes*	Yes*
Recreation	Yes*	Yes*	Yes*
History	Yes*#	Yes*#	Yes*#
Mathematics	Yes*#	Yes*#	Yes*#
Music	Yes*	Yes*	Yes*

Nursing	Yes	Yes	Yes
Philosophy	Yes#	No	No
Physics & Astron.	Yes*	No	No
Political Science	Yes*	No	No
Psychology	Yes*	No	No
Puerto Rican Stud.	Yes*	No	No
Romance Lang.	Yes*	No	Yes*
Sociology	Yes*	No	No
Special Education	Yes*	Yes*	Yes*
Speech & Theatre	Yes*#	Yes*#	Yes*#

*Graduate Teacher Education Program

#Graduate Arts and Sciences

@Ph.D. Program

^BiLingual Extension available

It is clear that the programs most affected were those M.A. (T.E.P.) programs in liberal arts fields that enrolled mostly teachers and which did not have a graduate arts and sciences program. Only one of the discontinued programs was in an education department.

As New York City regained fiscal health, the pressure to drop graduate programs diminished, positions for teachers once again became available, and state requirements for permanent certification tightened. Furthermore, the "state of the art" of dealing with such problematic students as the learning disabled and emotionally handicapped advanced, new statutory requirements regulating the treatment of such students were enacted, and fresh approaches to the curricula in such subjects as elementary reading and writing were developed. These demands have led to the growth of the Department of Specialized Services in Education which is essentially a graduate department, offering master's programs only, in Reading, Special Education (emphasizing programs for learning disabled, emotionally handicapped and mentally retarded school children) and Guidance and Counseling, and to increasing enrollments in Early Childhood, Elementary and Secondary graduate programs.

More recently, certification requirements for secondary education teachers of academic subjects have been modified and programs have been changed to reflect the new requirements. As a consequence, graduate study in these fields became important again, and graduate programs were revised to reflect advances in theory and practice. Concurrently, the division of Nursing gained re-accreditation of its undergraduate offerings (accreditation that was renewed last year) and began developing

long-considered graduate programs. In addition, the Department of Mathematics, having become the Department of Mathematics and Computer Science and having acquired substantial amounts of computer equipment and a talented faculty, began developing its graduate programs as well.

These are examples of some of the forces that have come together so that in 1987 the number of graduate programs at Lehman is increasing and the number of graduate students is experiencing healthy growth--growth that in good measure offsets declines in the enrollment of undergraduates. The growth of graduate programs is one further manifestation of how Lehman College is becoming a college in which liberal education and professional education coexist, and, in some departments, interconnect.

Major New Initiatives among Graduate Programs.

Most new graduate programs at Lehman are designed to train students to enter, or advance within, specific professions. The Department of Mathematics and Computer Sciences has begun offering a Master's degree in computer science, which is now enrolling an average of 40 degree students. The Department of Economics and Accounting, after a considerable effort to win approval for establishing another business-oriented graduate program within the University, introduced a Master's degree in accounting; that program now enrolls an average of 32 degree students. (If we include non-degree students in these programs, the numbers would be double.) A Master's program in Dietetics and Nutrition was approved in 1987 and is now matriculating new students. The Department of Political Science is proposing a graduate program in public administration in collaboration with the Department of Health Services: Political Science will address urban and state administration, while Health Services addresses the administration of health services. The Department of English has just voted to introduce a special track in rhetoric and composition within its Master's degree for prospective (or active) teachers of writing in schools and colleges. The Department of Biology collaborates with the Graduate Center in the administration of a doctoral program in plant science for persons training to be researchers and college teachers in biology, as does the Chemistry Department in its

biochemistry doctoral program..

In teacher education, where graduate programs have long been important to professional progress, new initiatives have also been undertaken. The Department of Early Childhood and Elementary Education has begun a Master's program for graduates of liberal arts colleges who have little or no previous study in education but have decided to become teachers. These individuals, who qualify for Temporary Per Diem (TPD) certificates for elementary or secondary school teaching, must complete 12 education credits within a two year period, including 6 in reading, for elementary school teaching. The Department of Secondary Education is revising its requirements for the Master's degrees to reflect developments within various fields of secondary education: a program for graduates of liberal arts colleges wishing to teach English in secondary school, for example, has been submitted. The Department of Specialized Services has continued to develop its graduate curriculum in early childhood and elementary education, reading, and the special education programs (learning disabled, emotionally handicapped, and mentally retarded).

Meanwhile, Master's degrees in liberal disciplines continue to be offered, and some have experienced modest growth. The English Department continues to offer its Master's program in literature, with regular enrollments sufficient to keep the program healthy. The Department of History offers a Master's in History, making available a range of courses to persons who wish, without any necessary professional orientation, to study history, though some enrollees in the program are active teachers in schools and two-year colleges. And the College is planning a master's program in Liberal Studies: an interdepartmental committee has developed a framework for a program drawing on courses and faculty from several departments as well as for offering some courses of its own. This program is expected to be approved in the College during 1987-1988.

Graduate Program Planning.

Planning and developing of graduate programs remains primarily a responsibility of individual departments. Departments decide what members of their discipline might need and might like, or

what members of the professions into which their disciplines feed might need to know, and they propose programs accordingly. Departmental proposals for new programs and for changes in courses are considered by the Committee on Graduate Studies, whose membership is determined by the College Senate. Changes approved by that Committee are submitted to the Senate. If approved by the Senate, new programs are usually adopted, unless they are in conflict with similar work offered elsewhere in the University, in which case they may need to be revised or reconstructed in order to win approval. Developmental planning for the graduate program is not part of the responsibility of the Committee on Graduate Studies; there is rarely--except when mandated by the central office of the University--any overview taken of the graduate programs in the college. Graduate programs, in short, are not much coordinated. Whether the programs should be coordinated, to what extent and how are continuing questions which must be addressed in light of the increasing enrollments and program expansions, particularly in light of the increasing demands on faculty lines.

Graduate Student Services and Administration.

Student services for graduate students are not coordinated or integrated. Though the same Admissions Office that handles undergraduate admissions distributes and receives applications for graduate study, decisions about graduate admission are made in departments, by program advisers, sometimes under the supervisions of divisional deans, but more often not. Advisement is similarly handled within departments, as is review of students' records, and the making of decisions, where such decisions are made, not to invite students to continue in the graduate program. The process of advisement and monitoring of student progress, though conducted according to the established general requirements for graduate programs and degrees, is not coordinated. Nor is the process of selecting recipients of financial aid. Graduate registration is handled on a special day during the registration period, and is presided over mainly by departmental advisers, some of whom conduct course registrations in their offices.

Recommendation.

It became clear in the course of this Self-Study that

graduate study at Lehman College is an area of growth for the college. The absolute number of graduate offerings, including a proposed Master of Liberal Studies, is on the rise as well. It is also clear, particularly with the return of the divisional structure and the splitting of administrative responsibility for the graduate programs among the four divisions, that there now exists no centralized administrative monitoring or coordination of graduate studies at Lehman. As a result, the Provost will address this issue by appointing a committee which will consider, among other things, whether or not the technical aspects of the admission and retention process could be administered from a single office. What steps need to be taken to facilitate graduate admissions? What are the ways to support the graduate program, including increasing research and graduate assistantships and increasing opportunities for interdisciplinary study? Other potential improvements include introducing graduate colloquia; providing a graduate students' lounge; providing library study carrels; modifying the current library policy that requires faculty signatures for literature searches and inter-library loans; offering lockers for graduate students in the library; and offering access to day-care. Finally, the Graduate Committee of the Senate itself might be reconstituted to enable it to be more active in making policy and directing the course of the graduate programs at Lehman.

CHAPTER FIVE

OUTREACH

One of the most dramatic developments at Lehman over the past ten years has been the expansion of outreach programs targeted to individuals and groups outside the College's immediate population. Indeed, the identification and description of the many outreach programs will be one of the lasting contributions of the process of self-study. The inclusive document which lists and describes each of these programs in detail is available for the visiting team; this chapter of the self-study will discuss the college's outreach programs only in general terms.

The outreach effort of Lehman College serves such diverse constituencies as senior citizens, elementary and high school teachers and administrators, parents, health care workers, and community agencies. Through these community-oriented educational, vocational and cultural programs, student internships, school collaborative projects, literacy and drop-out prevention programs, and enrichment and recreational programs, many of which did not exist in 1978, the College has substantially extended the range of its services beyond the campus.

Since Lehman is located in the Bronx, its most concentrated outreach efforts are in that community. Many programs, however, extend beyond the Bronx into the neighboring boroughs and suburban communities, where they reach a wide variety of organizations, professional audiences, and citizens. This report identifies and describes the College's outreach programs, and attempts to assess the impact such programs are having both on the College and on the individuals and communities they serve.

The study identified five broad areas of outreach programs with a grand total of over 100 individual programs. These programs represent almost every academic department and unit of the College, and in their conceptualization and execution draw upon the collective skills and interests of a large number of the College's students, faculty, staff, and administrative officers. With programs as varied as the College community itself, analysis serves more readily to reveal their uniqueness than their similarities. The major groups are (1) internships and practica,

(2) on-campus programs for the community, (3) school collaborative programs, (4) programs involving community use of campus facilities, and (5) programs involving college participation in community activities.

Internships and Practica (27 programs).

This category involves about 750 students. Each of the 27 programs was designed to provide Lehman College students with the opportunity to learn through hands-on experience. Sponsoring active internship/practica programs are the departments of Health Services, Psychology, Speech and Theatre, English, Nursing, Early Childhood and Elementary Education, Secondary, Adult and Business Education, Specialized Services in Education, Sociology and Social Work, and Black Studies, as well as the Cooperative Education Program, the Recreation Program, the Art Gallery, the Health Professions Institute, the Bronx Institute, and the City and the Humanities Program.

In almost all cases, the College provides total funding of the internship/practica programs through its instructional budget. Exceptions are the Health Care Team Internship administered by the Health Professions Institute, and the Corporate Training Program. Nursing, between graduate and undergraduate, has 200 to 300 students, all of whom have a clinical nursing experience. In addition, the College's Cooperative Education Program, which was set up in 1980 with a \$75,000 federal grant and which received an additional \$850,000 federal grant between 1981 and 1984, continues to receive small annual grants of about \$22,000. (See Chapter 8, Students Services and Student Life, for a discussion of the Cooperative Education Program.)

The large majority of the programs have conducted some sort of evaluation, but in only 10 cases was this a formal systematic effort. While nearly all programs reported that the evidence pointed to a high degree of success, they also commonly identified a few problems. Among these is the faculty workload required in some of the internship-practica programs, which are not adequately reflected in the College's present system of determining how hours in supervision are counted in figuring teaching load--an inequity which sometimes results in a faculty reluctance to take on

internship supervision. Other problems include budgetary limitations, scheduling difficulties, financial difficulties of students, and the limited time students have for internships if they are to meet their numerous other degree requirements within 128 credits. Readjusting the workload credit for faculty supervising internships and introducing stipends for students would address some of these problems. In terms of the last, the Lehman Foundation Scholarship Fund now has a small number of scholarships available for internships.

On-Campus Programs for the Community (20 programs).

The Departments of Music, Physical Education, Recreation and Dance, and Speech and Theater all contribute to the variety of performances and exhibitions that make up these programs. This category of outreach also includes various cultural outreach efforts, many centered around the seven-year-old Center for the Performing Arts which presents a year-round series of events (concerts, plays, dance performances, dramatic readings, and the like) in a 2,300-seat Concert Hall and the 500-seat theatre, and the Art Gallery, opened in 1984, which presents exhibitions of works by individual artists and also group shows, and which offers art education workshops to over 3,000 school children. A National Youth Sports Program, sponsored by the U.S. Department of Agriculture, involves between 450 and 500 children every summer.

The College's other cultural enrichment outreach programs include the Bronx Institute, which makes available to the community exhibitions and slide shows that document the borough's past and present; a program of library exhibits; The City and the Humanities Program, which sponsors free weekly lectures or performances; "Arts in New York," a weekly television show hosted by President Leonard Lief; the Herbert H. Lehman Memorial Lecture; and a number of speakers' series sponsored by the Women's Studies Program and academic departments such as Black Studies and Puerto Rican Studies. Women's Studies also conducts conferences, panels, and its events are listed in the New York City Commission on the Status of Women.

One new project currently in the development stage is the Bronx Development Research Institute, to be established by the

Division of Natural and Social Sciences.¹

The College Relations Office coordinates publicity for each of these outreach programs. During the academic year, a monthly calendar of events is mailed to more than 6,000 area residents. An additional 4,000 copies are sent to public schools, libraries, and the press, and distributed at drop spots on the Lehman campus.

By January 1985, when the New York Daily News published a survey of cultural programs for the community at New York City colleges, it was apparent that Lehman had one of the most extensive cultural outreach efforts of any college in the region. These programs favorably affect the image of the college and also the borough of the Bronx itself.

In addition to the cultural outreach programs, the Adult Learning Center and the Continuing Education Program bring many adults to campus. The Adult Learning Center currently serves 359 adults with free training in basic reading and writing, while Continuing Education currently enrolls 1,450 community residents in a variety of vocational training programs. The Adult Learning Center is sponsored by the Institute of Literacy Studies and by the Office of Individualized and Continuing Education. The program received a MAC/AEA grant of about \$121,000 in 1986-87; in 1987-88, the grant is \$190,000. The Continuing Education Office generates income from tuition.

The Social Work Program provides monthly workshops at the College for Field Instructors from the participating social agencies. The purposes of these workshops are to promote competency in the instructors for teaching students in the field, and to coordinate students' field experiences with the classroom-based components of the curriculum.

Two grants were awarded to the Social Work Program for 1987-1989: one from the N.Y. City Department of Personnel, "Providing Undergraduate Social Work Training for the City of New York," intended to prepare social workers to work in the fields of family and child welfare; and a second from the U.S. Department of Health and Human Resources, Office of Human Development Services, "Lehman College-Human Resources Administration Traineeship Program", with a goal similar to that of the first grant. While these grants make

it possible for the students to complete their education and progress professionally, they will also bring into the service delivery system a group of well-prepared caseworkers.

Finally, the Speech and Hearing Clinic and the Nursing and Health Information Center, both provide health-related services and programs to a diverse group of community residents. The Speech and Hearing Clinic has recently been extensively evaluated in conjunction with an accreditation review by the American Speech and Hearing Association. The agency's report of its site visit in the spring of 1986 cited the program's accomplishments in providing low cost (or no-cost) services to the college and the community and preparing students for careers in speech-language pathology and audiology. Like all the programs cited in this chapter, this one suffered from shortages of staff and equipment. Addressing these concerns, the College has now added two new positions to this program.

School Collaborative Programs (50 programs).

The school/college collaborative grouping has the largest number of different projects, including programs for elementary and high school teachers and/or administrators both on and off campus, as well as programs for children and parents. Ten programs bring elementary and high school teachers and administrators on campus for specialized training to enhance the effectiveness in their work place. One such project is an inservice program for district 10 teachers which involves a model classroom and a childhood learning center on campus. The specific type of training provided varies considerably and includes the teaching of writing for junior high school teachers, training in classroom-based literacy research and literacy teaching, training of exhibit guides for the Art Gallery, graduate training for special education teachers and teachers of English as a Second Language (ESL), and training for recertification of teachers in math and science. Each of the programs in this category is newly developed, and about half are still in the start-up phase. Currently about 200 New York City teachers and administrators and about 10 ESL graduate students are served by these ten programs.

Many of the programs in this category receive substantial

funding from outside sources, including private foundations, corporations, and the New York City Board of Education. Most currently receive awards ranging from \$15,000-\$30,000.

There are also 13 programs which provide on-site assistance to teachers and school administrators in such areas as grant writing, curriculum development, career education, literacy education, basic skills, special education, and developing special schools for the arts. Although the primary focus of these programs is on off-campus activities, most have some on-campus components as well. More than thirty school-college collaborative programs in Lehman's Division of Professional Studies are administered and coordinated by a new Center for School/College Collaboratives, under the supervision of the Divisional Dean and the Associate Dean, who serves as Director. With the exception of the New York City Writing Project, which began in 1978 as one of the sites of the National Writing Project (and which is presently part of the Institute for Literacy Studies at Lehman), the outreach efforts in this category have come into existence only within the last few years. The Institute for Literacy Studies at Lehman College is a research unit of The City University of New York, and its mission is to advance research and theoretical investigation into the processes involved in learning to read, write, listen, and speak, and of the problems faced by people in acquiring those abilities; to conduct research and develop projects in a variety of educational settings, including schools and employment sites; to assist in the training of teachers at all levels to improve their effectiveness in helping students acquire basic language skills; and to offer adult members of the community who are not enrolled in school or college programs instruction in attaining or improving basic language skills.

Although a few of these programs function year-round, most operate during the academic year. With the exception of three programs sponsored by the Institute for Literacy Studies (the SEEK Research Grant Proposal Workshop, the Consortium for Worker Literacy and the Rockefeller Foundation Program for Literacy Education) these efforts involve teachers and administrators (and in some cases, students as well) at the elementary, junior high,

and high school levels. Currently more than 40 schools and about 1,000 school personnel are served by these programs. In most cases, College personnel work collaboratively with on-site personnel to deliver the specific training services.

The large majority of programs in this category receive outside funding, which ranges from \$653,000 for the Writing Teachers Consortium, a program of the New York City Writing Project (from the New York City Board of Education), and \$100,000 for the Rockefeller Foundation Program for Literacy Education to about \$5,000 to the SEEK Research Grant Proposal Workshops. Most program grants are in the \$15,000-\$50,000 range.

The programs for students both on campus and off include tutoring and special instruction for children with reading problems; introducing children to the arts-related fields; providing college experiences to high school students in the areas of writing, math, science, and the health professions; offering structured work training for autistic and drop-out-prone youngsters; and providing training in sports and health education for disadvantaged and mentally retarded youth. A number of the programs are offered during the summer months. More than 4,600 students and 30 Lehman faculty are involved in these programs, while more than 60 individuals outside the College assist in their organization or provide service. A majority of these programs are funded by outside sources.

Three of the four student outreach programs that are mainly centered off campus involve the sciences, the largest being the Macy Medical Sciences Honors Project at DeWitt Clinton High School, which began in 1985 with a one million dollar grant and the goal of encouraging careers in medicine and biomedical sciences among minority students. In addition there is a Chemistry newsletter "Precipitations," which is currently being sent to approximately 2,000 junior high and high school students in the New York City and Westchester areas through their science teachers and counselors. This newsletter is published by the Chemistry department with the support of the Office of College Relations. Its aim is to communicate information about developments in the field of chemistry and chemistry-related careers, and to make

students aware of the Chemistry Department at Lehman and the programs it offers.

The College also has a number of programs for parents, each of which focuses in a special way on the role of parents in the education process. The three programs have different constituencies but similar goals--one is designed to teach 30 inmate mothers how, why, and what to read aloud to their resident infants, another to train teachers and parents of the handicapped, and a third to provide Sunday afternoon activities in the Art Gallery for families of Lehman College students and members of the wider community.

Programs Involving Community Use of Campus Facilities (5 programs).

Within this category are five outreach efforts that involve use of the Lehman College campus facilities by various school, community, and professional groups in the metropolitan area. These are not actual "programs" in any formalized sense; however, they involve substantial collaboration between the College and the Community. These involve the rental or use of the Lehman Center for the Performing Arts and other facilities by a variety of community groups. The funding for these outreach efforts varies, with the College providing space on a rent-free or discount basis (in the case of the Lehman Center) to many non-profit organizations. In other cases, as in the Big Apple College Fair, expenses are largely covered by private donations.

Although the use of the College's facilities by other groups and organizations has not been specifically evaluated, the sponsoring units in the college were unanimous in their perception that such use helps to establish valuable contacts within the community that often have spin-off effects on many of the College's activities, especially those of the Office of Career Services.

Projects Involving Participation in Community Activities (3 programs).

This small category has been included in order to note a number of additional efforts that the College undertakes in order to establish and maintain a collaborative relationship with the

wider community. The first such effort is the responsibility of the Offices of the Vice-President for Administration and the Vice-President for Institutional Advancement, while the second involves the administrative staff of the Performing Arts Center. In both cases College staff from these units represent the College at community meetings or participate in various types of community projects.

Recommendation

In the most general sense, these outreach programs establish a collaboration between the College and the surrounding community, a collaboration which is part of its mission as an educational institution. This collaboration leads, inevitably, to the College and the community participating actively in the definition of each other. In the eyes of many outside observers, Lehman College is defined by its outreach programs. In some cases, the results of this process are clearly manifest, as with the programs of the Bronx History Project, which seeks to document the rich history of the borough. More often, the results of these mutual efforts are more difficult to measure, but their intention is clear: the College is committed to being part of the community by sharing its resources in the hope that each will give the other vitality, creativity, and growth.

There are costs for these achievements, however. Almost all involve a considerable amount of faculty, administrative, and clerical staff time. Many programs, particularly those which take place wholly or in large part on the Lehman campus, involve substantial use of college resources in such areas as publicity, duplicating, security, and maintenance of buildings and grounds. There is clearly a need for the College to direct greater attention to documenting both the benefits and the costs of its outreach programs. A number of issues, in particular, need to be addressed. First, although the outreach programs overall seem to be experiencing a high degree of success in meeting their goals, people's awareness of most programs (on-campus and in the community) is quite limited (and in some cases non-existent) outside of the programs' immediate staffs and constituencies. This suggests that the College is not experiencing the benefits of

these programs to the fullest possible extent.

Second, the college needs to study the impact of the grants generated by outreach programs. All the programs, whether funded by outside sources or not, consistently indicated that limitations of staff and budget impaired their functioning. This would seem to suggest that grant sources may not be sufficiently covering all the necessary costs of the programs and that the college has to absorb these additional costs. If this is so, a study should be made to assess whether or not this additional demand on college resources might have a detrimental effect on the college's regular needs.

In order to address these concerns and to enhance the overall effectiveness of the College's outreach effort, it is recommended that the college establish procedures for coordination of its outreach efforts. The newly created Office of Institutional Advancement has the responsibility for these areas and is currently developing means of coordination. There is a new Coordinating Committee for Internships and also the Associate Dean of Professional Studies now coordinates a center for school/college collaboration. There will soon be a similar oversight of the outreach programs in the arts through the Office of Institutional Advancement. Further, it is recommended that the coordination involve evaluations of the effectiveness and impact on the college of all these programs. In particular, these evaluations should seek to obtain systematic information on the impact the programs are having on College enrollments, and on their overall cost effectiveness, giving particular attention to administrative costs.

NOTES

1. The new Institute is designed to address the immediate and long-term development and redevelopment problems facing the Bronx. The Institute will integrate several departments of the division, six in the field of social and behavioral sciences and one in the field of Computer Science. The Institute will serve as a vehicle of clinical internships for students in two new educational programs being currently articulated: undergraduates in the program leading to a Master in Urban Affairs and graduates in the program leading to a Master in Public Administration.

CHAPTER SIX THE FACULTY

Faculty have significantly participated in all of the developments in curriculum and in outreach programs in the past ten years, often contributing many hours of work in addition to their regular commitments to teaching, college service, and research. In fact, perhaps the most remarkable aspect of the Lehman faculty during this period, has been their willingness not only to undertake the variety of changes and expansions identified in this self-study but to do so at the same time that they have continued to engage in scholarship, professional activities, and artistic creation.

Some faculty concerns remain from past years, however, and the new programs have, of course, raised other concerns. Some faculty remain concerned about their limited role in the governance of the college; many doubt that teaching and curriculum development are rewarded as much as research; most fault the extent of the College's efforts to recruit better students and are concerned about how much effort it takes to retain students. Nonetheless, even while voicing these concerns, the Lehman faculty has, throughout the past ten years, continued to look for ways to achieve the varied mission of the college and to serve the variety of needs of the surrounding community.

Faculty Profile. The Lehman faculty is composed of the following groups: the full-time permanent teaching staff (393), the part-time teaching staff (222), substitutes and visitors (41), full-time college laboratory technicians (30), and administrators (12). Although each component plays an important role in the college's educational mission, this "profile" of the faculty will focus on the classroom instructional staff, virtually all of whom come from the first three segments.

The full-time permanent instructional staff, located in 28 departments (all but one of which, the Library, are grouped in four divisions), form the core of the faculty. Its numbers have fallen steadily in the last decade, from 502 in Fall 1977 to its present size--about 22%. About 57.3% hold the rank of Associate Professor or higher; 80.2% are tenured; 72.5% have served at the

College 10 or more years; 80.4% hold a doctorate; 60.8% are male; 51.9% are under age 50. Percentages of faculty (including visiting and substitute positions) in the so-called "protected groups" are 9.5% Black; 5.5% Hispanic or Puerto Rican; 3.8% Asian or Pacific Islander; and 7.5% Italian American.¹

Although no single faculty distribution pattern can be held up as being the "best," one could say that balances--in geographic region of background, age, gender, ethnicity, and race--are important indicators of whether the College is attaining optimum growth of faculty over the long-term. The last three of these will be discussed more fully in the section dealing with affirmative action. Here, a brief survey of the College's experiences in recruiting and retaining personnel of diverse backgrounds and ages will aid in assessing the extent to which problems in keeping a balance of different groups may exist.

The significant increase in percentage of holders of the doctorate among the faculty over the past decade, from 67% to 80%, no doubt reflects a convergence of factors. Since the national supply of Ph.D.s has fallen less rapidly than demand, it has been possible to recruit persons at the junior level who already have completed their doctorates. Moreover, the College no longer recruits personnel at the Lecturer rank; virtually all new permanent faculty possess a doctorate. A large proportion (50%) of the doctorates have been awarded from institutions located in New York City (with Columbia University providing the largest share). Nevertheless, a gradual "nationalizing" trend set in, and today the College has increased its percentage of Ph.D. holders from institutions outside the tri-state area (39.3% of current staff, up from 24.5% before 1968). To be sure, considerable variability does exist: by September 1986 some departments (ENG, HIS, PHI, BIO, CHE, GEO, and PHY) had over half of their faculty's doctorates from institutions outside the region. Some of the "growth" departments (NUR, HEA, M/CS, PRS, and ECO), however, currently are staffed predominantly (92.9% for NUR) from the tri-state Ph.D. pool. Although the importance of the place from which the Ph.D. is awarded can be exaggerated, intellectual and regional diversity among the faculty is desirable.

Currently, the permanent faculty is middle-aged. 49.4 years is the mean, and 49.1 the median, age. Ten years ago the median age was 43.1. The same factors that have improved the college's Ph.D. "density" have contributed to its "graying." Lehman should have a special interest in recruiting younger faculty members, whose presence is valuable for a variety of reasons, not least of which is that they generally are on the frontiers of knowledge in their disciplines. In addition, they frequently relate well with students. The cadre of "young" faculty--those under age 40--is small (15%) and unevenly distributed among the departments. Five departments have none; ten more have but one.

Apart from the ages of the faculty, there exists a conspicuous "hole" in the distribution of the faculty by years of service at the College. The number of faculty with 5-9 years' service (27) is substantially smaller than of those with more than 9 years' service (46) or of those with less than 5 years (81). Of course, this last group is the most vulnerable, for from its ranks fall both those who fail to receive tenure and those who are attracted to other institutions. A lingering result of the severity of the crisis of the mid-1970s can be seen in the fact that only one person recruited in 1979 is still a member of the permanent faculty. Only nineteen persons hired during the six years from 1975 to 1980 remain on the permanent instructional staff.

Nothing can be done now to change this "mini-generation gap." In one respect at least, the college has managed to maintain the recruitment balance in favor of younger persons: this balance has hovered at or near the 60% level since 1975. One could also note that the age range of newly-hired faculty has been quite wide in the last three recruitment years (from 30 to 61 years, from 28 to 67 years, and from 30 to 62 years). And although some argue that the College should pass through the tenure gates, so to speak, a high percentage of candidates in the future, the current very high ratio of faculty who are tenured or hold Certificates of Continuous Employment--80.2% as of September 1, 1986--creates a formidable brake to opening the tenure gates wider. About 47 of the current full-time faculty will reach the age of 70 during the

next decade, opening up some opportunities for younger faculty. The College reported a decade ago the sad prognosis that "it will soon be virtually impossible to bring new blood into the faculty." Events have shown that this was hyperbolic. Still, the sobering fact remains that the high concentration of tenured faculty reduces the College's ability to move more swiftly in achieving "balance" in its faculty's age and other salient characteristics, a matter to be discussed more fully below in the section on affirmative action.

Part-time Faculty. Part-time faculty comprise about a third of the teaching faculty and are responsible for a like percentage of the undergraduate hours taught, a ratio which has held steady during the last ten years. While the purely academic credentials of the part-time faculty are on the whole somewhat more limited than those of the full-time faculty, many make up for this by credentials and backgrounds that prepare them particularly well for the kinds of teaching they are called upon to do. Some part-time faculty are CUNY graduate students and serve in a role similar to the traditional TA. Most part-time faculty serve as adjuncts, some as graduate fellows.

Some adjuncts are hired to fill last-minute needs (additional sections that must be opened when enrollments prove unexpectedly heavy); most, however, have predictable assignments from one term to the next and maintain long-standing ties to their departments. Large numbers of adjuncts cluster in a few departments (the heaviest, in order, are Mathematics and Computer Science, English, Economics and Accounting, Biology, Puerto Rican Studies, and Academic Skills) and teach 2 kinds of courses: (1) skills or similar courses, such as remedial math, English composition, English as a Second Language, introductory language, or some bilingual courses; and (2) special subjects in some of our newer professional programs, such as accounting and computer science, or technical subjects in music or theatre arts.

While the part-time faculty cannot be expected--indeed are not required--to have the same contractual obligation to the college as do the full-time faculty and have no obligation to hold office hours, for example--and while a reduction in the numbers of

part-timers in favor of more full-time lines would be desirable for these reasons alone, the college's budget does not allow such a change. Nor would the college be as well off if it could not employ on a part-time basis the many special artistic and professional talents that a city like New York offers. The college is well served by its part-time faculty. The discrepancies in pay between full-timers and part-timers nevertheless are a troubling injustice.

The Personnel Action Process. The policies, procedures, and criteria for personnel actions at Lehman (appointment, re-appointment, promotion, and the award of tenure or the CCE²) are set forth in the By-laws and other written policies of the Board of Trustees, in the collective bargaining agreement, and in other policy statements contained in the Chairman's Handbook (pertinent documents are on file for the visiting team). We shall here confine our remarks to special features of those procedures.

1. Recruitment. In 1986, the College began to require written recruitment plans to be approved prior to commencing searches. This has assured comprehensive recruitment efforts and strict compliance with Affirmative Action.

2. Evaluation during probationary period. Department chairs prepare annual evaluations of candidates' performances, drawing on peer observations, student evaluations, and their own appraisals of the candidate's scholarship, teaching, and service. In the first and second years, the chair's evaluation is reviewed in writing by the divisional dean. Reappointment to the fourth year is subject to review by the divisional executive committee and the Faculty Personnel and Budget Committee (FP&B).

3. Tenure. Recommendations for tenure are carefully evaluated at the college-level. An elected subcommittee of the Personnel and Budget Committee (FP&B) conducts a rigorous examination of each candidate's record. It considers the reports from evaluators outside CUNY (solicited by the Department) and recommendations from the divisional deans. It then forwards nonbinding recommendations to the FP&B, which votes by secret ballot on which candidates to recommend to the President. (Unsuccessful candidates may appeal to the President.) The

President forwards his recommendations to the Board of Trustees, which makes the final, legally binding decision. In cases where the President does not recommend tenure, he must, on request, furnish the candidate with his reasons. The rigor with which these procedures have been applied can be seen in the following tabulation of tenure recommendations during the last five years:³

TABLE VI-1

Tenure Recommendations--Last Five Years

Total no. of 5th Year probationary faculty	57
recommended by departments	55*
recommended by FP&B	40
recommended by president	35
*includes some early tenure cases.	

4. Promotion. At Lehman, unlike many institutions, consideration for tenure and promotion are separate. The review process for promotion is similar to that for tenure and proceeds in order from the department P&B, to a subcommittee of FP&B, to the full FP&B, to the President. Oral recommendations from divisional deans also play a role. In 1985, the procedures for promotion to full professor were tightened with the additional requirement that candidates secure four evaluations from outside CUNY. The rigor of scrutiny for promotion is suggested by the following tabulation, covering the most recent five years.

TABLE VI-2

Promotion Recommendations--Last Five Years

	Assoc.	Full
Total number recommended by departments	41	62
recommended by FP&B	26	31
recommended by president	26	22*
*not counting two recommended on appeal.		

Faculty Perceptions of the Personnel Action Process. Despite the high degree of formality that surrounds the personnel action process, those making judgments retain considerable discretion and those being judged experience much anxiety. Approximately one-fifth of the respondents to a faculty questionnaire (which was sent to all members of the instructional staff in connection with this self-study; see Appendix II d for questionnaire) list the personnel action process as a source of frustration, their comments ranging from the bland ("mixed messages about what is and is not valued by the institution") to the irate ("the politics,

injustice and unfairness of the system"). While personal disappointments undoubtedly inspire some of these statements, many think that teaching is given too little weight in the reward structure of a college which makes heavy demands on the teaching skills of its faculty. This remains an unresolved dilemma for the college. (See Chapter VII.)

Affirmative Action. Lehman College subscribes to the Affirmative Action guidelines of the federal government. In addition, in 1976 CUNY Chancellor Kibbee included Italian-Americans among the "protected categories" for affirmative action purposes, a commitment recently renewed by Chancellor Murphy. Beyond that, as a college with a preponderance of women and minority students, Lehman has an additional responsibility for integrating women and minorities into its faculty.

To carry out this policy and monitor compliance, Lehman uses the traditional tools of the "utilization analysis" and the federally supplied data on discipline-specific hiring pools. Since the federal government does not prepare such data for Italian-Americans, Lehman's monitoring of this group has been difficult. Responsibility for monitoring is vested in the college's affirmative action officer. Since 1987, the college also has an affirmative action committee, but the time has been too short to assess its impact on the affirmative action process.

To gauge how well the college has met its goals, several measures can be employed. In absolute numbers, and in percentages of a shrinking faculty body, the protected categories have fared as follows.⁴

TABLE VI-5

Numbers and Percentages of Faculty in Protected Categories

<u>Category</u>	1978		1986	
	<u>No.</u>	<u>% of faculty</u>	<u>No.</u>	<u>% of faculty</u>
Total Full-Time Faculty	508	100.0	400	100.0
Female	192	37.8	164	41.0
Black (African-American)	38	7.5	38	9.5
Hispanic & Puerto Rican	32	6.3	22	5.5
Asian & Pacific Islander	15	3.0	15	3.8
Italian-American	41	8.1	30	7.5

The figures show that Hispanic/Puerto Ricans and Italian-Americans declined both in numbers and proportionately over the nine-year period. While the percentages of women, Blacks, and Asian-Americans increased slightly, the absolute numbers for women show a decline and the number of Blacks and Asian/Pacific Islanders has remained the same over the 10-year period.

A similar picture emerges when one considers the distribution of faculty in protected categories across areas of professional specialization and ranks. Figures for 1986 indicate that 89% of the Black faculty cluster in just three professional areas (Education, Social Sciences, and Health Professions); similarly, 66.7% of the Hispanic/Puerto Rican faculty members are found in two areas (Foreign Language/Literature and Social Sciences); Asian/Pacific Islanders, Italian-Americans, and women are somewhat more randomly distributed, though women concentrate in health-related departments (NUR and HEA) and in one of the education departments (Specialized Services in Education).⁶

Distribution by rank is also uneven, both among the protected categories and between them and the "unprotected." For 1986, the numbers and percentages of faculty by senior faculty (Distinguished Professor, Professor, and Associate Professor) and junior faculty (Assistant Professor, Instructor, Lecturer) rank was as follows:⁷

TABLE VI-4
Protected Faculty by Rank
1986

Category	Senior Faculty No.	%	Junior Faculty No.	%	% of Total F/T Faculty
Total F/T Faculty	215	100.0	185	100.0	100.0
Women	51	23.7	113	61.1	41.0
Black	6	2.8	22	11.9	9.5
Hispanic/PR	8	3.7	14	7.6	5.5
Asian	6	2.8	9	4.9	3.8
Italian-Amer.	20	9.3	10	5.4	7.5

The three sets of data suggest that Lehman has a distance to go before the goal of equal opportunity is reached. Members of the protected categories are over-represented at the lower ranks, especially in certain fields (women in NUR, and women and all minorities in the "Social Science" category) and under-represented at the higher ranks, especially in certain fields (Blacks, Asian-Americans and women in Education, and women additionally in the Fine/Applied Arts and Media and the Social Sciences).⁸ Minority faculty, especially Blacks and Hispanics, need to be more fully represented in all disciplines, and minorities and women need to be more equitably represented in the upper ranks, before affirmative action goals can be said to have been achieved.

In appraising the record, several contextual factors must of course be kept in mind. The Federal "utilization analysis" recognizes that the supply of women and minorities in the different professional specialities must be taken into consideration when measuring compliance. College data based on the utilization analysis broadly confirm the conclusion drawn above, though they soften the verdict somewhat since they are based on the far from satisfactory status of the protected categories in the discipline-specific hiring pools. Table VI-5 presents a summary of the utilization analysis for 1986.

Lehman's ability to change these distributions is limited by the low turnover in faculty ranks because of the state of the academic marketplace and the overall decline in faculty lines. The massive lead of white males, established before 1968 and in the boom years of faculty hiring in the early years of the College's history, continues to influence the distribution, despite significant efforts to reach affirmative action goals

Table VI-5
 UTILIZATION ANALYSIS - 1986
 SUMMARY OF UNDERUTILIZATION - INSTRUCTIONAL STAFF

AFFIRMATIVE ACTION UNIT	NUMBER OF PERSONS			
	FEMALES	MINORITIES	BLACK	HISPANICS
Biological Sciences				
Senior Professorial	1	0	0	0
Education				
Senior Professorial	5	7	6	1
Assistant Professor	0	0	0	0
Non-Professorial	3	0	0	1
English				
Professoriate (All Ranks)	4	0	1	0
Non-Professorial	0	1	0	0
Fine and Applied Arts & Media				
Senior Professorial	6	0	0	0
Assistant Professor	0	0	0	0
Foreign Language/Literature				
Professorial (All Ranks)	1	0	0	0
Humanities				
Professorial	0	0	0	0
Library				
Professorial (All Ranks)	2	0	0	0
Health Professions				
Senior Professorial	0	1	0	0
Assistant Professor	0	0	0	0
Non-Professorial	0	0	0	0
Mathematical Sciences				
Professorial (All Ranks)	0	2	0	0
Physical Science				
Professorial (All Ranks)	0	0	0	0
Psychology				
Professorial (All Ranks)	0	0	0	0
Social Science				
Senior Professorial	6	0	1	0
Assistant Professor	0	0	0	0
Non-Professorial	0	6	0	0

within the limited hiring that has taken place recently, when candidates from the "protected categories" have received more than two-thirds of all job offers in certain years. Data available from two of the last five years--comprising information about 328 interviewees to 76 of whom job offers were eventually made--disclose that candidates from the protected categories had higher chances of receiving job offers than did white males and that, in all, 71% of jobs offered went to the protected categories, the remaining 29% to white males.⁹

As a result of the testimony at the Open Hearings on the Self-Study, faculty concerned about affirmative action on campus met with the Provost and the President. The Provost will send a letter to every department chair regarding increasing the efforts at recruiting from the protected categories and require evidence of their having done so. The College will continue to address this issue.

Work Environment and Faculty Morale.

Compensation. Compensation is set by the salary guide of the collective bargaining agreement and by a related package of fringe benefits. The CUNY salary scale for full-time faculty has remained competitive with that of the top institutions in the city and has in recent years recovered some of the purchasing power lost in the seventies. Although they live in one of the most expensive areas of the country, Lehman's full-time faculty have reason to think of themselves as relatively well remunerated. Complaints about salary were quite rare among questionnaire responses. Part-time compensation, however, remains a source of concern.

Workload. Beginning in 1983, a reduction of the CUNY workload by 3 hours per year was phased in, the first reversal after the increase of 6 hours per year imposed on the faculty at the time of the fiscal crisis in 1976. Today, mandated workload is 21 hours/year for the professional ranks and 27 hours for instructors and lecturers. The 1985/86 staff and teaching load report yields an average figure of 9.4 weekly teaching hours per semester and 1.6 weekly "other" hours, for a total of 22 hours per year. The bulk of this "other" time is held as released time by faculty who perform various quasi-administrative functions, e.g., chairs, program directors, and advisors in the larger departments. The college also makes released time available for teaching at the CUNY Graduate Center. There is no doubt that the issue of workload is a source of frustration for the Lehman faculty. The present workload is unduly onerous not only when compared with the pre-1976 standard, but also in light of the demanding teaching required by our students and the college's stiff demand for scholarly productivity. Approximately one-fifth of faculty cited workload as a source of frustration, including references to "the unrealistic teaching load" and such comments as "the very heavy teaching load leaves insufficient time for research."

Given the financial stringencies of the recent past, which of course explain the high workload requirement in the first place, ways of relieving this load have not been easy to find. In fact, the College has had to make economies in the very areas that might have offset the workload burden, such as sabbaticals, released

time, and support services. A number of Faculty Fellowships (sabbaticals), carrying a stipend of half-pay for a year every seventh year, are available to applicants presenting reasonable projects, but persons not receiving outside funding have often been unable to accept them. The more desirable half-year at full pay stipend has in recent years been cut back to one per year. Financial stringency also explains why released time has been largely reserved for the quasi-administrative chores mentioned above. Released time for research or pedagogic innovation has long taken a back seat, with the devising of ad hoc formulas for its distribution left to individual deans and provosts and with no clear college-wide policy. Recently, however, the Provost has inaugurated a new policy for the award of released time for research. In the absence of more ample tax-levy support, additional amounts of released time will depend on more faculty members' obtaining outside grant funding, an undertaking in which they have the support of a very active Grants Office.

Support Staff. CUNY recognizes two categories: non-teaching instructional staff and non-instructional staff. In 1987, the former group numbered 130 and performed in such various titles as program or office director, adviser, registrar, business manager, college laboratory technician, etc. They run offices, administer programs, fix technical equipment and manage the college's finances, among other duties. The faculty bargaining unit (PSC) represents most of these employees, and their salaries and fringe benefits are comparable to those earned by teaching faculty.

Support Services. While the quality of Lehman's support services ranges from very effective to inadequate, it is only human that the inadequacies loom larger in the minds of the faculty than the bright spots. Thus, the attractive faculty dining room and the well-furnished computer center elicited few if any responses on the questionnaire, while about a fifth of the respondents cited inadequate support services as a source of frustration. It must be remembered that both the administration and the faculty union have made the preservation of jobs and faculty purchasing power their main objectives, so that maintenance and support services inevitably have suffered, a

trade-off understandably forgotten as faculty members struggle with such daily annoyances as malfunctioning elevators, damaged laboratory equipment, limited access to photocopying and audio-visual services, and minimal secretarial assistance.

Nonetheless, a real Faculty Lounge, where faculty could gather informally each day over coffee, would be a definite enhancement of morale. There was such a lounge in Carman B-16 many years ago, supported by faculty dues, but recently the use of the lounge on a regular basis lapsed. Now is the time for the Executive Committee of the Faculty to investigate the re-establishment of a lounge where faculty could meet every day rather than just before the scheduled faculty meetings.

The Intangibles. Intangibles shape faculty morale as much as the tangible factors discussed so far, though they are harder to appraise in their precise impact. Academic freedom appears to have a strong and secure base at Lehman; faculty members do not see it as endangered. The college subscribes to the AAUP statement on the matter; a Senate committee on academic freedom, the ombudsman, and the faculty union stand ready to receive possible grievances, which have been rare in the last decade. Nor has Lehman experienced the rising tensions seen at other campuses in recent years around such issues as the rights of unpopular speakers or the limits of legitimate protest.

Collegial relations on a campus like Lehman cannot perhaps ever be as close as those on smaller non-urban and residential campuses. They are nevertheless important as a source of both frustration and satisfaction for the Lehman faculty. Questionnaire responses show an approximate balance, about a third giving a positive and a third giving a negative verdict on this subject. Positive reactions take the form of appreciative comments about congenial, interesting, "rarely petty" colleagues, while negative responses refer to personal frustration (lack of recognition by colleagues) or an occasional blanket condemnation of the "I-teach-my-class-and-go-home" syndrome among colleagues.

Almost one-fifth of the respondents cited faculty-administration relations as a source of frustration, with comments ranging again from the diplomatic ("lack of rapport between

faculty and administration") to the blunt (the "administration tries to reduce faculty decision-making power to a minimum"). A central issue here seems to be the perception that faculty find themselves with too weak a voice in the internal affairs of the College. Some of this dissatisfaction may be personal; but some of it is also structural, having to do with the way the Lehman form of governance excludes the majority of faculty from significant participation in the general governing of the college. In short, Lehman may exhibit the normal signs of malaise afflicting so many formally democratic political bodies in which administrators not only must make a major share of the decisions but in which the representative bodies (at Lehman, faculty union and internal governance bodies; see Chapter XI) however well they represent their constituencies, nevertheless interpose themselves between the membership and the actual decision-making. While not unique--the American professoriate as a whole has in recent years registered a sense of growing powerlessness¹⁰ -- the issue at Lehman remains a real one which, the college will need to continue to address.

In sum, faculty morale has suffered from the many frustrations which financial stringency and complex bureaucracy inevitably impose on academic life. At the same time faculty morale has remained buoyant in those areas where faculty members themselves retain some control over their professional, scholarly, and creative endeavors, to which we now turn.

Faculty Achievements in Scholarship, Creativity, and Service. Significant scholarly and creative achievements have come from our Distinguished Professors, whose number has grown in the last decade from five to nine. Robert Lekachman (ECO) has continued to supply his vigorous commentary on public affairs with his Greed is Not Enough: Reaganomics (1982) and Visions and Nightmares: America after Reagan and as a frequent contributor to major national journals. Martin Duberman (HIS) has contributed, as in the past, to the theatre--his Visions of Kerouac premiered in 1986--and history, by editing About Time: Explorations in the Gay Past (1986); he is now at work on the authorized biography of Paul Robeson, slated for publication by Knopf. Eric Wolf's (ANT)

Europe and the People without History (1982), a significant contribution to our understanding of the modern world, has already been translated into a number of languages. Ulysses Kay (MUS), whose choral and orchestral works continue to be performed world-wide, is at work on an opera based on the life of Frederick Douglass, while Angus Fletcher (ENG) has embarked on a study of Longfellow. Among our new Distinguished Professors, Adam Koranyi (M/CS) is known internationally for his work on the theory of harmonic and holomorphic functions in symmetric space. Charles R. Beyé (COGS), who had made his mark with several studies of Greek literature in historical context, has just prepared a second edition of Ancient Greek Literature and Society (1987). John Corigliano (MUS), who has received Grammy and Oscar nominations for his musical score Altered States and another Grammy nomination for his concerto for Clarinet and Orchestra, is at work on a full-length opera scheduled for a 1989 premier at the Metropolitan. The most recently appointed Distinguished Professor, Nancy K. Miller, is an internationally recognized scholar in the field of women's studies.

Only a few of the various significant contributions to scholarship by other faculty members can be highlighted here. In the area of scholarly editing, Speed Hill (ENG) has reached Vol. V of his multi-volume Folger Library Edition of the Works of Richard Hooker, while Joseph Dauben (HIS) and Esther Phillips (MAT) functioned for several years as editors of Historia Mathematica while Richard Larson (ENG) edited College Composition and Communication. Faculty, largely in the humanities, have published about a dozen monographs with American University presses, among them Johanna Meskill's (HIS) A Chinese Pioneer Family (1979), which was nominated for the Pulitzer Prize and has since been translated into Chinese. Other outstanding works include Albert Bermel's (S/TH) Farce: A History from Aristophanes to Woody Allen (1982), which extends the author's distinguished record in theater scholarship and criticism; and Livia Bitton-Jackson's (COGS) autobiographical Elli: Coming of Age in the Holocaust (1980), a Literary Guild selection which received the Christopher and Eleanor Roosevelt Humanitarian Awards. Among textbooks authored

by the faculty, one might single out the perennially successful Writing Themes about Literature by Edgar Roberts (ENG) and Public Speaking as a Liberal Art by John Wilson (S/TH), with C.C. Arnold, both works now in their fifth editions.

In the natural and social sciences, the quality of the faculty's research is attested by the award of 26 individual research grants from the National Science Foundation, seven from the National Institutes of Health and one from the National Institute of Mental Health. The prestigious NSF grants have gone mainly to mathematicians (the Lehman mathematics faculty have received more NSF grants in math than any other college in the CUNY system) while the anthropologist Eric Delson has received five.

In the arts, Lehman faculty have many achievements to their credit. Theater Director Shauneille Perry-Rider (S/TH) recently won the 1986 Audelco Award for her play "Williams and Walker." Rosalba Rolon, (PRS-adjunct) heads Pregones, the one serious Spanish-language theater in the Bronx, for which she also writes plays and music. Three faculty members received major grants from the New York Foundation of the Arts in recognition of their artistic achievement: the painter Flavia Baccarella (ACS), the poet Billy Collins (ENG), and the sculptor Salvatore Romano (ART), whose floating sculptures continue to be exhibited widely, as in the recent opening exhibit of the new Bronx museum. Manuel Ramos-Otero (PRS) is a leading Puerto Rican short story writer, whose El Cuento de la Mujer del Mar (1979) won special acclaim.

Many Lehman faculty members have won distinguished grants. There have been six Guggenheims in the decade: to Jay Fellows and Sondra Perl (ENG), Laird Bergad (PRS), Joseph Dauben (HIS), Isias Lerner (RML) and Stanko Vranich (RML), and three Sloan fellowships for promising younger mathematicians (to Michael Handel, Nicholas Hanges, and John Smillie) not to mention numerous individual NEH, Fulbright, and SSRC grants. (See Appendix X).

Another measure of the faculty's professional attainments is its role at the CUNY graduate center. A total of about 75 Lehman faculty serve on the CUNY doctoral faculty and at least three distinguished graduate departments, Mathematics, Philosophy, and

English, rely to a very large degree on Lehman faculty for their strength. Lehman's own campus is the site of the Botany program of the graduate center's Ph.D. program in Biology.

Compared with the college's first decade, faculty members in 1978-1987 obtained significantly higher levels of grant support for instructional and related programs on the Lehman campus. These have benefited our students at many levels, through the expansion of degree programs, the inauguration of a more cohesive general education program, imaginative curricular innovations, especially along inter-disciplinary lines, and programs designed to meet the special needs of our non-traditional students. Based on data from the Grants Office over nine years (1977-86), one can suggest the extent of these achievements as follows: the Nursing Department and other health-related programs raised a total of about \$2 million, largely from federal sources; for the new curriculum, Lehman was awarded \$1.3 million, about half from federal and half from private sources, among the latter the Mellon, Ford, and Exxon Foundations and IBM; cross-disciplinary curriculum innovations, such as City and Humanities and the Bronx Regional History Program, received \$560,000, mostly from NEH; for a variety of programs designed to address the needs of our non-traditional students in such areas as literacy, ESL, Bilingual/Bi-cultural education, improvement of mathematics and of science literacy, but also including counseling and motivational reinforcement, \$3.5 million was awarded, largely from federal sources. For a variety of school/college collaborative programs, the Division of Professional Studies received \$5.5 million, largely in the last four years. Three grants provided hardware for the computer center: one from the NSF in 1978-79; one from the Department of Education in 1983-84; and one from IBM in 1984-85.

Beyond these scholarly, creative, and grant-related activities, Lehman faculty members have applied their professional expertise to help resolve a number of public issues. The variety of this public service can only be illustrated by a few examples. Nursing faculty serve on research committees of local medical centers. Through their writing, Stefan Baumrin and Andrew McLaughlin, both PHI, have helped clarify emerging public issues

in such areas as medical and environmental ethics. David Gillison (ART) helped design a conservation project in New Guinea that saved an entire valley, the habitat of the bird of paradise; James Taylor's (ANT) Lehman-based Metropolitan Forensic Anthropology Team provides services to police departments and medical examiner's offices.

Equally substantial has been the role of the education faculty in providing leadership and expertise for the public school, health, and adult education sector, areas intimately connected with the social and economic health of the New York metropolitan area. Significant training grants in the amount of \$1.4 million have allowed Mariann Winick (EECE), Frieda Spivack (SSE), and the team of Brian Hurwitz (SSE) and Susan Polirstok (SSE) to address the needs of day care personnel, of infant programs in hospitals and homes, and of parents of the handicapped, respectively. Two focal points of grant funding through which the Lehman faculty has helped address social, especially educational, problems in the metropolitan area can be identified: minority secondary education, especially in mathematics and pre-professional programs, with a total of \$1.3 million largely from State and Municipal sources, and programs in adult literacy and the teaching of writing. The Literacy Institute builds on the nationally recognized New York City Writing Project, under the leadership of Sondra Perl (ENG) and Richard Sterling (ACS). Its total of \$1.3 million in grant funding over the decade has largely gone for training of writing teachers, but has also contributed to field research, of which an initial report has been presented by Sondra Perl in her recent Through Teacher's Eyes (with Nancy Wilson, 1986).

While these faculty efforts in professional and public service have concentrated on the New York area, and sometimes especially the Bronx, other faculty members' professional and public service has had an international dimension. Carol Schoen (ACS) and Jack Kligerman (ENG) have taught in an exchange program with the University of London, in colleges whose student body resembles that of Lehman. Nadine Savage (RML) has served as the residential director of the CUNY-Paris exchange program which has

allowed several Lehman students, among others, to spend a semester in France. Irene Leung (Geology and Geography), invited by the Chinese Ministry of Geology, spend a sabbatical year teaching at the Chinese Academy of Geological Sciences in Beijing (1978-79). She returned to China, invited by the Chinese Academy of Sciences and the Changsha Institute of Geotectonics for three months during the summer of 1986. She joined the Sichaun Bureau of Geology and Mineral Resources as a consultant of the United Nations Development Program, and explored for diamond deposits along the Sichaun-Tibet border during the summer of 1987. Perhaps the most enduring link has been forged with China, partly through the exemplary initiative of Robert Carling (ENG). In addition to Mr. Carling, who has just returned from his third tour of duty at Suzhou University, James Kraus (ECO) and Carmen Esteves (RML) have also taught there. In return, some twenty Chinese students are now studying at CUNY, including Lehman College. Extending the China connection, Jack Kligerman is teaching at Kunming and James Kraus has returned to China on a Fulbright. Erita Hill (RML and ADM) visited the Peoples Republic of China on an exchange program for administrators, while Joseph Dauben (HIS) has been invited to a distinguished lectureship by the Chinese Academy of Sciences.

Faculty Concerns and Faculty Response. For the Lehman faculty, the challenges of the college's second decade differed markedly from those of the first. Finding the means to address the challenges presented by continuing budgetary restraints and an evolving and changing student population have been complicated by the steady shrinkage of the faculty and by a gradual shift of faculty lines to the growing professional fields. The resulting demands on most of the faculty--to develop new programs, to experiment with different types of teaching, to increase the level of their contact with their students--could have been met by resistance or demoralization. However, the evidence suggests that not only has this not developed but that the faculty may even be in the process of a revitalization, initiated by the completion of the building projects, the installation of the new curriculum, and the expansion of the Adult Degree Program and the outreach efforts of the college.

Obviously a number of problems remain. The size and age of the faculty are of concern. While one can take satisfaction in a greater measure of stability, it is also true that this stability poses dangers for the intellectual vitality of the faculty. With many departments highly tenured, and little movement on the academic job market, many of the departments have done little or no hiring in recent years, resulting in a lack of the "fresh blood" that comes with the appointment of young Ph.D's from the graduate schools or of mature scholars from other backgrounds. This condition is more serious in some departments than in others. It affects in varying degrees most of the liberal arts departments that were the heart of Hunter-Lehman before 1968; they have suffered further steep declines in their majors during the decade and had to watch the enrollment-driven allocation of lines naturally favor mainly the growing professional fields.

The strains on the faculty were felt most keenly in the late seventies, when many of the traditional departments did not have enough courses in their departments to provide a full teaching schedule for their tenured members. At that point additional budgetary pressures and the needs of the student body prompted the development of a number of faculty-development programs to enable faculty to teach service courses outside their home departments. By the early 1980's, approximately 60 faculty members regularly taught at least one course a year outside their departments, either in another department or in an interdepartmental program. While reactions of faculty members to these teaching experiences varied, many found that the chance to be retrained in CUNY- or Lehman-based programs gave their teaching a new life.

Nonetheless, the increasing number of faculty who teach outside their departments, particularly in the special programs--Core, Lehman Scholars, and the Adult Degree Program (none of which programs have their own faculty)--has begun to create difficulties for the home departments in staffing their own courses, especially as enrollments in the traditional liberal arts departments appear to be on the rise. Chairs are understandably reluctant to let their faculty teach outside the department if that means that their own courses cannot be staffed. Since it

seems likely, given the budgetary restraints, that there will be little significant hiring of new faculty, and the money for adjuncts is always inadequate, the college needs to develop some formal system for the staffing of these courses, such as the assignment of responsibility for a minimum number of teaching hours to each department for the special programs. The Provost and the academic deans have begun to meet regularly on this issue.

Despite the variety of their concerns, the faculty in general has responded creatively to the changes that have occurred at Lehman over the last ten years. The changes in the student population have spurred a good number among the faculty to new endeavors in curriculum development and teaching. Other developments have engendered other kinds of faculty development. An example of a "boot-strap" operation that aided the revitalization of an entire department occurred in Mathematics, where the senior faculty of pure mathematicians devised a multi-year informal faculty seminar in which the newer colleagues in computer science helped them extend their competence into that new field. This allowed the broadened department to rest not merely on the addition of computer specialists but also on the expansion of the pure mathematicians' intellectual horizons.

Certainly not all of the faculty have been touched by this spirit of revitalization. And it remains to be seen how far the experiences of those faculty who have been involved in creating and teaching in new programs or in faculty development workshops, or who have participated in programs to encourage new types of teaching (see Chapter VII), can carry over to reinvigorate the others as yet untouched. But there can be no doubt that while teaching remains a source of frequent frustration for Lehman College faculty, it is equally if not more a source of intense satisfaction. That both the joy and sorrow come from the faculty's deep concern for their students is nowhere better illustrated than in the questionnaire returns, where teaching and other student contacts led all other items as a source of gratification (for four-fifths of respondents) and disappointment (for a little under two-fifths of respondents). The joys are perhaps understandable; the frustrations, though in a few cases the result of lowered

expectations on the part of both students and faculty, come in many cases from the faculty's perception of the strong potential of their students--students who, because of outside pressures, or inadequate support services, or insufficient preparation, are not able to take full advantage of the education the faculty is eager to offer them. The degree to which the Lehman College faculty has worked to overcome these frustrations, both individually and as a whole, is a measure of their realism and their professional dedication. As one faculty member wrote on the questionnaire, "nothing can compare with the enthusiasm of a returning student, who tells you years after the fact that you had a part in changing his life in a substantial way... As teachers, nothing is more rewarding than seeing some of our best students discover that they do have serious options to pursue--indeed careers they might never have considered (nor have been able to consider) had it not been for their experience at Lehman."

NOTES

1. A set of statistical tables is on file for the visiting team.
2. CCE -- Certificate of Continuous Employment -- a contractual equivalent of tenure, granted to lecturers. In subsequent discussion, statutory tenure and contractual CCE are discussed together under the generic concept of "tenure."
3. Data from the Office of the Provost.
4. The data used to illustrate most of the quantitative aspects of the Faculty "Profile" were compiled by a faculty subcommittee from publicly available information on individual faculty members on staff as of September 1, 1986. These data -- age, gender, length of service, rank and highest degree earned -- are each based on a consistent definition of what constitutes faculty status. Other data concerning race and ethnicity were compiled by administrative personnel who, by law, may not release such information concerning individual faculty members. As a consequence, it has not been possible to standardize the definitional basis for these two broad categories of faculty characteristics. One sees this in the difference between the total number of faculty used in the report: 393 for most categories, but 400 for "affirmative action."
5. This and subsequent data on affirmative action compliance are from the records of the Affirmative Action Officer. Also note that following the Open Hearings on the Self-Study this section was completely rewritten.
6. The Education area includes all of the College's education departments. Social Science is comprised of six departments: BLS, ANT, ECO, POL, PRS, and SOC. Foreign Languages and Literature is made up of two departments, COGS and RML.
7. Source: Office of the Affirmative Action Officer for this and subsequent statistics on affirmative action.
8. See note 6 above for the departments included in the Social Sciences and Education areas. The Fine Arts aggregation includes Lehman's ART, MUS, and SP/TH departments. When disaggregated, the utilization analysis for 1986 shows the following balances for the protected categories under federal guidelines; underutilized: Blacks (minus four persons); overutilized: Asian-Americans (plus ten persons) and Hispanics/Puerto Ricans (plus ten persons), for a net balance above federal standards of twelve persons.
9. Again the data can be disaggregated to show the following success rates, in percentage points, by categories:

Category	%	Offers	Applications
Asian-Americans	33%	6	18
Hispanics - Puerto Ricans	32%	9	28
Black (African-American)	25%	16	24
White women	23%	33	142
White men	19%	22	116

10. See Howard Bowen and Jack H. Schuster American Professors: A National Resource Imperiled (New York: Oxford University Press, 1986), esp. pp 127-128.

CHAPTER SEVEN

TEACHING

As indicated in the previous chapter, teaching at Lehman gives the majority of the faculty, considerable satisfaction, though they sometimes also find it a difficult enterprise. The results of a student questionnaire distributed for this self study (see Appendix IIg) indicate that students share their teacher's positive attitudes. Some 80 percent of 275 respondents expressed degrees of satisfaction with teaching at Lehman (24 percent said teaching was excellent, 56 percent said it was good, 18 percent fair and only 2 percent said it was poor). It is worthwhile, thus, to look in more detail at the teaching experience at Lehman College as it has developed over the last decade.

The pleasures and pains associated with teaching at Lehman, as with so much else discussed in this self study, are closely allied to the changes, expansions and contractions of the student body over the last fifteen years coupled with the financial stringencies that have marked the decade and have made finding money to meet the challenges very difficult. Faculty generally agree that the special problems students can bring to the classroom (even the cost of textbooks can be prohibitive for some) are also the source of their strengths. These diverse students bring provocative perceptions that challenge their academic mentors. The student body keeps Lehman from becoming a boring teaching experience. Thus, the pleasures of meeting new challenges and the pains of forced changes underlie the experience of teaching at Lehman.

Types of Classes and Instructional Techniques. Class sizes vary at Lehman College according to department and type of course offered, although there are many other variables. The top limit for the size of a lecture class is 40; for CORE, ESL and composition courses it is 25-28. Often the pressures of enrollment can raise the top limits to 45 and 33 respectively. Large lecture classrooms (there are 15) can seat up to 200 students; in fact, this enrollment is rare. In 1986 only 3 classes enrolled over 100 students.

The minimum class size is up to the discretion of the Provost. If the course is an advanced one, it can often carry with 10 or fewer students. Enrollment in the Independent Study courses is often as low as one. Seminars including those in the Lehman Scholars Program seminars have an enrollment of 15. Graduate courses can have enrollments of 10 students. Laboratory courses, used extensively by the science departments, have a minimum number of 12 students and a maximum of 24 students.

Some faculty prefer to teach large classes, but the success of this type of course presupposes the assistance of adjuncts or graduate students to work with small groups of students. The issue of whether to encourage large lecture classes or insist on smaller classes in all courses has always been a matter of debate at Lehman. Many faculty think that smaller classes are necessary in order to initiate the kind of curricular and pedagogical innovations that are called for by Lehman's students and programs. While opinions can run high on this issue, there appears to be very little hard evidence one way or the other. It would therefore be very desirable to undertake a study of the advantages and disadvantages of larger and smaller class sizes at Lehman.

In most classes at the 100-level, discussion and writing are integral parts of teaching. Of course, every faculty member combines these activities with lecturing in his/her own way. At the 300- and 400-levels, courses are taught in many ways, depending on the instructor. Because of the relatively smaller sizes of these classes, a greater rapport between faculty member and students can be achieved.

Students who wish to do advanced work, or projects, may do so in Independent Study courses. The opportunity of taking this individualized type of course is of great value to students and can be stimulating to the faculty. Some instructors volunteer to teach as many as three or more such courses each semester--they are not required to do them. Some credit toward future released time is given to the faculty member: four tutorials (independent study courses with separate students) equal one contact hour per week. Twelve tutorials are equivalent to one three-hour course for the instructor. When courses are underregistered but necessary to

a student's progress, the instructor may teach the course to several students as a "tutorial." According to data compiled by the office of the Registrar, in the fall semester of 1986, there were a total of 209 sections of scheduled "tutorials" and of courses taught (because of low enrollment) as tutorials, and they enrolled a total of 685 students.

Teaching Load. Lehman College complies with the workload settlement agreement of 28 February 1983 between the University and the Professional Staff Congress by setting the teaching load of professorial faculty at 21 contact teaching hours per academic year (12 hours one semester, 9 the other). Instructors and lecturers teach 27 hours per academic year. To put this teaching load into some perspective, consider a teacher who has two core classes (at approximately 25 students each) and two distribution courses (at 35-40 each) during a semester. The total number of students may well exceed 125. One professor at the Open Hearings estimated that she had read and commented in detail on more than 400 students' papers this past semester. Because some faculty believe that the older senior colleges of CUNY--Brooklyn, City, Hunter, and Queens--interpret the 21 hours to include 18 hours (9 each semester) of contact teaching hours, the other three as assigned time for research, curriculum development, and professional activities, some of the faculty, as demonstrated by their responses to a questionnaire circulated for this Self Study (see Appendix IIh) feel discontented about the teaching load and urge that it be reduced. While increasing the number of students in individual classes could reduce the teaching load in some cases, the educational effects of such a change are not clear, and the change should not be made without further study, as indicated above. But the College should continue to investigate ways of reducing the teaching load of faculty, as in the Provost's new plan for Released Time for Research.

The Evaluation and Support of Teaching.

1. Full-Time Faculty.

a. Peer Observations. Peer observation at Lehman is institutionalized by the contract negotiated between the PSC/CUNY and the Board of Trustees. According to the agreement, all

non-tenured and non-certificated faculty must be observed teaching at least one class each semester. These observations are arranged by the P&B committee of each department. The observed teacher is given at least 24 hours advance notice of the observation and an opportunity to respond in writing to the observation report. A third person, who has arranged a post-observation conference, may also add his or her comment to the observed faculty member's statement. Both response and comment, together with the original observation report, are filed by the departmental chair in the faculty member's personnel file.

There are several problems with this system of peer evaluation of teaching as currently conducted. These evaluations are almost always used only as evaluation tools and hardly ever to develop teaching skills, though sometimes a chair may recommend ways to improve weaknesses. At present there is no institutionalized method to improve teaching outside of this part of the evaluation process. Furthermore, even the use of these evaluation reports as evaluative tools can be troublesome. Peer observations are based on one observation per semester. Although it is stipulated that adequate advance notice must be given to the instructor, there is always the possibility that his/her apprehensiveness will seriously affect performance. In addition, the inclusion of an outsider in a class can cause its chemistry to change. A possible palliative, if not a solution, is more frequent observations, though to do them regularly would probably overtax those faculty assigned to do them. Faculty who have received negative reports may request a second observation.

b. Student Evaluation of Teaching. The Board of Trustees also mandates (Resolution 21 - December 1971) evaluation of all faculty by the students in each of their classes and will not consider any tenure or promotion recommendations without evidence of such student evaluation. However, full professors with tenure may elect not to be evaluated. The college uses a standard computerized form. In addition, a space is provided for fuller comments. Some departments find the computerized form too limiting and add a supplementary form. The computerized and, where used, the supplementary forms are placed in the teacher's open file. As

with the peer observations, the student evaluations are part of an instructor's file for re-appointment, tenure, and promotion. Although both peer and student evaluations are available to teachers, it is not clear how much influence they have on teaching. The departmental chair must use the results of the student evaluations in preparing his/her annual evaluation of individual faculty members. Although both the computerized and supplementary evaluation forms attempt to get an objective view of an instructor's teaching, some faculty believe that students are sometimes unobjective in filling them out. It is mandated that the teacher not be present when the forms are distributed, filled out, and handed in, yet, even so, some students seem inhibited in their responses. On the other hand, sometimes faculty believe that students blame their instructors for the students' shortcomings. It is indeed difficult to interpret student responses, which can radically differ for an individual instructor even within an individual class. Students very seldom make use of their prerogative to see the results for any instructor.

The current student evaluation system will be re-examined with an eye toward a system more useful to teachers, students, and the institution by the Commission on Teaching, which will also consider whether the College should have a questionnaire concerning teaching at Lehman in general as well as responses to individual classes.

c. Other Uses/Forms of Evaluation. In addition, it would be an advantage to the college to find ways to help instructors spot weaknesses and develop strengths in their teaching. Beyond this need, however, lies a larger problem. If teaching is to be recognized and rewarded more intensely than it is at the present time, procedures must first be found to evaluate teaching more effectively. In gathering information about a faculty member's effectiveness, for example, attention should be given to syllabi or outlines of courses taught, to instructional materials prepared and distributed, to writings assigned, to examinations and tests given, and to the quality of the faculty member's responses to students' written work. Each of these constitutes evidence about teaching that is more durable than memories of an observed class

and less impressionistic than student ratings. There is also the evidence of the actual work that students perform in the class. These must be examined in evaluating a faculty member's effectiveness.

d. The Rewarding and Supporting of Teaching. Few outright rewards are available for the recognition of outstanding teaching. The College does award one \$1,000 prize to the Teacher of the Year. Outside of grants there are no funds with which the College can make released time or additional income available specifically for developing or enhancing teaching ability. During the fall semester of 1984, 25% of the total of 756 hours of released time for faculty was assigned for the preparation and teaching of courses in the new curriculum. But this time was paid for by grant funds, not College resources. Faculty who took part in the Writing Across the Curriculum Program in 1980-83 and in the end-of-term Writing Across the Cores workshops in 1986 and 1987 were also paid from grant moneys. Otherwise, little explicit, compensated faculty development work takes place at the College.

e. The Role of Teaching in Personnel Decisions. On paper, research, service to the College, and teaching are to be considered in decisions about re-appointment, tenure, and promotion. Some Lehman faculty, however, believe that teaching is not sufficiently valued in these decisions, as witnessed in their responses to the questionnaires. This belief is, of course, held by many faculty in most institutions of higher learning. Few faculty members deny the need for a college community which values the contributions of scholarly research along with excellent and innovative teaching. To create a balance between the two, without expecting all faculty members to contribute equally to both, is a worthy goal, but one difficult to reach. Since teaching is the aspect of their work that is most immediate and most time-consuming, and much professional service to the community may also be thought of as a form of teaching, it is natural for faculty members to desire concrete recognition for that activity.

2. Adjunct Faculty.

a. Roles: Advantages and Disadvantages. Adjuncts provide a significant teaching resource at Lehman. Most of the adjuncts

currently at Lehman have been here for a number of years. In the Fall 1986 there were 187 adjuncts in the Arts and Sciences and another 35 in Professional Studies (including Nursing). In fall 1987, in the English Department, which bears a large part of the responsibility for the composition sequence, 45 of the 56 composition courses offered were taught by adjuncts.

Depending on adjuncts for teaching creates some problems. The continuity in the teaching staff can suffer; students sometimes find it difficult to track down instructors to claim papers, to request recommendations, or to discuss grades. Worse, adjunct instructors sometimes give Incomplete grades and then are no longer available when the student is ready to finish the work. It must be said, however, that adjuncts can bring energy and dedication to their teaching and also bring variety to the faculty and stimulation to their full-time colleagues.

b. Evaluation. Adjuncts' teaching skills are monitored by peer observation and student evaluations. Their skills are weighed heavily in re-appointment decisions. A number of Department Chairs stated emphatically that adjuncts whose teaching is not satisfactory are not re-hired.

c. Support and Encouragement. Since adjuncts are paid at an hourly rate and are limited by contract to nine hours of teaching or two courses, whichever is less, per term, they are not paid for any time or services to the college outside of their classrooms. It is thus not reasonable to expect any service of adjuncts beyond classroom teaching. Nonetheless, the absence of adjuncts from the decision and policy-making councils of the college can result in an unhealthy split between those faculty making policies about such matters as curriculum, placement, and grading and those faculty who have the responsibility to carry them out. This split in some cases creates a problem in the morale of the adjunct staff and hence in their teaching. It would be helpful to find ways to bring adjuncts into the decision-making of departments and even into wider aspects of college life, to find ways to pay them for all of their service, and, further, to find ways to reward those adjuncts who have demonstrated excellent teaching and service.

Problems and Challenges in Teaching at Lehman: Faculty Innovation

As the following section will demonstrate, faculty have had to invent new teaching approaches and techniques in order to deal with the complexity of the student body at Lehman. Some report that they have had to lower their expectations to some extent and to modify teaching methods and course requirements. Besides making less stringent requirements in their courses, these teachers say that they have to present materials more simply. They do not necessarily believe that standards have been compromised; they rather have come to accept that some students will take longer to complete their college work than will others.

Faculty in responding to the questionnaires speak particularly of two problems in their teaching. One involves the physical support system for teaching, i.e., the maintenance of the physical plant, cleanliness, adequacy of equipment and supplies, availability of relevant films and videotapes, the availability of computer-assisted instruction. A second area of concern involves the students, whose life situations, skills, and preparation can make strong demands on their teachers' time and creativity. Faculty experience difficulty in doing individual work with students because of the number of students in each class.

Many solutions to the overall issue of how to strengthen teaching at Lehman College that faculty have suggested are familiar: increased budgets, smaller classes, reduced teaching loads, and better prepared students. Other suggestions are less predictable: course restructuring (including interdisciplinary approaches such as the new curriculum and the introduction of more student-centered classroom activities, such as those introduced in the Writing Across the Cores workshops), intensive and attentive advisement (the College is implementing this through the Office of Undergraduate Studies), computer-assisted instruction, scholarship aid and day care (all of which exist in small amounts now).

Faculty Contributions to the Development of Teaching at Lehman. In mentioning some of the innovations and contributions made by specific faculty members, this report is necessarily somewhat random in its selection. Individual faculty members are undoubtedly always in the process of revising their courses to

meet new challenges and it is inevitable that many of the innovations and changes that have occurred remain unacknowledged beyond the instructor and the students in the particular class. Nonetheless, it is important that some samples of the innovations in teaching be recognized in this document, even at the risk of leaving uncited some other equally important faculty contributions.

Some faculty have developed imaginative interdisciplinary programs that have drawn grant support and good student responses and have given them a chance to develop new courses, or to team-teach in unexpected combinations. Courses with an initially unconventional flavor were born, such as "Exploring Medieval New York" (Herbert Broderick, ART), "Hispanic Folklore in New York City" (Reginetta Haboucha, RML), or the team-taught field-work course on Bronx architecture (Michael Cheilik, HIS, and David Gillison, ART). Other such field-based offerings have responded to the deeply-felt need of many of our minority students to trace their roots in the city or borough and have given new relevance to some courses without sacrificing rigor or verve. In the Mathematics Department, though it was driven more by fiscal necessity than by intellectual curiosity, the skills track was re-conceived. A revised skills curriculum was introduced, featuring half-semester courses and a math lab.

Several different faculty members devised new class formats and teaching strategies with a view to incorporating more writing into all their courses and to integrating skills instruction and exercise more effectively into their introductory courses. A three-year faculty workshop on writing across the curriculum, sponsored as a college-wide endeavor by all three divisional deans and attended, particularly in its decisive first year, by many influential department chairs, developed and disseminated new approaches to the integration of skills and content teaching. Chaired in its first year by Wylie Sypher (HIS) and Eve Zarin (ENG), the workshop's spring 1980 recommendations to the faculty anticipated many of the new course configurations which would, after continuing experimentation sponsored by the Academic Skills Department/SEEK Program in the period 1980-83, be included in the

skills blocks of the new curriculum: paired skills and liberal arts courses with additional contact hours over credit hours for skills reinforcement, and the logic course (CBL 100) which has since resulted in the jointly authored text, Basic Logic, (1987), by Richard Mendelsohn and Lewis Schwartz (both PHI). The faculty workshop itself summarized its final recommendations in a small printed manual, Writing in the Academic and Professional Disciplines (1983), produced by Richard Larson, Eve Zarin, and Carol Sicherman (all ENG), which was distributed to all faculty. The College continues to be interested in exploring new pedagogical strategies to serve its complex student body. Elaine Avidon (ACS) and Anne Humpherys (ENG) have co-ordinated a three-day workshop "Writing Across the Cores" twice, once in 1986 and again in 1987, for Core faculty.

All such creative responses to the new demands on teaching culminated in the academic years 1981/2-1982/3 with the undertaking to reform the College's liberal education requirements. This undertaking affected teaching and faculty morale in a number of ways. It provided an opportunity for colleagues from many departments to explore unprecedented pedagogical challenges. Faculty could devise common solutions. Departmental boundaries were broken down. Nursing faculty, for example, joined their liberal arts colleagues in a search for better ways of incorporating writing into their introductory courses.

Another significant feature of this extensive and many-sided faculty development effort in teaching was the key role played by several ACS faculty. Liberal Arts faculty team-taught with ACS colleagues or attended mini-workshops in which the latter shared their experiences in solving problems in teaching skills. In the process, relations between the "skills" and other faculty also became closer and more collegial, a development presently sustained by ongoing collaborations in the Skills Blocks and by the opportunity given several ACS faculty to teach liberal arts courses in the new curriculum. The ongoing involvement of the faculty in the development of Core courses through regular meetings of the instructors of the different cores, as well as a

meeting for all core faculty at the end of the academic year, continues to provide a forum--the only formal one at Lehman--for discussion of teaching.

Of course, not all problems that have grown out of the faculty's commitment to teaching have been addressed, let alone solved. But there can be no doubt of the faculty's deep concern for teaching and their willingness to give considerable time and energy to its enhancement. It is in order to capitalize on that concern the following recommendation is made.

Recommendation. Given the centrality of teaching to the mission of Lehman College and the number of problems related to teaching expressed here and elsewhere in this document, it is recommended and the Provost will implement in 1988, the establishment of a Commission on Teaching at Lehman College, made up of faculty, students, and appropriate representatives of the administration. This Commission will have as its overall charge, among other matters, the following:

- (1) Improving the effectiveness of evaluations of teaching, perhaps by taking advantage of the suggestions made previously in this chapter;
- (2) Investigating and making recommendations to the President on issues of class size and the staffing of special programs (Core, Lehman Scholars, and Adult Degree, among others);
- (3) Studying the feasibility of increasing the Teacher of the Year Awards, as suggested by the Executive Committee of the Faculty. If it turns out that such an increase is not possible or desirable, other means of recognizing and rewarding excellent teaching should be sought, such as certificates, plaques, or recognition in College publications;
- (4) Investigating the possibility of providing released time for developing new courses and new programs or for faculty who wish to take advantage of such faculty development programs as Writing Across the Cores. If released time is not feasible, perhaps some compensation system modeled on that for taking part in Independent Studies might be introduced: that is, partial credit might be given for each element of the work.

CHAPTER EIGHT

STUDENT SERVICES AND STUDENT LIFE

Lehman College over the past few years increased the support services available to meet the varied needs of its students. In particular, the college has made progress in developing such basic activities as recruitment, admission, and registration services; academic advising; financial aid; child care; career services; and special student services; and also the recognition of student achievement. In each of these areas, the college has attempted to expand the services available by initiating new programs and reorganizing existing resources.

Recruitment, Admission, and Registration Services

Over the past ten years, the college has had four directors of admissions, each of whom has helped to shape the current recruiting strategies and procedures. Recruitment activities at Lehman have developed to include the following elements; visits to high schools and community colleges, open houses on campus, targeted mailings on academic programs, scholarships, and distribution of general information on the college. Because of declining enrollment, a new position, Director of Enrollment Management, was created in July 1987 to strengthen the college's recruitment efforts. The director is responsible for the development and implementation of a marketing plan to recruit both undergraduate and graduate students. The task at hand is considerable: to communicate broadly the excellence of our programs, to maintain a racial and ethnic balance appropriate for the Bronx, to attract more and better students, and to continue to serve as wide and varied a population as possible.

The majority of new freshmen and transfer students are admitted through a centralized CUNY University Application Processing Center (UAPC). These allocated students have been admitted based on predetermined criteria, as indicated in Chapter II. But the number of students in statuses admitted directly by the college exceeds the number admitted by the University's processing center. Thus, directly admitted students include all graduate students, all non-degree and contract program students, and all re-admits, as well as additional regular freshmen and

transfers who either miss the early UAPC deadline or are ineligible for admission and therefore appeal for admission. The majority of these applicants inevitably enter the system during the busy period just prior to registration. This last minute infusion of large numbers creates considerable pressure on such essential functions as admissions, testing, advising and financial aid. Most of the offices working with new students and registration simply are not staffed or equipped to handle large numbers in so short a time span and still maintain the personal and individualized service that the college values and its students deserve. For example, although there are 1500 graduate students, there is only one 1/2-time person in the admission office fully assigned to serve their admission needs.

A vital component of any college is class scheduling and the registration process. While registration procedures are generally cause for complaints among students and faculty at any college, Lehman has devoted considerable energy and resources to addressing its registration problems. The most significant change has been an increase in computer support. The development in 1980 of a computerized file of eligible registrants allows the college to check every student's academic and non-academic eligibility to register. In 1982, the college made key data from student records available on terminal screens -- a change which improves advisement and allows a better integration of advisement and registration. The college also acquired terminals to handle students' financial transactions during registration.

The increased use of computer technology makes alternate methods of registering students easier to implement. The college views the registration system as a dynamic process and has frequently experimented with different approaches. Some of the more successful alternatives to the arena registration have been: early registration for first-time freshmen, for graduate nursing students, and, this fall, for continuing evening/weekend students; on-site registration of students in off-campus programs; and streamlined procedures for various groups such as high school students and certain graduate students. Additional groups are targeted for special registration procedures as facilities are

available. Further major improvements will require a considerable investment in computer hardware and software and a careful analysis of what interaction faculty should have with students during a more mechanized registration system. It has long been the practice of departments to have faculty monitor in person the registration of students, particularly upper division and graduate students, even though technology is available to register students entirely through computer procedures.

Technological improvements can not address one recurring difficulty confronting students during registration: the lack of an adequate number of sections of required or popular courses at a wide range of hours, including evenings. This lack results in many courses and sections being closed during the latter part of the registration period, and in some cases, simply not being offered when needed. This condition is not open to amelioration from the various student services offices alone; it is a point at which academic, fiscal and logistical planning and student affairs intersect. The scheduling of classes is a particularly complex activity; it must take into account not only the availability of faculty and of classroom space, but also the preferences of faculty about their programs and schedules; it must recognize the commitment of departments to maintaining majors and programs despite relatively low enrollments. The college administration has for years attempted to assure adequate classes for students in late afternoons and evenings and an even distribution of sections and courses over the full day (and the full week). Responsibility for scheduling faculty rests primarily with department chairs; the college administration directly influences available sections chiefly by insisting that most classes have a required minimum number of students, and by allocating additional faculty (usually part-time) to seriously understaffed areas. The college continues to work on scheduling. The divisional deans have begun to monitor distribution offerings.

Academic Advising

The diverse student population and the existence of a variety of programs and curricula make academic advising extremely important in the lives of the students. To meet personal and

financial obligations, many students stop in and out of school and, given the changes that occur from year to year, need assistance when they resume their studies in a changed academic environment. Those who enter with skills deficiencies or needing instruction in English must follow prescribed programs designed to help them enter the mainstream. Those who enter the Adult Degree or Lehman Scholars programs must design curricula tailored to suit their individual needs. Those in the mainstream need to fulfill their requirements systematically so that they can complete their programs in a timely manner. And all students need to understand the academic policies and regulations of the college.

Most students seek academic advisement for program planning at registration, and at these peak periods the college operates several advising centers. The Office of Academic Advisement operates two such centers during registration: one for new students, both freshmen and transfers, and one for continuing students. The Office of Academic Advisement is staffed by faculty volunteers in addition to three full-time advisers. Faculty are trained prior to and supervised during the registration period. During a typical fall semester registration, this staff may have as many as 3,000 contacts with students needing assistance.

The program in English as a Second Language provides advisement for students taking ESL classes. Program planning for those in bilingual courses also takes place in the ESL advising center. Students whose programs cannot be completed at the ESL center are subsequently referred to the Office of Academic Advisement. In addition, and as part of the support services offered jointly by the Office of Undergraduate Studies and the ESL Program, two language facilitator/counselors are available to help students with their language learning problems.

The Academic Skills department provides advisement for students requiring remediation in writing as well as for continuing SEEK students who plan their programs with their SEEK counselors. Students in the upper tier of the Skills Development Program (SDP), which is not a complete blocked program, are referred to the Office of Academic Advisement to finish their program planning. The Adult Degree and Lehman Scholars programs

also provide advisement for their students.

Students also seek advice about their programs and the policies of the college throughout the year. The Office of Academic Advisement sees, on average, 200 students weekly when classes are in session to perform curriculum checks, to answer questions about policies, and to make referrals to majors advisers or to other student services. SEEK counselors meet with SEEK students in the Skills Development Program weekly as well as with their case-load of continuing students. The ESL program has been experimenting with a pilot facilitation program in which two facilitators are available to help students learn constructive language learning attitudes and behavior.

Because of the large number of academically at-risk students at Lehman, the Office of Academic Advisement has, in recent years, assumed an interventionist role in the lives of many students. The office actively monitors academic progress and now routinely calls in various groups of students, such as those on probation for the first time, those who have extensions for meeting the skills assessment requirement, those who need to take the College Writing Examination, or those who are not completing college requirements in a timely fashion.

Although the college does not offer specific pre-medical, pre-law, or pre-engineering majors, it does provide faculty advisers to help students prepare for professional schools. Students follow general requirements for a baccalaureate degree, but, with appropriate advice, they choose a course of study to prepare them for their future goals.

Since 1978, the pre-medical office has offered advising, tutoring and assistance to students planning to go on in medicine, dentistry, veterinary medicine, pharmacy, podiatry, chiropractic, or osteopathy. The pre-medical and pre-dental programs have experienced remarkable success, as reported elsewhere in this document. The pre-medical office would like to be able to offer more scholarships to talented freshmen and to provide information on alternative health-care careers.

Pre-law and pre-engineering advising is less extensive than pre-medical. The pre-law program has sponsored a recruitment fair

that brought admissions personnel from the local law and business schools to the campus. Students also have the opportunity to participate in a law seminar and internship offered through the Department of Political Science. Further development along the lines of the pre-medical program and offering an LSAT review course would increase its overall effectiveness.

The pre-engineering adviser helps students design programs that allow for transfer to schools offering engineering or environmental and forestry science programs. The college has formal articulation agreements with City College, Polytechnic University of New York, and the State University of New York College of Environmental Science and Forestry at Syracuse. The adviser is revising the pre-engineering guide, a pamphlet given to interested students. He urges the college to offer an engineering drawing class as one step toward improving the program.

Students needing advice and information about graduate schools may consult the pre-graduate school adviser. The adviser also organizes an annual workshop that presents specific information on schools, scholarships, and how to apply.

Once students have completed most of the college qualification and distribution requirements, much of the responsibility for academic advisement shifts to faculty advisers for the majors and minors. Departments that offer more than one major program or that have many majors generally have a designated faculty adviser to help students complete their major requirements. Not all departments, however, provide systematic major advising. Advisers' limited hours, their unfamiliarity with college policies, and the lack of complete student records within the departments make major advising difficult. The necessary strengthening of the major/minor advising system should include education for the advisers about the various curricula and academic policies of the college, closer contact between the majors advisers and the Office of Academic Advisement, as well as the development of a program that ensures the availability of major advisers for both day and evening students. In all cases except the Pre-Health Careers Advisory office, the faculty members who act as pre-professional and major advisers are available only

for a few hours a week, and there is little secretarial or other institutional support given to these activities. The Pre-Health Careers Advisory office has been supported by federal grant funds (HCOP Program) and has a full-time secretary and an adviser who is available 18 hours per week; however, the continuation of this high degree of staffing might be very different in the absence of outside funding. The Associate Dean of Undergraduate Education is currently working on proposals to address these issues of major/minor advising.

Financial Aid

The college encourages its students to participate in all financial aid programs available through State, Federal, City, and private sources. Financial aid is available in various forms to full-time undergraduates, part-time undergraduates, and matriculated graduate students. The financial aid office also coordinates the City University-sponsored tuition waiver program available to many graduate students. The Associate Dean of Professional Studies handles cooperating/teacher tuition waivers.

The University has a common financial aid application as well as a computerized system of financial aid operated by the University Admissions Processing Center. With this system it becomes the responsibility of the college's Financial Aid Office to provide information and applications to all its eligible students and to assist students in completing the forms and certifying eligibility through proper documentation. The office continuously monitors compliance with each program's regulations, particularly the attendance and academic progress requirements. While the Financial Aid Office has an essential role during registration, it is also a very busy office year around. The office has also developed a reputation for assisting students in meeting financial hardships and obligations imposed by the vicissitudes of New York City living. The office has been an effective advocate for regulatory change, particularly in providing more aid to Lehman's independent students and its welfare-dependent students.

Several problems are apparent in the administration of financial aid. The student load is particularly heavy, since

students may apply for as many as five different programs. The number of applications requires extra contacts with the staff over and above the initial filing of a single application. Currently, seven full-time professionals serve the entire student body, and this frequently results in long lines forming outside the financial aid office at peak periods. For the 1985-1986 academic year, 5,224 students received Pell Grants, 5,218 received TAP, 6,033 received Guaranteed Student Loans, and 807 received financial aid through SEEK. Some of the administrative problems will be somewhat alleviated as expanded computer resources put the college on-line with the City University Computer Center. The staff is also planning a system to contact during the semester eligible students who did not apply for financial aid. A considerable amount of frustration occurs also around the constant need for Lehman's students to have short term loans to meet emergency situations. Currently, the available funds are quite limited and are raised locally.

Child Care Services

The college has had a day care center operating on campus since January 1985. The center is licensed to care for thirty-nine three- and four-year-olds. The center is financed jointly by the State of New York, by a special allocation from the activity fees paid by each Lehman student, and by the user fees charged to the parents of the children in the center. The child care fee charged to students is based on the number of days a child attends. For example, a child may use the center for three days per week at a rate of \$280.00 per semester; full-time day care costs the parents \$440.00 per semester.

All activities of the day care center operate under a contract between Innovative Learning, Inc. and the Lehman College Student Child Care Center, Inc., whose board of directors includes students, faculty, and administrators. The staff at the center includes a full-time director, two certified head teachers, full-time and part-time assistants (frequently Lehman students), and numerous parent and student volunteers. A parents' association is organized at the beginning of each academic year, and acts as an advisory committee to the director.

Parents have expressed considerable satisfaction with both the educational program and the personnel at the day care center. The center is always fully enrolled and cannot accommodate all of the students who request help with child care. The State prohibits the center from enrolling the children of Lehman College employees or of persons not currently registered at the college.

Career Services

One of the College's major initiatives in the past decade has been the establishment of a college-wide internship program and the subsequent consolidation of resources in the areas of cooperative education and career services. With the help of a Federal demonstration grant in 1980, the college entered the field of cooperative education in an effort to provide students with employment related to their majors or future careers. The program now places 250 students a year in paid internships and enrolls approximately 300 students per year in cooperative education courses that help interpret the experiential learning in the internship. Lehman also participates in the CUNY-wide international cooperative education program that sends CUNY students overseas for structured work experience in various countries and brings foreign students to New York for a similar experience here. Lehman has recently placed its first student in this program and is encouraging others to seek placement.

The Career Services Office has become a clearing house and coordinator for some twenty or more faculty-directed internship programs in existence at Lehman. (See Chapter 5, for a discussion of internships.) A faculty committee of internship coordinators has gradually developed promotional material emphasizing Lehman's commitment to experiential education. The committee also initiated an annual awards luncheon for "interns of merit" and their supervisors (see Appendix VII for a listing of the various internship programs). In collaboration with the ESL and Bilingual Programs, the Career Services Office developed an innovative course (BIL 105) which combines career orientation and counseling with a required internship in a completely English-speaking environment. For many ESL students, this program offers their first experience of sustained use of oral English. The main

purpose of these internships is to use work experience to build self-confidence and increase motivation to acquire fluency in English.

The Career Services Office directly supervises a group of work-study students who receive special training and are available to work temporarily in any office on campus when needed. This arrangement has proved to be an excellent work-study placement for the students involved, as well as an efficient way to meet critical needs in various college offices. Recently, the college offered a series of workshops to work-study students and other students employed on campus in order to improve their productivity and to make them aware of the connections between their work experiences and academic endeavors. With the aid of a small grant, the college is developing an "Extern Program," in which current Lehman students spend a day at the workplace of Lehman alumni who work in the fields these students aspire to enter. In addition to providing obvious benefits to the students involved, this program may also help to increase the involvement of our alumni with the college.

The office maintains an extensive listing of current job openings, both full-time and part-time, which is available to students. But the college needs to increase the number of organizations, especially major corporations, that come to Lehman to recruit graduating seniors. The career counseling staff works closely with selected groups of seniors in workshops and individual counseling sessions in order to promote a successful initial professional placement, whether or not it is with an organization recruiting on campus. Throughout the year, the staff offers career counseling services to all Lehman undergraduates as well as recent alumni. Students frequently are referred to the several career specialists in academic departments and other student services offices.

The college believes that career-oriented activities make an important contribution to the recruitment of new students to Lehman, and Career Services staff often participate in recruitment events. The college wants to impress potential Lehman students with the fact that Lehman is a college which emphasizes work

experience in its curriculum and is concerned about the development of its graduates' future careers.

Special Student Services

Disabled Students. Lehman enrolls disabled students that now represent the full range of disabilities:

TABLE VIII-1

Blind and Visually Impaired	10
Hearing Impaired	10
Learning Disabled	7
Wheelchair	8
Other Mobility Impaired	19
Other	13
Total	67

Many of these students require special services or accommodations from the college. For the mobility impaired, there is now general accessibility to all buildings on campus, though sometimes a defective elevator will pose an unanticipated hardship.

Note-takers are provided for those with limited manual dexterity, and seeing eye dogs are becoming a more familiar sight on campus. Presently, the college provides special registration facilities and assistance, special conditions and forms for examinations, and support groups which meet regularly to discuss the problems and issues of the disabled students.

A new program at the college is designed to make 4-year, public education accessible to the region's deaf and hearing impaired community. Originally designed to offer support services for students transferring from the program at LaGuardia Community College, the program now enables any deaf and hearing-impaired student to pursue a Lehman College degree by providing a counselor, tutors, interpreters, and note-takers. It also provides material and sponsors conferences on teaching writing to deaf students. The college is currently installing a computer network for writing instruction that was developed at Gallaudet University and is hoping to provide captioned videotapes of lectures for use in the library. The staff of the program are active in providing sign language classes and workshops for faculty and administrators as well as in offering a year's undergraduate course in American Sign Language through the Department of Speech of Theater.

Evening Students. A significant proportion of Lehman

students have full-time employment and are seeking degrees part-time after work. Currently students who want to complete a major and a degree by attending only evening classes can do so in some departments, but find it difficult or impossible in others. Both justice to this segment of our student population and self interest in increasing enrollment require that all departments offer sufficient evening courses to achieve a major and a degree in a reasonable amount of time. More adequate advisement and other support services need to be provided for evening and weekend students. The College through the divisional deans has begun to address this issue by changing the hours of evening classes to accommodate two full classes and to monitor the types and numbers of courses which are offered so that students will be able to take more than one course and have a coherent program.

International Students. Bringing considerable diversity in language and culture to Lehman's student body are a number of first and second generation Americans, who now are going to college in large numbers. Joining them in providing an international dimension to the community is an increasing number of foreign students choosing to enroll at Lehman. In fact, there has been over a 200% increase in the past ten years (65 in 1977; over 200 in 1987) with new students coming from such areas as the Caribbean, Asia, West Africa, and Eastern Europe. Many of these students may be here with the official sponsorship of their governments, and this means that the college must comply with the extraordinary bureaucratic procedures that are required of a host institution. These students face very special problems of language, housing, financial aid, and social support. At present, the college provides a counselor for this special population through the Office of Student Affairs, but more counseling and financial aid may be required if the number of foreign students on campus continues to grow. A special challenge for the college will be to develop additional ways to draw on the international resources these students bring to the classroom, while providing richer and more varied experiences for foreign students.

The college offers assistance also to students wishing to study abroad, although it does not currently sponsor a specific

program. Lehman participates in the CUNY New York-Paris Exchange and aids students who participate in other study abroad programs by disseminating information and evaluating credits.

Personal Counseling. Students may consult professional staff in the Student Affairs office on matters affecting personal adjustment. SEEK students are able to discuss their concerns with their assigned SEEK counselors. Students with more serious problems may receive assistance from a certified social worker, who may subsequently refer the student to outside mental health counseling facilities. The services of the social worker are augmented by two Master of Social Work candidates who are completing their internships by serving at Lehman in supervised group and individual counseling settings.

Recognition of Student Achievements

In recent years the college has given more public attention to the achievements of its students. Academic recognition is awarded to students by means of the traditional Dean's List, to which qualified individuals are named at the beginning of their junior year; by a Presidential Scholar designation, bestowed on students who have earned a 3.9 cumulative index; by graduation honors in the form of College and Departmental Honors; and by national recognition through nomination and acceptance into Phi Beta Kappa and Sigma Xi. The Dean's List and the President's List are now published with greater ceremony, accompanied by a formal program and reception. Students who are outstanding in their internships are recognized through the annual Intern of Merit and Intern of the Year awards, bestowed with a moderate financial stipend at an end-of-year luncheon. The Lehman College Foundation scholarships--awarded solely on the basis of academic merit to approximately sixty students annually--have added greatly to the recognition of scholarship and bring graduate students into the spotlight as well. The foundation sponsors a reception each fall at which the trustees of the foundation and the officers and faculty of the college identify and congratulate the winners of these prestigious scholarships. In the spring of 1986, a group of students asked for and received administrative support to establish a chapter of the Golden Key National Honor Society--a



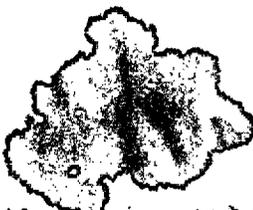
recognition society ~~that~~ ~~tap~~ membership juniors and seniors who have achieved a 3.4 or better cumulative index regardless of field of study. The international students counselor organizes an annual reception for international students to get acquainted with each other and to be identified to the faculty who are invited to the reception. The college also honors students who win prizes and awards to attend graduate and professional schools.

It is clearly a priority of the college now to publicize these awards and the student achievements they represent in an effort to emphasize the quality of programs and students at Lehman. The student recipients are honored by the faculty and administration at receptions throughout the year and are also singled out at the commencement exercises and other appropriate occasions for additional recognition.

Student life at Lehman College is shaped largely by the activities of the clubs organized by students themselves, by the intercollegiate and intramural teams for both men and women, and by the campus issues that attract attention and divide or unite segments of the student body.

Student Organizations

At the time of the interim report of 1982 to the Middle States Association, seventy-two clubs and organizations were registered on Lehman's campus. According to club registration for Spring 1987, that number has decreased to forty-six. Clubs registered on campus represent the diversified ethnic mix of the Lehman College student body. Clubs organized around ethnic groups include the African Students Association, the Puerto Rican Association, the Asian Student Association, the Bilingual, Bi-cultural Club, the Caribbean Students Association, the Dominican Students Organization, the Irish-American Society, the Italian-American Students Society, and the Latin American Club. Students at Lehman are manifestly concerned about their future employment and careers, as are students across the nation. This interest is expressed also by the existence of clubs which are career-directed, such as the Accounting and Economics Society, the Computer Science Club, the Cooperative Education Club, and the



Nursing Society. Absent from the current list are many once organized around the liberal arts and sciences, e.g., Anthropology, Chemistry, Sociology. Their absence may be indicative of the low priority given by our students to activities that are not concerned directly with career issues. In part, the lack of activity may also result from so many of the students having outside family and employment responsibilities.

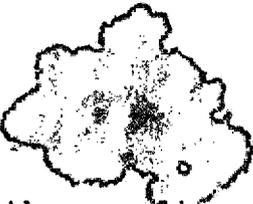
The Student Life Building is the central meeting place for registered clubs and organizations. It provides office space for each club, typewriters for student use, two lounges, and other recreational facilities, as well as housing for the student newspaper, Meridian and the college radio station. The various clubs occasionally co-sponsor events, but for the most part the student organizations pursue their individual interests.

The major organization to sponsor campus-wide events is the Campus Association for Student Activities (CASA), whose officers are elected at-large each spring by the student body. CASA also allocates a portion of the student activity fee to assist clubs in financing their activities. The amount allocated to each club varies from \$75 to \$300 per semester and is based upon past activities of the club, and newly established clubs are given the minimum allocation.

The shared meeting facilities for the various clubs assist communication among these groups. However, the central source for disseminating information about clubs, activities, and events as well as student services should be the Meridian, the campus newspaper. The paper, though widely read by students and faculty, does not serve fully the communication needs of the college. Its chief failure is that it cannot publicize campus events and issues in a timely fashion due to its erratic publication schedule.

The cafeteria service is a source of concern to many students, as shown by a recent survey of students and by articles in Meridian. Most frequently mentioned as desired improvements are pricing policies and food quality.

Students have been very responsive in purchasing tickets to events sponsored at the Performing Arts Center and the availability of tickets at half-price for students is a great



inducement to attend these cultural events. They would like to see the policy of half-price admission apply to all performances. Certainly, the Center itself is a source of pride to the students, and they would like to make even greater use of these facilities for their own functions.

Athletics

In the area of intercollegiate athletics, Lehman's present classification as an NCAA Division III school may not reflect the high student interest and/or potential even though Lehman has had much success in athletics: 25 championships over the past five years. Problems in the role of athletics stem largely from the college's inability to provide a sufficient budget for athletics in times of limited financial resources.

Currently there are twenty part-time adjuncts and only one regular faculty member serving as coaches for the 200 or more students who comprise the ten teams. There is one full-time athletic director, who is a college staff person whose salary is paid from student activity fees. Some students and faculty feel that not having a college-paid position for the athletic director prevents the athletic program from getting sufficient representation on or attention from college-wide bodies.

The athletics program at Lehman receives a total of \$75,000 per year to conduct its entire operation, including salaries. (Comparable institutions like Hunter College allocate approximately \$500,000 for this same endeavor.) Some of the consequences of this low budget are that student-athletes are lost to other area colleges; most teams are about four years behind schedule on uniform replacements; and individual student athletes must sometimes personally absorb travel expenses in order to participate in post-season tournaments. The college must evaluate how to allocate its limited resources for athletics. If only intra-murals are to be offered, then all resources should be directed that way. If the current NCAA Division III status is to be maintained, then additional resources and staff must also be supplied so that a full and varied intercollegiate athletics program is available to students. Intercollegiate athletics programs often stimulate good publicity and student, alumni, and



institutional pride. Such benefits could have long-term positive effects on the college.

Recommendations

The areas of student services and campus life, as described above, are extremely complex. The College has developed various programs and services over the period of its existence and not always integrated newer programs with existing structures. While the following recommendations attempt to address some of the issues involved, many of them also reflect ongoing activities of the Office of Student Affairs.

1. Students have been unsuccessful in passing a referendum to increase the student activity fee (SAF). This fee has been unchanged since it was established in 1968. The funds produced by this fee are increasingly inadequate, so that many programs are now greatly restricted by lack of funding. The fee should be increased, and students will be encouraged to continue to seek a referendum to achieve that end. In the Open Hearings, the head of the student conference noted the uniqueness of the athletic director being paid from Student Activity Fees.
2. Recent changes in laws governing the use of alcoholic beverages have led students and staff to work out an on-campus beverages policy which is now in effect. It carries with it an obligation to have an effective educational program on substance abuse, an effort which should be given major attention this current year. CUNY has received a federal grant to develop an education program in this area. Three professional counselors at Lehman have begun training under the grant and will introduce programs by the end of the next year.
3. A means for effective communications among groups on campus has been elusive. The campus community has relied upon a student newspaper which has proved ineffective. As a result neither faculty nor students are fully aware of the available programs or the locations and schedules of these programs. There should be a directory of student services that is distributed to all members of the College community and updated at reasonably frequent intervals. The Office of Students Affairs periodically revises the Student Handbook (the last version in 1984-85). It now



distributes each semester a Student Directory of College Services and Academic Departments. There could also be several bulletin boards at centralized campus locations that inform interested parties of current special programs and events. Only in these ways can the College maximize the positive outcomes of its expenditures in this area.

4. Campus governance, discussed elsewhere in this report, is also a problem for students. An elected student government overlaps with the group of elected student members of the College Senate known as the Student Conference. Occasionally a competition arises between the student government (CASA) and the Student Conference. As we approach the review of governance structures, this situation and its potentially disruptive rivalries need to be studied carefully.

5. Additional facilities are badly needed since all current ones are fully utilized, particularly during the middle of the day when both students and faculty tend to be available. Elsewhere in this document the need for a new gymnasium has been stressed. For a commuting student body to whom alternate gymnasium facilities in the community are unavailable, an adequate gymnasium takes on the quality of a campus center, a focal point for group life.

6. The opportunity for students to obtain training and experience in understanding group leadership principles and techniques is now being studied by a committee of the Office of Student Affairs. There are now some proposals which will be reviewed for possible implementation in Spring 1988. A once-flourishing program of peer counseling opportunities gradually disappeared. Now is the time to put such programs into a student development context and establish a student/staff coordinating body to monitor them. A committee has been at work this past year, and it is anticipated that later this year substantial new structures and programs will be implemented.

7. Within the City University of New York, inter-campus communication among student leaders functions through the University Student Senate (USS). Each registered student at Lehman College pays a fee of 85 cents per semester which is remanded to the USS, as mandated by the CUNY Board of Trustees.

The question of the purpose and function of the USS is frequently raised. Lehman's student government sometimes plays a leading role in the USS, though it seldom becomes involved in the daily political activities of the USS. At this writing, a past president of the student government serves as a vice president of the USS and Lehman's elected representatives attend USS meetings regularly. Such involvement is a valuable laboratory experience in the political process. Students should be encouraged to participate fully in USS affairs so as to enhance their ability to give political support to the college.



CHAPTER NINE
INSTRUCTIONAL RESOURCES

One of the most dramatic changes at Lehman in the last ten years has been the completion of the building projects which had come to a complete stop at the time of the last self-study. In 1977, the campus was marked by blocked-off sidewalks and inaccessible public spaces. There were few places for faculty and students to gather informally; services such as the bookstore and eating facilities were minimal or non-existent. A number of departments were not even housed on campus. Because of the city fiscal crisis it was uncertain when the construction would begin again, and faculty and students had reason to be distressed by the physical conditions in which they engaged in teaching and learning. Today all that is reversed. Visitors who have not been at Lehman in ten years would not recognize the campus, which has become one of the most beautiful in the City University.

Not only has the completion of the building projects lifted faculty and student morale, but it has spurred a variety of academic developments such as those in the music and theater departments, described elsewhere in this document.

In March of 1987, as part of this Self-Study, one third of the faculty, staff, and students were surveyed about the various instruction resources at the college. (See Appendix IIF.) Overall, the results indicated that, with one major exception, the college's instructional resources were judged to be good to superior. The Library, Performing Arts Center, Art Gallery, Speech and Theatre Building, and Music Building are all in the very good to superior categories, while the science and classroom facilities of Carman, Gillet, Davis, and the Nursing Buildings are at least adequate, though they could use some improvements. The one exception to this excellent report of Instructional Resources at Lehman is the Gymnasium Building, which is the one area that was labeled inadequate for the needs of the college. The college is trying to remedy this deficiency; in addition Lehman in the next decade must solve pressing problems of increasing the space occupied by other facilities, particularly the Academic Computing Center and the Library, and of upgrading older facilities to the

superior level of the newer ones.

In the discussion which follows, the instructional resources of Lehman College are described and evaluated under three headings: 1. Major Instructional Facilities (instructional buildings, the Library, the Computing Center, science facilities and the facilities for physical education, athletics, and recreation); 2. Specialized Resources, further broken down into a.) academic services (the writing, language, and mathematics laboratories and the ESL Resource Center; the nursing arts lab; the bookstore; duplicating services; the audio-visual facilities); and b.) non-academic services (the Administrative Computing Center and Student Information Center, Security).

Major Instructional Facilities

1. Instructional Buildings

Lehman College's attractive campus is situated in the northwest part of the Bronx. The main campus comprises 37.2 acres, not including parking areas. The campus currently consists of fourteen buildings, nine of which are instructional. The most striking and major pieces of architecture on campus completed since the 1978 Middle States visit, and detailed in the 1983 interim report, are Complex I and II of the original master plan. This Complex, built at a cost of fifty million dollars, consists of the Music Building, the Speech and Theatre Building, the Concert Hall, and the Library. The major renovation of an existing structure that formed part of the master plan was the conversion of the old library into the Fine Arts Building. This \$4,500,000 project enabled the college to move its arts program from rented space off campus into this building, which contains two public galleries, numerous studios and workshops, classrooms, and the offices of the Art Department. With its completion, all college programs are now housed on campus.

Currently a new \$1,000,000 greenhouse is being constructed on the roof of Davis Hall. The old greenhouse, built in the late 1950's, was designed primarily as a showcase for decorative plants and as a holding area for some plants used in botany courses. The new facility will adequately support doctoral research in plant sciences and provide experimental conditions in which the amount

and intensity of light, humidity, and temperature can be accurately controlled.

Other facets of Phase II of the master plan, such as a new science-academic building, a new gymnasium, the conversion of the current gymnasium, and other building renovation, await funding.

Instructional buildings include Carman Hall, Davis Hall, Gillet Hall, the Gymnasium, Fine Arts, the Music Building, the Speech and Theatre Building, T-3 (the Nursing Building), and the Reservoir Building. Overall, an analysis of the data from the faculty surveyed reveals that the instructional atmosphere of the campus is adequate in three of the four categories; that is, response was 50% or more favorable on offices, classrooms and other instructional spaces, and auditoriums, followed by a low of 47.2% for general building conditions. (See Appendix II F.)

2. The Library

The Library is of central importance to the success of the College's academic mission and provides vital support for its academic programs. Housed since 1980 in a handsome four-story building, the Library has a capacity of 604,800 volumes, has 85,000 square feet of net assignable area--the third highest per FTE in The City University system--and seating for 1190 people. The collections, in open stacks, meet the needs of the undergraduate and many of the graduate curricula and provide some support for faculty research. All areas of the building are accessible to the handicapped.

A. The Collections

In 1986, the Library evaluated its collection according to the recently published Association of College and Research Libraries Standards for College Libraries. The total collection at that time numbered 496,613 bibliographic units (print volumes, microform volume equivalents, audio-visual materials, and interlibrary loan transactions). This number equaled 110% of the ACRL formula; a 90-100% total rated a grade of "A." To maintain this level the standards recommended an annual acquisition rate of at least 2%; Lehman's annual acquisitions exceed this rate.

In order to rectify the grave deficiency in the number of current periodicals that resulted from the budgetary crisis of the

1970's, the Library has raised the number of subscriptions from a low of 800 in 1977 to the present level of 2200. The library staff continues to evaluate the holdings according to a collection development plan, which reflects the College's curricular changes and new programs. Large gaps were filled in the humanities and science areas through the retrospective purchase of materials on microfilm. The Library has now extended the program to the social science disciplines.

The University's library support for graduate programs in the sciences has traditionally been inadequate. In the 1986-87 fiscal year the College received a supplemental allocation of \$32,000 through a state matching funds program to help build the Library's research collection in biology and biochemistry. The Library expects the same amount in 1987-88. These special moneys will eventually bring the holdings up to research level. Additional funding is needed to support new materials for expanding graduate programs in nursing, the health sciences, and education.

The Special Collections Division, staffed on a permanent basis since 1984, provides research materials on Bronx History. The Library acquired approximately 230 linear feet of archival material in the last three years and is actively pursuing other collections.

Resources and services are augmented by formal association with other units of CUNY; 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; and through membership in OCLC's interlibrary loan network.

The Library participates in New York State's Coordinated Collection Development Program and receives approximately \$10,000 for purchase of materials in its designated subject strengths of English literature and American and Bronx history. Requests for Lehman library materials on interlibrary loan have quadrupled with the recent subscription to the OCLC ILL subsystem.

Circulation statistics indicate the highest usage of materials in literacy studies, business and social sciences, education, and health sciences. These numbers reflect the growing

interest in professional studies, but do not take into account the non-circulating status of many important pedagogical tools of the sciences and other disciplines which rely heavily on periodicals and abstracts.

B. Services

Since January 1987, the Library has also been disseminating information in electronic formats. The Library subscribes to the DIALOG and BRS on-line database services, which give our faculty and students access to over 250 databases in a wide variety of disciplines. The staff continues to give numerous bibliographic instruction classes. Over 250 sessions were held in 1986-7.

In 1987 the Library began a Computer-Assisted Instructional Program in Library Skills. The Library also placed twelve video monitors in the Fine Arts Division for individual viewing of video tapes.

Seventy-nine percent of the students polled in the survey found the services library staff offered adequate to excellent. Only thirteen percent of students polled never used the Library. Seventy-six percent of the students rated the Library's resources good to excellent; only 9 percent put them in the poor category. The Library is open 72 hours a week, and 75% of the students thought the number of hours good to excellent. The majority of the faculty polled rated services "good" to "superior." A slightly smaller percentage rated the collections lower, which reflects the gaps in the holdings resulting from the budgetary problems of the 1970's.

C. Automation

The library remains in the forefront of CUNY libraries in adopting new technologies and automated services. The Library's circulation, acquisitions, and cataloging divisions have had computerized operations since the early 1980's. In January 1987 the Library installed the On-line Public Access Catalogue. Sixteen terminals throughout the Library provide immediate information on book availability. The remaining 6000 cataloging records on cards are now being processed for computer accessibility with the aid of a retrospective conversion grant, and the catalogue will be completely on-line by December 1987.

D. Administration and Staff of the Library

The Library comprises four divisions--Acquisitions, Cataloging, Circulation, and Reference--each with a division chief who reports to the office of the Chief Librarian (consisting of the Chief Librarian, an Associate Librarian, and an Executive Assistant). The Chief Librarian reports to the Provost, sits on the College Personnel and Budget Committee and is a member of the Academic Senate. The full-time staff of the Library consists of nineteen professionals and eighteen clerks: a total of eight more than in 1976 but two fewer than its historic high.

The librarians are an integral part of the Lehman faculty. Of the nineteen instructional staff members, 18 have master's degrees, four have doctorates, and nine have two master's degrees. Librarians sit on faculty committees and in the Academic Senate.

E. Budget and Other Fiscal Considerations

Four of the last five years show an increase in the total library budget, book budget, total volumes, and volumes added. (See Appendix XV.) The exception is 1984-85, when the College greatly reduced the materials budget to help cover the deficit in the faculty adjunct budget. The College increased the materials budget over the past two years (1985-87) to offset the previous reduction. The lower number of volumes purchased in 1986-87 reflects the higher cost of the science materials the Library acquired.

The most pressing problem facing the Library in the near future is the overcrowding of the stacks. According to present calculations, at the present growth rate the Library will run out of space within the next five years. An additional floor is being planned, and will be necessary to accommodate the collections.

3. Academic Computing Center

The Academic Computing Center is housed in a ten-thousand-square-foot area in Carman Hall, where it was moved in 1981 to accommodate microcomputer equipment purchased with funds from a National Science Foundation MISIP grant. A microcomputer classroom was established, and terminals and keypunches were relocated to the new facility from the T-2 Building (the Administrative Computing Center). Since 1981 the

facility has grown. A Digital Equipment Corporation VAX11/50 was installed in late 1985. The Center now houses three classrooms equipped with IBM PCs, one classroom equipped with Apple Macintosh micros, a lab with sixteen IBM PCjrs attached to the VAX, fifteen terminals attached to the VAX, twenty-seven terminals attached to the IBM systems at the University Computing Center, and approximately eight each IBM PCjr, IBM PC, and Apple Macintosh microcomputers in lab space outside of classrooms. All of these systems are available to faculty and students for coursework and research. Each system provides an excellent selection of software, including text and word processing, statistical packages, languages, database management, spreadsheet, and various utilities. The growth of the facility in recent years has been due to increased support from the tax levy budget, which includes a university-instituted Computer Use Fee collected from students, and from grants. The Center is open approximately 80 hours per week.

The Staff supporting the Academic Computing Center reports to the Director of Data Processing and includes the Associate Director for Academic Computing Services, who provides overall coordination and supervision of the faculty; four full-time professionals; four full-time trainees; and several part-time assistants and student workers. The Director of Data Processing, in turn, reports to the Office of the Vice President for Administration.

The Center is able to support adequately the majority of the current needs of faculty and students for use of computers at the College. Of the students responding to the student questionnaire, forty percent rated its services as excellent, fifty percent as adequate, and 10 percent as poor. The students identified several areas that needed some improvement: quantity of equipment, available software, available training, documentation, supplementary materials, hours, special services for the handicapped, and access for the handicapped. Over ninety percent of the students rated staff assistance adequate or better.

Future plans for the Center include a major renovation of the space. The intention is to create a second floor in the area,

nearly doubling the available space, and at the same time improving the use of space and the general quality and suitability of the area for various purposes--classrooms, labs, offices, computer rooms, and storage. (This project was approved in December 1987.)

Available funding for equipment and software is, of course, an ongoing concern. The cost of maintenance has increased continually. In the past year, of approximately \$185,000 spent for equipment and software for the Academic Computer Center, roughly \$150,000 was for payments, rental, and maintenance on previously installed equipment and software; the remaining \$35,000 purchased new items. In order for the College to offer improved services to a growing number of users, significant increases in support will be necessary.

4. Science Facilities and Laboratories

The science facilities and laboratories are used for undergraduate and graduate courses as well as for research. Davis Hall has been the scene of major reconstruction and rehabilitation over the past ten years. A one-million-dollar animal care facility has been built in the basement and a new greenhouse is being built on the roof. There are new Organic Chemistry Laboratories for instruction and research, and existing Chemistry laboratories have been rehabilitated. One anthropology and six biology laboratories have been restored or are in the process of restoration. Newer lab facilities for Physics and Geology are also being considered. There also appears to be a need for additional laboratory space.

New equipment is also needed to keep up with the most modern techniques in scientific research. Toward this end the College is purchasing a new transmission electron microscope for biology. Through National Science funds, the College has acquired a scanning electron microscope. NSF grants have also supported the modernizing of undergraduate laboratories. Faculty efforts toward obtaining grants to support the purchase of new equipment are also increasing.

In the faculty survey the majority rated the facilities adequate.

5. Physical Education, Athletic, and Recreation Facilities

The Gym Building is one of the original four Gothic structures built in the early 1930s. It was designed for up to 2,500 women students, but actually serves about 9,000 students of both sexes, public school children in the summer, the community, staff, and alumni. It was declared obsolete and inadequate eighteen years ago, but plans for a new building have been stalled since the city fiscal crisis of the 70's.

The Gymnasium has undergone extensive repairs to floors, windows, and locker rooms. An elevator was installed to make the building accessible to disabled students, although there is no adaptive equipment for their use. Facilities include various gymnasiums--one large but non-regulation size for basketball, 3 small gyms (one for gymnastics only), a basement exercise room, a small and inadequate Human Performance Laboratory, a very small trainer's room in the sub-basement, a small weight room in the sub-basement, a swimming pool (small by today's standards), and a dance studio (actually a converted gymnasium). There is no medical office.

The City University of New York is requesting \$6.5 million for the design of a new gymnasium, which is expected to cost \$43.7 million.

Construction of five all-weather tennis courts on the north end of the campus and a rehabilitation of the South Athletic Field have enhanced the athletic programs.

Specialized Resources

I. Resources That Serve the College's Academic Mission

A. The Writing Center and Language Laboratory

Established approximately ten years ago, the Writing Center provides individual and small group tutorials. Structured sessions are offered for students to discuss writing, question tutors, reread their own and each other's work, and further develop their understanding of the craft of writing. Special workshops are provided for students to develop competency in word processing, to integrate writing into their content courses, and to form independent writing-thinking response groups. In the fall 1987 term, under the direction of the Writing Lab and with the

cooperation of the Computer Center, the college equipped two classrooms with ENFI, a system which provides a classroom for interactive computer dialogue among students and teachers.

The College continues to maintain a modern electronic facility with specialized equipment for recording and playing cassette tapes. The Language Laboratory is housed in the College's primary classroom building, Carman Hall. Designed to assist students with language course work, the Laboratory makes available cassette tapes of pre-recorded instruction in foreign languages. In 1986 the College added to the Laboratory Tandberg IS-10 state-of-the-art audio equipment for individual and group instruction.

B. The Mathematics Laboratory

The Math Lab in Gillet Hall provides free tutoring, computer-assisted instruction, and support services for students in mathematics. Over 3,000 student hours are logged each semester. The lab was rated as a superior facility by its users.

C. ESL Resource Center

The ESL Resource Center, created in the fall of 1984, offers a variety of services to students whose native language is not English (whether or not they are currently enrolled in the ESL Program) and to ESL instructors. Student services include special evaluation of students' language problems, self-study programs in reading, grammar, and proof-reading (almost 200 lessons), composition tutorials and small conversation groups. Student use has increased dramatically from 443 student-hours in its first semester to 3167 hours in the Spring of 1987. The Resource Center also offer teachers a library of resources (text-book class sets, dictionaries, tapes, and other materials).

D. The Nursing Arts Laboratory

The Nursing Practice Laboratory is fully equipped for skills practice. It contains a full complement of small equipment, as well as hospital dolls, catherization models, models for administering intramuscular injection, and the like.

E. Audio-Visual Services

Audio-Visual Services, managed by the Library, are located in their own suite in Carman Hall. No screening room is attached to

the facility, and the staff--three full-time assistants, but no secretary--find it difficult both to manage their offices and supervise the screening of films and slides. As a result, instructors must transport equipment and act as their own projectionists.

The faculty in the March 1987 survey found the quality of service provided good, but were distressed about the size and limited availability of screening rooms. Clearly, the College must work toward finding more space for audio-visual activities.

The faculty also rated the audio-visual equipment adequate, though the number of pieces should be increased, and others need to be replaced. In particular, videotape monitors and recorders are inadequate to the current heavy demand for classroom use and duplication of tapes. To remedy this shortcoming, A-V's equipment budget has increased in recent years and additional equipment has been purchased.

Until two years ago the videocassette and film collection has been virtually non-existent. In 1985, the Library began a program of aggressive buying of videotapes and now spends \$10,000 to \$15,000 a year on these collections.

F. Duplicating Services

While most of the polled faculty felt that the actual quality of work done by the duplicating services was good, more than half of the respondents found the facilities inadequate for their needs and for the needs of their students. There are additional difficulties in staffing and site. Two duplicating offices are available to the faculty, the larger in the basement of Shuster Hall, and a small satellite in Carman. No provisions are made for xeroxing in the evenings or on weekends. One quarter of the polled faculty found the availability of service in Carman Hall inadequate.

Even the larger office is unable to separately process small jobs on a walk-in basis, but must add them to the general workload, significantly slowing the turn-around time of each job. The additional equipment needed for an upgrading of service cannot be accommodated in the present office. Relocation is under study. Alternatively, individual departments might be provided with their

own duplicating machines. At present, although some departments have their own xerographic duplicators, over two-thirds of the polled faculty feel that their departments are inadequately supplied. Gradually, year by year, departments are purchasing through their regular equipment budgets their own small copiers.

Students, who are not accommodated by either duplicating facility, use coin-operated machines located in the library and bookstore. These are generally felt to be inadequate in number, location, and quality.

G. Bookstore

The bookstore is located in its own building, a former cafeteria, next to Carman Hall. The space is well-managed and adequate for display. Bookstore policies are set by a franchised management and, despite inevitable complaints about pricing and service, have been found adequate by most of the polled faculty. Special areas of concern are bookstore hours (of increasing interest as Lehman shifts toward evening and weekend schedules), the quality of the non-textbook browsing stock, and the prices paid to students for their used texts.

2. Non-Academic Services

A. Administrative Computing and Student Information System

The Administrative Computing Center is housed in the T-2 Building, a 6,000-square-foot space housing the College's IBM 4341-M02 administrative computer and the support staff for the College's administrative applications. The College also receives computing assistance from the University Applications Processing Center in Brooklyn and the University Computing Center in Manhattan. Many of the College's administrative offices use microcomputers for word processing and some office recordkeeping.

The IBM 4341 is in need of replacement in order to add substantial new systems. When funding permits, the College will purchase an IBM 4381 processor to meet these needs. Current systems are a decade old and do not provide the College with integrated applications systems, nor with on-line update capability.

The addition of staff to support administrative computing over the next few years, in particular in the areas of database

administration and systems programming, will permit the College to move toward the installation of on-line integrated applications systems. Enhancement of administrative computing staff support over the next few years will also contribute to permitting installation and tailoring of this Student Information System to meet the needs of the College. }

B. Campus Security

The Campus Security Office, located on the first floor of Shuster Hall, provides services on a 24-hour basis through the contractual employment of 40 full-time and 20 part-time security personnel. Three full-time professional security supervisors are hired by the College. Also a certified emergency technician is available 35 hours a week to deal with medical emergencies. Faculty rated security services as "Adequate" while students ranked them largely as "Fair."

General Maintenance Conditions, Future Plans, and Recommendations

In the last ten years, large expenditures have gone to the preservation of facilities and a preventive maintenance program. Completed work includes cold water piping replacement in both Gillet and Davis Halls; facade rehabilitations and waterproofing at both buildings; roof replacements at Davis, the Gymnasium, Shuster, and Carman Halls; replacement of the hot water generation system in the Gymnasium; and retubing of three of the four boilers in the main steam plant. Future projects include a new roof at Gillet Hall, window replacement at both Gillet and Davis Halls, installation of a perimeter temperature control system at Davis Hall, and a continuation of interior area painting.

A new AT & T System 85 has recently been installed. The new equipment is expected to enhance voice communication on the campus and provide increased capability for data transmission for both instructional and research purposes.

The College will continue to improve on the aesthetics of the campus. Projects completed in the past have included installation of new high pressure sodium lighting at a cost of almost \$100,000; restoration of various gothic door and frame details at Gillet, Davis, and the Gymnasium buildings; the construction of new guard booths; and the construction of a path and ramp on the main access

to the Performing Arts Center from the South Parking Lot.

It is anticipated that this year, as in past years, the Dormitory Authority will continue to provide moneys for an upgrade to the elevator system, for the electrical system, for improved safety (fire alarms and sprinkler systems), for assistance with the conversion of facilities to make them accessible to the handicapped, and for maintenance of Dormitory Authority buildings on campus.

The completion of Phase II of the original academic master plan would remedy many of the present inadequacies detailed in this section of the study. When the new Gymnasium building is funded, it will be built behind the Speech and Theatre Building. (Planning money for one new gymnasium is expected in the next state budget.) Expansion of the science and student activities facilities also remains high on the list of the College's priorities. If the College cannot be allowed to construct new buildings for these purposes (the ideal solution), the old gymnasium could be renovated for classrooms, offices, and/or new science laboratories.

The upgrading and replacement of facilities will necessitate a heavy infusion of funds to Lehman by the University in the coming years. A major construction project such as the new gymnasium will obviously take several years to complete and the construction and renovation of additional buildings will take even longer. In the meantime, the College is beginning to make better use of its facilities through more judicious scheduling of its programs. For instance, the heaviest use of facilities is in the early part of the weekday, from 9 a.m. to 1 p.m. It may be that as the college tries to schedule classes more evenly throughout the day, evening, and weekend, some pressure will be taken off these facilities. More flexibility in scheduling might also increase enrollment by offering to the students more opportunities for classes.

CHAPTER TEN

FINANCIAL PLANNING

In this chapter, we review the essential procedures in planning the allocation of tax levy funds along with the structural difficulties--difficulties due to the structures in which Lehman is situated--that the College faces in that process; the sources and roles of non-tax levy support; the College's notable financial accomplishments; and the special difficulties that Lehman confronts in developing its budget.

The Procedures for Financial Planning: Tax Levy

Many of Lehman's "structural" difficulties in financial planning are due to the College's being a public institution whose principal funding is from appropriations enacted each year (New York does not use a biennial budget) by the State Legislature upon the recommendation of the Governor, and at the same time a member of a tightly-knit federation of institutions of higher education, The City University of New York. The City University in some respects has a hierarchical governance structure, with the Board of Trustees and the Chancellor at the top. Both the State Legislature and the administrators of The City University's Central Office hold the College accountable for maintaining, and if possible increasing, its enrollment, as measured in full-time "equated" students. The University's, and the College's, enrollment in one year affects its budget for the next year.

Moreover, much of the College's budget goes for salaries to persons regularly appointed to full-time faculty or staff positions; their salaries are set, from year to year, by collective bargaining contracts. Furthermore, the College cannot look much to its endowment (still small) or to its alumni for stable sources of financial support beyond what tax levy appropriations bring: the College is comparatively young as an independent institution (it became independent of Hunter in 1968), it has comparatively few alumni, and not many of those have attained professional standing and earning power to the point where the College could expect substantial help from them.

As a consequence, the College cannot engage in substantial financial planning over more than one year at a time. It does

plan over a year, and of course it can institute cost-cutting and other savings campaigns that are meant to be durable. But it cannot base decisions on the assumption of specific tax-levy revenues more than a year into the future, and sometimes cannot plan on specific revenues even that far ahead.

With that background, we describe the process of planning the requests for and use of tax-levy funds, year by year.

In the summer of each academic year, the College's chief administrative officers determine the College's needs for the ensuing academic year after constant interaction during the previous year with relevant budget makers, and, in comparison with expenditures planned for the current year, which serves as a baseline figure. They consider such matters as salaries for persons presently on staff, anticipated contractual increases in salaries, numbers of positions needing to be filled, estimated needs for part-time clerical help, estimated needs for adjunct (part-time) faculty, estimated needs for other personnel, estimated needs for supplies and equipment (including new equipment), and so on. They also determine the College's priorities for capital expenditures. They embody their decisions in a budget request for submission to the central office of The City University. The Budget Committee of the College Senate is informed about this budget request.

At the central office, Lehman's budget request is put together with the requests from the other units of The City University, a request for the University as a whole is compiled, and a hearing is held on the University's request before it is submitted to the State Division of the Budget. The request is then rewritten. After the request is submitted, representatives of the University, and sometimes President Lief and representatives of Lehman College, are invited to Albany to discuss the College's budget requests with state budget officers. On occasion, the State officials will come to Lehman for the hearing.

The College's first tentative information about its budget for the ensuing academic year comes in mid-January with the announcement of the Governor's Executive Budget proposal. This proposal is subject to negotiation with the Legislature, and

negotiation often occurs; sometimes negotiation is influenced by appeals from the College and from the University for improvements in the funding of particular programs, departments, or needs. Eventually, usually around 1 April, the University's budget is passed by the Legislature and signed by the Governor. The budget is an appropriation to the University, with both dollars and positions designated for Lehman College. In addition, a substantial lump sum is appropriated to the University for allocation to the colleges at the discretion of the Chancellor to meet specific needs of the Colleges. Appropriations assume that a given level of enrollment, and corresponding revenues, will be achieved on the campus. One reason for adding the new position of Director of Enrollment Management is to help assure that enrollment is maintained.

Most funds initially allocated to the College are allocated for particular purposes; except for certain lump-sum allocations, funds allocated for full-time personnel are accompanied by an allocation of positions. Faculty positions and money for adjuncts are assigned to the Provost's office for distribution; administrative positions are assigned to the Vice-President for Administration. The College retains some flexibility for shifting funds, as needed, from one category to another, to a maximum of about 5% in any category. Larger shifts of funds must be approved by the Central Office. Given the allocations, and using this flexibility as needed, the College assigns funds to departments and other offices. In the spring of each year departments and offices make detailed budget requests for part-time clerical support and for other expenses; deans (for departments and academic units) and supervising administrators (for other units) bring these requests together, add their comments, and forward them to the President's Budget Committee (consisting of the three vice-presidents, and the Business Manager) with their comments. Usually they also meet with the Budget Committee to discuss them. When the College receives its budget, the vice-presidents and the president determine what funds can be made available to meet these requests; the Provost and the Vice-President for Administration allocate the available funds to those requesting them. Faculty

positions and adjunct funds are allocated by the Provost through deans to departments, on the showing of a specific need to fill the particular positions.

But the process does not end here. During the academic year for which budget is allocated, the College may be asked by The City University to return funds previously allocated, to compensate for declines in enrollment that result in a reduction in the revenue raised at the College. These returns of funds are negotiated between the Central Office of the University and the office of the Vice-President for Administration. And the State Budget Office may, in consideration on enrollment trends, make requests for reduction in the College's spending during the year. These reductions, too, are negotiated, but sometimes have to be applied against funds not yet spent for part-time faculty and staff, and for equipment.

Non-Tax Levy Support

Like almost every institution of higher education, Lehman College depends for the funding of many special activities on the funds raised extramurally, through grants. Lehman's Grants Office is increasingly active, seeking out possible sources of funding for institutional projects and encouraging faculty members to apply for grants to support independent research and training projects in their special fields. In recent years, the total of grants received by the College has averaged between one and two million dollars per year.

To illustrate activities that have been substantially supported through grants, one can list the College's Cooperative Education Program (supported through the Department of Education), the installation of the new curriculum and the preparation of faculty to teach it (supported by the National Endowment for the Humanities, the Mellon Foundation, and the Exxon Foundation), the Minority Biomedical Research Support Program (supported by the National Institutes of Health), the Writing Teachers Consortium--an extension of the New York City Writing Project (supported by the Fund for the Improvement of Postsecondary Education)--and the continuing programs in Adult Basic Literacy (supported partly by funds from the Municipal Assistance Corporation and partly by

funds administered by New York State under the Adult Basic Education Act). Grant funds have also supported many activities of the Center for the Performing Arts.

It was funds from a separate organization, the New York State Dormitory Authority, that enabled the College to carry forward its program of construction that resulted in the completion of the new Speech & Theatre Building, the new Concert Hall, and the new Library, as well as the renovation of the Music Building. But that construction might never have proceeded, or might have been greatly delayed, without the timely support of local financial institutions in the 1970's, as New York City was emerging from its financial difficulties. And the overhead funds (occasionally substantial) from grant projects contribute to a pool on which the College occasionally draws, not only for special projects but also for instructional purposes in emergency situations, when regular tax-levy funds are not adequate. Non-tax levy support, then, has been of the first importance in enabling the College to become what it is today. So important, indeed, is this support that a major, indeed primary, responsibility of the new Vice-President for Institutional Advancement is fund-raising.

Some Notable Financial Accomplishments of Budgetary Planning

Constrained though they be, Lehman's financial planning efforts, assisted as noted by grants and loans from federal and state offices, private foundations, and financial institutions, have achieved substantial accomplishments in the past several years. Though the Center for the Performing Arts, just mentioned, required creative financing from local banks, it was built with state funds, though not from the usual annual appropriations. As has been discussed in detail under Instructional Resources, other notable additions to the College include a Fine Arts Center and the galleries, a new Academic Computing Center (for use by students and faculty), new laboratories for Organic Chemistry, a new animal research facility, a new greenhouse, and new equipment for the library, including state-of-the-art computerized record-keeping that gives users of the library rapid information about the status of books. Essential maintenance and repairs continue to be performed; the campus is regularly kept looking neat,

orderly, and attractive. The College's capital budgets and its current accounts for maintenance and operations have been made very productive.

Special Difficulties in the Budget Development Process

The development of the College's budget continues to encounter five specific difficulties. First, the State's procedures for allocating funds in recognition of enrollment trends make inadequate differentiation between the numbers of students enrolled in programs that are relatively costly to offer, such as basic English reading and writing courses that must be taught in small sections and nursing courses that must be taught in small groups within clinical settings, and the numbers enrolled in programs that can be built around larger classes, including in some instances quite large lecture classes. The special consideration needed by the College because of the size of the more costly programs in relation to its total enrollment has not been forthcoming. Second, in order to keep in existence some departments (e.g., some in the sciences) which must be adequately staffed and must offer a decent range of courses if the College is to offer a sound liberal education, it is necessary to support a larger faculty in those departments than the number of students enrolled in the department's courses might entirely justify. The departments may at first appear overstaffed. Third, the use of full-time "equated" students (figured by a complex formula) as the basis for determining enrollment and enrollment trends, instead of full-time "equivalent" students, has in the past sometimes worked to the disadvantage of the College when (as often happens for financial or personal reasons) students decide that they cannot carry a full-time program and become part-time students or when students require extensive hours of compensatory or remedial work. (A little over 100 students were registered for 20 or more hours of compensatory work exclusive of English 090 and mathematics, in fall 1987.) Fourth, the College cannot plan securely even an academic year ahead after it receives its initial budgetary allocation, because its allocation is subject to being reduced after the year is well under way if the enrollment projections are not met and the expected revenue is not collected. Funds for

part-time faculty, as well as for supplies and equipment, are subject to withdrawal if revenue targets are not met; plans laid that involved them sometimes have to be shelved. Fifth, an insufficiency of large lecture halls makes it extremely difficult for the college to increase class size and thus reduce the number of faculty needed.

Finally, and for faculty members the most important difficulty, funds for part-time faculty are appropriated to the University by the Legislature in a lump sum, and assigned to the individual campuses essentially in proportion to enrollments. Since enrollments also affect the number of regular positions authorized for the College, and adjunct (part-time) faculty are the principal means of achieving flexibility in staffing courses in areas where there are insufficient full-time faculty, the inadequacy and the uncertainty of adjunct funding makes serving the needs and demands of students particularly difficult.

Recommendations

1. The College should continue to seek ways to discuss the essential elements in its annual budget as allocated, and the ways in which these elements are related to the missions and responsibilities of the College. Not many persons know of the principles and problems that shape the College's budgeting; a better understanding of these principles and problems might be salutary for many members of the college community. As a beginning the Divisional Executive Committee of Arts and Humanities met in November 1987 with the Vice President for Administration. It is the intention that such meetings will be regularized and extended.

2. Though numerous efforts in this direction have without doubt already been made, the College might try again to argue the importance of its receiving due credit in funding decisions for the special, costly kinds of instruction required or sought by large numbers of students attending Lehman. The College is a public service institution, intended to serve the residents of the Bronx and immediately adjacent areas. Even if Lehman were to attract from this area some of other kinds of students, it could not, consistently with its designated mission, decline to serve

the needs and interests of the students from immediately surrounding areas. It should be enabled to serve them effectively, professionally. All administrative officers are committed to this goal.

3. Though numerous efforts in this direction, too, have no doubt been made, the College needs further to argue the importance of having adequate adjunct funds so that it can offer courses its students need when they appear and seek to enroll in them. The College has a good record of asking its faculty to enlarge their repertoires as teachers, so as to take on courses that are in demand when the courses they are accustomed to teach are not full. And the College has been honest in asking departments to eliminate from a semester's offerings courses that seem unlikely to draw many students. The College should receive some recognition for these efforts in the form of reliable support (not chancy support, agreed to at the last minute) for courses that must be staffed by part-time faculty. Again, all administrative officers are working and will continue to work toward this goal.

4. Since Lehman's tax-levy budget is enrollment-driven, and is enacted year by year, and since the rate of retention of entering students (freshmen, even transfers) is approximately stable (see Chapter XII), it may follow that one way to enlarge overall enrollment, and thus support requests for an increase in annual budget, is to intensify recruitment efforts. These efforts may need to include support for the Director of Enrollment Management in the form of analysis of potential sources of students, study of reasons for prospective students' hesitation about coming to Lehman, the providing of materials to help present the College effectively to prospective students and their families, and so on. The goal of such efforts would be to stabilize enrollments at larger numbers, thus making it possible to hope for more stable funding on which curricular and other activities could be planned. The demand for courses in the weekend program and the Adult Degree Program indicate that these programs could be expanded and thus increase enrollment if the funds for adjunct faculty to staff additional courses in these programs were made available. For discussion of the implementation of this

recommendation, see the discussion of Enrollment in the Introduction and in Chapter VIII.

CHAPTER ELEVEN
ADMINISTRATION AND GOVERNANCE

The basic internal structure of the administration and governance of Lehman College has undergone a series of important modifications since the last interim five-year report of 1983. These include changes in administrative personnel and lines of authority including the creation of some new positions. While the overall structure works reasonably well, some areas, such as the role of the faculty in governance, need examination and further modification.

Administration of the College

As a constituent college within The City University of New York, Lehman College is subject to administration and governance by the University's Board of Trustees who, in turn, operate by authorization of the New York State Education Law. University policies are set by the Board of Trustees and implemented by the chief administrative officer of the University, Chancellor Joseph Murphy. College presidents report to the Chancellor of the University. The president of a college in the University thus serves both as the executive agent of the Board of Trustees on his campus and as the spokesman and chief advocate before the Chancellor and the Board for new programs and policies initiated by the faculty and administration of his institution.

The first and only President Lehman has had and also the senior college president in terms of service within the University, Dr. Leonard Lief celebrates his twentieth year as President as the College enters its twentieth year in 1988.

The President is responsible for developing the long-range goals of the College. He prepares the annual College Budget proposal for submission to the Chancellor and to the State Legislature, and he is responsible subsequently for allocating the approved budget. The President makes the final recommendations to the Board of Trustees on all personnel matters. As Chief Executive, he chairs all governance bodies, including the College Senate, the meetings of the General Faculty, and the College Committee on Faculty Personnel and Budget. In addition, he is the President and Chair of the Lehman College Auxiliary Enterprises

Corporation and of the Lehman College Foundation, Inc. He is a member of the Board of Trustees of the Lehman College Art Gallery, and of the Board of Directors of the Lehman Center for the Performing Arts.

Directly answerable to Dr. Lief are four Vice-Presidents. Two, Dr. Glen T. Nygreen, the Vice-President for Student Affairs, and Mr. Jack W. Weiner, Vice-President for Administration have been vice-presidents since 1981, and have been with the College in other titles since its inception. As senior Vice President, Dr. Glen Nygreen stands in for the President when he is away from campus. The office of Provost and Vice-President for Academic Affairs has seen more changes, with three incumbents since 1981. Dr. Robert Donaldson came from Vanderbilt University in 1981 to assume this position and left in 1984 to become the President of Fairleigh Dickinson University. Dr. Edward Spingarn of John Jay College followed for two years as Acting Provost until the search for a new Provost was completed. The present Provost, Dr. Melvyn B. Nathanson, formerly Dean of the Graduate School at Rutgers University (Newark), joined the College in September 1986. The fourth Vice-Presidency is a new office filled by the former associate provost, Dr. Erita B. Hill, who has served as Vice-President of Institutional Advancement since February 1, 1987, on an acting basis.

Another change during the past five years was the departure of Dr. Ira Bloom, former Dean of the College, to become Vice Chancellor for Faculty and Staff Relations for the University. This title has not been filled, but some of its functions were reassigned. For example, Dr. Marion Lahn has assumed the title and responsibilities of the College's Labor Relations Designee. Ms. Gloriana Waters has become the President's Executive Assistant. She is also the Affirmative Action Officer for the College.

The new office of Vice-President for Institutional Advancement coordinates and oversees all offices engaged in presenting the College's image and seeking outside funding, including Alumni Affairs and the grants office, and initiates policy in these matters. This vice president also coordinates activities in the arts, including overseeing the Art Gallery and

the Summer Arts Institute. This Vice-President serves as Executive Director of the Lehman College Foundation and is a member of the Lehman College Art Gallery Board. She is responsible for strengthening the Foundation Board, the Gallery Board, and also the Lehman Center Board.

Divisional Structure

In 1978 the academic divisional structure was reorganized into three divisions--Humanities, Natural and Social Sciences, and Professional Studies. This structure was changed by Provost Donaldson in 1983 to combine the first two into a single division of Arts and Sciences administered by two Associate Provosts with distinct responsibilities across the entire College. Only Professional Studies maintained its divisional status and continued to be administered by a full Dean, Dr. Thomas K. Minter, who came to Lehman in 1983 after a distinguished career in the Federal Government and at New York City's Board of Education. One Associate Provost, Dr. Frederick Shaw, was responsible for budget for non-personnel requests, including equipment and travel, and also took primary responsibility for overseeing the College's graduate programs in the liberal arts and encouraging research and grant activities. The other Associate Provost, Dr. Erita B. Hill, had responsibility for personnel across the departments, for handling program and instructional assignments and overseeing registration, and for consulting on all curricular matters with the Senate Committee on Curriculum and with the Coordinator of the new curriculum.

While this structure did encourage some of the collegial and interdisciplinary attitudes and activities which the Provost had sought, its disadvantages outnumbered its advantages. Effective September 1, 1987, the College returned to a divisional structure, this time with four divisions: Arts and Humanities, Natural and Social Sciences, Professional Studies, and Nursing, and one major program Individualized and Continuing Education (including four programs, the Adult Degree Program, the Lehman Scholars Program, the Individualized B.A. Program and Continuing Education). Each of the divisions and the one program is administered by a dean who has responsibility for all aspects of his/her division, graduate

and undergraduate, personnel and non-personnel, under the supervision of the Provost. (For a comparison of Tables of Organization prior to and after September 1, 1987, see Appendix IXa-c).

The divisional deans oversee the development and evaluation of programs within the divisions. Each dean is responsible for preserving and enhancing academic quality, for allocating instructional resources including full-time positions, for helping to recruit new faculty, and for advising the Provost and the President on retention of faculty, tenure, and promotion. Each dean is responsible for the approval of course offerings and teaching schedules and for compiling and maintaining divisional statistical data. Each Dean encourages and advises his/her faculty to engage in research and seek grant funding in cooperation with the offices of Grants and Contracts and of Institutional Advancement. Though the divisional deans have considerable authority to oversee departmental activities, the budget which is for other than salaries is so small that it is difficult to give departments more than they need to function. Thus it is very difficult to find any money for new initiatives.

The College Committee on Faculty Personnel and Budget

Serving on this Committee with voting privileges on matters pertaining to academic personnel are all the department chairs, the President, and the Provost. At the invitation of the President, the Vice Presidents, Deans, and Associate Deans attend sessions of the Committee (except those for voting on tenure and promotion and reappointment to the fourth year) for informational purposes. The Committee meets at least once a month through the academic year.

The Committee serves as the major channel of communication between the President and the department chairs. Its major responsibility is to make recommendations to the President on academic personnel, including appointment, re-appointment, and tenure, from recommendations initiated by departments.

Department Chairs

Department chairs serve as the executive officers of their departments. An elected position, the chair is filled by a

tenured department faculty member of the professoriate. A chair is elected for a three-year term by department members eligible to vote, in accordance with the By-Laws of the Board of Trustees of the University. Among the chair's responsibilities are preparing the departmental budget request, determining course assignments and teaching schedules within the department, chairing the department's Personnel and Budget Committee, representing the department before the faculty, the administration, and the governance bodies, supervising the observation of faculty teaching, preparing annual evaluation reports for all faculty members below the rank of full professor, and reporting to the appropriate Dean and the Provost on departmental recommendations for appointment, re-appointment, and tenure. The chair presides over department meetings, and serves ex officio on all departmental committees.

Department chairs, while elected by their respective departments, are responsible to the administration for departmental activities. It should be stressed that while the chair has a reduced teaching load, according to a formula based on the number of faculty in the department, there is no additional compensation attached to the position. Many senior faculty members refrain from seeking such a departmental role because of the time required for performing these duties and the lack of additional compensation. While it is unlikely that there will be more compensation available in the future, department chairs might consider discussing their their departments ways to share some of the responsibilities.

Non-Instructional Staff

The non-instructional staff includes the secretaries, maintenance crew, skilled crafts employees, and certain paraprofessionals, all of whom perform essential support functions. In 1987, there were 275 of these employees. They are represented by separate unions and earn competitive salaries and benefits.

One additional group of employees must be mentioned--those paid from "soft money" i.e., non-tax-levy dollars. These people often provide essential functions that cannot be supported by the

inadequate tax-levy appropriation. Technically employees of the Research Foundation of CUNY, they most frequently are hired to perform work associated with grant projects. In some cases, however, certain people become long-standing and valued employees of the College. In 1987, 13 full-time employees not associated with grants were paid from soft money accounts.

The Governance Structure

The Departments

The Trustees' By-Laws mandate the election of department chairs. The governance of the department is vested in the chair and an elected Personnel and Budget (P&B) Committee composed of the chair and four others of professorial rank, a majority of whom must be tenured. The chair and P&B are elected at the same time for a three-year term. In accordance with the Trustees' By-Law criteria, the committee recommends appointments, re-appointments, tenure, and promotions. It recommends leaves of absence, establishes panels for the observation of non-tenured faculty, and recommends released time. The department's budget depends upon enrollment figures in the department and upon the outcome of negotiations between its chair and the divisional dean.

Each department has a curriculum committee that receives or initiates and presents proposals to the department for new courses, changes or deletions of existing courses listed in the College Bulletin, and other matters pertaining to curriculum and educational policy. Some departments with graduate programs have separate committees dealing with graduate curricula.

The number of other standing and ad hoc committees varies widely among departments. The range is from two to as many as ten, and in some departments all committees are elected. Several small departments function as committees of the whole except for the P&B Committee. (While the committee structure is the principal method of governance and operation, larger departments may elect or appoint deputies to the chairs and coordinators of individual programs.) The department meeting is the ultimate forum for discussion and decision-making of all curriculum and other basic policy issues. It is at the department meeting that one can encounter the most vigorous and intense participation of

the faculty.

According to the College's Documents of Governance dating from 1972-73 (on file for the Visiting Team), students serve with voting rights on all departmental standing committees, except for the P&B. On the latter, students' are merely advisory. Each department determines the number of student positions on each committee. As might be expected, not all faculty are equally enthusiastic about student participation, but all departments conscientiously attempt to practice it--with varying degrees of success. Given the busy lives of Lehman College students, it is difficult to find many who have the time to undertake this additional responsibility. Many faculty are troubled by the resulting low levels of student participation in departmental affairs.

Department By-Laws

The by-laws of Lehman's departments regulate their internal governance. A recent survey of a small sample of these documents shows that some are extremely detailed, others are relatively simple sets of rules covering basic department functions and procedures.

Departments ought to build into their by-laws a provision for a regular review of departmental governance, e.g., an article mandating a formal review of the by-laws every five years in consultation with the Office of the Provost. Such reviews would assure that provisions concerning voting rights, qualifications for office, rules governing election of chairs, standing committees, and departmental representatives to the College Senate are congruent with the then current by-laws of the Board of Trustees and Lehman College governance documents. These reviews would also consider the adequacy and relevance of the by-laws in the light of the department's continuing experience.

Programs

The College has a number of interdepartmental and also inter-divisional programs, some grant-funded, others funded from the regular budget. Principal among these is the core curriculum which draws on faculty from most of the liberal arts departments. Others include the Adult Degree Program, the Lehman Scholars

Program, the City and Humanities Program and the ESL and BIL Programs.

Important to the College and to its students--many of our most successful students have come out of one or more of these programs, and all benefit from the new curriculum--these programs nonetheless suffer by not having their own faculty or governance. Program directors are not ex officio part of any governing body--not Faculty P & B nor the Divisional Executive Committees. Thus, there is no automatic way in which they contribute to or learn about administrative policies and decisions. Program directors must also request faculty from departments. Some department chairs cooperate gladly, especially those whose own enrollments are declining. Others, feeling stretched already in the attempt to meet the demand for their own courses, are reluctant to release any of their faculty, considering their departmental needs more urgent than the institution's need for strong staffing of the new curriculum or other programs. The faculty themselves enjoy teaching in these programs both for the access to excellent students and for the opportunity to offer a wider variety of courses.

Program staffing is an ongoing problem each semester, sometimes not resolved until the very week of registration when department chairs see which courses may be canceled and release faculty on that basis at the last moment.

The Lehman College Senate

Created in 1970 to replace an all-faculty body, the Lehman College Senate has not performed as originally envisioned. A unicameral legislative body, it was established to be the academic policy-making body of the College, with representatives from the administration, the faculty, and the student body. The Senate consists of 117 senators, with 43 student members, 63 faculty, and 11 administrative officials.

With the creation of the Senate in 1971, the faculty effectively relinquished the major role in governance which they previously had held. By placing academic policy-making into the hands of this unicameral body, they diffused their role and function in such policy-making decisions. Furthermore,

block-voting and attempts at student manipulation have occurred. A few faculty have used the Senate as a forum to air personal grievances. The tone is often contentious, and issues of minor importance seem to occupy more time than the main business of the Senate. This has resulted in faculty and student nonattendance to the extent that meetings have had to be canceled occasionally for lack of a quorum. This in turn discourages attendance and adds to faculty and administrative discontent with the present structure of what was intended to be the major academic policy-making body of the College.

As our student body changes and becomes older, more part time, more engaged either in time-consuming internships relating to academic programs or in outside jobs, students are increasingly unable or reluctant to participate regularly in the meetings of the committees operating under the Senate. Two of the most important standing academic committees, the Committee on Academic Standards and Evaluation and the Curriculum Committee, have had to function with only sporadic student participation. To address this, in spring 1987, the Senate set the quorum for committees at 50 per cent of the faculty members. Changes in the composition of the Senate that would restore to the faculty its traditional leadership role in academic matters would go far towards alleviating much of the current faculty discontent with the existing organizational pattern. (See Appendix IIc for the questionnaire about Lehman's governance structure and an analysis of responses.)

One position created by the Senate, the Office of the Ombudsman, has been operating effectively since 1974. According to Senate mandate, the "Lehman College Ombudsman shall serve as a confidential investigator in cases of alleged unfairness or maladministration. The Ombudsman shall be the impartial spokesman for all parties involved in such cases." Professor Anthony L. LaRuffa has filled that position since July 1980. The Ombudsman has been asked to intervene in academic affairs such as student-faculty conflicts, faculty-faculty conflicts, faculty-administration disagreements, financial matters, difficulties with campus facilities, and off-campus problems.

Faculty Organization

The Faculty of Lehman College, as an organized body, apart from the Senate has no authority to make decisions, only recommendations. 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 governance powers of Faculty Council. When the by-laws of the Faculty were revised in 1972, a series of committees were created parallel to some committees of the Senate, so that the Faculty would have continual communication with and influence on Senate Committees. These include 1) The Committee on Community Funds, 2) The Social Affairs Committee, 3) The Library Committee, 4) The Committee on Prizes and Awards, 5) The Committee on Academic Freedom and Faculty Personnel, 6) The Committee on Educational Policy, and 7) The Committee on Elections. Much of the work of these faculty committees duplicates the work of the Senate Committees, and their influence on the formulation of College policies is almost nonexistent.

The by-laws 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 whatever 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 Provost 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 also 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 and the Provost to discuss issues affecting the faculty. The Executive Committee is committed to protecting the interests and welfare of the faculty, but its effectiveness has been limited because of lack of faculty interest and participation.

Collective Bargaining

The Professional Staff Congress/CUNY has been the sole bargaining agent for the University faculty for over a decade. It negotiates terms and conditions of employment and represents faculty members in grievances brought under the collective bargaining agreement.

Organization of the Student Body

The organization of the student body has fallen into two separate units. See Chapter VIII for the discussion of the Student Conference of the Senate and the Campus Association for Student Activities (CASA).

Affiliated Corporations

The College's operations are augmented by the existence of a series of independent, not-for-profit corporations. These corporations exist to support various aspects of the College's endeavors.

a. The Herbert H. Lehman College Association for Campus Activities, Inc. This Corporation resulted from a splitting of the Lehman College Association, Inc. into the Lehman College Association for Campus Activities, Inc. and the Lehman College Auxiliary Enterprises Corporation. This split was mandated by the Board of Trustees of the University and occurred in 1984. The College Association for Campus Activities is responsible for planning, developing, promoting, and cultivating the educational and social relations among the students and faculty on the Lehman campus. The Board of the Corporation reviews and supervises College Student Activities Fees and provides supporting budgets for student campus activities. In addition to these and its general corporate purposes, the Corporation is essentially responsible for the designation and utilization of student activities fees for non-curricular programs on the campus. The

Board of the corporation is composed of 13 members, seven of whom are students and six of whom are faculty members.

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

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

d. The Herbert H. Lehman College Foundation, Inc. This Foundation, created in 1983, exists for the purpose of receiving, holding, and administering gifts for the use and benefit of Lehman College. Among its corporate purposes, the Foundation is dedicated to fund-raising and the general promotion of Lehman College, including the providing of scholarships and prizes for students. The Foundation also exists for the purpose of enhancing the quality of faculty on the campus, broadening educational opportunities for students, providing support for scholarly enterprises of faculty and students, and generally furthering any legitimate purpose of Lehman College. The Board of Directors presently has sixteen members, including eight representatives from the College and eight from outside the College. Additional outside members are to be designated by the President of the

College with the advice and consent of the Board of Directors.

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

f. The Lehman College Art Gallery, Inc. The Lehman College Art Gallery Corporation was created in 1986 after the completion of the new Art Galleries on campus. Similar to the Lehman College Center for the Performing Arts Corporation, this Corporation seeks to encourage and promote the creation, development, and advancement of the visual arts on the campus and in the community, and also acts as an advisory body to officials of the College in matters of principle and policy concerning the Lehman College Art Gallery. The Board of Trustees presently has fourteen members, including the President of the College and one other College representative, and twelve other members. Additional members can be added with the advice and consent of the Board.

Recommendations

1. Faculty-Administration Relationship

There are some faculty members who perceive a strained relationship between themselves and the College's administration. This view was raised again in the Open Hearings. The issue expressed there and elsewhere is the perception that administrative decisions concerning personnel--both administrative and faculty--and academic policy are made without adequate consultation with the faculty. This has been a long-term issue at Lehman. The Provost in November 1987 called a meeting of all faculty and administration Senators to form a faculty caucus to discuss issues relevant to college governance and communication. Responses were positive to this strategy, and the meetings will

continue in the future. This group might also explore other means whereby the dialogue between administration and faculty can be enhanced and supported. (See Appendix IIC, faculty questionnaire on governance.)

2. Faculty Role in Governance

An overwhelming number of faculty respondents sought an enhanced role for the faculty in governance. There is a recognition that the Lehman Senate is not fulfilling its anticipated role and needs to be modified. As stated in the Introduction, the College is now conducting discussions among all interested groups to devise a set of procedures to address the issue of governance beginning February 1988.

3. Department Involvement in Governance

With a shift back to a divisional arrangement administered by deans, the individual divisional executive committees have been restored to permit the direct participation of department chairs in decision-making opportunities at the division level and increase opportunities for communication between faculty members and the administration. As recommended by the Self-Study, program directors are being included in divisional councils for other than personnel matters.

4. Departmental Administration

A number of departments operate according to by-laws drawn up ten or more years ago. The Provost will implement the recommendation that departments review their by-laws within the year to bring them up to date and into accordance with the by-laws of the Board of Trustees. He will request that copies of department by-laws be filed in the Office of the Provost.

5. Improvement in Communication

There is a recognition that the lines of communication between the faculty and the administration, between the faculty and the department chairs, between committees and the General Faculty, and among faculty, administration, and students, could be improved. It is recommended that all avenues of communication be enhanced, e.g., through more frequent general meetings of faculty, through written communication between administration and faculty, and through direct contacts between administrators and faculty.

The College administration is committed to furthering the recommendation for enhanced communication.

CHAPTER TWELVE

OUTCOMES OF LEHMAN'S EFFORTS TO CARRY OUT ITS MISSIONS

The earlier sections of this study have detailed the College's efforts to carry forward its many missions--of giving instruction to undergraduates, of offering appropriate graduate and professional programs, of collaborating with local educational and health care agencies, of making available to our neighbors the intellectual resources of the college and the creative scholarship of the faculty, and of offering suitable educational and cultural opportunities to local residents of all ages--missions that are always being pursued, and are never completed. In this section we look back at how these efforts reflect successful continuing pursuit of our missions, note evidence of conspicuous accomplishments, and outline plans for the gathering of further data about the results of our efforts. We discuss the College's missions in the order in which we introduced them in Chapter I.

As will become evident throughout this chapter, the discussion of some "outcomes," particularly numerically substantiated outcomes, has proved difficult because the College does not now have a continuing institutional research effort that regularly gathers and summarizes data, particularly about students' progress. The Office of Undergraduate Studies has begun compiling such data in the last few years, and the Office of the Registrar prepares some tabulations, but the College does not analyze its data according to its planning needs.

I. As written, the College's mission commits us to offering a sound, thorough liberal arts education to enable students to develop their intellectual powers. This commitment, of course, includes all Lehman students; we are committed to making liberal education accessible to a student body whose diversity matches the diversity of the neighborhood in which we live, as well as to making it possible for all members of this student body to achieve an education. Our geographic location gives us a multi-cultural student population: entering students are, roughly 40% Hispanic (including students from the Dominican Republic and from South and Central America as well as from Puerto Rico), 26% Black, 2% Asian. Over a fifth (21%) enter the English as a Second Language Program

(ESL), which now has some 600 students in its five levels of English language courses (in 1987, relatively few at the lowest level). Many of Lehman's students are other than those typically designated as "college bound" or routinely "expected to succeed." If they enjoy success, it is a result of diligent, sustained efforts through a carefully planned curriculum under perceptive faculty guidance.

The College has begun to develop, with the assistance of a grant from the Fund for the Improvement of Postsecondary Education, a plan for assessing the impact of its curriculum for general education and distribution, as adopted in 1984, on the development of students entering the College. (The curriculum, we suggest, can be viewed as a plan by which the College hopes to assure attainment of its mission.) This assessment plan (described in more detail in Chapter III) will include, in addition to the gathering of statistical data about the progress of students on such indicators as grade average and time required for passing the College Writing Examination, the taking of opinions of faculty and students (by means of questionnaires) concerning the effects of the new curriculum and its usefulness, and, most important, the testing of students' performance on specifically designed instruments. These testing procedures will be tried out and refined (as needed) over the course of 1987-1988; the full scale study will be run in 1988-1989. During that year, data enabling us to appraise the effectiveness of the general education/distribution curriculum will become available; these data may help in the revision of that curriculum, if necessary. Meanwhile, of course, findings reached along the way, about interrelationships among courses in the curriculum, may help us make adjustments in the curriculum.

Though we will need to wait some additional months for even initial quantitative data on the educational impact of the general education curriculum, we note that the curriculum in place is itself an outcome of the commitment to liberal arts education and of concerted faculty effort, as we try to demonstrate here. The five Core courses are specifically designed to cluster together the different academic disciplines within broad areas, and at the

same time to enable the methods of inquiry and investigation in these disciplines to inform, illuminate, and support each other, if only by encouraging explicit comparisons. Thus the focus in these courses falls not upon the transmission of content or of central propositions so much as on ways of seeing, ways of knowing, that can be applied to texts and data that the student confronts later. (We hope that the student's ability to confront such texts and data, to see data problematically, will emerge in our written tests and in the portfolios gathered on the FIPSE project.) The required distribution courses direct the student to take at least some work in each of seven separate academic disciplines--as taught by faculty in the discipline. (But the distribution courses, as noted earlier, are courses specially approved for general education; they are taught in the context of other distribution courses.) The student is also urged to study in depth in a single field through the requirement of a major, but he or she has available at the same time ample other opportunities for self-directed learning that will permit the following of special interests, in the minor, or, if the student wishes, in the Adult Degree Program or the Independent Studies Program.

Concerning one objective of the liberal education program, however, we do have specific quantitative evidence of recent accomplishments: the development in verbal expression and quantitative reasoning necessary in students who enter the College under-prepared in these abilities. In Academic Skills, recent data are offered below. Note that in Fall, 1985, the structure of the blocks was changed to eliminate Level III. What had been Level III became Level II; what had been Level II was combined with Level I. Students completing Level II without passing the WAT were enrolled in compensatory instead of in regular core courses.

TABLE XII-1
WRITING ASSESSMENT DATA
ACS PROGRAM*

Percent Pass WAT at Exit from:

Spring, 1985

Level I	20%
Level II	40.2%
Level III (in block)	73.9%
Level III (not in block)	49.3%

Spring, 1987

Level I	10.9%
Level II	65.9%

*Students are placed at these levels according to their score on the CUNY Writing Assessment Test and the Reading Assessment Test.

In ESL courses, success in mainstreaming has been quite noticeable since the new program has been in place. The pass rate on the Writing Assessment Test for students in 005, the highest level of ESL, has gone from 10% in the Spring of 1986 to 48% in the Fall of 1986 to 66% in the Spring of 1987. Registration numbers and promotion rates indicate that retention in ESL courses is also very high (85% from Fall 1986 to Spring 1987). Though there are inevitably disagreements about methods and other educational matters it would appear that the College is serving particularly well the language needs of its multi-lingual population.

Furthermore, we also have information about the overall "academic drop" rate at the College (the percentage of students automatically dropped at the end of an academic year for failing to meet minimum academic requirements for continuation). That rate was significantly reduced to 11% (842 students) in June, 1987 (compared to 1,280, or 15%, in 1984; 1,118, or 13% in 1985; and 1,027, or 12% in 1986). In June, 1987, 10% of students who were dropped and appealed were reinstated -- the highest number in 10 years. The change probably reflects improved language instruction as well as general improvements in instruction in lower-division courses. It also reflects a strengthened advisement of students by the Office of Undergraduate Studies and faculty who work with that office.

In any presentation of data about the rate at which students

graduate from Lehman or (persist), if that rate can in any sense act as an indicator of the thoroughness of the liberal education made possible for its students, one must note, first, that the results reflected here are for a liberal arts curriculum and for skills and English language instruction which have been substantially replaced by curricula and instruction discussed in this study because they were regarded as in need of strengthening. One should note further that transfer students, who make up a large share of graduating students, often do not take all the courses called for in the undergraduate general education distribution curriculum, because they have credit for particular kinds of courses at other schools and are exempted from other requirements. The FIPSE project, referred to earlier, will monitor the progress of students toward graduation to notice any changes in the rate of completion of the degree. One must note, further, that students' decisions not to stay and complete the degree at Lehman are often their own (not due to their being dropped for reasons of scholarship): financial reasons, preferences for a different curriculum elsewhere, family pressures, and specialized career choices often take students from the College well before graduation.

With these facts as background, we note that in a City University-wide study, the rate of graduation of students from the College in Spring, 1985, was projected to be 27.6% of regular students who entered as freshmen and 11.6% of SEEK students, up from a total of 20.7% (regular students) and 7.0% (SEEK students) as of spring, 1983. The Registrar has compiled data describing the persistence over up to five semesters of entering freshmen from fall, 1978, through fall, 1985; his data do not speak of graduation rates specifically, nor do they differentiate academic drops from voluntary withdrawals for financial and other reasons. The data suggest that the persistence rates among entering freshmen are approximately constant over the eight years. Total attrition of freshmen is not increasing. The first attached table (Table 1) gives these data. Table 2, also attached, shows the progress of fall groups of transfer students from 1978 through 1985; it confirms a tendency for transfer students (whose total

now exceeds that of "native" students) to leave Lehman after a few semesters without graduating, at about the same rate from year to year, and it takes six semesters for one-third of any one year's cohort to graduate.

Among Lehman's graduates, the largest number of degrees have been granted by the College in accounting, business management, computer science, economics, nursing, psychology, social work, and sociology.

Other data worth observing: since June 1982, women have comprised 70% of each graduating class, though they constitute about 63% of the overall student population. And from 1978 to 1986, the median grade point average for June graduates has been consistent, ranging between 2.87 and 2.96.

TABLE XII-2

PERCENTAGE OF FRESHMAN WHO PERSIST AT LEHMAN

Cohort	Sem. 1		Sem. 2		Sem. 3		Sem. 4		Sem. 5	
	N	%	N	%	N	%	N	%	N	%
Fall 1978	1197		1012	85	735	61	704	59	513	43
Fall 1979	894		779	87	548	61	498	56	372	42
Fall 1980	953		807	85	567	59	524	55	405	42
Fall 1981	1091		917	84	629	58	593	54	431	40
Fall 1982	1120		963	86	666	59	614	55	422	48
Fall 1983	1121		947	84	657	59	609	54	458	41
Fall 1984	933		800	86	617	66	565	61	413	44
Fall 1985	930		780	84	558	60	-	-	-	-

TABLE XII-3

PROGRESS OF TRANSFER COHORTS

Cohort	N	Graduated*		Req. Spr. 87		Dropped		Walkaway	
		N	%	N	%	N	%	N	%
1978	936	294	31	32	3	184	20	426	46
1979	924	285	31	32	3	154	17	453	49
1980	934	311	33	41	4	214	23	368	39
1981	787	271	34	58	7	117	15	341	43
1982	961	316	33	145	15	151	16	349	36
1983	920	228	25	228	25	104	11	360	39
1984	770	101	13	301	39	54	7	314	41
1985	697	56	8	366	52	60	9	215	31

* Includes 1987 candidates

To obtain information about the involvement of our graduates in the affairs of their communities, we need information that comes mainly from alumni. We have some indications that they are productive contributors. Since the College is still relatively young, its first graduating classes still out fifteen years and fewer, their members are still working for advancement in their positions. We do not yet have much specific information about their roles in their communities.

II. The College has a variety of evidence as to its success in offering its graduates access to significant professional employment or to advanced professional study. Its graduates have enrolled, often with fellowships or scholarships, in graduate and professional schools, including those at CUNY and SUNY, the University of Chicago, the University of Pennsylvania, New York University Law School, Columbia Law School, Yale Law and Medical Schools, Harvard Law and Medical Schools, the Albert Einstein College of Medicine, and Washington University School of Medicine. In addition to university fellowships and scholarships, our graduates have been the recipients of the Dr. Jonas Salk Scholarship, A.P.A. Minority Fellowships, and NIMH Traineeship Grants. A June 1987 graduate was awarded a full scholarship by Harvard University for study in English, and subsequently a Jacob Javits Fellowship for Graduate Study. As a minority student who entered Lehman's Adult Degree Program with a GED and who is married with children, he embodied many of the characteristics of the College's high-risk population.

Some of the most impressive statistics are the acceptances to medical and dental schools. Last year 77% of the applicants to medical school (of course a self-selected group) and 100% of the applicants to dental school were admitted. (See Table 3, following.) Of seventeen students applying to law school in 1985-1986, ten were accepted.

TABLE XII-4

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

Year of Application	Medical			Dental		
	Applied	Accepted	%	Applied	Accepted	%
1978	NA	8	NA	NA	1	NA
1979	50	19	38	12	7	58
1980	NA	13	NA	NA	2	NA
1981	35	18	51	3	2	66
1982	38	19	50	5	3	60
1983	30	10	33	7	6	85
1984	27	11	40	2	2	100
1985	24	8	33	4	4	100
1986	<u>18</u>	<u>14</u>	<u>77</u>	<u>3</u>	<u>3</u>	<u>100</u>
TOTALS	222	120	44*	36	30	75*

*Although the acceptance columns for both medical and dental schools indicate the number for both 1978 and 1980, the overall percentage rates do not include these same years (Medical School - 44% = 222 applied, 99 accepted; Dental School - 75% = 36 applied - 27 accepted; the numbers accepted for 1978 and 1980 excluded.)

Applicants to other kinds of medical study have also done well. From 1978 through 1986, 13 of 15 applicants in podiatry were accepted, as were 6 of 6 in Physician Assistants' Programs and 3 of 8 in optometry.

The last major survey of its alumni undertaken by the College, to ascertain various educational and occupational data about these alumni and learn their assessments of their Lehman education, polled all graduates from 1980-1981, and all members of the Lehman College Alumni Association at the time (June, 1982) when it was conducted. We report here some important findings from this survey.

Over three-quarters of the respondents were employed full-time, the largest percentage (about one-third) in Education. Some 88% were "satisfied" or "very satisfied" with their jobs. Just over half had enrolled in a graduate program, and of these somewhat over half were studying in the same field as their undergraduate study (some 20% in the Humanities, 30% in the Social Sciences), but 40% reported that their graduate study was in Education. (Lehman offers no undergraduate major in Education.)

Some 90% of the respondents found that Lehman had prepared them at least "adequately" for continued study. All but 2% would enroll in college again, and two-thirds would enroll at Lehman.

Eighty percent of respondents voiced at least "some satisfaction" with the "intellectual climate" at the College, as did some 90% with the quality of instruction, 90% with the "helpfulness of the instructor," and 90% with the overall "quality of education." The full report of the survey will be available to the visiting team during its visit.

The findings of this survey are substantially confirmed by another survey conducted as part of doctoral research by a graduate student at Columbia University, who surveyed graduates from the years 1981-1984. More than half the respondents, the researcher reported, "would pursue the same major again," and over 80% felt that "the education they received at Lehman [was] as good as any other they might have received" and that "they were well prepared for the real world" at Lehman.

Two of the professional programs at Lehman College, Nursing and Social Work, conduct follow-up studies of their graduates. The Undergraduate Nursing Program has been accredited since 1979 and was reaccredited in March 1987 for another eight years. Approximately 90% of the nursing graduates find employment after graduation. The passing rate on examinations for RN licensure over the past four years has ranged from 70% in 1983 to 77% in 1986.

In 1985 a questionnaire was sent to employers of the program's graduates, most of whom rated the graduates' level of performance as above average. In the Lehman Graduate Nursing Program, approximately 30% of each class is composed of former Lehman students. A majority of these students are employed full time while attending graduate school and receive tuition reimbursements.

The Social Work Program was initially accredited in 1983 and was recently granted continued accreditation until 1990. Three follow-up studies of graduates revealed consistent findings regarding employment and graduate school education. Approximately 60% of the respondents to these studies reported having found employment as social workers in agencies providing services to children, families, and the aged, and in the fields of health and mental health. By the most recent study, in 1984, entry-level

salaries were in the range of \$14,000 - \$19,000.

The percentage of graduates attending or completing graduate programs in social work has increased over the years from 20% to 30%. This is the result of the program's becoming accredited in 1983 (the first accredited undergraduate social work program in CUNY), and with the passage of time, an increasing number of graduates return to school after years of working as baccalaureate-level practitioners.

The graduates of the Social Work Program have been predominantly a minority population: 39% black, 33% Hispanic, and 26% white. They are generally older than other Lehman students; 52% of the recent graduates were over the age of 26 (23% over the age of 36). Among those who had attended or completed graduate schools, 38% were Hispanic, 29% were black, and 33% were white. Graduate schools they have entered include all those in the New York City area, but primarily they attend Hunter College, Columbia University, or New York University.

III. While carrying on its mission of instructing undergraduates in the liberal arts, the College attempts to make students aware of the values of the community and the importance of artistic and political institutions in the community. Further, it offers large numbers of programs designed to prepare students for careers or professions that involve the direct delivery of services to agencies and individuals in the community: education, nursing, social work, and so on. The liberal arts programs sometimes offer opportunities (such as the Humanities internships) for field work, and the professional programs, including those mentioned and others, require it. The College's relatively new Cooperative Education program, initiated in 1980, offers students the opportunity to combine work experience with an academic seminar to discuss the values of that experience. Eight hundred students were in Cooperative Education placements in 1985-1986; 850 students in 1986-87. (These figures contrast with 15 in 1980 and 45 in 1981.) In each case the student is prepared specifically to make professional contributions in the community. In 1985-86 the total number receiving career services was 1400; in 1986-87, it was 1,550 ("Career services" are rendered by the same office that

directs Cooperative Education).

IV. The College offers its programs of graduate study in the liberal arts and, much more extensively, in the professions, separately from those for undergraduates. They are described in a separate Bulletin. To a degree, the offering of these programs is itself a carrying on of this part of the College's mission. While there is now no systematic evaluation of these programs, the attractiveness and success of these programs is partly suggested by these statistics about numbers of enrollees in and graduates from the graduate programs, as shown in the following table. Besides those students matriculated in particular programs or matriculated and not identifiable by program, another 672 students enrolled in one or more graduate courses each, for a total of 1,482 graduate students in all. The number of graduate degrees awarded in 1985-1986 is the highest in the five years up to that time.

TABLE XII-5
CURRENT STATISTICS OF GRADUATE PROGRAMS

<u>Program Area</u>	<u>Degrees Granted (by Program)</u> <u>(1985-1986)</u>	<u>Enrollment,</u> <u>Spring, 1987</u>
Art (creative) (MA)	2	6
(Fine Arts) (MFA)	1	7
TEP		
Biology (MA)	4	11
(TEP)		7
Early Childhood/Elem:		
Early Child	23	75
Elementary	7	47
Economics: Accounting	9	32
English (MA)		13
(TEP)	4	20
Health Services:		
Family/Cons Studies		0
Health Ed	6	17
History MA	2	11
Math and Computer Sci:		
(MA)	1	5
(TEP Comp Sci)	3	42
Music MAT	12	15
Nursing MS	20	82
Phys Ed/Rec/Dance:		
Phys Ed	6	6
Recreation	15	35

(continued)

Graduate Program Statistics, cont.

<u>Program Area</u>	<u>Degrees Granted (by Program)</u> <u>(1985-1986)</u>	<u>Enrollment,</u> <u>Spring, 1987</u>
Secondary/Adult/Bus. Ed		
Interim Math	8	3
Social Studies	1	5
Business Education		27
Spanish (TEP)	0	6
Specialized Serv in Ed		
Guidance and Counsel	16	78
Home Economics	5	0
Reading	19	43
Special Education:		
Learn Disab	80	90
Ment Retard	15	29
Emot Handic	24	49
Speech and Theatre		
MA		3
Speech Path and Audiol	10	34
TEP--Hearing Handicapped		
TEP--Speech		
 GRAND TOTALS	 <u>293</u>	 <u>804</u>

Enrollment includes:	
Students not classifiable by program (matriculated)	19
Non-degree students	<u>672</u>
 COMPLETE TOTAL OF ENROLLMENT	 <u>1,497</u>

V. Collaboration with public educational, social service, and health-related agencies, the fifth part of our mission, is again built into the curricula of our programs in the sense that field work is built into such professional programs as those in education, and clinical experience is the backbone of other programs, such as Nursing and Social Work. One could cite numbers of persons involved in such field work programs as students (and the corresponding numbers of faculty supervisors), but a more important observation is that the growth of these programs over the last ten years in popularity with students and acceptance among employers testifies to the community leaders' acceptance of their quality and effectiveness in doing their jobs.

An equally important element of collaboration with the community comes in the work performed by faculty members in direct hands-on programs for personnel in the professions, such as in-service programs for teachers and other personnel in the schools. Repeated and renewed invitations from school personnel to faculty members to lead workshops and conduct demonstrations testify to

the effectiveness of these activities, and Chase Manhattan Bank's funding the Writing Teachers Consortium to take its work into the Middle Schools beginning in the fall of 1987 attests to the esteem in which that project (and the consortium members who work in high schools--see Chapter V) has come to be held--to take one example only.

VI. The College's successful carrying on of its mission to benefit the community in offering knowledge and scholarship by faculty through publication, arranging cultural events, and artistic interpretations, and engaging in public service is documented in the pages that precede these, most notably in Chapter IV, Faculty and in the Chapter V, Outreach. The chapter on Faculty amply records the accomplishments, many of them conspicuous, some of them distinguished, of faculty scholars and artists; the quality of these works is recognized by publication and performance. The value of the efforts at Outreach can be seen in the details of faculty effort recorded in the Outreach chapter.

The Department of Speech and Theatre regularly assembles faculty and students to stage four dramatic productions yearly. The Department of Music has a stage band that performs at College events and at outdoor summer concerts for the community. The College also has officially in residence the Bronx Symphony Orchestra, which gives regular concerts. Also the Joan Miller Dance Players, some of them students, give performances on campus and elsewhere in New York City. Other musical ensembles based at the College include the Lehman College Chamber Players and the Aeolian Players, both of which give performances to which the public is warmly invited.

Finally, the College has recently been strikingly successful in making available to members of the community--even to those who do not want or would not undertake a regular program of study--educational programs to suit their vocational/ professional needs and personal interests. A small inventory of these opportunities should be informative. The College's Adult Degree Program, designed for students returning to study after several years away and offering many educational options, now enrolls 940 students in spring 1987, after beginning with 17 in 1977--an increase that

should demonstrate its success. (The program has graduated 500 students since it began; of these, 60% went on to graduate study.) The Continuing Education Program offers per year roughly 315 sections that enroll over 3500 students; it offers 13 programs leading to a professional or vocational certificate. The comparable numbers for 1982 are 150 sections, 1350 students, 3 certificating programs. The Adult Literacy Center (which offers programs in reading and writing for students reading below the eighth-grade level and for adults whose native language is not English and who cannot be admitted to a college) started operations in the fall of 1984, and now enrolls roughly 300 students.

For those who want to enjoy the cultural opportunities of the campus without taking any sorts of courses, Lehman now has the Performing Arts Center and the Art Gallery. In the last academic year, the Performing Arts Center arranged 75 productions that together attracted some 100,000 persons. The Art Gallery hung 35 exhibits of painting and sculpture, viewed by some 6,650 viewers. Performances by the Department of Speech and Theatre, mentioned in section VI, attracted some 2,500-3,000 spectators during 1986-1987.

We conclude that the College has observed and pursued, not simply with fidelity but with vigor, the various elements in mission. We are gathering further evidence of the impact that the College's efforts have had on those with whom we have worked, but we are convinced that the care of our planning and the energy of the efforts by large numbers of people in many directions make the experience of studying here, of knowing our faculty and students, and of being our neighbor very much worthwhile.

Recommendation

As will be evident from the discussions in this section, the gathering of data suitable to a discussion of the outcomes of instruction at Lehman proved difficult; the data are, quite simply, elusive, and what data are available are widely scattered. Accordingly, we have recommended that an institutional research facility be established within the College for the gathering of

data that will help the College in evaluating its efforts, and in answering questions that administrators and faculty and student leaders may have about our accomplishments. As a result of this Self-Study, under the authority of the President, a committee on Institutional Research will be formed in the course of the next year. It will consider coordination, development, and dissemination of institutional research. Other areas it might consider are the hiring of one professional in the field of data collection and analysis and the development of a procedure to receive requests for research activities, to assign them priorities, to establish directions, to prepare reports, to maintain liaison with interested administrative offices, and to disseminate the results of research to the College community.

CONCLUSION

Probably no college completes a self-study of this scope without feeling that it has accomplished much more than simply the addressing the concerns of the reaccreditation process. Lehman College has, we think, accomplished much by the process of self-study.

Through this process we have affirmed the dynamic nature of the institution, the strengths of our faculty, the diversity of our students, the flexibility of our instructional programs, and the commitment of the institution--faculty, administration, and students--to the mission of the college.

Through the self-study, we have also identified five areas of concern. The identification of these concerns has enabled us to make recommendations and to take action on a variety of fronts. Although all of the achievements, as well as all of the concerns, recommendations, and responses to those recommendations, have already been enumerated in the preceding text, in this conclusion we highlight a few, and, in addition, provide a summary schedule for implementation of some of the major recommendations.

1. Throughout the Self-Study, two recurrent themes have been the diversity of the Lehman students and the commitment of the faculty and administration to meet the needs of that diverse student population and to that end we affirm the importance of effective teaching in an undergraduate college committed to the study of the liberal arts and sciences. We are convinced of the continued need to find ways to recognize both excellent teaching and the achievements of students.

2. We also agree that intensified recruitment and stronger efforts at retention are crucial to Lehman College, particularly as enrollment affects Lehman's budget allocations.

3. We also know that in order to enhance the enrollment and retention of students we need to collect more information about our achievements with students whom we have brought successfully to graduation. We need to find ways to demonstrate what our students are learning and also how well the new curriculum serves the learning process. We recognize the importance of centralizing and expanding the efforts that the College now makes to gather

this and other institutional data.

4. We also have confirmed what is characteristic of all colleges and historically of Lehman--the desire, particularly among faculty, for enhanced communication among all parts of the College. We have reaffirmed how deep this desire is among many members of the campus community.

5. And finally, we are pleased to confirm our strong role in the Bronx and in the New York City community. We have recognized that outreach into the community, and the offering of a cultural center to which the community could turn, are significant features of our work. Through the Self-Study, we learned how complete, how diverse and widespread the College's outreach really is, and how appealing is the attraction of its many activities to the community.

We take pride in what we do as an institution and what we have already accomplished. We look forward to the challenges of the future, and offer this summary of some of the actions which we are already taking or will take in the near future as a testament to our commitment to address the concerns raised and thus to shape our future.

Schedule of Implementation

The five areas of major concern identified in the Introduction included enrollment and retention, budget, teaching and the new curriculum, governance, and institutional research.

In part as a result of the process of self-study and the recommendations made, the College is currently

1. increasing the activities of, and the faculty involvement with the Office of Enrollment Management, with additional resources to be added over the next three years;
2. increasing the amount and nature of advisement in the Office of Undergraduate Studies and the Office of Individualized and Continuing Education, and in the ESL and Skills Development Programs;
3. developing methods by which the divisional deans will monitor and shape the scheduling of classes as well as assuring an increased availability of classes at night and on the weekends;

4. negotiating, through the Vice President of Administration, permanent adjustment in the college budget and greater flexibility in that budget;
5. expanding and developing contacts with businesses and corporations, alumni, and other sources through the new Office of the Vice-President for Institutional Advancement, by which monies will become available to supplement the tax-levied budget;
6. locating administrative responsibility for the new curriculum in the Office of the Dean of Arts and Humanities, where a series of actions involving evaluation, exemption policies, and administrative re-organization are already in operation;
7. coordinating outreach programs through the Office of the Vice President of Institutional Advancement and by the work of the coordinating committee for interns and that of the Dean and Associate Dean of Professional Studies in the area of the school/college collaboration;
8. increasing, through the Office of Student Services, student access to information about the opportunities and services available through a twice-yearly disseminated Student Directory of College Services and Academic Departments;
9. increasing further communication in the Lehman community through a faculty caucus of the Senate, the writing of a new faculty handbook, and the circulation and discussion of this Self-Study.

The College further will in spring term of 1988

10. establish through the Office of the Provost, a Commission on Teaching;
11. establish, again through the Office of the Provost, a committee to recommend actions concerning the growing number of graduate program;
12. circulate, through the President's Office, the chapter on Mission and Goals of the Self-Study, which will enable us to continue the discussion of our mission on campus;
13. move, as of February 1988, to a step-by-step process to change the structure of the Lehman College Senate;

14. call, through the Office of the Provost, for the review of all department by-laws;

15. set up, through the authority of the President, a Committee for Institutional Research.

And, finally, in the future, the College will

16. evaluate the effectiveness and impact of the new curriculum through the major grant from the Fund for Post-Secondary Education;

17. press for funding for a new gymnasium, re-designing the old one, possibly for classrooms, offices, and other college-wide needs;

18. redesign and expand our computer facilities;

19. seek ways to add and upgrade science classrooms and laboratories on campus;

20. continue all efforts indicated here and throughout the Self-Study to address the issues raised during the process of writing this document.

LEHMAN COLLEGE

of

The City University of New York

A Comprehensive Self-Study

Volume II Appendices

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

January 1988



LEHMAN COLLEGE
COMPREHENSIVE SELF-STUDY

Volume II: Appendices

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APPENDIX I

DESCRIPTION OF THE PROCESS OF THE SELF-STUDY

The process by which this Comprehensive Self-Study was written involved all areas of the Lehman College Community. Students were a part of the process at every stage, though not always the same students, some graduating or having to limit their participation for various personal reasons. Administrators also were represented at every stage, and at the end of the process all the senior administrative officers of the College ratified the Self-Study as a sign of their commitment to the implementation of its recommendations. But from the beginning, the Self-Study was conceived of as a document to be researched and written by the faculty of Lehman College. In the beginning, President Lief made a deliberate decision that the Chair of the Steering Committee would be a faculty member; the Steering Committee itself was made up of 14 faculty members, 5 administrators, and 4 students. The ten Subcommittees that were responsible for the reports that were the foundation of the final Self-Study were all chaired by faculty members; each subcommittee was composed of six additional faculty members, plus one liaison member from the Steering Committee, two student members, and one member representing the administration. Thus, in the process of the Self-Study, nearly 100 faculty members (out of a total of 400 full-time faculty) were directly involved in the process of the Self-Study. Through the medium of the Open Hearings held in early December and the further opportunities for all members of the Lehman community to submit responses to the penultimate draft of the Self-Study either in writing or over the telephone, every faculty member, student, and member of the administration had an opportunity to be part of the process.

The process began in October of 1986 when Anne Humpherys, then a Professor of English, was named Chair of the Steering Committee by President Lief. Subsequent to that, a Steering Committee of 24 members was appointed through consultations with Professor Humpherys and members of the faculty and administration, including the Vice President and the Associate Dean for Student Affairs, who aided in the selection of student members. The Steering Committee had two organizational meetings, at the first of which President Lief gave the Committee its charge. In November 1986, the Steering Committee met with Dr. Minna Weinstein, Associate Commissioner of the Commission on Higher Education, Middle States Association of Colleges and Schools, who described the process of writing a Self-Study to the Steering Committee.

The Steering Committee met weekly during late November and early December 1986, deciding to conduct a Comprehensive Self-Study. The Steering Committee also accepted the nine general divisions for such a study as offered by the Handbook for Institutional Self-Study published by the Commission on Higher Education, adding a tenth--Outreach--to study the involvement of

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Lehman College in the surrounding community. Throughout the month of December the Steering Committee divided itself into working groups of three to draft charges for each of the ten Subcommittees. These charges were then discussed by the Steering Committee as a whole, revised, and finally voted on and approved. The Steering Committee also elected a five-person Committee on Committees composed of Professor Anne Humpherys, Chair; Professors Lisa Paravisini and Lewis Schwartz, and Associate Deans Fred Phelps and Anne Rothstein. During the month of January 1987, this Committee on Committees nominated the Chairs for the Subcommittees as well as slates of members for each Subcommittee. The Steering Committee as a whole elected the members of the Subcommittees, which were all in place by the beginning of the spring 1987 term in early February.

During the first week of February the Steering Committee met with the chairs of the Subcommittees. Then the Subcommittees began their work. All administrative offices were instructed to give full cooperation to the Subcommittees. Each Subcommittee decided on its own methods of procedure; several, including Missions and Goals, Instructional Programs, Faculty, Teaching, Instructional Resources, and Students and Student Life, asked the Steering Committee to coordinate a questionnaire. (See appendices xx, xx, etc.). All members of the faculty received the Faculty Questionnaire; each of the other questionnaires were sent to a different third of the faculty. Questionnaires on Instructional Resources were also sent to members of the non-instructional support staff. The student questionnaires were distributed through representative classes. Each Subcommittee received the returned questionnaires and determined how they would use the results. Other Subcommittees, including Instructional Programs and Outreach, conducted protocol interviews with Department Chairs and other members of the Lehman community. There was a long article on the process of the Self-Study in the student newspaper Meridian in April 1987, and Professor Humpherys addressed the faculty at faculty meetings and the department chairs at Faculty P&B meetings twice during the spring 1987 term and four more times during the fall 1987 term. In addition, President Lief announced the process of the Self-Study and the upcoming visitation in a number of forums, both written and public. Intermittent publication of Meridian made frequent college-wide publicity and interchange difficult and frustrating for the Steering Committee throughout the whole process.

In March 1987, the Steering Committee met with the Subcommittee Chairs to receive their interim reports, and in April 1986 began to receive the final Subcommittee reports. As each report was received, the Steering Committee went over the report line by line; in all cases the Steering Committee requested additional information, which the Subcommittees provided in the form of various addenda.

The Steering Committee in May 1987 elected a drafting committee composed of Professor Anne Humpherys, Chair; Vice President Emitta Hill; Associate Dean Fred Phelps; and Professors

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Richard Larson and Lewis Schwartz. This drafting committee met daily throughout June of 1987, using the various Subcommittee reports as the basis for a first draft of the Self-Study. By July 1 a primitive first draft was in place, but there was need for additional information and considerable rewriting. The collection of additional data and the rewriting took place over July and August of 1987, and in September of 1987, the drafting committee met several times a week turning the first draft into a second draft. This second draft was submitted to the entire Steering Committee at the end of September 1987. The Steering Committee, in a series of four extensive meetings, went over this draft page by page, making recommendations for revisions, additions, and cuts.

In October the drafting committee wrote yet a third draft, based on the discussions in the Steering Committee. This draft was then submitted to the administrative officers of the college and to the Subcommittee Chairs for further response. All Subcommittee Chairs approved the Self Study after having the opportunity to make comments, corrections, and additions to this draft. A fourth draft was written incorporating all the responses made up to this point. This fourth draft was submitted to the College community as a whole. Every department received a copy; there was a copy in the library; there was also a copy on each floor of the administrative building, Shuster Hall, and a copy in the Student Center. At this point, the Steering Committee called for Open Hearings on the Self-Study during the first week of December.

The time was short, and a number of faculty members complained that there were not enough copies of the draft of the Self-Study nor enough time for the Open Hearings. None-the-less seven faculty and students addressed the Steering Committee and in addition, the Committee, desiring the opportunity for additional faculty and student response, took some dozen written and spoken comments for an additional week after the Open Hearings.

After the preliminary visit by the Chair of the Visiting Team, President Vera Farris, on November 30, 1987, the Chair of the Steering Committee met with the Cabinet of the College, composed of the President, the four Vice-Presidents, the Dean of Education, and the Executive Assistant to the President, to discuss the implementation of the recommendations of the Self-Study. The Cabinet approved the Self-Study as it stood at that point, and the different administrative officers took responsibility for the major areas of implementation. The next day the Steering Committee met to decide the ways in which the testimony of the Open Hearings would be incorporated into the Self-Study and the procedures by which the action agenda and schedule of implementation of the recommendations made in the Self-Study would be constructed. At its meeting on December 9, the Steering Committee voted to approve the Self-Study subject to the revisions and procedures for implementation discussed at that meeting.

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The drafting committee prepared a fifth and final draft of the Self-Study incorporating all the commentary and response from the Open Hearings, from the additional written and spoken comments from faculty, students, and from the discussions with the Cabinet. This document was ratified by the administrative officers of the College at the Deans meeting of December 22, at which were present all the academic officers of the college, the business and administrative officers, and other administrative representatives. This version was then printed and sent to the visiting team and also made available to the Lehman community.

STEERING COMMITTEE MEMBERS

Dean Eileen Allman, Associate Dean of Undergraduate Studies
 Professor Juliana Bassey, Department of Academic Skills/SEEK Program
 Mr. John Boatwright, Student
 Professor Herbert R. Broderick, Department of Art
 Mr. Dwight Clarke, student
 Professor Edith DeChiara, Department of Early Childhood and Elementary Education
 Professor May Ebihara, Department of Anthropology
 Professor Nancy Fairley, Department of Black Studies
 Professor Keville Frederickson, Department of Nursing
 Professor John Gillespie, Department of Physics and Astronomy
 Professor Beryl Herdt, Department of Physical Education, Recreation, and Dance
 Vice President for Institutional Advancement, Emita B. Hill
 Professor Anne Humpherys, Department of English and Acting Dean of Arts and Humanities, Chair
 Professor Barbara Jacobson, Department of Sociology and Social Work
 Mr. Stephen James, Student
 Professor Richard L. Larson, Department of English
 Professor Dwight Kincaid, Department of Biological Sciences
 Provost Melvyn B. Nathanson
 Professor Lizabeth Paravisini, Department of Puerto Rican Studies
 Ms. Rashmi Pitawala, Student
 Dean Fred R. Phelps, Associate Dean for Student Affairs
 Dean Anne Rothstein, Associate Dean of Professional Studies
 Professor Lewis Schwartz, Department of Philosophy
 Professor Carlos Yorio, Department of Speech and Theater and Director of English as a Second Language

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SUBCOMMITTEES FOR THE SELF STUDY

Missions and Goals

Professor Robert Whittaker (COGS), Chair
Professor Bruce Byland (ANT)
Ms. Phyllis Cash (ACS)
Professor Alice Griffin (ENG)
Professor Richard Larson (ENG), Liaison
Dean Thomas Minter (ADM)
Ms. Claire Schwartz (PERD)
Professor Maximiliano Soriano (PRS)
Ms. Brigid Tubridy (Student)
Mr. Luis Velez (Student)
Professor Rosanne Wille (NUR)

Programs and Curriculum

Professor James Bruni (ECEE), Chair
Mr. Charles Campbell (Student)
Professor John Chute (G/G)
Professor Barbara Geach (NUR)
Ms. Slone Greene (Student)
Ms. Sheila Hobson (ACS)
Dr. Paul Kreuzer (ADM)
Professor Palmira Rios (PRS)
Professor Lewis Schwartz (PHI), Liaison
Ms. Eve Zarin (ENG)

Outcomes

Professor Ruth Berger (SOC), Chair
Dean Eileen Allman (ADM), Liaison
Professor Shelley Ast (ACS)
Mr. Joseph Enright (ADM)
Professor Ed Bergman (G/G)
Ms. Frances Della Cava (SOC)
Ms. Sui-Mei Lam (Student)
Professor Kim Louie (NUR)
Professor Daniel Ruby (LIB)
Mr. Mark Tavares (Student)
Professor Xavier Totti (PRS)

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Students and Student Life

Professor Charles Dougherty (CHE), Chair
Professor Robert Lundberg (SABE)
Mr. Carlos Duran (Student)
Professor Johannah Franke (PERD)
Mr. Paul C. Gough (Student)
Ms. Judith Harrison (Student)
Professor Anthony LaRuffa (ANT)
Professor Carl Mann (ADM)
Ms. Janis Massa (PRS)
Dean Fred Phelps (ADM), Liaison
Professor Clementine Pugh (ECEE)
Ms. Gloria Spears (ACS)

Faculty

Professor Johanna Meskill (HIS), Chair
Professor Stanley Bank (SABE)
Professor Livia Bitton-Jackson (COGS)
Professor Thomas Borghese (BIO)
Professor Herbert Broderick (ART), Liaison
Ms. Barbara Hull (Student)
Professor Charlotte Morgan (BLS)
Professor Davis Ross (HIS)
Associate Provost Frederick Shaw (ADM)
Ms. Ilda Zappa (PRS)
Professor Eric Wolf (ANT)
Ms. Amy Wong (Student)

Teaching

Professor Michael Cheilik (HIS), Chair
Professor Juliana Bassegy (ACS), Liaison
Professor Charles Beye (COGS)
Ms. Dulce Cruz (Student)
Ms. Mary Dorney (Student)
Professor Carmen Esteves (RML)
Professor John Lally (SOC)
Mr. David Rothchild (MAT)
Professor Gary Schwartz (COGS)
Professor Andrea Sledge (SSE)
Mr. Richard Sterling (ADM)
Professor Stanley Taback (SABE)

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Organization and Governance

Professor Jack Judd (HIS), Chair
Ms. Liliam Arnau (Student)
Professor Reuben Baumgarten (CHE)
Professor Joseph Dorsey (BLS)
Mr. Nchekwube Ezekwenna (Student)
Professor Beryl Herdt (PERD), Liaison
Professor Murray Hausknecht (SOC)
Dr. Edward Pakel (ADM)
Professor Oscar Montero (RML)
Professor Roger Witherspoon (SABE)

Financial Planning

Professor Rita D'Angelo (PSY), Chair
Professor Victoria Clayton (LIB)
Professor John Gillespie (PHY), Liaison
Mr. James Kraus (ECO)
Mr. Robert Lizardo (Student)
Professor Paul Meyer (MAT)
Mr. Edmund Rutkowski (ADM)
Ms. Mary Somboonchoke (Student)
Professor Mardi Valgemae (ENG)

Instructional Resources

Professor Larry Sullivan (LIB), Chair
Professor David Bady (ENG)
Ms. Maria Burgos (Student)
Ms. Mariann Connolly (Student)
Professor Doris Dingle (SABE)
Dean Maria Herencia (ADM)
Professor Dwight Kincaid (BIO), Liaison
Professor Mark Lazarus (CHE)
Mr. Joseph Middleton (DP)
Mr. Robert Sutcliffe (MAT)

Outreach

Professor Ann Haas (HS), Chair
Ms. Carla Asher (ACS)
Professor David Gillison (ART)
Professor Robert Goldfarb (S/T)
Vice President for Institutional Advancement Emita Hill (ADM),
Liaison
Professor Helene Lerner (NUR)
Dean Michael Paull (ADM)
Professor Susan Polirstok (SSE)
Ms. Edith Reyes (Student)
Ms. Andrea Rockower (Performing Arts Center)
Ms. Jane Salodof (ADM)
Mrs. Valerie Washington (ECEE)
Mr. James Wiley III (Student)

APPENDIX IIa
SUBCOMMITTEE ON MISSION AND GOALS
QUESTIONNAIRE

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To: Prof. Bruce Byland, ANT
Ms. Phyllis Cash, ACS
Prof. Alice Griffin, ENG
Prof. Richard Larson, ENG
Dean Thomas Minter, ADM
Ms. Claire Schwartz, PERD
Prof. Maximiliano Soriano, PRS
Ms. Brigid Tubridy, Student
Mr. Luis Velez, Student
Prof. Rosanne Wille, NUR

From: Robert Whittaker

Date: April 29, 1987

Subject: Updated Summary of Questionnaire Responses

This is an updated rough summary of the faculty responses to our questions in the questionnaire handed out. The new total responding to our questions is 96: 64 of these are instructional faculty, the others are from administrative positions. If there appeared to be significant change, the old figures are in parenthesis.

Question 1:

1. The Lehman College Catalog identifies six missions as defining our overall purpose. Briefly characterized they are (1) liberal arts education; (2) professional and pre-professional training; (3) graduate liberal arts and professional education; (4) collaboration with local institutions and agencies, e.g. Botanical Gardens, Montefiore; (5) faculty and student research; (6) educational and cultural enrichment of area residents.

Which of these seem(s) to you most important?

Number answering 1 = 72
Number answering 2 = 55
Number answering 3 = 32
Number answering 5 = 27
Number answering 4 = 13
Number answering 6 = 12

Which seem(s) least important?

Number answering 6 = 48
Number answering 4 = 35
Number answering 5 = 20
Number answering 3 = 10
Number answering 1 = 2
Number answering 2 = 5

On a scale of 1 to 5, from not at all to very, characterize the appropriateness of this mission statement.

Average on the scale = 3.99

What purposes should be included that are not a part of the Catalog's mission statement?

"provide educational opportunities for multi-ethnic con-

stituencies; serve as an ongoing educational resource for graduates and area residents"
 "provide facility for sports . . . enhance bodily health, inculcate team spirit, advance social intermixing; collaboration with local industry"
 "preparing the student to make a meaningful place for himself in society"
 "social mobility of students; heightened awareness of student's future options in the world of work"
 "instill a need to be informed, a desire to read"
 "to help develop . . . sense of . . . social justice and peace"
 "support regional development through research, training, development of curricula"
 "to provide faculty and students with an enriched teaching/learning environment; to research and preserve records of the history and heritage of the Bronx"
 "equal opportunity to all ethnic groups, integrate different classes and groups"
 "the word 'outreach' should be used"
 "attract faculty and students of the highest calibre"
 "moral and political obligation" and "structure of society as a unit"
 "provide a center of educational research for students of other institutions"
 "help all students fulfill an expanded potential for growth and knowledge"
 "encouragement and promoting self-confidence"
 "to educate beyond mere job training"
 "to provide career counselling and placement activities"
 "to achieve national (international) recognition"
 "skills enhancement at the graduate level" "enrich the community through employment of graduates back into the community"
 "beyond walls of immediate area: Lehman's role in international picture, issues of a more global nature (sex, race, peace, etc.)"
 research and implementation, e.g. NHIC
 Dormitories so that day students can spend more time studying
 "The purposes are fully & well stated. The question is whether we have the means and will to carry them out."
 Educational & cultural enrichment "should be more elaborated and given greater weight"
 "To provide athletic & cultural opportunities for students & faculty"

Question 2:

2. The current College curriculum document describes five goals for undergraduate education at Lehman. In brief they are (a) to teach basic intellectual skills; (b) to emphasize methods of inquiry, rather than acquiring data; (c) to demonstrate interdisciplinary relations; (d) to encompass broad basic areas of knowledge; and (e) to stimulate the joy of learning.

Which of these seem(s) to you most important?

Number answering B = 50 (27)

Number answering A = 47 (27)

Number answering E = 44 (25)

Number answering C = 20

Number answering D = 20

Which seem(s) least important?

Number answering C = 38

Number answering D = 21

Number answering B = 9

Number answering A = 6

Number answering E = 6

On a scale of 1 to 5, from not at all to very, characterize the completeness of this statement of goals.

Average on the scale = 3.76 (3.56)

Do you feel any important goals of undergraduate education have been excluded? If so, which?

"prepare students to focus on how to use the acquired knowledge . . ."

"affective skills -- heightened self-awareness . . . and faith in their power to affect their own lives"

"preprofessional training"

"ability to analyze and solve problems; negotiation, arbitration, peace-making skills"

"to encourage new, creative thought and research"

"provide in-depth knowledge in a field"

"gain expertise in one or more academic fields"

"to give traditional and nontraditional students the experience of learning the arts and sciences; to prepare them to make ethical decisions and to be life-long learners."

hard to separate learning facts from acquiring skills and methods

"provide professional and pre-professional training"

"to stimulate interest and curiosity about humanity"

"sense of how to help those less fortunate than themselves"

some are inappropriate and should have been treated earlier

"teach students to think and comprehend others' expressions of thought, to instruct students to express their thoughts in oral and written verbal form, to permit students to drink deeply of the well of knowledge...."

"to prepare for real outside world"

"teach professional skills"

"human relations, communal leadership, multi-ethnic awareness, moral growth"

"discourse" "to develop students' abilities"
 "none are achieved in practice"
 emphasis on "extensiveness of knowledge" over "intensiveness"
 in first two or three years
 "to teach skills and apply those skills to business and the
 environment"
 "to be competent in at least one specialized field of knowl-
 edge"
 "to develop goals for graduate education [as] we now have for
 undergraduate"
 'too much time spent on basic skills.' 'problem is not with
 goals. The problem lies with large number of poorly prepared
 students...'
 "provide moral and ethical education; teach basic skills of
 social adaptability"
 "to prepare students to bet a middle-class job. ...the only
 reason why most of them are here."
 needs a statement on values
 "something to do with learning more about our common humanity
 to dispel our fears"
 "To make students aware of the world they live in through
 study and observation"
 Goal of attracting more students of higher academic achieve-
 ment
 "To develop the sense of self-fulfillment & responsible
 citizenship."
 "Sensitize students to the human condition and a wider multi-
 cultural perspective"
 "prepare students for post-graduate education", "help them
 develop a world-view of a way of life"
 "Explicit statement to the effect: to encourage thought about
 the world and oneself."

Question 3:

3. A five-year plan recently prepared for the College as a whole identified specific areas in which Lehman would be concentrating its energies, consistent with its overall mission. The plan noted the College's ongoing commitment in three areas: (a) the core curriculum, (b) skills development and ESL, and (c) cooperative education. In addition to these it identified nine special areas in which the College would concentrate its energies. These areas are (1) performance and instruction in the performing and fine arts; (2) professional health care education; (3) teacher education; (4) audiology, speech therapy, and education for the hearing impaired; (5) bilingual education; (6) research in literacy; (7) integration of computers into teaching, learning, and administration; (8) adult degree education; (9) community outreach.

Which of these seem(s) to you most important?

Number answering A = 30

Number answering B = 26

Number answering C = 10

Number answering 3 = 36 (20)

Number answering 7 = 28 (13)

Number answering 2 = 26 (13)

Number answering 1 = 22 (10)

Number answering 8 = 20 (13)
 Number answering 6 = 17 (8)
 Number answering 5 = 14 (7)
 Number answering 9 = 12 (6)
 Number answering 4 = 10 (7)

Which seem(s) least important?

Number answering C = 12
 Number answering B = 2
 Number answering A = 1

Number answering 5 = 23
 Number answering 9 = 22
 Number answering 6 = 21
 Number answering 4 = 18
 Number answering 1 = 16
 Number answering 7 = 13
 Number answering 8 = 10
 Number answering 2 = 5
 Number answering 3 = 4

On a scale of 1 to 5, from not at all to very, characterize the adequacy and completeness of this list of the College's principal emphases over the next five years.

Average on the scale = 3.67 (3.47)

In what areas not mentioned here do you think Lehman College should be expending significant energies and why?

Goals excluded from the 5-year plan:

"liberal arts"

"close cooperation and collaboration with local industry"

"more collaboration with area public schools"

"physical/natural sciences"

"building liberal arts . . . by recruiting better prepared students"

"master's and continuing ed. programs in economics"

"to develop a sense of responsibility for contributing to a world of peace and justice"

"smaller class size and smaller teaching load"

full use of the faculty's strengths

"arts appreciation"

"teaching methods for educationally disadvantaged"

"humanities and social sciences, foreign languages"

"basic support services" for there are too many other goals here

"liberal arts"

"student support services -- counseling, activities, tutoring, writing lab"

"spiritual understanding in human relationships"

"personal health care education"

"upgrading physical plant and support services to provide an environment that is encouraging of faculty efforts"

"the basic sciences, mathematics," devising a truly coherent curriculum for all students

"computer education -- training teachers to teach computers in schools"

"graduate programs" "faculty development"

too many areas listed to be effective in any one

"adult non-degree education"
 "more emphasis on "teaching skills" and "integration of effective work with students"
 "more attention should be directed to the 'old fashioned student' who is seeking an education and not merely job training"
 "sciences are completely neglected! Why? They are the most important subjects"
 "strengthen graduate studies"
 "failure to emphasize academic excellence will ultimately destroy all other programs."
 "special education, scientific research"
 "getting jobs for graduates"
 "relations with local elementary and high schools ... [for] help in preparing students for college.... improving our image"
 "global issues -- peace, international understanding, values in goals"
 "seems to me more the plan of a community college than the one of a senior Liberal Arts institution"
 Dormitories: there are no great public colleges without dormitories
 "Improved advisement of students (especially in pre-professional programs...)"
 "To develop a richer extra-curricular intellectual environment"
 "Teacher education and cooperative education"
 "Liberal arts education" no excitement to communicate, if all is skills & frills.

Question 4:

4. Would you be willing to share your views on the College's missions and goals with a member of the subcommittee? If so, please write your name, department, and telephone number.

M. Paull, 8666
 Berikai Jayaram, DatProc, 8421
 Sal Mazzarulli, Security, 8593,4
 Linda Keen, 8675
 Glen T. Nygreen, 8241
 J. A. Middleton, DataPr, 8421
 Paul G. Kreuzer, UGSt, 8104
 Benjamin Lapkin, SSE, 8173
 U. Hoffmann, x276/294
 Frank Kahn, Speech & Theatre x8136
 Albert Burmel, 8495, 8475
 Morris Gross, Secondary Educ, 8172
 Davis Ross, 8287
 John Weiss, History, 8289
 Keville Frederickson, Nursing, 8378
 Jack Ullman, Phy 8544, 8543
 Arlene L. Bronzaft, W St 8347, Psych 8204
 Maria Luisa Bastos, ROM, 215
 Michael Milenkovitch, POL, x8517
 Howard Seeman, Dept of SABE, x8171
 Bernard Baumrin, Philo, 960-8291, 787 5638

APPENDIX IIB
SUBCOMMITTEE ON TEACHING
QUESTIONNAIRE

1. What is your rank?
2. In what department(s) do you teach?
3. How long have you taught at Lehman?
4. Approximately what percentage of your work at Lehman in the last two years has been spent:
 - a. on teaching and preparation
 - b. on doing research
 - c. on committee work and other administrative matters.
5. Approximately what percentage of your teaching load in the last two years has been spent on:
 - a. remedial courses
 - b. CORE and 100 level courses
 - c. elective courses
 - d. graduate courses
- 6.a. Please indicate the teaching method(s) you use (e.g. lecture, lecture/-discussion, audio-visual, small group tutorial, etc.) for each of the course levels you have indicated in question 5.
- 6.b. Are there methods that you feel might be more appropriate but that you do not/cannot use? Please explain.
- 7.a. For each course level you teach (question 5) approximately what percentage of your exam questions are:
 - essay?
 - short answer?
- 7.b. What role does writing play in your courses at each level?
8. For each course level (question 5) to what degree do you have to modify your instruction to accommodate your students' competencies in oral and written English?

Subcommittee on Teaching (continued)

9. To what degree are you free to choose the courses you teach?
- 10.a. What particular difficulties do you face in teaching?
- 10.b. What realistically could be changed to make your teaching more effective.
11. Do you feel that teaching ability is given sufficient weight in decisions regarding (a) reappointment (b) promotion (c) tenure at Lehman? Please explain or cite examples.
12. Do you feel that excellent teachers who do not engage in research should be permanent members of the Lehman faculty? Please explain.
13. (a) Have you originated an innovative approach to a course or program?
(b) Have you participated in an innovative course or program?
(c) Have you received released time or compensation for participation in such projects?
(d) If you have answered (a), (b), or (c) in the affirmative, please describe briefly.
- (a)
(b)
(c)

Explain:

Faculty Questionnaire of the Subcommittee
On Teaching

Summary

Question #1

<u>RANK</u>					
Distinguished Professor	Full Prof.	Associate Prof.	Assistant Prof.	Lecturer F/T	Adjunct Lecturer
1	17	10	14	3	8

Question #2

<u>DEPARTMENT</u>					
Political Science	2	Economics	3	Romance Languages	3
ESL	1	Speech & Theatre	5	Psychology	3
English	2	PERD	2	Chemistry	3
Education	7	Biology	3	Classics	1
History	2	Health Services	1	SABE	1
Library	2	Philosophy	2	Music	1
Physics & Astronomy	3	Nursing	3	Art	1
Sociology	1	Anthropology	2	Math	1
				ECEE	1

Question #3

YEARS AT COLLEGE

1 - 5	6 - 10	11 - 15	16 - 20	21 - 25
22	5	2	21	6

Question #4

DIVISION OF TIME

	0 - 9%	10 - 25%	26 - 50%	51 - 75%	76 - 100
Teaching and Preparation	-	7	11	13	23
Research	22	15	15	2	-
Committee and Other Administrative Matters	22	16	8	8	-

Question #5

% of Teaching Load in Last Two Years

Spent on:

	0 - 9%	10 - 25%	26 - 50%	51 - 75%	76 - 100%
Remedial courses		1	3	1	2
Core & 100-level		7	16	6	6
Elective courses		4	17	2	6
Graduate courses	3	5	12		6
Required courses		1	3	1	1

Question #6a

Computers	Socratic Discovery	Lecture	Teaching Methods		Small Group Tutorials
			Lecture/ Discussion	Audio-Visual	
Required Courses = 1	Required Courses = 1	Grad CORE = 1	CORE 100- level = 30 Elective = 24 Remedial = 2 Graduate = 16 Required Courses = 1	CORE 100- level = 8 Required Courses = 2	Remedial = 6 CORE = 2 Elective = 2 Graduate = 7

Question #6b

More appropriate methods that cannot be used.

1. Peer tutoring in IBA courses
2. Films
3. Video tapes
4. Discussion?
5. Computer enhanced instruction
6. Audiovisuals

Question #7a

	<u>Types of Exams</u>				
	<u>0 - 9%</u>	<u>10 - 25%</u>	<u>25 - 50%</u>	<u>51 - 75%</u>	<u>76 - 100%</u>
<u>ESSAY</u>					
Remedial			3		2
CORE, 100-level	3	7	2	2	11
Elective	3	1	4	5	11
Graduate			1	3	15
Required	1	1	1	1	2
<u>SHORT ANSWERS</u>					
Remedial		1	2		1
CORE - 100-level		4	5	3	10
Elective		3	3	1	6
Graduate		1	4	1	5
Required		1	1	1	1

Question #7b

Role of Writing in Course

	<u>Extremely Important</u>	<u>Important</u>	<u>Not important</u>
Remedial	4		3
CORE, 100-level	24	4	5
Elective	20	6	3
Graduate	21	3	
Required			

Question #8

Extent of Modification of Instruction to
Accommodate Students' Competencies in
Oral and Written English

	<u>Extensive</u>	<u>Moderate</u>	<u>Complete</u>	<u>None</u>
Remedial	3	3	-	2
Core & 100 Level	4	15	-	15
Elective Courses	4	17	-	8
Graduate Courses	-	5	-	16
Required Courses	-	2	-	-

Question #9

Degree of Freedom in Choosing Courses Taught

	<u>Complete Freedom</u>	<u>Some Restrictions</u>	<u>No Freedom</u>
Remedial	-	5	1
Core & 100 Level	6	24	1
Elective Courses	3	21	-
Graduate Courses	8	13	1
Required Courses	1	3	-

Question #10

Difficulties Faced in Teaching

- *Insufficient time for meeting with students
- *Motivating students
- *Unclean classrooms, insufficient quality chalk, Blackboard erasers,
Microscopes, bench lighting
- Getting students to organize thoughts logically and to think
analytically
- *Lack of support services, supplies and equipment for students
- Uncertainties about courses in program
- Many ESL students slow-down pace of class
- Communication across generation
- Students seem tired because they work
- *Occasional very large class
- *Poor Academic preparation of students

*Mentioned more than once.

Question #10a- Continued

The great variability in individual student ability within a single course
 Students' unwilling to accept responsibility for learning
 A sense of futility of whqt little gets across to students
 Better at teaching the subject than teaching the student
 The cost of textbooks
 Large numbers of students do not continue on to 300-level courses. This is particularly true in Spanish where there are very few "Anglo" students
 Math Anxiety
 Teaching loan is much too heavy
 Series of technical difficulties with Laboratory
 Preparation of a new course while starting up a Research Laboratory
 Lack of availability of funds to hire adjuncts
 A sense of isolation due to the lack of integration between Liberal Arts Departments and Education.

Question #10B

Realistic Change That Can Make Teaching More Effective

More full-time lines
 *Reduced Course load
 Computers in classrooms
 Better student selection, better facilities
 Smaller classes
 More laboratory/hands on work
 Resignation from Ph.D. programs to devote more time to Undergraduate
 More Audio-Visual materials

Question #11

Teaching ability given sufficient Weight in Decisions Regarding:

	Yes	No
Reappointment	15	23
Promotion	8	26
Tenure	9	25

Question #12

Should Excellent Teachers who do not engage in Research be Permanent Members of the Lehman Faculty

	Yes	No	Even Balance
Research Important		9	7

Question #13

	Yes	No	Sometimes
A	18	12	1
B	26	12	
C	14	16	

Explanations for 13 a, b, c

- *1. Development of New Curriculum
- *2. Money received for CORE planning and released time
3. Teaching course in classroom based research for teachers-- grant funded
4. Development of MBRS program
5. Pre- and Post assessment of knowledge in Health Psychology course
6. Orientation to team
7. Team-teaching graduate course in teaching Shakespeare
8. New Nursing curriculum
9. Biochemistry Project TEAM
10. Research method in Political Science
11. Field internship program in Psychology
12. Released time for revamping laboratory
13. New ESL & Bilingual Curricula
14. Faculty Development Program and computer assisted instruction
15. Internship in Spanish Language Journalism
16. Bridge course for students in Masters Program in Nursing
17. Sports officiating course
18. Course in gerontology and women
19. Team teaching ACS/History
20. PACE Program
21. New York City Writing Project

*Mentioned more than once.

14. Do you favor the current administrative structure, i.e. President, Provost, Deans, etc.? _____. Why or why not?

15. What should the role of Divisional Deans be? For what policies should Divisional Deans have responsibility, power and authority?

16. a. How would you evaluate the administrative efforts to strengthen the image of the College?

b. What might the administration do to enhance the image of the College?

17. Should the faculty have greater input in the budget-making process? yes _____ no _____ no opinion _____. If yes, how might this be done?

B. Faculty Questionnaire Responses

Total number of responses: 52. Not all respondents answered all questions. All percentages are based on the number responding to the specific question.

1. Satisfaction with work of Executive Committee: N=44

Believe committee to be ineffective (1+2): 26 59%

Believe committee to be effective (4+5): 5 11%

"Neutral" (3): 13 30%.

2. Satisfaction with Senate functioning: N=44

Satisfied (1+2): 6 17%

Dissatisfied (4+5): 23 52%

"Neutral" (3): 15 34%.

3. Should the Senate structure be maintained/changed? N=44

Maintained: 23 52% Changed: 21 48%.

Senate Structure by Service in Senate (Question 8)

	<u>Senate Service</u>		
Structure should be:	<u>Yes</u>	<u>No</u>	
Maintained	6	17	(23)
Changed	8	13	(21)
	<u> </u>	<u> </u>	
	(14)	(30)	

The faculty as a whole split on this issue: 23 believed the present structure should be maintained and 21 were in favor of change. Of those who had served in the Senate since 1980, 8 respondents were in favor of change and 6 were in favor of maintaining the present structure.

4. Type of change in structure? N=24

Increase number of students: 2

Reduce the number of students: 12

No more than 5 student representatives: 5

Eliminate all students: 7.

The majority of respondents who were in favor of reducing the number of student representatives favored a 20% or 25% proportion of students in the Senate.

5. Student service on Committees. N=47

Maintain present structure: (25) 53%

Serve on some committees: (14) 30%

Eliminate students from committees: (4) 9%

Do not know: (4) 9%.

6. Which committees? N=37

Both: (22) 59%

Case only: (2) 5%

Curriculum only: (5) 14%

Do not know: (8) 22%.

7. Service on Senate committee since 1980: N=47

Yes: (12) 26% No: (35) 74%.

9. Improvement in communication:

There was an overwhelming endorsement of improvement with practically all in favor of both alternatives. 19 respondents also checked "other" and the model recommendation was for small, informal meetings at departmental levels, for example, and a desire to decrease a perceived "remoteness" of administration from faculty.

10. Number of committees functioning within departments.

Number responding 1-4 committees (17): 5-8 committees (6):
over 9 committees (5).

11. Believe Senate carrying out governance mandate? N=49

Yes: (9) 18% No: (13) 27% Do not know: (27) 55%.

12. Attendance at faculty meetings? N=51

Most: (10) 20% Occasionally: (30) 59% Never: (11) 22%.

13. Faculty role in governance enhanced? N=31

Yes: (27) 87% No: (4) 13%

How? Responses tended to cluster around the notion that faculty should have more power in decision-making. E.g.: "more power to make decisions;" "greater say in university-wide decisions, policies, etc."

14. Favor current administrative structure? N=32

Yes: (22) 69% No: (10) 31%

Why/Why not? Those who responded "yes" believe the present structure is functioning effectively. Those who responded "no" believe that the present structure is "top heavy" and therefore "wasteful."

15. Role of divisional deans?

Not many responded to the question and responses tended to cluster around notion that deans should be involved in decisions on appointment, tenure and promotion, and budgetary matters after consultation with departments.

16. College's Image

a) Evaluation of efforts. N=29

Good: (6) fair: (5) "poor/weak/bad": (18) 69%.

b) What is to be done?

Most responses cluster around idea of better public relations so that the strengths of the College, e.g., faculty, curriculum become better known to the public. Another idea expressed by some respondents was that more attention should be paid to active recruitment in the high schools. It is to be noted that relatively few made suggestions.

17. Faculty input on budget. N=46

Yes: (27) 59% No: (6) 13% Do not know: (13) 28%

Only 8 responded with suggestions which carried the general tenor that

faculty should be more involved in the process of making up the college's budget. Very few specific suggestions were offered as to how this might be done. A reading of faculty responses indicates their lack of knowledge of the budget making process.

SUBCOMMITTEE ON ORGANIZATION AND GOVERNANCE
ADMINISTRATION QUESTIONNAIRE

1. How satisfied are you with the way the College Senate functions?
- | | |
|-------------------------------|------------|
| very satisfied | not at all |
| 1 2 3 4 5 | |
2. The senate is composed of 36% students. Do you believe that this structure should be maintained or should it be changed?
Maintained _____ Changed _____
3. Please indicate which of the following comes closest to your ideas about the changes needed:
- Increase the number of student representatives _____. Reduce the number/percent of students to _____. Have no more than five student representatives _____. Eliminate student representatives entirely and return to an all faculty body _____.
4. Students serve on all committees of the College Senate. Are you in favor of: Maintaining this structure _____. Having students serve on some rather than all committees _____. Eliminating students from all committees _____. No opinion _____.
5. Are you in favor of students serving on both Committees on Academic Standards and Evaluations and the Curriculum Committee _____. CASE only _____. Curriculum Committee only _____. No opinion _____.
6. Have you served on a Senate Committee since 1980? yes _____ no _____
7. Have you served on the Senate since 1980? yes _____ no _____
8. Do you believe that the Senate is carrying out its governance mandate?
yes _____ no _____ no opinion _____
9. Do you favor of the current administrative structure, i.e. President, Provost, Deans, etc.? _____. Why or why not?
10. What should the role of Divisional Deans be? For what policies should Divisional Deans have responsibility, power and authority?
- a. How would you evaluate the administrative efforts to strengthen the image of the College?
- b. What might the administration do to enhance the image of the College?

D. Administration Questionnaire Responses

Total number of responses=29. Not all respondents answered all questions. Percentages are based on responses to each question. As in analysis of faculty questionnaire percentages may not add up to 100% because of rounding.

1. Satisfaction with Senate functioning. N=26

Satisfied (1=2): (3) 12% Dissatisfied (4=5): (15) 58%

"Neutral" (3): (8) 31%.

2. Structure maintained/changed by Senate Service (question 7)

	<u>Senate Service</u>		
Structure should be:	<u>yes</u>	<u>no</u>	
Maintained	3	11	(14)
Changed	4	10	(14)
	<u> </u>	<u> </u>	
	(7)	(21)	

Half of the administrators were in favor of changing the senate structure and half were opposed. Of the seven administrators who had served in the Senate four were in favor of changing the structure and three were opposed.

3. What kind of change? N=17

Increase number of students: (3); No more than 5 students: (3)

Reduce number students: (9)

Eliminate students: (2).

As with faculty respondents, administrators favored a representation of about 20% or 25% students in the Senate.

4. Students on committees: N=29

Maintaining structures: (17) 59%

Some committees: (7) 24%

Eliminating students: (1) 3%

Do not know: (4) 14%.

5. Which committees? N=24

Both committees: (15) 63%

CASE only: (3) 13%

Curriculum only: (3) 13%

Do not know: (3) 13%.

6. Service on Senate Committee. N=29

Yes: (7) 24% No: (22) 76%.

8. Senate and governance mandate. N=27

Yes: (10) 37% No: (6) 22% Do not know: (11) 41%.

9. Favor present structure? N=20

Yes: (17) 85% No: (3) 15%.

Strengthen Image of College

Good: (4) Fair: (2) Poor: (4).

b). What is to be done?

As with faculty responses, there was a clustering about the notion of better public relations. One respondent suggested the development of a specific image a la Baruch's "Baruch means Business."

APPENDIX IID
SUBCOMMITTEE ON THE FACULTY
QUESTIONNAIRE

32

The Subcommittee on the Faculty believes that the Lehman College faculty represents the College's strongest asset. The subcommittee desires to portray that strength fully by describing the diversity and excellence of individual faculty accomplishments. No less important, the Committee intends to depict faculty attitudes about being a faculty member at the College.

Part of the task dealing with accomplishments is easy enough: the lengthy list of research, teaching, and performance grants and awards secured by Lehman faculty members demonstrates well the continuing commitment to teaching and scholarship. Major publications provide another similar index. But exclusive reliance on these more conventional measures would not, the subcommittee members think, adequately convey to outsiders the varied ways this faculty, in addition, has met the difficult educational challenges posed by an urban, multi-ethnic, largely first-generation-college student body during a prolonged period of public fiscal crises. More difficult is the job of adequately describing the faculty's own evaluation of its teaching and scholarly experience at the College. The subcommittee, therefore, requests that you share with it your own assessment of your principal accomplishments and your evaluation of your professional experience as a Lehman College faculty member during the last decade. All responses will be treated confidentially.

Your rank _____

Full-time/part-time _____

Question 1. Please list below, in order of relative importance, what you consider to be your principal accomplishments as a faculty member during the last decade.

Results available only for subcommittee use.

Question 2.a Please identify the specific aspects of your experience as a faculty member which have provided you the greatest satisfaction and/or feelings of accomplishments. If possible, please rank them in order of importance (i.e. "1" for most satisfying, "2" for next most, and so forth).

Results available only for subcommittee use.

Question 2.b Likewise, which experiences have proved most disappointing. (If possible, please rank them in order of importance (i.e. "1" for most disappointing, "2" for next most, and so forth).

Results available only for subcommittee use.

APPENDIX IIe
SUBCOMMITTEE ON OUTREACH
QUESTIONNAIRE

34

The attached questionnaire is being distributed to all persons within the College who are responsible for operating an outreach program.

has been identified as such a program.

Please complete the questionnaire with this specific program in mind. The information you provide will be used in making a comprehensive report about the status of Lehman College's outreach programs to the Steering Committee for the Middle States Evaluation that is scheduled to take place next year.

Please be candid in answering these questions. We are interested in obtaining the most realistic picture of the College's outreach efforts, which includes their strengths as well as their limitations.

Because of our very tight schedule, we asking that you complete the questionnaire by Friday, March 20, 1987. Please return it to:

Ann Pollinger Haas,
Department of Health Services,
Gillet 431.

If you have any questions, please call x 8775.

Thank you for taking time to participate in this process that is so necessary for the College's on-going self-study.

The Subcommittee on Outreach

DO NOT FILL IN

TYPE OF PROGRAM	
___ 1. 1A	___ 9. 3C
___ 2. 1B	___ 10. 3D
___ 3. 2A	___ 11. 3E
___ 4. 2B	___ 12. 4A
___ 5. 2C	___ 13. 4B
___ 6. 2D	___ 14. 5A
___ 7. 3A	___ 15. 5B
___ 8. 3B	

OUTREACH PROGRAM QUESTIONNAIRE

Title of Program _____

Name of Person Completing Questionnaire _____

Phone number _____

1. Briefly describe why and when the program came into being, noting the specific need(s) the program was designed to meet.

2. Has the program grown and have the goals changed since its inception?

3. Where does the program take place?

- 1. on campus
- 2. off campus
- 3. both on and off campus

4. For programs that take place, at least in part, off campus:

Indicate in the appropriate blanks below the number of separate sites of each type where the program currently takes place.

Number of sites:

Type of site:

New York City Schools (public and private)

- elementary schools
- junior high schools
- secondary schools
- community colleges

Health care facilities

- hospitals
- out-patient clinics
- nursing homes
- hospices or other extended care facilities
- mental health centers
- home care sites
- other health care sites (please specify)

Community sites

- after-school programs
- senior citizen centers
- day care centers
- general community centers
- Botanical Gardens
- Bronx Zoo
- Churches/temples/religious organizations
- other community sites (please specify)

5. When does the program take place?

- 1. during the academic year only
- 2. summer only
- 3. year-round

6. What is the program's total operating budget during the current fiscal year? \$ _____

7. List below the approximate amount of money that is coming to the program during the current fiscal year from each of the following sources outside the College: (Check here if your program receives no funds from outside the College.)

- \$ _____ federal, state or local grants
- \$ _____ federal, state or local contracts
- \$ _____ participant or student fees (paid directly to the program)
- \$ _____ foundation or corporate support
- \$ _____ other private donations
- _____ other sources (please specify)
- \$ _____ _____
- \$ _____ _____
- \$ _____ _____

8. Briefly indicate any significant changes that have taken place in the sources and amounts of funds over the history of the program. If no major changes, state "None."

9. Indicate the number of individuals in each category below who are responsible for providing the program. Include Lehman College students only in cases where their primary role is as service providers.

Within Lehman College

Outside the College

_____ Professional (faculty/staff), full-time

_____ Professional, full-time

_____ Professional (faculty/staff), part-time

_____ Professional, part-time

_____ Clerical staff, full-time

_____ Clerical staff, full-time

_____ Clerical staff, part-time

_____ Clerical staff, part-time

_____ Lehman College students

Other (please specify)

Other (please specify)

10. Indicate the number of individuals in each category below who are currently served by the program.

_____ Lehman College faculty/staff

_____ Lehman College students

_____ New York City pupils (public and private)

_____ New York City teachers/school administrators

_____ Health care professionals outside the College

_____ Community residents (specify major categories, ie. aged, handicapped, etc.)

Others (please specify)

11. Has any type of systematic evaluation been conducted of the program's effectiveness in meeting its stated goals or objectives?

_____ 1. No systematic evaluation has yet been conducted.

_____ 2. An informal evaluation has been conducted by project staff.

_____ 3. A formal evaluation has been conducted by project staff.

_____ 4. A formal evaluation has been conducted by an outside agency/individual.

11a. If a systematic evaluation has been conducted, what methods have been used to assess program effectiveness or outcomes? (Check all that apply.)

- 1. surveys of participants' attitudes or behaviors
 - 2. participant achievement measures (eg. test scores, vocational placement rates, etc.)
 - 3. program enrollment data
 - 4. other (please specify)
-
-

11b. What has the evaluation shown about the effectiveness of the program?

12. Regardless of whether any systematic evaluation of effectiveness has been conducted, what do you perceive to be the key benefits that have resulted from the program? (i.e. for participants, for the College, for the wider community, etc.)

13. Briefly note any significant factors that you feel have negatively affected the functioning of this program.

14. What specific recommendations would you make to improve the ability of the program to better meet its stated goals?

ITEM #2 LEHMAN COLLEGE OUTREACH PROGRAMS.

I. <u>Internships/Practica</u>	<u>Contact Person</u>
1. Co-operative Education Intern Program	J. Enright Cooperative Ed.
2. Health Services Administration Internship	R. Neuhaus Health Services Dept.
3. Health Education Internship	N. Galli Health Services Dept.
4. Practicum in Psychological Services	C. Wells Psychology Dept.
5. Humanities Internship	E. Fendelman English Dept.
6. Speech and Hearing Internship	R. Goldfarb Speech and Theatre Dept.
7. TV Stations Internship (Cable TV and area stations)	N. Isaacson Speech and Theatre Dept.
8. Gallery Internships	S. Hoeltzel Art Gallery
9. Emotional and Cognitive Development Program	M. Bryne Nursing Dept.
10. Student Volunteers to the Homebound Elderly	W. Wilkinson Health Profs. Institute
11. Practicum in Guidance and Counseling	L. Nelson Spec. Serv. in Ed. Dept.
12. Nursing Practicum	W. McGovern Nursing Dept.
13. Health Care Team Internship	W. Wilkinson Health Profs. Institute
14. Community Organization and Urban Planning	T. Murphy Black Studies Dept.

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|---|---|
| 15. Practicum in Learning Disabilities, Emotional Handicaps, and Mental Retardation (Rockland County) | S. Polirstok
Spec. Serv. in
Ed. Dept. |
| 16. Corporate Training Program | H. Seeman
SABE Dept. |
| 17. Educational Psychology Field Experience (ESC 301) | H. Seeman/
M. Gross
SABE Dept. |
| 18. Practicum in Emotional Handicaps (EDS 772) | B. Gottlieb
Spec. Serv. in
Ed. Dept. |
| 19. Black Studies Field Experience (BLS 470) | N. Fairley
Black Studies
Dept. |
| 20. Social Work Fieldwork Program | D. Hamilton
Sociology &
Soc. Dept. |
| 21. Early Childhood and Elementary Education Fieldwork (ECE 404,415) | H. Silverman
ECEE Dept. |
| 22. Student Teaching, Secondary Education | S. Bank
SABE Dept. |
| 23. Student Teaching (ECE 471) | R. Manyin
ECEE Dept. |
| 24. Mentoring in Secondary Education | M. Gross
SABE Dept. |
| 25. Tutorials in Oral History | T. Kirin
Bronx Institute |
| 26. Practica in Learning Disabilities | J. Jones
Spec. Serv. in
Ed. Dept. |
| II. <u>On-Campus Programs for the Community</u> | |
| A. <u>Enrichment Programs</u> | |
| 1. Lehman Center for the Performing Arts | A. Rockower
Lehman Center |
| 2. Music Department Programs | D. Battipaglia
Music Dept. |
| 3. Joan Miller's Dance Players | J. Miller
PERD Dept. |

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|---|---|
| 4. Lehman College Art Gallery | S. Hoeltzel
Art Gallery |
| 5. Bronx Institute | T. Kirin
Bronx Institute |
| 6. Library Exhibits | M. Shannon/
J. Munch
Library |
| 7. The City and the Humanities Program | M. Valgema
City and
Humanities |
| 8. Arts in New York | J. Salodof
Office of
College Relations |
| 9. Herbert H. Lehman Memorial Lecturer | J. Salodof
Office of
College Relations |
| 10. Women's Studies Speakers Series and Annual Conference | A. Bronzaft
Women's Studies
Program |
| 11. Other Departmental Speakers Series
(Black Studies, Puerto Rican Studies, etc.) | Dept. Chairs |
| B. <u>Programs Providing Special Training</u> | |
| 1. Adult Learning Center | J. MacKillop
Institute for
Literacy Studies |
| 2. Continuing Education | J. Miles
Continuing
Education |
| Paralegal Studies Program | |
| Business Program | |
| Computer Program | |
| Travel and Tourism Program | |
| Medical Records Program | |
| Real Estate Program | |
| Young People's Program | |
| C. <u>Degree Programs for Non-Traditional Students</u> | |
| 1. Adult Degree Program | F. DellaCava
Adult Degree
Program |
| 2. Plant Studies Program (NY Botanical Garden) | M. Paull
Individualized
Studies |

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|--|---|
| 3. Career Ladder Program for Paraprofessionals | R. Manyin
ECEE Dept. |
| 4. Degree Program for Local 802 of the
American Federation of Musicians | B. Shockett
Music Dept. |
| 5. Program for Deaf and Hearing Impaired
Students | D. Copeland
Program for
Deaf and
Hearing
Impaired
Students |

D. Therapeutic Programs/Support Services

- | | |
|--|--|
| 1. Speech and Hearing Clinic | R. Goldfarb
Speech and
Theatre Dept. |
| 2. Nursing and Health Information Center | H. Nussbaum
Nursing Dept. |

III. School Collaborative Projects

A. Programs for Teachers/Administrators - On Campus

- | | |
|--|---|
| 1. Special Educator-in-Training Project | A. Rothstein
Div. of Prof.
Studies |
| 2. Weiler-Arno/Lehman-Roosevelt High School
Teacher Training Program | A. Rothstein
Div. of Prof.
Studies |
| 3. Recertification Program for Out-of-License
JHS/HS Math and Science Teachers | A. Rothstein
Div. of Prof.
Studies |
| 4. New York State EESA II Competitive Program
to Improve Science and Math Instruction | A. Rothstein
Div. of Prof.
Studies |
| 5. The Classroom-Researcher Project | C. Asher
Institute for
Literacy Studies |
| 6. JHS Writing and Learning Project | C. Asher
Institute for
Literacy Studies |
| 7. Teacher Training Workshop-Art Gallery | S. Hoeltzel
Art Gallery |
| 8. Workshop for Music Administrators | D. Battipaglia
Music Dept. |

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|--|---|
| 9. Hosting Teacher-Trainees in English as a Second Language | C. Yorio
ESL Office |
| 10. Seminars and Conferences for Teachers About Literacy | C. Asher
Institute for
Literacy Studies |
| 11. Center for Faculty and Curriculum Development | A. Rothstein
Div. of Prof.
Studies |
| 12. Macy Documentation Program | C. Mapou
Div. of Prof.
Studies |
| <u>B. Programs for Teachers/Administrators - Off Campus</u> | |
| 1. Yonkers-Enrico Fermi Project | A. Rothstein
Div. of Prof.
Studies |
| 2. Lehman/P.S. 86 Collaborative Program | V. Washington
ECEE Dept. |
| 3. I.S. 139 School of the Arts | E. DeChiara
ECEE Dept. |
| 4. Lehman/Project Basics Collaborative Project | A. Rothstein
Div. of Prof.
Studies |
| 5. P.S. 93 Reading Improvement Grant | A. Rothstein
Div. of Prof.
Studies |
| 6. South Bronx Community Action Theater
(I.S. 131 School of the Arts) | A. Rothstein
Div. of Prof.
Studies |
| 7. New York City Writing Project | E. Avidon/C. Asher
Institute for
Literacy Studies |
| 8. Writing Teachers Consortium | E. Avidon/C. Asher
Institute for
Literacy Studies |
| 9. Consortium for Worker Literacy | C. Asher
Institute for
Literacy Studies |
| 10. Rockefeller Foundation Program for Literacy Education | C. Asher
Institute for
Literacy Studies |

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| 11. SEEK Research Grant Proposal Workshops | E. Avidon/C. Asher
Institute for
Literacy Studies |
| 12. Advisory Commission on Occupational
Education, NYC Board of Education | W. Wilkinson
Health Profs.
Institute |
| 13. Lehman/Walton Pre-Teaching Academy | A. Rothstein
Div. of Prof.
Studies |
|
C. <u>Programs for NYC Pupils - On Campus</u> | |
| 1. High School Students Writing Project | C. Asher
Institute for
Literacy Studies |
| 2. Minority High School Student Research
Apprentice Program | F. Shaw
Office of the
Provost |
| 3. Correction of Reading Difficulties Program
(EDR 725) | A. Sledge
Spec. Serv. in
Ed. Dept. |
| 4. Department of Cultural Affairs Young
People's Series | N. Bernstein
Lehman Center |
| 5. American Chemical Society Project SEED | M. Philipp
Chemistry Dept. |
| 6. Drop-Out Prevention Program | J. Enright
Cooperative Ed. |
| 7. Comprehensive Program for Autistic Students | J. Enright
Cooperative Ed. |
| 8. High School Students at Lehman College | J. Hilliard
Student Affairs |
| 9. Doing Art Together | A. Rothstein
Div. of Prof.
Studies |
| 10. Gallery Workshops for Student Groups | S. Hoeltzel
Art Gallery |
| 11. Elementary School Students' Reading Tutoring
Program (ECE 416, 420) | V. Washington
ECEE Dept. |
| 12. High School Students in Community Band and
Chorus | D. Battipaglia
Music Dept. |

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| 13. Lehman College Sport Skill Programs for the Mentally Retarded | D. Roberts
PERD Dept. |
| 14. Summer Math and Science Institute | A. Rothstein
Div. of Prof. Studies |
| 15. Science & Technology Entry Program | A. Rothstein
Div. of Prof. Studies |
| 16. Summer Arts Institute | E. Hill
Acting Vice-President for Institutional Advancement |
| 17. NCAA National Youth Sports Program | J. DiGennaro
PERD Dept. |
| 18. Chemistry Department Annual Magic Show | G. Spielholtz
Chemistry Dept. |
| D. <u>Programs for NYC Pupils - Off Campus</u> | |
| 1. Macy Medical Sciences Honors Program, DeWitt Clinton High School | T. Minter/
C. Mapou
Div. of Prof. Studies |
| 2. Camp Star | C. Mapou
Div. of Prof. Studies |
| 3. "Precipitations" (Chemistry Newsletter) | D. Murphy
Chemistry Dept. |
| 4. The Children's School | R. Delisle
Spec. Serv. in Ed. Dept. |
| E. <u>Programs for Parents</u> | |
| 1. MILK: Mother-Infant Literacy Knowledge (Bedford Hills Correctional Facility) | A. Sledge
Spec. Serv. in Ed. Dept. |
| 2. North Bronx Special Education Parent Advocacy and Support Group | S. Polirstok
Spec. Serv. in Ed. Dept. |
| 3. Parent/Child Workshops (Art Gallery) | S. Hoeltzel
Art Gallery |

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IV. Programs Involving Community Use of Campus Facilities

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|---|--|
| 1. Rental of Lehman Center for the Performing Arts | A. Rockower
Lehman Center |
| 2. General Facilities Use by Miscellaneous Community Groups | G. Nygreen/
E. Pakel
Vice-President
for Student
Affairs/ Vice-
President for
Admin. Services |
| 3. Facilities Use by NYC Board of Education for Staff Development | A. Rothstein
Div. of Prof.
Studies |
| 4. Facilities Use by Bronx Reading Council Programs | V. Washington
ECEE Dept. |
| 5. Big Apple College Fair | C. Mann
Office of the
Vice-President
for Student
Affairs |

V. Community Participation and Fund-Raising Efforts

- | | |
|--|--|
| 1. College's Participation in Community Meetings/Planning | E. Pakel
Vice-President
for Admin.
Services |
| 2. Lehman Center Staff Participation in Community Affairs Projects | A. Rockover
Lehman Center |
| 3. Lehman College Foundation, Inc. | G. Nygreen
Vice-President
for Student
Affairs |

APPENDIX IIF
SUBCOMMITTEE ON INSTRUCTIONAL RESOURCES
QUESTIONNAIRE

LIBRARY-AUDIO-VISUAL SERVICES

(N=44 "No Opinions" not tallied)

How do you rate overall library services?

Library Collections

1. Sufficient for classroom support
2. Graduate work
3. Currency (recently published books)
4. Completeness (lack of gaps)
5. Quantity of books
6. Shelving conditions (order - can you find books on the shelves?)

Periodicals

7. Subject coverage
8. Condition of printed journals
9. Number of periodical subscriptions
10. Years of journals in collection
11. Adequacy of microfilm collection of journals

Reference

12. General reference desk assistance
13. Telephone service assistance
14. Class or group orientations
15. Library handouts and explanatory fliers
16. Evening and weekend reference service

	Superior	Good	Adequate	Fair	Inadequate	No opinion or insufficient information to answer
How do you rate overall library services?	2	11	2			
<u>Library Collections</u>						
1. Sufficient for classroom support	8	16	10	4	1	
2. Graduate work	1	8	8	8	9	
3. Currency (recently published books)	4	9	14	9	6	
4. Completeness (lack of gaps)	2	8	14	9	5	
5. Quantity of books	2	13	10	8	4	
6. Shelving conditions (order - can you find books on the shelves?)	3	25	5	4	3	
<u>Periodicals</u>						
7. Subject coverage	3	8	13	8	3	
8. Condition of printed journals	1	14	13	6	2	
9. Number of periodical subscriptions		9	12	8	7	
10. Years of journals in collection		9	10	12	5	
11. Adequacy of microfilm collection of journals		9	7	8	4	
<u>Reference</u>						
12. General reference desk assistance	14	15	6	2		
13. Telephone service assistance	7	15	5	4		
14. Class or group orientations	9	13	5	2	1	
15. Library handouts and explanatory fliers	6	11	5	4	2	
16. Evening and weekend reference service	1	3	3	2	6	

Library-Audio-Visual Services

Reserve

- 17. Proper followup of reserve requests
- 18. Arrangement and location of books
- 19. Sufficient copies of reserve books
- 20. Availability of reserve books

Circulation

- 21. Extent of loan periods
- 22. Recall of needed books
- 23. Accuracy of borrowing information
- 24. Policy on fines

Interlibrary loan

- 25. Swiftmess and accuracy of service
- 26. Availability of ILL librarian
- 27. Percentage of requests filled

Database searching

- 28. Speed of response
- 29. Quantity of data

Equipment

- 30. Condition of microfilm machines
- 31. Number of microfilm machines
- 32. Condition of copiers
- 33. Number of photocopiers
- 34. Condition of change machines
- 35. Number of change machines

	Superior	Good	Adequate	Fair	Inadequate	No opinion or insufficient information to answer
17. Proper followup of reserve requests	5	14	5	4	1	
18. Arrangement and location of books	4	16	8	2	1	
19. Sufficient copies of reserve books	1	13	7	3	3	
20. Availability of reserve books	2	12	6	2	4	
21. Extent of loan periods	9	15	9		3	
22. Recall of needed books	5	12	9		2	
23. Accuracy of borrowing information	7	10	9		3	
24. Policy on fines	5	9	9	2	3	
25. Swiftmess and accuracy of service	11	6	5	1	1	
26. Availability of ILL librarian	6	10	3	1	1	
27. Percentage of requests filled	6	10	4	1	1	
28. Speed of response	4	5	1	1	1	
29. Quantity of data	4	3	2	2	3	
30. Condition of microfilm machines		6	4	8	8	
31. Number of microfilm machines		7	3	7	8	
32. Condition of copiers		6	5	10	10	
33. Number of photocopiers		4	4	4	16	
34. Condition of change machines		4	6	8	6	
35. Number of change machines		4	3	9	9	

Library-Audio-Visual Services

	Superior	Good	Adequate	Fair	Inadequate	No opinion or insufficient information to answer
36. Ease of operating online public access computer terminals (Online catalogue)	2	7	1	2	2	
37. Condition of online terminals	2	5	4	1	1	
38. Number of online terminals	1	3	2	2	2	
39. Condition of audio equipment in Fine Arts Division of Library	3	1		1	2	
40. Condition of video equipment in Fine Arts Division	2	1	2	1	2	
41. Number of Video monitors in Fine Arts Division	1		1	2	2	
<u>Audio-Visual</u>	5	6	6	3	2	
42. Availability of equipment at time needed	3	3	4	3	2	
43. Quantity of equipment		6	1	3	4	
Film projectors	2	3	1	3	3	
VCRs		5	3	2	3	
Audio tape players	1	2	3	2	4	
Overhead projectors	2	2	3	3	2	
Slide projectors	5	3	7	4	2	
44. Working condition of equipment	5	6	2	4	2	
45. Staff availability	6	5	6	2	1	
46. Experience of staff	1	4	3	2	7	
47. Screening rooms (e.g., B-55 Carman, auditoriums) Size, Number, Availability	1	6	3	4	4	
48. Assistance in ordering films and supplies	4	5	5	2	4	
49. Assistance in booking rooms and equipment						
General Comments and suggestions for the improvement of Library services:						

SURVEY QUESTIONS-ACADEMIC COMPUTER CENTER (CARMAN B021)

What is your overall rating of the Computing Center?

Equipment

1. Type available
2. Quantity available
3. Maintenance
4. Sufficient work area

Services

1. Available software
2. Staff Assistance
3. Available Training
4. Documentation
5. Supplementary materials
6. Special services for handicapped

Accessibility

1. Hours
2. Ease of Use
3. Access to handicapped

Environment

1. Appearance
2. Atmosphere

Administrative Computing

What is your rating of the quality of support for these offices?

1. Admissions

	Superior	Good	Adequate	Fair	Inadequate No opinion or insufficient information to answer
	3	13	1	3	1
	2	7	5	4	1
	1	4	6	2	
	1	10	5	2	1
	3	6	1	3	2
	4	10	5	1	1
	2	8	2	5	1
	1	6	3	2	2
	1	5	2	2	2
	1	1		1	1
	3	7	3	1	4
	3	10	4	2	2
		1	1	1	1
	2	9	6	2	1
	1	9	5	3	1
		2		2	
		4	1	1	3

Survey questions-Academic Computer Center (Carman B021)

- 2. Registrar
- 3. Financial Aid
- 4. Bursar
- 5. Dean
- 6. Department Chair
- 7. Personnel
- 8. Payroll
- 9. Purchasing
- 10. Accounting
- 11. Budget
- 12. Student Affairs
- 13. Alumni
- 14. Development
- 15. College Relations
- 16. Grants
- 17. Fixed Assets

	Superior	Good	Adequate	Fair	Inadequate	No opinion or insufficient information to answer
	1	4	2	1	1	
		2	2	1	2	
		3	1		2	
	1	3	3	1	3	
	1	3	3		2	
	2	3	3	1	2	
	2	2	1		1	
	2	1	1		1	
	1	2	1		1	
		4	2		1	
		2	2		2	
		3			3	
	2	2			4	
	1	5	1		2	
	1	1			2	
<u>SURVEY QUESTIONS-COMPUTER CLASSROOMS (GILLET 220/217)</u>						
What is your overall rating of G217 (IBM)?	1	2		1	1	
What is your overall rating of G220 (MAC)?	2			1	1	
<u>Staff Assistance</u>	3					
<u>Staff Availability</u>	2	1				
<u>Software</u>						
1. Availability	1	1	1			
2. Appropriateness	1	1	1	2	1	

Survey questions-Computer Classrooms (Gillet 220/217)

Equipment

1. Type available
2. Quantity available
3. Maintenance
4. Sufficient work area

Accessibility

1. Hours
2. Ease of Use
3. Access to handicapped
4. Availability

Environment

1. Appearance
2. Atmosphere

Security

SURVEY QUESTIONS-MATH LAB (GILLET 222)

What is your overall rating of the Math Lab?

Services

1. Tutor Assistance
2. Tutor Availability
3. Staff Assistance
4. Availability of software
5. Appropriateness of software
6. Supplementary materials
7. Special services for handicapped

	Superior	Good	Adequate	Fair	Inadequate	No opinion or insufficient information to answer
1. Type available	1	2		2	1	
2. Quantity available	1	2		2	1	
3. Maintenance	1	1	1	2	1	
4. Sufficient work area	1	3				1
1. Hours		3		1	1	
2. Ease of Use		1	1	1	1	
3. Access to handicapped		3		1	1	
4. Availability						
1. Appearance	1	3				
2. Atmosphere	1	2	1	1	1	
Security						
What is your overall rating of the Math Lab?						1
1. Tutor Assistance		2		1	3	
2. Tutor Availability		2		1	3	
3. Staff Assistance	1	1			2	
4. Availability of software	1	1			2	
5. Appropriateness of software	1	1			2	
6. Supplementary materials	1	1			2	
7. Special services for handicapped		1			2	

Survey Questions-Math Lab (Gillet 222)

No opinion
or insuffi-
cient
information
to answer

Equipment

- 1. Type available
- 2. Quantity available
- 3. Maintenance
- 4. Sufficient work area

Accessibility

- 1. Hours
- 2. Ease of Use
- 3. Access to handicapped

Environment

- 1. Appearance
- 2. Atmosphere

LABORATORY FACILITIES

How do you rate the overall laboratory facilities

Educational Suitability

- 1. Undergraduate
- 2. Graduate
- 3. Research

Instrumentation

- 1. Adequacy
- 2. Quality
- 3. Modernity
- 4. Maintenance

	Superior	Good	Adequate	Fair	Inadequate
	1	1			2
	2	1			2
	2	1			2
	1	1			2
		1			2
		2			3
		2			2
		1			2
		2			1
		2			1
	1	1		1	3
	1		1	1	2
				1	3
				2	2
	1	1		1	1
	2			1	2
	2				3
	2				3

INSTRUCTIONAL BUILDINGS

Name of building _____

Office

Space in terms of number of faculty sharing
same area

Location of office in relation to instructional
classrooms

Space for student conferences

Instructional Buildings

No opinion or
insufficient
information to
answer

	Superior	Good	Adequate	Fair	Inadequate
Secretarial/clerical assistance					
Telephone assistance via switchboard operator					
Space to display material-bulletin boards					
Storage space for instructional material					
Office furniture-desks and chairs					
Equipment-typewriter, spirit duplicator, etc.					
No. of telephones in relation to faculty sharing same office					
<u>Classroom/Lab/Learning Center</u>					
Instructional space					
Storage space-books, equipment, etc.					
Chalkboard space					
Condition of chalkboard(s)					
Lighting					
Condition of chairs and desks					
Electrical outlets					
<u>General</u>					
Condition of access (main) /exit doors					
Handicapped access / exit (ramps)					
Elevators					
Cleanliness-corridors, classrooms, labs, offices, auditoriums, bathrooms					
Water fountains					
Bathroom accessories/stall doors, faucets					
Bathroom supplies/soap, paper products					
Lighting-corridors, offices					

Instructional buildings--continued

- Heat/air conditioning
- Windows-key to locks
- Ceiling tiles
- Flooring tiles
- Public telephones
- Condition of walls
- Disposal receptacles
- Floor mats-inclement weather
- Venetian blinds/shades

Auditorium

- Sound equipment
- Chalkboard space

Security

COMMENTS/CONCERNS _____

ATHLETIC FACILITIES

Please rate the Athletic Facilities

Gymnasia

1. Availability at hours convenient to day and evening students, faculty and staff
2. Adequacy of supervision
3. Maintenance of equipment
4. Adequacy of facilities (e.g. Training, Classroom)
5. Maintenance of building
6. Accessibility to disabled students

	Superior	Good	Adequate	Fair	Inadequate	No opinion or insufficient information
Heat/air conditioning						
Windows-key to locks						
Ceiling tiles						
Flooring tiles						
Public telephones						
Condition of walls						
Disposal receptacles						
Floor mats-inclement weather						
Venetian blinds/shades						
<u>Auditorium</u>						
Sound equipment						
Chalkboard space						
<u>Security</u>						
COMMENTS/CONCERNS						
<u>ATHLETIC FACILITIES</u>						
Please rate the Athletic Facilities						
<u>Gymnasia</u>						
1. Availability at hours convenient to day and evening students, faculty and staff					2	C
2. Adequacy of supervision					2	5
3. Maintenance of equipment			1			7
4. Adequacy of facilities (e.g. Training, Classroom)						7
5. Maintenance of building						7
6. Accessibility to disabled students					3	4

Athletic Facilities (continued)

Pool and pool area

1. Availability at hours convenient to day and evening students, faculty and staff
2. Adequacy of supervision (e.g. Recreation and Intramurals)
3. Maintenance
4. Security
5. Accessibility to disabled students

Locker Rooms and Showers

1. Maintenance
2. Security

Additional observations and comments:

STUDENT LIFE BUILDING

Please rate the following items as they relate to the Student Life Building

1. Availability at hours convenient to day, evening and weekend students
2. Adequacy of supervision
3. Adequacy of space
4. Availability of service (e.g. Typing Room)
5. Maintenance of equipment
6. Maintenance of facilities
7. Security
8. Accessibility to disabled students

Additional observations and comments:

	Superior	Good	Adequate	Fair	Inadequate	No opinion or insufficient information to answer
1. Availability at hours convenient to day and evening students, faculty and staff			1	4	6	
2. Adequacy of supervision (e.g. Recreation and Intramurals)			3	2	3	
3. Maintenance			1	1	7	
4. Security			1		7	
5. Accessibility to disabled students				1	3	
6. Locker Rooms and Showers - Maintenance				2	8	
7. Locker Rooms and Showers - Security				2	7	
8. Student Life Building - Availability at hours convenient to day, evening and weekend students			1		1	
9. Student Life Building - Adequacy of supervision				1	1	
10. Student Life Building - Adequacy of space					2	
11. Student Life Building - Availability of service (e.g. Typing Room)					2	
12. Student Life Building - Maintenance of equipment					1	
13. Student Life Building - Maintenance of facilities				1	1	
14. Student Life Building - Security					1	
15. Student Life Building - Accessibility to disabled students						

Bookstore

1. Promptness in meeting textbook orders
2. Provision of appropriate quantities of texts
3. Pricing of texts (relative to other sources)
4. Stocking of recommended (as well as required) books
5. Quality of supplementary book stock (browsing titles, review books, sale books, journals/magazines)
6. Quality of stationery and other supplies
7. Bookstore hours (accessibility to evening/weekend students)
8. Student "buy-back" service and pricing
9. General comments, suggestions for improvement:

Duplicating Services

1. Availability of service (operating hours; evening hours)
 - Carman Hall
 - Shuster Hall
2. Promptness of service
 - Carman
 - Shuster
3. Quality of service (accuracy in filling orders, quality of reproduction, etc.)
 - Carman
 - Shuster
4. Adequacy of campus duplicating services
 - For faculty and administration
 - For students and others
5. Coin-operated duplicating machines on campus
 - Locations
 - Number
 - Quality

	Superior	Good	Adequate	Fair	Inadequate	No opinion or insufficient information to
1. Promptness in meeting textbook orders	1	14	11	5	2	
2. Provision of appropriate quantities of texts	1	14	10	4	6	
3. Pricing of texts (relative to other sources)		5	7	9	6	
4. Stocking of <u>recommended</u> (as well as required) books		5	12	3	4	
5. Quality of supplementary book stock (browsing titles, review books, sale books, journals/magazines)		4	8	13	10	
6. Quality of stationery and other supplies		8	13	6	4	
7. Bookstore hours (accessibility to evening/weekend students)		9	4	2	6	
8. Student "buy-back" service and pricing		1	4	4	7	
9. General comments, suggestions for improvement:						
			1			
1. Availability of service (operating hours; evening hours)		5	3	8	11	
Carman Hall						
Shuster Hall	4	4	5	8	5	
2. Promptness of service	1	1	1	1	1	
Carman	1	7	5	6	8	
Shuster	2	9	3	4	6	
3. Quality of service (accuracy in filling orders, quality of reproduction, etc.)	1	3		1	2	
Carman	4	9	7	5	6	
Shuster	2	8	4	3	6	
4. Adequacy of campus duplicating services					4	
For faculty and administration	1	5	7	4	20	
For students and others	2	1	1	5	12	
5. Coin-operated duplicating machines on campus		1				
Locations		3	3	4	14	
Number		3	2	4	15	
Quality		3	3	4	12	

INSTRUCTIONAL BUILDINGS QUESTIONNAIRE ANALYSISMAJOR CATEGORIES

<u>Category</u>	<u>Ratings</u>		
	<u>Superior to Adequate</u>	<u>Fair</u>	<u>Inadequate</u>
Office	54.6%	16.7%	28.7%
Pedagogical stations/ learning centers	64.2%	12.2%	23.6%
General building conditions	47.2%	20.6%	32.2%
Auditoriums	56.7%	13.3%	30.0%

INADEQUATE ELEMENTS BY INSTRUCTIONAL BUILDING

The elements of major concern (greater than 25% of the respondents) from the sample are summarized below:

<u>Elements</u>	<u>Carman</u>	<u>T-3</u>	<u>Gillet</u>	<u>Fine Arts</u>	<u>Speech</u>	<u>Gym</u>	<u>Davis</u>
<u>OFFICE</u>							
Space faculty	42.2%	100%	0.0%	0.0%	0.0%	0.0%	0.0%
Space student conference	52.0%	0%	0.0%	0.0%	0.0%	100.0%	25.0%
Sec./Clerical asst.	50.0%	100%	0.0%	100.0%	0.0%	100.0%	0.0%
Tele. asst.	37.0%	100%	33.0%	100.0%	0.0%	0.0%	25.0%
Office equipment	44.0%	0%	0.0%	0.0%	0.0%	0.0%	75.0%
Tele. per office	48.0%	0%	33.3%	100.0%	0.0%	0.0%	50.0%
<u>Elements</u>	<u>Carman</u>	<u>T-3</u>	<u>Gillet</u>	<u>Fine Arts</u>	<u>Speech</u>	<u>Gym</u>	<u>Davis</u>
General Building Cond.							
Handicapped access/exit	29.4%	100.0%	0.0%	0.0%	0.0%	0.0%	33.3%
Elevators	62.5%	100.0%	0.0%	0.0%	50.0%	0.0%	25.0%
Cleanliness	30.8%	0.0%	25.0%	0.0%	0.0%	50.0%	25.0%
Water fountains	48.1%	0.0%	0.0%	100.0%	0.0%	50.0%	50.0%
Bathroom accessories	34.6%	0.0%	0.0%	100.0%	0.0%	100.0%	50.0%
Bathroom supplies	30.8%	0.0%	0.0%	100.0%	50.0%	100.0%	25.0%
Heat/air conditioning	60.0%	0.0%	25.0%	0.0%	0.0%	100.0%	50.0%
Windows-keys to locks	40.9%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%
Ceiling tiles	25.0%	0.0%	0.0%	50.0%	0.0%	0.0%	33.3%
Floor tiles	25.0%	0.0%	25.0%	0.0%	0.0%	0.0%	50.0%
Public telephones	33.3%	0.0%	0.0%	0.0%	50.0%	50.0%	100.0%
Disposal receptacles	47.6%	0.0%	25.0%	100.0%	50.0%	50.0%	33.3%
Venetian blinds	0.0%	0.0%	75.0%	0.0%	0.0%	100.0%	50.0%

IIf-19

<u>Elements</u>	<u>Carmen</u>	<u>T-3</u>	<u>Gillet</u>	<u>Fine Arts</u>	<u>Speech</u>	<u>Gym</u>	<u>Davis</u>
<u>Pedagogical stations/ learning centers</u>							
Instructional space	25.0%	0.0%	0.0%	0.0%	0.0%	100.0%	25.0%
Storage space	39.1%	0.0%	0.0%	0.0%	0.0%	100.0%	50.0%
Furniture	28.0%	0.0%	50.0%	0.0%	0.0%	50.0%	50.0%
Chalkboard space	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	25.0%
Condition of chalkboard	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	25.0%
Lighting	0.0%	0.0%	0.0%	0.0%	0.0%	50.0%	25.0%

<u>Elements</u>	<u>Carmen</u>	<u>T-3</u>	<u>Gillet</u>	<u>Fine Arts</u>	<u>Speech</u>	<u>Gym</u>	<u>Davis</u>
<u>AUDITORIUMS</u>							
Sound equipment	30.0%	0.0%	100.0%	0.0%	0.0%	50.0%	50.0%
Chalkboard space	28.6%	0.0%	0.0%	0.0%	0.0%	50.0%	100.0%

Iif-20

LEHMAN COLLEGE BUILDINGS

No.	BUILDINGS NAME	GROSS SQUARE FEET			NET ASSIGNABLE SQUARE FEET		
		OWNED	RENTED	OTHER	OWNED	RENTED	OTHER
01	Gillet Hall	92,127		3,150	64,054		3,039
02	Davis Hall	94,213		3,533	71,554		3,310
03	Music Bldg	98,428			64,083		
04	Gymnasium Bldg	89,548			48,627		
05	Shuster Hall	96,072			53,120		
06	Fine Arts Bldg	47,092			33,933		
07	Carman Hall	232,709			155,551		
09	Speech & Theatre	140,782			69,434		
10	Auditorium	51,250			36,971		
11	Library	119,629			84,926		
12	Student Bldg (Stud. Funds)	24,000			14,838		
R T	Reservoir Bldg	20,000			13,934		
T-1 T	Bookstore	8,300			7,649		
T-2 T	Data Processing Bldg	6,174			4,404		
T-3 T	Temporary #3	25,864			17,618		
	Totals	1,146,188	0	6,683	740,696	0	6,349

T - Temporary building

DATA PROCESSING DEPARTMENT

SUMMARY INVENTORY OF COLLEGE-OWNED COMPUTER EQUIPMENT

12/11/87

ACADEMIC COMPUTER CENTER

1 DEC Vax 11/750 w/peripherals
 1 Northern Telecom RJE Station
 1 Timeplex Multiplexor
 1 Memotex Statistical Multiplexor
 48 CRT Terminals, various mfgr.
 7 DEC Printer Terminals
 1 AT & T 6300 Computer
 4 Apple II+ Computers
 61 IBM Personal Computers
 2 IBM PC/XT Computers
 30 Printers, various mfgr.
 39 MACINTOSHES w/31 PRINTERS
 24 IBM PC jr., w/5 printers
 1 Novell 286A micro
 1 ITT 286 ATW micro
 1 Tape backup unit for micros
 1 IBM PS/2 Computer

MATH & COMPUTER SCIENCE DEPARTMENT

2 CRT Terminals
 1 Printer Terminals
 7 APPLE II+ Computers
 22 MACINTOSHES w/21 printers
 17 IBM PC's
 1 IBM PC/XT
 1 HP Color Pro Plotter
 8 Printers, various mfgr.
 1 HP Laser jet printer

WRITING LAB

16 PC jr.'s w/4 printers

PROFESSIONAL STUDIES LAB

16 PC jr's w/4 printers

OTHER ACADEMIC LOCATIONS

19 APPLE II+ Computers
 1 Tape Backup unit for micros
 4 CRT Terminals
 3 Printer Terminals
 1 IBM PS/2 Computer
 7 IBM Personal Computers w/printers
 1 IBM PC/AT Computer
 8 IBM PC/XT Computer
 24 IBM PC jr's w/7 printers
 10 Printers, various mfgr.

ADMINISTRATIVE COMPUTER CENTER

1 IBM 4341 Computer w/peripherals
 12 IBM 3278 CRT Terminals
 3 IBM 3180 CRT Terminals
 2 IBM 3287 Printer Terminals
 1 NCS 7001 M/S Reader
 1 IBM Displaywriter
 1 IBM Personal Computer
 3 IBM PC/XT Computers
 1 IBM PC/AT Computer
 3 Printers, various mfgr.
 7 Keypunches
 1 Tape backup unit for micros

LIBRARY

1 PDP 11/34 w/peripherals
 3 Printers, various mfgr.
 22 CLSI CRT Terminals
 3 DEC Printer Terminals
 2 IBM PC/XT 286 Computers

OTHER ADMINISTRATIVE OFFICES

1 IBM 3276 CRT Terminals
 19 IBM 3278 CRT Terminals
 20 IBM 3178 CRT Terminals
 20 IBM Personal Computers
 23 IBM PC/XT Computers
 1 IBM PC/AT Computer
 43 Printers, various mfgr.
 4 Telex CRT Terminals
 4 Telex printers
 13 NCR 2950 POS Terminals
 4 CRT Terminals, various mfgr.

GRAND TOTALS
Revised 4/26/87

APPENDIX IIg
SUBCOMMITTEE ON STUDENT SERVICES
QUESTIONNAIRE ON STUDENT LIFE

The College is undertaking a serious evaluation of itself in advance of an accreditation review. The questions on these pages will provide us with data on how students view Lehman. Your cooperation is important and necessary. Thank you very much.

Committee on Students and Student Life
Middle States Evaluation

1. Please put a check (✓) before any of the following extracurricular activities in which you have participated. Examples are in the parentheses.

N=	<u>14</u>	A. Cultural (Chess Club, Folk Dance Club)
	<u>38</u>	B. Ethnic (Caribbean students, Irish American students)
	<u>16</u>	C. Academic (Accounting Society, Political Science Club)
	<u>15</u>	D. Religious (Newman, Seekers Christian Fellowship)
	<u>5</u>	E. Literary (Meridian, Footnotes)
	<u>27</u>	F. Athletics, intercollegiate
	<u>19</u>	G. Intramural sports
	<u>80</u>	H. Social (dances, movies, parties)
	<u>39</u>	I. Theater department plays
	<u>48</u>	J. Performing Arts Center events
	<u>47</u>	K. Art Gallery

If you have participated in any of the above activities how would you evaluate your experience? Circle One.

N= 42 52 17 9 9
5 - Excellent 4 - Good 3 - Average 2 - Fair 1 - Poor
33% 40% 13% 7% 7%

2. How would you rate the services you receive from the following?
Please check (✓).

	Excellent		Adequate		Poor		Never Used		N=
	N	%	N	%	N	%	N	%	
A. Tutoring Centers	34	14%	72	30%	22	9%	109	46%	237
B. Career Services	32	16	55	27	19	9	97	48	203
C. Financial Aid	60	23	107	41	43	16	51	20	261
D. Transcripts Office	29	13	71	31	26	11	103	45	229
E. Academic Computing Center	47	21	64	28	12	5	104	46	227
F. Bookstore	42	19	117	52	43	19	21	9	223
G. Student Government	13	5	69	29	29	12	126	53	237
H. Child Care Center	16	6	26	10	10	4	197	79	249
I. Academic Advisement	55	21	122	47	30	12	50	19	257
J. Bursar	27	11	153	60	38	15	37	15	255
K. Writing Lab	23	10	51	22	14	6	141	52	229
L. Math Lab	29	12	59	25	3	1	144	61	235
M. Admissions	57	23	144	59	21	9	21	9	243
N. Library Staff	96	40	101	42	16	7	29	12	242
O. Cafeteria	15	6	88	36	95	39	47	19	245
P. Typing Lab	7	3	40	17	12	5	172	74	231

3. Please check (✓) if you are or were a student in any one of the following programs:

N=	<u>56</u>	Adult Degree/IBAP
	<u>13</u>	Lehman Scholars
	<u>9</u>	Skills Development Program (Block Schedule)
	<u>67</u>	Bilingual Program
	<u>43</u>	SEEK
	<u>52</u>	CUNY - B.A. or B.S.
	<u>22</u>	Co-operative Education
	<u>0</u>	MBRS/MARC (If you don't know these, you are not in one.)

IIg-2

4. Regardless of the curriculum you are following for degree requirements indicate which of the following responses best describes what you think.

1 - Strongly Agree
2 - Agree

3 - No Opinion

4 - Disagree
5 - Strongly Disagree

- _____ A. The Core courses are a useful introduction to college-level work.
_____ B. I see the academic necessity of taking distribution courses in addition to courses in my major.
_____ C. I consider major courses adequate preparation for my career goal.
_____ D. The liberal arts background received as part of my degree will be valuable in my work and personal life.

	(1)		(2)		(3)		(4)		(5)		Total
	N	%	N	%	N	%	N	%	N	%	N
A.	52	20%	82	31%	65	25%	51	19%	13	5%	263
B.	66	26	114	45	21	8	45	18	7	3	253
C.	65	28	112	49	30	13	18	8	4	2	229
D.	57	25	107	47	42	19	18	8	2	1	226

5. Generally speaking, how would you describe the College environment for each item? Please (✓) check.

	Excellent		Good		Fair		Poor		N=
	N	%	N	%	N	%	N	%	
A. Faculty concern for students	41	15%	131	49%	69	26%	29	11%	270
B. Quality of faculty teaching	58	23	147	57	46	18	5	2	256
C. Challenge of academic coursework	38	11	130	57	56	24	5	2	229
D. Classroom atmosphere	20	8	149	57	70	27	21	15	260
E. Number of students in a class	25	9	152	55	83	30	14	5	274
F. Gymnasium facilities	10	4	71	31	81	35	68	30	230
G. Campus safety/security	24	10	64	26	90	40	63	25	250
H. Library hours	69	22	117	48	43	78	13	5	242
I. Library resources	54	22	111	45	57	23	22	9	244
J. Student Life Building hours	20	9	115	52	73	33	14	6	222
K. Registration arena	15	7	105	46	70	25	28	12	227
L. Leadership development	6	3	85	37	99	43	38	17	228

6. If you could make one change in Lehman College, what would it be?

7. What creates the most pressure on you as a student? Please check (✓) any two.

103	Completing assignments on time
139	Final exams
94	Personal work schedule
76	Financial problems
76	Child care/babysitting
47	Personal problems
70	Family interference
32	Faculty attitudes
1	Other, such as _____

8. The following questions refer to class and semester schedules.

- A. Classes are scheduled at times convenient for me. 69% 31%
 191 Yes 84 No 275 =N
- B. The selection and frequency of course offerings serve me well. 60% 40%
 156 Yes 106 No 262 =N
- C. I prefer to complete final exams 225/88% 15/6% 16/6% 256 =N
- a) before Christmas vacation. Yes No No Opinion
- b) after Christmas vacation. Yes No No Opinion
- 14/11% 98/75% 18/14% 130 =N

9. How would you rate the education you are receiving at Lehman College?

Circle one.

- | | | | | |
|---------------|----------|-------------|----------|----------|
| 49 | 155 | 57 | 10 | 271 =N |
| 5 - Excellent | 4 - Good | 3 - Average | 2 - Fair | 1 - Poor |
| 18% | 57% | 21% | 4% | 0 |

10. Please briefly describe what being a student at Lehman is like.

The End

Thanks again! We appreciate the time you took.

Question 6: If you could make one change in Lehman College, what would it be?

Academic Areas = Eliminate/reduce CORE, Distribution or Requirement courses (14); improve faculty (6), Biology department(4), Physics department (2), Elementary Education department (2), faculty accountability, concern and interest (5); make the ESL program "more efficient"(8); less ESL (3); stronger admission policy (3); eliminate Skills Development Program, WAT or CWE (8); smaller classes (2); midterm puts too many eggs in the basket (1); make Lehman more prestigious/needs more status (2).

College Service/Personnel = Cleaner campus and buildings (5); shape up registration(18); improve class/course schedule (21); careless/rude/disinterested staff (3); financial aid staff or available money (6); increase child care (2); open locked gates (2); increase security (6).

Facilities = New gymnasium (8); cafeteria (9); bookstore (6); library hours/age of books (4); Student Life Building hours and function (3); policies on the disabled (3).

No change = 7

Miscellaneous = one comment each for such things as increasing intramurals, expanding summer session, color-coding the buildings, boat sailing on the reservoir, opening all the gates, increasing lighting, providing bus passes, lowering the bell volume of bells, facilitating on the job training.

Question 10: Please describe what being a student at Lehman is like.

Generally, the overwhelming responses are positive. I categorized some as inner-directed:

- exciting, fun, love it, great, enjoy (20)
- challenging (19)
- proud/honored (6)
- I fit (3)
- broadening (2)
- beneficial (2)
- rewarding (8)
- supporting (7)

Some students focused on the campus climate:

- pleasant/satisfying/adventurous/new person/relaxed/etc. (18)
- friendly (9)
- good/great/excellent school (4)
- "like family" (1)
- diversity of students (3)

Some on the faculty:

- supportive/helpful/concerned (14)
- good/great/fabulous teachers (12)

Some on miscellaneous things like cheap, a key to success, hectic, hard, easy, learning to be literate (sic), maturing.....

The negative responses were more diffuse though some were repeated:

- too hard (3) but too easy (4)
- too competitive (3) and low intellectual level (4)
- stressful (5)
- lack of campus life/no school spirit (5)
- a bunch of single entries like trapped in endless courses, evening schedule is the pits, disorganized, impossible, a waste of time, a constant struggle.

APPENDIX III
Summary of Open Hearings

Open hearings to receive comments by the students, faculty, and administrators of the College were held on 3 and 4 December 1987. Audio tapes of the proceedings are available for the visiting team. A topical summary follows.

1. Affirmative Action. Professors William Seraile (Black Studies), Alfred Patterson (Academic Skills), John Mineka (Mathematics and Computer Science), and George Weightman (Sociology) criticized the College's affirmative action record in the past ten years and the statistical treatment of minority faculty in the "Self-Study." They noted that the absolute number of Afro-American faculty has not increased in ten years. The percentage increase reported in the "Self-Study" is a function of the decrease in total number of faculty at the College. They urged the College to adopt more stringent Affirmative Action policies. Professor Seraile expressed serious concern about insensitivity of some faculty to minority students.

2. Teaching. Several faculty criticized the college for failing to reward teaching excellence sufficiently and for increasing the number of students in both Core and other classes. Moreover, concern was expressed that the teaching load at Lehman exceeds that for faculty at other senior colleges. Professor Margaret Donnelly (Sociology) expressed concern that the report is "simplistic" with respect to teaching load. She testified that she is currently teaching two core classes (47 students) and two other courses (75 students). She estimated that she had read and commented in detail on more than 400 students papers this past semester.

3. Governance. Professor John Mineka (Mathematics and Computer Science) noted that the Steering Committee had been appointed by the President as are all important committees at the College. The Executive Committee of the Faculty was not consulted. In general, he stated that the Self-Study failed to discuss seriously administrative failings, which include poor communication with other constituencies of the College, insufficient attention to recruitment, and autocratic dealings with the College Senate and with both the Lehman College Association and the Auxiliary Enterprises funds.

Professor George Weightman also criticized the operations of the College Senate. It has "deteriorated from a state of paralysis to chaos."

4. Self-Study Procedures. Professor Mineka objected to the quickness with which the report was written, which necessitated providing insufficient time for faculty and students to read the report and prepare comments. He further criticized the fact that data on which the report was based were not available to faculty and that the subcommittee reports were also not made available.

5. Institutional Information. Professor Mineka also called attention to the College's poor informational resources.

6. Students' Concerns. Mr. Anthony Riveccio (Student) reported that the students had been little involved in the preparation of the "Self-Study" and that it therefore does not accurately reflect students' attitudes. CASA will prepare a report for the Visiting Team.

7. Student Activity Fees. Mr. Jose Jiminez (Student) noted that the College is unique in using \$42,000 from student activity fees to pay the salary of the athletic director. Nor did the "Self-Study" note that student funds are used to pay maintenance on the Student Life Building. A consequence is that it is closed on nights and weekends.

8. The English as a Second Language Program. Professor Ceferino Carasquillo (Puerto Rican Studies) criticized the current program for employing too many hours in teaching ESL. He expressed concern that the program prevented students from taking bi-lingual courses. He also stated that the improved performance of students on the Writing Assessment Test was merely a function of the selection procedure now employed for permitting students to attempt the examination. He thought that, given the new procedures, 100% should pass.

9. Miscellaneous. Professor Bruce Byland (Anthropology), speaking for the Anthropology Department, criticized the "flat" language used to describe the excellent Anthropology Department. He also noted that the chapter on missions and goals was different from his memory of the subcommittee report.

Professor Donnelly objected to the manner in which the Core social science course was described. Though initially reluctant to teach it, she has found it a worthwhile experience for herself and her students. She noted that the course was still being developed and that it faced severe difficulties because of the lack of affinity of the individual social sciences for each other.

APPENDIX IV
DISTRIBUTION OF GRADUATES
BY DEPARTMENT AND DIVISION

HUMANITIES DEPARTMENTS GRADUATES PER YEAR					
EXPRESSED AS TOTAL (#) AND AS % OF TOTAL COLLEGE GRADUATES					
YEAR	82	83	84	85	86
ART (#)	11	11	16	9	12
% of college	1.20	1.35	1.92	1.11	1.44
BLACK STUDIES (#)	3	6	2	1	5
% of college	0.32	0.74	0.24	0.12	0.60
CLASSICAL, ORIENTAL, GERMANIC, AND SLAVIC LANGUAGES (#)	3	1	--	3	--
% of college	0.32	0.12	--	0.37	--
ENGLISH (#)	35	22	18	23	19
% of college	3.83	2.71	2.16	2.85	2.28
HISTORY (#)	13	7	9	15	12
% of college	1.42	0.86	1.08	1.86	1.44
MUSIC * (#)	4	2	6	2	4
% of college	0.44	0.25	0.72	0.25	0.48
PHILOSOPHY (#)	7	1	3	1	3
% of college	0.77	0.12	0.36	0.12	0.36
PUERTO RICAN STUDIES (#)	20	10	10	14	7
% of college	2.19	1.23	1.20	1.73	0.84
ROMANCE LANGUAGES (#)	23	10	9	7	8
% of college	2.51	1.23	1.08	0.87	0.96
SPEECH AND THEATRE (#)	41	38	45	36	39
% of college	4.48	4.67	5.40	4.46	4.68

*Does not include CUNY BA Local 802 students.

NATURAL SCIENCE DEPARTMENT GRADUATES PER YEAR

EXPRESSED AS TOTAL NUMBER (#) AND AS % OF TOTAL COLLEGE GRADUATES

YEAR	82	83	84	85	86
BIOLOGY (#)	18	10	10	15	10
% of college	1.97	1.23	1.20	1.86	1.20
CHEMISTRY (#)	5	9	10	13	11
% of college	0.55	1.11	1.20	1.61	1.32
GEOL/GEOG (#)	4	4	13	6	2
% of college	0.44	0.49	1.56	0.74	0.24
MATH/COMP SCI (#)	16	26	26	40	67
% of college	1.75	3.20	3.12	4.96	8.04
PHYSICS/ASTRO (#)	2	4	1	1	2
% of college	0.22	0.49	0.12	0.12	0.24

SOCIAL SCIENCE DEPARTMENTS GRADUATES PER YEAR

EXPRESSED AS TOTAL NUMBER (#) AND AS % OF TOTAL COLLEGE GRADUATES

YEAR	82	83	84	85	86
ANTHROPOLOGY (#)	10	15	13	6	6
% of college	1.09	1.85	1.42	0.74	0.72
ECONOMICS AND ACCOUNTING (#)	185	201	202	190	199
% of college	20.22	24.72	24.25	23.51	23.89
POLITICAL SCIENCE (#)	13	27	17	16	16
% of college	1.42	3.32	2.04	1.98	1.92
PSYCHOLOGY (#)	144	85	77	107	80
% of college	12.46	10.46	9.24	13.24	9.60
SOCIOLOGY AND SOCIAL WORK (#)	72	67	71	57	58
% of college	7.87	8.24	8.52	7.05	6.96

PROFESSIONAL STUDIES DEPARTMENTS GRADUATES PER YEAR*

EXPRESSED AS TOTAL NUMBER (#) AND AS % OF TOTAL COLLEGE GRADUATES

YEAR	82	83	84	85	86
HEALTH SERVICES (#)	76	63	68	65	74
% of college	8.31	7.75	8.16	8.04	8.88
NURSING (#)	129	103	104	95	121
% of college	14.10	12.67	12.48	11.76	14.53
PHYSICAL EDUCATION, RECREATION AND DANCE (#)					
	45	46	42	33	21
% of college	4.92	5.66	5.04	4.08	2.52
SECONDARY, ADULT, AND BUSINESS EDUCATION (BUSINESS EDUCATION) (#)					
	12	12	30	20	26
% of college	1.31	1.48	3.60	2.48	3.12
SPECIALIZED SERVICES IN EDUCATION (FAMILY AND CONSUMER STUDIES) (#)					
	27	11	3	3	1
% of college	2.95	1.35	0.36	0.37	0.12

* includes only departments offering undergraduate areas of concentration of majors. Some departments, such as the Departments of Early Childhood/Elementary Education and the Department of Secondary, Adult, and Business Education, offer sequences of courses for professional development which do not constitute a major.

CORE COURSE IN THE HUMANITIES

1985-86

COR 100: CORE COURSE IN THE HUMANITIES 3 hrs., 3 crs.

Introduction to the humanities and arts through study of selected classic works representing the highest achievements of human imagination and the most eloquent expressions of human concerns and experiences in the fields of art, architecture, literature, and music. Class discussion, lectures, live and recorded performances, museum exhibits, as well as extensive work in written and oral expression will help students develop the analytical and conceptual vocabulary necessary for further study in the arts and humanities.

COR 090: CORE COURSE IN THE HUMANITIES 5 hrs., 3 crs.

The same as HUM 100, extended to compensate for students needing to develop basic skills. Additional work in written and oral expression will be provided, as well as increased attention to reading skills. Offered only in blocked programs together with other compensatory courses.

The course comprises five units, each built around a central work representing a distinct field and period. Each unit includes related works selected from a list chosen specifically to complement and contrast with the central work. As defined by the mandate for the course, these are "classic" works, "among the highest achievements of the human imagination" and "the most eloquent expressions of human concerns and experiences," representing the fields of art, architecture, literature, and music.

The syllabus for each section has the five central works in common. Each instructor makes selections from the list of related works in keeping with the course's goal of introducing a broad range of art forms, styles, and periods.

Each unit represents an organic whole formed from works representing a variety of disciplines, topics, styles, and ages. The central work introduces a basic category and manner of perception; the related works expand and develop this perception in different, equally valid ways.

In addition to classroom meetings, all sections attend common lectures--two on each unit. Students also visit galleries and museums, attend concerts and plays. The course offers extensive collections of slides, musical recordings, and videotaped performances for classroom use.

Description of COR 100

SYLLABUS FOR THE CORE COURSE IN THE HUMANITIESCentral WorksRelated Works

UNIT ONE

a contemporary American
film, e.g. Silkwood,
Year of Living Dangerously

Morrison,
Song of Solomon

Wright,
"The Man Who Lived
Underground"

Barthelme, "Me and Miss Mandible"
A. E. Housman, selections
Langston Hughes, selections
Barbara Jordan, "Who Then Will
Speak for the Common Good?"
(Democratic Convention Keynote
Address, 1976)
E. A. Robinson, selections
Shakespeare, selected sonnets
Lao Tzu, selections
Whitman, "Oh Captain, my Captain!"
Hicks, "The Peaceable Kingdom"
Rousseau, "Sleeping Gypsy" (MoMA)
Hopper, selections
Gauguin, "Whence come we? Who are
we? Where do we go?"
Mondrian, "Broadway Boogie-Woogie"
Rousseau, "Sleeping Gypsy"
selected American and foreign folk songs
Ives, "Holidays Symphony"
Weill, Down in the Valley
a jazz performance

UNIT TWO

Plato, Apology,
Crito, and Republic
(selections)

Dante, last cantos of Paradiso
Keats, "Ode on a Grecian Urn"
King, "Letter from a Birmingham Jail"
Yeats, "Sailing to Byzantium"
Rich, "Living in the Cave"
Parthenon, Angkor Wat
Benin sculpture
David, "Death of Socrates"
Kylix, "Dionysos in a Boat"
Raphael, "School of Athens"
Rembrandt, "Aristotle Contemplating
Bust of Homer"
Debussy, "Prelude to the Afternoon
of a Faun"
Mozart, "Eine Kleine Nachtmusik" and
"The Magic Flute" (excerpts)

Central WorksRelated Works

UNIT THREE

Michelangelo,
Sistine Chapel

Biblical selections: God's judgment
of Man from Ecclesiastes, Matthew,
Revelation

Genesis

Auden, "Mus e des Beaux-Arts"

Browning, "Fra Lippo Lippi"

Dante, "Inferno" (cantos 3 & 6)

Russell, "Why I Am Not a Christian"

animals from Lascaux, Magi from

Tahull, Yoruba ram heads

tympanum at Autun, "The Last Judgment"

Botticelli, "Birth of Venus"

Brueghel, "Fall of Icarus"

Beckman, "Departure" (MoMA)

Picasso, "Guernica"

Gregorian chants and Palestrina,

excerpts from a mass

UNIT FOUR

Shakespeare,
Hamlet

myths of Zeus and Cronos; of Oedipus
and Electra; of Rhea and Gaea

Aristotle, "Of tragedy"

Camus, "Myth of Sisyphus"

Kafka, "The Metamorphosis"

Bronzino, "Portrait of a Young Man,"

"Venus, Cupid, Folly, and Time"

Artemisia Gentileschi, "Judith

Slaying Holofernes"

Rembrandt, "Self-Portrait," "The

Polish Rider" (MMA and Frick)

Wm. Byrd, "The Carman's Whistle" and a

secular vocal work

Shostakovich, incidental music for

Hamlet (film)

Martha Graham, "Cave of the Heart,"

"Night Journey," "Clytemnestra"

(tape)

Jacobi in Hamlet (tape)

Central WorksRelated Works

UNIT FIVE

Beethoven,
Symphony No. 5

Dostoevsky, "The Grand Inquisitor"
Frost, Robert, "After Apple-Picking,"
"Desert Places"
Gray, "Elegy Written in a Country
Church-Yard"
Lowell, Amy, "Patterns"
Shelley, "Ozymandias"
Suckling, "Why so pale and wan
fond Lover?"
Wolfe, "Only the Dead Know Brooklyn"
Asmat & Mimika canoe prows, Asmat
ancestor poles (MMA)
Gericault, "Raft of the Medusa"
Girodet, "Death of Atala"
Gros, "Napoleon at the Pest House
at Jaffa"
Pollock, "Autumn Rhythm" (MMA)
Rodin, "Gates of Hell" (MMA), "Age of
Bronze," "The Danaid"
Nevelson, selected works in
Whitney, MoMA
Diane Arbus, selected photographs
Beethoven, Symphony No. 9 (last
movement)
Wagner, "Twilight of the Gods"
de Falla, "El Amor Brujo"
a dance performance
Clockwork Orange (film)

APPENDIX Vb

CORE 102: INTRODUCTION TO THE SOCIAL SCIENCES

Revised Syllabus

May, 1987

Section 1: Introduction and Overview

A. The nature of the course: concepts and procedures common to the social sciences.

B. The meaning of "Science": emphasis on systemic questioning and the search for empirically verifiable ("factual" knowledge)

K.R. Hoover, "The Elements of Science"
J.Toby, "Undermining the Students Faith in the
Validity of Personal Experience"

Section 2: The Physical Environment

- A. the influence of environment on behavior
- B. human survival as a product of interaction between humans and the environment
- C. environmental determinism

R. Murphey, "The Environmental Factor"

Section 3: Biological Endowment

- A. unlike animals humans are not "genetically programmed", i.e. they lack innate, complex behavior patterns
- B. biological determinism

Stephen Jay Gould, reading from The Mismeasure of Man
Richard T. Schaefer, reading from Racial and Ethnic Groups

Section 4: Culture

- A. Culture as Adaptation
 - 1. to be human is to possess culture
 - 2. culture as a determinant of behavior
 - 3. culture as a condition of survival

C. Kluckhohn, "Queer Customs"

B. Cultural Variability

- 1. The problem of ethnocentrism
 - J. Briggs, "Kapluna Daughter: Adopted by the Eskimo"
 - R. Lee, "Eating Christmas in the Kalahari"
 - G. Gmelch, "Baseball Magic"
- 2. Subculture and Ethnicity--cultural variations within a society
 - J. Kelly, "Family and Society,"
 - J. Fitzpatrick, "The Puerto Rican Family"

Section 5: Psychological Functioning**A. Mental Structures**

- Miller and Burkhout, "The Selective Function of Consciousness"
S. Freud, "Dream-Interpretation as an Illustration"

B. Social and Emotional Structures

- H. Harlow, "Love in Infant Monkeys"
R. Meyer and Y. Osborne, "The Case of Seth"
F. Howe, "Sexual Stereotypes Start Early"...

Section 6: Social Structures-- Class and Family**A. Social Class**

1. stratification as a structure of inequality
2. theoretical dimensions of inequality: wealth, prestige, power
3. empirical dimensions of inequality: income distribution in the U.S.

Table on "Percentage Change in Real Disposable Incomes for Families and Unrelated Individuals, 1980-1984"

Hodge, et. al., "Occupational Prestige Ratings"

R. Gold, "Janitors vs. Tenants: A Status-Income Dilemma"

B. Effects of Class on Family

- H. McAdoo, "Patterns of Upward Mobility in Black Families"
M. Kohn, "Social Class and Parent-Child Relationships: An Interpretation"

Section 7 Politics: The Organization and Exercise of Power**A. Problems of Power and Obedience**

1. obedience to authoritative figures and group pressure

P. Meyer, "If Hitler Asked You to Electrocute a Stranger, Would You? Probably"

2. power and group conflict: democratic institutions as mechanisms for the resolution of group conflicts

J. Madison, "The Federalist No. 10"

3. the organization of power as a structure of inequality

C. Mills, "The Higher Circles"

B. Power and social change--social change as a product of contending

social forces**K. Marx, The Communist Manifesto****Section 8: The Production and Distribution of Resources.****A. Economic systems**

1. the market as a mechanism for the satisfaction of needs
2. basic economic concepts: exchange, supply and demand, price, currency

A. Smith, from The Wealth of Nations**R. Radford, "The Economic Organization of a POW Camp"****B. Aspects of the Contemporary American Economy****R. Lekachman, "The American Economy"****Section 9: Contemporary Issues****A. Racism****M. King, "Letter from Birmingham Jail"****B. Welfare****Diana M. Pearce "Farewell to alms: Women's fare under Welfare"****C. Crime****Jeffrey H. Reiman, "The Rich Get Richer and the Poor Get Prison: Convictions and Sentencing"****D. Sexism in Advertising****Judith Williamson, "Woman is an Island"****Notes For Instructor**

1. The formal syllabus of the Core course in the Social Sciences was revised in June 1985, 1986, and May, 1987.
2. At least one reading from each of the nine sections is a required minimum. It is expected that additional selections either from the course reader or from other appropriate sources will be used to provide a sufficient amount of reading for students.
3. The Sections need not be taught in the order outlined in the syllabus. For example, some instructors may prefer to begin with "culture" and then proceed to a discussion of the physical and biological variables, or, alternatively, they may prefer to begin with a

disucssion of the biological dimension. Environmental and biological determinism need not be discussed separately, as the syllabus seems to suggest; they may be treated together as different aspects of the same problem.

APPENDIX Vc
ORIGINS OF THE MODERN AGE

Fall, 1986

COR 104: Origins of the Modern Age. 3 hours; 3 credits.

Provides students with a time sense and frame of reference for understanding the world they live in through case studies of the civilizations of, and interrelationships between, Africa, the Americas, Asia, Europe, and the Middle East, beginning with the age of exploration, but emphasizing the period between the mid-18th to the mid-20th centuries. Extensive work in written and oral expression will help students develop the analytical and conceptual skills necessary for further study in history and comparative cultures.

PREREQUISITE: Passing grades on the WAT and RAT.

COR 094: Origins of the Modern Age. 5 hours; 3 credits.

Same as COR 104 but incorporating extra classroom hours for more extensive exercises to develop the reading, writing, speaking, and critical thinking skills necessary for successfully completing the work of this course and related Distribution courses as well as for more extensive discussion of the subject matter.

PREREQUISITE: By placement.

Syllabus

N. B. Two groups of readings are identified. The common readings are assigned by every instructor (= 50%). The individual readings are chosen by individual instructors to fill out the common framework (50%). The list of individual readings is not complete, but offer an idea of the sort of readings chosen by individual instructors.

1. The Age of Exploration. The dynamics of European technology, exploration, trade, and conquest; introduction to at least one non-European society and culture and its initial contact with Europeans ca. 1500.

Common reading: McKay, Hill, and Buckler, A History of World Societies, Vol. II: Since 1500, (Boston: Houghton Mifflin Company, 1984), pp. 668-79, 701-4.

Individual Readings: from Keen, The Aztec Image in Western Thought; Sepulveda; Las Casas; 17th c. description of Benin; excerpt from Igbafe, Benin in the Pre-Colonial Era; slides of Benin, Aztec, Mughal empires.

2. The South American Holocaust; Africa and the Trans-Atlantic Slave Trade. The European impact on the Caribbean and Latin America; depopulation and disease as causes of a new type and extent of slavery; the nature of the slave trade and its impact on Africa.

Common reading: McKay, pp. 884-6, 894-8.

Individual Readings: Crosby, "Conquistador y Pestilencia".

3. The Enlightenment. The sources of liberal ideology and its implications for social, political, and economic thought.

Common reading: McKay, pp. 799-808.

Individual Readings: "The Philosopher: An Anonymous 18th c. Pamphlet".

4. The American and French Revolutions. The peculiar attributes of England's North American colonies and their successful war for independence; the fundamental shifts in social, political, and ideological perspectives occurring in the French revolution.

Common reading: McKay, pp. 844-49; 944-60.

Individual Readings: The Resolves of the First Continental Congress; the Declaration of Independence; the Declaration of Rights; various documents from "The Terror"; Paine, Common Sense.

5. The Industrial Revolution. The contrasts between traditional and industrial society; the nature of industrialization and its revolutionary social, economic, and technological consequences.

Common reading: McKay, pp. 984-95.

Individual Readings: Additional pages in McKay on Utopian Socialism and the Marxist critique of liberalism; The Communist Manifesto; slides of industrial England.

6. The Expansion of the West into Africa and Asia. The causes and nature of Western technological, cultural, military, and economic dominion over non-Western societies in the 19th century; the losses, gains, and dislocations resulting from Western assumptions and imperialism; how imperialism was perceived by the imperialized.

Common reading: McKay, pp. 1132-40; 1147-63; Chinweizu, "The Colonial Order".

Individual Readings: Achebe, Things Fall Apart; Salih, Season of Migration from the North; Twain, "To the Heathen Sitting in Darkness"; excerpts from various imperialists (e.g., Lugard, Kipling); sample treaty of the Royal Niger Company with chiefs; slides; tape from Basil Davidson's "Africa" series.

7. Latin American and the United States. The contrasting developments of Latin and North America after independence; the effects of slavery, immigration, and urbanization in Latin and North America; the circumstances of neocolonialism.

Common reading: McKay, pp. 1168-1206.

Individual Readings: N.Y. Times articles from the period 1900-1938 on the United States economic, political, and military intervention in the Caribbean and Central America; "Red Jacket and the Missionary" (from Washburn, The Indian and the White Man).

8. The Russian Revolution and the End of World War I. Lenin's and Stalin's ideology and techniques for ruling and modernizing Russian society in contrast with liberalism; the ways in which World War I shook European world dominion.

Common reading: McKay, pp. 1232-49; 1326-36.

Individual Readings: Additional pages in McKay on World War I and pre-revolutionary Russia; excerpts from Koestler, Darkness at Noon.

9. Western Imperialism and the Response in Russia, China, Japan, and the Middle East. The tensions between Western assumptions and values on the one hand, swelling anti-imperialism and pride in non-European heritages on the other hand; the varieties of Asian and Middle Eastern nationalism and independence movements.

Common reading: McKay, pp. 1254-61, 1265-67, 1273-86.

Individual Readings: "Gandhi" (the film).

10. World War II and Post-War Tensions. Nazi aggression and conquests; Japanese imperialism; the course of the war and the origins of the Cold War; the U.S.'s role in relation to anti-Communism, Third World aspirations, and contemporary neo-colonialism.

Common reading: McKay, pp. 1348-56, 1360-70.

Individual Readings: Didion, Salvador; "El Salvador: Revolution or Death!" (the film); Stein and Stein, epilogue from The Colonial Heritage.

11. Decolonialization; Asia and Africa in the Contemporary World. The end of Europe's imperial dominion; the different courses taken by India, China, and Japan after 1945; strengths and weaknesses of the Muslim and sub-Saharan nations; changing economic and political relationships between former colonial master and newly-created states.

Common reading: McKay, pp. 1738-83, 1406-44; Orwell "Shooting an Elephant".

Individual Readings: N.Y. Times article (1986) "The Rajiv Generation"; "India: Urban Conditions (a film).

12. The Industrialized Nations and the Third World. The nature of modern science and technology; industrial society; problems of agriculture, industrialization, urbanization, and population in the Third World; tensions between growth and prosperity, investment and neo-colonialism, liberalism, Marxism, and indigenous social, political, and economic patterns.

Common reading: McKay, pp. 1448-57, 1465-73, 1478-1506.

Individual Readings: de Jesus, Child of the Dark.

HERBERT H. LEHMAN COLLEGE
COMMITTEE ON COLLEGE REQUIREMENTS

11 June 1986

COR 106; CORE COURSE IN THE NATURAL SCIENCES
Tentative Course Description and Course Syllabus

Course Description

Understanding science--The nature of scientific inquiry and the methods of science.

Scientific literacy--learning to understand and evaluate reports of scientific findings; assessing the relevance of scientific findings for personal and public policy decisions.

Scientific discoveries--case histories of significant discoveries that have changed our view of the natural world.

Texts

Giere, R.N., Understanding Scientific Reasoning, 2nd Ed., (New York: CBS Publishing Co.-Holt, Rinehart & Winston), 1984.

Miscellaneous other material.

Syllabus

Unit I: Understanding Science

Introduction to science; a general description of the nature of scientific inquiry; the difference between science and non-science.

Readings: Giere, Ch. 1.

Unit II: Scientific Literacy

Understanding scientific statements (Ch. 2); deductive and inductive reasoning (Ch. 3); conditional arguments (Ch. 4); laws, theories and hypotheses in science (Chs. 5-6); testing hypotheses (Ch. 8); statistical reasoning--correlations, causal hypotheses, probability (Ch. 9-12); science and the citizen--assessing the relevance of scientific findings for personal and public policy decisions (Ch. 13-14).

Unit III: Scientific Discoveries

Case histories of significant discoveries that have changed our view of the natural world. (Instructors may choose from the themes listed below or, with the approval of the course committee, substitute themes of their own choice).

1. Copernicus, Galileo, Kepler and Newton: Early Development of astronomy and physics.

Readings: Jastrow & Thompson, Astronomy, 4th Ed., pp. 5-25.
Seeds, M.A., Horizons, pp. H-1 - H-19.

2. Darwin: the discovery of evolution.

Readings: Miller, J. and B. Van Loon, Darwin for Beginners.

3. Pasteur and the discovery of bacteria.

Readings: Gale, G.: Theory of Science.

4. Lavoisier's discovery of oxygen.

Readings: Giere, Ch. 6

Conant, J.B., Harvard Case Histories in Experimental Science.

Gale, G., Theory of Science.

5. Wegner and the discovery of continental drift.

Readings: Giere, Ch. 7

Sullivan, W., Continents in Motion: The New Earth Debate.

6. Snow's Discovery of the transmission of cholera.

Readings: Goldstein and Goldstein, The Experience of Science, Ch. 4.

7. Mendel and the discovery of genetics.

Readings: Schechter, Y. and Schiller, D., Biology, Ch.12.

HERBERT H. LEHMAN COLLEGE
COMMITTEE ON COLLEGE REQUIREMENTS

Fall, 1986

COR 108: Problem Solving through Quantitative Reasoning.
3 hours; 3 credits.

Exploratory data analysis: basic strategies for collecting, organizing, analyzing, interpreting, and presenting in written and oral form numerical information from the natural and social sciences. Includes an introduction to probability as a basis for making predictions from sample data.

PREREQUISITES: (1) Satisfactory completion of at least one year of high school algebra and one year of high school geometry, or two years of "Sequential Mathematics," and (2) passing grades on WAT, RAT, and MAT (with a total score of at least 32 and at least 14 on the algebra portion.)

COR 098: Problem Solving through Quantitative Reasoning.
5 hours; 3 credits.

Same as COR 108, but including extensive review of elementary algebra, fractions, decimals, percents, and other mathematical operations required for this course and for COR 106.

PREREQUISITES: (1) Satisfactory completion of at least one year of high school algebra and one year of high school geometry, or two years of "Sequential Mathematics," and (2) passing grades on the WAT, RAT, and MAT.

Syllabus

I. Introduction--putting the course in perspective.

- A. The use and abuse of numerical argumentation in all walks of life.
- B. Approaches to critically evaluating arguments based on numerical information, including the essential role of estimation skills.

II. Exploratory Data Analysis--what does the data say?

- A. Preliminary notions.
 - 1. Entity and property.
 - 2. Constant and variable.
 - 3. Continuous and discrete.
 - 4. Qualitative and quantitative.
- B. Looking at batches (data sets) from a variety of sources.
 - 1. Published statistics (almanacs, research studies, newspapers, magazines, etc.).

2. Developing original data sets (e.g., from measurement studies involving linear, areal, volumetric, or mass and time dimensions).
- C. Organizing and describing these batches.
 1. Concepts.
 - a. Notion of distribution or data array.
 - b. Properties of a distribution.
 - (1) Location.
 - (2) Spread.
 - (3) Shape.
 - c. Notion of fitting a statistical relation to a data array.
 - (1) The fundamental paradigm.

$$\text{data} = \text{smooth} + \text{rough}$$

or

$$\text{data} = \text{fit} + \text{residual}$$
 - (2) Types of fit
 - (a) Fitting a central value--median or mean.
 - [(b) Fitting row and column effects.]
 - (c) Fitting a linear effect.
 - [(d) Fitting a trend (smoothing).]
 2. Methods:
 - a. Line plots.
 - b. Stem and leaf plots.
 - c. Mean and median.
 - d. Box and whisker plots.
 - e. Scatter plots and line fitting.
- D. Generating hypotheses through examination of regularities and irregularities in the data.
- E. Going beyond the given batch--identify and look at additional data to answer questions or test hypotheses.

III. Sampling--when the data doesn't speak for itself.

- A. Population descriptions versus sample descriptions.
 1. Population descriptions as constants.
 2. Sample descriptors as variable.
 3. Problem of inferring population constants from variable sample descriptors--problem of chance.
- B. Fundamentals of probability as an introduction to valid inference--putting sample values in perspective.
 1. Basic concepts: terminology, use and misuses.
 2. Probability of simple and compound events.
 3. Experiments in chance--simulation models.

Required Readings

Text: Statistics, Davis S. Moore, (New York: W.H. Freeman, 1985).

Workbook: Exploring Data, Landwehr, J.M. & Watkins, A.E., (Palo Alto: Dale Seymour, 1986).

Additional Resources

Campbell, Stephen, Flaws and Fallacies in Statistical Thinking, (New Jersey: Prentice-Hall, Inc., 1974).

Huff, Darrel, How to Lie With Statistics, (New York: W.W.Norton and Company, Inc., 1954).

Jacobs, Harold R., Mathematics: A Human Endeavor, (San Francisco: W.H.Freeman and Company, 1971).

Hartwig, Frederick, with Brian E. Dearing, Exploratory Data Analysis, (Beverly Hills: Sage Publications, 1979).

McNeil, Donald R., Interactive Data Analysis, (New York: John Wiley and Sons, 1977).

Mathematics in Science and Society, (Oregon: University of Oregon, Oregon State System of Higher Education, 1977).

Mosteller, Frederick, Kruskal, Link, Pieters, and Rising,

1. Statistics by Example: Detecting Patterns

2. Statistics by Example: Exploring Data

3. Statistics by Example: Weighing Chances

(Massachusetts: Addison-Welsey Publishing Company, 1973).

Ratio, Proportion and Scaling, and Statistics and Information Organization, (Oregon: University of Oregon, Oregon State System of Higher Education, 1977).

Travers, Stout, Swift, and Sextro, Using Statistics, (Menlo Park, Cal.: Addison-Welsey Publishing Company, 1985).

HERBERT H. LEHMAN COLLEGE
COMMITTEE ON COLLEGE REQUIREMENTS

March 1985

Revised Syllabus for CBL 100: Basic Logic.

CBL 100: Basic Logic

The elementary logic of statements: truth conditions of negations, conjunctions, disjunctions, and conditionals; logical relations between statements: consistency, inconsistency, contradictoriness, contrariness, implication; validity and soundness of arguments. Analysis of arguments drawn from everyday discourse.

(Note: This course is an integral part of the blocked-program, Level II, which contains also a compensatory core course, ACS 041, and a counselling component.)

Syllabus

N.B. Items in brackets are included only if time permits.

Part I: The Logic of Statements

1. Statements: distinguishing statements from questions and commands; truth and falsity; vagueness and ambiguity.
2. Negation: forming negations; the truth table for negation; contradictory statements, logical relations; contrary statements; The Square of Opposition; counterexamples; negating complex statements, double negation.
3. Conjunction: forming conjunctions; the truth table for conjunction; negating conjunctions; not both; logical equivalents of and.
4. Implication: may also be true as opposed to must also be true; implication and validity.
5. Disjunction: forming disjunctions; the truth table for disjunction; either and both; using parentheses; negating disjunctions; implication and disjunction: using truth tables to show validity, arguing abstractly to show validity; DeMorgan's Laws.
- [6. Truth Tables: grammatical trees; assigning truth values; the general method of truth tables.]

7. Conditional Statements: forming conditionals; necessary and sufficient conditions; Modus Ponens and Modus Tollens; the fallacies of denying the antecedent and of affirming the consequent; the material conditional; negating conditionals.

Part II: Argument Analysis

8. Arguments: the role of argument; identifying arguments; argument indicators; identifying the premisses and the conclusion; the principles of interpretation: charity and candor.

9. Argument structures: the flow of argument: sequential structures; divergent structures; convergent structures; conjoined premisses; techniques of mapping the flow.

[10. Natural Deduction: setting up a deduction; strategies for completing deductions; applications to arguments in English.]

11. Argument Analysis: validity and soundness; enthymemes; review of valid inference patterns; review of invalid inference patterns; informal fallacies; definition.

Text: Mendelsohn, R. L. & Schwartz, L. M., Basic Logic, mss.

APPENDIX Vg
DLA 050: INTRODUCTION TO METHODS OF INQUIRY
IN THE LIBERAL ARTS

100

HERBERT H. LEHMAN COLLEGE
COMMITTEE ON COLLEGE REQUIREMENTS

March, 1985

Revised Syllabus (Tentative) for DLA 050:

DLA 050 Introduction to Methods of Inquiry in the Liberal Arts
5 hours; 2 credits

A developmental, variable-topics course designed to introduce students to disciplined inquiry in the liberal arts or sciences. Individual instructors may draw topics from any one or more of the liberal arts. This course prepares students for liberal arts compensatory core courses.

Co-requisite: ACS 249. Note: This course is part of the skills-development block program, Level I, which consists of ACS 249, DLA 050, and a counseling component.

Syllabus

Individual faculty from various departments will present proposed syllabi to the Committee on College Requirements for approval. A wide range of topics is suitable. Proposals under consideration for the Fall 1985 are: (1) The Great Plains; (2) Autobiography and Biography; (3) Art and Music History; (4) Introduction to Abstract Thought. A typical syllabus is attached.

Academic Objectives

As part of the skills-development block program, this course is intended to prepare students entering Lehman College for the demands of a rigorous academic program.

Objectives: The course will begin to develop in students:

(1) the ability to write analytically on the subject matter of the course;

(2) knowledge of the terminology and the critical approaches appropriate to the topic, and the ability to use them;

(3) the ability to summarize and paraphrase both orally and in writing the materials from the course;

(4) the ability to participate in discussions by asking appropriate questions and by contributing relevant information and ideas.

(5) the ability to move from the concrete to the abstract and from subjective response to critical thought.

The skills listed above are among those that will be developed during the students' entire college careers. This course will concentrate especially on preparing the students for the liberal arts extended core courses and on exercising the communication skills concurrently being developed in ACS 94C.

In order to be approved, proposals must

(1) contain a detailed syllabus submitted by individual instructor, including explicit plans for developing the appropriate academic skills;

(2) clearly satisfy the academic objectives listed above;

(3) exhibit appropriate plans for integration with the ACS 94C.

Grading

The grading system will be: A, B, C, D, F.

Faculty

Any interested College faculty. Priority will be given to full-time faculty from liberal arts or science departments.

Students

Students who score either 2, 3, or 4 on the CUNY Writing Assessment Test or fail the CUNY Reading Assessment Test.

APPENDIX VIa
STUDENT EVALUATION OF CORE COURSES

PRELIMINARY IMPRESSIONS

STUDENT EVALUATION OF COR 100 HUMANITIES

Fall '86

The overall impression gained from a careful first reading of the Student Evaluations is that most students felt positively about the Humanities Core Course and that most understood what its purpose and objectives were. A clear majority, almost two-thirds, felt that it should be required of all students; even some of those who answered "no" to question #9 had praise for the course itself.

In terms of the most/least stimulating aspects and most challenging aspects of the course, the responses would seem to be fairly evenly distributed among the various units of the course. With the exception of "Rashomon" (see below), no single area stood out, either positively or negatively, although many students indicated that Hamlet was difficult to understand, and that the segment on Beethoven held very little interest for them.

A frequently expressed criticism was of the film "Rashomon" which many students said they didn't like or didn't understand. Many also expressed the same feelings about "Leaf Storm". (In light of these two sentiments it was surprising to find that the vast majority of students expressed satisfaction with the way in which the course began- Question #7). A majority identified writing and thinking as the skills that had been most developed by the course.

By far the most frequently criticized aspect of the course was the program of special lectures, which most students felt were boring and/or added nothing to their understanding of the material. Many also said that they had had trouble fitting the lectures into their schedules.

The most frequent suggestion for improving the course involved modifying or eliminating the lectures.

VIa-2

PRELIMINARY IMPRESSIONS
STUDENT EVALUATIONS OF COR 102 SOCIAL SCIENCES
FALL 1986

On the whole, this course appears to have been fairly well-received. Half the students said they learned more than they had expected to, and only a handful learned less than expected. (Question #1) Only a small minority said the course repeated material they had already learned, usually in the Psychology and Economics areas. (Question #2)

There were very clear "winners" and "losers" among the readings. (Questions #3 & #4) The most popular were:

Meyer & Osborne: "The Case of Seth"
 Briggs: "Kapluna Daughter: Adopted by the Eskimo"
 Gmelch: "Baseball Magic"

The least popular readings were:

Murphy: "The Environmental Factor"
 Hoover: "Thinking Scientifically"
 Madison: "The Federalist No. 10"

Half the students did not respond or had no opinion on which lecture(s) had been most useful. Of those who answered, there was no clear consensus of any kind. (Question #5)

Half the students felt that there had been enough opportunity to write, but very few gave any indication of the type of assignment that had been most helpful. (Question #6)

Via-3
COR 102 (cont.)

Only about half the students gave any response to Question #7; of those who did, most indicated that class discussions and the research paper had been the most stimulating elements of the course.

The students were split 50/50 on whether the course had motivated them to take more social sciences courses. (Question #8)

Of those responding to Question #9, roughly two-thirds thought the course should be required of all students.

The most common suggestions for improving the course were:

- encourage more student participation in the form of class discussions or group work
- shorten the reading list and/or make it more interesting
- improve the legibility of the readings
- have more films or videos, especially about other cultures

PRELIMINARY IMPRESSIONSSTUDENT EVALUATIONS OF COR 104 - ORIGINSFall '86

This course appears to have been fairly well received, with no particularly strong feelings one way or the other. Approximately half of the students indicated that it has motivated them to take further courses in history and roughly two-thirds felt that this course should be required of all students.

The responses to Question #1, which asked about the amount of material already known, covered the whole range, from "none" to "most of it", and most points in between. There doesn't appear to be a major problem with repetitious or overlapping material.

In Question #2, very few students said that they had learned nothing from the course. The answers covered the whole range of topics; many students mentioned "cultural differences" and "relationships between historical events."

Question #3, on the text, elicited the most negative responses of the survey. A clear majority of students had complaints about the book, the most commonly expressed ones being "too subjective"; "boring"; "disorganized/confusing"; "inadequate explanations in certain areas."

A majority of students found the supplementary readings valuable, particularly those that expanded on information covered in the text.

Things Fall Apart was frequently mentioned as being the best of the readings. No reading was consistently singled out for criticism.

VIa-5

COR 104 (cont.)

Several sections do not appear to have utilized written assignments; of those students who did receive written assignments, the vast majority indicated that such assignments had been of value to them, both in understanding the material better and in improving their writing skills. (Question #5)

Question #6 on plans to study history further revealed that approximately half of the students had been motivated to do so. Of the half that were not so inclined, very few laid any particular blame on the course for their feelings.

PRELIMINARY IMPRESSIONS
STUDENT EVALUATIONS OF COR 106 NATURAL SCIENCES
FALL 1986

Approximately half of the students indicated that they already knew some of the material before the course, though not a significant amount. The topics most often mentioned were basic logic and probability. (Question #1)

Very few students saw any application to everyday life of the concepts developed in the course. A slightly greater number thought that there could be applications to other courses, usually COR 108 or other mathematics courses. (Question #2)

Two-thirds felt that the level of difficulty of the material had been about right, while 1/3 thought it had been too difficult. Virtually no one felt it had been too easy. (Question #3) Half the students thought the course should cover less material, and half thought it had covered the right amount. (Question #4)

Unfortunately two-thirds of the students said they had not enjoyed the course, the most frequent reasons being "It was boring" or "It was too complicated." The one-third who did enjoy it most often cited their instructor as the reason. (Question #5)

Nor surprisingly, two-thirds of the students felt that the course should not be required of everyone. (Question #8)

VIa-7

COR 106 (cont.)

The majority of students found the text confusing, and there was a 50/50 split on the usefulness of the supplementary readings. The ones most often mentioned as being particularly useful and/or interesting were The New York Times Science section, and "Did Comets Kill the Dinosaurs?" No readings were consistently singled out for negative comments. (Questions #6 & #7)

Via-8

PRELIMINARY IMPRESSIONS
STUDENT EVALUATIONS OF COR 108 QUANTITATIVE REASONING
FALL 1986

This course appears to have been fairly successful in teaching students to deal with quantitative information. In response to each of the first two questions, roughly two-thirds marked '3' or '4' (i.e. the top end of the scale), indicating that the course had helped improve their skills (Question #1) and had helped them analyze data on their own (Question #2). Roughly the same proportion had found the course "always" or "usually" challenging (Question #3).

In terms of which math skills had been developed by the course, the most frequently mentioned were the ability to use graphs and to calculate probabilities (Question #4). Question #5, which skills were NOT developed, was not answered by the vast majority of students.

Only a small percentage of students were taking COR 106 in the Natural Sciences at the time. Of those, about half could not see any connection between COR 108 and COR 106, and didn't think that COR 106 required any math skills (Question #6).

Similarly, only a few students were taking COR 102 in the Social Sciences, but they were unanimous in their feeling that COR 108 had not helped them with that course. Most also felt that COR 102 didn't require math skills.

The aspects of the course that were most frequently mentioned as being most valuable were the computer work and the class discussions. (Question #8). Most students didn't answer Question #9 on the least valuable aspects.

(OR 108 (cont.))

The most worthwhile assignment appears to have been the one on graphing and plotting (Question #10). Of the 50% who answered Question #11, many felt that the assignment on probability had been the least worthwhile.

Virtually 100% of the students rated Exploring Data as "excellent" or "good"; nearly 100% rated Statistics as "poor" or "very poor." The instructor's hand-outs were considered "good" by the vast majority of students (Question #12).

Only a minority of students had any suggestions for improving the course (Question #13). Many suggested not using Statistics again.

Students were split 50/50 on whether the course should be required (Question #14) and on whether they would recommend it if it were an elective (Question #15).

PRELIMINARY IMPRESSIONS
STUDENT EVALUATIONS OF CBL 100 - FALL '86

On the whole, CBL 100 seems to have been well received, although there were complaints about the text, and only about one-third of the students reported any inclination to take an advanced logic course.

The course appears to have been neither too easy nor too difficult; it was challenging and most students feel that it covered the right amount of material. (Question #1)

A majority of students said they had been able to apply some of the principles learned to other courses; those mentioned most often were humanities and social science classes, and ACS 040 & 041. Many also indicated that CBL 100 had helped them with their writing. (Question #2)

Students were split 50/50 on the merits of the text. The most frequent criticisms were that it wasn't clear, that it needed more examples, and that it was too expensive. (Question #3)

Only one-third thought that they would ever take a more advanced logic course. Those who said "No" rarely gave a reason.

The students were overwhelmingly in favor of the block program, thought that it had been useful to them, and wouldn't hesitate to recommend it to others. Those who felt negatively did not usually elaborate, although a few thought the block program was "disorganized."

STUDENT EVALUATION OF
 CDR 100/090 HUMANITIES
 SPRING 1987

Question #1: most/least stimulating assignments

The assignments considered most stimulating were the museum visit, followed by Hamlet; also mentioned were a paper on Michelangelo, Plato, and Leaf Storm (especially by 090 students.)

The assignments considered least stimulating or interesting were Beethoven, followed by Hamlet, The Man who Lived Underground, Plato, and Leaf Storm.

(In answering this question, students tend to use "assignment" and "topic" interchangeably.)

Question #2: humanities lectures

	not helpful				very
	at all				helpful
	1	2	3	4	5
What is Form?	30%	25%	22%	12%	11%
Plato I & II	15	15	27	26	17
Visual Form	19	24	28	19	10
Michelangelo	10	12	25	25	27
Theater Forms	17	20	32	19	12
<u>Hamlet</u>	11	11	20	29	30
Beethoven	22	19	21	22	17

Question #3: materials or concepts that gave the most difficulty.

The results of this question were essentially the same as for question #1.

Question #4: How much opportunity was there to write?

not enough				too much	
1	2	3	4	5	
3%	6%	39%	38%	14%	

Question #5: How much opportunity was there for class discussion?

5%	4%	26%	46%	20%
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Question #6: How did you feel about the way the class began?

This question gets very mixed responses. Because different sections begin the course in different ways, the students really aren't answering the same question.

Question #7: How much was each skill developed by the course?

	Not developed			Developed a	
	at all			great deal	
	1	2	3	4	5
Reading	4%	8%	34%	33%	21%
Thinking	3	3	19	35	41
Speaking	8	14	34	31	13
Writing	5	6	24	36	29

Question #8: Would you recommend this course if it was an

elective?

Yes: 82%

No: 18%

STUDENT EVALUATION OF
COR 102/092-SOCIAL SCIENCES
SPRING 1987

Question #1: How much did you learn in the course?

more than expected	46%
about what expected	38
less than expected	16

Question #2: What material had already been covered elsewhere?

The only topics mentioned with any frequency were Freud, and "Letter from Birmingham Jail". The vast majority of students said that nothing had been repetitious.

Question #3: most interesting articles

The most frequently-mentioned articles (more or less in order) were:

Ladies Don't get Drunk

The Forest People

Kapluna Daughter

Eating Christmas in the Kalahari

Love in Infant Monkeys

If Hitler asked you....

The Puerto Rican Family

Question #4: least interesting articles

The most frequently-mentioned articles were:

The Prostetant Ethic

- Thinking Scientifically
- Federalist #10
- A Note on the Unconscious
- Communist Manifesto
- The Environmental Factor

Question #5: most useful lectures

Very few students answered this question; those who did most often mentioned lectures on power & authority, and on culture, as being the most useful.

Question #6: How much opportunity was there to write?

Not enough			Too much	
1	2	3	4	5
8%	15%	50%	22%	5%

Question #7: What class work, assignments, etc. was most stimulating?

Most students did not answer this question; those who did most often mentioned a library/research paper, and a computer project on demographics, as being the most stimulating.

Question #8: Would you recommend this course as an elective?

Yes	67%
No	33%

STUDENT EVALUATION OF
COR 104/094-ORIGINS
SPRING 1987

Question #1: readings that were worthwhile and not worthwhile

The readings most often mentioned as being worthwhile were:

Things Fall Apart

Shooting an Elephant

The Philosopher

The Colonial Order

Child of the Dark

The readings most often mentioned as not being worthwhile were:

Shooting an Elephant

Things Fall Apart

Conquistador y Pestilencia

extra readings from McKay

Question #2: writing assignments that were/were not worthwhile

Students' responses to this question covered the gamut, including (as worthwhile), book reports, quizzes, essays, in-class writing, oral presentations, and a 10-page term paper.

There were no indications of which writing assignments students thought were not worthwhile.

Question #3: teaching methods

Among the teaching methods that students liked were:

class discussions

instructor's use of humor

use of maps

films

Among the teaching methods that students did not like were:

two-hour lectures

lecturing too quickly

not allowing questions until the end of a lecture

disorganized lectures

Question #4: which skills were strengthened?

Almost all students indicated that their reading and/or their writing skills had been strengthened by the course. Fewer thought their thinking skills had been improved, and fewer still felt their speaking skills had improved.

Question #5: which topics did you already know, and which were new?

Very few students indicated that they knew very much about the material before taking the course. The most frequently mentioned topics they said they already knew about were:

Hitler

World Wars I & II

Industrial Revolution

Among the topics the students said they found new and/or interesting were:

Imperialism

Colonialism

The Great Depression

South Africa

China

Question #6: topics that should be dropped/added

There were virtually no suggestions on what should be dropped or stressed less. The most frequently suggested topics to be added or stressed more were:

Vietnam

American involvement in Nicaragua

Civil Rights movement

Women's movement

American history

the 20th Century

STUDENT EVALUATION OF
COR 106-NATURAL SCIENCE
SPRING 1987

Question #1: repetition of material

The material most often mentioned as being repetitious was:
logic.
probability & statistics

Question #2: application of concepts to other courses/your life

The great majority of students said that the concepts learned in the course were not applicable to other courses, nor to their everyday lives. Those who did cite applications most often mentioned the following:

I now read the NY Times
I now read more analytically/critically
I am more curious about the environment
it has helped me in thinking and reasoning logically
it has helped me in COR 108/MAT171

Question #3: How difficult was the material?

too difficult	35%
about right	65%
too easy	0

Question #4: The course should cover

more material	6%
same amount	49%
less material	45%

Question #5: How have you benefitted from taking this course?

Half the students said they had not benefitted. The rest gave explanations similar to the responses to Question #2.

Question #6: How did the text help?

The students said the text was not a help; they found it confusing and difficult to read.

Question #7: quality of supplementary readings (if used)

The only readings mentioned as being good were "Galileo" and The Science Times. No readings were mentioned as being bad.

Question #8: Would you recommend this course as an elective?

Yes	38%
No	62%

STUDENT EVALUATION
COR 108 -QUANTITATIVE REASONING
SPRING 1987

Question #1: Did the course improve your skills in dealing with quantitative information?

very little			a lot
1	2	3	4
10%	28%	41%	21%

Question #2: Did the course help you to analyze data on your own?

11%	28%	45%	15%
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Question #3: How often was the course challenging?

always	usually	sometimes	seldom
29%	34%	33%	5%

Question #4: What math skills did this course help you develop?

Areas most frequently mentioned were:

graphs

percentages

probability

Question #5: What math skills were not developed that you would have liked to develop?

algebra

probability

Question #6: Did this course help with COR 106?

Yes 59%

No 41%

Question #7: Did this course help with COR 102?

Yes 31%

No 69% -most said there were no math skills required

Question #8: most valuable aspect of the class sessions

class discussions

lectures

small group work

Question #9: least valuable aspect of the class sessions

Nothing was mentioned frequently enough to be meaningful.

Question #10: most worthwhile assignment

the assignments on graphing/plotting

Question #11: least worthwhile assignment

Nothing stood out here.

Question #12: texts

	excellent	good	poor	very poor
Exploring Data	31%	50%	9%	9%
Statistics	14%	56%	20%	9%
Hand-outs	30%	61%	6%	4%

Question #13: suggestions for improving the course

change the texts

use computers more

cover fewer topics

Question #14: Should this course be required of students who don't intend to take any college math?

Yes 40%

No 35%

Yes, if mod. 26%

Question #15: Would you recommend this course as an elective?

Yes 54%

No 46%

STUDENT EVALUATION
CBL 100-BASIC LOGIC
SPRING 1987

Question #1: How difficult was the material?

too difficult	33%
all right	67%
too easy	0

Only a handful of students thought the course should cover more material.

Question #2: Were you able to apply any of the principles to other courses?

Yes	69%
No	31%

Question #3: What did you think of the text?

Positive	63%
Negative	38% (most of these students said it was confusing)

Question #4: Would you ever take a more advanced logic course?

Yes	25%
No	75%

Question #5: evaluation of the block program

Positive	85% (helpful in adjusting to college)
Negative	15% (didn't like the lack of choice)

APPENDIX VII

LEHMAN COLLEGE UNDERGRADUATE INTERNSHIP PROGRAMS - 1987

Department	Description of Program	Contact
1. Anthropology	Anthropology Internships (ANT 345)	Prof. Joan Mencher
2. Art	Arts Management Fieldwork Internships	Prof. George Corbin
3. Black Studies	Fieldwork in the Black Community (BLS 470)	Prof. Nancy Fairley
4. Business Education	Corporate Training Specialization Fieldwork (BUS470-471)	Prof. Howard Seeman Dept. of Secondary Ed.
5. Career Services and Cooperative Education	Cooperative Education Internships (CED270)	Mr. Joseph Enright Director of Career Services & Co-op Education
6. Health Professions Institute	Interdisciplinary Team Programs (HPI 470-471)	Dr. Wm. Wilkerson
7. Health Services	Health Services Adm. Internship (HSA 470-471). Intern. in Comm. Health (HEA 470)	Prof. Ruby Neuhaus
8. Humanities	Humanities Internship Studio art & arts management, pro. writing, broadcasting & theater (HUM 470)	Prof. Earl Fendelman
9. Division of Natural & Social Science	Science Internship (NSS470)	Prof. Frederick Shaw
10. Program for Alternative Careers in Education (PACE)	Rotating Educational Internships (PACE 445)	Prof. Bernard Flicker

11. Nursing	Required clinical practice in various courses	Prof. Roseanne Wille
12. Physical Education	Physical Education Field Experience (PEC 379)	Prof. Claire Schwartz
13. Recreation	Recreation Internship (REC. 370)	Prof. Robin Kunstler
14. Political Science	Seminar and Internship Program in Law (POL 471)	Prof. Jeremy Lewis
15. Political Science and Sociology	Seminar and Internship in N.Y. City Government (POL (SOC) 470)	Prof. Jeremy Lewis Prof. Herbert Danzger
16. Psychology	Practicum in Psychological Services	Prof. Carl Wells
17. Puerto Rican Studies	Puerto Rican Community Fieldwork (PRS 370)	Prof. C. Carrasquillo
18. Social Work	Fieldwork in Social Work (SWK 470-471)	Prof. Dona Hamilton
19. Speech & Theater	Clinical Practice in Speech Pathology (SPV 427)	Prof. Carole Gelfer
20. Secondary Education	Student Teaching Internships (ESC476-477)	Prof. Stanley Banks
21. Elementary Education	Student Teaching Internships (ECE 470-472)	Prof. Ronald Manyin

APPENDIX VIII
COOPERATIVE EDUCATION EMPLOYERS

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FALL 1987

New York City Department of Finance
345 Adams Street
Brooklyn, N.Y. 11201
Kathleen Grimm, Deputy Commissioner
Contact: Ms. Sarah Gage, Asst. Exec. Administrator
Telephone: (718) 403-4567

The Port Authority of NY and NJ
One World Trade Center
New York, N.Y. 10048
Contact: Catherine James, Personnel Dept. (212) 466-8157
A. Paul Blanco, Assistant Controller (212) 466-7873

V.A. Medical Center
130 W. Kingsbridge Road
Bronx, N.Y. 10468
Contact: Mr. Thorne, Personnel Dept. (212) 584-9000

U.S. Internal Revenue Service
P.O. Box 3388
Church Street Station
New York, N.Y. 10008
Contact: Ms. Diane C. Epps, Personnel Staffing Specialist
Telephone: (212) 264-8369

Irving Trust Company
One Wall Street
New York, N.Y. 10015
Contact: Ms. Geraldine Gallashaw, Asst. VicePresident
101 Barclay Recruitment
(212) 815-4980

Bank OF New York
440 Mamanroneck Avenue
Harrison, New York 10528
Contact: Ms. Cathy McMahon, Personnel Rep
(914) 899-611-4980

RVW Associates Inc.
111 Brodway
New York. NY 10006
Contact: Mr. Martin Menack, Vice President
(212) 406-3600

A&S
100 Maine Street
White Plains, NY 10601
Contact: Ms. Carol Graziani, Personnel Director
(914) 997-0600 ext. 438

Chase Manhattan Bank
31 Mamaroneck Avenue
White Plains, NY 10601
Contact: MS. Lilliam Morales, Employee Relations Rep.
(914) 328-8354

Institute Fro The PR/Hispanic Elderly
105 E. 22nd Street. room 615
New York, NY 10010
contact : Ms. Zuleika Cabrera, Executive Director
(212) 677-4181

Multi Medic Phisician Services, P.C.
1057 Southern Blvo.
Bronx., NY 10459
Contact: Richard Izquierdo, M.D. President
(212) 589-4541

New York City Public Development Corporation
161 William Street (13th floor)
New York, NY 10038
Contact: Ms. Estha Stein, Personnel Director
(212) 619-5000 Ext. 397

Grenadier Realty Corp.
1310 Pennsylvania Avenue
Brooklyn , NY 11239
Contact: Ms. Deborah Fuller, Personnel Coordinator
(718) 642-2550

U.S. Office Of Education
26 Federal Plaza
New York, NY 10278
Contact: Mr. Steve Eisenberg, Office of the Inspector General
(212) 264-8442 room 3739

NYC Dept. Of Ports, International Trade and Commerce
Battery Maritime Bldg.
Foot Of Whitehall Steert
New York, NY 10004
Contact: Michael Huerta, Commissioner
Mr. Carlos Fortuno, Personnel Director
(212) 806-6793 Personnel

Automatic Data Processing (ADP)
Metropolitan Region
405 Route 3
Clifton, New Jersey 07015
Contact: Ms. Lily Hawryluk, Bank Marketing Mgr.
Employer Services
(212) 947-8890

Montefior Hospital
111 E. 210 Steert
Bronx, New York 10467
Contact: Dr. Krasnoff, Director
Dept. of Bio-Statistics
(212) 920-4966

Trinity Associates. Inc.
170 Broadway, room 714
New York, NY 100038
Contact: Mr. Lawrence P. Schiffman, Principal
(212) 608-6837

Ms. Sylvia Fox
Yearling Early Childhood Center
2500 Johnson Ave.
Riverdale, NY

Ms. Cathy Montgomery
Northwest Bronx Community & Clergy Coalition
2721 Webster Ave
Bronx, NY 10458

Mr. Ben Champion
Department of the Navy
Navy Resale & Services Support Office
Fort Wadsworth
Staten Island, NY 10305-J097

Mr. Michael Sherwin
The New York Daily News
220 East 42nd. St.
New York, NY

Mr. John Salter
Edison Brothers Shoe Stores, Inc.
Regional Manager's Office
Baker Shoe Store
Fountain Mall, Roosevelt Field
Garden City, Long Island
NY 11530

Ms. Elizabeth Ryan, Asst. Vice-President
Manufacturur Hanover Trust Ccompany
320 Park Avenue
New York, NY 10163

Mr. William Plummer
Science Education Program
Intermediate School 55
450 St. Paul Place
Bronx, NY

Ms. Donna L. Williams
The Morgan Bank
23 Wall Street
New York, NY 10015

Mr. Mark Veten, President
Hunt Ltd.
21 West 38 th St.
New York, NY 10018

Mr. Michael J. Barry, 2nd. Vice-President
Chase Manhattan Bank
3217 Westchester Ave.
Bronx, NY 10461

Ms. Mary Ann Rosen
Hebrew Home For the Aged
1501 Palisade Ave.
Bronx, NY 10471

Ms. Elizabeth Alleyne
Victim Services Agency
2 Lafayette St. 3rd. Floor
New York, NY 10011

Ms. Amyrl Holloway
MacMillan Publishing Co.
866 3rd. Avenue
New York, NY 10022

Ms. Barbara Freeman
New York Foundling Hospital
1175 3rd. Ave
New York, NY 10021

Mr. Elliot Unterberg
Albert Einstein College of Medicine
Yeshiva University
1500 Waters Place
Bronx, NY 10461

Ms. Myra Gray
Director Of Personnel
ABBOTT HOUSE
100 North Broadway
Irvington, NY 10533

Mr. Larry Cancio
Director Of Personnel
Bronx, Botanic Gardens
Bronx, NY 10458

Ms. Kathy Zamechansky
Executive Director
Bronx Chamber Of Commerce
301 East Fordham Road
Bronx, NY 10458

IBM College/Professional Recruiting
Data Systems Division
Poughkeepsie, NY 12602

DIRECTOR OF RECRUITMENT
CHASE MANHATTAN BANK
369 East 149 Street
Bronx, NY 10453

DIRECTOR OF PERSONNEL
CHEMICAL BANK
400 East Fordham Road
Bronx, NY 10458

DIRECTOR OF RECRUITMENT
CITIBANK, NA
4377 Bronx Blvd
Bronx, NY 10466

Ms. Vivian Mann
Intern Coordinator
COMMUNICATIONS INSTITUTE OF AMERICA
555 West 57 Street
New York, NY 10019

Mr. Michael J, Durso
VICE PRESIDENT
DOLLAR DRY DOCK SAVINGS BANK OF NEW YORK
2530 Grand Concourse
Bronx, NY 10458

Ms. Jenet Levy
DIRECTOR OF RECRUITMENT
FEDERATION EMPLOYMENT & GUIDANCE SERVICE
114 Fifth Avenue 11th Floor
New York, NY 10011

Mr. Thomas Fordes
AD WEEK
49 East 21 Street 11th Floor
New York, NY 10010

Mr. Marc Goldfischer
MILLER & COMPANY
575 Lexington Ave
New York, NY 10022

Ms. Charissa Collazo
PROGRAM DIRECTOR
HISPANIC WOMEN'S CENTER
115 West 30 Street room 900
New York, NY 10001

VICE PRESIDENT FOR HUMAN SOURCES
MANUFACTURERS HANOVER TRUST CO.
320 Park Avenue
New York, NY 10022

Ms. Rochel Berman
DIRECTOR OF VOLUNTEER & COMMUNITY AFFAIRS
HEBREW HOME FOR THE AGED
5901 Palisade Avenue
Riverdale, NY 10471

Senior Recruiter
IBM FIELD ENGINEERING DIVISION
Parson Pond Drive
Franklin Lakes, NJ 07417

Mr. Richard McGivern
IBM CORPORATE HEADQUARTERS DIVISION
520 White Plains Road
Tarrytown, NY 10591

DIRECTOR OF PERSONNEL
INSTITUTE OF INTERNATIONAL EDUCATION
809 UN PLAZA
New York, NY 10017

Mr. Mark Kabot
ALL NATIONS TOURS
175 Fifth Avenue
New York, NY 10010

Mr. Mark Kay
VICE PRESIDENT
MORGAN GUARANTEE & TRUST CO.
23 Wall Street
New York, NY 10015

Mr. Harry Boyd
PRESIDENT
JOHN LANGENBACHER CO., INC.
1345 Seneca Ave.
Bronx, NY 10474

Mr. Ivan Cortes
ASSOCIATE EXECUTIVE DIRECTOR
LINCOLN HOSPITAL
324 EAST 149 Street
Bronx, NY 10451

DIRECTOR OF HUMAN RESOURCES
MEMORIAL SLOAN-KETTERING HOSPITAL
1275 York Avenue
New York, NY 10021

DIRECTOR OF HUMAN RESOURCES
MONTIFORE HOSPITAL
111 East 210 Street
Bronx, NY 10467

Mr. Timothy O'Sullivan
DEPUTY DIRECTOR OF ADMINISTRATION
NEW YORK ZOOLOGICAL SOCIETY
185 Southern Blvd.
Bronx, N.Y. 10460

DIRECTOR OF PERSONNEL
OGILVY & MATHER
2 East 48 Street
New York, NY 10017

Mr. Andrew Wolf
PERSUASIVE TECHNOLOGY
5793 Tydall Avenue
Bronx, NY 10471

Mr. Ramon Morales
PROTECOM DEVICES, INC.
1666 Bathgate
Bronx, NY 10457

Ms. Ferne LaDue
EXECUTIVE DIRECTOR
RIVERDALE COMMUNITY CENTER
660 West 237 Street
Bronx, NY 10463

Mr. Joaquin Rosa
EMPLOYMENT OFFICE B
Con Edison
2 Irving Place
New York, NY 10003

DIRECTOR OF PERSONNEL
ST. BARNABAS HOSPITAL
183rd. Street & Third Avenue
Bronx, NY 10457

Ms. Maureen C. McLaughlin
VICE PRESIDENT, HUMAN RESOURCES
SHOPWELL, INC.
400 Walnut Avenue
Bronx, NY 10454

Father Davis Jones
SIMEON SERVICE FOUNDATION
1020 Carroll Place
Bronx, NY 10456

DIRECTOR OF PERSONNEL
United Parcel Service
545 Brush Avenue
Bronx, NY 10465

Robert Mazzoeni
Department of Health & Human Services
Region II
Federal Building
26 Federal Plaza
New York NY 10278

Laurie Greene
Assistant to University Personnel Director
University Personnel Office
CUNY
535 East 80th Street
New York, NY 10021

Perry Samowitz, C.R.C.
Coordinator of Education and Training
Young Adult Institute
460 West 34 Street
New York, NY 10001

Ruby Kornfeld
Director of Staff Training and Professional Development
New York State Association for Retarded Children, Inc.
200 Park Avenue South
New York, NY 10003

Kathleen A. Fausner
RKO General, Inc.
N.Y. Personnel Department, 14th Fl.
1440 Broadway
New York, NY 10018

Maritza Diaz- Acquavivia
Manager, Administration of Recruitment
WCBS- TV
CBS Television Stations
A Division of CBS Inc.
524 West 57 Street
New York, New York 10019

Ray Blanco
Mgr. Station Relations & N.J. Affairs
WCBS -N
524 West 57 Street
New York, NY 10019

Mr. Ray Ivy
Manager, Training
Education and Training Department
CBS Inc.
810 Seventh Ave., 18Fl.
New York, NY 10019

Margie Benitez
N. W. Bronx Coalition
2715 Webster Avenue
brons, NY 10458

Clem Fasbender
Lincoln Hospital
234 East 149th Street
Bronx, NY 10458

Clarice Greene
Montefiore, Administrative Assistant
111 East 210th Street
Bronx, NY 10467

Bridget Carey
Career Blazers, Learning (Manhattan)
230 Park Ave.
New York, NY 10172

Elba Riveria
Continental Grain
277 Park Avenue
New York, NY 10172

Ms. Pat Smith, Director
North Bronx service Ctr.
2190 University Avenue
Bronx, NY 10463

Ms. Meg Hayden, Manager, Training
Dean Witter Reynolds
5 world Trade Center
New York, NY 10048

Mr. Al Richie. Training Mgr.
Wang Inc.
10 Columbus Circle
New York, NY

Patricia Medina
Bronx Educational Services
3422 bailey Place
Bronx, NY 10463

Howard Martin
Bronx House
990 Pelham Parkway South
Bronx, NY 10461

Bill Rivera
Kingsbridge Heights Community Ctr.
3101 Kingsbridge Terrace
Bronx, NY 10463

Elliott Greene,
Montefiore Medical Center
Home Health Agency
4377 Bronx Boulevard
Bronx, NY 10466

Kenneth Kilroy, Director of Patient Services
Montefiore Medical Center
204 E. Gunhill Road
Bronx, NY 10466

William F. Rainey
Merrill Lynch Community Center
974 E. 156th St.
Bronx, NY 10455

Ms. Gayle Gross
Merrill Lynch
633 3rd Ave.
New York, NY

Joyce St. George
Executive Director
Performing Arts for Crisis Training Inc.
250 West 14th Street
New York, New York 10011

Ms. Bishop
Vererans Admin. Hospital
130 E. Kingsbridge Rd.
Bronx, NY 10468

Mr. Martin Kauffman, ACSW
Assistant Project Director
Leake & Watts
East Bronx Family Service Center
1760 Westchester Ave.
Bronx, NY 10472

Clyde Riggins, Director
American Red Cross
150 Amsterdam Ave.
New York, NY 10023

Nancy Schwartz
Bronx House
990 Pelham Parkway South
Bronx, NY 10461

Gail Frank, CSW
Bronx Psychiatric Center - Highbridge OPD
2095 Jerome Ave.
Bronx, New York 10453

Diana Torres Levy
Pius XII - North Bronx Family Service Center
2190 University Ave.
Bronx, NY 10453

Mrs. Marion Greauz
Cardinal McCloskey Family Outreach Center
953 Southern Blvd.
Bronx, NY 10459

Louis Heyward, CSW CAC
Bronx Alcoholism Treatment Center
1500 Waters Place
Bronx, New York 10461

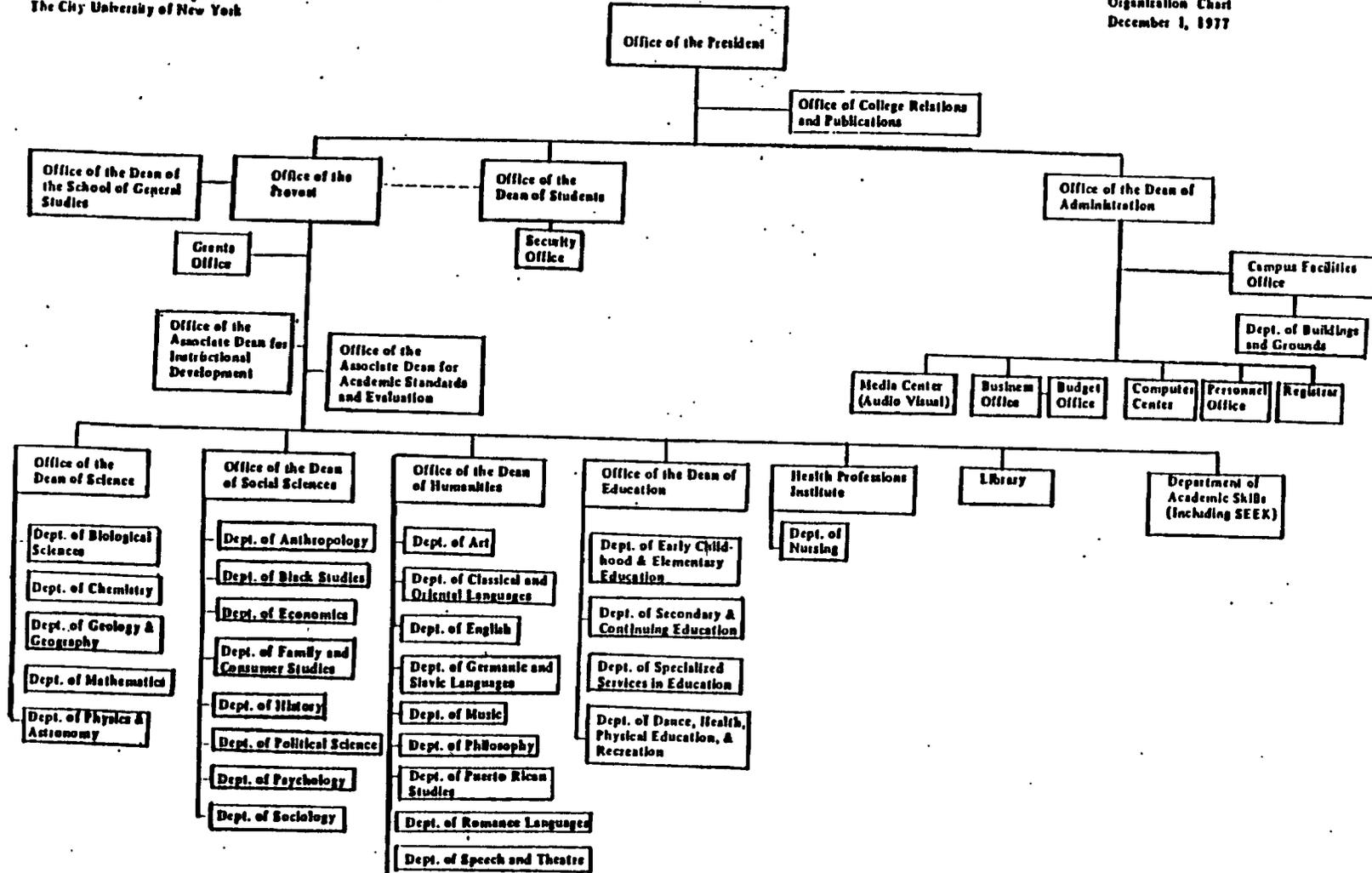
Ellen P. Brinkley-Jason
The Hub
349 East 149th St.
Bronx, NY 10452

Donald S. Goulbourne, C.S.W
Family Service Coordinator
Comprehensive Family Care Center
1175 Morris Park Ave.
Bronx, NY 10461

APPENDIX IXa
 COMPARATIVE TABLE OF COLLEGE ORGANIZATION
 DECEMBER 1, 1987

Herbert H. Lehman College
 The City University of New York

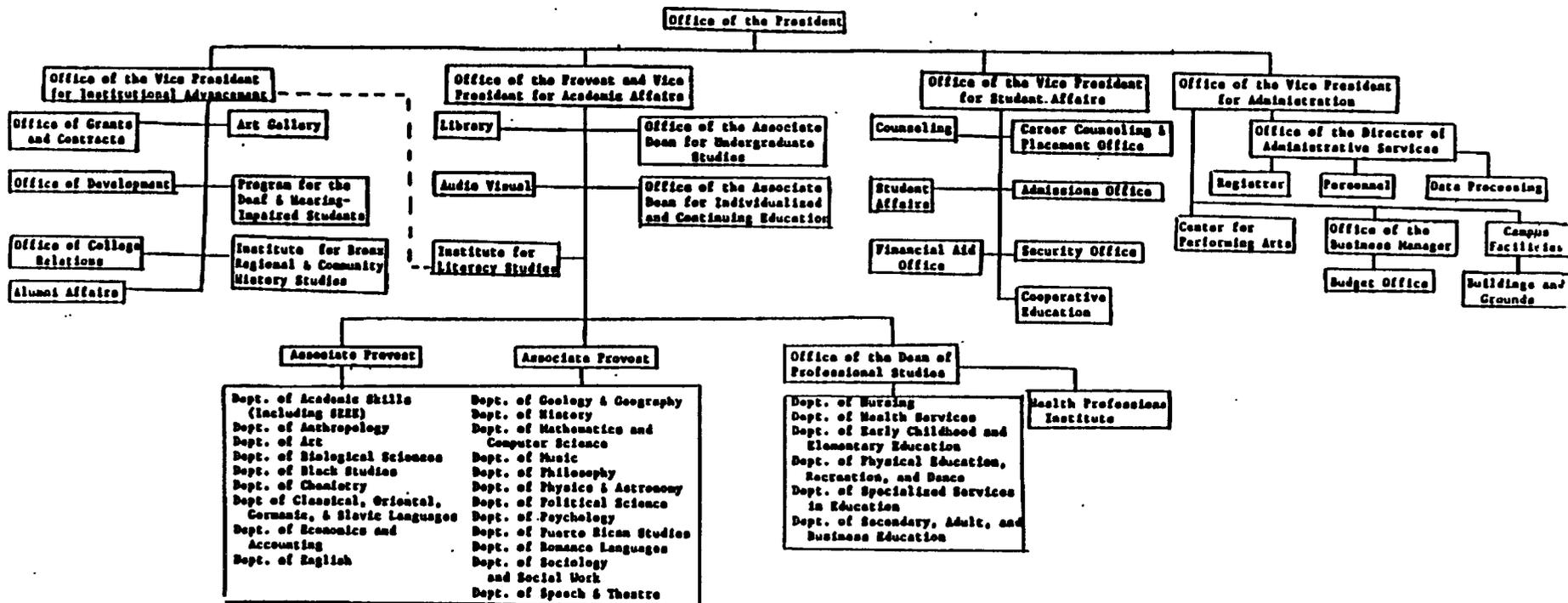
Organization Chart
 December 1, 1977



APPENDIX IXb
 COMPARATIVE TABLE OF COLLEGE ORGANIZATION
 MARCH 1987

LEHMAN COLLEGE
 OF THE CITY UNIVERSITY OF NEW YORK

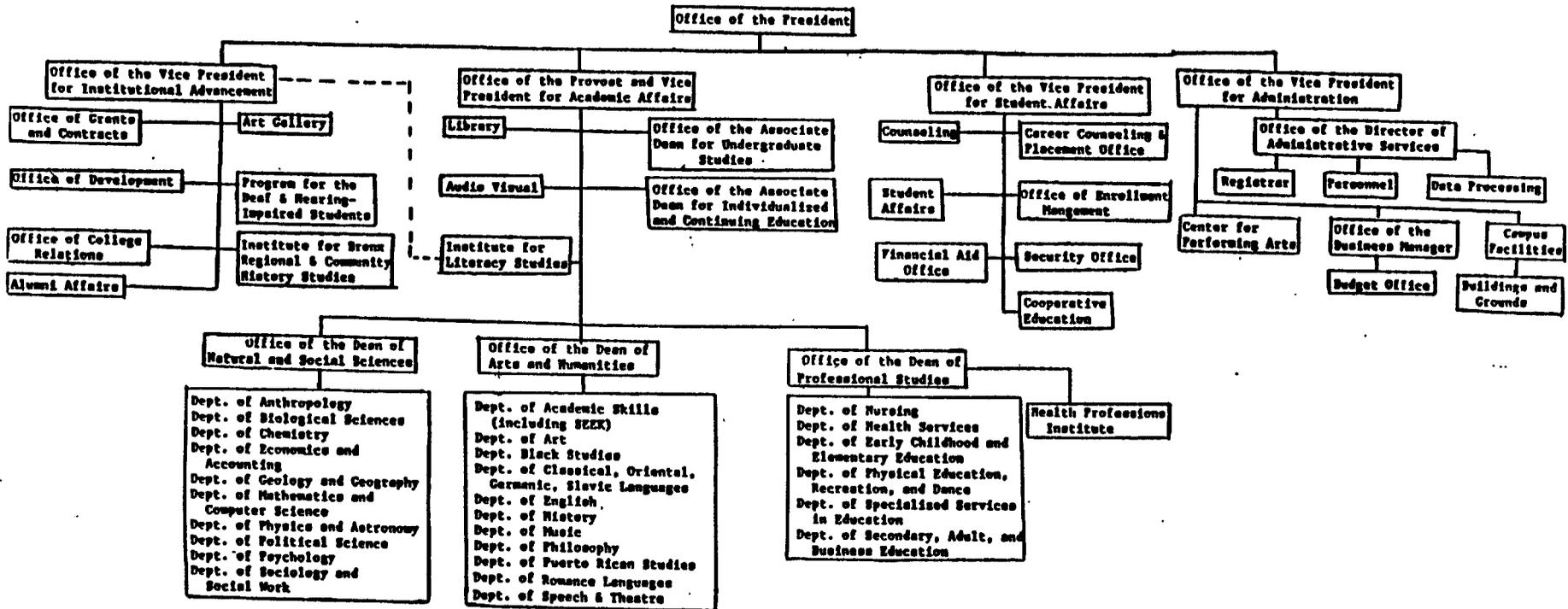
MARCH, 1987



APPENDIX IXc
 COMPARATIVE TABLE OF COLLEGE ORGANIZATION
 SEPTEMBER 1987

LEHMAN COLLEGE
 OF THE CITY UNIVERSITY OF NEW YORK

SEPTEMBER, 1987



APPENDIX Xa
SUMMARY OF GRANTS ACTIVITY
1976 - 1987

ACADEMIC YEAR	SPONSORED PROGRAM APPLICATIONS	PSC-CUNY FACULTY RESEARCH APPLICATIONS	TOTAL APPLICATIONS SUBMITTED	PSC-CUNY FACULTY RESEARCH AWARDS	SPONSORED PROGRAM AWARDS	TOTAL FUNDS RECEIVED
1976-77	N.A.	N.A.	N.A.	\$82,450	\$551,381	\$633,831
1977-78	N.A.	N.A.	N.A.	\$125,451	\$1,260,649	\$1,386,100
1978-79	56	39	95	\$90,792	\$1,337,670	\$1,428,462
1979-80	91	26	117	\$109,731	\$1,666,663	\$1,776,394
1980-81	68	23	91	\$111,332	\$2,034,939	\$2,146,271
1981-82	78	32	110	\$82,250	\$1,894,516	\$1,976,766
1982-83	62	36	98	\$114,601 *	\$379,842	\$494,443
1983-84	100	40	140	\$115,081	\$1,796,263	\$1,911,344
1984-85	112	43	155	\$159,773 **	\$2,772,811	\$2,932,584
1985-86	123	37	160	\$102,291	\$1,726,183	\$1,828,474
1986-87	96 (to date)	53	149	\$144,868 **	\$1,600,000 (to date)	\$1,744,868

* Includes one contingency and one younger faculty award.

** Includes one contingency award.

Data prior to 1977-78 are estimated.

APPENDIX Xb
ANNUAL REPORT OF SPONSORED RESEARCH, FY 1978

The following grants were awarded to Lehman College during Fiscal Year 1978:

Evelyn Ackerman
Department of History
\$38,001 - National Institutes of Health
"A History of Medical Care in Rural France 1700-1915"

Bernard Baumrin and William Ruddick (NYU)
Department of Philosophy
\$71,000 - National Endowment for the Humanities
"Philosophers in Medical Centers"

Albert Bermel
Department of Speech and Theater
\$45,648 - National Endowment for the Humanities
"Theatrical Explorations of Sixteen International Plays"

June Brodie
Department of Nursing
\$190,571 - DHEW/PHS
"Primary Care Nursing: Child and Adolescent Mental Health"

George Brown
Department of School of General Studies
\$9,800 - Henry Street Settlement
"Workshop in Curriculum Design"

Leah Gorman
Department of Nursing
\$78,633 - PHS/HRA
"Nursing Capitation Grant Program"

Leah Gorman
Department of Nursing
\$26,000 - PHS/HRA
"Professional Nurse Traineeship Program"

Emita Hill
Department of Romance Languages
\$276,886 - National Endowment for the Humanities
"The City and the Humanities"

Speed Hill
Department of English
\$80,436 - National Endowment for the Humanities
"Folger/Harvard Edition of the Works of Richard Hooker"

Marc Lazarus
Department of Chemistry
\$10,000 - Petroleum Research Fund
"X-ray Photoelectron Studies of Some Transition Metal Complexes and Semiconductor Electrodes"

Genaro Marin

Department of Early Childhood and Elementary Education

\$100,000 - Office of Education

"HACIA ADELANTE II: Bilingual/Bicultural Teacher Training Program at Lehman Col

Daniel Prener

Department of Mathematics

\$5,542 - Various Private Sources

"Correlation Between the Free Market in Interest Rates and in Currency Values"

Davis Ross

Department of Mathematics

\$18,601 - National Science Foundation

"A History of the U.S. Synthetic Rubber Industry, 1925-1955"

Richard Sterling, John Brereton and Sondra Perl

Department of Academic Skills

\$75,153 - Office of Education

"A Model of Writing Development Among Non-Traditional College Students"

Paul Vesenyi

Department of Library

\$35,590 - Office of Education

"Development of a Model System for Bilingual Subject Approach in Minority Orient
Information Centers"

Ruth Walker

Department of Health Professions Institute

\$198,788 - PHS/HRA

"Health Professions Institute for Interdisciplinary Team Training"

In addition, the following Lehman faculty members received research grants under the Professional Staff Congress-Board of Higher Education Award Program:

PSC-BHE RESEARCH AWARDS

1978-79

Evelyn Ackerman

Department of History

Title: Biomedical Aspects of Social Life in the Paris Area, 1700-1915

Amount: \$2,400

Thomas Borgese

Department of Biology

Title: Regulation of Hemoglobin Function in Fishes

Amount: \$10,250

Joseph Dauben

Department of History

Title: Scientific Revolutions and the History of Mathematics: Recent Philosophies of Science and their Relevance for Five Critical Episodes in the History of Mathematics

Amount: \$2,864

Allan Davis

Department of Music

Title: An Operatic Adaptation of the Play "Death Takes a Holiday" by Alberto Casella

Amount: \$6,000

Thomas Day *

Department of Music

Title: The Baroque Madrigal

Eric Delson

Department of Anthropology

Title: Cercopithecoid Biochronology of African Plio-Pleistocene Early Human Fossil Localities

Amount: \$3,465

May Ebihara

Department of Anthropology

Title: The Social Organization and Institutional Framework of Theory in American Cultural Anthropology, 1925-1955

Amount: \$5,733

Robert Ephraim *

Department of Mathematics

Title: Equivalence Loci of Holomorphic Mappings

David Gillison

Department of Art

Title: Birds and Ritual: A Visual Exploration of the Relationship Between
Several Species of Birds of Paradise and Ritual Theater in the Eastern
Highland of Papua, New Guinea

Amount: \$6,824

Reginetta Haboucha

Department of Romance Languages

Title: Collection and Classification of Judeo-Spanish Folktales from Israel

Amount: \$3,300

W. Speed Hill

Department of English

Title: The Folger Library Edition of the Works of Richard Hooker

Amount: \$6,500

Young Kun Kim

Department of Political Science

Title: The Nature and Function of Law in Traditional Korea

Amount: \$2,980

Irene Leung

Department of Geology and Geography

Title: High-Temperature X-ray Investigation of Mineral Inclusions in Natural Diamonds

Amount: \$7,614

Joan Mencher

Department of Anthropology

Title: Women and Rice Cultivation in South Asia

Amount: \$4,200

William Minton

Department of Classical & Oriental Languages

Title: A Study of Shamanic Elements in Central Asian and Early Greek Epic

Amount: \$2,961

Manfred Philipp

Department of Chemistry

Title: Association of Linear Hydrocarbons with Nucleic Acids

Amount: \$8,687

Joseph Rachlin

Department of Biology

Title: Development of a Technique for Obtaining Banding Patterns in Fish
Chromosomes & its Application as a Tool in Studying the Relationships
of Genetically Isolated Fish Stocks

Amount: \$6,900

Robert Schneider

Department of Mathematics

Title: Properties of Kernels on Domains in Several Complex Variables

Amount: \$1,884

Carol Sicherman

Department of English

Title: The Interpretive Values of Shakespeare's Dramatic Verse Techniques

Amount: \$1,000

Deborah Weinberger

Department of Romance Languages

Title: The Prose of Francisco Villaespesa

Amount: \$3,385

Ruth Zerner

Department of History

Title: An Historical Study of Dietrich Bonhoeffer, German Lutheran Theologian
and Anti-Hitler Conspirator

Amount: \$3,845

* Project approved but not funded

The following grants were awarded to Lehman College during Fiscal Year 1979.

Karen Argenti

Department of History

\$9,063 - National Endowment for the Humanities

"The Neighborhood as an Institution: An Oral History of the Little Italy of the Bronx"

June Brodie

Department of Nursing

\$190,571 - National Institutes of Health

"Primary Care Nursing: Child & Adolescent Mental Health"

George Brown

School of General Studies

\$8,800 - Henry Street Settlement

"Workshop in Curriculum Design"

Robert Ephraim

Department of Mathematics

\$8,424 - National Science Foundation

"Equivalence Loci of Holomorphic Mappings"

Leah Gorman

Department of Nursing

\$70,165 - PHS/Health Resources Administration

"Nursing Capitation Grant"

Leah Gorman

Department of Nursing

\$25,650 - PHS/Bureau of Health Manpower

"Professional Nurse Traineeship Program"

W. Speed Hill

Department of English

\$93,346 (\$80,346 + \$13,000 increase) - National Endowment for the Humanities

"Folger/Harvard Edition of the Works of Richard Hooker"

Mary Jane Kingade

Academic Standards & Evaluation

\$175,041 - DHEW/PHS Bureau of Health Manpower

"Academic Reinforcement and Motivation Program"

Connor Lazarov
 Department of Mathematics
 \$15,364 - National Science Foundation
 "Topics in the Theory of Characteristics Classes for Foliations"

Genaro Marin
 Department of Early Childhood and Elementary Education
 \$100,000 - Office of Education
 "HACIA ADELANTE III: Bilingual/Bicultural Teacher Training Program"

Glen T. Nygreen
 Office of the Dean of Students
 \$10,439 - Office of Education
 "Veterans' Cost of Instruction Program"

Daniel Prener
 Department of Mathematics
 \$ 600 increase - private sources
 "Correlation Between the Free Market in Interest Rates and in Currency Values"

George Rose
 Department of Romance Languages
 \$6,000 - EXXON Education Foundation IMPACT
 "IMPACT Program: Dartmouth Intensive Language Model"

Robert Schneider
 Department of Mathematics
 \$221,161 - MSF/MISIP
 "MISIP: Early and Continuous Computer Education for Lehman College Students"

Frieda Spivack
 Department of Specialized Services in Education
 \$80,200 - Office of Education
 "DIPHH (Developmental Infant Programs in Hospital and Home)"

Richard Sterling

Sondra Perl

John Brereton

Department of Academic Skills

\$80,000 - Fund for the Improvement of Postsecondary Education

"A Model of Writing Development Among Non-Traditional College Students"

Richard Sterling
Sondra Perl
John Brereton
Department of Academic Skills
\$15,000 - University of California at Berkeley - Bay Area Writing Project
"Bay Area Writing Project in New York City"

Richard Sterling
Sondra Perl
Department of Academic Skills
\$8,250 - Shoreham Wading River High School
"Summer Writing Institute "

Ruth Walker
Health Professions Institute
\$219,596 - PHS/HRA Bureau of Health Manpower
"Health Professions Institute for Interdisciplinary Team Training"

7/2/79

APPENDIX Xd

ANNUAL REPORT OF SPONSORED RESEARCH, FY 1980

The following grants were awarded to Herbert H. Lehman College during the period July 1, 1979 through June 30, 1980:

Adams, Peggy

Library

\$1,900 - U.S. Department of Education

"College Library Resources Program"

Brown, George

School of General Studies

\$3,500 - Henry Street Settlement

"Workshop in Curriculum Design"

Delson, Eric

Department of Anthropology

\$38,443 - National Science Foundation

"African Plio-Pleistocene Ceropithecoid Systematics and Early Hominid Biochronology"

Gorman, Leah; (Goodwin, Beatrice)

Department of Nursing

\$55,287 - Public Health Service

"Nursing Capitation Grant"

Gorman, Leah (Herz, Fredda)

Department of Nursing

\$25,595 - Public Health Service

Professional Nurse Traineeship Program"

Herz, Fredda

Department of Nursing

\$179,380 - Public Health Service

"Primary Care Nursing: Child and Adolescent Mental Health"

Herz, Fredda

Department of Nursing

\$19,447 - Public Health Service

"Professional Nurse Traineeship"

Hill, Emita

City and the Humanities

\$500 - Bronx Council on the Arts

"Public Buildings in the Bronx"

Hill, Emita

City and the Humanities

\$500 - Consolidated Edison Company of New York, Inc.

"Public Buildings in the Bronx"

Jakinovich, William

Department of Biology

\$98,275 - National Institute of Health

"Specificity of Mammalian Sweet Taste Response"

Kingkade, Mary Jane
Pre dental/Premed. Advisory Committee
\$96,648 - Public Health Service
"Academic Reinforcement and Motivation Program"

Marin, Genaro
Department of Early Childhood and Elementary Education
\$104,796 - U.S. Department of Education
"Hacia Adelante IV"

Mezey, Mathy; (Goodwin, Beatrice; McEvoy, Mary)
Department of Nursing
\$95,824 - Public Health Service
"Nursing and Health Information Center"

Nygreen, Glen T./Schaehrer, Peter
Office of the Dean of Students
\$9,833 - U.S. Department of Education
"Veterans' Cost of Instruction Program"

Rachlin, Joseph/Jensen, Thomas
Department of Biology
\$110,270 - Environmental Protection Agency
"Physiological Aspects of Heavy Metal Uptake in Algae"

Spivack, Frieda
Department of Specialized Services in Education
\$104,915 - U.S. Department of Education
"Developmental Infant Program in Homes and in Hospitals"

Spivack, Frieda
Department of Specialized Services in Education
\$28,000 - NYC Board of Education
"Summer/Fall 1979 Intensive Teacher Training Program"

Sterling, Richard/Perl, Sondra
Department of Academic Skills
\$5,850 - NYC Board of Education
"New York City Writing Project"

Sterling, Richard/Perl, Sondra
Department of Academic Skills
\$4,350 - Various School Districts
"New York City Writing Project"

Sterling, Richard/Perl, Sondra
Department of Academic Skills
\$13,450 - Shoreham-Wading River School District
"New York City Writing Project"

Sterling, Richard/Perl, Sondra
Department of Academic Skills
\$10,000 - University of California at Berkeley
"Bay Area Writing Project in New York City"

Whittaker, Robert
Department of Classical and Oriental Languages
\$9,900 - Fulbright-Hays Training Grant
"Ap. Grigor'ev: A Critical Biography"

Winick, Mariann P.
Department of Early Childhood and Elementary Education
\$650,000 - New York State Department of Social Services
"Title XX Day Care Personnel Training Program"

The following grants were awarded to Herbert H. Lehman College during the period July 1, 1980 to the present:

Bloom, Ira
Office of the President
\$450,000 - U.S. Department of Education
"Title III - Strengthening Developing Institutions Program"

Delson, Eric
Department of Anthropology
\$52,691 - National Science Foundation
"African Plio-Pleistocene Ceropithecoid Systematics and Early Hominid Biochronology"

Marin, Genaro
Department of Early Childhood and Elementary Education
\$104,796 - U.S. Department of Education
"Hacia Adelante V"

Meskill, Johanna/Rose, George
Dean of Humanities/Department of Romance Languages
\$63,089 - Fund for the Improvement of Post-Secondary Education
"Application of the Dartmouth Intensive Language Model to Teaching English-as-a-Second Language in a Four-year Public College"

Mineka, John/Lebowitz, Aaron
Department of Mathematics
\$104,741 - Fund for the Improvement of Post Secondary Education
"Enhancement of Basic Algebra Teaching with Computer Graphics and Programmable Calculator Experience"

Nygreen, Glen T./Schaeherer, Peter
Office of Dean of Students
\$8,061 - U.S. Department of Education
"Veterans' Cost of Instruction Program"

Phelps, Fred
Dean of Students
\$77,677 - U.S. Department of Education
"Implementation of a Comprehensive Program of Cooperative Education at Lehman College"

Philipp, Manfred
Department of Chemistry
\$15,000 - Muscular Dystrophy Association
"Development of New Protease Inhibitors"

Theodoratos, Theodoros (student)/Metcalf, George
Office of Dean of Students
\$8,000 - National Endowment for the Arts
"A Presentation of Greek Folk Music - A Record Album and A Live Performance"

APPENDIX Xe
ANNUAL REPORT OF SPONSORED RESEARCH, FY 1981

The following grants were awarded to Herbert H. Lehman College during the period July 1, 1980 through June 30, 1981:

Benjamin, Theodore
Department of Early Childhood and Elementary Education
\$35,550 - U. S. Department of Education
"Increasing Science Competence: ISC"

Bergad, Laird
Department of Puerto Rican Studies
\$10,000 - Tinker Foundation
"New Approaches to Puerto Rican History"

Bloom, Ira
Office of the President
\$450,000 - U. S. Department of Education
"Title III - Strengthening Developing Institutions"

Brown, George/DeChiara, Edith
School of General Studies/Department of Early Childhood and Elementary Education
\$3,800 - Youth Board Prevention Project
"Argus Youth and Community Services Program"

Coleman, Samuel/Theodoratos, Theodore (student)
Office of the Dean of Students
\$8,000 - National Endowment for the Arts
"A Presentation of Greek Folk Music: A Record Album and A Live Performance"

Coleman, Samuel/Theodoratos, Theodore (student)
Office of the Dean of Students
\$1,900 - Various Private Sources
"A Presentation of Greek Folk Music"

Delson, Eric
Department of Anthropology
\$52,691 - National Science Foundation
"African Plio-Pleistocene Cercopithecoid Systematics and Early Hominid Biochronology"

Goodwin, Beatrice
Department of Nursing
\$64,176 - Public Health Service/Health Resources Administration
"Nursing Capitation Grant"

Goodwin, Beatrice/McEvoy, Mary Dee
Department of Nursing
\$92,609 - Public Health Service
"Nursing and Health Information Center"

Herz, Fredda
Department of Nursing
\$27,200 - Public Health Service/Health Resources Administration
"Professional Nurse Traineeship Program"

Herz, Fredda
Department of Nursing
\$155,153 - Public Health Service/ADAMHA
"Primary Care Nursing: Child and Adolescent Mental Health"

Hill, Erita
The City and The Humanities Program
\$15,000 - New York State Council for the Humanities
"Folk Culture of the Bronx"

Jakinovich, William
Department of Biological Sciences
\$89,192 - Public Health Service/National Institutes of Health
"Specificity of Sweet Taste Response"

Kingkade, Mary Jane
Pre dental/Premedical Office
\$96,648 - Public Health Service/HRA/Bureau of Health Manpower
"Academic Reinforcement and Motivation Program"

Marin, Genaro
Department of Early Childhood and Elementary Education
\$104,796 - U. S. Department of Education
"Hacia Adelante (Moving Forward)"

Meskill, Johanna
Dean of Humanities
\$63,089 - Fund for the Improvement of Post-Secondary Education (FIPSE)
"Application of the Dartmouth Intensive Language Model to English-as-a-Second Language"

Mineka, John/Lebowitz, Aaron
Department of Mathematics
\$104,741 - Fund for the Improvement of Post-Secondary Education (FIPSE)
"Enhancement of Basic Algebra Teaching with Computer Graphics and Programmable Calculator Experience"

Nygreen, Glen/Schaeherer, Peter
Dean of Students
\$7,633 - U. S. Department of Education
"Veterans Cost of Instruction Program"

Peppe, Patrick
Department of Political Science
\$63,313 - National Science Foundation
"Political Consciousness and Behavior in the Industrial Working Class of Torino"

Perl, Sondra/Sterling, Richard
Department of Academic Skills
\$10,000 - University of California at Berkeley
"Bay Area Writing Project in New York City"

Perl, Sondra/Sterling, Richard
Department of Academic Skills
\$11,500 - Shoreham Wading River School District
"New York City Writing Project"

Perl, Sondra/Sterling, Richard
Department of Academic Skills
\$7,500 - New York State Education Department
"UFT - Teacher Center Seminars"

Perl, Sondra/Sterling, Richard
Department of Academic Skills
\$5,000 - New York State Education Department
"UFT - Teacher Center Seminars"

Phelps, Fred
Office of the Dean of Students
\$77,667 - U. S. Department of Education
"Implementation of a Comprehensive Program of Cooperative Education at
Lehman College"

Philipp, Manfred
Department of Chemistry
\$15,000 - Muscular Dystrophy Association
"Development of New Protease Inhibitors"

Philipp, Manfred
Department of Chemistry
\$16,500 - Muscular Dystrophy Association
"Development of New Protease Inhibitors"

Spivack, Frieda
Department of Specialized Services in Education
\$118,363 - U. S. Department of Education
"Developmental Infant Program in Homes and Hospitals"

Taylor, James
Department of Anthropology
\$4,918 - New Jersey Division of Criminal Justice
"Forensic Anthropology Program"

Walker, Ruth
Associate Dean of the Health Professions
\$31,000 - Montefiore Hospital and Medical Center
"Health Professions Institute-Interdisciplinary Team Programs"

Winick, Mariann P.
Department of Early Childhood and Elementary Education
\$292,000 - New York State Department of Social Services
"Title XX Day Care Personnel Training Program"

APPENDIX Xf

ANNUAL REPORT OF GRANTS AID CONTRACTS
JULY 1, 1981 - JUNE 30, 1982

Peggy Adams
Library
\$1,200 - U. S. Department of Education
"College Library Resources"

Peggy Adams
Library
\$840 - U.S. Department of Education
"College Library Resources"

Charles Berger
Department of Mathematics and Computer Science
\$18,704 - National Science Foundation
"Operator Theory and Complex Variables"

Joseph Dellicarri
Department of Music
\$30,000 - New York City Department of Cultural Affairs
"Bronx Symphony Orchestra"

Eric Delson
Department of Anthropology
\$64,462 - National Science Foundation
"African Plio-Pleistocene Cercopithecoid Systematics and Early Hominid
Biochronology"

John Gillespie
Department of Physics and Astronomy
\$25,865 - National Science Foundation
"Program in Medical Physics"

Beatrice Goodwin
Department of Nursing
\$26,613 - DHHS/PES/ERA/Bureau of Health Professions
"Nursing Capitation Grant"

Beatrice Goodwin/George Brown
Department of Nursing/School of General Studies
\$4,614 - Rikers Island/Montefiore Hospital
"Nursing Program at Montefiore Hospital"

Beatrice Goodwin/Mary Dee McEvoy
Department of Nursing
\$62,491 - DHHS/PES/ERA
"Nursing and Health Information Center"

Fredda Herz
 Department of Nursing
 \$28,303 - DHHS/PHS/HRA/Bureau of Health Professions
 "Professional Nurse Traineeship Program"

Fredda Herz
 Department of Nursing
 \$19,680 - DHHS/PHS/HRA Bureau of Health Professions
 "Professional Nurse Traineeship Program"

Emita Hill
 Department of Romance Languages
 \$173,012 - National Endowment for the Humanities
 "Regional Studies: The Bronx and Lower Westchester"

Marnesba Hill
 Library
 \$3,698 - New York State Department of Education
 "Coordinated Collection Development Program"

William Jakinovich
 Department of Biological Sciences
 \$86,406 - DHHS/PHS/National Institute of Health
 "Specificity of Mammalian Sweet Taste Response"

Carol Kramer
 Department of Anthropology
 \$61,723 - National Science Foundation
 "Ceramic Production and Distribution in Rajasthan, India"

Susan Kliavkoff/Joan Sheridan
 Data Processing
 \$450 - Various Private Sources
 "Academic Computer Center"

Connor Lazarov
 Department of Mathematics and Computer Science
 \$45,300 - National Science Foundation
 "Exotic Classes, Index Theorems, and Spectral Invariants for Foliations"

Johanna Meskill
 Dean of Humanities
 \$59,644 - Fund for the Improvement of Post-Secondary Education
 "Application of the Dartmouth Intensive Language Model to English-as-a-Second Language"

John Mineka/Aaron Lebowitz
 Department of Mathematics and Computer Science
 \$107,478 - Fund for the Improvement of Post-Secondary Education
 "Enhancement of Basic Algebra Training with Computer Graphics and Programmable Calculator Experience" (for 1981-82)

John Mineka/Aaron Lebowitz
 Department of Mathematics and Computer Science
 \$65,728 - Fund for the Improvement of Post-Secondary Education
 "Enhancement of Basic Algebra Teaching with Computer Graphics and Program
 Calculator Experience" (for 1982-83)

Sondra Perl
 Department of Academic Skills
 \$74,566 - National Institute of Education
 "How Teachers Teach the Writing Process"

Sondra Perl/Richard Sterling
 Department of Academic Skills
 \$113,975 - Fund for the Improvement of Post-Secondary Education
 "Writing Teachers' Consortium" (for 1981-82)

Sondra Perl/Richard Sterling
 Department of Academic Skills
 \$110,706 - Fund for the Improvement of Post-Secondary Education
 "Writing Teachers' Consortium" (for 1982-83)

Sondra Perl/Richard Sterling
 Department of Academic Skills
 \$20,000 - Bay Area Writing Project
 "New York City Writing Project"

Sondra Perl/Richard Sterling
 Department of Academic Skills
 \$14,600 - Shoreham Wading River School District
 "New York City Writing Project"

Sondra Perl/Richard Sterling
 Department of Academic Skills
 \$5,130 - Malverne School District
 "New York City Writing Project"

Sondra Perl/Richard Sterling
 Department of Academic Skills
 \$5,000 - New York State Education Department
 "UFT Writing Workshop Series"

Sondra Perl/Richard Sterling
 Department of Academic Skills
 \$585 - Various Private Sources
 "New York City Writing Project"

Fred Phelps
 Office of the Dean of Students
 \$625,000 - U.S. Department of Education
 "Comprehensive Plan for Institutionalization of Cooperative Education at Le
 College"

Peter Schaeherer/Dean Glen T. Nygreen
Dean of Students
\$2,813 - U.S. Department of Education
"Veterans Cost of Instruction Program"

James Taylor
Department of Anthropology
\$2,100 - New Jersey Division of Criminal Justice
"Forensic Anthropology Program"

Ruth A. Walker
Health Professions Institute
\$33,830 - Montefiore Hospital and Medical Center
"Health Professions Institute - Interdisciplinary Team Program"

APPENDIX Xg
Annual Report of Grants and Contracts
July 1, 1982 - June 30, 1983

Peggy Adams
Library
\$890-U.S. Department of Education
"Library Resources - Title II"

Albert Dermal
Department of Speech and Theatre
\$56,788 - National Endowment for the Humanities
"Theatrical Exploration of Sixteen International Plays"

Ira Bloom
Office of the President
\$1,100 - Various Private Sources
"Market Survey of the Boston Post Road"

Ira Bloom
Office of the President
\$18,000 - Bronx Overall Economic Development Corporation
"Bronx Commercial Strip Study"

Joseph Dellicarri
Department of Music
\$29,790 - New York City Department of Cultural Affairs
"The Bronx Symphony Orchestra"

Joseph Dellicarri
Department of Music
\$1,500 - Anonymous Donor
"Bronx Symphony Orchestra's Special Series of Holiday Concerts in the Bronx"

Beatrice Goodwin/Mary Dee McEvoy
Department of Nursing
\$8,157 - DHHS/PHS/HRA
"Nursing and Health Information Center"

Bertrand Green
Dean of Students
\$6,358 - U.S. Department of Education
"Supplemental Funds Program for Cooperative Education"

Alice Griffin
Department of English
\$9,000 - Axe-Houghton Foundation
"To Improve the Oral Interpretation of Shakespeare"

Freda Herz
Department of Nursing
\$34,911 - DHHS/PHS/HRSA
"Professional Nurse Traineeship Program"

William Jakinovich
Department of Biology
\$55,917 National Institutes of Health
"Specificity of Mammalian Sweet Taste Response"

Thomas Jensen/Joseph Rachlin
Department of Biology
\$14,279 - Environmental Protection Agency
Physiological Aspects of Heavy Metal Uptake in Algae"

Sondra Perl
Department of Academic Skills
\$3,510 - Shoreham-Wading River School District
"How Teachers Teach the Writing Process"

Sondra Perl
Department of Academic Skills
\$61,922 - National Institute of Education
"How Teachers Teach the Writing Process"

Sondra Perl/Richard Sterling
Department of Academic Skills
\$2,750 - Community School District #7
"New York City Writing Project"

Sondra Perl/Richard Sterling
Department of Academic Skills
\$6,111 - New York City Board of Education
New York City Writing Project

Sondra Perl/Richard Sterling
Department of Academic Skills
\$2,750 - NYCBE School District #10
"The New York City Writing Project Writing Seminar for
Community School District 10"

Sondra Perl/Richard Sterling
Department of Academic Skills
\$5,922 - Various Private Sources
"New York City Writing Project"

Peter Schaehrer/Glen Wygreen
Vice President for Student Affairs
\$1,815 - Department of Education
Veterans' Cost-of-Instruction Payments

Ruth A. Walker
Health Professions Institute
\$28,473 - Montefiore Hospital and Medical Center
"Health Professions Institute - Interdisciplinary Team
Program"

Euth A. Walker
Health Professions Institute
\$4,899 - Hospital League District 1199
"Support for Health Professions Institute"

TOTAL: \$354,632
9/28/83

APPENDIX Xh
ANNUAL REPORT OF SPONSORED PROGRAMS
7/1/83 - 6/30/84

Charles Berger
Department of Mathematics and Computer Science
\$40,550 - National Science Foundation
"Mathematical Sciences: Theory and Applications of Local
Dilation Theory"

Albert Bermel
Department of Speech and Theatre
\$59,374 - National Endowment for the Humanities
"Ibsen, Strindberg, Chekhov and Shaw as Contemporary
Playwrights"

Connie Curran
Department of Nursing
\$10,000 - Goelet Foundation
"Graduate Nursing Program"

Connie Curran
Department of Nursing
\$51,161 - Department of Health and Human Services
"Professional Nurse Traineeship Program"

Joseph DelliCarri
Department of Music
\$8,500 - Anonymous Private Donor
"Bronx Symphony Orchestra 1983-84 Season"

Joseph DelliCarri
Department of Music
\$9,500 - New York City Department of Cultural Affairs
"Bronx Symphony Orchestra"

Joseph DelliCarri
Department of Music
\$5,000 - Gannett Foundation
"Bronx Symphony Orchestra"

Robert H. Donaldson
Office of the Provost
\$304,239 - National Endowment for the Humanities
"Undergraduate Curriculum Revision at Lehman College:
Providing a Common Intellectual Experience for Students"

Robert H. Donaldson
Office of the Provost
\$250,000 - The Andrew Mellon Foundation
"Undergraduate Curriculum Revision at Lehman College:
Providing a Common Intellectual Experience for Students"

Robert H. Donaldson
Office of the Provost
\$260,352 - U.S. Department of Education/Minority Institution
Science Improvement Program
"Comprehensive Curriculum Revision for Improved Science and
Mathematics Instruction on an Urban Campus"

Charles H. Dougherty
Premedical/Pre dental Office
\$43,200 - Department of Health and Human Services/Health
Careers Opportunity Program
"TEAM Programs for Pre-Health Professions Students"

Charles H. Dougherty
Premedical/Pre dental Office
\$77,793 - Department of Health and Human Services/Health
Careers Opportunity Program
"TEAM Programs for Pre-Health Professions Students"

Bertrand Green
Office of the Provost
\$132,300 - U. S. Department of Education
"Comprehensive Cooperative Education Program 3rd Year
Funding"

Bertrand Green
Office of the Provost
\$5,878 - U. S. Department of Education
"Supplemental Funds to Initiate, Improve, or Expand a Program
of Cooperative Education"

Emita Hill
Office of the Provost
\$50,000 - National Endowment for the Humanities
"Bronx Regional and Community History Studies"

Brian Hurwitz/Susan Polirstok
Specialized Services in Education
\$61,000 - U.S. Department of Education
"Training Teachers and Parents to Design School Workshops and
Home Intervention Programs for Parents of Handicapped
Youngsters"

William Jakinovich
Department of Biological Sciences
\$63,900 - National Institutes of Health
"Specificity of Sweet Taste Response"

Susan Kliavkoff
Data Processing
\$1,635 - Various Private Sources
"Academic Computing Center"

Richard Larson
 Lehman College Institute for the Study and Promotion of
 Literacy
 \$4,675 - Exxon Education Foundation
 "Lehman College Conference on Coherence, Cohesion, and
 Planning in Written Texts"

Michael Milenkovitch
 Department of Political Science
 \$1,500 - Earhart Foundation
 "Publication of M. Mihajlov's THE YUGOSLAV PARADOX:
 Collection of Essays by M. Mihajlov"

Thomas K. Minter
 Professional Studies
 \$14,905 - Josiah Macy, Jr. Foundation
 "Health Careers Program at DeWitt Clinton High School"

Thomas K. Minter
 Professional Studies
 \$22,688 - New York City Board of Education
 "Health Careers Program at DeWitt Clinton High School"

Thomas K. Minter
 Professional Studies
 \$21,607 - New York City Board of Education
 "1983-84 New York City Board of Education Math Staff
 Development Program at Lehman College"

Sondra Perl
 Department of Academic Skills
 \$2,000 - Shoreham-Wading River Central School District
 "How Teachers Teach The Writing Process"

Sondra Perl/Richard Sterling
 Department of Academic Skills
 \$10,163 - Various Private Sources
 "New York City Writing Project"

Sondra Perl/Richard Sterling
 Department of Academic Skills
 \$735 - Various Private Sources
 "The New York City Writing Project Newsletter"

Susan Polirstok
 Department of Specialized Services in Education
 \$61,000 - U.S. Department of Education
 "Training Teachers and Parents to Design School Workshops and
 Home Intervention Programs for Parents of Handicapped
 Youngsters"

John Smillie

Department of Mathematics and Computer Science

\$33,800 - National Science Foundation

"Dynamics of Surface Diffeomorphisms and Matrix Algorithms
and the Geometry of Affine Manifolds"

Richard Sterling

Department of Academic Skills

\$125,234 - U. S. Department of Education/Fund for the
Improvement of Post-Secondary Education

"Writing Teachers' Consortium"

Karyl B. Swartz

Department of Psychology

\$22,656 - National Institute of Mental Health

"Acquisition and Generalization of a Social Concept"

Jack Ullman

Department of Physics and Astronomy

\$1,000 - Research Corporation

"Development of Low-Background Gas Proportional Chamber for
Double Beta Decay Detection"

Ruth Walker

Department of Nursing

\$39,408 - Montefiore Hospital and Medical Center

"Health Professions Institute"

TOTAL: \$1,796,263

9/15/84

APPENDIX Xi
ANNUAL REPORT OF SPONSORED PROGRAMS
7/1/84-6/30/85

Carla Asher
Institute for Literacy Studies
\$98,844 - New York City Board of Education
"The Writing Teachers Consortium"

Barbara Backer/Anne Frost
Department of Nursing
\$14,071 - Metropolitan Life Foundation
"Nursing and Health Information Center/Personal Health Management"

Charles Berger
Department of Mathematics and Computer Science
\$54,900 - National Science Foundation
"Research in Operator Theory and Functional Analysis"

Albert Bermel
Department of Speech and Theatre
\$68,358 - National Endowment for the Humanities
"Theatrical Exploration of Sixteen International Plays"

Joseph DelliCarri
Department of Music
\$5,000 - New York City Department of Cultural Affairs
"Bronx Symphony Orchestra 1983-84 Season"

Joseph DelliCarri
Department of Music
\$39,500 - New York City Department of Cultural Affairs
"Bronx Symphony Orchestra 1984-85 Season"

Eric Delson
Department of Anthropology
\$37,000 - National Science Foundation
"African Plio-Pleistocene Cercopithecoid Systematics and Early Hominid Biochronology"

Eric Delson/Elizabeth Strasser
Department of Anthropology
\$9,989 - National Science Foundation
"An Evolutionary Analysis of the Catarrhine Foot with Special Reference to Cercopithecidae and Hylobatidae"

Robert H. Donaldson
Office of the Provost
\$50,000 - Exxon Education Foundation
"Problem Solving and Quantitative Reasoning Core Courses"

Charles M. Dougherty
Pre dental/Premedical Office
\$69,096 - Department of Health and Human Services/Health Careers
Opportunity Program
"TEAM Programs for Pre-Health Professions Students"

Joseph Enright
Cooperative Education Program
\$13,482 - United States Department of Education
"Supplemental Funds for Cooperative Education 1984-85"

Michael Handel
Department of Mathematics and Computer Science
\$16,000 - National Science Foundation
"Two Dimensional Dynamical Systems"

Nicholas Hanges
Department of Mathematics and Computer Science
\$20,000 - National Science Foundation
"Partial Differential Equations"

Emita B. Hill
Office of the Provost
\$20,386 - National Endowment for the Humanities - Matching Funds
"Bronx Regional and Community History Studies"

Emita B. Hill
Office of the Provost
\$10,000 - Agnese N. Lindley Foundation
"Bronx Faces and Voices"

Emita B. Hill
Office of the Provost
\$2,560 - Various Private Sources
"Bronx Regional and Community History Studies"

William Jakinovich
Department of Biological Sciences
\$82,057 - National Institutes of Health
"Specificity of Sweet Taste Response"

William Jakinovich
Department of Biological Sciences
\$12,242 - General Foods Corporation
"Modification of the Gerbil's Taste Behavior by Sweet Taste
Inhibitors"

Leon Karp
Department of Mathematics and Computer Science
\$21,600 - National Science Foundation
"Analysis on Noncompact Riemannian
Manifolds"

Linda Keen (Jointly with Lisa Goldberg-Brooklyn College)
Department of Mathematics and Computer Science
\$34,700 - National Science Foundation
"Dynamical Classification of Entire
Functions and Teichmuller Theory"

Richard L. Larson
Institute for Literacy Studies
\$109,639 - The Ford Foundation
"Research Project and Position Statement on College Writing
Programs"

Rosalind Mendell (Visiting Professor)
Department of Physics and Astronomy
\$71,000 - National Science Foundation
"Periodicities, Fluctuations, and Trends in the Solar Neutrino
Data"

Richard Mendelsohn/Lewis Schwartz
Department of Philosophy
\$60,000 - National Endowment for the Humanities
"Basic Logic in Undergraduate Education"

Joan Miles
Division of Continuing Education
\$86,000 - The Office of the Mayor of the City of New York and The
City University of New York
"Adult Basic Literacy and English as a Second Language
Instruction 1984-85"

Joan Miles
Division of Continuing Education
\$80,000 - The Office of the Mayor of the City of New York and The
City University of New York
"Adult Basic Literacy and English as a Second Language
Instruction 1985-86"

Thomas K. Minter/Ronald Ellis
Office of the Dean of Professional Studies/Secondary, Business
and Adult Education
\$50,000 - New York State Education Department
"College Discovery and Development Program/Urban Project:
Medical Science and Technology Program"

Thomas K. Minter/Anne Rothstein
Office of the Dean of Professional Studies
\$55,000 - New York State Education Department
"Staff Development for Implementation of New York State Regents
Action Plan in Mathematics"

Thomas K. Minter/Robert Feinerman
Office of the Dean of Professional Studies/Department of
Mathematics and Computer Science
\$30,000 (est.) - New York City Board of Education
"Math Staff Development Program at Lehman College"

Thomas K. Minter/Anne Rothstein
Office of the Dean of Professional Studies
\$9,990 - Office of Economic Development of the City of New York
"Consortium for Developing a Finance and Information Technology
Component within the Business Academy at Walton High School"

Thomas K. Minter
Office of the Dean of Professional Studies
\$23,814 - New York City Board of Education
"DeWitt Clinton High School Health Careers Program"

Thomas K. Minter
Office of the Dean of Professional Studies
\$11,625 - Hospital League/District 1199
"Health Professions Institute"

Thomas K. Minter
Office of the Dean of Professional Studies
\$15,000 - Josiah Macy Jr. Foundation
"Phase II Planning for the Pre-Professional Health Program 1984-88"

Thomas K. Minter
Office of the Dean of Professional Studies
\$400,000 - Josiah Macy Jr. Foundation
"Medical Science Honors Program at DeWitt Clinton High School"

Sondra Perl/Carla Asher
Department of Academic Skills/Institute for Literacy Studies
\$3,427 - Various Private Sources
"The New York City Writing Project Newsletter"

Sondra Perl
Department of Academic Skills/Institute for Literacy Studies
\$19,516 - Various Private Sources - 1984-85
"The New York City Writing Project"

Manfred Philipp
Department of Chemistry
\$8,000 - Research Corporation
"The Induction and Analysis of Antibodies Specific Towards
Transition-State Analog Haptens"

Frederick C. Shaw
Office of the Provost
\$723,136 - National Institutes of Health/Minority Biomedical
Research Support Program
"Minority Biomedical Research Support at Lehman College"

Frederick C. Shaw/Thomas K. Minter/Robert Feinerman/Susan Kliavkof
Office of the Provost/Office of the Dean of Professional
Studies/Department of Mathematics and Computer Science/Data
Processing
\$220,000 - International Business Machines
"Equipment for the Support of the New Curriculum"

John Smillie
Department of Mathematics and Computer Sciences
\$25,000 - Alfred P. Sloan Foundation
"Research Fellowship"

Richard Sterling
Department of Academic Skills
\$49,970 - The Rockefeller Foundation
"Rockefeller Program for Literacy Education"

Larry Sullivan/Janet Munch
Library
\$8,061 - New York State Education Department
"Conservation/Preservation of Library Research Materials"

Jack D. Ullman
Department of Physics and Astronomy
\$8,446 - National Science Foundation/
College Science Instrumentation Program
"Modernization of Undergraduate Physics Laboratories through
Interfacing to Small Computers"

Rosanne Wille
Department of Nursing
\$25,402 - Department of Health and Human Services
"Professional Nurse Traineeship Program"

TOTAL: \$2,772,811

APPENDIX Xj
ANNUAL REPORT OF SPONSORED PROGRAMS

7/1/85-6/30/86

Carla Asher/Richard Sterling
Institute for Literacy Studies
\$130,036 - New York City Board of Education
"Writing Teachers Consortium"

Carla Asher/Richard Sterling
Institute for Literacy Studies
\$3,000 - The Edwin Gould Foundation for Children
"The High School Students Writing Project"

Carla Asher/Richard Sterling
Institute for Literacy Studies
\$13,300 - Shoreham-Wading River School District
"1986 Summer Writing Project"

Carla Asher/Richard Sterling
Institute for Literacy Studies
\$5,000 - University of California, Berkeley
"New York City Writing Project 1986 Summer Institute"

Carla Asher/Richard Sterling
Institute for Literacy Studies
\$1,700 - University of California, Berkeley
"Bay Area Writing Project" - Matching Grant

Carla Asher/Richard Sterling
Institute for Literacy Studies
\$29,740 - Various Private Sources
"The New York City Writing Project"

Carla Asher/Sondra Perl/Richard Sterling
Institute for Literacy Studies
\$9,608 - Various Private Sources
"The New York City Writing Project"

Joseph Dauben
Department of History
\$1,350 - International Research and Exchanges Board
"Travel Expenses to the Soviet Union"

Eric Delson
Department of Anthropology
\$37,008 - National Science Foundation
"African Plio-Pleistocene Cercopithecoid Systematics and Early Hominid Biochronology"

Joseph Enright
Cooperative Education Program
\$15,766 - United States Department of Education
"Supplemental Funds for Cooperative Education"

Robert Feinerman/Thomas K. Minter/Anne Rothstein
Department of Mathematics and Computer Science/Office of the Dean
of Professional Studies
\$76,453 - New York City Board of Education
"Staff Development Program in Mathematics"

Keville Frederickson
Department of Nursing
\$31,948 - National Institutes of Health
"Professional Nurse Traineeship Program"

Michael Handel
Department of Mathematics and Computer Science
\$32,400 - National Science Foundation
"Two Dimensional Dynamical Systems" Year 02 Funding

Michael Handel
Department of Mathematics and Computer Science
\$25,000 - Alfred P. Sloan Foundation
"Fellowship in Mathematics"

Emita B. Hill
Office of the Provost
\$4,614 - National Endowment for the Humanities/Match
"Bronx Regional and Community History Studies"

Emita B. Hill
Office of the Provost
\$2,890 - Various Private Sources
"Bronx Regional and Community History Studies"

Michael Holzman/Richard Sterling
Institute for Literacy Studies
\$10,631 - Rockefeller Foundation
"Evaluation of Philadelphia Alliance for Teaching the Humanities
in the Schools"

Michael Holzman/Richard Sterling
Institute for Literacy Studies
\$36,290 - The Edwin Gould Foundation for Children
"Lakeside: Design and Development of an Educational Program"

Evelyn Hu-DeHart
Department of History
\$19,483 - W.K. Kellogg Foundation
"Kellogg National Fellowship"

William Jakinovich
Department of Biology
\$8,000 - University of Illinois at Chicago (NIH Subcontract)
"Evaluation of Natural Sweeteners Using the Mongolian Gerbil"

Leon Karp
Department of Mathematics and Computer Science
\$23,000 - National Science Foundation
"Analysis on Noncompact Riemannian Manifolds"

Linda Keen
Department of Mathematics and Computer Science
\$17,558 - National Science Foundation
"Dynamical Classification of Entire Functions and Teichmüller Theory" Year 02 Funding

Adam Koranyi
Department of Mathematics and Computer Science
\$56,200 - National Science Foundation
"Function Theory on Symmetric Spaces"

Carol Kramer
Department of Anthropology
\$61,723 - National Science Foundation
"Ethnography of Ceramic Production and Distribution in Rajasthan, India"

Miriam Lahey
Department of Physical Education, Recreation and Dance
\$17,000 - Research Foundation/State University of New York
"Public Service Contract Training Programs"

Richard Mendelsohn/Lewis Schwartz
Department of Philosophy
\$29,470 - National Endowment for the Humanities
"Basic Logic Course in Undergraduate Education"

Richard Mendelsohn/Lewis Schwartz
Department of Philosophy
\$29,740 - Exxon Education Foundation - Matching Grant
"Basic Logic Course in Undergraduate Education"

Joan Miles
Division of Continuing Education
\$30,000 - New York State Education Department
"Adult Literacy Program 1985-86"

Joan Miles
Division of Continuing Education
\$90,589 - New York City/Office of the Mayor
Municipal Assistance Corporation
"Adult Literacy Program 1985-86"

Joan Miles

Division of Continuing Education

\$35,980 - Hospital League/District 1199 Training and Upgrading Fund

"Word Processing Program for 1199 Employees"

Thomas K. Minter

Office of the Dean of Professional Studies

\$50,000 - New York State Education Department

"Collaboration for Reading Improvement-Lehman College/Community School District 8/P.S. 93"

Thomas K. Minter

Office of the Dean of Professional Studies

\$20,000 - New York State Education Department

"Science and Technology Entry Program (STEP)"

Thomas K. Minter

Office of the Dean of Professional Studies

\$12,558 - Hospital League/Local 1199

"Health Professions Institute"

Thomas K. Minter/Anne Rothstein

Office of the Dean of Professional Studies

\$55,000 - New York State Education Department

"Staff Development for Implementation of New York State Regents Action Plan in Mathematics" 1985-86

Richard D. Mosack/Martin A. Moskowitz (Graduate Center)

Department of Mathematics and Computer Science

\$8,000 - National Science Foundation

"Density and Convexity Theorems for Lattices in Lie Groups"

Susan Polirstok

Department of Specialized Services in Education

\$58,493 - United States Department of Education

"Training Teachers and Parents to Design School Workshops and Home Intervention Programs for Parents of Handicapped Youngsters"

Anne Rothstein

Office of the Dean of Professional Studies

\$26,000 - New York State Education Department

"College Discovery and Development Program/Urban Project Medical Science and Technologies Program"

Anne Rothstein

Office of the Dean of Professional Studies

\$25,000 - New York State Education Department

"Staff Development for Implementation of New York State Regents Action Plan in Mathematics"

Anne Rothstein
Office of the Dean of Professional Studies
\$40,000 - New York City Board of Education/District 10
"Center for the Study of Early Childhood Education"

John Ryan
Department of Physical Education, Recreation and Dance
\$10,200 - Research Foundation/State University of New York
"Public Service Contract Training Programs"

Frederick C. Shaw
Office of the Provost
\$221,785 - National Institutes of Health/Division of Research Resources
"Minority Biomedical Research Support Program"

Frederick C. Shaw
Office of the Provost
\$4,500 - National Institutes of Health/Minority Biomedical Research Support Program
"Minority High School Student Research Apprentice Program"

Bernard Shockett
Department of Music
\$39,500 - New York City Department of Cultural Affairs
"Bronx Symphony Orchestra 1985-86 Season"

John Smillie
Department of Mathematics and Computer Science
\$45,600 - National Science Foundation
"Ergodic Theory of Polygonal Billiards and the Dynamics of Surface Diffeomorphisms"

Richard Sterling/Marcie Wolfe
Institute for Literacy Studies
\$9,945 - City Volunteer Corps
"The City Volunteer Corps Literacy Training Program"

Richard Sterling
Institute for Literacy Studies
\$5,586 - Edwin Gould Foundation for Children
"Internship Program"

Richard Sterling/Marcie Wolfe
Institute for Literacy Studies
\$178,812 - Rockefeller Foundation
"Minority Female Single Parent Program: Plans for the Continuation and Extension of Literacy Activities in 1986"

Richard Sterling
Institute for Literacy Studies
\$8,386 - Various Private Sources
"The New York City Writing Project"

Nina Sundell
Lehman College Art Gallery
\$7,500 - New York City Department of Cultural Affairs
"Exhibition Support"

Nina Sundell
Lehman College Art Gallery
\$1,000 - Bronx Council on the Arts
"Expressive Landscape"

James Taylor
Department of Anthropology
\$3,852 - Various Private Sources
"New York Society of Forensic Sciences at Lehman College"

Roseanne Wille
Department of Nursing
\$8,979 - Helene Fuld Health Trust
"Furnishings for Student Lounge"

TOTAL: \$1,726,183
9/19/86

APPENDIX XI
REPORT ON THE ENROLLMENT AT LEHMAN COLLEGE
FALL 1978-FALL 1987

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TABLE I

Enrollment of 'New' Students: Fall 1978-Fall 1987

<u>Year</u>	<u>Freshmen</u>	<u>%¹</u>	<u>Transfer</u>	<u>%¹</u>	<u>Readmits</u>	<u>%¹</u>	<u>Grad Matric</u>	<u>%²</u>	<u>Total</u>	<u>%</u>
1978	1,197	13	885	10	426	5	122	17	2,630	27
1979	894	10	871	10	388	4	150	22	2,303	25
1980	953	11	893	10	353	4	76	11	2,275	25
1981	1,093	13	787	9	375	4	129	18	2,384	25
1982	1,124	13	912	10	391	4	110	14	2,537	26
1983	1,119	12	845	9	399	4	118	11	2,481	25
1984	935	11	692	8	426	5	142	12	2,195	22
1985	930	11	647	8	404	5	128	11	2,109	22
1986	813	10	647	8	439	6	71	5	1,970	21
1987	744	10	633	8	457	6	167	11	2,001	22

1 = Percentage of students in total undergraduate headcount.

2 = Percentage of students in total graduate headcount.

College Admission Average--Entering Freshmen ClassFall 1978-Fall 1987

<u>Year</u>	<u>80↑</u>	<u>%</u>	<u>75.0-79.9</u>	<u>%</u>	<u>70.0-74.9</u>	<u>%</u>	<u>-70.0</u>	<u>%</u>	<u>NA</u>	<u>%</u>	<u>Total</u>
1978	316	26.4	455	38.0	207	17.3	126	10.5	93	7.8	1,197
1979	278	31.1	223	24.9	202	22.6	147	14.9	44	6.5	894
1980	297	31.1	261	27.4	224	23.5	126	13.2	45	4.7	953
1981	376	34.4	220	20.1	282	25.8	157	14.4	58	5.3	1,093
1982	378	33.6	298	26.5	271	24.1	130	11.5	47	4.2	1,124
1983	388	34.6	307	27.4	260	23.2	120	10.8	44	4.0	1,119
1984	360	37.5	259	27.7	197	21.1	97	10.4	42	4.4	935
1985	330	35.4	249	26.7	173	18.6	146	15.7	32	3.4	930
1986	321	39.4	203	24.9	147	18.1	59	7.2	83	10.3	813
1987	303	40.7	179	24.1	145	19.5	67	9.0	50	6.7	744

TABLE III

Enrollment of Undergraduates by Age: Fall 1978-Fall 1987

<u>Year</u>	<u>Total Enrollment</u>	<u>Age 25 and older</u>	<u>% of Total</u>
1978	9,076	3,366	37.1
1979	8,643	3,620	41.9
1980	8,528	3,762	44.1
1981	8,633	3,998	46.3
1982	8,797	3,958	45.0
1983	8,973	4,149	46.2
1984	8,633	4,416	51.1
1985	8,445	4,503	53.3
1986	7,924	3,946	49.8
1987	7,740	3,918	50.6

Enrollment of Students By Sex: Fall 1978-Fall 1987

<u>Year</u>	<u>M</u>	<u>Undergraduates</u>			<u>M</u>	<u>Graduates</u>			<u>M</u>	<u>Total</u>		
		<u>%</u>	<u>F</u>	<u>%</u>		<u>%</u>	<u>F</u>	<u>%</u>		<u>%</u>	<u>F</u>	<u>%</u>
1978	3442	37.9	5634	62.0	171	24.0	540	75.9	3613	36.9	6174	63.1
1979	3131	36.2	5512	63.8	170	24.3	528	75.6	3301	35.3	6040	64.7
1980	3059	35.9	5469	64.1	150	20.8	570	79.1	3209	34.7	6039	65.3
1981	3138	36.3	5495	63.7	162	22.6	556	77.4	3300	35.3	6051	64.7
1982	3198	36.4	5599	63.6	185	23.3	609	76.7	3383	35.3	6208	64.7
1983	3233	36.0	5740	64.0	268	24.7	816	75.3	3501	34.8	6556	65.2
1984	2986	34.6	5647	65.4	312	27.0	865	73.0	3298	33.6	6512	66.4
1985	2802	33.2	5643	66.8	331	27.6	870	72.4	3133	32.5	6513	67.5
1986	2535	32.0	5388	68.0	399	27.7	1043	72.3	2934	31.3	6432	68.7
1987	2488	32.1	5251	67.9	390	25.7	1130	74.3	2878	31.1	6382	68.9

TABLE V

Enrollment of Westchester County StudentsFall 1978-Fall 1987

<u>Year</u>	<u>Undergraduate</u>		<u>Graduate</u>		<u>Total</u>	
	<u>N</u>	<u>Z</u>	<u>N</u>	<u>Z</u>	<u>N</u>	<u>Z</u>
1978	421	4.6	120	16.9	541	5.5
1979	440	5.1	127	18.2	567	6.1
1980	459	5.4	120	16.6	579	6.3
1981	514	6.0	117	16.3	631	6.7
1982	537	6.1	140	17.6	677	7.0
1983	560	6.2	177	16.3	737	7.3
1984	572	6.6	196	16.7	768	7.8
1985	530	6.3	204	17.0	734	7.6
1986	513	6.5	237	16.4	750	8.0
1987	532	6.9	281	18.5	813	8.8

Undergraduate Enrollment By Academic StatusFall 1978-Fall 1987

<u>Year</u>	<u>Full-time</u>		<u>Part-time</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
1978	6,070	66.9	3,006	33.1	9,076	100
1979	5,655	65.4	2,988	34.6	8,643	100
1980	5,425	63.6	3,103	36.4	8,528	100
1981	5,310	61.5	3,323	38.5	8,633	100
1982	5,417	61.6	3,380	38.4	8,797	100
1983	5,423	60.4	3,550	39.6	8,973	100
1984	5,083	58.8	3,550	41.2	8,633	100
1985	4,888	57.8	3,557	42.2	8,445	100
1986	4,307	54.4	3,617	45.6	7,924	100
1987	3,988	51.5	3,752	48.5	7,740	100

TABLE VII

Matric Enrollment By Level: Fall 1978-Fall 1987

<u>Year</u>	<u>Freshmen</u>	<u>%</u>	<u>Sophomore</u>	<u>%</u>	<u>Junior</u>	<u>%</u>	<u>Senior</u>	<u>%</u>	<u>Total</u>
1978	3,480	44	1,307	17	1,724	22	1,327	17	7,838
1979	2,527	34	1,689	22	1,862	25	1,389	19	7,467
1980	2,468	34	1,564	22	1,801	25	1,439	19	7,272
1981	2,503	35	1,548	22	1,745	24	1,364	19	7,160
1982	2,593	36	1,499	21	1,710	23	1,425	20	7,227
1983	2,707	36	1,559	21	1,697	23	1,452	20	7,415
1984	2,452	35	1,584	22	1,576	22	1,483	21	7,095
1985	2,319	33	1,518	22	1,660	24	1,499	21	6,996
1986	2,126	33	1,289	20	1,626	25	1,460	22	6,501
1987	2,429	39	1,025	16	1,245	20	1,576	25	6,275

TABLE VIII

Enrollment of SEEK Students: Fall 1978-Fall 1987

<u>Year</u>	<u>Number</u>	<u>% College Total</u>	<u>New Freshmen</u>	<u>% SEEK Total</u>	<u>FTE</u>	<u>% College Total</u>
1978	1,141	13	394	35	1,177	16
1979	1,203	13	418	35	1,255	17
1980	1,145	13	371	32	1,201	17
1981	1,246	13	478	38	1,280	18
1982	1,192	12	414	35	1,233	17
1983	1,185	12	390	33	1,246	17
1984	1,099	11	323	29	1,079	16
1985	1,101	11	350	32	1,095	16
1986	1,019	11	284	28	996	16
1987	908	10	256	28	887	15

TABLE IX

LEHMAN COLLEGE ENROLLMENT 1978-1987

<u>SEMESTER</u>	<u>UNDERGRADUATE</u>			<u>GRADUATE</u>			<u>HEADCOUNT</u>	<u>TOTAL</u>	<u>FTE'S</u>
	<u>HEADCOUNT</u>	<u>ES</u>	<u>FTE'S</u>	<u>HEADCOUNT</u>	<u>ES</u>	<u>FTE'S</u>		<u>ES</u>	
1978 ANNUAL	9,073	7,182	7,213	713	325	335	9,786	7,507	7,584
1979 ANNUAL	8,670	6,782	6,847	762	335	370	9,431	7,117	7,217
1980 ANNUAL	8,521	6,526	6,635	727	328	344	9,247	6,854	6,979
1981 ANNUAL	8,577	6,530	6,598	753	324	351	9,325	6,854	6,948
1982 ANNUAL	8,881	6,699	6,749	850	342	390	9,731	7,041	7,139
1983 ANNUAL	8,844	6,684	6,705	1,052	395	450	9,896	7,079	7,155
1984 ANNUAL	8,572	6,389	6,342	1,156	455	505	9,728	6,844	6,847
1985 ANNUAL	8,336	6,178	6,156	1,270	519	534	9,606	6,697	6,690
1986 ANNUAL	7,866	5,669	5,594	1,462	661	634	9,328	6,304	6,254
FALL 1987	7,740	5,444	5,431	1,520	689	656	9,260	6,133	6,087

Average Credit Load of Undergraduate Students: Fall 1978-Fall 1987

<u>Year</u>	<u>Regular</u>		<u>SEEK</u>		<u>Total</u>		<u>Overall</u>
	<u>FT</u>	<u>PT</u>	<u>FT</u>	<u>PT</u>	<u>FT</u>	<u>PT</u>	
1978	14.90	5.58	15.77	5.86	15.09	5.66	11.94
1979	14.89	5.57	15.90	6.64	15.10	5.64	11.83
1980	14.97	5.61	15.93	7.73	15.17	5.63	11.70
1081	15.11	5.59	15.76	7.02	15.26	6.61	11.55
1982	15.09	5.59	15.82	6.85	15.25	5.60	11.54
1983	15.07	5.78	15.53	6.79	15.17	5.79	11.46
1984	14.89	5.75	15.08	7.18	14.93	5.77	11.17
1985	14.88	5.83	15.36	6.77	14.98	5.88	11.13
1986	14.85	5.83	15.14	7.08	14.91	5.85	10.77
1987	14.93	5.78	15.09	7.16	14.96	5.81	10.52

TABLE XI

Equated Students (ES) vs. Full-Time Equivalent (FTE) - Fall 1978-Fall 1987

<u>Year</u>	<u>Headcount</u>	<u>Undergraduates</u>				
		<u>ES</u>	<u>ES Ratio*</u>	<u>FTE</u>	<u>ES % of FTE</u>	<u>ES Difference</u>
1978	9,076	7,197	.375	7,227	99.6	- 30
1979	8,643	6,769	.373	6,818	99.3	- 49
1980	8,528	6,576	.371	6,654	98.8	- 78
1981	8,633	6,533	.368	6,646	98.3	-113
1982	8,797	6,657	.367	6,769	98.3	-112
1983	8,976	6,779	.382	6,855	98.9	- 76
1984	8,633	6,457	.387	6,428	100.4	+ 29
1985	8,445	6,279	.391	6,269	100.2	+ 10
1986	7,924	5,725	.392	5,692	100.6	+ 33
1987	7,740	5,444	.388	5,431	100.2	+ 13

*Result of dividing full-time average credit load into part-time average credit load.

INSTITUTIONAL
RESEARCH
REPORT
86-7

HERBERT H. LEHMAN COLLEGE
of The City University of New York
OFFICE OF STUDENT AFFAIRS
Fred Phelps, Editor
November 6, 1986

APPENDIX XII

Freshman Profile, Fall 1986

		<u>Fall</u> <u>1985</u> <u>N=932</u> <u>%</u>	<u>Fall</u> <u>1986</u> <u>N=820</u> <u>%</u>
<u>Sex</u>	Male	33	31
	Female	67	69
<u>Age</u>	18 or under	49	47
	19-20	27	26
	21-24	09	09
	25-34	05	11
	35 and over	10	07
<u>Marital Status</u>	Single	92	90
	Married	05	06
	Divorced/Separated	03	04
<u>Number of Children</u>	None	90	84
	One	04	07
	Two	04	04
	Three	01	03
	Four or More	02	02
<u>Religious Preference</u>	Catholic	61	58
	Jewish	01	02
	Protestant	10	09
	Other	18	17
	Prefer not to Respond	12	13
<u>Ethnic Identification</u>	Afro-American/Black	25	25
	Puerto-Rican	31	30
	Other Hispanic American	16	16
	Oriental	02	01
	Other	26	28
<u>Highest Level of Either Parent's Education</u>	Elementary School	17	18
	High School	58	56
	Two Years of College	15	15
	Bachelor's Degree	07	07
	Advanced or Professional Degree	03	05

	<u>Fall</u> <u>1985</u> <u>N=932</u> <u>8</u>	<u>Fall</u> <u>1986</u> <u>N=820</u> <u>8</u>
<u>Family Income</u>		
Less than \$2,999	23	24
\$3,000 - 5,999	23	21
\$6,000 - 8,999	13	11
\$9,000 - 11,999	10	10
\$12,000 and above	31	34
<u>Hours per Week of Work</u>		
None	42	41
1-10	17	14
11-20	21	23
21-30	13	11
31 or more	08	11
<u>Intended Field of Study</u>		
Education	29	28
Humanities	07	08
Social Sciences	10	11
Science	35	30
Undecided	20	23
<u>Students Interested in</u> <u>Following Professional</u> <u>Programs</u>		
Accounting/Business Management	27	29
Education	12	13
Nursing, Social Work, Health Services	30	27
Computer Science	12	10
Pre-professional (law, medical, dental)	13	10
No Professional Program	07	10
<u>Highest Level of</u> <u>Education Expected</u>		
Bachelor's Degree	54	49
MA, MBA, etc.	18	24
PhD or EdD	18	19
MD or DDS	07	06
LLB or JD	03	02
<u>Do You Speak Another Language Better than You Speak English?</u>		
Yes	27	27
No	73	73
<u>What Language Is Usually Spoken In Your Home?</u>		
English	53	54
A language other than English	13	14
English and another language are spoken	33	32

	<u>Fall</u> <u>1985</u> <u>N=932</u> <u>§</u>	<u>Fall</u> <u>1986</u> <u>N=820</u> <u>§</u>
--	--	--

How Many Years of Full-time Study Have You Had Where the Language of Instruction Was English?

None	16	16
1-2	06	06
3-4	11	10
5-6	04	04
7 or more	62	64

Which One of the Following Reasons Was the Most Important One in Your Decision to Attend Lehman?

Close to home	28	33
Special strength in my intended field	46	41
Unable to go to my first choice college	08	07
Friends attend Lehman	03	03
Financial considerations	16	17

CLUB REGISTRATION - FALL 1986

<u>ORGANIZATION</u>	<u>PRESIDENT</u>	<u>OFFICE</u>	<u>MEETING ROOM DAY & TIME</u>	<u>FACULTY ADVISOR</u>
ACCOUNTING & ECONOMICS SOC.	ALAN SIEGEL	S.L.B. 216	Ca-320 Fri. 12:15-1:15	PROF. SAMUEL SHRAGER
ADVENTURE CLUB	BARBARA RODRIQUEZ	S.L.B. 211B	S.L.B. Wed. 2:30-3:30	MR. JOHN PYATT
ALPHA KAPPA ALPHA SORORITY	EDITH REYES	S.L.B. 216B	S.L.B. 216	MS. ALICIA GEORGES
ARCHERY CLUB	PAUL WOLTMANN	S.L.B. 203		DEAN E. PHELPS
ART & CULTURAL SOC.	RALPH DECLET	S.L.B. 205 A		PROF. EDWARD BERGMAN
BASEBALL CLUB	RAY ESPADA			MR. NICK NIKOU
BILINGUAL/BICULTURAL CLUB	CARMEN BENJAMIN			PROF. GENARO MARIN
BUSINESS EDUCATION CLUB	EDITH REYES	S.L.B. 216		MS. LINDA HAYNES
CARRIBBEAN CLUB	SHAWN GIBSON	S.L.B. 211A	Ca-B39 Fri. 12:15-1:10	PROF. JERVIS
CHESS CLUB	RALPH DECLET	S.L.B. 207		PROF. GENARO MARIN
CLUB NEW YORK	CONSTANCE COUTOURIER	S.L.B. 209	S.L.B. 209 Fri. 12:15	MS. JOAN ROPER
CONSERVATIVE ACTION SOCIETY	WILLIAM A. RIVERA	S.L.B. 210		PROF. M. BOSWORTH
COOPERATIVE EDUCATION CLUB	AMELIA R. OWENS	S.L.B. 205 A	S.L.B. 203 Fri. 12-1 pm	MR. JOSEPH ENRIGHT
DANCE AND PERFORMANCE	CARMEN MEJIA	S.L.B. 217		MR. MARTIAL ROUMAIN
DOMINICAN STUDENTS ASSOC.	LOWESKY GONZALES	S.L.B. 213 A	Ca-224 Fri. 12-1 pm	PROF. CARRASQUILLO
EMERGENCY RESPONSE TEAM	SUSAN N. HERENA			MS. N. BRYANT-NELSON
ENTRELINEAS	LILIAN ARNAU			PROF. G. PINA ROSALES
GAY MEN AT LEHMAN	IVAN ALVAREZ	S.L.B. 205 B		DR. PETER SCHAEHRER
GRADUATION COMMITTEE	JUDITH HARRISON	S.L.B. 222	S.L.B. 218	MR. JERONE McDANIEL

<u>ORGANIZATION</u>	<u>PRESIDENT</u>	<u>OFFICE</u>	<u>MEETING ROOM DAY AND TIME</u>	<u>FACULTY ADVISOR</u>
GRADUATE STUDENT NURSE ASSOC.	THOMAS RICH	S.L.B.216A		DR. BARBARA GEACH
GRUPO DE TEATRO UNIDAD HISP.	ANA PEREZ	CA 221		PROF. ROLON
HOSPITAL LEAGUE 1199	LADASCODE COLLINS			MS. DOREEN SCHEIN
INDIAN CLUB	OMBASSIE PITTAM	S.L.B. 205	CA-212 Fri. 12:15-1:10	Mr. CHANDI
IRISH-AMERICAN SOCIETY	MARY DORNEY	S.L.B.219	S.L.B. Fri. 12:15-1:10	PROF. SHANNON
ITALIAN-AMERICAN SOCIETY	PAULINE TALARICA	S.L.B.219	Ca-248 Fri. 12:15-1:10	MS.R. RIZZO KEANE
LATIN AMERICAN STUDIES	EMMA BREA			PROF. LIARD BERGAR
LESBIANS AT LEHMAN	VILLA BATES	S.L.B.205B		MS. DOREEN SCHEIN
NEW EDUCATION CLUB	CAMELIA RUBIN	S.L.B.219		PROF. RONALD MANYIN
NEWMAN CATHOLIC COMMUNITY	MARIA SANTA TERESA	S.L.B.215A	S.L.B. 215A Mon-Fri. 9-5pm	PROF. JOHN LALLY
NEW HORIZONS	MIMIEUX CAESAR			MR. BERTRAND GREEN
NSA OF LEHMAN COLLEGE	DENISE LUCAS		Ca-212 Wed. 3:30-5:30	MS. ALICE BENZECRY
NURSING/HEALTH INFO. CENTER	GAIL FERST			PROF.H.R. NUSSEBAUM
NURSING SOCIETY	GAIL FERST			MS. ALICIA GEORGES
PARENTS ASSOCIATION	MICHELLE JONES	S.L.B. 216		
PERFORMING ARTS UNLIMITED	WELDON BROWN			MR. KENNETH ROSS.
POLITICAL SCIENCE SOCIETY	KERRY BRETZ	S.L.B.210	Ca- 351 Fri. 12:00	PROF. PEPPE
PRE-MEDICAL/DENTAL(MDAHS)	RAYMOND STEWART	S.L.B. 217		PROF. C. DOUGHERTY
PUERTO RICAN STUDENTS ASSOC.	ROSA CASTRO	S.L.B217 A		PROF. CARRASQUILLO
QUISQUEYA FOLK DANCE GROUP	NATIVIDAD BRINEZ	S.L.B.213	GYM 007 Wed. 3-5pm/Fri.3-5pm	PROF. CARRASQUILLO
SEEKERS CLUB	LUZ ENIEDA MARTINEZ	S.L.B.215	S.L.B. 215 Fri. 11-1pm	PROF. RUTH ZERNER

<u>ORGANIZATION</u>	<u>PRESIDENT</u>	<u>OFFICE</u>	<u>MEETING ROOM DAY & TIME</u>	<u>FACULTY ADVISOR</u>
SIGMA GAMMA RHO INTEREST GROUP	FELICIA RICHARDS			
SOCIAL WORK CLUB	DOROTHY McNAIR	S.L.B. 205		PROF. SHARON FREEDBERG
STUDENTS FOR POSITIVE INTERACTION	CHARLES E. ANDREWS	S.L.B.209	S.L.B. 209 Fri. 12:00pm	DR. PATRICIA THOMPSON
TIERRAS AMIGAS	JULIA M. MARIA			PROF. GENARO MARIN
TRUE WITNESS FOR CHRIST	PAUL W. DAVIS	S.L.B.217 B	Spe. 201 Wed, 3:30-5:30/Fri. 12:15-1:10	MR. WILLIAM HILL
UNIDAD HISPANA	ROBERT LIZARDO	Ca-221		PROF. CARRASQUILLO
VETERAN'S CLUB	DEXTER H. WILLIAMS	S.L.B.209	S.L.B.209 Fri. 12:30pm	DR. PETER SCHRAEHRER
YOGA CLUB	CRISTINA PEREZ			PROF. GENARO MARIN
MERIDIAN	GEORGE MOLE	S.L.B.		
WHLC	YVETTE HINDS	S.L.B. 110		
LEHMAN SWIM CLUB	LORENZO MARZAN			PROF. J. MOODY
MODELING & REFINEMENT CLUB	JACQUELYN SANTIAGO			PROF. ISLENE PINDER

Office of Student Affairs
Club Registration - Spring 1987

Organization

Accounting & Economics Soc.
Adventure Club
African Students Association
Alpha Kappa Alpha Sorority
Arts & Culture Society
Caribbean Student Association
Chess Club
Club Literario Hispano Americano
Concervative Action Society
Cooperative Education Club
Dominican Students Club
Hands of Lehman College
Irish American Society
Italian American Students
Judo Club
KI-Airido Club
New Horizons Club
Newman Club
Nursing Society
Political Science Society
Puerto Rican Association
Quisqueya Folk Dance Group
Seekers Christian Fellowship
Students for Positive Interaction

President

Alan Siegel
Eileen Negron
Melissa Nensah
Edith Reyes
Ralph Decllet
Shawn Gibson
Ralph Decllet
Martha Rosario
William Anthony Rivera
Oraell Ramsam

Lowsky Gonzalez
Carlos Moreno
Eileen Morrissey
Pauline Talarico
Patrick Brown
Roberto Menuar
Mimieux Caesar
Raymond Craveiro
Gail Ferst
Mariann Connolly
Rose Castro
Lowsky Gonzales
Luz Martinez
Charles Andrews

Faculty Advisor

Dr. Samuel A Shrager
Mr. John Pyatt
Dr. Nancy Fairley
Ms. Alicea Georges
Mr. John Weiss
Prof. James Jervis

Mr. Marvin Shumowitz
Prof. Ceferino Carrasquillo
Prof. William Bosworth
Mr. Joseph Enright

Prof. Ceferino Carrasquillo
Mr. Davis Roberts
Prof. Michael Shannon
Ms. Roseann Keane
Mr. Brain Yakata
Prof. Ceferino Carrasquillo
Mr. Betrand Green
Prof. John Lally
Ms. Alicia Georges
Prof. Patrick Peppe
Prof. Ceferino Carrasquillo
Prof. Ceferino Carrasquillo
Ms. Ruth Zerner
Prof. Patricia Thompson

Organization

Tierras Amigas Club
True Witnesses for Christ
Unidad Hispana

President

Julia M. Maria
Paul Davis
Roberto Lizardo

Faculty Advisor

Ms. Eileen Doyle
Mr. William Hill
Prof. Ceferino Carrasquillo

APPENDIX XIV

SUMMARY OF COLLEGE-WIDE BUDGETS
1983-87

Year-end condition, except 12/2/87

M.O.P		4/10/84	6/13/85	6/ 86	6/5/87	12/2/87
		Cert. #8	Cert. #8	Cert. #6	Cert. #8	Cert. #4
		1983/84	1984/85	1985/86	1986/87	1987/88
		(000)	(000)	(000)	(000)	(000)
		W/ER				
10	INST. & DEPT. RES.	17490.0	18434.9	18312.4	20699.3	21170.7
	PS REGULAR	15461.1	16083.4	15073.6	17993.5	18170.7
	PS ADJUNCT	946.8	1090.7	1194.7	1113.5 a	1028.2 b
	PS TEMPORARY	109.5	70.5	820.2	147.7	454.7
	PS SUMMER	368.5	418.5	425.0	470.6	501.6
	O.T.P.S.	535.8	771.8	798.9	929.2	1015.5
	UNALLOCATED	68.2	0.0	0.0	44.8	0.0
20, 30,	ACADEMIC SUPP. SVCS.	1867.0	1709.8	2061.1	2235.2	2481.4
40	PS REGULAR	1222.6	1237.1	1184.9	1354.0	1521.0
	PS TEMPORARY	148.1	139.9	210.6	157.6	197.3
	PS SUMMER	0.0	0.0	0.0	0.0	0.0
	O.T.P.S.	496.3	332.8	665.6	698.6	763.1
	UNALLOCATED	0.0	0.0	0.0	25.0	0.0
50	STUDENT SVCS.	1826.6	1959.9	1958.7	2204.9	2230.1
	PS REGULAR	1656.1	1724.5	1629.6	1941.5	1944.5
	PS TEMPORARY	141.5	129.5	203.3	146.0	146.0
	PS SUMMER	0.0	0.0	0.0	0.0	0.0
	O.T.P.S.	29.0	105.9	125.8	117.4	139.6
61, 62,	INST. SUPP. SVCS.	9290.6	9701.2	9873.9	10339.9	10520.4
63	PS REGULAR	4771.6	4881.6	4759.6	5881.7	5893.6
	PS TEMPORARY	307.7	320.0	618.5	338.6	349.5
	PS SUMMER	0.0	0.0	0.0	0.0	0.0
	O.T.P.S.	4211.3	4499.6	4495.8	4089.4	4102.9
	UNALLOCATED	0.0	0.0	0.0	30.2	174.4
81	SEEK PROGRAM	1219.6	1187.8	1132.9	1124.5	872.2
	PS REGULAR	394.6	385.8	393.6	433.7	427.9
	PS TEMPORARY	80.1	73.8	74.7	83.9	44.8
	PS SUMMER	20.5	23.0	37.4	38.4	50.6
	O.T.P.S.	724.4	705.2	627.2	568.5	348.9
	CAMPUS TOTALS	31693.6	32993.5	33338.9	36603.8	37274.8
	PS REGULAR	23506.0	24312.3	23041.3	27604.4	27957.7
	PS ADJUNCT	946.8	1090.7	1194.7	1113.5	1028.2
	PS TEMPORARY	786.9	733.7	1927.3	873.8	1192.3
	PS SUMMER	389.0	441.5	462.4	509.0	552.2
	O.T.P.S.	5996.7	6415.3	6713.2	6403.1	6370.0
	UNALLOCATED	68.2	0.0	0.0	100.0	174.4

a) actual expenditures were \$1,484.01

b) addn'l lump sum appropriation expected of \$7,600.0

LIBRARY HOLDINGS, CIRCULATION STATISTICS, AND BUDGET

<u>Library Holdings</u>	<u>Added</u>	<u>Total</u>
<u>Total Volumes:</u>	8699	476,888
<u>Books:</u>	8129	465,090
<u>Bound Periodicals</u>	570	11,798
<u>Gov. Docs.</u>	11,157	42,228
<u>Total Microforms</u>	31,876	514,402
<u>Microfiche</u>	(26,192)	
<u>Microfilm</u>	(5,684)	
<u>Records</u>	60	17,626
<u>Videocassettes</u>	95	127
<u>Audiocassettes</u>	146	271
<u>Archives</u>	50 linear feet	430 linear feet

Circulation and Reserve Statistics 1983-87

	<u>Circulation</u>	<u>Reserve</u>
1982-83	55,145	NA
1983-84	62,249	9306
1984-85	63,977	8615
1985-86	59,038	8629
1986-87	61,755	8850

	<u>Total Budget</u>	<u>Book Budget</u>
1983	1,548,874	328,600
1984	1,810,106	381,891
1985	1,766,145	218,007
1986	2,307,167	506,129
1987	2,342,407	567,000