

Acknowledgements

This report is the product of the work of faculty, staff and students who spent considerable time reviewing the 1999 Middle States Self Study and the report of the Evaluation Team and then assessed the progress that Lehman has made in addressing the concerns and recommendations transmitted in these two documents.

We wish particularly to commend the Middle States Periodic Review Report Steering Committee and Working Groups who conducted the analyses and wrote the report chapters, and the staff of the Provost's Office, particularly Ms. Lourdes Perez and Ms. Julissa Alvarez-Diaz, for their work in assembling the report . We also acknowledge the contributions of the staff of the Office of Institutional Research and Assessment for the data they developed and their analyses, which were critical to the review and report.

Executive Summary

Overview: This Periodic Review Report (PRR) for Lehman College describes an institution that has undergone significant positive changes since the 1999 Decennial Report and Comprehensive Self Study. The College weathered a funding crisis, which was foreseen in the 1999 Self Study, and through increased enrollments and growing contributions to its funding base from extramural grants, contracts and other sources has achieved fiscal stability. The improved fiscal picture allowed the College to address many, if not all of the concerns noted by the 1999 site visit team.

The College successfully managed the CUNY Board-mandated elimination of remediation from the senior colleges and a University-wide 25% tuition increase, two issues that were major concerns at the time of the last Self Study. Moreover, Lehman has assumed a leadership position within the University with respect to curriculum reform in general education, has achieved national recognition for the organization and delivery of its first year program, is the first of the CUNY schools to achieve national accreditation from the National Council for Accreditation of Teacher Education (NCATE), and has continued to expand the scholarship and production of creative works by its faculty and

now ranks among the top four out of eleven CUNY senior colleges in federally funded research and training programs.

Three new undergraduate degree programs have been developed including new programs in Computer Graphics and Imaging (administered jointly between the Department of Art and the Department of Mathematics and Computer Science), Business Administration and Mass Communication. At the graduate level several new certificate programs are in place and new master's degree programs in public health and social work are in development. In addition, the College has significantly expanded its online course offerings, and has opened an off-campus site for adult education and work force development.

A new Facility Master Plan was adopted and has as its highest priority the development of a new state-of-the-art science facility. New senior administrators have been recruited including a Provost and Senior Vice President for Academic Affairs and a Vice President for Administration. A new administrative structure was developed, and the College has moved to an enrollment management model, which is led by an Associate Provost and Assistant Vice President. Finally, the College has incorporated planning and assessment programs in academic affairs, enrollment management, student affairs, and information technology that are providing guidance to the allocation of resources for the future development of the College.

Chapter One: Introduction. The methodology and format for the preparation of the PRR are described. The principal working group consisted of a Steering Committee, which was chaired by the Provost and included representation of the administration, department chairs, faculty, senate committees, staff and students. The College's responses to the major areas of concern and recommendations from the 1999 Self Study and site visit are summarized. These concerns included: 1. inadequate funding and resources that resulted in over reliance on adjunct faculty, lack of middle management staff and essential student services and uneven distribution of technology; 2. the potentially adverse impact of the elimination of remediation on access for disadvantaged

Chapter Two: Overview of the Institution. This chapter provides a statistical overview of the institution as of Fall 2003, with respect to its faculty (308 full time, including approximately 20% who hold appointments in the University's doctoral programs, and approximately 400 adjuncts); administrative staff (approximately 445 individuals); student body (nearly 10,000 students of whom approximately 7,600 are at the baccalaureate level and 2,100 at the master's level); undergraduate trends reflecting a 31% increase in enrollment since 1999; graduate trends, which show a 46% increase in degree-seeking students over the last 10 years, and finally research and sponsored programs, which have been growing at an annual rate of 5% to 7% over the last 5 years.

Chapter Three: Academic Programs. Lehman's baccalaureate and master's programs are delivered through its three academic divisions of Arts and Humanities, Education and Natural and Social Sciences, each of which is headed by a dean. The divisions are organized into twenty four departments (nine in Arts and Humanities, three in Education and twelve in Natural and Social Sciences). The department chairs are elected by the faculty of each department for a three year term. A fourth division, Adult and Continuing Education, is also headed by a dean, who oversees the Adult Degree Program, and credit and non-credit certificate programs that are part of the College's work force development initiatives.

To earn a bachelor's degree requires a minimum of 120 credits including 47 to 54 credits in General Education courses, a major and a minor. A new General Education curriculum was introduced in the Fall 2002 semester and a new administrative structure for the administration of the curriculum was put in place. These developments are described in detail in Chapter Ten. Lehman continues to offer several alternatives to the General Education Program, including the Adult Degree Program, the Lehman Scholars Program, and a new CUNY Honors College. All incoming full-time freshmen are block scheduled as part of the College's Freshman Year Initiative, which addresses the problems associated from the transition from high school to college. This program was recognized in 2002 as an Institution of Excellence in the First College Year by the Policy Center On The First Year of College. Lehman also admits and supports approximately 1,000 students who need academic and financial support to complete college through its

Chapter Four: Faculty. The loss of full-time faculty over the late 1980s through the late 1990s was a noted concern in the 1999 Self Study. Nevertheless, the College has been able to maintain a very favorable ratio of undergraduate students to full-time faculty, which currently stands at approximately 25:1. With an improving financial picture, the College has brought on 21 new faculty in 2002 and another 27 in 2003. While the College continues to be heavily dependent on adjunct faculty, many of these have a stable, long term relationship with the College (close to 59% having taught at Lehman for 5 or more years). The quality of faculty teaching and scholarship remains at high levels and both are considered important factors in tenure and promotion decisions. Faculty teaching is evaluated both by peer observations and student course evaluations each semester. Faculty scholarship is strongly encouraged and supported through a variety of faculty development programs. Lehman's faculty is considered to be highly productive with respect to scholarly and creative works despite a teaching load of 21 credit hours per year. This teaching load is reduced for newly hired tenure-track faculty through a contractual provision that provides for 12 credit hours of released time, which must be taken within the first three years following appointment.

Chapter Five: Admissions and Retention. The potential impact of the elimination of remediation and increased admissions criteria, which Lehman implemented in 2001 as part of the CUNY Master Plan for 2000-2004, was a serious concern in the 1999 Self Study. The data presented here, however, show that despite these factors enrollment of first-time freshman and transfer students each increased by approximately 40% from 2000 to 2003, with no discernable impact on the demographics of the student body. One of the effects of the elimination of remediation in the senior colleges is that many students, who previously might have started at Lehman, now begin college at one of the CUNY Community Colleges. Transfer students currently make up 55% of the College's new students and this number is expected to increase. Lehman has taken several steps to facilitate and improve the transfer process from the community colleges, including the development of articulation agreements across many majors. The College is also exploring the development of learning communities for transfer students, which are analogous to the highly successful learning communities in the Freshman Year Initiative.

Chapter Six: Student Services. The 1999 Review noted several areas of concern in essential student services including: lack of an adequate counseling center; an antiquated registration process and inadequate staffing, particularly in academic advising and financial aid services. The College's response to these concerns is described in this chapter. In Spring 2000 the College established a new Counseling Center staffed by two full-time and two part-time professional counselors and located the Center in an attractive and appropriate space. The registration process was completely reengineered, and a new University-wide web-based system implemented. Virtually all of the transactions that students were previously required to conduct in person on campus can now be conducted by telephone or online. A new orientation program has been developed, following a review of best practices at other institutions and feedback provided by students. The new program is designed to increase awareness of the issues that may emerge for students and their families as a result of academic challenges and new responsibilities.

The number of academic advising staff has been increased, in part through funds made available through a U.S. Department of Education Title V grant to "Improve Success Among Hispanic Students". The increased staffing includes a full-time graduate studies advisor. Financial aid services have been improved and a new specialized computer service established to facilitate web-based financial aid filing. The percentage of students filing online has increased from 7% in the 1998-99 academic year to 47% in 2002-03. The College has rebuilt the career planning and placement service staff, which was reduced by a financial crisis in 1995 to a Director. The Career Counseling Center staff now includes a Director, three full-time counselors, a part-time graduate assistant and a group of peer counselors. The hours of the Child Care Center have been expanded to include Saturdays and Sundays and, through a grant from the Department of Education, a toddler care service for 2-3 year olds has been implemented. The Center will expand into larger space in an adjacent building by Fall 2005. The Student Health Service was transitioned from an outsourced delivery model to in-house staffing by a full-time physician's assistant, who serves as the Health Services Director, a full-time health educator, a full-time medical administration assistant, a part-time GYN nurse practitioner and a part-time consulting physician, who serves as Medical Director. The College also

maintains an Office of Special Student Services staffed by a full-time Director and ancillary staff to serve students with disabilities and an Office for International Student Services for prospective and enrolled international students.

Chapter Seven: The Library. While the 1999 Review commented favorably on the Library's technologically rich environment, strong traditional book collection, leadership and quality of the professional staff, and bibliographic instruction program, questions were raised about budget, staff numbers, the transition to a new computer platform, space, and provision of off-campus research facilities. Since 1999, the Library's base budget has been supplemented by additional funding from a variety of sources and is considered adequate. Staffing has been evaluated and positions modified to meet current needs. Over the last three years, five full-time faculty-level staff have been hired, including a new Chief Librarian, an Evening and Weekend Supervisor/Head of Access Services, a Head of Reference, a new Internet/Reference Librarian and a Government Documents/Reference Librarian. The Library is currently staffed by 10 full time MLS librarians, 2 full time non-MLS professionals, and 7 adjunct librarians providing 12.5 total professional FTEs. A new full time computer technician has been hired to assist in the maintenance of the computer labs and to teach workshops. The overall support staff encompasses 20 FTEs plus 11 FTEs in work study and student aides. The Library is a participant in the nation-wide LibQUAL+ assessment project and has used the result of this assessment to guide program development.

Chapter Eight: Facilities. Over the past five years, considerable capital funds have been expended on the upgrade, rehabilitation and preservation of facilities and systems. Completed projects include: a \$7 million heating and cooling upgrade for Davis and Gillet Halls and the Old Gym Building; a \$1.8 million emergency generator project for the same three buildings, as well as a \$2 million interior rehabilitation project and a \$0.8 million energy conservation project; a \$5.6 million campus-wide fire, security and communication project that includes construction of a new central command station for Public Safety plus a \$0.4 million site lighting project. In the past five years a \$2.3 million CUNY capital roof replacement project and a \$4.4 million structural and building envelope rehabilitation project, have involved ten campus buildings. Other completed

projects include: the renovation and upgrading of laboratory facilities in which teaching laboratories have been re-configured into research laboratories; construction of a 46 seat multimedia lecture room in Davis Hall to service science programs; development of a computerized and fully interactive language laboratory for Language and ESL programs in Carman Hall; creation of a Fine Art Advanced Imaging Laboratory for the new Computer Graphics and Imaging degree program; a state-of-the-art speech pathology clinic in the Speech and Theater Building and the development of an on-campus high school, The High School of American Studies at Lehman College.

Capital projects expected to enter construction in 2004-2005 include a \$1.5 million expansion of the Child Care Center and a new Multimedia Center estimated to cost more than \$13 million.

Chapter Nine: Finances. The 1999 Evaluation Team reported that “funding is the most important issue affecting the organization.” In 2001 the College indeed confronted a fiscal crisis from which it has recovered to the point in which FY 2004 finds the College in the strongest fiscal position that it has been in for many years. The most significant factor contributing to this recovery has been increased enrollments, which have allowed accumulation of over \$2 million in reserves that can be rolled over into future budget years. An expanded summer program, which has approximately doubled its enrollment since 2000, has contributed significantly to enrollment revenues. Additional new revenue streams include a Technology Fee that is generating over \$1 million a year for improvement of student access to technology, and revenues from programs at CUNY on the Concourse. Increased revenues from grant and contract funded programs have also contributed to the improved fiscal picture.

Chapter Ten: Significant New Developments Since Previous Evaluation. After four years of planning and committee work, a new General Education curriculum was implemented in Fall 2002. The major features of this new curriculum include: the replacement of the generalized core courses in the first year with discipline-based distribution courses; the creation of four writing intensive courses that are taught in the disciplines, three of which must be completed prior to 60 credits and one after 60 credits,

and the creation of two required upper-level (post 60 credits) interdisciplinary courses, entitled, The Humanities and the Sciences and The American Experience, respectively. Extending the General Education required courses beyond 60 credits and the inclusion of an upper level writing intensive course assures that all Lehman graduates, including transfer students, will experience some aspect of this curriculum. In addition to the changes in course requirements a new administrative structure for oversight and assessment of the curriculum was put in place.

In April 2002, the professional education programs at Lehman earned national accreditation through the National Council for Accreditation of Teacher Education Programs (NCATE) and Lehman became the first of the CUNY colleges to achieve this distinction and one of only thirteen institutions State wide with this level of accreditation. The Division of Education also has been reregistering all its initial and advanced teacher certification programs with the State Department of Education.

As noted earlier an Office of Enrollment Management was established in 2001 with the creation of the position of Associate Provost and Assistant Vice President for Enrollment Management to coordinate recruitment activities with those programs addressing student support and retention. This structure has proven successful as judged by increased enrollments over the regular academic year and summers, and improved student performance indicators.

The CUNY Honors College at Lehman is an important new development that is part of the Flagship Initiatives to improve the quality of academic performance across the University. The Honors College recruits high-achieving students with minimum combined SAT scores of 1260 and GPAs > 92, and provides them with a learning environment that combines the best features of a small liberal arts and sciences college and a major research university. Lehman admitted twelve students to its first Honors College class in 2002, added eight students in 2003 and is anticipating a class of approximately 15 students in 2004.

Since the 1999 site visit, the College has opened an Information Technology Center that provides access to computing and related technologies in support of the College's instructional, research and administrative activities. The facility houses eight microcomputer classrooms, a classroom with high-end graphics workstations, an open academic center with over 100 microcomputers, printing facilities, a help desk, an auditorium and a faculty development laboratory.

CUNY on the Concourse (COTC), an off-campus training site for worker development programs, was opened in 2002. COTC was developed in partnership with the two Bronx CUNY Community Colleges, Hostos and Bronx Community College, and with the New York Health and Human Services Union Local 1199. The initial programs delivered at COTC targeted the shortage of health professionals, particularly nurses, in the New York area but have since been broadened to include GED, GRE and GMAT courses as well as other professional studies such as accounting and bookkeeping and Spanish for non-Spanish-speaking health professionals. COTC's RN to BSN and Immigrant Nurse Program, which prepares foreign trained nurses for the NCLEX licensing examination, has attracted significant funding and national attention.

One of the most important accomplishments in the past five years was the completion of the College's Facility Master Plan Amendment in 2003. The CUNY Board-approved plan recommends: the development of a new science complex; the creation of a new campus core facilities utilizing the Old Gym and Music Buildings for student life and student service functions; the renovation of Davis Hall into a mixed use building housing professional health programs and administrative offices; renovation of the Library; enhanced landscaping, and removal of all temporary buildings on campus. CUNY's current 5 year capital plan includes \$60 million in funding for design and construction of Phase I of the Science Building, which will house a Plant Sciences Institute.

Three new degree programs have been added to the undergraduate curricular offerings since 1999: a Bachelor of Science in Computer Graphics and Imaging, a Bachelor of Business Administration and a Bachelor of Arts in Mass Communication. New graduate programs include seven advanced certificate programs in Education related to Teaching

of English to Speakers of Other Languages (TESOL), English Education, Languages other than English, Mathematics Education, Science Education and Social Studies Education. Nursing received approval for two Post Master's Graduate Certificate Programs in Nursing Education and Nursing Administration and the Department of Environmental Geographic and Geological Sciences is delivering a new graduate certificate program in Geographic Information Systems (GIS).

Finally, a new governance structure was adopted by the Lehman College Senate, which created greater flexibility in amending the College Bylaws.

Chapter Eleven: Evidence of Continuous Institutional Self Study and Planning.

Lehman College has an active and ongoing process for self study and strategic planning. The two overarching strategic planning documents are the CUNY Master Plan 2000-2004, which is currently being updated, and the College's Strategic Plan, which was adopted in 2001. The College monitors its progress through an annual college-wide assessment, the latest iteration of which is included with the PRR. Strategic plans focusing on Academic Affairs, Enrollment Management and Information Technology also have been developed and implemented and are included with the PRR. Finally, as part of its ongoing assessment efforts, the College is participating in a new project to enhance student engagement and success, entitled, Building Engagement and Attainment of Minority Students (BEAMS). This initiative is supported by the American Association of Higher Education, and the National Survey of Student Engagement with support from the Lumina Foundation for Education.

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Table of Contents

Acknowledgements.....	i
Executive Summary.....	i
Table of Contents.....	xiii
List of Tables and Charts.....	xvi
Chapter One: Introduction.....	1
Objectives.....	1
Methodology and Format.....	1
Report Highlights.....	2
Responses To The Concerns/Recommendations From Previous Self Study and Evaluation.....	2
Significant Developments and Changes Since 1999.....	4
Chapter Two: General Overview of the Institution.....	7
History.....	7
Current Statistics.....	7
The Mission of the College.....	8
Chapter Three: Academic Programs.....	9
Academic Divisions.....	9
Undergraduate Curriculum.....	11
Undergraduate Academic Program Enhancement and Support Services.....	12
Freshman Year Initiative.....	12
Search for Education, Evaluation and Knowledge (SEEK).....	13
Instructional Support Services.....	14
Graduate Programs.....	15
Grant Supported Student Research Programs and Internships.....	16
The Minority Access to Research Careers (MARC).....	16
McNair Scholars Program.....	16
Louis Stokes Access to Minority Participation in the Sciences, Mathematics and Technology (AMPS).....	17
Minority Research Infrastructure Support Program.....	17
Watson Fellows Program.....	17
Distance Learning, Lehman Online.....	18
Institutes and Centers.....	19
The Bronx Institute.....	20
The Institute for Literacy Studies (ILS).....	20
The Center for School/College Collaboratives.....	21
The Institute for Irish American Studies.....	21
Off Campus Site.....	22

Chapter Four: Faculty.....	23
Faculty Numbers and Profile.....	23
Faculty Salaries.....	25
Faculty Teaching and Scholarship.....	26
Faculty Development Programs.....	28
Lehman Faculty Development Program.....	28
Fellowship Leave Awards.....	28
Scholar Incentive Awards.....	28
George N. Shuster Fellowship.....	29
Writing Across the Curriculum.....	29
CUNY Online and Lehman Online.....	29
PSC-CUNY Research Awards.....	29
Faculty Fellowship Publications Program.....	30
Diversity Projects Development Fund.....	30
Title V-Sponsored Faculty Development.....	31
Chapter Five: Admissions and Retention.....	33
Admissions Policies, Practices and Outcomes.....	33
Undergraduate Students.....	33
Immersion Program for Conditionally Admitted Students.....	34
Transfer Students and Articulation Agreements.....	37
Transfer Learning Communities (TLC) For Transfer Students.....	38
Graduate Students.....	39
Chapter Six: Students Services.....	41
Counseling Center.....	41
Registration Process.....	42
New Student Orientation.....	43
Academic Standards and Evaluation.....	45
Academic Information and Advisement Center.....	45
Office of Graduate Studies.....	45
Financial Aid Services.....	46
Career Counseling Center.....	47
Child Care Center.....	48
Student Health Center.....	49
Campus Life /Student Activities.....	50
Special Student Services.....	52
International Student Services.....	53
Chapter Seven: The Library.....	54
Budget.....	54
Staffing.....	55
Assessment: LibQUAL+.....	56
What it involved.....	56
What we learned.....	56

What we are doing to address what we've learned.....	58
Library as Place.....	59
Bibliographic Instruction and Information Literacy.....	60
Chapter Eight: Facilities.....	62
Capital Improvements and General Conditions.....	62
Capital Projects Expected to Begin Construction in 2004.....	66
Chapter Nine: Finances.....	67
Chapter Ten: Significant New Developments Since Previous Evaluation.....	70
General Education.....	70
Administration of the Curriculum.....	72
Assessment and Evaluation Processes.....	73
Faculty Development Workshops: Assessment and Strengthening of General Education teaching.....	73
Freshman Seminar: Program Innovation.....	74
Distribution Courses: Assessment, Evaluation and Re-Certification	75
Writing Intensive Sections and Writing Across the Curriculum...	75
NCATE Accreditation of Division of Education Programs and Re-registration of Programs with the New York State Department of Education.....	77
Administrative Reorganization.....	77
Summer Sessions at Lehman College.....	81
The CUNY Honors College, University Scholars at Lehman	82
Information Technology (IT) Center.....	84
CUNY on the Concourse.....	86
Facility Master Plan.....	87
New Degree Programs.....	89
Governance.....	91
Chapter Eleven: Evidence of Continuous Institutional Self Study and Planning.....	93
Strategic Planning and Assessment.....	93
Annual College-Wide Assessment.....	93
Academic Affairs Strategic Plan.....	93
Enrollment Management Strategic Plan.....	94
Information Technology Strategic Plan.....	94
General Education Assessment.....	94
Student Affairs NSSE/BEAMS Project.....	95
Enrollment: Retrospective Analyses and Projections.....	96
Graduation Rates.....	96
Five-Year Enrollment Projections.....	97
Office of Institutional Research and Database.....	97
Five-Year Financial Projections.....	98

List of Tables and Charts

Distribution of Undergraduate and Graduate Students by Division.....	10
Teaching Fellows Admissions by Cohort.....	16
Faculty: Fall 1999 to Fall 2003.....	24
New Full-Time Faculty Hires: 1999-2003.....	24
Comparative Average Salaries.....	26
Extramural Funding 1999-2003.....	27
Enrollment: First-Time Freshmen and Entering Transfer Students.....	34
Prelude to Success Cohorts: 2001, 2002, 2003.....	36
Graduate Enrollment 1999-2003.....	40
2003-2004 Budget vs. Projected Expenditures SNAPSHOT (March 26, 2004)...	69
Summer Session Credits and Headcounts 2000-2003.....	81
Five-Year Enrollment Projections.....	97
Lehman College Five-Year Financial Projections.....	99

Chapter One: Introduction

Objectives

This report describes both the developments that have occurred at Lehman College, CUNY, since the last full Middle States review in 1999 and the ways that these developments have addressed the recommendations and concerns noted in that review. It is our intention to use this review together with ongoing planning and assessment efforts to guide the development of the institution's academic programs over the next five years.

Methodology and Format

The preparation of this report was overseen by a Steering Committee appointed in October 2003. This Steering Committee, whose membership is presented in Appendix 1, consisted of representatives from the following constituencies: a) the academic leadership, including the provost's office and deans together with b) representative departmental chairs from the divisions of Arts and Humanities, Education, and Natural and Social Sciences; c) the Chairs of the Senate Committees for Undergraduate and Graduate Curricula, and the Chair of the Joint Senate Budget and College Faculty Personnel & Budget Committee; d) faculty and staff from the General Education and Transfer Student task forces; e) the faculty Director of the Honors College; f) the Chief Librarian, Vice Presidents for Student Affairs and Administration, and the Director of Institutional Research and Assessment and g) the leaders of the two arms of Student Government, namely, Student Conference and the Campus Association for Student Activities (CASA). In addition to data generated by Lehman's Office of Institutional Research and Assessment, the University's Office of Institutional Research also was utilized as a data resource for the report.

The format of the Report follows both the general outline presented in the *Handbook For Periodic Review Reports* (Eighth Edition published in 2000 by the Commission on Higher Education, Middle States Association of Colleges and Universities) and to the greatest extent possible the Commission's primary document, the *2002 Characteristics of Excellence in Higher Education*.

In preparing the Current General Overview of the Institution, the Steering Committee formed a series of subgroups, each consisting of Steering Committee members together with faculty and staff relevant to the topic being addressed. These subject areas and subgroups are shown in Appendix 2.

The Steering Committee developed the first draft of the Periodic Review Report (PRR), which was distributed to the Departments, members of the Senate and the Executive Committee of the Faculty. The draft also was made available to the general college community in the Library, in the Student Life Building and on the College Web-site for comment and recommendations in mid April. The Steering Committee then worked with the comments and recommendations received from these groups in preparing the final report, presented here.

Report Highlights

A. Response To The Concerns/Recommendations From Previous Self Study and Evaluation

Three major areas of concern were noted by the Middle States Review Team in 1999:

1. Inadequate funding was viewed as the single most important issue affecting the institution. A lack of resources was seen as resulting in a high degree of reliance on adjunct faculty, lack of middle management staff, lack of essential student support services and an uneven distribution of technology across the campus.
2. The University's decision to eliminate remedial programs had the potential to severely affect the educationally disadvantaged students the campus serves.
3. Significant increases in tuition would negatively affect access for families whose income was relatively low.

The PRR will show that the institution's fiscal outlook has improved significantly since 1999. While State allocations have remained essentially flat, with the exception of funds to address contractual obligations, the College has been able to generate new revenues through increased

enrollments, grant funding and other sources (Technology Fee, Auxiliary Enterprises, etc.). These new revenues have supported new faculty hires and additional fiscal resources for faculty hires have been received from University Central Administration for hires in Arts and Humanities, the Sciences, and Education in areas that the University has designated as Flagship areas. These include areas in which the University has strengths that it wishes to further develop and areas that the University considers critical and perceives a need for input of resources for development. While there is still significant reliance on adjunct faculty, many of these faculty members have taught at Lehman for more than 5 years and are included in development programs such as those organized through the First Year Initiative. In addition, the latest contract between CUNY and the Professional Staff Congress (PSC) provides funding for professional development and office hours for adjuncts teaching six or more hours per semester.

To address the need for improved middle management and academic advising, the College has moved to an enrollment management model for admissions, academic advising and student support services. The PRR describes this reorganization in detail. The PRR also describes improvements in essential student support services, including the development of a new Student Counseling Center. The registration process, which was described in the previous Self Study as antiquated, has been replaced by web-based registration, complemented by the initiation of a new student orientation program.

Concerns about the uneven distribution of technology are being addressed in part through resources made available by a new Technology Fee assessed on full-time and part-time students on a per semester basis and through a new Information Technology (IT) strategic plan. The Technology Fee is generating approximately \$1 million in new revenue that must be spent on improving computer assisted learning and student access to technology. In addition, faculty are being prepared to better utilize educational technology through several venues: through a University-wide faculty development program, CUNY Online; through access to a newly developed Center For Teaching Excellence at our Title V partner campus, Bronx Community College; and through several Lehman-based development programs. The impact of these initiatives is reflected in the increasing numbers of online (hybrid and asynchronous) courses that have been offered each year.

As mandated by the Board of Trustees for all the University's senior colleges, Lehman eliminated remedial programs and instituted new admissions standards in the Fall 1999 semester. This transition occurred relatively smoothly, with no apparent impact on the demographics of the student body. The College runs a highly successful Summer Immersion Program that prepares students for the three ACT Skills Tests in Reading, Composition, and Mathematics; passage of these tests, or their equivalent, is a prerequisite for regularly admitted students. The statistics depicting the results of this immersion program are presented in this report. To facilitate students' transition from high school to college, Lehman has a highly successful Coordinated Freshman Program. This program was recognized in 2002 as an Institution of Excellence in The First College Year by The Policy Center First Year of College.

The University has instituted a rising junior examination, the CUNY Proficiency Examination (CPE), which will be used as one measure to gauge the success of the general education curriculum; however, only limited data is currently available because of the newness of this examination. Still, the improved preparation of students in programs leading to teacher certification is reflected in their improved performance on the Liberal Arts and Sciences Test (LAST) and Assessment of Teaching Skills-Written (ATS-W) examinations.

Tuition was increased from \$1,600 per semester to \$2,000 per semester beginning in Fall 2003. This was the first CUNY tuition increase since 1995 (when Lehman lost approximately 1,000 enrolled students). Although it is difficult to assess the numbers of students who may have had to discontinue or postpone their education related to this increase, Fall 2003 enrollments, in contrast to the 1995 experience, actually increased.

B. Significant Developments and Changes Since 1999

Among the most significant new developments detailed in this report is the new General Education curriculum, which after four years of development was implemented in the 2002-2003 academic year. This curriculum extends the general education program into the third year with two interdisciplinary courses, The Humanities and Sciences and The American Experience. These two courses together with an upper level writing intensive course in one of the disciplines,

assure that all Lehman students, including transfer students, will experience a critical aspect of the new curriculum. And, beginning in the Fall 2004, training in information literacy will be incorporated throughout the curriculum. This new curriculum together with its accompanying implementation and assessment plan is being used as a paradigm for the other CUNY campuses.

The campus also has embarked on the development of a Transfer Student Learning Community. The pilot project, which is described later in this report, was funded by CUNY's General Education Office and is modeled after our highly successful Coordinated Freshman Year Initiative. The objective is to create a program that facilitates the transition from community college to senior college.

The Lehman Division of Education received NCATE accreditation of its programs, becoming the first CUNY teacher education program to receive this level of national accreditation. The Division also has devoted significant resources to and received support for a new initiative, the Teaching Fellows Program, a program developed by CUNY and the NYC Department of Education to train cadres of new teachers, starting with individuals who have completed their baccalaureate degrees and have careers in non-teaching professions. Faculty in this Division together with faculty in the Arts and Humanities have provided leadership in the development of several new high schools, including several small schools within schools that are funded by the New Visions and Gates Foundations as well as a new highly competitive NYC specialized high school located on campus, The High School of American Studies at Lehman College.

Lehman together with the two CUNY community colleges in the Bronx and the NYC Health and Human Services Union have partnered in the development of a new off campus educational site, CUNY on the Concourse, whose goal is to enable Bronx residents to improve their academic and career opportunities. This site and its rapid, remarkable success are described in this report.

Two new undergraduate degree programs also have been implemented, namely, a baccalaureate program in Computer Graphics and Imaging, which is a joint program between the Department of Art and the Department of Mathematics and Computer Science, and a new Bachelor of Business Administration. Lehman is the first CUNY campus, outside of Baruch, to offer this

latter program. At the graduate level, a new certificate program in Geographic Information Science has been implemented, and new Master's programs in Public Health and Social Work are in development.

Lastly, a new administrative structure has been adopted with the creation of a division of Enrollment Management led by the Associate Provost and Assistant Vice President for Enrollment Management (See Table of Organization, Appendix 3). This structure was proposed in the last Lehman Strategic Plan to address the issues of falling enrollments and unacceptable attrition rates. The reorganization on all levels appears highly successful, having created enhanced collaboration among and between the academic departments, academic support services, and student services. This has enhanced preadmission academic advising, improved the summer immersion program to prepare students for admissions testing, restructured the summer school programs, and helped departments focus on capacity and scheduling issues. The College's total enrollment has grown 12.5 percent (from 8,810 to 9,917) since the formation of this new organizational structure. This growth includes the implementation of strategies that have increased the number of new freshman and transfer students by 40 percent since 2000.

Chapter Two: General Overview of the Institution

A. History

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

B. Current Statistics

- **Faculty.** Currently there are 308 full-time members plus approximately 400 adjuncts. Approximately 19% of the full-time faculty also hold appointments in various programs of the CUNY Graduate Center through which the University's Ph.D. and other doctoral programs are organized.
- **Administration.** The administrative staff includes approximately 445 administrative, support, and maintenance personnel.
- **Academic Programs.** The College offers bachelors and master's degrees through more than 80 degree programs in the liberal arts and professions.
- **Students.** As of Fall 2003, the total enrollment was 9,712 (7,594 undergraduate and 2,118 masters' students). 72% of undergraduates are female; 87% are members of minority groups; 60% attend full-time; 79% reside in the Bronx or Manhattan; 10% are from Westchester, Putnam and Rockland Counties; and 32% are over 30 years of age.
- **Undergraduate Trends.** The number of students entering as full-time freshmen has increased by 31% since 1999 (604 in Fall 1999 vs. 790 in Fall 2003). This increase took place despite the elimination of remediation at the senior colleges, which was expected to negatively impact enrollment. Approximately 56% of enrolled students were admitted through the regular admissions process, and 44% were admitted through the SEEK.

Program (see p.12). Over the last five years there has been a 33% increase in the number of students who transferred to Lehman from other institutions (788 in Fall 1999 vs. 1,051 in Fall 2003). Approximately 64% of the students who graduated in Spring 2003 were transfer students.

- **Graduate Trends.** The graduate population is 69% women, and 70% minority group members; 95% attend part-time, and 54% are Bronx or Manhattan residents. Approximately 67% are studying education. About 42% are over 35 years of age. Lehman, in conjunction with the New York Botanical Garden, is also the home campus for the CUNY Ph.D. Program in Plant Sciences, with approximately 50 doctoral students studying in laboratories on campus and at the New York Botanical Garden. About 26% of all graduate students are public school teachers taking one or two professional training courses. The number of non-degree graduate students has fluctuated from year to year while the number of degree-seeking graduate students has risen 46% since 1994.
- **Research and Sponsored Programs.** Lehman generates approximately \$15 million in extramural funding of research, educational and contract programs. These programs have grown at an annual rate of 5% to 7% over the last five years.

C. The Mission of the College

Lehman College is the only public senior college in the Borough of the Bronx, which has a population of approximately 1.3 million. Lehman is committed to meeting the educational needs of an urban, largely minority and immigrant population and offers residents of the Bronx, neighboring boroughs, and the region a liberal arts and sciences education and preparation for careers and advanced study. Lehman affirms the following objectives:

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

Chapter Three: Academic Programs

Academic Divisions

Lehman's baccalaureate and master's degree programs are delivered through its Divisions of Arts and Humanities, Education, and Natural and Social Sciences. Each of these divisions is headed by a Dean and is organized into departments led by a faculty-elected Chair. The names of three departments in the Division of Natural and Social Sciences changed in 2004 to reflect either new degree programs or changes in emphasis. These are: Economics and Accounting, which changed to Economics, Accounting and Business Administration; Health Services, which changed to Health Sciences, and Geology and Geography, which changed to Environmental, Geographic and Geological Sciences. A fourth Division, Adult and Continuing Education, is responsible for the administration of the Adult Degree Program as well as many credit and non-credit certificate programs that are part of the College's work force development efforts. This Division utilizes faculty from the other three Divisions for its program offerings. The Deans report to the Provost and Senior Vice President for Academic Affairs. The distribution of faculty, undergraduate students and master's level graduate students across the divisions and their departments is shown below. It should be noted that undergraduate students seeking initial certification as elementary school teachers are required to complete a major in one of the liberal arts area, while those seeking initial certification as secondary school teachers of academic or special subjects must complete the major in the area of concentration appropriate for the certificate. Teacher education students also must complete the sequence of professional courses leading to certification. Currently there are approximately 2,100 students pursuing studies leading to teacher certification.

Fall 2003

Distribution of Undergraduate and Graduate Students by Division

<u>The Division of Arts and Humanities</u>	Undergraduate FTEs	Graduate FTEs
Art	96.8	20.3
Black Studies	161.4	N/A
English	473.8	29
History	151	50.8
Languages and Literatures	456.8	16
LAPRS	90	N/A
Music	64.4	14.9
Philosophy	131	N/A
Speech-Language-Hearing Sciences	139.4	76.7
TOTAL IN DIVISION OF ARTS & HUMANITIES	1764.6	207.7

The Division of Education

Early Childhood & Childhood Education	96.2	206.8
Middle & High School Education/Business Education	25.1	171.4
Specialized Services in Education	N/A	157
TOTAL IN DIVISION OF EDUCATION	121.3	535.2

The Division of Natural and Social Sciences

Anthropology	195.9	0.8
Biological Sciences	263.8	21.8
Chemistry	152.5	4.4
Economics, Accounting & Business Administration	545.7	11.8
Environmental, Geographic & Geological Sciences	34.07	4.8
Health Sciences	177.4	83.3
Mathematics & Computer Science	666.4	72.9
Nursing	148.8	68.3
Physics & Astronomy	44.2	2.7
Political Science	152.87	N/A
Psychology	327	N/A
Sociology & Social Work	480.5	N/A
TOTAL IN DIVISION OF NATURAL AND SOCIAL SCIENCES	3189.1	270.7

INTER-DISCIPLINARY

General Education (LEH courses)	77.6	N/A
Individualized Baccalaureate Program	72.1	N/A
Lehman Scholars Program	16.2	N/A
Women's Studies Program	22.6	N/A

Undergraduate Curriculum

A minimum of 120 credits of course work is required to earn a Lehman College baccalaureate degree. This includes 47 to 54 credits of General Education courses, a major and a minor, which usually consists of 12 credits of courses beyond the 100 level in a department or approved program. With regard to major fields of study for the B.A., no more than 42 credits may be required within one department and no more than 64 credits may be required as a major; for the B.S. and B.F.A. the limitations are no more than 64 credits in one department and no more than 85 credits in the major. For some majors such as Social Work, which requires a substantial number of credits (55 major credits), many of which are interdisciplinary, a minor is not required.

A new General Education curriculum was introduced in the Fall 2002 semester after approximately four years of planning and committee work. The details of this curriculum and its development are presented in the preceding Significant Developments and Changes section.

Lehman continues to offer several alternatives to the General Education program that were described in the 1999 Self Study. These include the Adult Degree Program (950 students) and the Lehman Scholars Program (156 students). To these a new CUNY Honors College has been added. The Honors College is a University-wide program with students based on the seven senior college campuses. The CUNY Honors College at Lehman was initiated in Fall 2002 and currently enrolls 20 students. Details of this program are presented in the Significant Developments and Changes section in chapter ten.

In addition to department-based majors and minors, the College offers interdisciplinary programs in the following areas: American Studies; Comparative Literature; The City and the Humanities; Italian American Studies; Linguistics; Multilingual Journalism; Urban Studies and Women's Studies.

Undergraduate Academic Program Enhancement and Support Services

Freshman Year Initiative: The Freshman Year Initiative (FYI) is the academic year program of the Coordinated Freshman Programs, a set of programs that includes the pre-admission Immersion Programs. The FYI was instituted in 1992 to improve first to second year retention. The Program utilizes a learning community cohort structure aimed at comprehensive intervention in the overall academic experience of freshmen. Strategies focus on all aspects of first year students' experiences at the College, embracing academic, social, and humanistic concerns. Its logistical center is block programming, based on curricular integration of linked courses. The culminating effect is an interdisciplinary approach to first-year studies, and an academic experience that is thematic and coherent. Faculty involved in the FYI teach the same students in the set of courses that constitute each learning community, providing an opportunity for creative and engaging curricular enhancement. The program initiates faculty dialogue and development, and builds awareness of the critical importance of integrating first-year students into the College community. A copy of the most recent iteration of the FYI Faculty Handbook is included in the Resources section of this report.

The number of learning communities or blocks offered each year has risen steadily over the last several years with the increase in the number of first year students. In the current Spring 2004 semester, there are 40 learning communities, 34 for second semester freshman and six for the entering spring cohort. These encompass close to 1,000 students and represent 5,000 separate enrollments. Each learning community consists of 25 students who attend the same classes. These include a four or five course block in the first semester and a two-course block in the second semester. As noted above, this cohort structure not only creates a palpable sense of connectedness for the students, but also generates the conditions and opportunity for faculty and curricular development within each community.

Over the 12 years that the FYI has existed, average first year GPAs have risen from 2.1 to 2.8, the retention rate from first year to second year increased from 50% to 72% and the five year graduation rates have more than doubled. The Lehman FYI Program was recognized in 2002 as an Institution of Excellence in the First College Year by The Policy Center On The First Year of College.

Search for Education, Elevation and Knowledge (SEEK): SEEK is an educational opportunity program of The City University of New York for students who need academic and financial support in order to compete successfully in college. At Lehman, SEEK provides financial assistant (an extra year of tuition payment and book stipend), skilled personal and academic counseling, and supplemental instruction and tutoring services for over 1,000 currently enrolled students admitted under program sponsorship. Its goal is to create the best possible educational milieu and support to enhance the SEEK students' performance, and to increase their retention and graduation rates.

The SEEK Tutoring Center provides one-to-one, one-hour tutoring sessions in most of the subjects for students of all levels. SEEK tutors include Lehman students (many of them are advanced SEEK students) and graduates of nearby colleges. All tutors receive training and achieve National College Reading and Learning Association (NCRA) Level I Certification. Group tutoring is available upon request. Approximately 643 SEEK students attended the SEEK Tutoring Center during 2002-2003 academic year and, during the summer of 2002, 233 pre-freshman students utilized the Tutoring Center for a total of approximately 17,078 hours. The Center includes a computer laboratory with ten terminals with access to Microsoft Office, GRE Prep, MAT Prep, and PLATO. PLATO is a Computer Assisted Instruction Software Program that has been attuned to academic courses offered at Lehman College. A PLATO course assesses student weakness and then prescribes modules to strengthen those areas. Students work on these modules at their own pace with or without a tutor present. PLATO will test the student's performance. Once they have mastered a course, they are directed to the next course or if they have mastered the subject weakness, they have completed the assignment.

In addition to one-on-one tutoring, other programs run out of the SEEK Center include:

- Supplemental Instruction (SI): One hour course review offered each week during the students' freshman year to reinforce good study habits and to clarify course material of historically difficult courses.
- Study Partners: Students study with another academically advanced student for 15 to 20 hours each week during the semester and take part in academic development activities designed to improve learning and performance.
- Cambridge Study Skills Series: Series of ten study skill workshops are offered each semester. SEEK students work in small study groups with a study skills consultant to

master skills necessary for effective college learning. Skills include: time management, note taking, goal setting, etc.

- ACT Workshops: The workshops offer preparation for the ACT assessment tests. Approximately 40% of students pass the test after successfully completing the workshop.

Instructional Support Services: The Instructional Support Services Program (ISSP) was created in 1999 as an umbrella for the Academic Support Center for Excellence (ACE) (formerly referred to as the Learning Center) and the Science Learning Center (SLC). While the SLC remained in Gillet Hall, space was renovated for the new ACE. This space, which occupies over half the second floor of the former Gymnasium Building, includes 11 study carrels, a classroom and a computer room; this represents a significant improvement over the basement space previously occupied by the old Learning Center in Carman Hall. The ACE now supports students in writing, reading, the disciplines, study skills, and preparation for the CUNY exams.

Additionally, instructional support in mathematics is provided by a Math Lab which offers a range of modalities from workshops to individualized tutoring.

ISSP provides academic support through a variety of modalities: one-on-one and group tutoring, instructional and study skills workshops, and computer-assisted software. Workshops and small group sessions (conducted by the skills specialists) allow ISSP to service a significantly greater number of students than through one-on-one tutoring. An average of 50 tutors work for the ISSP each semester. In 2001, the ISSP received certification from the NCRA which sets internationally recognized standards for tutor training. Over 75% of the tutors at ISSP have Level I certification; 50% have achieved Level II certification. Tutor training sessions are held at the beginning of the fall and spring semesters and all tutors are required to attend. In addition, each tutor is observed and receives feedback in a conference with our part-time professional staff.

The ISSP works closely with the SEEK and FYI programs, and is making increasing efforts to work closely with faculty. Starting in 2002, ISSP began issuing a bulletin on a semester basis advertising workshops and other services; as a result of the bulletin, several faculty members

contacted ISSP for in-class workshops in areas such as time management, avoiding plagiarism, and writing research papers. In Spring 2003, ISSP launched a website providing information about its services, links to other useful sites, and access to downloadable tutoring applications. During the coming year ISSP plans to further develop its capacity to assist Lehman students through an online tutoring service, an interactive CUNY Proficiency Exam (CPE) tutorial page, and video-enhanced tutor training and academic support initiatives. Each semester the ISSP collects data on the students who utilize the services of the ISSP (See Appendix 4).

The Science Learning Center is staffed by two part-time coordinators. One of the coordinators is also responsible for recruitment of students for the Alliance for Minority Participation in the Sciences (AMPS) Program under the direction of the Dean of Natural and Social Sciences. Unlike ACE, the majority of tutoring that takes place in the SLC is group tutoring. The Math Lab is staffed with a full-time director, with the majority of the instructional support delivered by graduate students. The lab provides tutoring support for students enrolled at all levels of mathematics. It also plays an integral role in the Freshman Summer Immersion Program. During 2002-03 the Math Lab logged over 3,000 hours of tutoring. An in-house evaluation of the Math Lab conducted in the Spring 2003 showed that 100% of the group polled rated the lab as above average or better.

Graduate Programs

Since 1999 graduate student enrollment has increased approximately 3%, going from 19% of the overall student population to 22%. Although the vast majority of these students attend part-time, there has been a significant increase in the number of graduate students in education largely due to the NYC Teaching Fellows Program which was established in the year 2000 to address elementary and secondary school teacher shortages. The Program recruits individuals with baccalaureate degrees who work in non-teaching professions and who have an interest in becoming teachers. It funds their pursuit of a master's degree while employing them, after a summer of intense pedagogical training, as NYC teachers. Lehman admitted its first Fellows cohort in Summer 2000 with 59 Elementary Education students. Since then, the program has expanded to include Middle and High School Education and Special Education candidates. In the 2002 academic year there were 288 Teaching Fellows students enrolled at Lehman, which

increased to 393 in the 2003 – 2004. The numbers of Teaching Fellows admitted to Lehman since its inception in 2000 are shown below.

Teaching Fellows Admissions by Cohort

Cohort	Admitted	# Candidates
1	Summer 2000	59
2	Spring 2001	6
3	Summer 2001	175
4	Spring 2002	0
5	Summer 2002	190
6	Summer 2003	204

It should be noted that the College is in the process of implementing two new programs: a Master's in Public Health (MPH) and a Master's in Social Work (MSW), both of which will result in significant increases in graduate enrollment beginning in 2005.

Grant-Supported Student Research Programs and Internships

Opportunities for students to participate in faculty-supervised research projects and internships are facilitated by the following federal and foundation grant supported programs:

The Minority Access to Research Careers (MARC). This NIH program was first funded at Lehman in 1986. In June 2003 the College received a \$850,000 renewal of this grant which will run through 2008. The grant supports undergraduate research in the life sciences, primarily biology and psychology, for students who intend to pursue graduate studies. Students accepted into this program receive an annual stipend of \$10,537, which significantly reduces their time to graduation (100% of MARC students graduate in 6 years). Over the last 10 years this program has served 40 students with 53% going on to advanced degrees.

McNair Scholars Program. The McNair Post baccalaureate Achievement Program, a TRIO Program of the U.S. Department of Education, was first funded at Lehman in October 1999. It provides support for disadvantaged first generation college students who have strong academic qualifications and a sincere desire to continue their education

through the Ph.D., through mentored research in the Arts and Sciences, workshops, and stipends averaging \$2,800. Over the last 4 years, this program has supported 10 new students per year, 60% of whom graduated with honors. Seventy six percent of McNair scholars have gone on to graduate studies in the past 3 years and 44% were elected to Phi Beta Kappa.

Louis Stokes Access To Minority Participation in the Sciences, Mathematics and Technology (AMPS). Lehman has participated in this NSF-funded program, which supports both undergraduate and graduate students, since 1992. Over 150 Lehman College students have received stipend support through this program, which currently supports 9 undergraduate and 9 graduate students in the departments of Anthropology, Biological Sciences, Chemistry and, Mathematics & Computer Science.

Minority Research Infrastructure Support Program. This National Institute of Mental Health research initiative in the last eight years has provided over \$2 million in support to the Department of Psychology for faculty and minority student research areas related to mental health.

Watson Fellows Program. Students who receive this Fellowship are funded for three consecutive summer internships in the nonprofit, public, and enterprise sectors with the final internship, if appropriate, outside of New York City. During the summer, students participate in weekly seminars involving journal articles, academic papers and cultural activities. These seminars continue in the academic year for the Fellows to stay in contact with each other, address new subjects and prepare for the upcoming summer internships. Lehman is one of eight invited colleges who participate in this program. Since 1999, five students have received this fellowship at Lehman.

Distance Learning, Lehman Online.

Since 1997, when its first asynchronous online course was offered, Lehman College has dramatically increased the number of course sections offered online (See Appendix 5). This is true for both "asynchronous" courses, which are taught entirely online, and "hybrid" courses, which are taught partially (at least 30%) online. The vast majority of online courses are taught using Blackboard, the course management software that the University has adopted and supports. Data available from the CUNY Online Distributed Learning Network suggests that Lehman is currently offering more asynchronous online courses than any other CUNY campus (See Appendix 6).

A number of programs, at the University and College levels, have been instituted to foster faculty utilization of online technology. The University-sponsored faculty development program is called CUNY Online. It provides a one semester, 3 hour course release for participating faculty. During the program faculty develop an asynchronous or hybrid course that they are expected to offer in the semester following completion of the program. To date, 28 Lehman faculty have participated in the program.

To further support development of online instruction, the College has recently initiated its own development program and actively recruited faculty to develop new online offerings in the areas of required General Education courses and professional programs. A series of monthly seminar-workshops have been established for faculty already using Blackboard who wish to share practical techniques and experiences. This is in addition to the introductory workshops offered by the IT Center for faculty new to Blackboard. The seminar-workshop is led by both Lehman faculty and specialists from CUNY, and has averaged 20 active participants from among the experienced online instructors. Special support in the form of stipends and support for special software, hardware, and connectivity expenses has been given to instructors who will offer a new asynchronous section for the first time. Most recently, an online help desk facility was developed for Lehman faculty to assist them with practical problems in online applications for Blackboard. Sample listings of faculty workshops conducted over the last year are presented in Appendix 7.

In addition to this local Lehman support for its online instructors, the CUNY Online program has shifted its emphasis and is now supporting the development of online sections that are also writing intensive, thereby exploiting similarities of teaching online and techniques developed in the Writing Across the Curriculum (WAC) program. Lehman has five faculty members participating in this CUNY faculty development program.

In addition, the Title V Cooperative Grant with Bronx Community College has provided the opportunity for twelve faculty to participate in a seminar on Content and Method in Web-Enhanced Teaching at the BCC Center for Teaching Excellence. Additional faculty are expected to participate during the remaining three years of the grant.

The Registrar has developed a special section designation for asynchronous and hybrid online sections: ONA (online asynchronous) and ONH (online hybrid). This has made it possible to identify sections using this type of instruction, which is valuable for students (so they will know what sort of section they have registered for) and for instructors (so they can identify others in the College who are also teaching online). A schedule of online courses, *Lehman Online*, is now being published each semester by the Registrar, listing online sections and providing information about what this type of instruction requires of the student. An expanded and updated version of the schedule has been designed and is available on line at <http://humanities.lehman.cuny.edu/LoL>. This new Internet resource will provide both students and faculty with up to date help and information about online instruction at Lehman.

Institutes and Centers

In addition to the academic departments there are several University Institutes as well as a major College Center housed at Lehman that contribute to Lehman's academic programs and community outreach. In the Division of Education, these are The Bronx Institute, The Institute for Literacy Studies and The Center for School College Collaboratives and, in the Division of Arts and Humanities, The Institute for Irish American Studies.

The Bronx Institute's mission is to foster faculty research and leadership relevant to the improvement of education and the quality of life in the Bronx and to provide a forum to discuss, analyze and identify potential solutions to contemporary social, political, cultural and economic challenges facing the Bronx and other urban areas. As a community resource, the Institute is committed to acting in cooperation with other academic institutions, community groups, and organizations to develop joint projects, especially those that enrich regional and national attention regarding the educational needs of students in the Bronx, New York City and New York State. In the current fiscal year the Institute is receiving approximately \$3.27 million in funding from federal, state and foundation sources for its research and support programs in bilingual education, primary and secondary school support and development.

The Institute for Literacy Studies (ILS) was established in 1984 as an organized research unit of The City University of New York. Its mission of reforming and improving urban education has deep significance in the Bronx as well as throughout New York City and the nation. The Institute views urban education in its broadest, most inclusive sense to comprise the complex web of systems, settings and relationships that foster learning in our cities; as such, its view of urban education is one that includes the work done in schools, colleges, community-based and adult education settings, and in homes.

The work of the ILS falls into three overlapping areas: literacy education, mathematics education, and school improvement and reform. In these three areas Institute staff conduct professional development, provide technical assistance to schools and programs, and conduct and disseminate research studies that draw upon and extend the knowledge of practitioners in school and community settings. Two of the ILS's long-standing programs are the New York City Writing Project (the local site for the National Writing Project) and the New York City Mathematics Project. The Institute also directs Lehman's Adult Learning Center, which provides 600 Bronx residents each year with quality literacy and mathematics education leading to the GED diploma, and which is recognized in New York City for its innovation and effectiveness.

Institute funding for 2002-2003 totaled \$2,741,453 and is from a combination of public, corporate, and foundation sources. Lehman College and CUNY's Office of Academic Affairs contributed \$319,000 of these funds for directors' salaries and special Lehman/CUNY-wide programs. These special programs include Looking Both Ways (a faculty development program for teachers of writing in CUNY and in NYC high schools), the New York City Writing Project's high school initiatives in technology, and the Lehman College Writing Across the Curriculum program.

The Center for School/College Collaboratives was established in 1984. Its mission, in partnership with CUNY and the NYC Department of Education, is to build a Bronx K-16 educational system with increased opportunities for students to graduate from high school and successfully enroll in college. The Center's programs engage students, pre-service teachers, school counselors, para-professionals, administrators, and parents of students from collaborating schools. Students receive counseling and the opportunity to take college-level courses. In conjunction with Center staff, teachers explore various strategies and approaches to teaching and curriculum by engaging students in project based learning and research projects.

Recently, the Center's vision of creating small learning communities within large high schools was realized through a grant from New Visions to create 21st Century High Schools (funded through Carnegie Foundation, Soros Open Society Foundation and Gates Foundation). The Center is the lead partner for the High School for Teaching and The Professions, established in September 2002, located at Walton High School and for the newly approved Bronx Health Sciences High School tentatively scheduled to open in September 2004 at Truman High School. The Center is also collaborating with eight other 21st Century High School Partners at Lehman College. The Center is receiving approximately \$3 million annually in support of its programs from federal, state, city and foundation funding sources.

The Institute for Irish American Studies was established in February 2000 as the first scholarly institute in the nation to be devoted to the study of the history and culture of the

Irish Diaspora in the United States. The mission of the Institute is to foster scholarly research that will expand, deepen, and strengthen critical understanding of the Irish American experience. It is intended to serve as a focal point for the CUNY scholars now working in the many fields that properly fall within the purview of the Institute, and by doing so establish CUNY as a center for research and scholarship in Irish American Studies. By sponsoring cultural events, conferences, lectures and symposia, the Institute serves the CUNY community of students, staff, and faculty, as well as the Irish American community and the larger New York community. The Institute's base at Lehman College in the Bronx places it conveniently near some of the largest Irish American communities in the city. The Institute is supported by a combination of \$145,000 in State funds, an annually renewable grant of \$2,500 from the Windrush Foundation, through the Lilly Foundation, and, as a new institute, through seed money from the CUNY Office of Academic Affairs.

Off Campus Site

In 2002 Lehman initiated collaboration with the two CUNY community colleges located in the Bronx, namely, Hostos Community College and Bronx Community College, and with New York Health and Human Services Union, 1199/S.E.I.U., that resulted in a new off campus site for the delivery of workforce development programs. The description of this site, CUNY On The Concourse, and the programs conducted there are presented in more detail in the Section on Significant Developments and Changes.

Chapter Four: Faculty

Faculty Numbers and Profile

The loss of full-time faculty from the late 1980s through the late 1990s, the period encompassed in the last review, was noted as a concern in the 1999 Self Study. However, over the same period of time, enrollments also decreased significantly with undergraduate enrollment dropping from 8,298 to 7,302 . The ratio of student FTEs to full-time faculty FTEs, which currently stands at 20, in fact has remained relatively constant over the last 5 years and currently the, average class size at Lehman is about 20 students. The number of full-time faculty hit its lowest point in the last five years in Fall 2001 when significant numbers of substitute full-time faculty, who were on semester by semester appointment, were released because of a budgetary crisis. Many of these faculty stayed on in adjunct positions. With an improving fiscal picture, the College brought on 21 new full-time faculty in 2002 and another 27 in 2003 and experienced a net growth of six fulltime faculty in 2002 and another eight in 2003 (See Tables on p.23). Also, over the last four years the University has provided additional resources for cluster hires in Flagship areas. The faculty hires that have been supported on University cluster lines and the areas in which they were hired are as follows:

Education	4 Assistant Professors
Computer Sciences and New Media	2 Professors
Nursing	2 Assistant Professors
Language	1 Professor
Structural Biology and Cell Signaling	1 Assistant Professor

Faculty Fall 1999 to Fall 2003*

Department	F '99	F'00	F'01	F'02	F'03
Anthropology	9	8	7	7	7
Art	9	11	10	10	10
Biological Sciences	12	12	11	12	13
Black Studies	5	5	5	3	4
Chemistry	10	9	8	8	7
Early Childhood & Childhood Education	13	15	16	17	16
Economics, Accounting, and Business Administration	20	19	17	18	19
English	28	28	24	25	25
Environmental Geographic and Geological Sciences	5	5	4	4	4
Health Sciences**	14	14	12	10	11
History	10	10	11	10	11
Languages & Literatures**	22	25	21	24	25
Latin American & Puerto Rican Studies	8	7	8	8	9
Library	7	9	9	9	10
Math & Computer Science	25	26	26	29	27
Middle & High School Education	13	13	12	10	14
Music	8	7	6	8	9
Nursing	16	16	15	17	16
Philosophy	8	8	8	8	7
Physics & Astronomy	5	4	4	3	4
Political Science	5	5	5	5	5
Psychology	12	15	14	14	14
SEEK-Academic	0	2	2	0	0
SEEK-Student Services	5	3	3	5	5
Sociology & Social Work	13	16	14	17	17
Speech & Theatre**	17	15	**	**	**
Speech-Language-Hearing Sciences**	**	**	12	10	10
Specialized Services in Education	9	11	10	9	9
Student Affairs	0	0	0	0	0
TOTAL	308	318	294	300	308

* Includes regular, substitute, and visiting faculty members. Includes faculty members on fellowship leave.

Data based on CUNY Personnel System (CUPS) collection.

**Indicates significant reorganization of department.

New Full-time Faculty Hires: 1999-2003

Rank	1999	2000	2001	2002	2003
Professor	0	0	1	0	5
Assoc Prof	2	2	0	1	2
Asst Prof	10	17	3	16	17
Lecturer	2	2	1	3	2
Instructor	2	1	1	1	1
Total	16	22	6	21	27

One of the University's strategic goals is to have 70% of instruction delivered by full-time faculty. Lehman currently delivers approximately 59% of instruction by full-time faculty; this statistic has remained relatively constant since 1999. It has been difficult to improve this metric given the contravening goal of increasing research funding and faculty scholarship. Faculty who receive extramural funding, particularly in the sciences, are provided course releases that are funded by the grants they obtain. In addition, since September 2001, during the first three years of employment, newly hired tenure-track faculty are contractually entitled to 12 hours of released time from the contractual maximum of 21 credit hours, to provide additional time to establish their scholarship and creative programs that are critical to tenure. The College applauds this contractual provision as the College's reputation in the external academic community is heavily dependent on the scholarly activities of its faculty.

While the College continues to be heavily dependent on adjunct faculty, it should be noted that many of these adjuncts have a longstanding relationship with the College. Approximately 58.6% or 235 out of a total of 401 adjunct faculty who were teaching at Lehman in the Fall 2003 semester had been teaching at Lehman for at least five years. In addition, the ability of adjunct faculty to maintain office hours and participate in faculty development programs has been facilitated by a provision in the most recent PSC-CUNY contract, which provides funding for 15 hours of non-instructional time per semester for adjunct faculty teaching six or more contact hours.

Faculty Salaries

Faculty salaries at Lehman, which is classified as a Masters I institution, compare well with those at other CUNY senior colleges, which are also Masters I institutions, and are significantly higher than average salaries at public Masters-level institutions across the country. CUNY, however, is a Doctoral Institution, whose doctoral faculty are drawn from the individual CUNY campuses, and thus it is more appropriate to compare CUNY salaries with those at other doctoral institutions. As shown below, salaries compare well with doctoral institutions nationally and are in the same range as the SUNY campuses.

Comparative Average Salaries					
Rank	Lehman¹	CUNYColleges²	MastersPublic³	DoctoralPublic³	SUNY³
Professor	\$91,856	\$90,578	\$74,545	\$92,387	\$92,000
Associate	\$72,854	\$72,372	\$59,145	\$64,938	\$69,960
Assistant	\$58,835	\$58,550	\$49,086	\$54,986	\$58,140
Lecturer	\$54,970	\$53,507	\$42,968	\$43,390	_____
Instructor	\$50,774	\$45,815	\$36,398	\$37,589	\$43,375
¹ Lehman-IPEDS, Fall 2002					
² CUNY-Office of Faculty and Staff Relations, Fall 2002					
³ AAUP-Salary Survey Report 2002-2003					

Faculty Teaching and Scholarship

Teaching is the primary mission of the college and Lehman prides itself on the quality of its faculty's teaching. Teaching is evaluated for all non-tenured faculty by a combination of peer and student evaluations and continues for all faculty post tenure through student evaluations. A copy of the student course evaluation form is included as Appendix 8. The Tenure and Promotion Committees pay particular attention to question number 8 on this evaluation form, which addresses overall teaching effectiveness. On average, faculty being considered for promotion and tenure score 3.0 or better on this question. The CUNY 2002 Student Experience Survey (See Resource Documents) shows that 72% of Lehman students responding were either satisfied or very satisfied with the general quality of instruction (compared to 69% for total CUNY senior colleges), 77% were satisfied to very satisfied with courses in their major (72% total CUNY senior colleges) and 67% were satisfied to very satisfied for required courses outside the major (59% total CUNY senior colleges).

Faculty scholarship and creative activity are strongly encouraged and a critical factor in tenure review and promotion processes. Over the last two years the institution has taken steps to

increase recognition of faculty scholarship through recognition and awards ceremonies. Listings of faculty publications that were recognized at awards ceremonies in 2002 and 2003 are shown in Appendix 9.

Another measure of faculty scholarship is found in the grants and contracts awarded to the faculty by extramural agencies. Lehman College has made a concerted effort to increase the dollar amount and number of faculty engaged in research. The College's extramural funding, which includes contracts, educational awards and research grants, currently stands at \$15.3 million, and has nearly doubled over the last 5 years (See below). Of this funding \$3.8 million is in research grants as compared with \$1.8 million in 1999. Most of the research funding, i.e., \$3.4 million is generated by the Division of Natural and Social Sciences. Of particular note is the College's recent NIH-Score grant, awarded to the Departments of Biological Sciences and Psychology. This four year award of \$9.8 million supports 10 faculty in their research endeavors. Other large research grants have recently been submitted to the NSF Plant Genome Research Project and the Centers for Research Excellence in Science and Technology. The Division of Education generates over \$9 million in contracts through its close collaborations with the New York City Department of Education and a number of private foundations to improve teaching in New York City schools. The balance of the extramural funding is derived through training programs such as the Minority Access to Research Careers (MARC) and the McNair Scholars Program.

Extramural Funding 1999-2003

Fiscal Year	Funding in Millions
2003	\$15.3
2002	\$14.9
2001	\$10.1
2000	\$10.2
1999	\$8.4

It remains difficult to secure research support in the Humanities and funding in this Division remains in the \$60,000 to \$80,000 range. Most of this is from the University's PSC-CUNY Faculty Research Award Program. NEH and ACLS applications and awards also have increased over the last several years.

Faculty Development Programs

Both the College and University offer programs whose purpose is to provide time and support for faculty scholarship and improvement of teaching skills. A brief description of these programs follows.

Lehman Faculty Development Program: This program was initiated in Fall 2003 to foster faculty scholarship, research and creative activity by providing released time from teaching. The program provides 3 hours of released time per semester for a faculty member to pursue a piece of research/scholarship. The Office of the Provost is making available \$100,000 each academic year to fund approximately 25 awards. Submitted proposals are reviewed by a faculty committee chaired by the Provost. In the 2003-2004 academic year 26 proposals were funded and 11 have been approved for 2004-2005.

Fellowship Leave Awards: Fellowship Leaves to pursue scholarly work, including study and related travel, improvement of teaching, and creative work in literature or the arts are limited to tenured members of the permanent instructional staff and lecturers (full-time) with certificates of continuous employment, who have completed six years of continuous paid full-time service exclusive of non-sabbatical or fellowship leaves. The most common awards are for a full year at half pay; although a limited number of half year at full pay awards are made in any given year. Over the last 5 years, 51 faculty members have taken fellowship leaves.

Scholar Incentive Awards: The purpose of these awards is to facilitate scholarly research by members of the faculty who are on leaves of absence supported largely by an extramural grant or award. The amount of the award may be up to 25% of annual salary. The common use of the award is to mediate the difference between a research grant or

fellowship and annual salary. Eligibility is limited to full-time members of the Instructional Staff in the titles of Distinguished Professor, Professor, Associate Professor, Assistant Professor, or Lecturer (full-time), who have completed one full year or more of continuous paid full-time service before becoming eligible for the Award (or who have completed six years of creditable service with The City University since completion of the last Scholar Incentive Award).

George N. Shuster Fellowship: The Lehman College George N. Shuster Fellowship Fund makes available modest grants to support scholarly work in progress, particularly work nearing completion by full-time members of the Instructional Staff. In 2003 a total of \$27,245 was awarded to 14 faculty members, with awards ranging from \$800 to \$4,850.

Writing Across The Curriculum: Since the Fall of 2000, CUNY has funded a Writing Across the Curriculum (WAC) Program, which on each campus supports: an administrative structure, released time funding for faculty who enroll in the program, and graduate students who function as "writing fellows". The program is designed to improve faculty members' ability to use writing as a learning tool and to prepare faculty for teaching in the "writing intensive" course sections that are part of Lehman's new General Education Curriculum. Since its inception 40 faculty members have been through the full WAC program and/or WAC-sponsored workshops.

CUNY Online and Lehman Online: Programs to improve faculty skills with online teaching technology are described on p.18.

PSC-CUNY Research Awards: The Board of Trustees of The City University of New York, the members of the Professional Staff Congress, and City and State Budget CUNY officials have recognized the importance of encouraging the scholarly and creative activities of the University's faculty, the junior members of its faculty in particular. In order to enhance the University's role as a research institution, to further the professional growth and development of its faculty, and to provide support for both the established and the younger scholar, the Professional Staff Congress – City University of New York (PSC-CUNY) Research Award Program has been established as a major vehicle for the

University's encouragement and support of faculty research. Proposals for PSC-CUNY awards are reviewed by the University Committee on Research Awards (UCRA), which is nominated by the University Faculty Senate and appointed by the Chancellor. Faculty appointed to the UCRA are highly qualified in their disciplines and when necessary the UCRA will send out proposals for review to faculty outside of CUNY. PSC-CUNY grants range from \$3,000-\$4,000 and Lehman faculty have been highly successful in securing these awards with a funding percentage of over 80%. In the 2002-2003 funding cycle, 50 Lehman faculty received a total of \$176,480.

Faculty Fellowship Publications Program: This program is sponsored by the University Office for Compliance and Diversity Programs in the Office of the Vice Chancellor for Faculty and Staff Relations and is part of the University's commitment to increasing diversity in the faculty ranks. CUNY protected class members are particularly encouraged to apply. The program is designed to assist full-time, untenured CUNY faculty in the design and execution of scholarly writing projects in their discipline. These may include articles for juried journals as well as books for scholarly presses. The goal of the program is the successful completion of a scholarly work to assist in meeting requirements for tenure. To be eligible a faculty member must be an untenured Assistant or Associate Professor hired on or after September, 2000 and must be employed full-time for at least one academic year in the Humanities, Social Sciences, Mathematics, or Computer Science and must have earned a doctorate. Lehman faculty have been quite successful in obtaining these fellowships with 9 awards having been received from 1999 to 2003.

Diversity Projects Development Fund: The University Affirmative Action Committee and the Vice Chancellor for Faculty and Staff Relations established the Diversity Projects Development Fund to support scholarly research projects and other educational activities for or about populations that are traditionally under-represented within higher education. The purpose of the Fund is to assist in the development of educational projects, scholarly research, creative endeavors, and professional activities which promote diversity, multiculturalism, and non-discrimination on the basis of the following categories: race,

color, national or ethnic origin, religion, age, sex, sexual orientation, transgender, disability, genetic predisposition or carrier status, alienage or citizenship, veteran or marital status. Over the last five years 8 Lehman faculty members have received awards through this program.

Title V-Sponsored Faculty Development: Additional faculty development opportunities have arisen through a TitleV grant shared by Lehman and Bronx Community College (BCC) that gives Lehman faculty access to the Center for Teaching Excellence based at BCC. The focus of the Center is to improve pedagogy and use of technology in the classroom with the overall goal of improving student performance and retention rates. Programs offered through the Center over the last academic year include:

A. Semester long workshops for faculty offered in Fall 2003 and Spring 2004.

The Workshops offered each academic term on the BCC Campus include: Seminar in Reading, Learning, Thinking, Content and Method in Web-Enhanced Teaching. For the 2003-2004 Academic Year, 6 faculty participated in the Reading, Learning and Thinking Seminar and 12 faculty participated in the Content and Method in Web-Enhanced Teaching.

B. Summer Action Research Institute. During the Summer of 2003, a week-long workshop was convened on the BCC Campus. The goal was for each faculty member to learn about how action research could be used to investigate some aspect of their teaching. Ten Lehman faculty participated. Faculty had the opportunity to identify an issue for research, do a brief review of literature, prepare necessary materials for IRB review, and develop a data collection plan. During the Fall of 2003, the participants were charged with implementing their action research studies and reporting the results the following Spring. One participant has already published an article based on her research. To date, ten additional faculty have been accepted to participate in a similar experience for the Summer of 2004, and an additional twelve are on a waiting list.

The following departments have been represented by faculty in these workshop experiences:
Anthropology; Biological Sciences; Economics, Accounting & Business Administration; Early
Childhood & Childhood Education; English; Health Sciences; History; Mathematics &
Computer Science; and Middle & High School Education.

Chapter Five: Admissions and Retention

Admissions Policies, Practices and Outcomes

A. Undergraduate Students

One of the major objectives of the CUNY Master Plan for 2000–2004 was to increase academic standards at all CUNY senior colleges. Starting in the 2000-2001 academic year, the senior colleges were required to phase out remedial programs (which were to move to the community colleges) and raise admissions standards. Lehman eliminated remediation and increased its admissions criteria in Fall 2001. The potential negative impact of these increased standards on the educationally disadvantaged students served by Lehman was of serious concern at the time of the 1999 site visit. The data presented in this section, however, show that despite the increased admission standards enrollments have increased from the 2000 academic year through 2003 and the demographics of the student body is essentially unchanged.

Admission to Lehman, since Fall 2001, is based on a variety of factors, including college academic average (CAA), combined SAT or ACT scores, number of college preparatory high school academic courses (CPI) completed, and high school English average. It is suggested that Lehman applicants complete a minimum of 4 years of English, 4 years of Social Studies, 3 years of Mathematics, 2 years of Foreign Language, 2 years of Laboratory Science and 1 year of Fine Arts. In 2001 a composite index of 272 (a formula derived value using college academic average, SAT/ACT scores, English Average and CPI units) would have been sufficient for admission prior to the elimination of remediation; however, in 2001 the College adopted an index of 295 to enroll better prepared students. SEEK students are admitted with indices slightly lower than their regularly admitted counterparts. Computation of these indices is done by the University Admissions Processing Center (UAPC), which processes all applications to CUNY undergraduate programs. Students indicate on their applications which of the senior colleges they wish to attend and may be admitted to up to three of these colleges.

In addition, unless exempted on the basis of superior academic qualifications, which include SAT or ACT scores and/or grades on New York State regents examinations, beginning with the

Fall 2001 semester all Freshman and transfer applicants with fewer than 45 credits are required to pass the CUNY Skills Assessment Tests in Reading, Writing and Mathematics, which were developed for the University by ACT. SEEK students who satisfy other admissions criteria are given up to the end of their freshman year to complete the ACT Skills Test requirement. Prior to 2001 these tests were used for placement but were not required for admission.

The increased admissions standards had no discernible negative impact on either first time Freshmen admissions or transfer enrollments as shown below. Freshman enrollment increased 15% from Fall 2000 to Fall 2001 and in Fall 2003 was up by approximately 42% over Fall 2000. Entering transfer enrollments increased approximately 4% from 2000 to 2001 and in 2003 were up by 40% over Fall 2000.

Enrollment: First-Time Freshmen and Entering Transfer Students

	F '99	F '00	F '01	F '02	F '03
FIRST-TIME FRESHMEN	644	575	664	754	819
ENTERING TRANSFER	788	753	781	942	1051

Immersion Program for Conditionally Admitted Students

Given the requirement that all entering students pass the CUNY ACT Skills Tests in Reading, Writing and Math, and the fact that Lehman's major applicant pool traditionally consisted of students from academically disadvantaged backgrounds and with English as a Second Language, the College developed an Immersion Program to assist students in passing these exams. Students who meet the Admissions index but need to pass the ACT Skills Tests are considered conditionally admitted. If these students fail to pass all three examinations at the time of initial testing, they are required to enroll in the Summer Immersion Program (for students conditionally admitted in the Fall semester) or intersession program (conditionally admitted in the Spring semester). SEEK students who fail to satisfy testing requirements are mandated to attend, though they are given fifteen months in which to pass all tests. The immersion program enrolls students at different points during the summer, from early June to the close of August, offering morning, afternoon, and evening classes. In summer 2003, 1,100 students (representing 1,450

instructional seats) enrolled in one or more of six consecutive programs, varying in length from one to four weeks. Pass rates for regularly admitted students have ranged over the past few summers from 80%-90%. The academic design of the immersion program is predicated on intensive workshops which utilize highly trained and experienced faculty, optimal faculty-student ratios, and peer tutoring both within and outside the classroom. As successful students fulfill testing requirements and move from conditional to full admission to the College, they begin classes with a far greater readiness to assume the academic challenges awaiting them.

For those students who are minimally below the Skills Test cutoff, a Program entitled, the Prelude to Success (PTS), was implemented across CUNY in 1999. PTS students enroll in a Community College while taking the remedial course(s) together with three freshman level credit-bearing courses at a Senior College campus. For Lehman all PTS courses are taught by the Bronx Community College faculty. At the end of the semester, students who have passed the required CUNY Skills Tests and the three credit-bearing courses are eligible to transfer to Lehman. Students still requiring remediation may continue their coursework at Bronx Community College.

Prelude students are recruited mainly from students participating in the Summer Immersion Program. Prior to the last major testing date in the FYI summer program, classroom visits take place to inform students of the program. The PTS program is for students who have passed one or more exams and are points away from passing the remaining exam(s). Students are also informed about the PTS Program by advisors, admissions and testing staff.

Since the inception of the PTS Program, three Fall cohorts (fall 2001, 2002, 2003) have completed the program. An average of 21 students have participated per cohort and 65% percent of the students transferred to Lehman after the PTS semester. (See below)

FALL 2001 PRELUDE TO SUCCESS COHORTS

		Prelude Semester									
SEMESTERS	FALL '01	SP '02	RETAIN SP '02	FALL '02	RETAIN FALL '02	SP '03	RETAIN SP '03	FALL '03	RETAIN FALL '03	SP '04	RETAIN SPRING '04
# OF STUDENTS	21	18	85.7%	10	47.6%	14	66.7%	11	52.4%	8	38.1%

FALL 2002 PRELUDE TO SUCCESS COHORTS

		Prelude Semester					
SEMESTERS	FALL '02	SP '03	RETAIN SP '03	FALL '03	RETAIN FALL '03	SP '04	RETAIN SP '04
# OF STUDENTS	27	15	55.5%	16	59.3%	17	63%

FALL 2003 PRELUDE TO SUCCESS COHORTS

		Prelude Semester	
SEMESTERS	FALL '03	SP '04	RETAIN SP '04
# OF STUDENTS	15	11	73.3%

Transfer Students and Articulation Agreements With Feeder Schools

One of the effects of the shift of all remediation to the Community Colleges is that many of the students who might once have started at Lehman now begin at one of the CUNY Community Colleges. The data presented in the Table for Undergraduate, First Time Freshman and Transfer Student admissions (See p.33) show that in recent years transfer students make up approximately 55% of the entering students in a given admission cycle. The large number of Lehman students who enter as transfers was also reflected in the composition of the May graduating class which was made up of 64% transfer students. At the present time the principal feeder schools for Lehman, in rank order of numbers of transfer students, are: Bronx Community College, Borough of Manhattan Community College, Hostos Community College and Westchester Community College.

To improve the transfer process, in 1996 Lehman instituted a policy to accept the A.A., A.S., and A.A.S. degrees from CUNY and SUNY Community Colleges as fulfilling by definition the Lehman College General Education Requirements. The purpose of this policy was to allow degree holders from our feeder schools to concentrate on meeting the requirements for their majors and minors upon transfer and thus ease the process for graduation. By developing articulation agreements in individual programs, the College also provides for a seamless transition for the transfer student. Since the implementation of the new General Education curriculum in 2002, transfer students must now take the two upper level (post 60 credits) interdisciplinary LEH courses (The Humanities and Sciences and The American Experience) and one Writing Intensive course, which may be one of the LEH courses, to complete the General Education Requirement.

With the advent of NCATE accreditation for the College's teacher certification programs, our articulation programs in teacher education all needed updating and revision. This process is still ongoing, but the College has made major strides in developing agreements with Westchester, Rockland, Hostos, Borough of Manhattan Community Colleges and is currently in negotiations with Bronx Community College. This process helps the College address the dire regional need for certified teachers.

To achieve long-term fiscal stability, the College also needs to stabilize and increase enrollment. Articulation, particularly with Westchester and Rockland, enables the College to attract students to specific programs who might otherwise not have considered attending Lehman. In the long run, increased articulation means an increased pool of potential students for the College.

In October of 2002, the College began a five-year cooperative Title V grant with Bronx Community College that includes the development of a process for improving articulation, the development of a Transfer Center at BCC and the development of learning communities to help BCC students plan for transfer. The project provides a model for the College in making the process of articulation more than just the development of paper agreements. By providing financial support for faculty to develop these agreements, the grant fosters greater communication between the faculties. It also provides a framework for the implementation of the agreements through student services at both Colleges. The five-year framework of the project allows the two colleges to work closely reviewing all of their related programs. This should result in higher BCC graduation rates and increased transfer to Lehman.

A list of the Articulation Agreements that have been established from 1999 to the present is provided as Appendix 10.

Transfer Learning Communities (TLC) For Transfer Students

Transfer students currently comprise more than 50 percent of new undergraduate enrollment and approximately 75 percent of the graduating class. Until now, there have been no special programs to guide these transfer students through the general education curriculum and into their majors when they arrive (except for the usual advisement procedure). Transfer students deserve support and guidance during their initial semester(s) at the College in order to help them understand requirements, become aware of available facilities and assistance, and build a support community amongst themselves. The grouping of incoming transfer students into learning communities should improve their success and increase retention rates. By identifying and actively supporting such Transfer Learning Communities, it is anticipated that the College can

learn more about the needs of transfer students, be able to plan more effectively to meet their needs, and follow their success throughout their first semesters (and even beyond). Towards this end the College piloted a new program, TLC for transfer students.

The TLC Pilot consists of three basic parts:

- Assisted Registration
- TLC Seminars
- Special, reserved sections of Distribution and LEH courses

A pilot version of the TLC Program was designed in the fall of 2003 and implemented in the spring of 2004. Preparation for this pilot consisted of planning, designing, and building the necessary administrative and academic structures, together with developing a support system and awareness among faculty, departments, and administration.

The TLC concept was to link two courses and a TLC seminar in a block structure. Students and faculty would purposely join this learning community, with faculty participating in faculty development workshops focused on this program and students would have the opportunity to begin their study at Lehman with one cohort of students. Students were required to meet with an advisor who assisted them in a special registration process.

The assisted registration process provided us with immediate feedback from students. Early results from the pilot indicate that: (1) it was difficult to enroll new transfers into a TLC seminar that was not a required course; (2) blocking the seminar with special sections of required courses just simply led to under-enrollment in those sections; and (3) the students responded favorably to the extra registration assistance that was offered to them. Therefore, the College is thinking of alternative approaches to what remains our goal of improving the experience of new transfer students, from the point of admissions through graduation.

B. Graduate Students.

Admission standards to Lehman's Master's programs were not changed when admissions standards to the undergraduate programs were increased. Overall graduate student enrollments increased close to 15% between 1999 and 2003 with most of this increase occurring in the part-

time student population, almost all of whom are degree students and for the most part are New York City Teaching Fellows in the Division of Education (See Below).

Graduate Enrollment 1999-2003

	F'99	F'00	F'01	F'02	F'03
FULL-TIME STUDENTS	111	88	114	115	110
PART-TIME STUDENTS	1735	1758	1853	2073	2008

Chapter Six: Student Services

The 1999 Middle States Review noted several concerns in the area of Student Services. These included: the lack of an adequate Counseling Center, an antiquated registration process and concerns about staffing, particularly in Academic Standards and Evaluation (academic advising) and Financial Aid Services. Many of these concerns have been addressed in the subsequent years.

Counseling Center

The College established a Counseling Center in the Spring 2000 semester to meet the special counseling needs of the Lehman student body. An attractive and appropriate space was created to house the Counseling Center in the center of campus within the former Gymnasium Building. The Center is now staffed by two full-time and two part-time professional counselors. Services are also provided by a staff of 4-6 graduate interns under the clinical supervision of the Center's Director. The Center has also implemented a peer counseling program in collaboration with the Career Services Center and the Academic Advising Center through a Title V grant. Each semester approximately 6 undergraduate students serve as peer counselors in the Lehman College Counseling Center. In order to serve our extensive part-time, evening, and weekend student body the Center is open four evenings a week until 7 PM and from 10AM to 4 PM on Saturdays.

Since commencing operations, the Counseling Center has developed and implemented an aggressive campaign to reach out to the campus community to provide high quality services and programs. Individual counseling, group workshops, class presentations, and weekly public education information tables are the primary service delivery methods. Group workshops have included an exploration of issues such as:

- Overcoming shyness
- Domestic violence/relationship violence
- Anger management
- Living in a multicultural world: issues facing students

- Freshman group gathering: surviving the semester
- Building confidence in meeting, greeting, and speaking with others
- Stress management
- Club drugs/substance abuse
- Dealing with depression and anxiety
- Preparing for exams – dealing with test anxiety
- Body image
- Juggling school, work, and social life: handling pressure and managing time
- The College experience: adjusting and settling in

After September 11, 2001, the Counseling Center served as a site for a Project Liberty/FEGS (Federation Employment & Guidance Services) Crisis Intervention team. This team was composed of four Lehman graduates and the Director who provided counseling and public education related to the events of 9/11. During the 2002-2003 academic year the Center served 1,270 students.

Registration Process

The course registration process for students has been completely re-engineered since 1999. The College implemented a telephone registration system in 2000 and a web system (known as E-SIMS) in 2001. Virtually all of the transactions that students were previously required to conduct in person on campus at arena registration can now be conducted by telephone or through the Internet from a student's home or place of employment. Free access to telephones and computers is provided for students at various sites on campus. The bill-paying process associated with registration has also been improved through the College's acceptance of credit card payments. For students with limited or no state or federal financial aid the introduction of this new service has provided an additional means of financing their education.

The new E-SIMS and telephone registration systems allow students to:

- identify open sections of a particular course
- view and print financial aid awards
- view and print tuition bill and applied balances
- provide preferred e-mail address to facilitate communication
- view class schedule and grades

- view and print an unofficial copy of one's transcript
- request a hardship tuition deferment

During the most recent registration, conducted for the Spring 2004 semester, 75% of our students used the Internet to register while an additional 18.4% used the telephone system. Student satisfaction with registration process was measured in a Student Experience Survey conducted in 2002 at Lehman and across the CUNY Colleges. Satisfaction with registration process and procedures at Lehman was among the highest among all of the campuses in the CUNY system. Nonetheless, the College is continuing to explore new ways of making our registration process even more responsive to student needs.

New Student Orientation

A collaborative planning committee was formed to strengthen new student orientation programs involving the Vice President for Student Affairs, the Associate Provost and Assistant Vice President for Enrollment Management, and representatives from the Academic Affairs and Student Affairs Divisions.

Following a review of best practices at other institutions and feedback provided by student participants, a revised orientation program was developed. A new program for the family and friends of students was created to increase their awareness of the issues which may emerge for them as a result of the academic challenges, new responsibilities and opportunities that students face. Elements of the program provide family and friends an opportunity to understand college services and procedures and to explore issues regarding role adjustment. Issues explored with friends and families include:

- Financial Aid Services
- Career Counseling Services
- SEEK Program
- Library Services
- Personal adjustment issues
- Managing stress
- Information Technology Services
- Student Life opportunities
- Freshman Year Program

The expanded orientation program now involves faculty who provide students with a sense of a typical classroom experience through lecture and discussion which we describe as "College

101". An orientation to Library Services and the Technology Center was recently incorporated into the orientation program. Outside consultants have also been utilized to convey important information about transition issues that students must negotiate in order to be successful. These presentations called "Making it Count" by Monster.com Inc. have been very well received by students.

For freshmen the orientation process begins prior to the beginning of the Fall or Spring semester with a day long program and continues through their entire first semester. The orientation program is linked to the Coordinated Freshman Program which all full-time freshmen participate in. This ongoing orientation is provided through the entire first semester through a Freshman Seminar Course which meets weekly to explore a series of typical adjustment issues. The FYI Seminar course curriculum engages students in an exploration of the following issues:

- **Time Management:** Foundation of Academic Success
- **Active Learning:** The Student-Teacher Connection
- **Learning Styles:** Discovering How You Learn Best
- **Critical Thinking and Writing:** Developing Core Tools
- **Classes:** Listening, Note Taking and Participating
- **Reading:** Getting the Most Out of Your Assignments
- **Making the Grade:** Tests, Memory and Presentations
- **Research:** Your Campus Library and Computer Resources
- **Courses and Careers:** Utilizing Academic Advisors and Other Resources
- **Relationships:** Friends, Family and Campus Involvement
- **Diversity:** Celebrating Differences in Age, Gender and Abilities
- **Stress Management:** Coping with Tension, Campus Safety and Money Issues
- **Alcohol, Other Drugs and Sexuality**

The FYI Seminar course is typically taught by experienced student services professionals. Senior Student Service administrators such as the Vice President for Student Affairs and the Assistant Dean for Student Affairs have also taught the FYI Seminar class.

The College has continued to focus on improving student services across all areas of the institution. A brief summary of salient issues related to other functional service areas follows.

Academic Standards and Evaluation

Academic Information and Advisement Center: The 1999 evaluation noted the significant shortage of staff in the advising area for undergraduates. As part of a United States Department of Education Title V Grant, the College was able to hire a new academic advisor in October of 1999 and to build a peer educator program to support academic advising, career services, and counseling. Because the new advisor position released the Director to administer the grant, this hire essentially added one half of an advisor to the office staff. By training peers to help in the initial advising process for freshman as well as to help in the implementation of retention intervention projects, the grant has helped the College to reach more students in a timely manner. In addition, the grant has enabled the College to develop an extensive new technological system that facilitates communication among all of the student services and also between the faculty who advise in the majors and the professional staff in the advising center.

One of the effects of the changing admissions environment has been a reduction in the number of students enrolled in ESL classes. In the summer of 2002, the Coordinator of the ESL program joined the staff of the Advisement Center. Although he still has responsibilities related to ESL, he has become essentially an additional full-time staff member. This year the College added another position to the unit, partly in response to the need for staff to monitor academic program pursuit under the New York State Financial Aid Regulations. In 1999 the Center was staffed by three full-time advisors, two part-time advisors, and a Director; currently the staff includes six full-time advisors, one part-time advisor, and a Director. Although the responsibilities of the Center have increased dramatically with the advent of the new General Education Requirements, the NYS Tuition Assistance Program Audit, and the activities of the Title V project, the increase in staff is still a significant development since the Accreditation report.

Office of Graduate Studies: In the summer of 1999, a full-time Graduate Studies Advisor was hired to staff the Office of Graduate Studies, which had just come under the auspices of Academic Standards and Evaluation. Previously the office had been staffed on a part-time basis by faculty receiving released time for their work in administration. With the arrival of the full-

time advisor, Lehman acquired a staff person who would be available on a daily basis to see students, dispense information, and to discuss all matters relevant to graduate study as well as attend related meetings and events on- and off-campus.

Every semester the advisor monitors grade point average and probation as well as matriculation. In recent semesters the Office has taken note of students' progress toward their degrees as well. The Office of Graduate Studies continues to process applications for transfer of credit, appeals, and extensions of the five-year time limit for graduation. The Office also oversees administrative processes such as changes of grade and permits to take courses at other colleges of the City University of New York (CUNY).

The Office prepares, prints and distributes a Guide for Graduate Students and a periodic newsletter called *The Infogram* that brings small newsworthy local events and information to the students. Working with the Committee on Graduate Studies, the Office has implemented several new or changed policies and procedures. These include a revamped policy for transfer of graduate credit, a new residency requirement, and implementation of a policy regarding the number of incomplete grades students may carry on their transcripts. The Office has a direct role in seeing that the policies and procedures are accurate and up-to-date whenever the *Graduate Bulletin* is published.

Financial Aid Services

The Financial Aid Office has placed great emphasis on facilitating the timely submission of financial aid applications by our student body. It is widely recognized that timely and accurate submission of financial aid applications has a critical impact on the delivery of effective financial aid counseling services. A new specialized computer lab has been created to facilitate web-based financial aid filing. The online application process helps minimize filing errors and results in an expedited determination of eligibility and financial aid packaging. The percentage of students using the Internet to file electronically has increased dramatically from 7% in the 1998/99 academic year to 47% in the 2002/2003 academic year.

The staff has also continued to emphasize sound financial planning in their ongoing counseling work with students. Counselors actively discourage unnecessary or excessive reliance on student loans to finance degree completion. Their work contributes to the very low rate of student indebtedness at the College. Indeed, statistics indicate that students who graduate from Lehman College have one of the lowest rates of indebtedness among colleges and universities across the country.

The Financial Aid Office has also improved services to students by creating an electronic book voucher program through which students gain access to their financial aid funds to purchase books and needed supplies during the first few days of the semester. This new process facilitates student persistence by providing students with the resources necessary to be engaged in the learning process from the beginning of classes. In the Spring 2004 semester close to 3,000 undergraduates (out of a total of 7,496 full-time and part-time undergraduates) were provided book vouchers.

For quite some time the College has utilized a hardship tuition deferment program to help students finance their education. This program allows part-time and full-time students who are experiencing difficulty funding their education, to arrange a no-cost payment plan for up to 50% of their tuition directly with the College. The Financial Aid Office has now made it easier for students to apply for a hardship tuition deferment by incorporating the application process into the telephone registration system and E-SIMS, our web-based registration system. Each Fall and Spring semester approximately 1,200 students participate in the hardship tuition deferment program.

Career Counseling Center

The College has rebuilt the career planning and placement service from the time of the 1995 financial crisis that resulted in the non-reappointment of all professional staff in the Career Center, with the exception of the Director. The staff now includes three full-time counselors, a part-time graduate assistant, and a group of peer counselors. Office space has been renovated in the main administrative/student service building to provide a more appropriate professional

space for staff, students and employers. Regular evening hours of service are provided and weekend workshops are held each semester to facilitate student access.

A grant from the New York State Senator in whose district the College resides, facilitated the development of the Career Services Computer Lab and Library. Students now have access to a wide range of electronic resources to help them identify potential college majors, explore careers related to their major and identify potential employers who offer part-time and full-time employment and internship opportunities. The online version of DISCOVER, a nationally-recognized career planning and assessment software program, is now available to Lehman students from any PC with Internet access.

The College recently contracted with an outside vendor to help the College enhance its relationship with potential employers. This new service, provided by the College Central Network Inc, allows employers to list full-time and part-time and internship opportunities on the College website. Students may apply for these positions electronically by submitting their resume over the internet. The Computer Lab and College Central Network system have proven to be valuable resources to our career counselors in their work with students and employers.

The College has made special efforts to help low-income students through our participation in the CUNY COPE (College Opportunity to Prepare for Employment) program. With funding from the New York City Department of Human Resources, a part-time employment specialist has been assigned to the Career Services Center to conduct outreach to COPE eligible students to encourage participation in the labor market by providing encouragement, job counseling and referral services.

Child Care Center

In response to the continued strong demand for on-campus childcare the College has expanded service to include hours of operation on Saturday and Sunday. The Lehman College Child Care Center is now available to students from 7:30 AM – 9 PM Monday through Thursday, 7:30 AM – 5:30 PM Fridays and 8:30AM – 3:30 on the weekends.

In 2000, the College received a 4-year \$380,000 grant from the Department of Education under its Child Care Access Means Parents in School program to support the implementation of toddler care (2-3 years olds) service at the College. The College implemented this new service in the Fall 2003 semester and expects to expand this service in the near future. The Center now serves children from 2 – 10 years of age in its weekday, after-school and weekend programs.

The College has received additional funding from New York State to expand the Child Care Center by renovating an adjacent existing building. A contractor has been selected and certified by University Board and the State Comptrollers Office. Construction is expected to begin summer 2004. When completed, the expanded Child Care Center will double its capacity to serve the children of our students. The Lehman College Student Child Care Center was the first CUNY center to be accredited by the National Association for the Education of Young Children (NAEYC) and is now one of only four centers within the CUNY system to have earned this accreditation.

Student Health Center

The College transitioned from an outsourced service delivery model during the 2000-2001 academic year when the vendor, Collegiate Health Care Inc., declared bankruptcy.

The Center is now staffed by a full-time physician's assistant who serves as the Health Services Director, a full-time health educator, a full-time medical administration assistant, a part-time GYN nurse practitioner, and a part-time consulting physician who serves as Medical Director. Immunization services are supported during high demand periods by a part-time Nursing staff. Health education activities are supported by 3-6 peer health educators each semester.

The Student Health Center provides a wide range of clinical services to the Lehman College student body including:

- Routine annual, sports, nursing and pre-employment physicals
- Women's health services including annual GYN and breast examinations, STD and HIV testing, treatment and counseling, pregnancy testing & options counseling
- Sick visits, accidents, injuries on an appointment and walk-in basis
- Immunizations via MMR pre-registration clinics, influenza clinics, Tetanus, Hepatitis B and PPD testing and travel vaccinations

- Men's health services including STD testing, care and counseling. HIV testing, Testicular and prostate screening, contraceptive counseling
- Routine CLIA-waived laboratory services including pregnancy testing, urinalysis, hemocrit blood count screening, blood sugar testing and vaginal microscopic testing
- Over-the-counter and prescription pharmaceuticals available on-site at low cost

The Center has placed great emphasis on providing health education services not only through the efforts of the Health Educator and the Peer Health Educator (PHE) program but also through every clinical contact with students. A wide variety of outreach efforts have been and continue to be conducted to promote the Health Center and awareness of wellness, prevention and treatment issues. The Center's PHE have participated in training and other professional development activities provided by the regional (NY, NJ & PA) Bacchus and Gamma Peer Health Education Association. The work of the peer health educators on the Lehman campus was recognized by Bacchus & Gamma in 2001 when they were selected as the regional Chapter of the Year.

A new web-based medical information service was introduced during the 2002-2003 academic year. The Ask The Health Center icon on the Health Center website allows students to ask health-related questions anonymously. In addition to providing remote access to health information, the anonymity of this service allows students to raise issues that they might be hesitant to raise during an office visit.

Most recently, the Center has worked to implement a new State legislation requirement to distribute of information about the dangers of meningococcal meningitis. This legislation requires that in order to register for classes, students must submit either proof of immunization or a certification statement indicating that they choose not to be immunized. This legislation affected all Lehman students registering for 6 or more credits.

Campus Life/Student Activities

The Lehman College varsity athletic program has emerged as one of the premiere NCAA Division III programs in the metropolitan area. Lehman "Lightning" teams have reached championship status in numerous sports, including the 2003-04 men's basketball team which captured the school's first CUNY championship since 1987 and the school's first ever NCAA

tournament bid. The women's basketball team has achieved a great deal of success, including two Hudson Valley championships, and a national scoring title during the 2000-01 season. One of the top athletic stories since 1999 has been the success of the women's track and field programs. Led by Lehman's two-time Female Athlete of the Year, Paulette Baldwin, the "Lightning" have achieved two NCAA national second place finishes, while Baldwin has captured two national titles in the 55-meter hurdles. The women's track program has produced 26 All-American performers since 1999. The women's softball program has reached three conference championship games. The Lightning cheerleaders have placed second in consecutive CUNY conference competitions.

Over the last five years, the Lehman College athletic teams have been showcased throughout the local and national media. Lehman has established a relationship with the Bronx Times weekly newspaper, where our athletic teams are featured on a full page article in each edition. New York Newsday and the Westchester Journal News continue their coverage of Lehman College athletics. Under the direction of former student-athlete Ivelisse Rosario, Lehman College now boasts one of the premiere athletic websites in the CUNY Athletic Conference.

Services provided to students by the staff of the Office of Campus Life have improved since the last Middle States report. Hours of operation for the Student Life Building now include evening hours until 9 PM from Monday through Thursday. A new general use PC lab was created in the facility to provide word processing, internet access, and course registration access for students. Student lounges and conference rooms have been painted and refurbished. The Club Kitchen received a new stove; and the Game Room received a "face lift" with a new mural celebrating the College's 35th anniversary and the installation of a refurbished pool table.

A new campus information desk has been created in the building to provide copying, fax and poster/flyer printing services. The new information desk also serves an important information distribution function about campus events and activities.

Organizational support has improved for student organizations and academic departments on event planning and implementation for important campus activities such as Latino Heritage

Month, Women's History Month, Student Art Show, Black History Month, etc. Over the past few years, programming of films, poetry readings, lectures and other co-curricular and community social activities has increased due to the active collaboration of Campus Life staff.

New student participation in campus activities has been promoted through the establishment of the Campus as Your Classroom initiative. The Office of Campus Life played an important role in the implementation of this new project. This initiative integrates participation in campus activities with the Freshman Year Orientation Seminar. The program requires freshmen to participate in four campus activities/events such as a lecture, film presentation, athletic event, College Senate meeting, play, etc. as a requirement for successful completion of the FYI Seminar class. In this way, students are encouraged to become involved in the wide array of learning opportunities that are available outside of the classroom. This is part of the College's efforts to engage our students in active learning and create campus community.

Special Student Services

The Office of Special Student Services is staffed by a full-time Director, a part-time disability specialist, a full-time office assistant, a part-time office assistant and a part-time graduate assistant. The staff is supported by a group of over 90 proctors, note takers and readers who provide direct services to students.

The number of registered disabled students at the College has continued to increase steadily over the past several years rising from 178 students in the 1998/99 academic year to 321 students in the 2002/2003 academic year. While a significant number of these students have mobility impairments, large increases in the number of students with visual impairments, hearing impairments, learning disabilities and psychological impairments have challenged the College's ability to provide effective services.

To enhance services to students, the Office of Special Student Services has collaborated with Verizon Inc., the Bronx Information Network and the College's Information Technology Center to operate a new Assistive Technology Center in the Library. New PCs, a visual tech, adjustable

tables and chairs that are wheelchair accessible, laser printers, a Braille printer and software for both the visually impaired and students with learning disabilities are available to serve students and members of the surrounding community who are disabled. The new Assistive Technology Laboratory is open four evenings a week and on Saturday from 12 – 5 PM.

International Student Services

New federal legislation required increased services for prospective and enrolled international students. The Patriot Act and Department of Immigration and Naturalization Services SEVIS regulations required implementation of a new and challenging tracking and reporting system for international students. This required the hiring of a full-time, experienced international student service administrator to coordinate the implementation of SEVIS and appropriate counseling of our international students.

A significant increase in tuition for out-of-state students implemented by the University in the fall of 2003 posed a significant financial challenge to international students. The Coordinator of International Student Services spent an enormous amount of time counseling students to try to help them cope with this change. A modest University allocation of emergency scholarship funds has provided temporary assistance for some of these students.

Chapter Seven: The Library

The 1999 Middle States Report commented favorably that the Lehman College Library is “technology rich,” has a strong, traditional book collection, “strong and progressive” leadership, academic rank for librarians and quality of professional staff, a vibrant bibliographic instruction program, and growing circulation and interlibrary loan statistics. Questions, however, were raised about the number of staff (particularly support staff), the ability of the Library to switch to a new platform, the need to maintain or increase the acquisitions budget, seating and space, and the ability of the Library to provide for off-campus use of research materials.

Much has changed in the way libraries and library resources are used since 1999 and much has changed in the Lehman College Library. The Association of college and Research Libraries (ACRL) issued a new set of standards in 2000 (*Association of College and Research Libraries Standards for College Libraries 2000 Edition*) that replaced the 1995 standards used in the self-study and MSCHE evaluation of 1999. ACRL, for example, no longer specifies a fixed number of library seats per student and faculty member. Instead, the ACRL provides percentages and recommends that libraries choosing to do so should compare themselves to self-selected peer libraries. This new approach takes into consideration new kinds of seating required within the library (e.g., computer workstations) and more use of the library from remote venues including homes, offices, elsewhere on campus. Moreover, the ACRL 2000 standards place less emphasis on inputs and look instead to outcomes. The Library’s participation in LibQUAL+ 2002 (see below) and its Information Literacy work with the General Education Curriculum are in keeping with this emphasis on outcomes which ACRL defines as “the ways in which library users are changed as a result of their contact with the library’s resources and programs.” Descriptions of the Library’s seating and facilities and electronic resources are provided in Appendix 11.

Budget

While the Library’s base budget has remained relatively fixed, it has been supplemented annually by additional mid-year funding from the College, the funding of projects by the Borough President’s Office and the City Council, Matching Fund money from the University,

Coordinated Collection Development money from New York State (through METRO), Friends of the Library donations and memberships, Technology Fee money, a percentage of the College's grant money through the Research Foundation/CUNY, and money from New York City for support of the High School of American Studies.

Staffing

Since the MSCHE evaluation, the Chief Librarian left Lehman and after a one-year interim, a new Chief Librarian was appointed in September 2000.

The retirement of three long-standing members of the library faculty and the non-reappointment of a fourth created four vacancies in the Library. The Library's needs were evaluated and the positions modified to meet current needs. Qualified librarians have filled all four full-time vacancies. The new Evening and Weekend Supervisor/Head of Access Services holds a Master's in Library Science (MLS) as well as a Ph.D. in Economics. The Head of Reference holds a Master's in Library Science (MLS) as well as a Master's in Higher Education Administration. Two recent graduates were hired to fill the positions of Internet/Reference Librarian and Government Documents/Reference Librarian (the former has a second Master's degree in French). While the total number of full-time librarians remained the same, the Library benefited from the updated skills sets of the new appointees. In addition to 10 full-time MLS librarians and 2 full-time non-MLS professional staff, the Library makes use of 7 adjunct librarians each semester. The total professional FTE is 12.5.

Technology Fee money allowed the Library to hire a computer technician in the HEO series. In addition to maintaining the computer labs and assisting students using those labs, the technician teaches an ongoing series of hands-on workshops in a variety of software packages widely used on our campus (Microsoft Word, Excel, Access, NetOpSchool), etc. He also works in conjunction with the Electronic Services Librarian to keep the Library's other computer systems up and running.

The number of full-time clerical support staff has remained constant, in part due to constraints imposed on the College by the University. However, through a variety of funding sources (primarily, but not exclusively, our temporary services budget) the Library employs 8 tutors and a large number of part-time clerical staff (College Office Assistants), student aides, work-study students, and high school student shelvees. We have 20 FTE support staff, and 11 FTE student staff.

Assessment: LibQUAL+

The Lehman College Library was the first CUNY library to participate in the nation-wide LibQUAL+ assessment project. We participated in the second iteration of the survey, the first in which other than Association of Research Libraries members were included. A joint project of the Association of Research Libraries (ARL) and Texas A&M University, LibQUAL+ is "a research and development project undertaken to define and measure library service quality across institutions and to create user-based quality-assessment tools for local planning. LibQUAL+ measures library users' perceptions of service quality and identifies gaps between desired, perceived, and minimum expectations of services" ("Introduction," *LibQUAL+ Spring 2002 Survey Results*. Association of Research Libraries: Washington, DC, 2002. Please see the Appendix for charts and graphs illustrating the results.

What it involved:

- During the spring 2002 semester, the survey instrument was delivered both electronically (through e-mail) and in paper (on campus) to Lehman College students, faculty, and staff. Participation was voluntary and anonymous.
- Of the 504 individuals who participated, 267 completed the survey (a completion rate of 52.98%). Only completed surveys were calculated in the results.
- The 25 survey questions attempted to assess library service along four dimensions: access to information, affect of service, library as place, and personal control.
- The demographics of our participants showed an almost equal division between our major constituent groups: undergraduate students (39.2 %) and faculty (40%). The remaining 20% were comprised of library staff (2.8%), non-library staff (10%) and graduate students (8%).

What we learned:

Reading the radar charts: LibQUAL+ is a gap study, showing the gap (or difference) between expectations (i.e., what respondents would like to see) and perceptions (i.e., how respondents

evaluate the level of service they currently receive). The radar charts (See Appendix 12) are the most accessible way of reading the survey results. The yellow areas represent the range of the participant's expectations on a nine-point scale from highest to lowest. "Generally a desirable radar graph is shaded blue and yellow, indicating that users' perception of service fall within the 'zone of tolerance' (i.e., above their minimum expectations (represented in blue) but below their desired level of service (shown in yellow). Red areas indicate where perceptions of service delivered fall short of expectations.

Undergraduate student respondents: The majority of undergraduate respondents reported using the library (on premises or electronically) weekly. Of the user groups surveyed, undergraduate students showed the most familiarity with the library's resources and the most satisfaction with the service they received at the library. While, as expected, they desired even higher levels, the library fell within their expected levels of service on all questions except full runs of periodicals, and that was a small gap. Consistent with national norms students wanted more personal control. In other words, they needed the library to be more self-explanatory. They wanted to be both in the library and at a remote location, able to negotiate the resources on their own without a great deal of intervention from librarians and staff. They also wanted more comprehensive and up-to-date book collections. They were generally satisfied with the affect of service (i.e., helpfulness of the staff). Their responses indicated that both the physical space and the home page were arranged for the convenience of the librarians rather than for the convenience (and autonomous use) of the users.

Graduate student respondents: As seen nationally, graduate students faulted us mostly on runs of periodical literature. The graduate students seemed somewhat unaware of the full text electronic journals at their disposal. They seemed approximately as likely to use the library on a weekly basis as were the undergraduates, but more likely to use the physical library as opposed to electronic access. They also tended to want more consistent application of library policies and generally more consistency in service. Since most of our graduate students use the Library evenings and weekends, their responses indicated that for a consistent presence of full-time librarians (as opposed to adjunct reference librarians), would be desirable during those periods.

Faculty respondents: Also consistent with national norms, the faculty were the most dissatisfied with the library's performance. They were also the least familiar with the Library's current configuration of technology and databases. Particularly in their written comments, the faculty showed a lack of familiarity with current Library resources. Although most faculty reported using the Library, at least electronically, on a weekly basis, several of the comments belied their having been in the building in several years. Obviously faculty development programs and improved communication with the faculty would be necessary to ameliorate this situation.

What we are doing to address what we've learned:

Address the needs of the undergraduates: The Library is focusing a larger percentage of its resources on our book collections, with a priority on having current, up-to-date books on topics relevant to the curriculum. Since efforts are, however, also being devoted to weeding those collections, very little overall growth will occur. To allow for more independence of use the staff has totally redone the library home page based on usability studies conducted at each step of the process by two of the librarians. The new home page will be launched summer of 2004, though it is available for preview at: <http://memex.lehman.cuny.edu>. Since an increasing number of students can be expected to use our electronic resources from outside the physical library, a more transparent and user-friendly web page was needed for both students and faculty. In addition, we are revamping the physical library configuration, pulling all reference materials together in the reference area (previously scattered in subject collections), improving signage, weeding outdated and unwanted materials to make room for new materials, etc. We have plans to turn the top floor into an education center to support a flagship education program and to reach out to area schoolteachers. This shift will also allow us to rearrange the rest of the building in a more logical manner. During the Spring 2004 semester, we are working closely with classroom faculty to incorporate information literacy into the General Education Curriculum.

Address the concerns of graduate students: We have created the position of Evening Weekend Supervisor/Head of Access Service to provide consistent full-time representation of the Library and Library policies. We have also doubled our periodicals holdings by adding access to full-text electronic journals.

Address the concerns of the faculty: In addition to the changes enumerated above (many of the faculty share the same concerns as the students), we have been publishing a print library newsletter in addition to keeping the latest information announced on our home page. We have undertaken to provide faculty development workshops each semester and have held such workshops on such topics as Elsevier Science Direct, Plagiarism Workshop, New Faculty Workshop, Sources of Graphic and Statistical Data Workshop, and a Teach-In on Information Literacy. The lab technician also provides electronic workshops specifically for faculty. Library liaisons, subject bibliographers for each department, have also been working closely with the faculty to help build the collections and to keep the faculty informed about current library developments.

Library As Place

Our Library believes that, despite the myriad of electronic resources available from remote locations, the library within four walls and the library without walls are not mutually exclusive. To that end, we continue to seek new ways to make the library a cultural and social center of the College.

- **Cyber Café:** The Library opened the Food for Thought Cyber Café in the spring of 2001 (after holding a naming contest with our students) all commuters, would have at least one part of the Library where they were allowed to eat. The Cyber Café includes vending machines for snacks and beverages. It is also outfitted with 8 wireless iMac computers for recreational Internet use. The area doubles as a venue for holiday receptions, etc. It has proven to be very popular with our students who bring their lunch or dinner, congregate with their friends, work on group projects, and relax in the Cyber Café.

- **Programs.** The Library has greatly increased its programming since 2000, again to reinforce the “library as place” concept. In addition to hosting and co-sponsoring annual events for Hispanic Heritage Month, African-American Heritage Month, Women’s History Month, and Asian American Month, the Library has annual programs in honor of National Poetry Month and National Library Week National Poetry month features a guest poet (for example, Billy Collins,

Lehman professor and U.S. Poet Laureate) in addition to an open mike for poets in the Lehman community (students, faculty, staff, High School of American Studies Students, local high school teachers, etc.). For National Library Week we feature a panel of guest speakers representing selected aspects of the profession (from children's librarians serving in Bronx branches of the New York Public Library to library school faculty from the Queens College Graduate School of Library and Information Studies). The 2nd floor atrium area has been outfitted with speakers to enhance the quality of sound. All our cultural events draw capacity crowds.

Bibliographic Instruction and Information Literacy

The 1999 evaluation complimented the Library for its Bibliographic Instruction program. The number of bibliographic instruction classes has not increased significantly, but it was always high. In 1999-2000, we conducted 230 classes. In 2002-2003, we conducted 262. However, we are making tremendous strides in incorporating Information Literacy into the General Education Curriculum.

- During the Spring 2004 semester, all librarians participated on Gen Ed implementation committees to incorporate information skills into the curriculum in compliance with the MSCHE guidelines, *Developing Research & Communication Skills: Guidelines for Information Literacy in the Curriculum*. MSCHE: Philadelphia, PA, 2003. We are pleased to note that information literacy will be incorporated into each component of the general education curriculum by the Fall 2004 semester.
- A *PowerPoint* presentation based on the MS guidelines formed the focal point of the Teach-In on Information Literacy on March 17, 2004.
- The implementation plan contains an assessment strategy based on the premise that the true test of the students' information literacy is their ability to apply what they have learned to their own research topics. Faculty will have the option of assigning either guided research logs (combining a variety of research tools and strategies) or individual worksheets (doing the same thing, but only one type of resource at a time – such as periodicals or web pages). Emphasis is on critical thinking skills used to evaluate the resources as well as the content,

understanding the role of the research in the research process, avoiding plagiarism, and making a cogent argument in favor or against a topic.

- In addition, the University has developed an online CUNY-wide tutorial about information literacy that can be used as a supplement or partial substitute for the intended program. The web-based tutorial will be particularly useful for first year students and transfer students.
- Program assessment will utilize the new Standardized Assessment of Information Literacy Skills (SAILS) currently being developed by the ARL and Kent State University.

Chapter Eight: Facilities

Capital Improvements and General Conditions

Over the past five years considerable capital funds have been allocated for the upgrade, rehabilitation and preservation of facilities and systems, with emphasis on the mitigation of health and safety related deficiencies. Completed work includes a \$7 million phase II and III heating and cooling upgrade which provided a radiation system upgrade in Davis, Gillet Halls and the old Gym Building, and three new 900 ton steam turbine centrifugal chillers and cooling tower in the central cooling plant. A \$1.8 million project provided another generator which will provide emergency power to those buildings without a source or currently using battery back-up. In addition to egress lighting, critical and life safety systems will be tied into the generator. A \$1.4 million campus wide emergency power and electrical upgrade project provided the rewiring of existing devices to be tied into new emergency power panels and installed new, modern, upgraded main electrical service switches, which replaced those original to the 1930 buildings, in Davis Hall, Gillet Hall and former Gymnasium Building. A \$2 million interior rehabilitation project corrected interior deficiencies and corrected code violations and was the impetus for a reorganization of departments within the Fine Art Building.

Other completed projects include a Phase I of the campus wide fire, security and communication system and station project which erected a new \$5.6 million central command station for Public Safety at Gate 5. Currently the building serves as the new main entrance to the Campus on the Goulden Ave. side of the College. When the \$7.5 million Phase II project completes installation of the new systems, this building will serve as the command center receiving vital life safety and security system communications and signals. The phase II project includes the installation of emergency telephones and/or duress stations throughout the 37 acre campus and on all floors in all campus buildings. New addressable fire alarm systems in every building and new campus wide security systems and access control systems will report to the new Public Safety central station at Gate 5. This project also includes expansion of the campus wide data system. The phase I project constructed data closets on each floor in each building as the basis for an organized structure for data transmission, similar to other telecommunication systems. Each

building has a main distribution closet at the lowest level which is the point of connection to the backbone. Each main closet is cabled vertically to each intermediary closet(s) on upper floors. Cabling is distributed horizontally to each room location on the floor from the equipment located in each closet. This method of distribution affords the College maximum flexibility for future expansion and alteration. The data closets also contain the data gathering panels and cabling on each floor for new security and fire alarm systems. Another health and safety related project, a \$386,000 site lighting project phase I which installed new, brighter light fixtures on the campus from Davis Hall to APEX, from Goulden Ave. to the Concert Hall, was completed summer 2003.

In the past five years a \$2.3 million CUNY capital roof replacement project and \$4.4 million structural and building envelope rehabilitation project have completed roof replacements or rehabilitations on ten campus buildings. This includes Carman Hall, Shuster Hall, Fine Art Building, Fine Art/Shuster Link Building, Old Gym Building, Speech and Theatre Building (with the exception of the roof below the cooling tower which was not replaced because of the new cooling tower installation), Davis Hall, Gillet Hall, T-2 Building (soon to be the expanded Child Care Center), T-3 Building and the building housing the new High School of American Studies at Lehman College. The structural and building envelope rehabilitation project included filling in the south east plaza of Carman Hall which created an office suite for the Irish American Institute and the College Now program. Three other buildings and two major plaza roofs were completed in the five years prior to 1999. There are two buildings, the Library and Concert Hall (a.k.a. Complex II) with documents ready to bid for roofing replacement on hold pending funding allocations. Once this project proceeds, roof replacement will be completed campus wide and will not need to be revisited for at least 15 years.

The final project in the program for energy conservation was a \$800,000 expansion of the Sieman's building management system (a.k.a. energy management system). The project extended the system to include all remaining mechanical systems points in buildings on campus which were not connected, monitored or controlled by the system. The project also replaced steam valves and traps on main distribution risers in Davis Hall and Gillet Hall.

In Fall 2002, Lehman College was appointed as the lead institution in a collaborative effort among City University Bronx Colleges, Lehman College, Bronx Community College, & Hostos Community College and Local 1199, SEIU to establish a workforce development and training center on the third floor of 2501 Grand Concourse at the corner of Fordham Road. The facility, CUNY on the Concourse, is a 50,000 square foot, state-of-the-art education facility with computers in every classroom, health and nursing training labs and administrative offices. Additional community service and outreach programs over the past five years include the creation of the Small Business Development Center in Old Gym 007 in 2000 and the creation of a U.S. Passport Office in Shuster Hall Room 076 in Spring 2003.

One of many collaborative programs between CUNY and the NYC Department of Education, in the Fall 2002, the High School of American Studies at Lehman College opened with the first freshman class in four classrooms and 3 offices in the second floor of the APEX Building. In September 2003 the school, in its second year, moved into the newly renovated Reservoir Building. The facility has nine classrooms, one multi-functional science laboratory, administrative offices and a large multi-purpose room for assemblies that can be divided into three additional classrooms. In Fall 2003, the Bronx High School of Music at Lehman College, subsequently named the Celia Cruz Bronx High School of Music at Lehman College, opened in DeWitt Clinton High School and currently utilizes Lehman's Music Department's facilities. The Teaching and Professions High School uses facilities in Carman Hall and the Old Gymnasium.

Over the past five years, Lehman has renovated or upgraded many program specific facilities in buildings to accommodate research programs and in response to academic programmatic needs and changes. These added or renovated facilities in Davis Hall include a fully equipped 46 seat multi-media lecture hall, a \$650,000 marine biology laboratory and a \$580,000 Biology research laboratory for Lehman's first cluster hire, in the plant sciences. In Carman Hall we built and equipped a computerized, fully interactive language laboratory for Language and ESL programs as well as a multi-media radio workshop studio for Mass Communications and Multi-Lingual Journalism programs and in the APEX we developed an Exercise Science laboratory.

The Library has gone from traditional card catalogues to a state-of-the-art facility with computerized workstations throughout the Library, computerized catalogues, the addition of three computer training labs and smart classrooms equipped for multi-media presentations, distance learning and video teleconferencing. The Library also added the Cyber Café for students to grab a quick snack or drink while continuing to study. Lehman College is a participant in the CUNY Honors College program. In Fall 2002 the Honors College Program seminar and study facility located on the third floor of the Library, north west, was completed and occupied by the first year participants.

The Fine Art Advanced Imaging Laboratory received new, high end equipment in 2003 for digital imaging, advanced 3D modeling, animation and computer graphics. In the Speech and Theatre Building, a new, state-of-the-art speech language pathology clinic completed in 2003 is equipped with a computerized audio, video and intercom monitoring system to oversee, view and supervise students working in practicum as part of the undergraduate and graduate programs.

Other departments have been reorganized and relocated to make student services more accessible and available to students. In 2000, a Student Counseling Center was established on the first floor of the former Gymnasium Building. The administrative departments providing student services in Shuster Hall also were reorganized and relocated. The Registrar's Office, records and transcripts, etc. were relocated to the first floor joining the admissions and financial aid offices.

With the exception of this year, FY 2003/04, preventive maintenance and minor repair projects and programs have received considerable capital funding and support which has afforded us the opportunity to continue our programs of facility preservation, maintenance and upgrade. Annual allocations of dedicated repair funds allow us to replace finished flooring in corridors and lobby areas that are worn and damaged, repair or replace mechanical system components such as coils, pumps, motors, etc., replace outdated lighting systems, resurface the tennis courts and replace campus walkways.

Capital Projects Expected to Begin Construction in 2004

Projects expected to enter construction this year include a 1.5 million dollar expansion of the Child Care Center, which will add four additional classrooms and increase capacity by at least 100 students, an elevator upgrade in Davis and Gillet Hall and an accessibility project to install elevators in the T-3 Building and Student Life Building. All three projects are in various stages of bidding and award.

The large bonded capital project expected to be bid shortly and begin construction in the Summer 2004 is the \$13 plus million Multi-Media Center Project. The Multi-Media Center will provide students and faculty a state-of-the-art facility for media production and distribution campus wide, CUNY wide and world wide. The facility is located in the cellar and basement level of Carman Hall in the space vacated when the academic computer center moved to the new facilities on the plaza level in 1999. The 26,600 square foot facility will consist of technical production and post-production spaces which include a two story production studio, a second, smaller, one story audio/video production studio which includes an isolation booth and audio sweetening room, post-production video and audio control rooms, edit rooms, a newsroom, media conversion lab, graphics workstations, conference rooms, administrative office suite and equipment room for media distribution.

Chapter Nine: Finances

Lehman College's financial situation was precarious at the time of the 1999 Middle States report. Indeed, the Evaluation Team report concluded "funding is the most important issue affecting the organization." This observation, in retrospect, may have understated an impending fiscal crisis that confronted the College in FY 2001, followed by a significant recovery and rebound by FY 2004 that for the current year places the College in as strong a fiscal situation as it has been in recent memory.

In FY 2001 the University Budget Office, which monitors the finances of each college, brought to the attention of Lehman's administration projections of significant overspending. Initially, the College projections did not support this conclusion, and for a period of time there was significant disagreement as to the precise fiscal picture for the College. After a couple of months of uncertainty, the picture did become clearer and the conclusion was an unfortunate one: a number of new hires which had been authorized could not be supported by the FY 2001 or subsequent budgets, and the College had to correct this situation. Thus in FY 2001 a number of reductions in expenditures were ordered, including reductions in teaching and non-teaching staffs, reductions in Other than Personnel Services (OTPS), and many "discretionary" services to students such as hours of availability of the IT Center and the Library.

This period was an extremely difficult one for Lehman College. Against the backdrop of previous retrenchment periods, there was considerable concern as to the College's ability to rebound and meet the many challenges outlined above. However, major restructuring of senior administration, including the hiring of a new Provost and a new VP for Administration, the development of a new Office of Enrollment Management and the implementation of a new budget system, provided an opportunity for the College to focus on the future, mend some of the relationships with CUNY Central Administration, and gain the University's support for reinvestment in Lehman College on select initiatives.

The College's financial "bottom line" significantly improved in FY 2002 despite the threat of further reductions in its State allocation. The College was asked to prepare to implement a reduction in its State budget of up to 2% (\$931,000) and accordingly reduced OTPS budgets and delayed hiring several full-time positions. While ultimately the state budget was not reduced, the impact of these savings and the generation of additional revenues, particularly through increased enrollments and extramural grants and contracts, resulted in the College ending FY 2002 with a cash balance of \$1.14 million.

The College began FY 2003 in its best fiscal condition in several years but was challenged with a University-wide Contingency Encumbrance, which for Lehman was \$885,200 and was further challenged later in the year, as were all CUNY campuses, by the need to cover the cost of a number of unbudgeted assessments (including unfunded collective bargaining costs). The College was helped in meeting these challenges by an Early Retirement Incentive (ERI), which at Lehman resulted in the early retirement of 14 full-time faculty and 12 full-time staff. Nevertheless, the College had to use some of its reserves from FY 2002 to balance its budget.

The College's planning for FY 2004 therefore began on the assumption that it would have to be self-sufficient, without the benefit of prior year surplus, and with the expectation that the University would withhold another Contingency Encumbrance (\$964,800). The College also faced a new threat to its growing enrollment and revenues from student tuition and fees, namely, a 25% tuition increase. The last time the college had a major tuition increase it lost 1,000 student headcount. Nevertheless, at this stage of the fiscal year, it seems clear that the College's financial circumstances have indeed "turned the corner". First of all, the College's enrollment have continued to grow, despite the tuition increase, thereby providing significantly more discretion for the college to enhance its offerings to students and faculty. Second, the University has announced that one-half of the contingency encumbrances (\$482,400) will no longer be withheld by Central Office and will be returned to the college's budget. Then, the College was notified that a balance of \$810,000 from prior year's surplus is once again available, the residual of nearly \$3.5 million in over collections from FY 2002 and 2003. A current budget snapshot for the 2003 - 2004 academic year is shown below.

Despite the status of the State's economy (economists indicate that New York is one of the last states to begin to emerge from the recent recession), Lehman College's fiscal situation seems to have stabilized for at least for fiscal year 2004. Initial projections for FY 2005 continue to indicate a stable budget picture. If this is the case, and Lehman College's enrollment is also stable, the prospect of a stable budget base with the flexibility to invest in new programs is an exciting prospect. Lehman College is completing a unique financial recovery in the midst of a state economy still struggling to emerge from a significant recession.

2003-04 Budget vs. Projected Expenditures SNAPSHOT (March 26, 2004)

¹ TAX LEVY BUDGET ALLOCATION		53,714,615
² EXPENDITURES		
PS REGULAR	41,999,747	
Adjunct Fall	2,533,662	
Adjunct Spring	2,559,109	
Total Adjunct (Estimated)	5,191,459	
Summer Adjunct	1,177,486	
Temp Budget	2,426,684	
OTPS	5,614,780	
Total Projected Expenditures		56,410,156
Projected Total		(\$2,695,541)
³ ANTICIPATED NON TAX-LEVY SUPPORT		1,185,784
⁴ REFUND TO CODE		776,455
⁵ ADDITIONAL REVENUE OVERCOLLECTIONS 2003-2004		2,000,000
Projected Grand Total:		\$1,266,699

¹ The "tax levy" (state) budget allocation that has either been allocated or committed in writing to the College by CUNY's University Budget Office.

² All estimated expenditures that will be charged to the tax levy budget for the fiscal year. As with most institutions similar to Lehman College, Personal Services Regular (PSR), the allocation for full-time faculty and staff salaries, is the most significant expenditure category and accounts for nearly 75% of the College's tax levy expenditures (\$41.7 million of \$56.4 million total expenditures) in FY 2004.

³ Those reimbursements the College is anticipating from sources other than state tax levy funds, including grant-based salary support; Continuing Education, the Performing Arts Center (PAC), CUNY in the Concourse.

⁴ "Refund to Code", reflects reimbursements to the college for services it advances, primarily related to technology staffing (college staff hired using student technology fee revenues), public safety, and custodial services.

⁵ Each fiscal year CUNY's Budget Office establishes a revenue target (of tuition and fees) for each campus. When tuition and fee revenues exceed this target the College retains the "additional revenue. In FY 2004 student enrollment and revenue collections above the University targets enabled the college (and University) to project a minimum of \$2 million in additional revenue.

Chapter Ten: Significant New Developments Since Previous Evaluation

A. General Education

After four years of planning and committee work, the Lehman General Education Program was revised, approved by the College Senate and the Board of Trustees and instituted in the Fall of 2002. While the new curriculum maintained many of the components of the former general education curriculum in existence since 1984 (English Composition, Foreign Language, Math, Lab Science, Distribution courses), it was no longer limited to the first two years (60 credits) of a student's studies. Rather it sought to address students' educational needs *throughout* their college studies and to provide a coherent common experience for all Lehman graduates, whether they entered as freshmen or transfer students. The major innovations were, therefore:

- The replacement of generalized core courses in the first year with discipline-based distribution courses.
- The creation of four required writing-intensive courses in the disciplines, three of which must be completed prior to 60 credits (and, in part, in preparation for the CPE exam), and one after 60 credits (either in the major or in other upper-level courses)
- The creation of two required upper-level (post 60 credits) LEH interdisciplinary courses: LEH 300: The Humanities and the Sciences LEH 301: The American Experience.

The Gen Ed revision included the creation of an administrative structure to implement the curriculum, which includes an administrative team, a process of re-certification for distribution courses included in the general education curriculum, and ongoing formative assessment mechanisms (both statistical and qualitative/narrative). The basic structure of the new curriculum is described below.

Basic Components: (47-54 credits)

There are four components of the Lehman General Education Curriculum:

- *Basic proficiencies:*
 - English Composition 110 and 120 6 credits
 - Mathematics 4 credits
 - Natural Science (with lab) 8 credits
 - Foreign Language 3-9 credits (by placement)
- *Distribution courses: 7 Areas from which students choose one course each: (21 credits)*
 - Individuals and Society
 - Socio-Political Structures
 - Literature
 - The Arts
 - Comparative Cultures
 - Historical Studies
 - Knowledge, Self, and Values
- *Writing Intensive Course Sections (WI):*
 - 3 course sections prior to 60 credits
 - 1 course section after 60 credits
- *Interdisciplinary Upper-Division Topics Courses: 6 credits*
 - LEH 300: The Humanities and the Sciences
 - LEH 301: The American Experience

Organization:

First Year: During the first year, through the Freshman Year Initiative (FYI) all full-time freshmen are blocked into schedules which include:

First semester:

- English Composition
- One Distribution course
- Two courses chosen from Math/Foreign Language/Lab Science/or Distribution course
- Freshman Year Seminar (no credit)

Second semester:

- English Composition
- Writing Intensive Distribution Course
- Two Courses chosen from Math/Foreign Lang/Lab Sci/Distribution or Course in major

Second Year (i. e. 30-60 credits): Students complete their General-Education requirements with the exception of the LEH courses, and begin courses for the major if they have not already done so. During this year they also must take 2 writing intensive courses.

Third/Fourth Year (i. e. 60-120 credits):

- Students complete the major, the minor, and electives
- Students complete 2 LEH courses
- Students complete 1 writing intensive course

Transfer Students with AA, AS, and AAS degrees from CUNY or SUNY institutions:

- Must take the 2 LEH courses
- Must take 1 WI Section

Non CUNY/SUNY transfer students minimally must take the above but may be required to take additional courses based on an evaluation of their transcript.

Administration of the Curriculum

The new General Education program also is administered differently than the former program. Responsibility is held, principally, by the Lehman College Senate Curriculum Committee, which is assisted by the following individuals and groups:

- Robert Whittaker, Coordinator of General Education, x7806, rwhittaker@rusinc.net. In consultation with chairs and deans responsibilities include: scheduling LEH and WI Sections, making certain that there are enough and varied distribution courses, scheduling broadly across days, hours, weekends; reviewing proposals/syllabi for LEH courses; encouraging full-time faculty to participate in gen ed courses; assisting in assessment of gen ed. and in planning faculty development workshops in WI, pedagogy, etc..
- Althea Forde, Director of Student Support Services, x8066, aforde@lehman.cuny.edu
- Steve Wyckoff, Director of FYI, x8555, wyckoff@lehman.cuny.edu. Works with Coordinator to schedule, implement and assess appropriate first year studies.
- Anne Prisco, Associate Provost in charge of SEEK, FYI, ISSP, Testing, and Academic Advising (including Title V and Articulation), x7825, aprisco@lehman.cuny.edu. Responsible for Recruitment and Enrollment Management: assures that the curriculum is delivered "from marketing to admissions to retention".
- Eleanor Lundeen, Lehman-CUNY CPE liaison, x1170, lundeen@lehman.cuny.edu
- Assessment Committee of Faculty, Vinny Prohaska, x8776, vincentp@lehman.cuny.edu. Examines assessment models and makes recommendations to Curriculum Committee and Gen Ed Coordinator.
- Writing Across the Curriculum (WAC) Faculty Advisory Committee: Chaired by Robert Whittaker, this committee provides advice and recommendations to the joint directors of WAC, Sondra Perl, x8372, Sondra105@aol.com, Jessica Yood x8380, jyood@lehman.cuny.edu, and the Director of the Institute for Literacy Studies, Marcie Wolfe, x8758 marwol@aol.com)
- Director of Academic Standards and Evaluation, Paul Kreuzer, x8339, paulk@lehman.cuny.edu.
- Rona Ostrow, Chief Librarian, x7776, rostrow@lehman.cuny.edu. Provides advice and recommendation on increasing informational literacy.
- Susanne Tumelty, Office of Institutional Research, x7187, stumelty@lehman.cuny.edu, assisted by Kimberly Gargiulo also in IR, kgargiul@lehman.cuny.edu

Assessment and Evaluation Processes

The new General Education project has included procedures for ongoing assessment and evaluation of the structure, courses, and teaching methods and practices of faculty teaching the courses.

During the 2002-3 academic year members of the Lehman general education administrative team participated in two national conferences on general education assessment. The Dean of Arts and Humanities, the General Education Coordinator, and the Director of the Freshman Year Initiative also participated in the first phase of the CUNY General Education Project under the direction of the University Dean for General Education.

Based on experience gained during this academic year, the team concluded that the primary task to be tackled in the 2003-2004 academic year is faculty and student engagement. The effectiveness of the general education curriculum rests heavily on both faculty and student understanding and engagement in the philosophy behind the curriculum and the skills, competencies, and concepts which it fosters. The new curriculum was designed to assist students in becoming "intentional learners," allowing for a great deal of choice, but within a framework of guidance. It was also designed to allow faculty to focus on being "intentional teachers," by creating new courses, rethinking existing courses, focusing on common goals for students, and examining their teaching strategies to achieve those goals.

The University also has initiated an examination, the CUNY Proficiency Examination (CPE), which is meant to assess students' readiness to undertake upper division course work. Furthermore, as the test is designed to gauge students' ability to think critically, understand and analyze ideas and information, and write clearly and logically, we anticipate that this examination also will provide an assessment of each College's General Education curriculum.

Faculty Development Workshops: Assessment and Strengthening of General Education Teaching

In May 2003 the General Education Administrative Team convened a one-day workshop for both full-time and adjunct faculty scheduled to teach distribution courses in the Fall 2003 semester. The purpose of this workshop was to explain the role of the distribution courses within

the context of the curriculum and the required CPE exam. After a general session, approximately fifty faculty members broke up into distribution area groups, led by a member of the administrative team, to discuss the purpose of the particular distribution area both in terms of skills as well as concepts to be developed. Teaching philosophies and strategies were shared. In the general reporting session following the breakouts, faculty expressed their satisfaction with this opportunity to focus on the relationship between the various courses in a distribution area. They recommended future meetings to discuss mutual concerns such as coherent approaches to shared subject areas, grading policies, the integration of library and information technology, and the creation of an online (ongoing and revisable) resource handbook to clarify common goals and provide sample syllabi, assignments, and successful teaching practices.

This program of workshops is continuing in 2003-2004 with even wider participation of faculty. Objectives for all components of the Gen Ed Program are being further refined to allow for better communication of purpose to both students, and faculty, greater integration of those objectives into the courses, and a more fine-tuned assessment of the program's strengths and weaknesses.

Freshman Seminar: Program Innovation

Lehman's current freshman seminar, a non-credit bearing course, addresses the transition from the high school experience to college life. Its general focus is student adjustment to college and associated expectations and responsibilities. While retaining these transitional elements, the Gen Ed team is working on revising the freshman seminar into a one-semester, possibly credit-bearing course. The goal is to strengthen the underlying objective of Lehman's interdisciplinary learning community structure through an emphasis on critical inquiry and participation in cultural events in the humanities and the sciences both on campus and in NYC.

The seminar, offered as a cornerstone to the Freshman Year Program learning community, seeks:

- To help students learn and develop a set of coping, critical thinking, problem-solving skills for college
- To strengthen students' communications skills, especially written. Students write frequently throughout the semester, receive faculty feedback, and are given the opportunity either to revise papers from other disciplines within the learning community, or to complete additional writing assignments centered on themes in the seminar itself
- To develop Information Literacy and assess Intellectual Property

- To generate Computer Literacy (Blackboard)
- To enhance students' perception of the teaching/learning process
- To build college skills (reading, note taking, test taking and time management)

Distribution Courses: Assessment, Evaluation and Re-certification

The Curriculum Committee has initiated an ongoing process of assessment, evaluation, and certification of the required courses in the seven Distribution Areas. (see also General Education Assessment p.95) The courses are at present undergoing process of recertification in which syllabi are examined to ascertain whether they provide instruction and practice in the skills they seek to develop. For courses to be designated as distribution courses, they must meet at least four of the following criteria:

- 100 or 200 level courses with no pre-requisites
- Taught by full-time faculty
- Writing assignments
- Significant practice in oral expression
- Development of computer literacy
- Development of critical thinking
- Include data analysis/numerical literacy
- Development of library/data base literacy

The Curriculum Committee ensures that all the listed skills are covered in the distribution areas. During the 2003-4 academic year, the Curriculum Committee has been working with faculty from the various distribution areas to define content-related objectives for the courses belonging to the same distribution area.

Writing Intensive Sections and Writing Across the Curriculum:

An essential part of the new General Education program is the institution of Writing Intensive sections of established courses. This process has been greatly facilitated by the Writing Across the Curriculum Program. In 1998 the Board of Trustees of the City University of New York mandated that all campuses of the City University of New York establish a writing across the curriculum program. The initiative was set in motion by a partnership of four sectors of the CUNY community: the university administration at 80th Street, the coordinators at specific

campuses, professors at the campuses, and writing fellows, doctoral students from the Graduate Center. In the fall of 1999, the project's goals were twofold: to assist the senior and community colleges in implementing individually designed programs and approaches for writing in the disciplines and to assist graduate students by giving them meaningful work that both enhanced their credentials and provided a source of income to allow them to complete their doctoral research. The Writing Across the Curriculum project at Lehman is coordinated by Professors Sondra Perl and Jessica Yood of the English Department and Marcie Wolfe, the director of the Institute for Literacy Studies. The coordinators work with the writing fellows and faculty to develop writing intensive courses. Since 1999, Lehman's fellows have worked with the departments of Anthropology, Art, Early Childhood and Childhood Education, English, Environmental, Geographic and Geological Sciences, Health Sciences, History, Latin American and Puerto Rican Studies, Nursing, Political Science, and Psychology. Five or six disciplines are selected to take part in the WAC program each year, and two faculty members from each department work with WAC as disciplinary representatives. Faculty members are partnered with writing fellows, with whom they meet regularly to develop syllabi and writing assignments. Once a month faculty members attend a meeting with coordinators, writing fellows and other faculty members in order to discuss, share, and learn about methods to increase the variety, quantity, and quality of the writing in their classrooms. Faculty partners carry their experience with WAC back to their departments in order to aid them in developing writing pedagogies. These faculty have been centrally important in the development, assessment and improvement of Writing Intensive sections as part of the new General Education Requirement.

The WAC Program has an advisory board, the WAC Faculty Advisory Committee, which has functioned since November 2000 to support the campus WAC activities and, since fall 2002, to assist in faculty development for Writing Intensive sections and in developing faculty awareness of and response to the University-wide College Proficiency Examination.(CPE). The committee consists of faculty from the major divisions of the College, the Directors of the WAC Program, the Dean of Arts and Humanities, the Provost, the Chair of the College Senate Curriculum Committee, the CPE Coordinator, and the Instructional Support Services (ISS) Director. The WAC Faculty Advisory Committee has established three ongoing programs which it is sponsoring and assisting: (1) Faculty Development through Writing Intensive workshops,

organized together with the WAC Program and Freshman Year Initiative (FYI); (2) CPE support and development, principally by working with academic Departments; and (3) Assessment activities for Writing Intensive courses. In May 2003 the committee together with the FYI program conducted a pilot assessment of Writing Intensive courses, for which it developed a set of criteria (rubric) and a methodology for evaluating the writing of six FYI Writing Intensive sections. The results of that pilot assessment program will lead to a plan for regular assessment of Writing Intensive sections at the College. (See Appendix 13 for the Writing Intensive criteria and the assessment criteria).

B. NCATE Accreditation of Division of Education Programs and Re-registration of Programs with the New York State Department of Education

In April 2002, professional education programs at Lehman earned national accreditation through the National Council for the Accreditation of Teacher Education (NCATE). At the time Lehman was the first of the CUNY colleges to receive this designation and one of only thirteen institutions in the State and three in New York City are NCATE-accredited.

During the 2000-2001 academic year, all programs (approximately 75 at the time) leading to initial and advanced teacher certification were successfully re-registered with the New York State Education Department with implementation having begun with the Fall 2001 semester.

Since 2001, the Division has registered the following additional certification programs with the State: Advanced Certificates in English Education, Mathematics Education, Science Education, Social Studies Education, Teaching English to Speakers of Other Languages, and Languages Other than English.

C. Administrative Reorganization

Establishment of the Office of Enrollment Management: During the 2000-2001 academic year, the College commissioned a study, conducted by the firm Noel Levitz, which recommended that the College address its enrollment issues by creating a senior level position and organizational structure focused on Enrollment Management. The College initiated the development of an

Enrollment Management divisional structure in the fall of 2001 with the creation of the position of Associate Provost and Assistant Vice President for Enrollment Management, along with a reorganization/realignment of several student administrative services offices: Office of Recruitment; Office of Admissions; Office of Testing, Scholarships and Veterans Affairs; and the following academic services offices/programs: Center for School College Collaboratives/College Now; Coordinated Freshman Programs; Educational Opportunity Program/SEEK; Office of Academic Advising, Standards and Evaluation; and the Office of Instructional Support Services Programs (See Appendix 3). In addition, the division has grown to include the Honors College Program, Summer Programs, Course Scheduling Management, and several grants (two Title V grants and one FIPSE project). The division works closely with other academic and administrative offices to coordinate the delivery of enrollment services; especially with the Registrar and Institutional Research.

This Enrollment Management model has a strong academic services component. Such a structure has proven quite successful at Lehman, as enrollment as well as student performance indicators are improving. The College has had successive incremental increases in our new student population spurred by new academic programs and recruitment initiatives, as well external forces.

The divisional focus on both recruitment and retention steers initiatives to increase enrollment of new students as well as to improve the retention of our currently enrolled students. New student enrollment has exceeded targets, and retention among transfer students has increased by 4 percent. Accomplishments in recruitment over the last two years include:

- The College significantly exceeded enrollment and tuition revenue targets. Our overall enrollment growth for Fall 2002 of 6.7 percent was double the target of 3 percent. In the Fall 2003, despite the tuition increase, the College met its target for a 2 percent increase in enrollment and exceeded its revenue target.
- Changes in organizational design, promotional and recruitment activities, and scholarship and grant packaging resulted in a 15 percent increase in new student enrollment for Fall 2002, followed by an 11 percent increase for Fall 2003.
- Scholarship leveraging – Implemented the Lehman College scholarship and grant leveraging model that resulted in increasing the number of new freshmen with SAT scores greater than 1000 while also increasing the geographic mix of our freshman cohort.

- The College's total enrollment has grown 12.5 percent (from 8,810 to 9,917) since the formation of this new organizational structure. This growth includes the implementation of strategies that have increased the number of new freshman and transfer students by 40 percent since 2000.

Lehman faces the challenge of retaining through graduation those students who are admitted and who enroll. In the last five years, the College has addressed the retention problem through improvements in the Learning Centers, innovations in the SEEK program, and development of various programs through United States Department of Education Title V grant programs. All of these innovations are now administered within the Division of Enrollment Management.

As a Hispanic Serving Institution, Lehman was able to apply for and to receive one of the first grants in the USDE Title V Program. Recognizing that retaining those students who begin as first-time full-time regularly admitted students was a significant problem, the President and his Cabinet suggested focusing the grant proposal on that problem. The project that was funded is to implement a student development model that can be supported through technology designed to improve coordination of student services and interventions with students at-risk of leaving for a variety of reasons. The grant also enabled the College to re-establish Counseling Services for students, to hire an additional academic advisor, and to establish a peer program in the advisement, career services, and counseling centers. As part of the Student Development Model, the College tested a two-part Student Experience Survey for measuring students' attitudes toward their experience at the College. In conjunction with academic achievement data and academic preparation data, the attitudinal data could be used to identify students who might be at-risk of leaving even though they might be in good academic standing. Since the inception of the project, the reliability of the survey has been established and work has begun on establishing its predictive validity. In addition, the grant has enabled the College to develop an extensive technological system, the Student Retention and Development System (SRDS), that provides for electronic storage of advising notes, electronic referrals among faculty and support services, a long-range academic planning and communication between faculty advisors in the majors and academic advisor in the Advisement Center, as well as a set of electronically supported interventions that are implemented in part by the peers in the various support centers. Although it took longer than expected to develop the system, we expect it to have positive long-term

results in improving retention of all students at the College. Because of a variety of external factors—including September 11, the economic downturn, and a number of CUNY mandated changes in curriculum, admissions, and testing requirements—it is difficult to determine how much of an effect this program has had on retention, but we do believe that there will be significant change now that we can actually begin to perform the interventions planned.

In 2002 the College began a second five-year Title V Program in collaboration with Bronx Community Collège designed to improve retention and graduation at BCC followed by transfer to and graduation from Lehman. The project has three components: establishing an improved transfer process including a Transfer Center at Bronx, Title V Learning Communities at Bronx, an electronic transfer evaluation system at Lehman, and a Bronx version of the Lehman SRDS; developing new and enhancing established articulation agreements between the two schools; and extending the services of the Bronx Center For Teaching Excellence to Lehman faculty. Each of these activities is expected to increase the capacity of both institutions for increasing retention of students by establishing similar protocols at Bronx to those established in the original Title V project at Lehman, by improving the process for seamless transfer through coordinated articulation, and for developing new pedagogies for faculty.

The Division also works to improve retention through its relationship with other departments and divisions in the College. Working closely with the Division of Student Affairs, several members of the EM Council have contributed to the redesign of our Orientation Programs including increasing the role faculty play in this important activity. Working with the Central Office and Division of Administration, Enrollment Management is playing a key role in bringing electronic degree audit and transfer evaluation to the campus. In addition, a review of faculty participation in academic advising and course scheduling was initiated to improve current practices with the goal of increasing retention and graduation rates.

D. Summer Sessions at Lehman

Since 2000 the College has targeted the summer period as a potential source of significant revenue, especially via visiting students, as well as a mechanism for assisting currently enrolled students to progress toward degree completion. In Summer 2001 the College changed the summer calendar to create two distinct, rather than overlapping, summer sessions. In 2002 the College began to actively plan for summer 2003 enrollment growth via implementation of initiatives designed to increase the numbers of visiting students for summer programs. Summer initiatives include: (1) marketing and scheduling; (2) easing the registration process; and (3) tracking and adjusting course availability.

For the summer 2003, the College's goal was to enroll 200+ visiting students. This target was exceeded, as 347 visiting students attended summer classes, with almost half of this population enrolling in more than one course. Overall, the number of total credits taken during the summer of 2003 was almost double as compared with the summer of 2000.

Summer Session Credits and Headcounts 2000-2003

	Summer 2000	Summer 2001	Summer 2002	Summer 2003
Total real credits	10,383.5	14,067.5	16,717.5	19,911.5
Total equated credits	12,140.5	17,325.5	19,592.0	20,995.5
Total student headcount	2,853	3,675	4,073	4,217

For the Summer 2004, the college will repeat and emphasize what was effective in 2003: use the summer brochure as a recruitment tool, use radio and print advertising, and design course offerings based upon last year's enrollment patterns. Registration will be tracked again, and requests to add seats or sections will be discussed on a regular basis. Statistics for summer 2003 and 2004 will be compared as the College plans for 2005.

E. The CUNY Honors College, University Scholars at Lehman

A new, important dynamic has developed since Lehman's last Middle States evaluation, namely, the establishment of an Honors College.

Shortly after his appointment in 1999 as Chancellor, Matthew Goldstein made a policy to "Change the conversation about the City University," and he began to develop plans for a CUNY-wide honors college. His Vice Chancellor for Academic Affairs, Louise Mirrer, led select administrators and faculty members in the shaping of the program which is now known as The CUNY Honors College (CHC): University Scholars Program. The new program did not displace existing honors programs but rather functioned as an overlay to them.

In August of 2002, Baruch College, Brooklyn College, City College, Hunter College, and Queens College admitted their first CHC classes. Lehman College and The College of Staten Island (CSI) joined CHC in 2003. Each college has a director and one or two academic advisors, the latter chosen from a pool of outstanding post-docs. The director at Lehman also functions as an advisor, but, with a rise in CHC applications to Lehman, the dean of CHC has indicated that Lehman will have an advisor of its own shortly. In addition, each campus has a technology fellow to help scholars with computer configurations and other computer programs.

Lehman admitted twelve students to its first CHC class in August 2002 and eight to the second CHC class in August 2003. August 2004 will see a class of fifteen to twenty admitted. The recruitment techniques were more comprehensive this year, resulting in sixty applications, five times more than in the previous two years. While many of the senior colleges are admitting classes of 50 or more, Lehman and CSI each have limited themselves to twenty places for incoming freshman. The CHC program in general, specifically Lehman's subsequent success with it, has "changed the conversation" about Lehman. In two instances, one sibling has followed another into CHC at Lehman, a phenomenon consistent with the other branches as well.

The CHC program offers attractive features to prospective students including:

- No tuition
- An Academic Expense Account of \$7,500 for study abroad & unpaid internships

- A Cultural Passport for admission to many NYC cultural institutions
- A book allowance of \$600 per annum
- An iMac laptop computer

In addition, Lehman College offers a \$6,000 stipend to each student to assure that they do not need to hold a job during the academic year and thereby allow graduation in 4 years.

The College is in the process of securing living quarters for some CHC scholars. This is a new initiative for Lehman and strongly suggested by the dean of CHC.

Students applying to CHC need a combined SAT score of 1260 and a GPA of 92. Admissible applicants are highly competitive. At other branches rejected admissible students also receive admissions to such schools as Columbia, NYU, Fordham, University of Pennsylvania, SUNY Binghamton, and The University of Chicago.

CHC scholars are required to maintain a first year 3.3 GPA, and thereafter a 3.5. Failure to attain or maintain 3.5 results in dismissal from the program. There has been only a modicum of dismissals throughout the seven colleges and none at Lehman. A close watch on students and the accessibility of the staff and the Program Director make a marked difference in averting performance pitfalls.

An Honors College "Space" on the third floor of the Library was developed and furnished as a seminar room and with a commanding view of the campus. The program has an adjacent computer lab and a room for staff and the director. Members of the Lehman Scholars Program, Lehman's local honors program, share this space with the CHC scholars.

The CHC curriculum is based on four Honors Seminars which focus on New York City. These are:

- The Arts in New York City
- The People of New York City
- Science and Technology in New York City
- New York City in the Twenty-first Century

Seminar enrollment is limited to twenty. Most of the other member colleges of CHC have multiple sections of the seminars that are taken one per semester in the order listed above over the first two years. Lehman's CHC has the advantage of a smaller number of students, in turn producing a tighter bond among them. Seminars are taught by senior faculty who are both challenging and nurturing. The Seminar on Science and Technology was taught at Lehman this past Fall by Distinguished Professor of Physics Eugene Chudnovsky. Among other activities, Professor Chudnovsky arranged for his seminar participants to spend a day with him at the Indian Point nuclear power plant in their study of energy sources for New York City.

CHC scholars are required to take an additional twelve credits of honors courses before graduation. Scholars often choose to take Lehman Scholars Program (LSP) seminars. Each term LSP offers five to six new seminars selected by a faculty board, giving students a wide array from which to choose. Other departmentally designated honors courses provide additional opportunities.

Although CHC at Lehman is only in its second year of operation, the scholars have made a difference to campus life, both as unusually strong students and as members of the Lehman College Faculty Student Senate in which CHC students hold approximately one quarter of the student seats. The academic excellence of the CHC students has been noted by many of the faculty and it is clear that the CHC students have provided a bolus of vitality to the Lehman College community.

F. Information Technology (IT) Center

At the time of the last Self Study and site visit the College's IT Center was nearing completion but had not been described and is therefore described here. Lehman's Information Technology Center, which is located on the plaza level of Carman Hall, provides access to computing and related technologies in support of the College's instructional, research, and administrative activities. The facility houses eight microcomputer classrooms, an additional classroom with high-end graphics workstations, the open Academic Center area with over 100 microcomputers, printing facilities, a help desk, a small auditorium, and a faculty development lab.

The entire facility is networked on a high-speed backbone providing access to the Internet and campus network services, including electronic mail, the World Wide Web, and remote library and specialized departmental resources. The facility also supports two-way interactive video distribution. Dial-up access from off-campus is available for many of these resources, either directly to the campus communications server, or through the Web.

Facilities for video conferencing and distance learning are expanding. They include multimedia computer-equipped classrooms; a distance learning satellite broadcast and reception studio/classroom under the auspices of HETS (the Hispanic Educational Telecommunications System, of which Lehman College is a founding member); a high-speed video distance learning classroom connected to EdNet (part of New York City's institutional network) and the three public high schools adjacent to Lehman; and a distance-learning classroom with smart whiteboard presentation and video conferencing capabilities (created under the University's Media Distribution System). Lehman's role as the central hub of the Bronx Information Network (BIN) also affords Lehman students an opportunity to take advantage of the resources of other educational, medical and artistic institutions in the Bronx. All rooms are accessible for persons with disabilities, and specialized software for visually impaired persons is provided.

Usage and Usage Patterns

Classrooms

On average, of the nine computer classrooms: seven are in heavy use most of the day hours, eight are in heavy use in the evening hours, eight are in moderate to heavy use on Saturday, 1 or 2 are in light use on Sunday. The systems differ from classroom to classroom and the classrooms with the newest systems (and therefore the greatest capabilities) are in greatest demand.

Approximately 15 -20 different departments utilize the center's classrooms on a regular basis.

Open Academic Center

The Open Academic Center is in moderate use during all of its operating hours and in extremely heavy use at several times during the semester (e.g. mid-term and final exams).

Media Systems

Since January 1999, new labs, conference rooms, and lecture halls throughout the campus have been added to the video distribution facilities. As spaces increase where video and audio can be distributed, the request for services (e.g. video-conferencing, satellite broadcasts, centralized media distribution) have increased. Lehman can and has provided these services for college programs, for other education institutions, for the community, and to outside users on a rental basis.

G. CUNY On The Concourse

The development of an off campus training site convenient to the working population in the Bronx, was proposed in 2002 based on several factors: 1. the Bronx, which is the poorest and youngest borough in New York City, has the highest number/percentage of low-income individuals, yet has low entry and degree completion levels; 2. Bronx high school students are educationally disadvantaged by a lack of basic skills including time management skills, test taking skills, and lacking information regarding college requirements as documented by both the 2000 Census and school-based reports; and 3. for many Bronx students, English is a second language as the Bronx has the highest proportion of Hispanics in the five boroughs of New York City (43.5, Census 2000). A site was identified at the intersections of the Grand Concourse and Fordham Road, the two major North-South and East-West thoroughfares in the borough and developed in partnership with the two Bronx CUNY Community Colleges, Hostos and Bronx Community College and with the New York Health and Human Services Union, 1199/S.E.I.U. The original mission of this site, which is now known as CUNY On The Concourse (COTC), was to train students for entry into the nursing and health-related professions. This mission derived from the fact that while the health industry is the largest employer in the Bronx and is

suffering from a drastic shortage of qualified health professionals, especially nurses, very few of the Bronx immigrant population entered the health-related professions either because of difficulties with language or education. However, on the basis of ongoing student surveys at numerous Open Houses, Community Outreach events (including Information Fairs at CBOs, schools, and hospitals), telephone polls of prospective students and suggestions made by continuing students, this mission was broadened to include: the GED in Spanish; GRE and GMAT preparation courses; other professional studies including accounting and bookkeeping, Microsoft Office Technology and Spanish translation studies for non-Spanish-speaking health professionals. The need for the translation studies class is supported by a New York Times (2002) report that while 28% of New York's population is Hispanic, only 1.5% of Healthcare workers speak Spanish. A highly successful Certified Nurse's Assistant Program also was established in response to student and community surveys and market demand in the face of the Nursing shortage. The program is run in collaboration with Hostos Community College, CUNY. The first class, with a passing rate of 90%, graduated in June 2003.

COTC is based on the "one stop philosophy" for students interested in pursuing a degree and receiving career training from CUNY. To that end, we offer services from assessment and education through job placement and follow-up for our students. Because COTC functions as a bridge to college as well as a workforce development center, we are constantly researching, planning, and running marketable programs and expanding the range of support services that are available to our students and the community. A representative sample of the programs offered at COTC is presented in Appendix 14.

H. Facility Master Plan

One of the most important accomplishments in the past five years was the completion of the College's Facility Master Plan Amendment, which was completed in 2003 and recently approved by the CUNY Board. The Master Plan Amendment recommends the following interventions on the campus:

Development of a science complex at the north end of the campus, consisting of construction of a state-of-the-art Combined Life Sciences building addition directly to the north of Gillet Hall and the complete renovation of Gillet Hall for the Physical Sciences. Combining of the sciences into one complex will promote an increased critical mass of science faculty and students, fostering greater opportunity for interactions and collaborations.

Creation of a new campus core which will bring together student life and student service functions centered on the campus oval. The Old Gym building will be converted to the new Campus/Student Center and will provide dining facilities for students and faculty, the bookstore, student clubs, student organizations, meeting rooms, lounges and recreational spaces. The new Student Services Center will be housed on the lower floors of the Music Building and will include a "one-stop center" for student transactions and associated offices, including the Registrar, Admissions and Recruitment, Financial Aid and the Bursar. In addition, student support service areas, such as SEEK, Counseling, Testing, Student Health Services, Tutoring and Academic Standards and Advisement will be located on lower levels.

Renovation of Davis Hall into a mixed use building housing professional health programs, senior campus administrative offices and the Child Care Center.

Renovation of the Library to provide high density compact shelving to accommodate expansion of the collections and an overall reorganization of the facility to become more efficient and to integrate advanced information technologies.

Enhancement of the Landscape includes reconfiguration of the Oval raising it to be level with the campus to better integrate outdoor and student life, upgrading the amphitheater adjacent to Speech and Theatre, upgrading the ball fields and adding bleachers, lockers and storage, relocation of the memorial garden into the new science complex, creation of an outdoor dining terrace adjacent to the new dining facilities in the new Campus Center and the addition of safe passage to the campus across Goulden Ave.

from the parking lots.

Removal of all temporary structures on Campus which includes T-2 and T-3 Buildings and the Bookstore.

CUNY's 5 year capital outlay program for years 2004-2005 through 2009-2010 include funding in the amount of \$60 million for design, construction and equipment of a phase I Science Facility addition to Gillet Hall in the first four years, 1.7 million dollars for Site Lighting Phase II in years one and two, 2 million dollars in the fourth year for design of the former Gymnasium Building conversion to Campus Center and 4.6 million dollars in the fifth year for design of the phase II Science Facility.

I. New Degree Programs

Undergraduate

Three new degree programs have been added to the undergraduate curricular offerings: a Bachelor of Science in Computer Graphics and Imaging, a Bachelor of Business Administration and a Bachelor of Arts in Mass Communication.

The BS in Computer Graphics and Imaging became effective in Spring 2002. An interdisciplinary major in the Departments of Art and Mathematics and Computer Science, it brings together art and design concepts with concepts from technology and mathematics. This integration enables students to function and evolve in the rapidly changing fields of digital and electronic imaging. Additionally, the breadth of topics covered in this interdisciplinary major serves the student as a broad base in the liberal arts or as a platform for a career. Careers for students who graduate include web design, animation, CAD, architectural rendering, scientific presentation, advertising, TV effects, medical illustration, computer game production and data visualization. For students wishing to advance their studies, there are numerous graduate programs with pre-requisites that match the coursework from the program.

The Bachelor of Business Administration (BBA) became effective Fall, 2002. This new program equips students with the necessary managerial skills that are needed to function effectively in today's rapidly changing business environment. Students majoring in this program are

introduced to the art and science of planning, organizing, controlling, and leading the physical, financial, human and informational resources of any organization, whether private or public, for-profit or not-for-profit, corporate or entrepreneurial. A Bachelor of Business Administration will also serve as a first step to graduate study in business, law, education, and other academic and professional fields.

The BA in Mass Communication became effective Fall, 2003. Although it previously existed as a track within the College's BA program in Speech and Theatre, the new degree removes it from that context. With the enormous technological advances in radio, television, and film, the configuration of Mass Communication as a track within the context of a Speech and Theatre degree became antiquated and unwieldy. The Mass Communication curriculum offers a professionally oriented curriculum that includes both conceptual courses and laboratory skills. Students participate in various internship programs with professional media, both in the United States and overseas. The program prepares professionals in the fields of radio and television production, professional writing, editing, proofreading, news retrieval and research, video editing, film production, script writing, voice and diction, and sound technology.

Graduate

The Division of Education developed and received approval for 7 new advanced certificate programs in the areas of: Teaching English to Speakers of Other Languages (TESOL), English Education, Languages other than English,, Mathematics Education, Science Education and Social Studies Education. These certificates meet the demands and requirements for teachers according to the NYS Department of Education and the NCATE standards and provide much needed options for recruiting teachers in shortage areas.

The Department of Nursing developed and received approval for 2 new Post Master's Graduate Certificate Programs in Nursing Education and Nursing Administration. These two certificates address the shortage of nursing faculty and higher-level nurse administrators.

The Department of Environmental Geographic and Geological Sciences developed and received approval for a graduate certificate program in Geographic Information Science (GIS), a rapidly expanding field.

The Department of Health Sciences issued a Letter of Intent to establish a Master of Public Health (MPH degree program). The Letter of Intent was approved by the Lehman Graduate Curriculum Committee and Senate as well as the CUNY Graduate Council. There is a large demand for this program in the area served by the College.

The Department of Sociology and Social Work issued a Letter of Intent to establish a Graduate Program in Social Work (MSW degree program), which has been approved by the Lehman Graduate Curriculum Committee and Senate. This proposal is currently in review by CUNY.

J. Governance

The governance structure of the College was revised in both 2002 and 2003, with the most significant changes coming in 2003. In order to protect it from frequent change, as originally adopted, the Lehman College Bylaws could be revised only via a referendum of faculty and students. With the threshold for revision deliberately difficult to meet, the document had remained virtually unchanged since its adoption in 1971. Thirty years later, the Document was in need of revision, and the inflexibility built into the text had become a liability. Without a change in the amendment procedures, the only recourse was to engage the President directly in the revision process. Fortunately, the President believed change was necessary, and after discussion and approval by the Lehman Senate, the following changes were recommended to the President, who then took them to the CUNY Central Office. The Bylaws included the following changes:

The section dealing with Departmental Personnel and Budget Committee actions regarding recommendations of Promotion to Full Professor was amended to specifically include the participation of the candidate's department in the promotion review and recommendation. Without specific mention, input from the department had been excluded from the process in the previous iteration of the Bylaws.

Proportionate representation in the Senate was modified and systemized by setting percentages for each group represented. Previously, some seats were designated by a set number, and others by title. All members are now voting members; previously, the Senate member representing the secretarial staff had no vote. Percentages were set as follows: Faculty, divided between department representatives and at-large senators, will equal one-half the membership of the Senate, Students will equal one-third, and Administrators one-sixth. Based on a total membership of 108, this represents a loss of 3 potential seats for the students and approximately the same for faculty, and an increase of 2 seats in the HEO category.

The amendment procedure was simplified and made easier. The original amendment procedures required a complex initiation process, followed by a ratification procedure, which demanded ratification by 75% of the students voting, providing at least 30% of eligible students voted, and by 75% of the faculty, providing at least 60% of the eligible faculty voted. The new procedure allows for initiation of an amendment through the Governance Committee of the Senate, then ratification by an affirmative vote of 75% of senators present, providing at least 2/3% of all senators are present.

Chapter Eleven: Evidence of Continuous Institutional Self Study and Planning

Strategic Planning and Assessment

Lehman has an active and ongoing process for self study and strategic planning. The two overarching strategic planning documents are the CUNY Master Plan 2000-2004, which is currently being updated, and the College's Strategic Plan which was adopted in 2001 and is available on the College Website.

Annual College-Wide Assessment:

The College monitors its progress in meeting its goals and targets on an annual basis and updates these goals and at the end of each academic year submits a report to the Chancellor on progress towards the previous year's goals. The Performance Goals and Targets are organized around three broad goals:

- Raise Academic Quality
- Improve Student Success
- Enhance Financial and Management Effectiveness

Each of these goals has sets of specific objectives and delineated indicators. A copy of the current year's goals and targets and a copy of last year's progress report are included as Appendix 15 and 16.

Academic Affairs Strategic Plan:

The Provost also initiated a planning process for Academic Affairs that started in January 2002 with a planning retreat for deans and chairs. This retreat focused on five issues:

- Implementation of the new General Education curriculum
- Student advising
- Nurturing the scholarly and cultural life of the campus
- Faculty mentoring and development
- New academic programs

The Academic Affairs planning process continued with a second planning retreat in September 2003, which resulted in a two year plan for 2003-2005 (See Appendix 17) that focused on four broad goals:

- Provide a curriculum and resources essential to an outstanding liberal arts and sciences and professional curriculum
- Foster scholarship, research and artistic endeavors by College faculty
- Serve as a Center for the continuing educational and cultural needs for the region
- Develop the financial resources to carry out the College's mission.

Enrollment Management Strategic Plan:

Informed by the Academic Affairs retreat and the University/College Goals and Targets, the Office of Enrollment Management held a planning retreat and several follow-up meetings which produced a planning document (See Appendix 18) with four broad categories, each containing specific goals:

- Research and assessment
- Transfer students and the transfer admissions through registration process
- Coordinated freshmen programs
- High school outreach/College Now

Information Technology Strategic Plan:

In addition to these planning processes, in September 2002 the College initiated a planning process to develop an Information Technology (IT) Strategic Plan which was completed in June 2003. A Technology Oversight Committee, which is co-chaired by the Provost/Senior VP for Academic Affairs and the VP for Administration, is meeting regularly on the implementation strategies for this plan. The IT Strategic Plan and the composition of the Technology Oversight Committee are included as Appendix 19.

General Education Assessment:

The College has been particularly interested in assessing the effectiveness of its new general education curriculum and under the leadership of the Curriculum Committee and General Education Task Force has had several meetings to develop learning objectives for all the basic

component and distribution courses in the curriculum. These learning objectives are presented as Appendix 20. As noted earlier, the Faculty Advisory Committee to the Writing Across the Curriculum program has developed an assessment vehicle for the Writing Intensive Courses and piloted this assessment tool last year (Appendix 13).

Student Affairs NSSE/ BEAMS Project:

As part of our ongoing institutional assessment efforts, the College will be participating in a new project to enhance student engagement and success called B.E.A.M.S., Building Engagement and Attainment of Minority Students. The BEAMS initiative is sponsored by the American Association for Higher Education (AAHE) and the National Survey of Student Engagement (NSSE) with support from the Lumina Foundation for Education.

Our goal is to use NSSE data to help examine the scope and character of our undergraduate students' experiences to design and implement mission-driven initiatives that will result in enhanced levels of student learning and institutional effectiveness.

The NSSE survey is being implemented during the spring 2004 semester to a sample population of 1,600 freshman and senior students. A campus committee will be formed to begin to review NSSE results and identify potential strategic initiatives. Lehman representatives will attend the 2005 summer academy sponsored by AAHE to further develop action plans to address college initiatives.

The AAHE Summer Academy will provide offers concentrated time to develop plans in the company of other college consortium teams working on similar initiatives.

Enrollment: Retrospective Analyses and Projections

Demographics

There have been several shifts in the demographics of the undergraduate population at Lehman College over the past 5 years in the categories of age and credit load, geographic location, and ethnicity:

- The College has experienced a 5 percent increase in the number of full-time students who are in the 19-26 year-old age range (from 52 percent in 1999 to 57 percent by fall 2003).
- In 1999, 81 percent of Lehman students came from the Bronx and Manhattan. By 2003, the number declined to 79 percent. In that same period, there was a 2 percent increase in the number of students coming from Westchester, Rockland, and Putnam counties. This small shift reflects one of the College's enrollment targets which is to increase the number of students from the counties north of the College.
- The ethnicity of Lehman students has experienced an internal shift. While the percent of Black and Hispanic students has remained at 82 percent, the Black student population has declined by 2 percent while the Hispanic population has increased by 3 percent. The White population has decreased by 2 percent.

Enrollment

Spring 2004 total enrollment is 9,917 representing the College's largest enrollment since the fall 1994. A five-year analysis indicates that undergraduate enrollment decreased by 4 percent from 1999-2000 and was flat from 2000-2001. This trend alerted the College to the need to consider new enrollment initiatives. The College has been engaged in strategic enrollment management as of the fall of 2001 with the overarching goals of improving enrollment, retention, and graduation rates. Total enrollment from fall 2001 to fall 2003 has increased by 9.3 percent.

Graduation Rates

The College and CUNY monitor the graduation rates for three distinct cohorts: (1) entering freshman; (2) transfer students; and (3) graduate students.

The six-year graduation rate for freshman cohorts increased from 21.5 percent for the fall 1992 cohort to 30 percent for the fall 1997 cohort. The four-year graduation rate for full-time transfers rose from 32.3 percent for the fall 1994 class to 47.6 percent for the fall 1998 class. As for graduate students enrolled both full- and part-time, the four-year graduation rate has increased from 58.4 percent for the fall 1996 cohort to 62 percent for the fall 1999 cohort.

Five-Year Enrollment Projections

The College projects that over the next five years enrollment will grow at an annual rate of 1 to 3 percent. Positive impact is expected from relatively new undergraduate programs in business administration and mass communications as well as continued growth in the nursing program. Unknown at this time is the potential loss in new freshmen enrollment that may occur from 2004-06 due to the anticipated reduction in the number of high school graduates from the College's catchment areas of the Bronx, Manhattan and Westchester. At the graduate level, the College anticipates incremental increases from proposed new programs in social work and the health professions.

Headcount	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Undergraduate	7,872	8,025	8,193	8,335	8,435
Graduate	2,131	2,150	2,200	2,225	2,250
TOTAL	10,003	10,175	10,393	10,560	10,685

Office of Institutional Research and Databases

The College is aided in its outcomes and assessment processes by its own Office of Institutional Research and Assessment and as well as the University-wide Office of Institutional Research and Assessment. The College compiles an annual data book, the latest iteration of which is included with the Resource documents. The list of data bases from which this report is developed is included as Appendix 21.

Five-Year Financial Projections

The chart below identifies Lehman College's most recent three years' budget and financial picture (FY 2002-2004) and then projects the financial situation through Fiscal Year 2009.

The projected growth in the budget allocation of 3.9% reflects the experience over the last five fiscal years. On average, increased personnel costs are projected at 3%, with a discounting for vacant positions of 2%. Fiscal Year 2005 projects a significant growth in employment as the College emerges from the recent hiring freeze. Other Than Personal Services (OTPS) is projected at 5% inflation in future years.

The underlying revenue projections are consistent with the enrollment projection (page 97). The College and University Tuition Revenue Account (CUTRA) reflects cumulative revenue over collections each year, after funding any operating deficits each year. These funds may also be used to fund any gaps in the capital budget, such as renovations of laboratories or classrooms.

Certain items are not projected in this analysis that could significantly impact the projections such as different growth rates for the budget or PS costs, new programmatic initiatives undertaken by the College or CUNY Central, or changes in the College's revenue targets mandated by the State and/or CUNY.

**LEHMAN COLLEGE FIVE YEARS FINANCIAL PROJECTION
(000)**

	2001-'02	2002-'03
BUDGET	(Year End Actual Operating Budgets)	
	48,835	50,328
EXPENDITURES		
P. S. Regular ^{4,5}	38,273	41,999
Adjunct	3,721	4,738
Summer Adjunct	714	938
Temp	1,940	2,184
OTPS ⁶	5,144	5,313
TOTAL EXPENDITURES	49,792	55,172
ANTICIPATED NON-TAX LEVY SUPPORT		
Anticipated Non Tax-Levy Support	678	1,487
Refund to Code	200	707
ADJUSTED EXPENDITURES	48,914	52,977
OPERATING SURPLUS/DEFICIT	(79)	(2,650)
Revenue Overcollections	79	2,317
BUDGET BALANCE AVAILABLE	(0)	(333)
CUTRA (Balance)	1,142	810

	2003-'04 ¹	2004-05	2005-06	2006-07	2007-08	2008-09
BUDGET	(Year End Projected Operating Budgets)					
	50,112	57,892	60,257	62,611	65,055	
EXPENDITURES						
P. S. Regular ^{4,5}	42,000	45,378 ³	45,832	46,290	46,753	47,220
Adjunct	5,191	5,347	5,508	5,673	5,843	6,018
Summer Adjunct	1,177	1,212	1,249	1,286	1,325	1,364
Temp	2,427	2,499	2,574	2,652	2,731	2,813
OTPS ⁶	5,615	5,896	6,190	6,500	6,825	7,166
TOTAL EXPENDITURES	56,410	60,332	61,353	62,400	63,477	64,582
ANTICIPATED NON-TAX LEVY SUPPORT						
Anticipated Non Tax-Levy Support	1,186	1,186	1,186	1,186	1,186	1,186
Refund to Code	776	776	776	776	776	776
ADJUSTED EXPENDITURES	54,447	58,370	59,390	60,438	61,514	62,621
OPERATING SURPLUS/DEFICIT	(733)	(2,558)	(1,398)	(181)	1,097	2,436
Revenue Overcollections	2,000	1,317	1,924	2,694	3,283	3,371
BUDGET BALANCE AVAILABLE	1,267	(1,241)	526	2,513	4,380	5,807
CUTRA (Balance)	2,076	835	1,361	3,874	7,157	10,528

FOOTNOTES:

- 1 2003-04 updated as of March 26, 2004
- 2 Budget Projection at an annual increase of 3.906%
- 3 PS Regular for 04-05 includes \$2,958,089 in assumed filled positions
- 4 All PS Regular projected at an annual increase of 1% (3% Collective Bargaining - 2% Vacancy Factor)
- 5 Forecast beyond 04-05 assumes no additional new positions
- 6 OTPS projected with an annual inflation rate of 5%

Appendices: Table of Contents

Appendix		Page
1	Middle States Steering Committee.....	100
2	Working Groups.....	101
	Current Overview of the Institution.....	101
	Review of Significant Developments and Changes.....	102
	Self Study and Evaluation Recommendations.....	102
3	Lehman College Organizational Chart.....	103
4	Institutional Support Services Program Utilization Statistics.....	104
5	History of Online Courses 1997-2004.....	106
6	CUNY Online Courses Spring 2004.....	112
7	Faculty Online Workshop.....	113
8	Student Course Evaluation Form.....	114
9	Faculty Publications.....	115
	2001-2002.....	115
	2002-2003.....	140
10	Articulation Agreements Established 1999-2003.....	150
11	Library.....	152
	Electronic Resources.....	152
	Hardware.....	153
	Seating and Facilities.....	155
12	LibQual + Survey Results.....	156
13	Rubric for Pilot Assessment of Writing Intensive Sections.....	175
14	Representative Sample of CUNY On the Concourse Programs.....	177
15	Lehman College Performance Goals and Targets 2003-2004.....	183
16	Lehman College Goals and Targets Year-End Report for 2002-2003...	196
17	Academic Affairs Strategic Plan.....	220
18	Enrollment Management Strategic Initiatives 2003-2005.....	223
19	Information Technology Strategic	225
20	General Education Strategic Planning Workshop February, 2004.....	240
	Objectives-Basic Skills Requirements.....	240
	English Composition.....	240
	Mathematics.....	241
	Foreign Language.....	241
	Natural Sciences.....	242
	Objectives-Distribution Courses.....	243
	Objectives-LEH Courses.....	244
21	Institutional Research Data Bases.....	245

Middle States Steering Committee

Anthony J. Garro, *Provost and Senior Vice President of Academic Affairs, Committee Chair*

- a) **Academic Affairs Leadership**
Annette Digby, *Dean of Education*
Marlene Gottlieb, *Dean of Arts & Humanities*
Michael Paull, *Dean of Individualized & Continuing Education*
William Tramontano, *Dean of Natural & Social Sciences*
Anne Prisco, *Associate Provost & Assistant Vice President for Enrollment Management*
Lourdes Perez, *Executive Assistant to the Provost, Ex-Officio*
- b) **Divisional Representatives**
James Jervis, *Department Chair of Black Studies and Representative of the Executive Faculty*
Abigail McNamee, *Department Chair of Early Childhood & Childhood Education*
Zong-Guo Xia, *Department Chair of Environmental, Geographic and Geological Sciences*
- c) **Senate Committees**
Eric Delson, *Chair of the Joint Senate and FP&B Budget and Long Range Planning Committee*
Barbara Jacobson, *Chair of the Undergraduate Curriculum Committee*
Robin Kunstler, *Chair of the Graduate Studies Committee*
Lynne VanVoorhis, *Chair of the Governance Committee*
- d) **General Education/Transfer Student Group**
Althea Forde, *Director of Instructional Support Services*
Paul Kreuzer, *Director of Academic Standards and Evaluation*
Robert Whittaker, *Professor of Languages and Literatures*
Steve Wyckoff, *Director of Freshman Year Programs and English Composition Program*
Annette Hernandez, *Director of SEEK Program*
- e) **Honors College**
Gary Schwartz, *Director of the CUNY Honors College at Lehman*
- f) **Other Offices**
Jose Magdaleno, *Vice President for Student Affairs*
Rona Ostrow, *Chief Librarian*
Susanne Tumelty, *Director of Institutional Research and Assessment*
Derek Wheeler, *Vice President for Administration*
- g) **Student Representatives**
Lydia Obasi, *President for Campus Association for Student Activities*
Gaurav Bawa, *Chair of Student Conference*

Working Groups For The Current Overview of the Institution

Topic	Subgroup
Mission, Academic Affairs Strategic Plan and CUNY Master Plan	A. Digby , A. Garro, and W. Tramontano
Articulation and Affiliation Agreements; Off Campus Sites and Distance Education	A. Digby, M. Gottlieb, A. Prisco, M. Jafari, P. Kreuzer, M. Paull, W. Tramontano, R. Whittaker
Organization and Administration	A. Garro and L. Perez
Faculty	J. Jervis, A. Garro, A. McNamee
Admissions and Student Services	G. Bawa, J. Magdaleno, L. Obasi, A. Prisco
Resources	E. Delson, ¹ S. Laureano, M. Paull, L. Perez, D. Wheeler
The Library	R. Ostrow and Library Staff
Academic Support Services and Learning Center	² A. Forde, ³ A. Hernandez, ⁴ S. Polirstok
Administrative Structure and Board	L. Perez and L. VanVoorhis
Plant and Equipment	⁵ R. Rotolo and D. Wheeler
Financial Operations	E. Delson and D. Wheeler
Research Activities	⁶ B. Bralver, A. Digby and W. Tramontano, Z. Guo-Xia

¹S. Laureano, Director of Human Resources

²A. Forde, Director of Institutional Support Services

³A. Hernandez, Director of SEEK

⁴S. Polirstok, Associate Dean of Education

⁵R. Rotolo, Director of Physical Plant and Facilities

⁶B. Bralver, Director of Office of Grants and Contracts

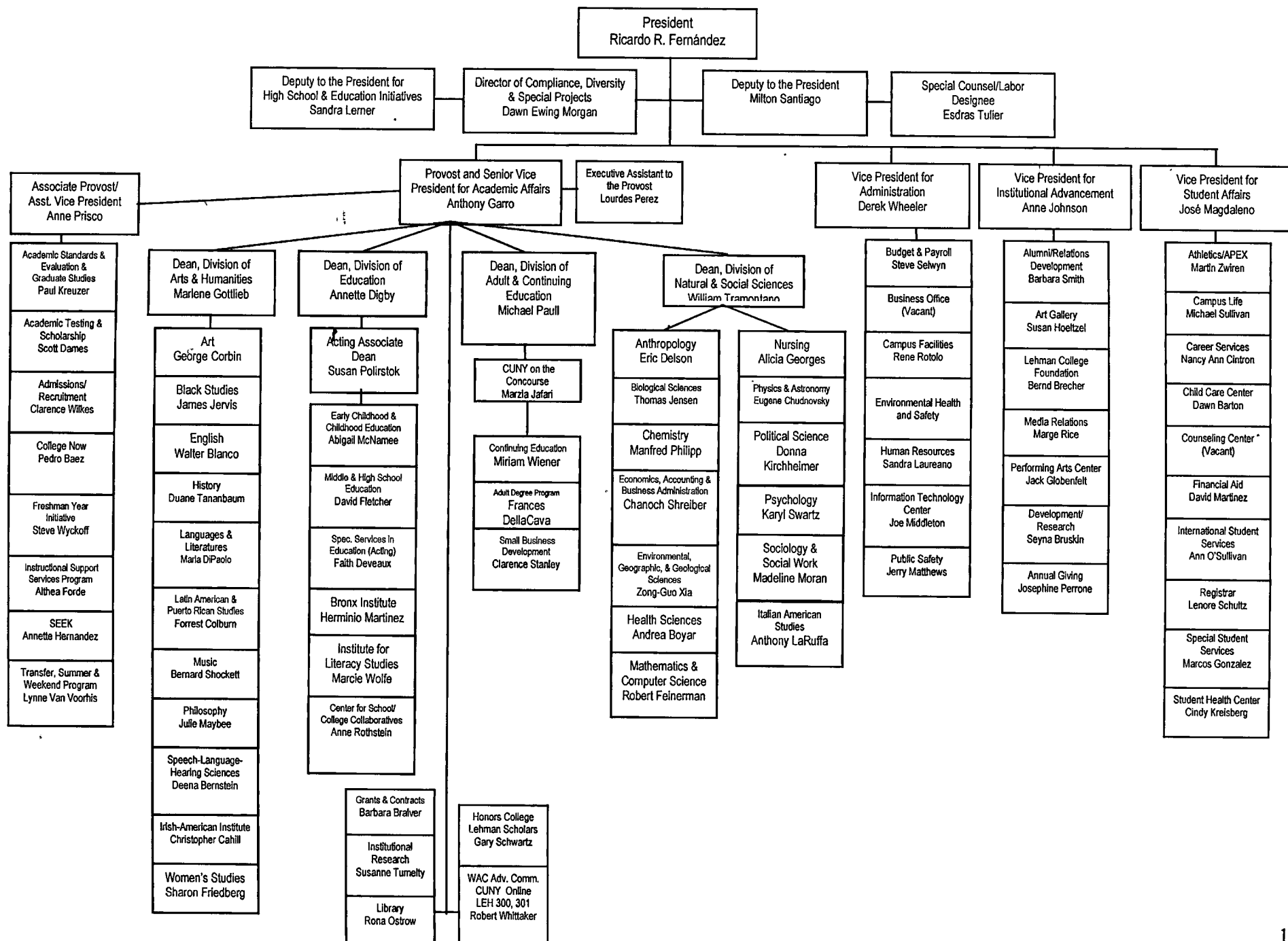
Working Groups For The Review of the Significant Developments and Changes Since the Previous Evaluation.

Topic	Subgroup
General Education Curriculum	M. Gottlieb, B. Jacobson, R. Whittaker, S. Wyckoff
Transfer Learning Community	A. Forde, A. Prisco, R. Whittaker
Honors College	G. Bawa, G. Schwartz
CUNY On The Concourse	M. Jafari, M. Paull,
Teaching Fellows, NCATE Accreditation and New High School Initiatives	A. Digby, M. Gottlieb
New Degree and Certificate Program	B. Jacobson, R. Kunstler, A. Digby, Z. Guo-Xia
Student Services	G. Bawa, J. Magdaleno, L. Obasi
Facilities and Other Institutional Resources	A. Garro, J. Jervis, A. McNamee, R. Rotolo
Governance	M. Paull and L VanVoorhis
Personnel and Management	S. Laureano, L. Perez and D. Wheeler
Institutional Research Capability	K. Gargiulo, A. Garro, S. Tumelty
Enrollment Management: Admissions, Retention and Attrition	A. Forde, A. Hernandez, P. Kreuzer, A. Prisco
Financial Condition	E. Delson, D. Wheeler

Working Groups For The Self Study and Evaluation Recommendations

Topic	Subgroup
Funding	E. Delson, A. Garro, D. Wheeler
Faculty	A. Garro, J. Jervis, A. McNamee
Student Services	J. Magdelano,
Technology	¹ J. Middleton, R. Ostrow, M. Paull, R. Whittaker
Elimination of Remediation and New Admissions Requirements	A. Forde, A. Hernandez, J. Jervis, A. Prisco, S. Tumelty, S. Wyckoff,
Impact of Tuition Increases	A. Prisco, S. Tumelty

¹J. Middleton, Director of Information Technology



ISSP Utilization Statistics

Students Using Tutoring Services

	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003
Status							
No answer	1	0	26	34	15	40	37
Freshman	47	74	48	43	28	53	42
Sophomore	54	96	108	59	46	54	60
Junior	119	91	74	83	49	83	101
Senior	36	45	32	56	58	66	87
Graduate	10	8	20	25	48	37	28
Transfer	2	16	37	34	30	43	50
* Non-registered	12	5	10	7	49	24	8
TOTAL	281	335	355	341	323	400	413

* Each semester the ISSP offers weekly workshops to students who desire to attend Lehman but have not yet passed the ACT Reading and Writing exam. In order for these students to retest before the summer and intersession, they are required to participate in 20 hours of academic intervention. The 20 hours can consist of workshops and one-on-one tutoring or a combination of both.

ACE Tutoring	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003
Writing Tutoring	204	242	277	229	181	207	273
Discipline Tutoring	77	93	78	112	142	193	140
Students Served	281	335	355	341	323	400	413

ACE Workshops	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003
ACT-READING	0	45	74	23	21	26	10
ACT-WRITING	0	157	151	42	68	68	50
BRIDGE PROGRAM	0	0	0	63	0	0	63
CPE	0	46	94	119	180	198	644
CPE-SUMMER	0	0	0	0	0	0	550
ECONOMICS	0	0	0	0	0	18	7
GEOLOGY						21	16
GRADUATES WKSP	0	0	0	11	16	0	2
IN-CLASS	0	0	0	0	43	5	0
PSYCHOLOGY WKSP	8	0	0	0	6	0	0
SCHOLARSHIP	0	0	0	0	10	0	0
SPRING BREAK	0	66	0	83	0	0	0
TEST PREPARATION	0	102	0	0	0	0	0
TIME MANAGEMENT	0	0	0	0	8	0	0
WRITING SEMINARS	0	26	27	0	9	2	0
TOTALS	8	442	346	278	361	338	1342

Sci Learning Ctr	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003
Natural Sciences and Math Tutoring	142	228	202	220	265	303	266
Workshops			10		118	18	50
Total	142	228	212		383	321	316

	FALL 2000	SPRING 2001	FALL 2001	SPRING 2002	FALL 2002	SPRING 2003	FALL 2003
CPE Workshop Attendance	0	0	101	146	180	198	644
CPE Tutoring	0	3	29	20	11	19	104

History of Online Courses At Lehman College/CUNY

Number	Section4-Digit	Co	A/H	Enroll	Title	Instructor
1997-2	GEH101 01	1823	A	11	Introduction to Geography	Bergman Edward
1997-9	GEH101 C01	1626	A	20	Introduction to Geography	Bergman Edward
1997-9	GEH501 01	1630	A	5	Principles of Geography	Bergman Edward
1998-2	GEH101 01	0545	A	14	Introduction to Geography	Bergman Edward
1998-2	GEH501 01	1580	A	5	Principles of Geography	Bergman Edward
1999-9	GEH101 01	0537	A	9	Introduction to Geography	Bergman Edward
1999-9	GEH501 01	1588	A	5	Principles of Geography	Bergman Edward
1999-9	HEA265 01	1794	H	25	Contemp Health Issues	Demmer Craig
1999-9	HSD266 XT81	1220	H	61	The U.S. Health Care System	Levitt Jane
1999-9	IBA155 81AB	2261		26	Composition and Literature I	Counihan Beth
2000-2	CHE446 01	1851	H	8	Biochemistry II	Philipp Manfred
2000-2	DFN445 01	0275		25	Advanced Nutrition	Boyar Andrea
2000-2	DFN610 01	1398	H	2	Nutrition: An Integrated Approach	Boyar Andrea
2000-2	GEH101 01	0505	A	14	Introduction to Geography	Bergman Edward
2000-2	GEH501 01	1573	A	1	Principles of Geography	Bergman Edward
2000-2	HEA245 01	2209	H	11	Contemp Health Issues	Demmer Craig
2000-2	HIS273 C01	2003	H	29	Foundations of the US	Robertson Andrew
2000-2	HIU310/HIXH81	1991/1598	H	22	Emergence of Mod US	Robertson Andrew
2000-2	IBA155 81AB	2301	H	24	Composition and Literature I	Counihan Beth
2000-2	LSP350 81	1221	A	11	Evolution, Species, Biogeography	Rachlin Joseph
2000-8	CHE120 01	0025	H	13	Essentials of Organic Chemistry	Philipp Manfred
2000-9	BIO267 01	0133	H	12	Comparative Anatomy Vertebrates	Rachlin Joseph
2000-6	CHE120 F01	0183	H	24	Essentials of Organic Chemistry	Philipp Manfred
2000-9	DFN610 81	1448	H	7	Nutrition: An Integrated Approach	Boyar Andrea
2000-9	GEH101 01	0556	A	16	Introduction to Geography	Bergman Edward
2000-9	HIS273 C01	1877	H	23	Foundations of the US	Robertson Andrew
2000-9	HIS273 01	1892	H	18	Foundations of the US	Robertson Andrew
2000-9	HSA440 81	1224	H	20	Health Services Seminar	Menendez Bobbie
2000-9	HSD266 XH81	1911	H	60	Overview of the US Healthcare System	Levitt Jane
2000-9	HSD306 01	0608	H	18	Epidemiology	Menendez Bobbie
2000-9	HSD306 XM81	1228	H	21	Epidemiology	Menendez Bobbie
2000-9	IBA155 81AB	2386	H	26	Composition and Literature II	Counihan Beth
2001-2	BIO241 01	2247	A	16	Evolution, Species, Biogeography	Rachlin Joseph
2001-2	CHE120 81	1057	H	25	Essentials of Organic Chemistry	Philipp Manfred
2001-2	DFN445 01	0285	H	29	Advanced Nutrition	Boyar Andrea
2001-2	GEH101 01	0517	A	21	Introduction to Geography	Bergman Edward
2001-2	HIS273 G01	1947	H	29	Foundations of the US	Robertson Andrew
2001-2	HIS273 XW81	1175	H	26	Foundations of the US	Robertson Andrew
2001-2	HIU304/HI01	1929/1628	H	26	Era Amer. Revolution	Robertson Andrew
2001-2	HSA440 81	1189	H	22	Seminar in Health Services Admin	Menendez Bobbie
2001-2	HSD266 XW81	1999	H	59	Overview of the US Healthcare System	Levitt Jane
2001-2	HSD306 01	0577	A	18	Epidemiology	Menendez Bobbie

2001-2	HSD306	XM81	2001	A	19	Epidemiology	Menendez Bobbie
2001-5	DFN641	01	0238	H	9	Community Nutrition	Boersma Anne
2001-5	DFN731	01	0247	H	5	Preprofessional Practice Seminar	Boersma Anne
2001-5	HSA580	82B	0321	A	33	Epidemiology	Menendez Bobbie
2001-5	HSA440	81A	0188	H	15	Seminar in Health Services Admin	Menendez Bobbie
2001-5	HSD306	82B	0424	A	18	Epidemiology	Menendez Bobbie
2001-9	CHE560	01	1419	H	6	Introductory Chemoinformatics	Ganjan
2001-9	COR100	ZL01	0276	A	25	Core Humanities	Owens Maureen
2001-9	DFN610	81	1428	H	18	Nutrition: An Integrated Approach	Boyar Andrea
2001-9	DFN641	XW81	2595	H	9	Community Nutrition	Boersma Anne
2001-9	DFN731	01	1436	H	2	Preprofessional Practice Seminar	Boersma Anne
2001-9	GEH101	01	0526	A	16	Introduction to Geography	Bergman Edward
2001-9	GEH267	C01	2098	A	2	New York Metr Region	Bergman Edward
2001-9	GEH501	01	1604	A	2	Principles of Geography	Bergman Edward
2001-9	HIS273	D01	2065	H	29	Foundations of the US	Robertson Andrew
2001-9	HIU305/HI:C01		2049/2073	H	22	Early Republic 1789-1836	Robertson Andrew
2001-9	HIU305/HI:XW81		2050/2074	H	24	Early Republic 1789-1836	Robertson Andrew
2001-9	HSD306	XH81	1896	A	13	Epidemiology	Menendez Bobbie
2001-9	MAT314	ZI81	1245	H	20	Algebra and the Number Systems 1	Lakic Nikola
2001-9	MAT615	ZI81	1636	H	3	Algebra I	Lakic Nikola
2002-2	CMP337	81	0980	H	34	Discreet Mathematical Structures	Lakic Nikola
2002-2	COR100	ONL01	0255	A	15	Core Humanities	Owens Maureen
2002-2	DFN242	ONL01	2188	A	14	Geriatric Nutrition	Boersma Anne
2002-2	DFN445	01	0275	H	23	Advanced Nutrition	Boyar Andrea
2002-2	DFN630	ONL01	1321	A	9	Geriatric Nutrition	Boersma Anne
2002-2	ESC782	ONL01	2235	A	12	TOPS: Meth Teach Bus Ed	Bacon
2002-2	ESC782	ONL02	2557	A	2	TOPS: Meth Teach Bus Ed	Bacon
2002-2	GEH101	ONL01	0454	A	22	Intro to Geography	Bergman Edward
2002-2	GEH230	ONL01	1688	A	21	Human Geography	Bergman Edward
2002-2	GEH501	ONL01	1516	A	3	Principles of Geography	Bergman Edward
2002-2	HIS273	R01	1744	H	33	Foundations of the US	Robertson Andrew
2002-2	HIS273	XH81	1747	H	30	Foundations of the US	Robertson Andrew
2002-2	HIS274	G01	1748	H	20	Modern US History	Tananbaum Duane
2002-2	HIA348/76XH81		1735/1736	H	10	Ancient Science to Sci. Revolution	Dauben Joseph
2002-2	HIU308/HI:C01		1763/1765	H	29	Com Cv War 1836-1865	Robertson Andrew
2002-2	HIU308/HI:XT81		1764/1766	H	32	Com Cv War 1836-1865	Robertson Andrew
2002-2	HSA402	01	2042	H	16	RESCRH&PRG EVAL-HSA	Menendez Bobbie
2002-2	HSA440	81	1084	H	21	Seminar in Health Services Admin	Menendez Bobbie
2002-2	HSA470	81	1085	H	21	Admin. Skills - Health Services Admin	Menendez Bobbie
2002-2	HSA471	81	1086	H	22	Admin. Skills - Health Org 2	Menendez Bobbie
2002-2	HSD306	ONL01	2045	A	18	Epidemiology	Menendez Bobbie
2002-2	MAT316	01	1865	H	2	Intro Theory of Numbers	Nathanson Melvin
2002-2	PSY166	P01	1947	H	14	General Psychology	Yates Suzanne
2002-2	REH220	C01	2249	H	16	Intro Developmntl Disabilities	Kunstler Robin
2002-5	COR100	ON81A	0423	A	15	Core Humanities	Owens Maureen
2002-5	COR100	ON82A	0621	A	15	Core Humanities	Owens Maureen
2002-5	GLC103	ON401	0408	A	30	Elementary Gaelic 1	Ihde Thomas
2002-5	HSD306	ON-01A	0199	A	12	Epidemiology	Menendez Bobbie
2002-5	REC709	01A	0740	H	23	Mental Retardation Programs	Kunstler Robin
2002-9	ESC302	XM81	1804	H	30	Social Found. Of Ed.	Mulqueen William

2002-9	ESC409	ONL01	0474		21	Instruc Strategies Mid & High School	Avani
2002-9	ESC422	81	2361	H	2	Tch Eng - Mid & High School	Linderman Donna
2002-9	ESC424	ONL01	0476	H	2	Tch Forgn Lang Mid & High School	Ihde Thomas
2002-9	ESC429	01	2363	H	15	Tch. Lng. Lit. & Ed. Tec	O'Hara Kate
2002-9	ESC432	XM81?	1156	H	1	Tch Mat - Mid & High School	Gningue Serigne?
2002-9	ESC522	FTP41	2673	H	11	Tchng Eng 2ndry School	Linderman Donna
2002-9	ESC524	ONL01	1568	H	11	Tch Forgn Lang 2nd Schl	Ihde Thomas
2002-9	ESC529	01	1570	H	15	Lang. Lity. Educ. Tech.	Fletcher David
2002-9	ESC532	XM81?	1572	H	17	Tchng Math 2ndry Sch	Gningue Serigne
2002-9	ESC705/7(02		2675/2677	H	14	Methods of Research/Resrch Tch Spec Subj	Espinoza Ferdinarido
2002-9	ESC722	INT01	2399	A	0	Tchng Commun Skills	Sloan Heather
2002-9	ESC722	TOP21	2667	A	14	Tchng Commun Skills	Sloan Heather
2002-9	ESC722	XW81	1583	A	6	Tchng Commun Skills	Sloan Heather?
2002-9	ESC742	01/TOP	2591	H	5	Research in Math Edu	Gningue Serigne
2002-9	ESC761	ONL01	1801	H	6	Tchng English as 2nd Language	Ihde Thomas
2002-9	ESC770	TOP21	2662	H	15	TOPS: Meth Tch Scienc	Espinoza Ferdinando
2002-9	ESC788	XH81?	1601	A	0	Curriculum Thry & Desgn	Bacon Lynn
2002-9	ESC790	ONL01	2354	A	6	Wkshp Curric Mat Dev	Bacon
2002-9	GEH101	ONL01	0512	A	24	Intro to Geography	Bergman Edward
2002-9	GEH267	ONL01	0514	A	25	Human Geography	Bergman Edward
2002-9	GEH501	ONL01	1621	A	1	Principles of Geography	Bergman Edward
2002-9	HIS273	ZL01	2066	H	29	Foundations of the US	Robertson Andrew
2002-9	HIU310/HI:ZM01		2037/2038	H	20	Emergence of Mod US	Robertson Andrew
2002-9	HIN269	01	0536	H	40	Analy & Act - Commn Hlth	Miranda
2002-9	HSD306	ONL01	1190	A	15	Epidemiology	Menendez Bobbie
2002-9	NUR300	01	0714	H	36	Nursing as a Human Science	Miranda
2002-9	NUR300	02	0715	H	34	Nursing as a Human Science	Mead-Bend
2002-9	NUR302	01	0720	H	19	Ways of Knowing - Nursing	Mansour
2002-9	NUR408	01	0734	H	24	Trends and Issues in Nursing and Health	Cohen
2002-9	NUR721	01	1668	H	10	Essentials of Clinical Res	Lerner
2002-9	NUR726	01	1669	H	15	Health Planning and Political Devel	Georges
2002-9	NUR749	01	1672	H	10	Nur Pract: Synth & Appl	Frederick
2002-9	NUR749	02	1673	H	5	Nur Pract: Synth & Appl	Span
2002-9	POL220	ONL01	2350	A	16	Russia Today	Whittaker Robert
2002-9	RUS220	ONL01	2136	A	14	Russia Today	Whittaker Robert
2002-9	SPA359	ONL01	2296	H	19	Spanish-American Civilization	Guinazu Cristina
2003-2	BIO241	ONL01	1937	A	8	Evolution, Species, Biogeography	Rachlin Joseph
2003-2	DFN641	XT81	2467	H	22	Public Health and Community Nutrition	Boersma Anne
2003-2	EDR529	01	1976	H	14	Lang. Lity. Educ. Tech.	Gersh Sheila
2003-2	ENG120	C02F	2782	H	0	Principles of Effective Writing 2	Carroll Mary
2003-2	ESC302	XM81	1114	H	19	Social Found. Of Ed.	Mulqueen William
2003-2	ESC409	01	0546	H	12	Inst. Strat.-Mid & High	Iavocitti Nick
2003-2	ESC422	XW81	1938	H	2	Tch Eng - Mid & High School	Linderman Donna
2003-2	ESC429	01	0547	H	19	Tch.Lng.Lit. & Ed. Tec	O'Hara Kate
2003-2	ESC462	ONL01	0458	H	3	Teach Lang Arts in Langs Oth Eng	Ihde Thomas
2003-2	ESC519	01	1940	H	9	Tchng Sci 2ndry Schl	Sloan Heather
2003-2	ESC529	01	1587	H	20	Lang. Lity. Educ. Tech.	Gersh Sheila
2003-2	ESC562	ONL01	1590	H	10	Teach Lang Arts in Langs Oth Eng	Ihde Thomas
2003-2	ESC595	01	1594	H	6	Intrnshp 2nd Sch Tch	Gningue Seringe
2003-2	ESC595	FTP41	2679	H	0	Intrnshp 2nd Sch Tch	Fletcher David

2003-2	ESC596	01	1595	H	16	Stud Tchng 2ndry Sch	Gningue Seringe
2003-2	ESC705	TOP21	2697	H	13	Methods of Research	Espinoza Ferdinando
2003-2	ESC706	TOP21	2698	H	13	Research Tch Spec Subj	Espinoza Ferdinando
2003-2	ESC749	01/TOP:1611/2701		H	24	Meth Tch Math 11-12	Gningue Seringe
2003-2	ESC760	02	1943	H	5	2nd Lang Lrng & Tchng	Smith Joye
2003-2	ESC760	STE01	2704	H	0	2nd Lang Lrng & Tchng	Smith Joye
2003-2	ESC766	ONL01	1619	H	9	Tchng Eng as 2nd Lang Thru Contnt	Ihde Thomas
2003-2	ESC772	ONL01	1945		2	Educ Tests for Measmts 2nd Schl	Bacon Lynn
2003-2	GEH101XEONL01		2607	A	26	Intro to Geography	Bergman Edward
2003-2	GEH230	ONL01	0480	A	11	Human Geography	Bergman Edward
2003-2	GEH232	ONL01	1793	A	5	Medical Geography	Menendez Bobbie
2003-2	GEH501	ONL01	1656	A	0	Principles of Geography	Bergman Edward
2003-2	HIE301W/HR01w		2247	H	1	Hist Sci fr Descartes	Dauben Joseph
2003-2	HIN269	01	0501	H	61	Analy & Act - Commn Hlth	[staff]
2003-2	HIS273	ZM01	2644	H	30	Foundations of the US	Robertson Andrew
2003-2	HIS273	ZN01	2645	H	13	Foundations of the US	Robertson Andrew
2003-2	HIS274wf	C01w	2641	H	20	Modern US History	Tananbaum Duane
2003-2	HIU304/HI2P01		2068	H	6	Era Amer. Revolution	Robertson Andrew
2003-2	HSD306	ONL01	1149	A	2	Epidemiology	Menendez Bobbie
2003-2	LSP350	ONL01	1800	A	12	Evolution, Species, Biogeography	Rachlin Joseph
2003-2	NUR300	01	0688	H	8	Nursing as a Human Science	Mead-Bend
2003-2	NUR302	01	0690	H	35	Ways of Knowing - Nursing	Johnson
2003-2	NUR302	02	0691	H	23	Ways of Knowing - Nursing	Johnson
2003-2	NUR408	01	0706	H	24	Trends and Issues in Nursing and Health	Mead-Bend
2003-2	NUR721	01	0716	H	6	Essentials of Clinical Res	[staff]
2003-2	NUR726	01	1720	H	7	Health Planning and Political Devel	Georges
2003-2	POL220	ONL01	2672	A	15	Russia Today	Whittaker Robert
2003-2	REC702	XW81	1748	H	10	Recr Prog Planning and Leadership	Caroleo Orazio
2003-2	RUS220	ONL01	2673	A	5	Russia Today	Whittaker Robert
2003-6	GLC103	ONL1A	0666	A		Elementary Gaelic 1	Ihde Thomas
2003-6	DFN242	ON81A	0218	A		Geriatric Nutrition	Anne Boersma
2003-6	DFN630	ON81A	0307	A		Geriatric Nutrition	Anne Boersma
2003-6	HSD366	ON01A	0239	A		Epidemiology	Menendez Bobbie
2003-6	HEA680	ON-01A	0439	A		Epidemiology	Menendez Bobbie
2003-9	ART221/C	81	1055/1086	A		Imaging Applied to the WWW	Towrey Terry
2003-9	ESC409	ONH01	0436	H	23	Instruc Strategies Mid & High School	Iavocitti Nick
2003-9	ESC424	ONH01	0438	H	0	Tch Forgn Lang Mid & High School	Ihde Thomas
2003-9	ESC524	ONH01	1639	H	4	Tch Forgn Lang 2nd Schl	Ihde Thomas
2003-9	ESC524	ONH02	1639	H	3	Tch Forgn Lang 2nd Schl	Ihde Thomas
2003-9	ESC761	ONH01	1686	H	7	Tchng English as 2nd Language	Ihde Thomas
2003-9	ESC788	ONH01	1987	H	4	Curriculum Thry & Desgn	Bacon Lynn
2003-9	ESC302	XM81		H	17	Social Foudn. Of Ed.	Mulqueen William
2003-9	ESC429	01		H	19	Tch. Lng. Lit. & Ed. Tec	O'Hara Kate
2003-9	ESC522	FTP41		H	16	Tchng Eng 2ndry School	Linderman Donna
2003-9	ESC529	01		H	20	Lang. Lity. Educ. Tech.	Fletcher David
2003-9	ESC532	XM81?		H	19	Tchng Math 2ndry Sch	Gningue Serigne
2003-9	ESC705/7	02		H	14	Methods of Research/Resrch Tch Spec Subj	Espinoza Ferdinando
2003-9	ESC722	INT01		A	4	Tchng Commun Skills	Sloan Heather
2003-9	ESC722	TOP21		A	13	Tchng Commun Skills	Sloan Heather
2003-9	ESC742	Q1/TOP		H	13	Research in Math Edu	Gningue Serigne

2004-6	HSD300	ONATA 0299	A	EPIDEMIOLOGY	MENENDEZ
2004-6	HSD608	ONATA 0557	A	EPIDEMIOLOGY	MENENDEZ
2004-6	LEH300	QA1A00734	A	THE HUMANITIES	PISCOLOMINI
2004-6	LEH300	QA1B00741	A	THE HUMANITIES	OWENS
2004-6	LEH300	QA2B00742	A	THE HUMANITIES	OWENS
2004-6	LEH300	QA3A00736	A	THE HUMANITIES	WHITTAKER
2004-6	NUR504	ONATA 0570	A	WOMEN AND STRESS	STAFF
2004-6	REC680	ONH2A 0728	H	TR COGNITIVE REHAB	LAHEY

CUNY Online Courses Spring 2004

CUNY Online Distributed Learning Network Spring semester 2004 - number of courses listed in the CUNY Database

<i>College in CUNY</i>	<i>Asynchronous</i>	<i>Hybrid</i>
Lehman	18	11
NYC Tech	1	20
Hostos	3	13
Queensborough	4	10
York College	4	9
Kingsborough CC	1	11
BMCC	5	2
John Jay	3	3
College of Staten Island	3	3
BCC	3	2
Brooklyn	2	2
Queens	1	2
Medgar Evers	1	1
Baruch		2
City		2
Hunter		2
LaGuardia		2
School of Professional Studies	1	
CUNY Law		
CUNY Graduate Center		
Totals	50	97
Lehman as % of all CUNY	36%	11%

Faculty Online Workshops

Faculty Workshops to Support Online Teaching in 2003-2004

Online Faculty Development at Lehman - 2003-2004

		Dates
Blackboard Workshops - for beginners		
Fall	For information: http://www.lehman.cuny.edu/cs/training/faculty/bbfall03.html	
	Wednesday, October 15	2 p.m. Room 124
	Thursday, October 16	10 a.m. Room 118
	Friday, October 17	1 p.m. Room 118
	Monday, October 20	3:00 PM Room 118
	Tuesday, October 21	12 noon Room 122
Spring	For information: http://www.lehman.cuny.edu/cs/training/faculty/bbsp04.html	
	Thursday, January 22	2 p.m. 118 IT Center
	Tuesday, January 27	10 a.m. 118 IT Center
	Wednesday, February 4	5 p.m. 121 IT Center
	Monday, February 9	12 noon 121 IT Center
Blackboard Seminar/Workshops for Expert Faculty		
Fall	Topic	Room
	23-Sep "Methodology of an Online Course"	IT 141
	22-Oct "Evaluating Student response"	IT 141
	20-Nov "Language Instruction On Line"	IT 141
	21-Dec "CUNY Online" - George Otte	IT 141
Spring	Topic	Room
	17-Mar "Transformation & the Pedagogy of Online Education" Tony Picciano	C-14
	31-Mar "HTML Basic Commands for Blackboard"	IT 141
	15-Apr "Graphics Material for Blackboard: Manipulation and Implementation"	IT 141
	27-Apr "Converting to HTML for Blackboard, including PowerPoint"	IT 141
	12-May "Audio and Video Materials in Blackboard"	IT 141

HERBERT H. LEHMAN COLLEGE

STUDENT EVALUATION OF INSTRUCTION

SEMESTER	YEAR	DEPT.	NUMBER	SECTION	TYPE	INSTRUCTOR NUMBER
FALL	<input type="radio"/>	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9
SPRING	<input type="radio"/>	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9	0 1 2 3 4 5 6 7 8 9

For items 1 through 8, please choose among these responses:
 A = Excellent D = Below Average Indicate your response by darkening the appropriate circle.
 B = Above Average E = Poor

This Instructor:

	Excellent	Above Average	Average	Below Average	Poor
1. Plans and organizes the classroom or lab periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Listens carefully to student questions, and attempts to answer them completely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Shows thorough knowledge of the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Makes difficult ideas clear without distorting or oversimplifying them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Attempts both to emphasize the importance of the course material and to make it interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. As available for consultation during posted hours and by appointment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is regular and punctual in attendance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. What is your overall rating of this instructor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Not considering your instructor, but only the course and course material, what is your overall rating of this course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please add any comment you wish (what is good? what needs improvement?) about the instructor or this course.

If necessary, continue on a separate sheet. Do not write on the back.

10. What is your class standing?
 F = Freshman S = Sophomore J = Junior SR = Senior G = Graduate

11. Is this course required for you?
 Y = Yes N = No

12. What is your cumulative grade index at Lehman College? A = 3.50 or above
 B = 3.00-3.49 C = 2.50-2.99 D = 2.00-2.49 E = 1.50-1.99 F = 1.49 or less
 G = No index yet

13. What final grade do you expect to receive in this course?
 A = A B = B C = C D = D E = Incomplete or other grade F = F or fail

Faculty Publications 2001-2002

DIVISION OF ARTS & HUMANITIES

Department of Art

- Corbin, George A. "E.T. Gilliard's Ethnographic Photographs on the Middle Sepik River: Kanganaman Village, 1953-1954." In *Pacific Art: Persistence, Change and Meaning*, edited by A. Herle et al, 60-81, 425-426. Honolulu: University of Hawaii Press, 2002.
- Gillison, David. *New Guinea Ceremonies*. New York: Harry N. Abrams Publishers, 2002.
- Webster, S. (2001). The civilization of the West. In B. S. Christen & S. Flanders (Eds.), *Cass Gilbert: Life and Work: Architect of the Public Domain* (pp. 100-112; 298-299). New York: Norton.
- Webster, S. (2001). Public art. In *Encyclopedia of American studies* (Vol. 3, pp. 426-434). New York: Grolier Educational.

Department of Black Studies

- Seraile, William. *New York's Black Regiments During the Civil War*. New York and London: Routledge, 2001.
- Seraile, William. "The Civil War's Impact on Race Relations in New York State, 1865-1875." *Afro-Americans in New York Life and History* 25, no. 1 (January 2001): 57-89.

Department of English

- Cheng, Terrence. *Sons of Heaven*. William Morrow, 2002.
- Cockram, Patricia. "Collapse and Recall: Ezra Pound's Italian Cantos." *Journal of Modern Literature*, 23, no. 3-4 (Summer 2000): 535-544.
- Contributing editor, *The Ezra Pound Encyclopedia*, Greenwood Press. Forthcoming.
- Translator, *Pompeii*, (a scholarly work by five authors), Riverside Books. Forthcoming.

- Collins, Billy. *Sailing Alone Around the Room*. New York: Random House, 2001.
- Collins, Billy. *Nine Horses*. New York: Random House, 2002.
- DiGangi, Mario. "Shakespeare and Gender," *Shakespearean International Yearbook* 2 (2002), 272-289.
- DiGangi, Mario. "John Ford." In *A Companion to Renaissance Drama*, edited by Arthur Kinney, 567-583. London: Blackwell, 2002.
- DiGangi, Mario "'Male Deformities': Narcissus and the Reformation of Courtly Manners In Cynthia's Revels." In *Ovid and the Renaissance Body*, edited by Goran Stanivukovic, 94-110. Toronto: University of Toronto Press, 2001.
- DiGangi, Mario. "'My Plentie Makes Me Poor: Linguistic and Erotic Failure in 'The Affectionate Shepheard.'" In *The Affectionate Shepherd: Celebrating Richard Barnfield*, edited by K. Borris and G. Klawitter, 149-173. Selinsgrove: Susquehanna University Press, 2001.
- Fisher, Will. "The Renaissance Beard: Masculinity in Early Modern England and Europe." *Renaissance Quarterly* 54, no. 1 (2001): 155-187.
- Humpherys, Anne. "The Afterlife of the Victorian Novel: Novels about Novels." In *Longman's Companion to the Nineteenth-Century Novel*. London: Longman, 2002.
- Joseph, Gerhard. "Text and Hypertext: Seeing the Victorians as in Themselves They Really Are." In *Knowing the Victorians: Victorian Literature and Culture*, edited by Suzy Anger, 25-32. Ithaca: Cornell University Press, 2001.
- Mifflin, Margot. "Bride Stipped Bare." Review of *Baroness Elsa: Gender, Dada and Everyday Modernity* by Irene Gammel. *Bookforum* (Fall 2002).
- Mifflin, Margot. "Rien N'Echappe Aux Fact-Checkers." *Medias Magazine*, June-July 2002.
- Mifflin, Margot. "Still Waiting: A Tasini Plaintiff Reflects on the Supreme Court Victory." *American Writer*, Fall 2001.
- Mifflin, Margot. "Shrek is not Shrek." *Salon.com*, May 24, 2001.
- Mifflin, Margot. Review of *Ghost Wings* by Barbara M. Joosse. *New York Times Book Review*, 21 October 2001.

Mifflin, Margot. Review of *The Fasting Girl* by Michelle Stacy. *Village Voice*, 17-23 April 2002.

Valgema, Mardi. "Estonian Drama Discovers the Philosophers' Stone?" *Journal of Baltic Studies* 32 (Spring 2001): 100-107.

Valgema, Mardi and Billy Collins. Translation of Doris Kareva's 'Viewing the Rainbowing World.' In *Windship with Oars of Light: Estonian Modern Poetry*, edited by D. Kareva, 183. Tallinn: Huma, 2001.

Associate Editor, *Dictionary of Literary Biography*, vol. 232. Detroit: Gale, 2001.

Valgema, Mardi "Maailm on Lava [All the World's a Stage]," *Vikerkaar* 16, no. 4 (April 2002): 65-80.

Valgema, Mardi "Kas Keskajal Oli Teatrid? [Were There Medieval Theaters?]." *Akadeemia* 4, no. 6 (June 2002): 1243-1256.

Westrem, Scott. *Broader Horizons: A Study of Johannes Witte de Hese's Itinerarius and Medieval Travel Narratives*. Cambridge, MA: The Medieval Academy of America, 2001.

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Westrem, Scott. *Learning from Legends on the Bell Library Mappamundi*. The James Ford Bell Lectures 37. Minneapolis: Associates of the James Ford Bell Library of the University Minnesota, 2000.

Westrem, Scott. *Trade, Travel, and Exploration in the Middle Ages: An Encyclopedia*. Associate editor, with Kristen Mossler Figg, John Block Friedman, and Gregory Guzman. New York and London: Garland Publishing, 2000. [Responsible for developing lists of entries and contributors as well as editing all submissions. Author of entries "Bell Mappamundi" (p. 57), "Claudius Clavus" (pp. 111-12), "Geography in Medieval Europe" (pp. 213-22), "Homo Viator" (pp. 258-59), "Iceland" (pp. 271-74), "The King's Mirror" (pp. 320-21), "Nicholas of Thverá" (pp. 449-51), "Scholarship on Medieval European Geography and Travel" (pp. 539-43), "Johannes Witte de Hese" (pp. 649-51), "Zeitz Map" (p. 664).]

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Department of History

Alborn, Timothy. "Senses of Belonging: The Politics of Working Class Insurance in Britain, 1880-1914." *Journal of Modern History* 73 (2001): 561-602.

Alborn, Timothy. "Insurance Against Germ Theory: Commerce and Conservatism in Late-Victorian Medicine." *Bulletin of the History of Medicine* 75 (2001): 406-445.

Adams, John Quincy. *Dermot MacMurrough; or, the Conquest of Ireland*. Edited by **Martin Burke**. New edition and introduction. Washington, D.C.: Maunsel Press, 2002.

Dauben, Joseph. "Internationalizing Mathematics East and West: Individuals and Institutions in the Emergence of a Modern Mathematical Community in China." In *Mathematics Unbound: The Evolution of an International Mathematical Research Community, 1800-1945*, edited by K.H. Parshall and A.C. Rice, 253-285. Providence, RI and London: American Mathematical Society and London Mathematical Society, 2002.

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- Duberman, Martin. "Is a Gay/Labor Alliance Possible?" *The Progressive*, August 2001.
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(Adjunct in History and Black Studies)

Atangana, Martin. "Mythes et Realités de l'Investissement Privé en Afrique Noire Française: Le Cas du Cameroun dans les Années 1940 et 1950." *Canadian Journal of African Studies* 35, no. 1 (2001).

Department of Languages and Literatures

Blum, Antoinette. "Jean-Richard Bloch et l'Amérique", *Jean-Richard Bloch ou 'écriture e l'action*, (Paris: Bibliothèque nationale de France, 2002), pp. 195-208.

- Bonet, Mayra. "A metáfora do claro-escuro no cinema brasileiro: *Tieta do Agreste e Estação Central*" (Portuguese: Edição Eletrônica de Revista Coofão-Centro de Estudos Literários Luso-Brasileiros, ICHS-UFOP, 2002).
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- Diz, Ana. Review: Arambel-Guiñazú, Maria Cristina y Claire Emile Martin. *Las mujeres toman la palabra: Escritura femenina del siglo XIX en Hispanoamérica*. 2 vols. Vervuert: Iberoamericana, 2001. vol. 1:214 pp.; vol. 2: 243 pp. *Ciberletras* 6 (January 2002).
- Diz, Ana. Translation: *Performance: teoría y practicas interculturales* by Richard Schechner, University of Buenos Aires Press, 2001, 350 pp.
- Gottlieb, Marlene. "Introducción" a Patricio Lerzundi. In *La Quintrala y Ñanku (el Mestizo Alejo)* by Patricio Lerzundi , 5-15. New York: Latin American Writers Institute, 2001.
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- Guiñazú, Maria Cristina & Claire Martin. *Las mujeres toman la palabra. Escritura Femenina del siglo XIX*. Vol. I. and II. Madrid: Iberoamericana Libros, 2001.
- Lerzundi, Patricio. *La Quintrala y Ñanki (el Mestizo Alejo)*. New York: Latin American Writers Institute, 2001.
- Montero, Oscar. "Casal y Maceo en La Habana elegante." *Casa de las Américas* 225 (octubre-diciembre, 2001): 57-70.
- Montero, Oscar. "¿ Son los latinos pèsimos amantes? *Revolución y Culura* 2 (marzo-abril 2001): 22-26.
- Montero, Oscar. "Racism in the Republic: Martí and the Legacy of the U.S. Civil War." *Ciberletras*, 7 (July 2002).
- Piña, Gerardo. *Confabulaciones. Estudios sobre artes y letras hispánicas (Conspiracies: Studies on Hispanic Arts and Letters)* (with R. Corbalán and N. Toscano). New York: ALDEEU, 2001.

- Piña, Gerardo. "Últimas generaciones de escritores españoles en los Estados Unidos" (*Last Generations of Spanish Writers in the United States*) *Memorias del XI Congreso de Academias de la Lengua Española*, Puebla de los Angeles, Real Academia Española, Madrid, 2002, pp. 353-360.
- Piña, Gerardo. "Sonetos de la muerte (trascendida), de Odón Betanzos Palacios" (Sonnets of the transcended Death, by Odón Betanzos Palacios). *Círculo: Revista de Cultura*, Vol. XXXI, 2002, pp. 45-49.
- Piña, Gerardo. "Los espejos violados de Frida Kahlo," *Revista Literaria Baquiana*, Miami, 2002, pp. 1-6.
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- Reisz, Susana. "Perdida en el Bronx" in *Líneas urbanas. Lectura de Nueva York* (José Luis García Martín et al.) Gijón: Llibros del Peixe, 2002:169-195.
- Reisz, Susana. "Eielson visionario". in *Nu/do Homenaje a J.E.Eielson*, Lima, Fondo Editorial de la Pontificia Universidad del Perú, 2002: 415-419.
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- Reisz, Susana. "Imágenes que matan: de la fuente de Narciso al espejo de la mujer-maravilla", Ciberletras. Revista de crítica literaria y de cultura. 2001, No. 4 . <<http://www.lehman.cuny.edu/ciberletras/>>
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- Spear, Thomas. *La Culture Française Vue d'Ici et d'Ailleurs: Treize Auteurs Témoignent*. Paris: Éditions Karthala, 2002.
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1909," *TriQuarterly*, 110-111: 213-273 (Fall, 2001).

Whittaker, Robert. "A.L. Tolstaia i Tolstovskii Fond [A.L. Tolstoy and the Tolstoy Foundation]," in A.L. Tolstaia, *Otets. Zhizn' L'va Tolstogo* [My Father. A Life of Leo Tolstoy], intro. L.D. Gromova-Opul'skaia (Moscow: "SPARRK," 2001), vol. 2, pp. 600-606.

Whittaker, Robert. "Perepiska L. N. Tolstogo s amerikanskim biznesmenom F. B. Rivsom" (Correspondence Between L. N. Tolstoy and the American Businessman F. B. Reeves), *Tolstoi i o Tolstom* (Tolstoy and on Tolstoy), Moscow, IMLI, 2002, pp. 313-321.

Whittaker, Robert. "Pust' rassudit menia avtoritetnaia russkaia obshchestvennost' ...: Perepiska I.S. Shmeleva i A.L. Tolstoi [Let authoritative Russian public opinion judge me. Correspondence of I.S. Shmelev and A.L. Tolstoy]. With V. I. Sakharov. *Diaspora IV: Novye materialy* (Paris-St. Petersburg: Atheneum-Phoenix, 2002), pp. 584-613.

Department of Latin American and Puerto Rican Studies

Colburn, Forrest. *Latin America at the End of Politics*. Princeton, NJ: Princeton University Press, 2002.

Colburn, Forrest. *Individuos Versus Instituciones en las Democracias Centroamericanas*. San José, CR: EDUCA, 2001.

Ricourt, Milagros. *Dominicans in New York: Power from the Margins*. New York: Routledge, 2002.

Totti, Xavier: Managing editor of the journal *Centro*, N.Y.

Department of Music

Ghezzo, Marta Arkossy. *Tesori Musicali dell'Insigne Collegiata di San Lorenzo a Monteverchi (Musical Treasures of the Eminent Collegiate Church of Saint Lawrence in Monteverchi; Codice C. San Giovanni Valdarno, Italy: Servizio Editoriale Fiesolano, 2001.*

Department of Speech-Language-Hearing Sciences

Bernstein, Deena K. and Ellenmorris Tiegerman-Farber. *Language & Communication*

- Disorders in Children*, 5th ed. Boston: Allyn and Bacon, 2002.
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- Levey, Sandra and L. Raphael. "Stress Clash: Frequency and Strategies of Resolution." *The Journal of the Acoustical Society of America* 111, no. 5, (May 2002).
- Levey, Sandra and R. Schwartz. "Two-Year-Olds' Syllable Omission." *Communication Disorders Quarterly* (August 2002).

Theatre

Doyle, Brian Leahy: Director-Stage reading of Dan O'Brian's "An Irish Play" at the Irish Arts Center, November 2001.

Ellis, Richard: (Scene design adjunct-sample credits for 2001-2002): "The Gardens of Frau Hess" (off -Broadway): "Twas the Night Before Christmas" at Dollywood for Dolly Parton; "Fly'n West" for Stamford Theatre Works; "Over the River and Through the Woods" for The American Theatre Company; "Chicago" for the Ogunquit Playhouse.

Hoffman, William M.: Workshop of opera, "Morning Star" (With composer Ricky Ian Gordon) at the Lyric Opera of Chicago, June, 2002: Production of "The Cows of Apollo" (with composer Christopher Theofanidis) at the Brooklyn Philharmonic, Dec. 2002; Readings of his plays, "Riga" and Gilles de Rais" at Circle East; publication of essay on Beaumarchais for the annual program of the City Opera of New York.

Soetaert, Susan L.: (Costume Designer): Her credits include for 2001-2002, The Gathering with Hal Linden, on Broadway; several productions for the Jean Cocteau Theatre and other off Broadway houses.

DIVISION OF EDUCATION

Department of Early Childhood and Childhood Education

Avidon, Elaine. "Play and Choice In and Out of Doors." *The Prospect Review* 18 (2001): 4-5.

Dubetz, Nancy, Alexandria Lawrence and Serigne Gningue. "Formalizing a Process for Identifying Urban PDS Partnerships." *Issues in Education* 11, no. 2 (2002): 17-30.

Golland, Jeffrey H. "What Do Teachers Want (From Psychoanalysts)?" *Journal of Applied Psychoanalytic Studies* 4, no. 2 (2002): 22, 58-59.

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Department of Black Studies

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Department of Sociology and Social Work

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Articulation Agreements Established 1999-2003

ARTS AND HUMANITIES

2001 AA, AS, and AAS at Rockland Community College for Students with Sign Language and Communications to Lehman College BA in Speech Pathology and Audiology

2002 AS Communications Arts and Sciences Speech Pathology Option at Bronx Community College to Lehman College BA in Speech Pathology and Audiology

2002 AA with English Option at Hostos Community College to Lehman College BA in English

2002 AAS Performing Arts at Westchester Community College to Lehman College BA in Theatre

2002 AA in Liberal Arts and AAS in Visual Arts at Westchester Community College to Lehman College BA in Studio Art

2002 AA in Communications and Media Arts at Westchester Community College to Lehman College BA in Mass Communication or Multilingual Journalism

EDUCATION

2003 AA in Humanities or Social Science with Education Option at Rockland Community College to Lehman College BA with Early Childhood or Childhood Education Certification Program

2004 AA, AAS—Health and Human Services with Early Childhood Option at Hostos Community College to Lehman College BA with Early Childhood or Childhood Education Certification Program

2004 AA, AS, AAS in Humanities, Social Science, Early Childhood at Westchester Community College to Lehman College BA with Early Childhood or Childhood Education Certification Program

2004 AA with Education Option at Bronx Community College to Lehman College BA with Childhood Education Minor

2004 in Liberal Arts at Borough of Manhattan Community College to Lehman College BA with Childhood Education Certification Program

NATURAL AND SOCIAL SCIENCES

2000 AAS in Nursing at Queensborough Community College to Lehman College
BS in Nursing

2000 AAS in Nursing at Hostos Community College to Lehman College
BS in Nursing

2000 AAS in Nursing at New York City Technical College to Lehman College
BS in Nursing

2000 AAS in Nursing at Kingsborough Community College to Lehman College
BS in Nursing

2001 AS in Computer Information Systems and AAS in Computer Support Services at
Rockland Community College to Lehman College BS in Computing and Management

2001 Joint Degree AS to BS from Bronx Community College to Lehman College in
Therapeutic Recreation

2003 Two Year Degree Programs in Commerce and Administration, Computer Aided
Accounting, and Office Management at Bilkent University in Turkey to Lehman College BBA

2003 AS in Business Administration at Bronx Community College to Lehman College BBA

2003 AA in Business Administration and AAS in Accounting, Business Management, and
Small Business Entrepreneurship at Borough of Manhattan Community College to Lehman
College BBA

2003 AA in Human Services at Bronx Community College to Lehman College BA in Social
Work

2003 AS in Computer Science at Bronx Community College to Lehman College BS in
Computer Science

2004 AS in Earth Systems and Environmental Science at Bronx Community College to
Lehman College BA in Geology

2004 AS in Business Administration, International Business, or Accounting, and AAS in
Business Management or Marketing at Westchester Community College to Lehman College
BBA

Library

Electronic Resources

- The Library's CD-ROM Local Area Network (LAN) has now been almost completely replaced by Internet Access to a full range of 84 web-based electronic resources. These include 2 subscriptions to electronic books, 8 aggregated collections of full-text journals (ACS, ACS Archives, JSTOR ASI, JSTOR AS II, JSTOR Language & Literature, Kluwer, Elsevier Science Direct, and Wiley). Four electronic resources remain in CD-ROM format.
- Students and faculty have access to 1,363 full-text electronic journals (in addition to our 1,361 print periodicals), and *SerialsSolutions* software, available on the Library's home page, provides both an alphabetical and a subject approach to all of them. On-campus access is by IP number; at home access is authenticated by the patron number on the CUNY Card ID.
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- Others, such as *America History and Life*, *Historical Abstracts*, *ProQuest Direct Social Sciences Plus*, *ProQuest New York Times Archives*, and the *ACLS History e-Books Project* were purchased independently, almost always through participation in consortia outside CUNY including the New York Research and Resource Library Organization (METRO) and WALDO (Westchester Academic Library Director's Organization).
- Access to *Dialog* mediated searching is provided by affiliation with the Michigan Library Consortium.
- Cataloging, access to *FirstSearch*, and participation in the national union catalog continue to be provided through membership in NYLINK.
- The Library also subscribes to a number of electronic resources through CUNY in which only some of the CUNY libraries participate. These include the *JSTOR Arts and Humanities I and II* and *JSTOR Language and Literature* collections as well as *SciFinder Scholar*.
- The Library's home page and proxy server make all of our electronic resources available to students, faculty and staff in the Library, throughout the Lehman campus, and remotely through remote patron authentication via *EZProxy* software.

- The Library, through its Collection Development Committee, works hard to select electronic resources most appropriate to the arts and sciences focus of the College and to support the curriculum through electronic resources as it does with print resources. Consortial participation allows us to reduce costs and increase the quality and quantity of electronic resources we can provide to our users.
- Finally, Lehman has migrated its integrated library system (acquisitions, circulation, cataloging, reserves, etc.) from NOTIS to web-based ExLibris Aleph 500. This, too, is available through the Library's home page at <http://memex.lehman.cuny.edu> (also available as a direct link from the College's home page). While we have retained a number of workstations dedicated to searching the online catalog, all workstations can now access CUNY+.

Hardware

- The Library now includes 134 workstations for "public" use by students and faculty. These include 30 wireless laptops, 10 CUNY+ (online public access catalog) dedicated terminals, and 8 wireless Macintosh computers in the Library's Food for Thought CyberCafé.
- Three new computer labs are located on the basement level. One is used almost exclusively as a lab for students and includes web access as well as word processing, spreadsheets, and other software needed for student work. The second lab is used for library instruction; when not so utilized it too is available as an open lab. The third lab used for larger classes that may be demo only or, the 30 wireless laptops may be used for instruction. It has become particularly useful in working with the High School of American Studies at Lehman College which, to date, has received 255 hours of research instruction per semester. All three labs are quipped with Epson projectors and there are two Hewlett Packard Laser Printers available for student printing. Funding for the labs is the result of money received from the Borough President's Office supplemented with funding from the Technology Fee.
- The eight wireless iMacs in the CyberCafé are not attached to printers and are reserved for recreational Internet use such as e-mail and chat.

- Through the library's cooperation with the IT Center, the entire Library is currently wired for wireless Internet access and an increasing number of students and faculty members now come to the Library with their own wireless laptops.
- After a brief, unsuccessful attempt at pay-for-print, the Library has now discontinued charging users for printing at all of its workstations. This is in keeping with the practices of the IT Center and is funded by the Technology Fee. The Library and the IT Center are currently collaborating on establishing a debit card system which would allow each student a number of prints or photocopies per semester (from the Technology Fee). Outside users (e.g. students from other CUNYs) and students who have used up their allowance, would be able to purchase cards for copying and printing at both the Library and the IT Center.
- Through the auspices of the Borough President's Office, the Library's 2nd floor conference room, the three computer labs, and the Honor's College has all been equipped with smart classroom technology including teleconferencing facilities that will allow us to broadcast Library programs out to our users at remote locations, conduct conferences, and participate in remote conferences through satellite downlink capabilities. These smart classrooms are also connected to the IT Center's head end to allow for viewing a multitude of media.
- The Library has also benefited from the campus IT network upgrades. The network upgrades provide a Gigabit link between campus buildings (the campus backbone) and 100-megabit switch connections to each station. The campus link to the Internet through CUNY/CIS is an ATM connection, running at about 6.5 megabits. Current plans will increase the link to a 20-megabit connection. The University is also investigating alternate connection choices, which would provide even higher bandwidth for access to the Internet and the IT Center is introducing an 802.11b wireless capability on campus. All of the above mentioned enhancements (increased connection speed, and wireless) to the network have been completed in the Library, although not yet in all other buildings/locations on campus.
- In addition to supporting hybrid and distance education courses and remote classes through the proxy server, the Library is currently undertaking the digitization of reserve readings (i.e., course reserve materials). Since every class at Lehman is assigned a BlackBoard space and account, we are encouraging the faculty to put their required readings on their BlackBoard spaces. This will particularly benefit those students who must come to campus (and to the

Library) for the sole purpose of photocopying the articles and book chapters their professors have put on course reserve.

Seating and Facilities

- The Library's maximum seating capacity is 1,044.
- Changing patterns of Library usage, however, have changed the way we look at Library seating. For example, our most popular seating areas are those that provide computer access. Our CyberCafé, Computer Labs, and Reference Workstations are the most popular venues within the Library and are in almost constant use during the 76 hours/week the Library is open.
- Our individual study rooms and other study areas (without computer access) are heavily used during exam periods (when we are open additional late night hours), but less so during the rest of the academic year. An increasing number of our students and faculty access the Library's electronic resources from outside the Library.
- Since the 1999 MSCHE visit, the Library has also added an Assistive Technology Lab (under the auspices of the Office of Special Student Services). The facility seats 11 and is staffed by employees of the Library, the IT Center and the Office of Special Student Services.



LibQUAL+™

**LibQUAL+™
Spring 2002 Survey Results -
CUNY Lehman College Library**

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Texas A&M University

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<http://www.libqual.org>
Bibliography of LibQUAL+™ Studies: <http://www.coe.tamu.edu/~bthompson/servqib.htm>

- 2 -

Individual Institution Statistics and Graphs

LibQUAL+™

LibQUAL+™ Spring 2002 Survey Results - CUNY Lehman College Library

Individual Institution Statistics and Graphs
June, 2002

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Bibliography of LibQUAL+™ Studies: <http://www.coe.tamu.edu/~bthompson/servqib.htm>

1. Introduction

1.1 Acknowledgements

This notebook contains information from the third administration of the LibQUAL+™ protocol. The material on the following pages is drawn from the analysis of more than 78,000 respondents from 164 participating institutions, many of them members of the Association of Research Libraries (ARL).

LibQUAL+™ is a research and development project undertaken to define and measure library service quality across institutions and to create user-based quality-assessment tools for local planning. LibQUAL+™ tests a tool for measuring library users' perceptions of service quality and identifies gaps between desired, perceived, and minimum expectations of service. The project will continue as an R&D endeavor based at ARL in collaboration with the Texas A&M University Libraries through 2003, by which time LibQUAL+™ will evolve into an ongoing service quality assessment program at ARL.

There are four main goals of LibQUAL+™: 1) development of web-based tools for assessing library service quality; 2) development of mechanisms and protocols for evaluating libraries; 3) identification of best practices in providing library service; and 4) establishment of a library service quality assessment program at ARL.

A project of this magnitude requires the skills of a dedicated group. We would like to thank the other members of the LibQUAL+™ team for their key roles in this developmental project. From Texas A&M University, the project management role of Colleen Cook, the quantitative guidance of Bruce Thompson, and the qualitative leadership of Yvonna Lincoln have been key to the project's integrity. The behind-the-scenes roles of Bill Chollet and others from the library Systems and Training units were also formative. From the Association of Research Libraries, the oversight role of Martha Kyrillidou and the day-to-day contributions of Consuella Askew Waller and Jonathan Sousa were fundamentally important. Julia Blixrud, Kaylyn Higgs, and Amy Hoseth were also important contributors.

A New Measures Initiative of this scope is possible only as the collaborative effort of many libraries. To the directors and liaisons at all 164 participating libraries goes the largest measure of gratitude. Without your commitment, the development of LibQUAL+™ would not have been possible. We would also like to extend a special thank you to administrators at the two participating consortiums. From OhioLINK, Tom Sanville and Jeff Gatten were particularly helpful. From the American Association of Health Sciences Libraries (AAHSL), the efforts of Rick Forsman and Tamera Lee were greatly appreciated. The advisory groups from each consortium also provided needed assistance.

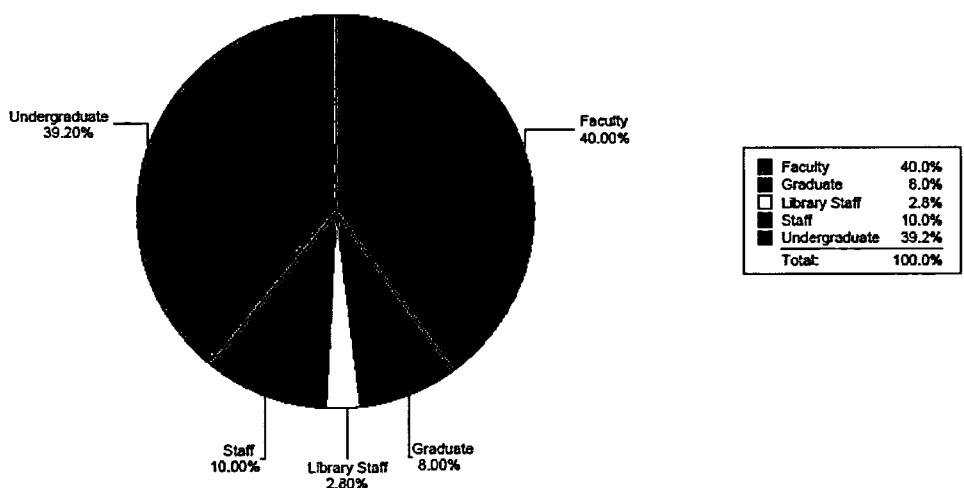
This note would be incomplete without acknowledging the enabling role of the Fund for the Improvement of Post-secondary Education (FIPSE), U.S. Department of Education, which granted funds of \$498,368 over a three-year period towards the LibQUAL+™ project, enabling us to expand the protocol to all post-secondary institutions.

Fred Heath
Texas A&M University

Duane Webster
Association of Research Libraries

3.3 Respondents by User Group

This chart shows the number and percentage of CUNY Lehman College Library respondents by user group, such as undergraduates, graduate students, faculty, etc.



User Group	Respondents	Percentage
Undergraduate	98	39.20%
Graduate	20	8.00%
Faculty	100	40.00%
Library Staff	7	2.80%
Staff	25	10.00%
Total:	250	100.00%

Individual Analysis - Demographic Analysis - Respondents by User Group

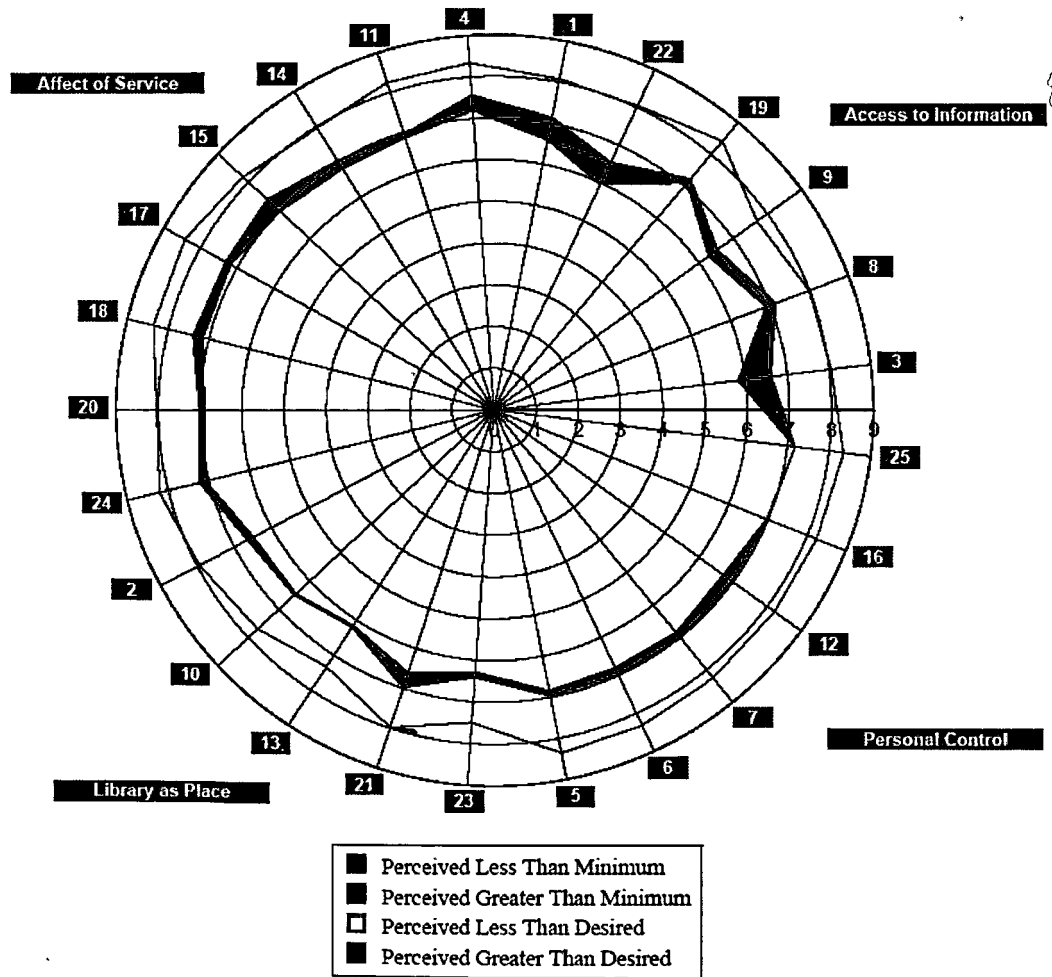
4. Item Analysis By User Group

4.1 All User Groups (Excludes Library Staff)

4.1.1 Item Summary

This radar chart shows results for all 25 survey questions for CUNY Lehman College Library. Each axis represents one question (question numbers are displayed at the outer point of each axis). While questions for each dimension of library service quality are scattered randomly throughout the survey, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

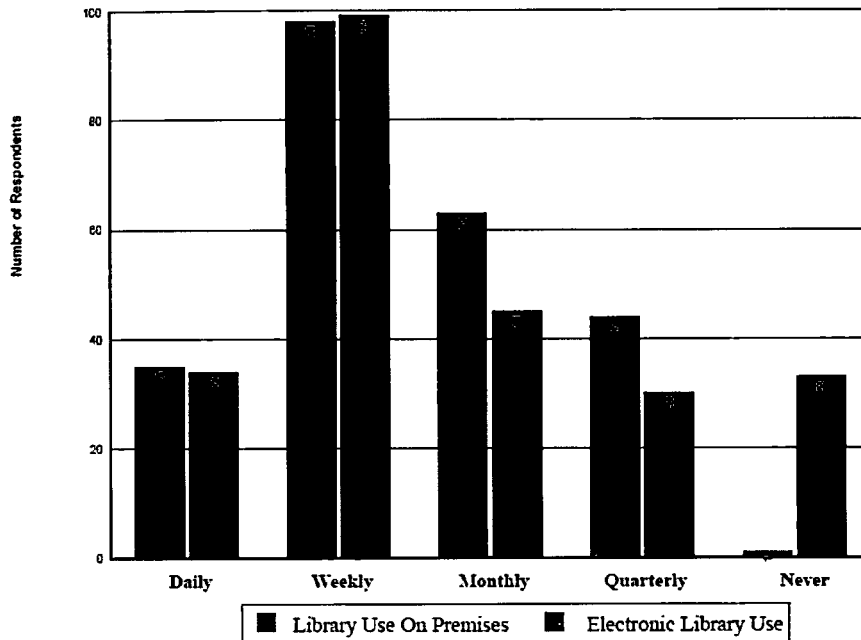
On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels are shaded in blue, yellow, green, and red. Generally, a desirable radar graph is shaded blue and yellow, indicating that users' perceptions of service fall within the "zone of tolerance," i.e., above their minimum expectations (represented in blue) but below their desired level of service (shown in yellow).



<u>No.</u>	<u>Question Text</u>	<u>Minimum</u>	<u>Desired</u>	<u>Perceived</u>	<u>Gap</u>
Access to Information					
3)	Complete runs of journal titles	6.62	8.05	5.83	-0.79
8)	Timely document delivery/interlibrary loan	6.91	7.99	7.14	0.24
9)	Interdisciplinary library needs being addressed	6.54	7.70	6.28	-0.26
19)	Convenient business hours	7.23	8.41	7.11	-0.13
22)	Comprehensive print collections	6.55	8.05	5.97	-0.58
Affect of Service					
1)	Willingness to help users	6.59	8.08	7.14	0.55
4)	Employees who are consistently courteous	7.20	8.34	7.57	0.37
11)	Dependability in handling users' service problems	6.95	8.25	6.86	-0.09
14)	Giving users individual attention	6.82	7.97	7.05	0.23
15)	Employees who deal with users in a caring fashion	6.98	8.18	7.39	0.40
17)	Employees who have the knowledge to answer user questions	7.17	8.43	7.31	0.13
18)	Readiness to respond to users' questions	7.15	8.37	7.39	0.24
20)	Employees who instill confidence in users	6.89	8.04	7.03	0.14
24)	Employees who understand the needs of their users	7.08	8.22	7.23	0.16
Library as Place					
2)	Space that facilitates quiet study	6.48	7.95	6.64	0.15
10)	A haven for quiet and solitude	6.46	7.69	6.51	0.05
13)	A place for reflection and creativity	6.20	7.33	6.15	-0.05
21)	A comfortable and inviting location	6.61	7.98	6.98	0.37
23)	A contemplative environment	6.29	7.50	6.41	0.13
Personal Control					
5)	Making electronic resources accessible from my home or office	6.97	8.36	6.84	-0.12
6)	Modern equipment that lets me easily access the information I need	6.98	8.33	6.81	-0.17
7)	A library website enabling me to locate information on my own	7.02	8.26	6.85	-0.17
12)	Easy-to-use access tools that allow me to find things on my own	6.97	8.22	6.72	-0.25
16)	Making information easily accessible for independent use	6.98	8.24	6.97	-0.01
25)	Convenient access to library collections	7.18	8.35	7.19	0.00
Number of Records: 243					

4.1.4 Library Use

This chart shows a graphic description of library use, both on the premises and electronically. Bars represent the frequency with which CUNY Lehman College Library respondents report using the library: Daily, Weekly, Monthly, Quarterly, or Never. The brief table below the graphic also includes the number and percentage of respondents who selected each option.



Frequency	Type of Library Use	Respondents	Percentage
Daily	Library Use On Premises	35	14.52%
	Electronic Library Use	34	14.11%
Weekly	Library Use On Premises	98	40.66%
	Electronic Library Use	99	41.08%
Monthly	Library Use On Premises	63	26.14%
	Electronic Library Use	45	18.67%
Quarterly	Library Use On Premises	44	18.26%
	Electronic Library Use	30	12.45%
Never	Library Use On Premises	1	0.41%
	Electronic Library Use	33	13.69%

Number of Records: 241

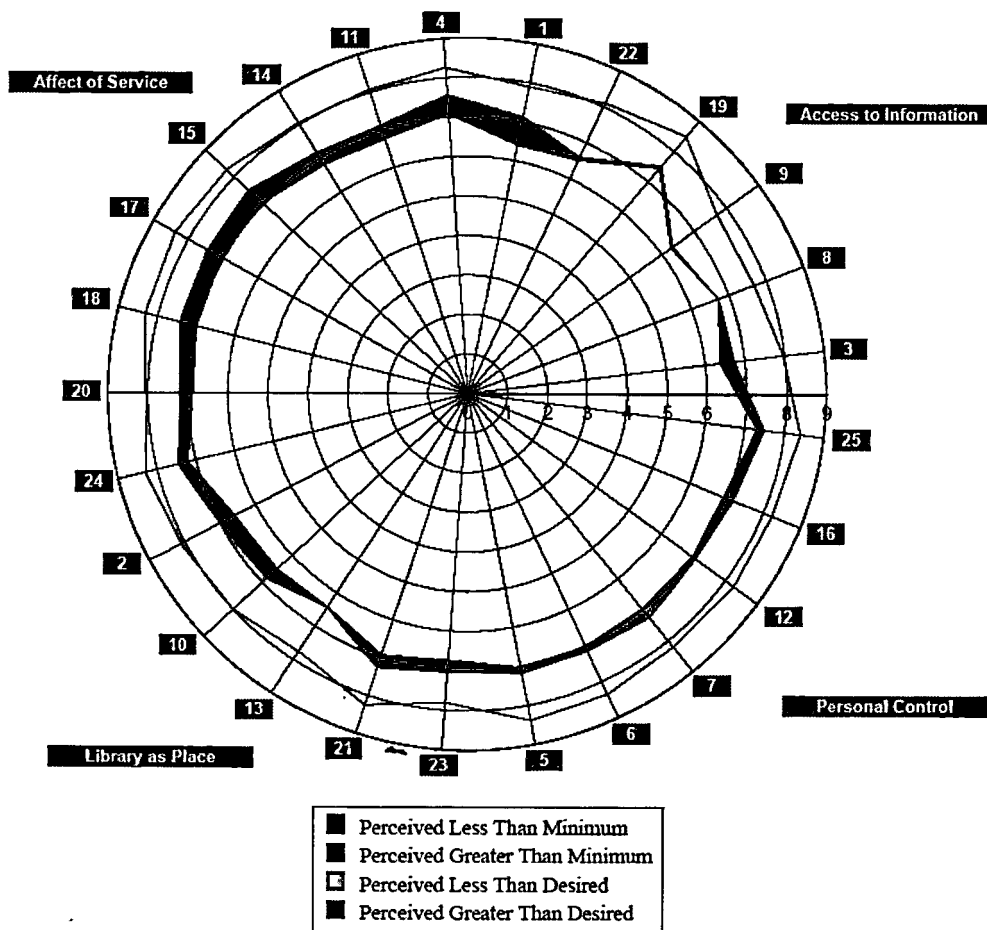
Individual Analysis - Item Analysis - Local Use

4.2 Undergraduate

4.2.1 Item Summary

This radar chart shows Undergraduate results for all 25 survey questions. Each axis represents one question (question numbers are displayed at the outer point of each axis). While questions for each dimension of library service quality are scattered randomly throughout the survey, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

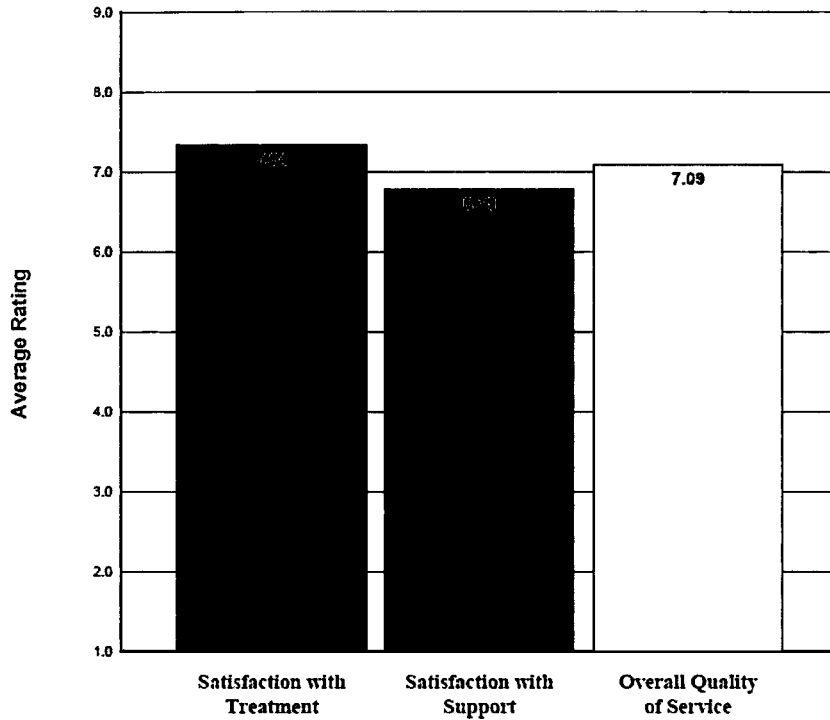
On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels are shaded in blue, yellow, green, and red. Generally, a desirable radar graph is shaded blue and yellow, indicating that users' perceptions of service fall within the "zone of tolerance," i.e., above their minimum expectations (represented in blue) but below their desired level of service (shown in yellow).



Individual Analysis - Item Analysis - Undergraduate Item Summary

4.2.3 General Satisfaction

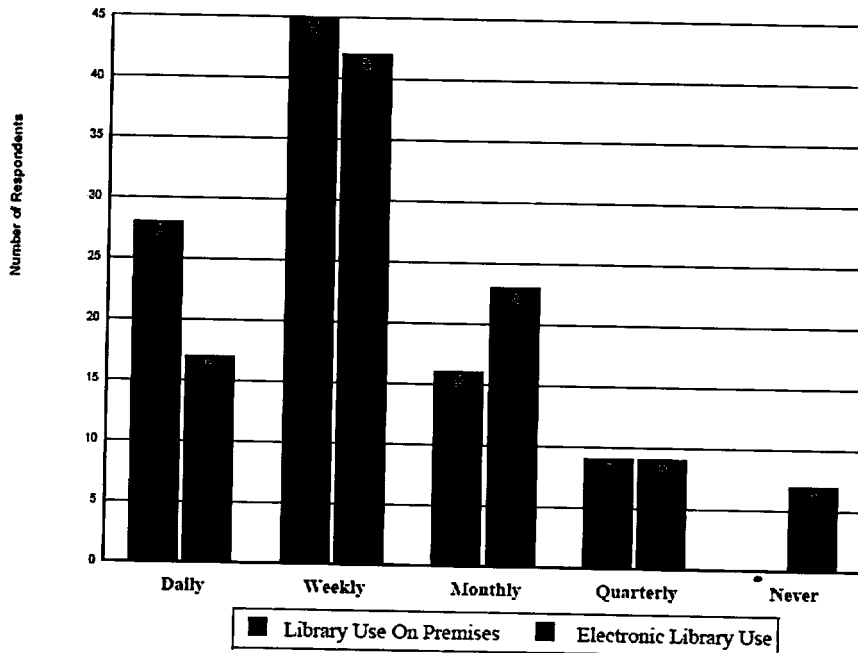
This chart displays Undergraduate scores for three areas of general satisfaction: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service. These scores are calculated from responses to three questions on page four of the survey, in which respondents rated their levels of general satisfaction from 1-9, with 1 being "strongly disagree" and 9 representing "strongly agree".



Aspect of Satisfaction	Average Rating
Satisfaction with Treatment	7.34
Satisfaction with Support	6.79
Overall Quality of Service	7.09
Number of Records: 98	

4.2.4 Library Use

This chart shows a graphic description of library use, both on the premises and electronically. Bars represent the frequency with which Undergraduate respondents report using the library: Daily, Weekly, Monthly, Quarterly, or Never. The brief chart below the graphic also includes the number and percentage of respondents who selected each option.



Frequency	Type of Library Use	Respondents	Percentage
Daily	Library Use On Premises	28	28.57%
	Electronic Library Use	17	17.35%
Weekly	Library Use On Premises	45	45.92%
	Electronic Library Use	42	42.86%
Monthly	Library Use On Premises	16	16.33%
	Electronic Library Use	23	23.47%
Quarterly	Library Use On Premises	9	9.18%
	Electronic Library Use	9	9.18%
Never	Library Use On Premises	0	0.00%
	Electronic Library Use	7	7.14%
Number of Records: 98			

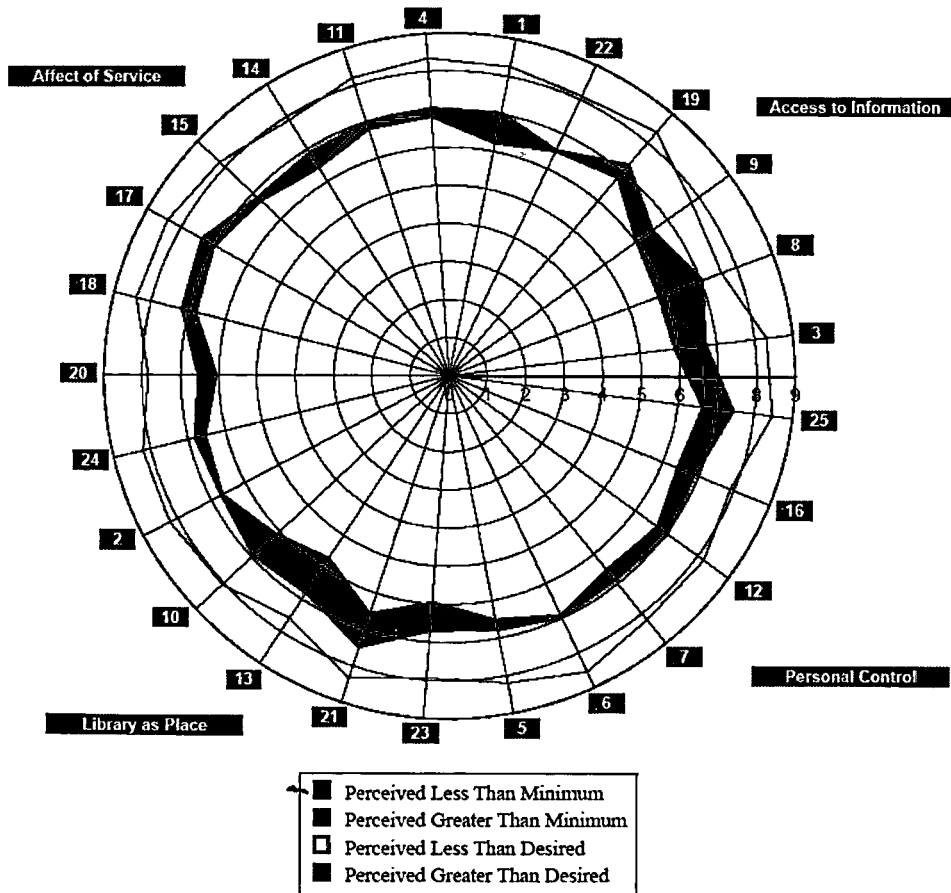
Individual Analysis - Item Analysis - Undergraduate Library Use

4.3 Graduate

4.3.1 Item Summary

This radar chart shows Graduate results for all 25 survey questions. Each axis represents one question (question numbers are displayed at the outer point of each axis). While questions for each dimension of library service quality are scattered randomly throughout the survey, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

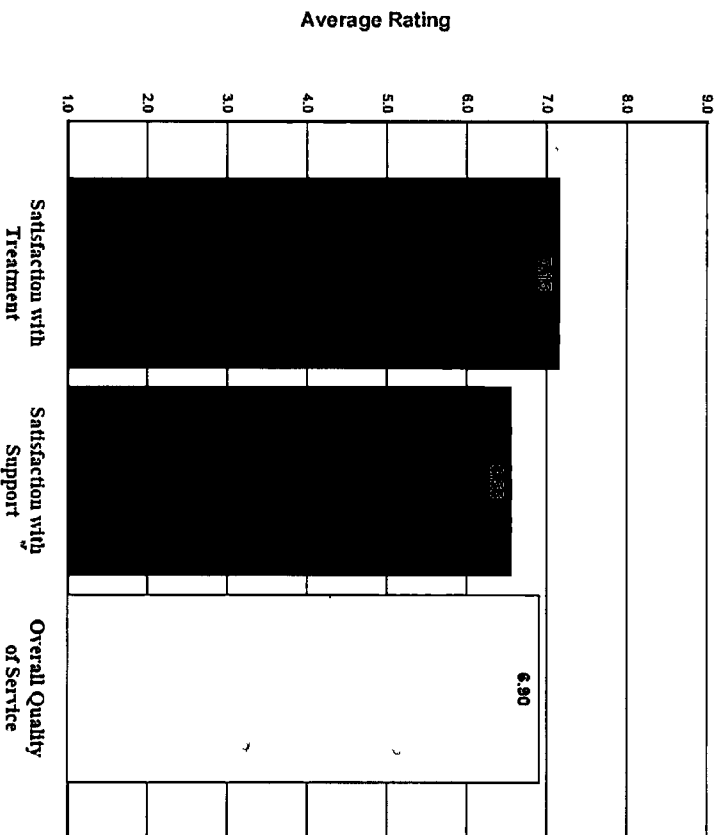
On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels are shaded in blue, yellow, green, and red. Generally, a desirable radar graph is shaded blue and yellow, indicating that users' perceptions of service fall within the "zone of tolerance," i.e., above their minimum expectations (represented in blue) but below their desired level of service (shown in yellow).



Individual Analysis - Item Analysis - Graduate Item Summary

4.3.3 General Satisfaction

This chart displays Graduate scores for three areas of general satisfaction: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service. These scores are calculated from responses to three questions on page four of the survey, in which respondents rated their levels of general satisfaction from 1-9, with 1 being "strongly disagree" and 9 representing "strongly agree".

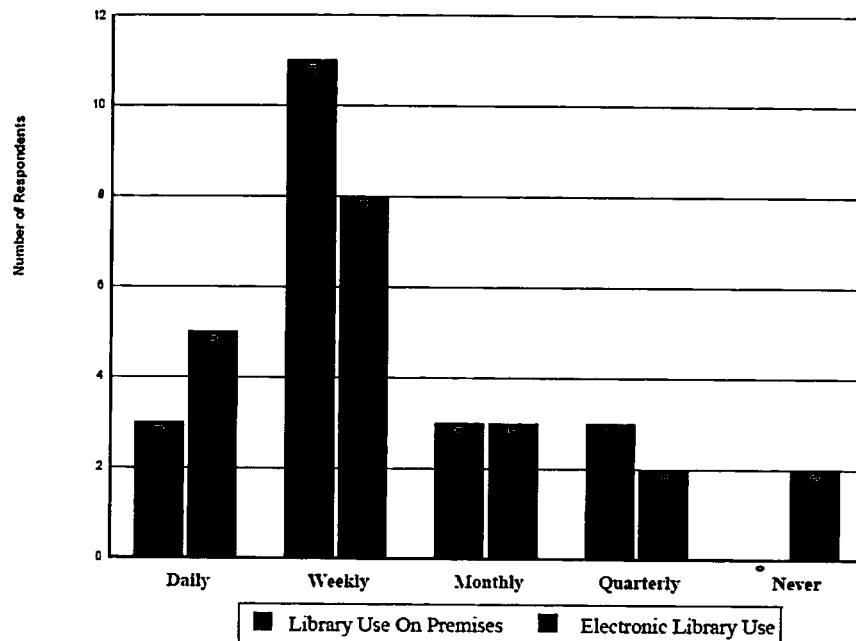


Aspect of Satisfaction	Average Rating
Satisfaction with Treatment	7.15
Satisfaction with Support	6.55
Overall Quality of Service	6.90
Number of Records: 20	

Individual Analysis - Item Analysis - Graduate General Satisfaction

4.3.4 Library Use

This chart shows a graphic description of library use, both on the premises and electronically. Bars represent the frequency with which Graduate respondents report using the library: Daily, Weekly, Monthly, Quarterly, or Never. The brief chart below the graphic also includes the number and percentage of respondents who selected each option.



Frequency	Type of Library Use	Respondents	Percentage
Daily	Library Use On Premises	3	15.00%
	Electronic Library Use	5	25.00%
Weekly	Library Use On Premises	11	55.00%
	Electronic Library Use	8	40.00%
Monthly	Library Use On Premises	3	15.00%
	Electronic Library Use	3	15.00%
Quarterly	Library Use On Premises	3	15.00%
	Electronic Library Use	2	10.00%
Never	Library Use On Premises	0	0.00%
	Electronic Library Use	2	10.00%

Number of Records: 20

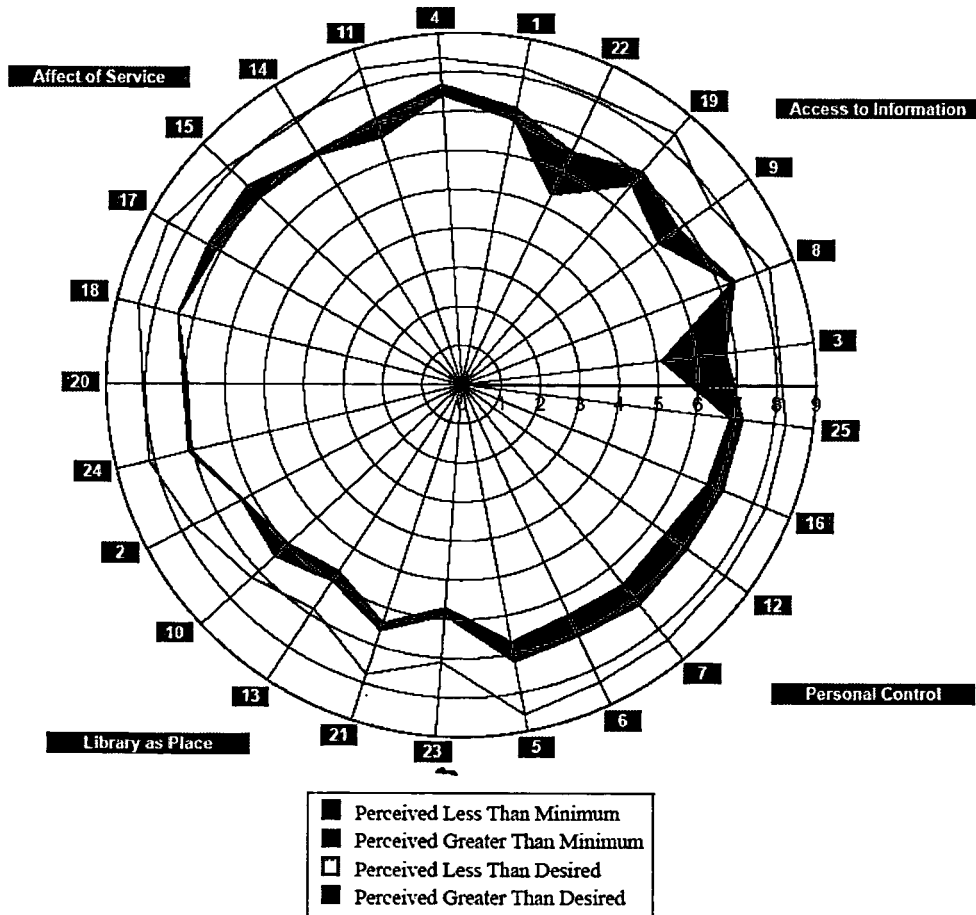
Individual Analysis - Item Analysis - Graduate Library Use

4.4 Faculty

4.4.1 Item Summary

This radar chart shows Faculty results for all 25 survey questions. Each axis represents one question (question numbers are displayed at the outer point of each axis). While questions for each dimension of library service quality are scattered randomly throughout the survey, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

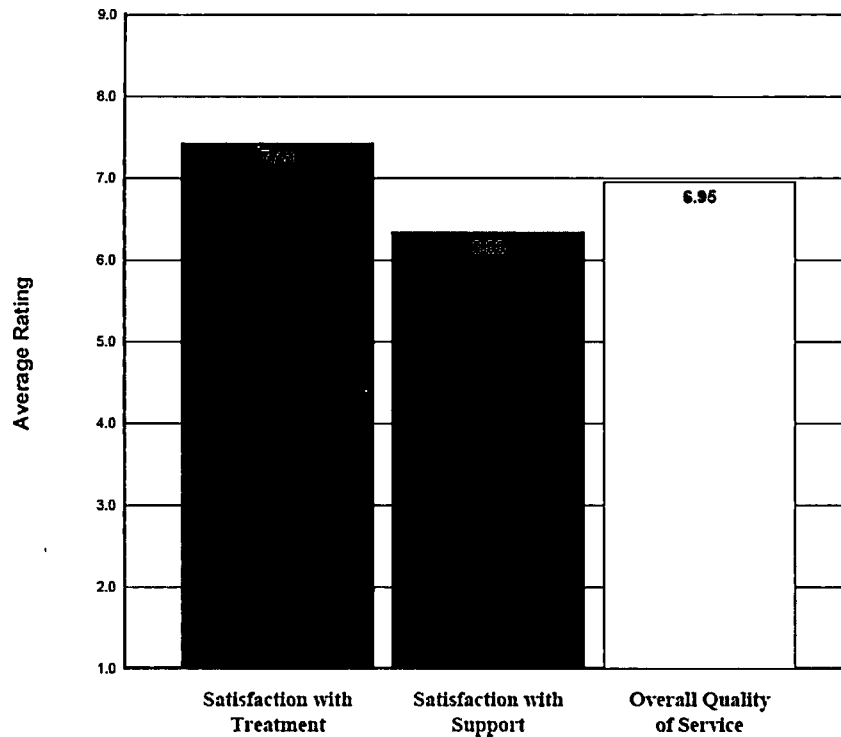
On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels are shaded in blue, yellow, green, and red. Generally, a desirable radar graph is shaded blue and yellow, indicating that users' perceptions of service fall within the "zone of tolerance," i.e., above their minimum expectations (represented in blue) but below their desired level of service (shown in yellow).



Individual Analysis - Item Analysis - Faculty Item Summary

4.4.3 General Satisfaction

This chart displays Faculty scores for three areas of general satisfaction: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service. These scores are calculated from responses to three questions on page four of the survey, in which respondents rated their levels of general satisfaction from 1-9, with 1 being "strongly disagree" and 9 representing "strongly agree".



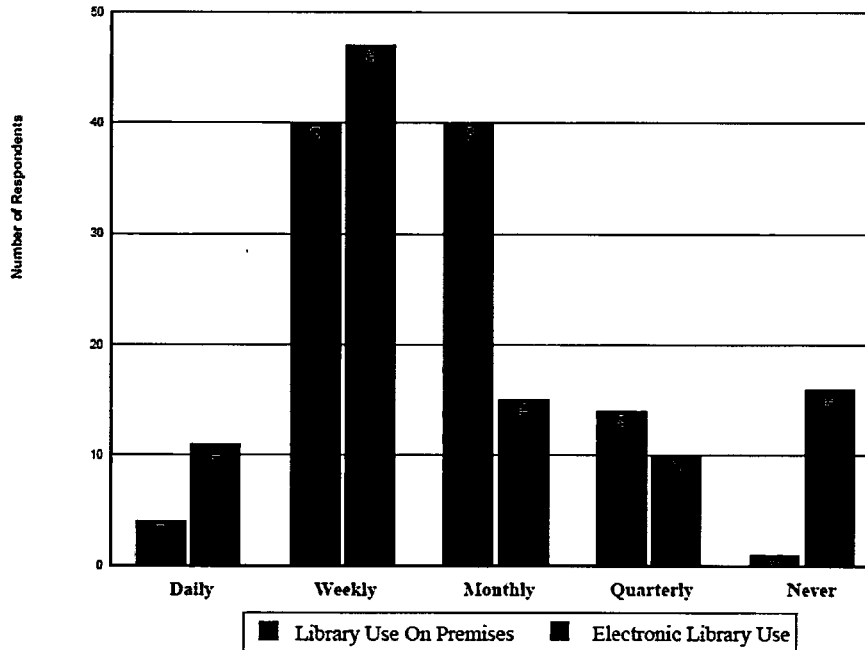
Aspect of Satisfaction	Average Rating
Satisfaction with Treatment	7.43
Satisfaction with Support	6.33
Overall Quality of Service	6.95

Number of Records: 99

Individual Analysis - Item Analysis - Faculty General Satisfaction

4.4.4 Library Use

This chart shows a graphic description of library use, both on the premises and electronically. Bars represent the frequency with which Faculty respondents report using the library: Daily, Weekly, Monthly, Quarterly, or Never. The brief chart below the graphic also includes the number and percentage of respondents who selected each option.



Frequency	Type of Library Use	Respondents	Percentage
Daily	Library Use On Premises	4	4.04%
	Electronic Library Use	11	11.11%
Weekly	Library Use On Premises	40	40.40%
	Electronic Library Use	47	47.47%
Monthly	Library Use On Premises	40	40.40%
	Electronic Library Use	15	15.15%
Quarterly	Library Use On Premises	14	14.14%
	Electronic Library Use	10	10.10%
Never	Library Use On Premises	1	1.01%
	Electronic Library Use	16	16.16%

Number of Records: 99

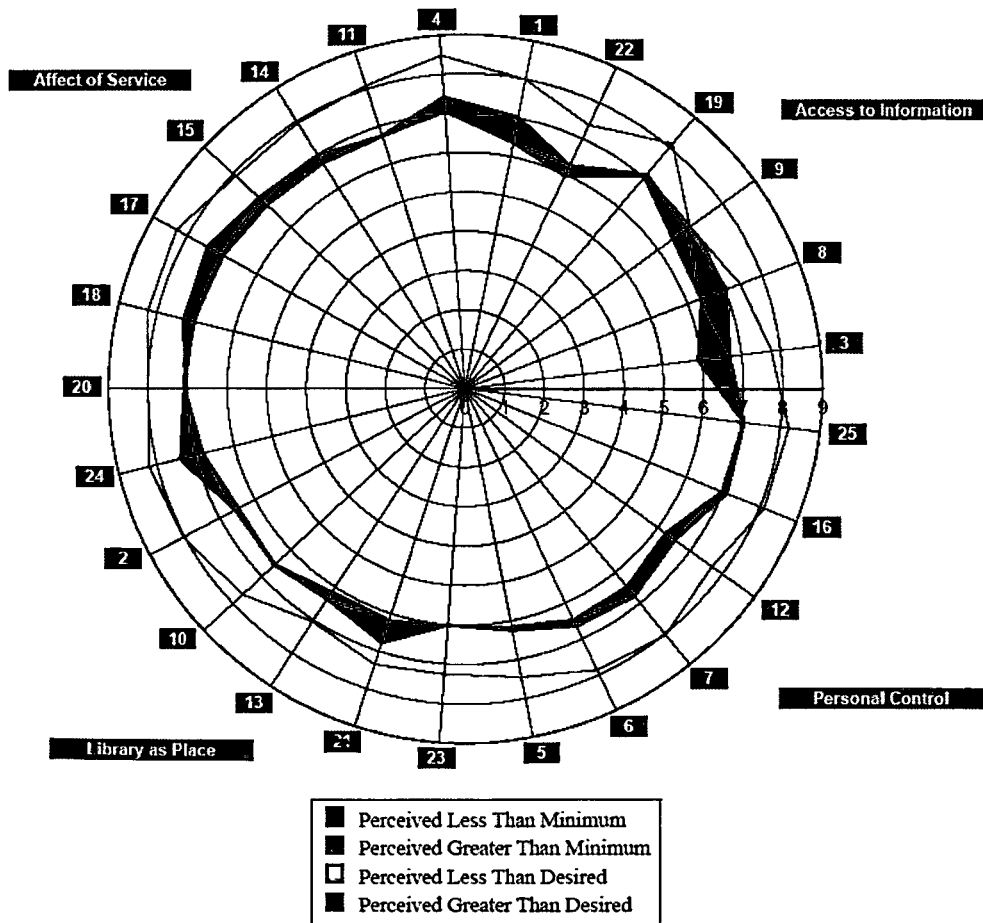
Individual Analysis - Item Analysis - Faculty Library Use

4.5 Staff

4.5.1 Item Summary

This radar chart shows Staff results for all 25 survey questions. Each axis represents one question (question numbers are displayed at the outer point of each axis). While questions for each dimension of library service quality are scattered randomly throughout the survey, here they are grouped in quadrants: Affect of Service, Access to Information, Library as Place, and Personal Control.

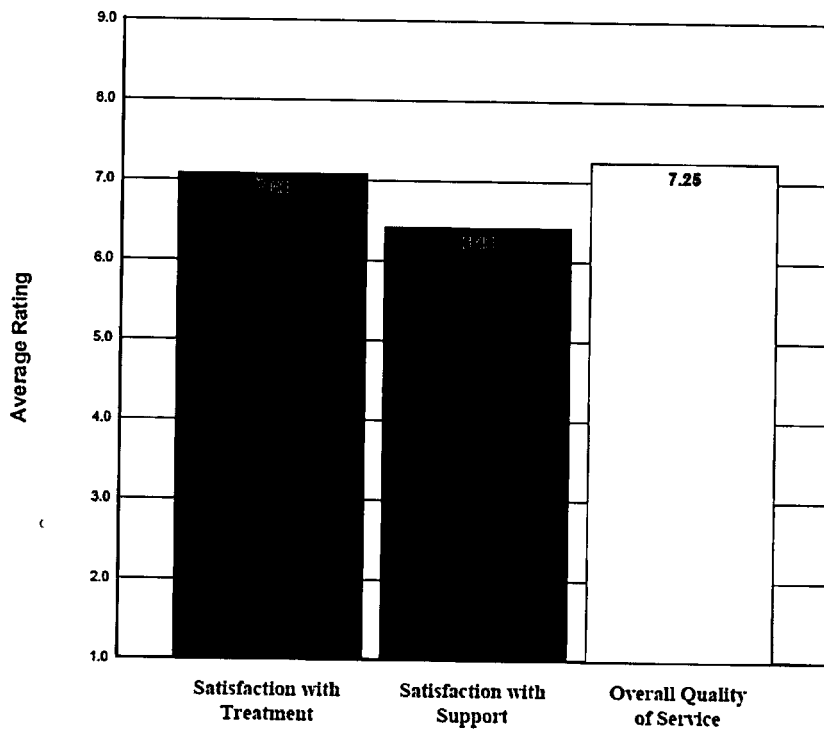
On each axis, respondents' minimum, desired, and perceived levels of service quality are plotted, and the resulting "gaps" between the three levels are shaded in blue, yellow, green, and red. Generally, a desirable radar graph is shaded blue and yellow, indicating that users' perceptions of service fall within the "zone of tolerance," i.e., above their minimum expectations (represented in blue) but below their desired level of service (shown in yellow).



Individual Analysis - Item Analysis - Staff Item Summary

4.5.3 General Satisfaction

This chart displays Staff scores for three areas of general satisfaction: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service. These scores are calculated from responses to three questions on page four of the survey, in which respondents rated their levels of general satisfaction from 1-9, with 1 being "strongly disagree" and 9 representing "strongly agree".

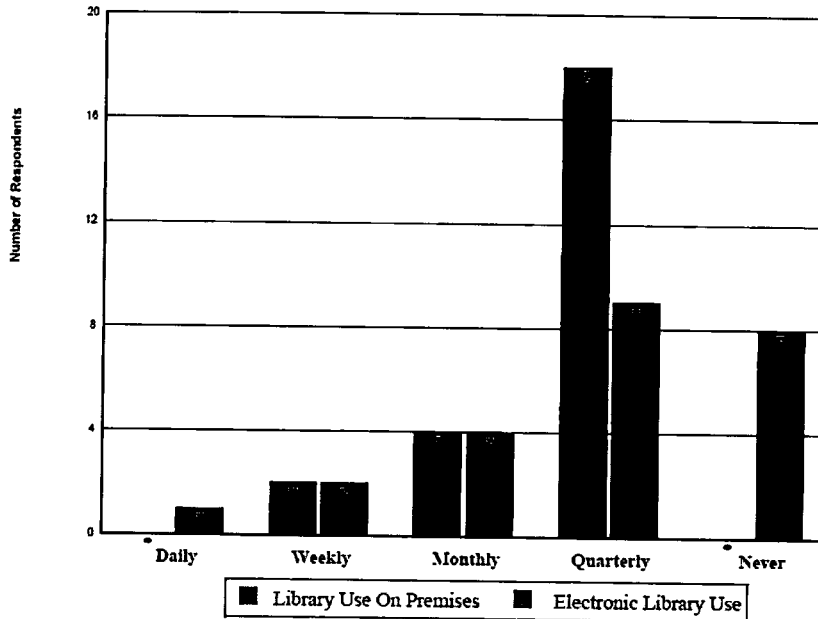


Aspect of Satisfaction	Average Rating
Satisfaction with Treatment	7.08
Satisfaction with Support	6.42
Overall Quality of Service	7.25
Number of Records: 24	

Individual Analysis - Item Analysis - Staff General Satisfaction

4.5.4 Library Use

This chart shows a graphic description of library use, both on the premises and electronically. Bars represent the frequency with which Staff respondents report using the library: Daily, Weekly, Monthly, Quarterly, or Never. The brief chart below the graphic also includes the number and percentage of respondents who selected each option.



Frequency	Type of Library Use	Respondents	Percentage
Daily	Library Use On Premises	0	0.00%
	Electronic Library Use	1	4.17%
Weekly	Library Use On Premises	2	8.33%
	Electronic Library Use	2	8.33%
Monthly	Library Use On Premises	4	16.67%
	Electronic Library Use	4	16.67%
Quarterly	Library Use On Premises	18	75.00%
	Electronic Library Use	9	37.50%
Never	Library Use On Premises	0	0.00%
	Electronic Library Use	8	33.33%

Number of Records: 24

Individual Analysis - Item Analysis - Staff Library Use

Rubric for Pilot Assessment of Writing Intensive Sections 5/23/2003

Pilot Evaluation of FYI WI Sections

Evaluation Grid			
Strong	OK	Weak	
			Content, evidence, insights, thinking
			Organization, structure, guiding the reader
			Language: sentences, wording, voice
			Mechanics: spelling, grammar, punctuation,
			OVERALL

Essay ID: _____

Type of writing: _____

COMMENTS:

- Research paper
- Essay
- Dialogue, monologue
- In-class summary
- Letter
- Journal entry
- Double-entry response
- Lab report
- Proposal
- Short response to a reading
- Email posting
- Freewrite

Read by: _____

Tabulation of Results from Writing Intensive Assessment, 5/23/2003

MEANS FOR EACH CATEGORY

Statistics

		CONTENT	ORGANIZ	LANG	MECH	OVERALL
N	Valid	133	133	133	133	128
	Missing	1	1	1	1	6
Mean		2.06	2.03	1.94	1.88	1.97

MEANS FOR EACH EVALUATION CATEGORY BY WRITING

Report

LEVEL		CONTENT	ORGANIZ	LANG	MECH	OVERALL
a	Mean	1.97	1.76	1.82	1.89	1.77
	N	46	46	46	46	44
b	Mean	1.93	1.98	1.89	1.80	1.86
	N	44	44	44	44	42
c	Mean	2.30	2.38	2.13	1.97	2.29
	N	43	43	43	43	42
Total	Mean	2.06	2.03	1.94	1.88	1.97
	N	133	133	133	133	128

Strong = 3
OK = 2
Weak = 1

Representative Sample of CUNY On The Concourse Programs

1. College Preparation for Careers in Health Sciences: To satisfy the increase in demand for Health Careers, COTC's Pre-Health Program offers a wide array of college preparatory classes and credit-bearing courses leading to degrees in *Nursing, Licensed Practical Nursing, Health Care Administration, Radiologic Technology, Dental Hygiene, Physical Therapy, Community School Health Management, Nuclear Medicine Technology, Animal Care Management, Gerontology*, and many more health related fields.
2. Credit Bearing Certificate and Non-Credit Bearing Certificate Programs: These certificate programs are expertly designed to offer a comprehensive examination of current related topics and to educate and equip the students to compete in today's competitive marketplace. All these programs include a job placement component, which helps make the link between the employers and the prospective employees. Adult immigrant professional workers, in need of advisement for how to proceed with their professions in the United States, can fully benefit from the services at the new workforce development center in the Bronx. The certificate programs offered at the Center include: Medical Office Operations, Secretarial Science, Business Management, Database Management, Web Development, C++ and Java, and Construction Technology., Managed Care Program – Managed Care has been identified as the solution that balances the ethical and financial dilemma of “limited resources” vs. “quality of care”. The Managed Care program is a nine-credit program that is designed for health care professionals employed in hospitals, private practice, and other like settings.
3. College and Test Preparation – COTC offers a wide variety of testing classes from GED to GMAT and GRE Preparation Courses. The GED and SAT preparation courses are designed to give students an overview of the basic skills and knowledge covered on those High-school level standardized tests as well as covering test taking skills and at least two practice assessment tests, one mid-way through the course and one at the end of the course. The GMAT and GRE courses are designed to give students who are in pursuit of advanced degrees as much preparation as possible to be able to perform well on the standardized tests

that often prove an insurmountable stumbling block, especially to foreign-born students, to the pursuit of a graduate education.

4. Learning for Kids Program for students in grades K-5. This Summer program was initiated in response to student surveys, and consists of classes in Acting, Computer Skills, Music, and Academic Skills Development. They are designed to stimulate academic, creative, mental, and emotional development by appealing to the mind as well as the senses. Parents asked for courses that would engage their children's imaginations and yet prepare them for the next academic level when they returned to school in the Fall. This program is in addition to the Workshops for High- and Middle-School Students in Mathematics, Computers, Music Theory and Playing Guitar, and Literature and Film.

5. Also in response to Student Survey's and Community interest, COTC has expanded its Special Interest Workshops to include classes such as Crafting Fiction, Play and Screenplay Writing, Acting, Personal Finance Management, Writing for College, a Music Academy which includes Playing guitar, Classical/Spanish Guitar, and Music Theory and Application.

6. Programs in Partnership With 1199: COTC offers 1199 members a large variety of courses designed to help workers increase their skills and knowledge as well as become upwardly mobile in their professional setting. In addition to allowing union members to access a wide array of college prep classes and credit bearing courses leading to degrees in through the Health Careers College Core Curriculum (HC4) consisting of classes in eight core areas for union members interested in pursuing baccalaureate degrees in health related fields. Further more, COTC offers specialized courses to 1199 members in Coding, Medical Terminology, Spanish and American Sign Language for Healthcare Workers, Pre-LPN and GED skills classes, and several Computer Workshops.

7. Programs in Partnership with Hostos Community College: COTC has partnered with Hostos to offer a specialized curriculum of Medical/Health Care classes. This program is anchored by the Certified Nursing Assistant (CNA) program provides 180 hours of instruction including an internship that allows students to be able to take the State Licensing examination.

Two of the courses that were added to the curriculum in response to student and community feedback, phlebotomy and electrocardiography, will also tie into making the graduates of the CNA more desirable in the job market. Also, COTC has submitted paperwork for state approval for an EMT course

8. Translation Studies: This program is designed for linguistically skilled students who seek to develop their bilingual abilities into a career in translation and/or interpretation specifically in the field of health care, but upon completion of the academic program and the internship, students will be eligible to take the state certification exam to do legal translation and thus be able to expand their career opportunities to other states and increase the scale at which they can charge for their services. In the Bronx, there is a critical need for this service in a population where so many patients are Hispanic and so few of the Health Care providers actually speak the language with any technical proficiency. It speaks not only to the issue of Patient's Rights but also of access to information regarding side-effects of medication and medical procedures as well as informed consent.

9. ESL Programs: Several different English as a Second Language (ESL) programs will be offered to equip participants of English as a Second Language with the language they need to pursue their education as well as their careers in the United States. These programs will include: Full-time program for prospective college students, ESL for grades K to 12, Contextualized ESL – these are customized ESL programs for working adults in professional fields, and Intensive weekend programs.

10. InVest Program: COTC has administered the Individual Vocational Education and Skills Training [InVEST] program in academic year 2002-2003. COTC provides participant with an array of support services such as outreach and orientation, assessment, career counseling and advisement, job preparation skills, interview techniques and resume writing, case management, job placement, and follow-up services. Among our training certificate programs are Medical Billing for the Physician Practice, Microsoft Office Technology, Bookkeeping and Accounting Assistant, and Office Assistant. Throughout our support services, individualized counseling, training, and tutoring have reinforced the success of our programs through the use of

technology and computer labs. In addition, job readiness/retention/upgrading workshops have been offered between the cycles to allow participants to remain in compliance with work requirements. The final element of this program is job placement, which is in the beginning stages. Outreach has been made to the 1199 Health Care Union for placement. As well, resume writing workshops have been and will continue to be conducted and there is a library of job listings and Internet websites for job searches. There is an Internet Access on all computers as well as Word Processing software. A job developer who has worked as a vocational trainer as well as assessed resumes, and conducted interviews and hiring in the past, is working with the InVEST participants for employment and employment upgrading.

11. The preparation and placement of unemployed and underemployed New Yorkers in high-wage, high-demand positions in the Information Technology [IT] industry has created a citywide network of IT training tracks in industry-identified critical job need areas. It encompasses three levels of training in basic skills and literacy, basic computer skills, A+ certificate, network administration as well as advanced IT training in areas such as Cisco and UNIX. COTC supports the consortium to provide employability skills training, soft skills, job placement and retention, skill upgrade training, case management and other support services for the referrals. COTC also works very closely with several Community Based Organizations [CBOs] to recruit, assess, and orient participants from these programs. The A+ certificate training started in May 2003 at COTC.

Evaluation Plan:

The evaluation plan is comprised both formative and summative measures at every stage of the program: at the end of each semester; after each successive year, and until admitted students enter the health programs at one of the three CUNY colleges in the Bronx.

Formative assessment enables the staff to monitor the program on an ongoing basis and includes:

1. Student attendance at classes
2. Student use of career, academic and personal advisement.

This process assists in ascertaining that the project meets its performance objectives. It also permits adjustments and modifications to be made in a timely manner if it is determined that the current activities have not or will not result in the desired outcomes.

Summative measures for each year of the program include:

- 1 .Rate of student progress in terms of number of credits earned;
2. Academic achievement as assessed through grade point average, standardized test scores, and ACT tests.
3. Number of students targeted for special academic advisement.
4. Student retention.
5. Application and entry rates for health programs.
6. Number of students who have completed certificate programs and have been placed in an internship.
- 7.Number of students accepted in a workplace.

Outcomes:

COTC registered 700 students in its first semester, Fall 2002. In Spring 2003, the registration increased by 45%. Projecting from these figures, it is expected that enrollment will continue to increase as awareness of COTC increases through students moving into the CUNY colleges as well as into the workforce, increased identity within the community through advertising and participation in activities such as the COTC Job Fair and the Art Exhibit by Bronx High School students which was open to the public.

The CNA class has proven to be a successful partnership with Hostos College, one group being taught at COTC and two at Hostos. The program helped increase retention through the ability of the students to access the computer and nursing labs any time that the center was open for practice and tutoring as well as personalized support services.

The InVEST program has a completion rate of 70% which is higher than the average for completion for InVEST programs on the whole.

The first class of the Certificate in Translation Studies has been completed and 85% of the students are ready to move onto the next class in the sequence which is Legal and Technical Translation.

**Lehman College Performance Goals and Targets
2003-2004 Academic Year**

Goals	Objectives	Indicators	2003-2004 Targets
Raise Academic Quality	1. Promote CUNY flagship programs and strengthen premier campus programs while ensuring that every college offers a sound general education program.	<ul style="list-style-type: none"> • Outstanding faculty hired 	<p>Outstanding faculty will be recruited to flagship/premier programs. Depending on budget, faculty will be recruited in the following areas:</p> <p><i>In the Division of Arts and Humanities</i></p> <ul style="list-style-type: none"> • Mass Communication • Speech Language Hearing Sciences • Foreign Language • Music Education <p><i>In the Division of Education</i></p> <ul style="list-style-type: none"> • The Department of Middle and High School will recruit for a flagship line in English Education and four additional lines which include English Education (1), Social Studies Education (1), Mathematics Education (1) and Literacy/Technology (1). <p><i>In the Division of Natural and Social Sciences</i></p> <ul style="list-style-type: none"> • Economics and Accounting to support the BBA program. • Nursing: Continuing Education will secure resources from Local 1199 to support one full-time position and one part-time position in Nursing. These positions will be used to administer and teach 1199/Lehman contract programs such as RN to BSN and the post Masters Nurse Educator certificate. An additional flagship line will be requested to admit 30 additional undergraduate students in the Spring semester. • A flagship line will be requested to fund a position in Geo-informatics to support the flagship area of Urban Environmental Research, Technology and Education. • A flagship line will be requested in Physics and Astronomy to support the Photonics flagship area.
		<ul style="list-style-type: none"> • Recognition/validation from external sources 	<p>CUNY's most prominent programs will draw greater recognition. <i>In the Division of Arts and Humanities</i></p> <ul style="list-style-type: none"> • The Mass Communication Programs' show <i>Inside Lehman</i> will highlight

			<p>Lehman's premier programs and serve as an example of the excellence of the Mass Communication Program itself.</p> <ul style="list-style-type: none"> • Mass Communication/Theatre Program will broadcast on BronxNet/CUNY TV <i>Conversations</i>, a television series of interviews with theatre personalities hosted by Theatre Professor William Hoffman. • Faculty from the Art Department Computer Graphics Program and faculty from Biological Sciences will work with the New York Botanical Garden to establish a certificate program in scientific illustration and modeling. <p><i>In the Division of Education:</i></p> <ul style="list-style-type: none"> • To highlight NCATE-approved programs, the Professional Development School Network, and the Institute for Literacy Studies, the number of publications by professional education faculty will increase from 45 in 2002-2003 to 50 during 2003-2004. • Professional education faculty will make a minimum of 75 presentations at professional conferences during 2003-2004. • The approval processes for two new certification programs in Leadership/Supervision and Educational Technology/Media will begin. <p><i>In the Division of Natural and Social Sciences:</i></p> <ul style="list-style-type: none"> • A proposal for a CUNY-wide Plant Sciences Institute to be based at Lehman College will be developed and core funding sought. <p><i>College-Wide:</i></p> <ul style="list-style-type: none"> • Maintain the College's ranking in Tier 3 in <u>US News and World Report</u>. • Program recognition – The Director of Lehman's award winning Freshman Year Initiative will present at the National Conference on the First Year Experience, Spring 2004. • Spotlight "Salute to Scholars" faculty on Lehman website, in <u>Lehman Lightning</u>, and in local/national media. • Publicize appointments of new distinguished faculty. <p><i>Art Gallery</i></p> <p>The Arts Programs are premier programs for the College. These programs will</p>
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			<p>be connected to the Art Gallery through the following initiatives:</p> <ul style="list-style-type: none"> • Organize and present 2-3 contemporary art exhibitions. • Achieve recognition for the College through reviews and articles published in periodicals and art journals; announcements of gallery events on cable television and through web coverage. • Achieve recognition for the College nationally by presenting gallery projects at art, education and technology conferences. • Develop on-line catalogues for major exhibitions and continue to develop <i>Public Art in the Bronx</i> on the Web. • Conduct a new media artist residency (in collaboration with the Art Department and the Information Technology Center). • Offer a graduate level course in the use of museum collections in the classroom in collaboration with the Department of Early Childhood, with support from the Greentree Foundation.
		<ul style="list-style-type: none"> • Research awards and faculty publications 	<p>Faculty research awards will increase from 2002-2003 levels. <i>College-Wide</i></p> <ul style="list-style-type: none"> • Faculty will be encouraged to complete research/scholarship profiles with the Office of Grants and Contracts to improve awareness of funding opportunities. • All divisions will be challenged to increase the number of grant submissions by 10%, from 203 to 223. • Targeted efforts to increase funding will be made in the following areas: <p><i>In the Divisions of Arts and Humanities and Natural and Social Sciences</i></p> <ul style="list-style-type: none"> • Collaborative grants will be developed to support interdisciplinary research program in neuroscience with faculty from Linguistics, Speech and Hearing, and Psychology. <p><i>In the Division of Education</i></p> <ul style="list-style-type: none"> • The Department of Specialized Services will submit a minimum of five grant proposals. <p>Faculty scholarship will be tracked and supported.</p> <ul style="list-style-type: none"> • In conjunction with the Provost and the Deans, the Library will continue to host an annual celebration of faculty who have published. The Library

			will also assume responsibility for monitoring the data base of faculty publications.
		<ul style="list-style-type: none"> Documented efforts to move flagship/premier college programs to the next level 	<p>New resources will be shifted into flagship/premier programs.</p> <p><i>In the Division of Arts and Humanities</i></p> <ul style="list-style-type: none"> Continue developing the Electronic Music Lab by adding six computers with synthesizers. Once equipped, undergraduate and graduate courses in Electronic Music will be offered. Reapply for FIPSE grant. The process to create a new Department of Communications and Theatre will be initiated. <p><i>In the Division of Education</i></p> <ul style="list-style-type: none"> Resources generated by the New York City Teaching Fellows Program and the Teaching Opportunity Program will be allocated to flagship programs in Education (i.e., English Education) and to premier programs in other divisions, including Music Education, History, Mathematics, and English. <p><i>In the Division of Natural and Social Sciences</i></p> <ul style="list-style-type: none"> Funds will be allocated to establish a Geo-informatics Center under the leadership of the new Chair of Geology and Geography. <p><i>In the Library</i></p> <ul style="list-style-type: none"> Pending the availability of funding, proceed with plans to establish state-of-the-art Education Library (funds requested and plans developed in 2002-2003). Utilize new "smart" classrooms to hold 2 teleconferences and remote library instruction for local schools, particularly those in which our Teacher Education students are employed. (1 each semester).
		<ul style="list-style-type: none"> Evidence of renewed attention to examining the goals and organization of general education 	<p>All colleges will engage their academic departments and programs in re-examining the goals and organization of general education.</p> <ul style="list-style-type: none"> Faculty development workshops will be conducted for all faculty teaching distribution, math, science, foreign language, writing intensive, and LEH Gen Ed courses to develop common goals, assessment models, CPE strategies and share best practices.

			<ul style="list-style-type: none"> • A new LEH 302 Sciences interdisciplinary course (similar to LEH 300 Humanities and LEH 301 The American Experience) will be established. • A new Freshman Seminar will be developed to serve as the means by which freshmen are introduced to the General Education curriculum and its intrinsic relationships. • Develop a Transfer Learning Communities program (similar to FYI) to guide transfer students through the general education program and into their majors. • Continue Lehman's participation in the CUNY Office of Academic Affairs Task Force on General Education. • The library will work with faculty, deans and provost to incorporate information literacy into the general education curriculum. • The library will develop standard statements related to teaching information literacy skills to coordinators of the new general education curriculum. Goal is to help students become independent learners.
	<p>2. Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of technology to improve instruction.</p>	<ul style="list-style-type: none"> • Programs reviewed externally, and jointly agreed upon recommendations implemented 	<p>External review recommendations will be more broadly implemented.</p> <p><i>In the Division of Arts and Humanities</i></p> <ul style="list-style-type: none"> • Department of Languages and Literatures: external evaluation and plan of action to be completed. • Department of History: external evaluation and plan of action to be completed. • Department of English: plan of action to be implemented. • Department of Black Studies: complete plan of action. • Department of Art: begin process of self-study, complete written report. <p><i>In the Division of Education</i></p> <ul style="list-style-type: none"> • As CUNY flagship programs, the teacher education programs will continue to be developed using the framework established through the NCATE accreditation process and recommendations made as a result of the report of the NCATE Board of Examiners; emphasis will be upon professional development for faculty, recruitment of underrepresented groups for faculty positions, and programmatic assessment. <p><i>In the Division of Natural and Social Sciences:</i></p> <ul style="list-style-type: none"> • A new Dean has been appointed effective July 1, 2003 and he will

			<p>establish a new department review schedule.</p> <p>All colleges will develop institutional and learning outcomes plans.</p> <ul style="list-style-type: none"> • An assessment protocol for evaluating the effectiveness of the Writing Intensive courses/sections was piloted in the Spring 2003 semester. After the results of this pilot are evaluated, the assessment protocol will be applied to selected Writing Intensive and non-writing intensive sections in the coming academic year. • Surveys were developed for Honors College and Lehman Scholars programs and will be instituted this year. • An Exit Interview Survey for graduating undergraduates has been developed and will be implemented in 2004. • The Division of Education will continue implementing and updating the five-year performance-based assessment plan submitted to NCATE as part of the accreditation process. • The Library will assess how user-friendly the homepage is and the effectiveness of the library instruction/information literacy programs.
		<ul style="list-style-type: none"> • Evidence of progress on outcomes assessment 	<ul style="list-style-type: none"> • Student survey on use of computers/internet in instruction and access to computers on campus
			<p>Use of technology to enhance instruction and student access to computer technology will increase, as measured by student survey.</p> <p><i>College-Wide</i></p> <p>The level of satisfaction and frequency of computer use by students will increase from 2.87 to 3.0 on the CUNY Student Experience Survey. Steps to be taken to improve this metric are as follows:</p> <ul style="list-style-type: none"> • LOTE Bronx-Upper Manhattan consortial faculty member will conduct at least 4 workshops in instructional technology in foreign languages for Lehman and CUNY faculty • Professional education faculty will explore various models for electronic portfolios and begin a pilot implementation with selected teacher education candidates. • The Library will schedule 3 faculty-only workshops each semester (one for each division) to familiarize all faculty with both general and discipline-specific electronic resources. It is expected that this knowledge will “trickle down” to the students as faculty begin to use more electronic resources in their classroom activities as well as in their own research. • Add basic “introduction to computers” sessions to free computer

			<p>workshops given in the library. Continue with PowerPoint, Access, Excel, and Microsoft Word open to all students, staff, and faculty. Advertise the availability of the courses more widely. Increase number of free workshops from 23 to 30.</p> <p>The following new asynchronous courses are projected for 2003/2004:</p> <ul style="list-style-type: none"> • 4 LEH courses; • 4 graduate Nursing courses; • All of the Nurse Educator certificate courses; • 3 undergraduate Nursing courses that are part of the RN to BSN curriculum—these courses will be offered in collaboration with CSU at Dominguez Hills, • The 12 credit Developmental Disabilities certificate developed by the JFK Jr. Institute for Worker Education.
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	3. Increase instruction by full-time faculty	<ul style="list-style-type: none"> Show & pass rates on CUNY proficiency exam % of instructional hours taught by FT faculty 	<p>Show & pass rates on the proficiency exam will rise CUNY-wide.</p> <ul style="list-style-type: none"> Show and pass rates on CUNY proficiency exam will increase from 50.3% to 85%, and 65.4% to 76% respectively. <p>Instruction by Full-Time faculty will increase incrementally. The percent instruction by full-time faculty will increase from 55.6% to 57%. (It should be noted that this metric as currently calculated fails to take into account Masters-level instruction. This problem has been brought to the attention of the University Institutional Research Office.) The following steps will be taken to improve this indicator:</p> <ul style="list-style-type: none"> Adjunct positions will be converted to two (2) sub-lecturer lines to teach 30 hours in the FYI/General Education program. Newly hired faculty will be encouraged to teach in the General Education program as part of their teaching assignment. The number of full-time faculty in Education will increase by at least four, with priority given to filling one full-time position in the Department of Early Childhood and Childhood Education and three full-time positions in the Department of Middle and High School Education. <p>Efforts to recruit under-represented groups to the profession will be made.</p> <ul style="list-style-type: none"> Efforts will be made to recruit a diverse applicant pool and improve the representation of minorities and females in areas where under-representation has been identified.
Improve Student Success	3. Increase retention and graduation rates	<ul style="list-style-type: none"> Fall to fall retention rates. 	<p>Retention rates will increase by an average of 2 percentage points.</p> <ul style="list-style-type: none"> Fall-to-fall retention rates will increase by an average of 2 percentage points, for first time freshmen, from 72.6% to 75.6% and for transfers, from 77.4% to 78.4%.
		<ul style="list-style-type: none"> Six-year AA, AS, BA, BS graduation 	<p>Graduation rates will rise by an average of 2 percentage points in baccalaureate/masters programs and 1 point in associate programs.</p>

5. Improve post-graduate outcomes	<p>rates; four-year MA, MS & certificate grad rates</p> <ul style="list-style-type: none"> • Pass rates on licensure/certification exams 	<ul style="list-style-type: none"> • Six-year graduation rates for first time freshmen and transfer students will increase an average of 2 percentage points, from 29.8% to 31.8% for freshmen; for transfer students from 53.2% to 54.2%; and for four-year MA, MS and certificates, from 60.1% to 62.1%. <p>All teacher education, nursing and accounting programs will improve performance on certification/licensing exams.</p> <ul style="list-style-type: none"> • The pass rate of graduates who complete a Lehman teacher education program will remain at a passing rate of over 90% on the Liberal Arts and Sciences Test (LAST) and the Assessment of Teaching Skills-Written (ATS-W). • The Nursing NCLEX pass rate will continue to be 80% or greater. • The CPA first-time pass rate will improve incrementally from 7% to that of the CUNY senior college average of 13%.
6. Improve college readiness	<ul style="list-style-type: none"> • Senior colleges: % of immersion students who pass skills tests or enter Prelude program; % of SEEK students who pass skills tests in one year; % of ESL students who pass skills tests in two. 	<p>Senior colleges will improve the % of immersion students who pass basic skills tests or enter the Prelude program, and improve the % of SEEK/ESL students who pass skills tests in the allowed time.</p> <ul style="list-style-type: none"> • Percentage of conditionally admitted regular freshman who participate in the University Summer Immersion (USIP) and pass skills tests or enter Prelude to Success program will increase from 85% to 86%. • The percentage of non-ESL SEEK students who pass all basic skills tests within one year will increase from 83% to 85%. • The percentage of ESL students who pass all basic skills tests within two years will increase from 50% to 52%.
	<ul style="list-style-type: none"> • # of College Now course/workshop participants; course completion and pass rates 	<p>Colleges will meet College Now enrollment targets and 70 % of participants will complete courses and earn grades of A, B or C.</p> <ul style="list-style-type: none"> • In 2003-2004 College Now will enroll 1,100 students and achieve a 75% completion and pass rate. • College Now will offer two programs during the summer of 2003,

			<p>a Summer Arts Academy and a new Health Professions Academy that has been funded by the Bronx/Westchester Area Health Education Center (AHEC).</p>
	<p>7. Improve quality of student support services</p>	<ul style="list-style-type: none"> • Student survey results on satisfaction with academic and student support services 	<p>Student satisfaction with academic support services and student services will rise at all colleges.</p> <p>We will continue to exceed the CUNY average for senior colleges in the CUNY Student Satisfaction Survey. The College is making a number of changes to improve delivery of academic support services. These include:</p> <ul style="list-style-type: none"> • The office hours in Admissions, Financial Aid, Registrar, Bursar, Academic Advising and Testing and Scholarship have been aligned for consistent open and closings to ensure that a full range of services are available to the students during the same business hours; • Improved communication via the website and telephone system; • Increase in individual tutoring and workshops; • Increase in the number of testing sessions for the CPE; • Increase in the number of summer immersion sessions and, • Increased availability of faculty advising during the summer. <p>We will continue to exceed the CUNY average for senior colleges as reported in the CUNY Student Satisfaction Survey. The College is making a number of changes to enhance student services. These include:</p> <ul style="list-style-type: none"> • Implement toddler care at the Student Child Care Center by September 2003. The additional space will provide space for 14 FTE's. • The Unit Directors from the Offices of Financial Aid, Special Student Services, the Registrar's Office as well as their "front-line" staff will attend the CUNY Connections customer service training. • Develop an on-line work-study web page to improve services to students and departments. • Complete installation of PC mini-lab in Shuster Hall lounge to increase student access to E-SIMS, the CUNY Portal and financial aid electronic application systems. • Revise Student Handbook and post to the College website. • Complete feasibility study of Student Web Radio proposal.

<p>Enhance Financial And Management Effectiveness</p>	<p>8. Meet enrollment goals</p>	<ul style="list-style-type: none"> • Enrollment/SAT/CAAs 	<p>CUNY's enrollment will rise by 2 %, to 213,000, while mean SATs will rise by 10 points and CAAs by ½ point at the senior colleges.</p> <ul style="list-style-type: none"> • Total headcount will increase by 2%, from 9,510 to 9,710 with the following targets: undergraduate 6,830, graduate 1,580, and non-degree 1,300; • Improve average SAT from 955 to 965; • Increase average CAA from 80.5 to 81; • Continuing Education enrollments and revenue will increase by 2%. This will generate \$2,346, 000 in revenues and enrollments will increase to 9850; • CUNY on the Concourse enrollments and revenue will increase by 3%. This will generate \$1,854,000 in revenues and 2,100 enrollments.
		<p>Demonstrated actions to better coordinate student transfers from CUNY associate to baccalaureate institutions</p>	<p>All colleges will take actions to better coordinate and facilitate movement from the associate to baccalaureate level.</p> <p><i>In the Division of Arts and Humanities</i></p> <ul style="list-style-type: none"> • Complete articulation agreements with Hostos Community College in Communications; Foreign Language, General Education; • Complete articulation agreements with Bronx Community College in General Education and Theatre; • Complete articulation agreements with Borough of Manhattan Community College in Communications. <p><i>In the Division of Education</i></p> <ul style="list-style-type: none"> • Articulation agreements for programs in the Department of Early Childhood and Childhood Education will be finalized with Bronx Community College, Hostos Community College, Borough of Manhattan Community College, and Westchester Community College. • Initial discussions leading toward articulation agreements for selected programs in the Department of Middle and High School Education will begin with Hostos Community College, Borough of Manhattan Community College, Westchester Community College, and Rockland Community College with discussions continuing with Bronx Community College.

			<p><i>In the Division of Natural and Social Sciences</i></p> <ul style="list-style-type: none"> • Finalize articulation agreement with Hostos Community College for Business Administration. • Develop articulation agreements with Bronx Community College for Computer Science, Dietetics, and Teacher Education and, review and revise Social Work agreement. <p><i>College Wide</i></p> <ul style="list-style-type: none"> • Progress into the second year of the Title V Cooperative grant between Lehman and Bronx Community College by creating a Transfer Student Center at Bronx Community College (BCC). Lehman faculty will participate in BCC's Center for Teaching Excellence; continue with the development of a Student Retention Development System at BCC; and identify and purchase an automated transfer process that meets the needs of both colleges (part of Bronx Productivity Initiative). • Develop a Transfer Learning Community based on the Coordinated First Year Initiative, for transfer students.
	9. Increase revenues from external sources	Alumni/corporate fundraising (CAE-VSE report)	<p>Alumni-corporate fundraising will increase 15% CUNY-wide.</p> <ul style="list-style-type: none"> • Fundraising from all sources will increase 15% from \$444,000 (estimated) to \$506,000 (as estimated for June 30, 2003 CAE).
		<ul style="list-style-type: none"> • Contract and grant awards (RF Report) 	<p>Contract/grant awards will rise 10% CUNY-wide.</p> <ul style="list-style-type: none"> • Grants and Contracts distributed through the Research Foundation will increase from \$14,983,561 (2003 Target) to \$16,482,000.
		<ul style="list-style-type: none"> • Indirect cost recovery as ratio of overall grant/contract activity 	<ul style="list-style-type: none"> • Indirect cost recovery ratios will improve CUNY-wide. • Indirect cost recovery will increase from 12.1% to 12.3%.
	10. Make administrative services more efficient,	<ul style="list-style-type: none"> • Productivity targets 	<p>Each college will achieve its productivity savings target and apply those funds to student instruction-related activities; the savings will total \$10 million CUNY-wide.</p> <ul style="list-style-type: none"> • The College will meet the productivity target.

	<p>increase entrepreneurial efforts, and apply savings/new revenues to student instruction-related activities.</p>	<ul style="list-style-type: none"> • Survey of student satisfaction with administrative services • • Percent of budget spent on administrative services 	<p>Student satisfaction with administrative services will rise at all CUNY colleges. We will continue to exceed the CUNY average for senior colleges as reported in the CUNY Student Satisfaction Survey.</p> <p><i>The Library</i></p> <ul style="list-style-type: none"> • Continue to use the data gathered in Libqual+ to improve library service. Specifically, proceed with plans to restructure the physical space as well as the virtual space (homepage) to make the physical and virtual library more user-friendly. <p><i>Testing</i></p> <ul style="list-style-type: none"> • Increase communication via web site. • Enhance advising process related to the CPE. <p><i>Fee Payments</i></p> <ul style="list-style-type: none"> • Increase the number of credit card transactions through better publicity and greater access to online payment opportunities (such as E-Sims). <p><i>Entrepreneurial</i></p> <ul style="list-style-type: none"> • The College will review its policies and fee structure for the rental of space by outside groups, and determine if there are any opportunities to increase revenue from this source. <p>Every college will lower the percentage of its tax-levy budget spent on administrative services.</p> <ul style="list-style-type: none"> • The College will meet the University target.
		<ul style="list-style-type: none"> • Percentage of instruction delivered at night, on Fridays or weekends 	<p>The University will show an increase in the percentage of instruction delivered at night, on Fridays and weekends.</p> <p>The College is carefully tracking registration patterns. Indications thus far suggest that there is more unmet demand for day sections as compared with evenings. For fall 2003, additional sections have been added at 8am Monday through Thursday, and throughout the day on Fridays.</p>

Lehman College
Of
The City University of New York

College Goals and Targets
Year End Report for 2002-2003

University Goal: Raise Academic Quality

Objective: 1. Promote CUNY flagship programs and strengthen premier campus programs

Indicator 1. Outstanding faculty hired

Division of Arts and Humanities

Target: The Division will hire outstanding faculty in the following areas: Black Studies, Mass Communication, Music, Theatre, Speech Pathology and Audiology, Languages Other than English (LOTE) for Bronx-Upper Manhattan Consortium, Interdisciplinary Studies for upper level LEH courses and General Education.

Outcome: Target achieved.

1. An Assistant Professor of Black Studies, Noelle Morrissette, has been hired for the 2003-04 academic year with a start date of September 1, 2003. Dr. Morrissette has a Ph.D. in African-American Studies and English Literature from Yale University and has been a Visiting Assistant Professor of English at Oberlin College for the past two years.
2. There were two hires, a Lecturer and Assistant Professor, in Mass Communication. Thomas O'Hanlon, who has years of experience as a radio announcer, was hired at the rank of Lecturer and James Carney, former director of the public access channel BronxNet, was appointed Assistant Professor.
3. The Department of Music recruited two Assistant Professors, Dr. Joanne Chang, a pianist with the degree of Doctor of Music Education from Columbia University, and Dr. Timothy Polashek, with the degree of Doctor of Musical Arts in Composition with a specialization in electronic music from Columbia University. Professor Marta Ghezzi, a specialist in ear training, has been transferred with tenure from Kingsborough Community College to the Lehman Department of Music.
4. In the Theatre Program William Hoffman, the librettist for the Metropolitan Opera production of John Corigliano's "The Ghosts of Versailles" and author of the plays "As Is" and "Chico de Jazzz" has been appointed to a tenure-track Associate Professor line beginning September 1, 2003.
5. The Department of Speech-Language-Hearing Sciences has recruited an Assistant Professor, Dr. Cheryl Smith Gabig, who has a Ph.D. in Speech Pathology from the University of Connecticut and a clinical private practice with an emphasis on language disorders and language-learning disabilities; an Associate Professor with tenure, Dr. Stephen Cavallo, who has a Ph.D. in Speech Science from Columbia University and was Department Chair at Adelphi University from 1998-2002; and a Professor with tenure, John Locke, a neurolinguist who taught for many years at the University of Maryland, Sheffield University in England, and

most recently as Visiting Professor of Speech Pathology at New York University.

6. The Department of Languages and Literatures hired Assistant Professor Mayra Bonet as the language coordinator for the Bronx-Upper Manhattan LOTE consortium. Dr. Bonet has an M.A. in Spanish Linguistics from the University of Puerto Rico at Río Piedras and a Ph.D. in Spanish-American literature from the University of North Carolina at Chapel Hill.

7. The English Department hired Dr. Grace Bullaro, recipient of the Lehman Adjunct Teacher of the Year Award in 2001, to teach interdisciplinary upper level LEH courses as well as comparative literature.

Division of Education

Target: Complete recruitment of flagship lines in Middle and High School Education and Specialized Services in Education.

Outcome: *Target partially achieved.*

The flagship/cluster line in Social Studies Education in the Department of Middle and High School Education has been accepted by Professor Geoffrey Cabat. Professor Cabat earned his Ph.D. in History from New York University and an M.A. in History from the University of Michigan. Prior to serving as Supervisor of Social Studies and Extended School Programs in Princeton, New Jersey, Dr. Cabat held a variety of positions with the New York City Schools, including Assistant Principal.

Since the candidate identified for the position in Specialized Services in Education was already a CUNY faculty member, albeit on another campus, the flagship line was transferred to the Department of Early Childhood and Childhood Education (flagship lines must be used to recruit external candidates). A search will be initiated to fill the position in the Department of Early Childhood and Childhood Education.

Division of Natural and Social Sciences

Target: Complete recruitment of flagship hire in the Department of Biological Sciences, Plant Sciences Program.

Outcome: *Target achieved.*

Dr. Zhi-Liang (John) Zheng has been hired and will assume the position of Assistant Professor of Biology, September, 2003. Dr. Zheng obtained his Ph.D. at Ohio State University in 1999 and has been a Postdoctoral Research Associate in the Department of Botany and Plant Sciences at the University of California, Riverside, from 1999 to the present.

Target: Complete design and renovation of Davis Hall laboratory for flagship hire.

Outcome: *In progress.*

The renovation plans for Davis Hall Rooms 107-109 have been completed and sent out for bid. The renovations are expected to be completed by September, 2003.

Lehman College Library

Target: The Library will appoint three new librarians: Evening and Weekend Public Services Librarian, Reference/Internet Librarian and Government Documents/Reference Librarian.

Outcome: Target achieved.

Three new librarians were hired: Dr. Yi Sheng, Assistant Professor, Evening and Weekend Public Services Librarian, Ms. Galina Letnikova, Lecturer, Reference/Internet Librarian and Mr. Robert Farrell, Lecturer, Government Documents/Reference Librarian. The new librarians began work on September 1, 2002.

Indicator 2: Recognition/validation from external sources

Target: Improve College's overall rankings in both US News and World Report and the Hispanic Outlook. US News and World Report the College is ranked in Tier 4, the goal is to move the ranking up to Tier 3.

Outcome: Target achieved.

Lehman College was ranked in Tier 3 by US News and World Report in the Fall 2002.

Target (Hispanic Outlook): The College ranks #4 in Computer Science, #9 in Health Sciences and #7 in Psychology for number of Bachelor's degrees awarded to Hispanic students (nationally). The goal is to improve the rank in Health Sciences from #9 to #8.

Outcome: Target achieved/exceeded.

The College improved its rank from #9 to #7 in Health Sciences. The College also improved its rank from #4 to #3 in Computer Science.

Target: Institutional Advancement will place three major feature stories about faculty members, programs and/or students.

Outcome: Target achieved.

Institutional Advancement placed a number of feature stories in local and national newspapers and on television stations. A partial list includes:

The Bronx River Story featuring Professor Joseph Rachlin of the Department of Biological Sciences appeared in the New York Times City Section, the Bronx Times, CUNY Matters, on TV 12 and on the Lehman website.

The Plant Sciences Program was featured in CUNY Matters, Legislative Gazette and Bronx Times.

A story on a group of students doing geographic information science work on the relationship between asthma and pollution with Professor Juliana Maantay (Department of Geology and Geography) appeared in the Bronx Times.

Caribbean newspapers and the local Bronx papers picked up the Tree of Life imaging project.

El Diario did a story on the Ricardo Alergría symposium.

Hispanic Outlook is doing a story on technology and Lehman students that will appear in July.

Crains New York Business Week profiled President Fernández as one of the Top 100 Hispanic Leaders in New York. (President Fernández was nominated by Vice Chancellor Jay Hershenson.)

The College had substantial coverage on Poet Laureate Billy Collins, The Hardball College Tour, and the symposium Herbert H. Lehman Remembered: Historical and Personal Perspectives.

Target: Institutional Advancement will promote teacher education flagship and other related programs in the media and publications and on the Lehman College website.

Outcome: Target achieved.

NCATE has been promoted in many publications, public statements and advertisements, as well as in CUNY Matters, on the website and on a flyer distributed to Westchester teachers.

Target: (Computer Graphics and Imaging): Professor Charles Seplowin (flagship hire, Department of Art) and Professor David Gillison (Department of Art) will collaborate with the Arts Council of England on "Connecting Flights: New Cultures of the Diaspora Project" and participate in the international conference and global website and database. They will also participate in a collaborative Lehman/University of East London website "On Our Cultural Selves", an entry for the UK/NY festival (to be held in London in November 2002).

Outcome: Target achieved.

Lehman's Computer Graphics faculty and students participated in a collaborative website and database. Lehman faculty participated in the international festival held in London in November 2002.

Target (Computer Sciences and New Media): Professor Boris Yamron, the cluster hire in Computer Sciences and New Media, will present two papers based on his research at a conference in St. Petersburg, Russia Summer Conference in 2002.

Outcome: Target achieved.

Professor Yamron presented three papers at the conference.

Indicator 3: Research awards and faculty publications

Target: Faculty research awards will increase by 10%, from \$3,312,016 in FY 2002 to \$3,643,000 in FY 2003.

Outcome: Not known as yet-final data to be reported in July 2003.

The award tally as of June 6th was \$3,296,202 and there are pending awards in the amount of \$6.2 million, which includes approximately \$250,000 in non-competing renewals and \$6 million in new research initiatives that will be decided in the next month.

Target (Faculty Publications): Establish divisional faculty publication databases and use this information to set benchmarks for FY 2003.

Outcome: Target partially achieved.

The Division of Arts and Humanities created a database and faculty in that division have been entering their data. This database will be adopted by the other two divisions. The preliminary benchmark data for the divisions are as follows:

Division/Department	Journal Articles	Book Chapters	Books	Creative Works
Arts & Humanities				
Art		1	1	3
Black Studies		1		1
English	2	2	1	1
History	2	4		5
Languages and Literatures	2	2		2
Latin American and Puerto Rican Studies		1	4	
Music		1		1
Philosophy		1	2	
Speech-Language and Hearing Sciences		5	2	2
Education				
Early Childhood and Childhood Education	16	1	2	
Middle & High School Education	7	1		
Specialized Services in Education	12	1	2	
Natural and Social Sciences				
Anthropology	9	3		
Biological Sciences	6	3		
Chemistry	2			
Geology & Geography	2			
Health Services	1			
Math & Computer Sciences	6		2	
Nursing	1		1	
Physics & Astronomy	7			
Psychology	2			
Sociology & Social Work	5			

Indicator 4: Documented efforts to move flagship/premier campus programs to the next level

Division of Arts and Humanities

Target: Continue the development of the new Department of Mass Media and Communications with the goal of a new department by 2004-05. The goals for 2002-2003 included:

- a) Obtain SED approval for the new HEGIS and SED program codes
- b) Complete the recruitment of new faculty hires
- c) Open Radio Studio in Fall 2002 semester

Outcome: Target achieved.

a) The B.A. in Mass Communication was reviewed by the Committee on Academic Programs, Policies and Research on June 4, 2003. It is anticipated that the proposal will be approved at the June 23rd CUNY Board Meeting and forwarded to the New York State Education Department.

b) There were two hires in Mass Communication, Thomas O'Hanlon was hired as a Lecturer and James Carney was appointed an Assistant Professor.

c) The Radio Studio opened in Carman Hall and classes in audio production are using the facilities.

Target: An advanced Computer Imaging Laboratory will open in 2002-2003

Outcome: Target achieved.

The Advanced Computer Imaging Laboratory opened in Fall 2002 in the Fine Arts Building.

Division of Education

Target: The number of matriculated students in programs including Teaching Fellows and TOPS, leading to certification in mathematics will increase by 15%, from 82 students to 94 students, and the number of matriculated students in programs, including Teaching Fellows and TOPS, leading to certification in science will increase by 15% from 97 students to 112 students.

Outcome: In progress.

At the end of the Fall 2002 semester, the number of matriculated students in programs, including Teaching Fellows and TOPS, leading to certification in mathematics was 92, an increase of 12% (from 82 to 94). The number of matriculated students in programs, including Teaching Fellows and TOPS, leading to certification in science stood at 103, an increase of 6%. During the first session of Summer School 2003, 259 new Teaching Fellows, 25 new TOPS science students, and 25 new TOPS mathematics students were admitted, resulting in the target being achieved.

Target: Professor Boris Yamron (flagship hire) has been assigned the development and improvement of the Computer Sciences Internship Program and with the goal of increasing the number of student interns from 11 to 16, and involving other industrial corporations in Lehman College's internship program.

Outcome: Target achieved/exceeded.

The number of students involved in internship programs supervised by Professor Yamron increased from 11 to 21. In addition, Wilde Medical Center was added as a new training site.

Target: In the area of aquatic research, having completed the new research laboratory LaMer (Laboratory for Marine and Estuarine Research) we will increase the external funding level for Bronx River Estuarine research from \$56,000 per year to \$100,000 per year. This funding primarily comes from NOAA. These research activities also have become the focus of Lehman's outreach activities to community-based organizations in the area of coastal zone restoration. We will increase our current collaborations from two to five community based organizations and the Bronx Borough President's Office.

Outcome: Target achieved/exceeded.

NOAA-based funding increased to \$296,974 per year.

The number of collaborations with community based organizations increased from two (Youth Ministry for Peace and Justice and Sustainable South Bronx) to eight. The six new collaborations include the Bronx Zoo/Wildlife Conservation Park, the New York Botanical Gardens, Point Community Development, Rocking the Boat, the Bronx River Alliance and the National Resource Group (Parks Department). A member of the Lehman College faculty has been appointed to the Waterfront Commission established by the Bronx Borough President's office.

Lehman College Library

Target: Relocate Education Library to third floor to support flagship program in Education.

Outcome: In progress.

In conjunction with Campus Facilities, the Library has designed and planned a state-of-the-art Education Library for the third floor of the Lehman College Library. A series of moves of other library departments and areas, required to enable this project to take place, has also been planned. A CUNY Comprehensive Report has been filed (11/06/02) and Reso A funding requested from the NYC Council.

Objective 2: Use program reviews and assessment outcome efforts to enhance and update programs, pedagogy and use of instructional technology

Indicator: Programs reviewed externally and jointly agreed upon recommendations implemented

Division of Arts and Humanities

Target: The Department of English completed its review in 2001; a plan of action, based on recommendations, will be jointly agreed upon by department and college and the implementation will begin.

Outcome: Target achieved.

Target: The Department of Languages and Literatures will have its programs reviewed by external evaluators and a plan of action will be developed for implementation in 2003.

Outcome: Postponed until Fall 2003.

The department and Dean decided to postpone the visit of external evaluators until the new language laboratory is fully installed since a language laboratory is an essential component of the language program.

Target: The Department of History will write its self-study report.

Outcome: Target achieved.

Division of Natural and Social Sciences

Target (Masters in Social Work): Obtain CUNY approval; implement program for Fall 2003.

Outcome: In progress.

A Letter of Intent to develop the MSW was submitted to CUNY and a response objecting to the program was submitted by the President of Hunter College. A rebuttal was submitted to the Chancellor who requested a business plan describing how the program would be supported. The business plan is being reviewed by the President of Lehman College.

Target (Masters in Public Health): Secure planning grant; develop curriculum and obtain approvals (Lehman Curriculum Committee, Board of Trustees, SED); recruit faculty from collaborating institutions; begin planning for development of accreditation from Council of Education in Public Health.

Outcome: In progress.

A planning grant was submitted by Professor Jane Levitt, Department of Health Services, to the Bronx/Westchester Area Health Education Center and funded for \$50,000. A Steering Committee for the development of the program was organized by the Provost and includes representatives from Hostos Community College, Albert Einstein College of Medicine, Montefiore Medical Center, Bronx Lebanon Hospital, Jacobi Hospital and the North Bronx Healthcare Network, Monroe College, The Community Health Care Association of New York, and several community care associations. A Letter of Intent to create this new degree program has been approved by the Department of Health Services P&B Committee and will be submitted to the Curriculum Committee in Fall 2003.

Target (Exercise Physiology): Implement recommendations of planning group: recruit a new faculty member for Department of Health Services; develop curriculum; implement program in 2004-2005 academic year.

Outcome: In progress.

A search has been conducted for a faculty member with a background in exercise physiology and an offer has been made to a candidate who would be appointed for the Fall 2003 semester. This individual will be charged with developing a curriculum for a certificate program, which would start in Fall 2004.

Target: Continue the implementation of the new General Education Curriculum:

- a) Incorporate the new distribution requirements into FYI.

b) Develop appropriate Writing Intensive sections to accommodate students. A total of 37 writing intensive course sections will be offered in the 2002-2003 academic year and will grow to approximately 75 sections in 2003-2004.

c) Develop a process to assess effectiveness of online course offerings. An assessment program, which will track enrollments as well as faculty and student satisfaction with these courses, will be implemented.

Outcomes:

a) **Target achieved.**

The first semester was structured to include one distribution course chosen from the seven distribution areas (Individuals and Society; Socio-Political Structures; Literature and the Art; Comparative Culture; Historical Studies; Knowledge, Self and Values) and two courses chosen from either Math/Foreign Language/Lab Science or Elective. The second semester includes one Writing Intensive distribution course and two chosen from either Math/Foreign Language/Lab Science or Elective.

b) **Target achieved.**

c) **In progress.**

The achievement of this goal has been delayed by several factors, including the resignation of the Director of the Office of Institutional Research in mid-year and the freeze on the position, the fact that online courses are currently being offered on servers based at Lehman and at CUNY Online, and the fact that not all faculty are identifying sections that have significant online components (hybrid courses) when submitting their workload reports to their chairs and deans. We have utilized the CUNY Online Evaluation: Year Two Report and departmental surveys to identify all computer-assisted instruction.

Continuing Education

Target: Continuing Education will continue to create graduate and undergraduate credit/certificate programs and custom course packages in health-related areas. These will include new credit-bearing graduate certificates in Nursing Administration and Nursing Education, a Bridge to Nursing Program, and a Direct Care Certificate Program.

Outcome: Target achieved.

Lehman and CUNY on the Concourse created a number of health-related programs, including certificates in Managed Care, Certified Nursing Assistant, Emergency Medical Technician, Electrocardiography, and Phlebotomy. New certificates grew out of contractual arrangements with the Health and Hospitals Corporation (HHC) and with Human Resources Administration (HRA). For HHC, Lehman is presently offering certificates in Leadership Training, Preceptorship, Ambulatory Skills, and Pain Management. With HRA, Lehman is part of a consortium of CUNY colleges that have created an FIA/PTA Training Academy. Continuing Education continues to work very closely with the Nursing Department to develop many of these certificates. This spring, the College approved graduate certificate programs in Nursing Education and Nursing Administration that will be offered in Fall, 2003.

Continuing Education and CUNY on the Concourse have a strong connection to 1199 and this connection accounts for about 1/3 of its revenues. This partnership between the union

and the College has resulted in some very innovative programming, such as the Immigrant Nurse Program, the Palliative Care Program, and the Bridge to Nursing Careers Program. Continuing Education and Lehman are now beginning our first year with HHC and this promises to expand even further our ability to deliver health career training programs. Another important partner for Continuing Education is the JFK Jr. Institute for Worker Education. Through its financial support, Continuing Education began credit-bearing certificates this year in Childcare Studies, Youth Studies, and Direct Care Paraprofessionals.

Target: Continuing Education will continue to expand its distance learning, web-based instruction to include graduate and undergraduate courses in Nursing, Dietetics, Medical Billing, and ESL.

Outcome: Target achieved.

During this past year, all of its ESL and College Bridge courses have been web-enhanced through the use of Blackboard. Continuing Education still offers graduate level online instruction in both Dietetics and Nursing and has been working with the Nursing Department to create totally asynchronous courses and certificates on both the graduate and undergraduate levels. Finally, through a grant from CUNY, CUNY on the Concourse began a Pre-college Bridge Program that would prepare students for careers in Health, Business, and Education. The courses in this program integrate both classroom and computer assisted instruction.

Target: Summer 2002, Continuing Education will offer an on-line course on stress reduction through HETS.

Outcome: Target achieved.

In the Summer 2002, Professor Keville Frederickson (Nursing Department) offered a course in Stress Reduction through HETS. Twenty students were enrolled.

Target: In Fall 2002, Continuing Education will offer a real-time telecommunications course to 1199 students in the Dietetics Internship Program.

Outcome: Target achieved.

In Fall 2002, Anne Boersma of the Health Services program offered a Community Health course to 1199 students at both Lehman and the IT Center at 57th St.

Target: Fall 2002, CUNY on the Concourse will begin a pre-college immersion program, funded by CUNY that will be a hybrid program integrating classroom and computer-based instruction. The overall goal of this program is to prepare students for admission to a participating CUNY campus. Projected enrollment in the program is 150 students by Spring 2003.

Outcome: Target achieved.

Continuing Education created a new College Bridge Program at CUNY on the Concourse and expanded the Bridge Program at Lehman. The College Bridge to the Adult Degree Program expanded from 50 to 110 students. Close to 70% of these students went on to pass the ACT and then enroll at Lehman or another CUNY college. The Bridge program at CUNY on the Concourse enrolled 65 students during its first year. Of these, 15 students were part of a cohort from the West Farms Vocational Center and were funded

by the Phipps Development Corporation. The total Bridge population of 175 students exceeded the goal of 150 students.

Lehman College Library

Target: Implement recommendations suggested by LibQual+ 2002 results. LibQual+, developed by the Association of Research Libraries and Texas A&M University, is a national survey instrument used to define and measure library service quality. We participated in the 2002 survey (a year ahead of other CUNY libraries). Based on the survey recommendations, the plan was:

- a) To hire a College Laboratory Technician to assist students and faculty with computer/information technology. The CLT will provide 15-20 workshops as well as one-on-one assistance. This line will be supported by funds generated by the new technology fee.
- b) Redesign the Library HomePage to promote use by remote users; encourage personal control and independence of users. Conduct assessment studies to determine how user-friendly the home page is.
- c) Conduct 6 faculty workshops on new databases and services, database of participants will be maintained.
- d) Produce monthly News Alerts to keep faculty apprised of library resources.

Outcomes:

a) Target achieved.

Raymond Diaz was hired as a substitute CLT in September 2002 and after a search, he was hired on an aHEO line for 2003-2004. Mr. Diaz has conducted a total of twenty-three workshops in Microsoft Word (10), Microsoft Excel (4), Internet Explorer (1), Windows (1), PowerPoint (3), and Microsoft Access (4). The workshops were attended by students, staff, and faculty.

b) Target is ongoing.

The new Library HomePage is a work-in-progress. Ms. Galina Letnikova, the Reference/Internet Librarian, has conducted a series of usability studies to determine what works and what does not work on the current home page. She redesigned the Library HomePage to be more user-friendly and to promote independent usage. There is now a subject organization of library materials and all members of the Library faculty are contributing content. Users will be able to switch between the Library, the College, and University pages with a single click. The new HomePage will replace the old one in time for the start of the Fall 2003 semester.

c) Target partially achieved.

Faculty were included in workshops given by Mr. Diaz (see a, above). In addition, the Library faculty conducted a series of six faculty workshops during the January 2003 Intersession; a database of participants has been maintained. Additional faculty workshops will be conducted during the Fall 2003 semester limited only to faculty.

d) Target achieved (ongoing).

Professor Madeline Ford, Head of Reference, developed a series of Monthly News Alerts (fliers) to help keep faculty apprised of library resources. This information is also made available and kept up-to-date on the Library HomePage by Ms. Letnikova. We will continue to develop these in the coming year. In addition, Professor Emeritus Harold Diamond has continued to produce the Library Newsletter.

Indicator 6: Accreditations, licensures, certifications.

Division of Education

Target: The newly approved program in Counselor Education will begin the application process for CACREP accreditation.

Outcome: Target achieved.

The newly designed Counselor Education program was approved by NYSED for implementation in Fall 2002. Since that time, Counselor Education faculty members have met regularly to review CACREP standards and the alignment of our program with those standards and to develop a timeline for moving forward with CACREP accreditation. At its last meeting in March 2003, the faculty proposed sending the candidacy fee with the understanding the self-study documents would be submitted during the Fall 2003 semester.

Target: As CUNY flagship programs, the teacher education programs will continue to be developed using the framework established through the NCATE accreditation process and recommendations made as a result of the report of the NCATE Board of Examiners.

Outcome: Target achieved.

Program development, implementation, and evaluation continue based upon the recommendations outlined in the NCATE Board of Examiners Report (Fall 2002). Specific initiatives focus upon program evaluations, faculty professional development, and recruitment/hiring of faculty from underrepresented groups. As noted in a previous response, even though efforts to increase faculty diversity have resulted in limited success, additional strategies have been identified for use in the four Summer 2003 recruitment for substitute professors in the Department of Middle and High School Education (Teaching Fellows Program). With regard to professional development, the Division provided additional funds for faculty development through external funding as evidenced by workshop agendas and travel receipts. As previously noted, the Unit Assessment Plan has been revised to include additional surveys and other means of getting input from current and former students.

Division of Natural and Social Sciences

Target: The division will continue to maintain its external accreditation in its programs in the Health Services (Health Services Administration and Dietetics Food and Nutrition), in its Social Work Program and in its Nursing Program.

Outcome: Target achieved.

The Department of Health Services Administration and Dietetics Food and Nutrition program submitted its self study to the Commission on Accreditation for Dietetics

Education, American Dietetic Association in May, 2003 and an accreditation site visit is scheduled for the end of June, 2003.

The next accreditation visit of the Council on Social Work Education (Commission on Accreditation) will occur in 2005.

The Department of Nursing submitted its accreditation self-study to the Commission on Collegiate Nursing in August 2002 and underwent a successful accreditation site visit in October 2002 by the Commission and the State Department of Education. The Department's programs were accorded full ten year accreditation.

Indicator 7: Extent outcomes assessment process instituted.

Target: A College-wide academic assessment program for targeted areas will be initiated using a core group of faculty who attended a development program on outcomes assessments. Assessment tools will be developed for the new General Education Curriculum, the Honors College and the Writing Across the Curriculum Program.

Outcome: Target achieved (ongoing).

An Assessment Steering Committee was appointed. Assessment questionnaires for Honors College and Lehman Scholars program have been developed. In addition, the Writing Across the Curriculum Faculty Advisory Committee has developed an assessment program for the "Writing Intensive Courses" that are part of the new curriculum. Faculty involved in the Coordinated Freshman Program and in teaching "Distribution Courses" within the General Education Curriculum have met as a group to determine the outcomes to be assessed for their Distribution Areas.

In Fall 2003, the Division of Education appointed a new Assessment Task Force charged with overseeing the implementation of the five-year assessment plan outlined in the Institutional Report submitted to NCATE. As evidenced by meeting minutes and revised assessment documents, a multi-level system is now in place. This system includes candidate portfolios, program surveys, and follow up of graduates.

Indicator 8: Use of technology in instruction, and student use of technology as measured by student survey.

Arts and Humanities

Target: The Division will develop a series of workshops in the use of technology in foreign language instruction.

Outcome: Target achieved.

Several workshops in the use of technology in foreign language instruction have been held in the new Language Laboratory. The workshops covered topics such as Theoretical Perspectives on Second Language Acquisition: Integrating Technology into the Curriculum, Theoretical and Practical Perspectives on Second Language Acquisition: Integrating Multimedia into the Second Language Classroom, and the Use of Technology: Individual Orientation to Members of the Department.

Target: The Division will increase the number of online (hybrid and asynchronous) courses from 8 offered in 2001-2 to 12 offered in 2002-2003.

Outcome: Target achieved/exceeded.

A total of 16 online courses were offered by the division.

Division of Education

Target: Three wireless classrooms in liberal arts/science classrooms will be established, including provision for necessary faculty development and documentation of how wireless technology can be used.

Outcome: Target achieved.

Using funds from a FIPSE award, wireless classrooms were established in the Department of English, the Department of Chemistry, and in Carman B-03 (a special science lab).

Target: At least four on-line courses will be offered during 2002-2003.

Outcome: Target achieved.

The Division of Education offered 20 hybrid courses during 2002-2003 (19 in Middle and High School Education and 1 in Early Childhood/Childhood Education).

Target: Wireless classrooms will be established in all three Lehman Professional Development Schools (PDS).

Outcome: Target achieved.

With assistance from a FIPSE award, wireless classrooms have been established in all three Professional Development Schools (PS 291, PS 304, and MS 144) as well as in Walton High School.

Division of Natural and Social Sciences

Target: Increase use of computer-assisted technology in courses and increase the number of web-enhanced courses by at least three through both the CUNY Sloan initiative and the HETS LAAP initiative in the next academic cycle from its current 8 courses to 11.

Outcome: Target achieved/exceeded.

For the academic 2002-2003 year, 29 courses with an online component were offered.

Indicator 9: Show and pass rates on CUNY proficiency exam.

Target: Show and pass rates on CUNY proficiency exam will increase from 54.1% to 85%, and 74% to 76% respectively.

Outcome: Target not achieved.

The show rate average is 50.3% and the pass rate is 65.4% based on the average of the March and October 2002 examinations. It should be noted, however, that overall for the Fall 2001 cohort, the show rate is 64% and the pass rate is 88%. The College is undertaking a number of measures to improve both the show and pass rates. Examples: a) The January administration of the CPE was opened to all students. b) In May 2003, the College conducted a CPE seminar for faculty advisors. c) In May 2003, 3500 students received an invitation to participate in CPE workshops conducted by the Office of Instructional Support Services Programs.

Objective 3: Increase instruction by Full-Time faculty

Indicator 10: % instructional hours taught by FT faculty

Target: Percentage of non-remedial instruction taught by Full-Time faculty will increase from the Fall 2001 benchmark of 59% to 60%.

Outcome: Target not achieved.

The percentage of instruction by Full-Time faculty decreased from 59.1 (Fall 2001) to 55.6 (Fall 2002) despite hiring eight Full-Time faculty and despite the adjustment for hours spent on sponsored research which increased from 116.8 to 148.8 between 2001 and 2002. The decrease in percentage of instruction by Full-Time faculty is due to the 6% increase in hours of undergraduate instruction plus the increased enrollment in Masters-level programs. It should be noted that this metric does not take into account Masters-level instruction and it should. Finally, we would note that Lehman has maintained a very favorable undergraduate student-faculty ration of 15.7.

University Goal: Improve Student Success

Objective 4: Increase retention and graduation rates

Indicator 11: Fall-to-fall retention rates

Target: Fall-to-fall retention rate for first time freshmen will increase by 2 percentage points from 76.4% to 78.4%.

Outcome: Target not achieved.

The Fall-to-fall retention rate for the Fall 2001 first-time freshmen cohort was 72.6%. Indications are that the September 11, 2001 tragedy adversely affected retention, especially among the SEEK cohort. The Fall-to fall retention of transfers (full-time) increased from 73.2% to 77.4%.

Indicator 12: Six-year AA, AS, BA, BS graduation rates; four-year MA, MS and certificate grad rates.

Target: Six-year graduation rates for first time freshmen and transfer students will increase from 29.4% to 31%; for transfer students from 47.2% to 49.2%; and for four-year MA, MS and certificate graduation rates from 61.5% to 63%.

Outcome: Target partially achieved.

The six-year graduation rate for first time freshmen increased .4% to 29.8% and the transfer rate is 53.2% which exceeds the target (49.2%). The rate for masters and certificates is 60.1% which is slightly below the target.

Objective 5. Improve post-graduate outcomes

Indicator 1. Pass rates on licensure/certification exams.

Division of Natural and Social Sciences

Target: The Department of Nursing will strive to meet the University target of an 80% first-time pass rate for all nursing graduates on the NCLEX.

Outcome: Target achieved.

The pass rate for calendar year 2002, which is the statistic kept by NYS was 80%. Furthermore the pass rate for the Class of 2002 is 83%.

Target: We anticipate that Spring 2003 graduates who will have completed the new curriculum of the generic nursing program (instituted Fall 2001) and pass the progression standards (to be implemented in Fall 2002) will meet the 80% pass rate.

Outcome: Target is ongoing.

Target: We will track the pass rates of the 2003 graduates relative to pass rates of students who completed the program in earlier years and had delayed taking the NCLEX and are counted in our "first time" testers.

Outcome: Target is ongoing.

Division of Education

Target: The pass rate of graduates who complete a Lehman teacher education program will remain at a passing rate of over 90% on the Liberal Arts and Sciences Test (LAST), the Assessment of Teaching Skills-Written (ATS-W) and the Content Specialty Tests (CSTs) in different certification areas.

Outcome: Target achieved.

Pass rates of Lehman graduates for 2001-2002 remained above the 90% level. According to data released on March 21, 2003, Lehman has a pass rate of 94% on the LAST and 95% on the ATS-W with a summary pass rate of 92%.

Objective 6. Improve college readiness

Indicator 1: Senior Colleges: % of immersion students who pass skills test or enter Prelude program; % of SEEK students who pass skills test in one-year; % of ESL students who pass skills tests in two.

Target: Percentage of University Summer Immersion Participants (USIP) who pass skills tests or enter Prelude to Success program will increase from 43.1% to 48%. The percentage of non-ESL SEEK students who pass all basic skills tests within one year will increase from 42.8% to 77%. Baseline data on pass rates on skills at end of remedial/ESL sequence will be collected by CUNY beginning with the Fall 2000 cohort and will be reported in 2003.

Outcome: Target achieved/exceeded.

Percentage of University Summer Immersion Participants (USIP) who passed skills tests or entered Prelude to Success program from the Summer 2002 was 85%.

The percentage of non-ESL SEEK students who entered in the Fall 2001 and passed all basic skills tests within one year was 83%. (Note: CUNY IR is reporting a USIP pass rate of

61.5%. They are reporting a non-ESL SEEK pass rate within one year of 70.8%. We are in discussion with the University Office of Institutional Research regarding these data.)

Baseline for percentage of ESL students (SEEK and regular) who passed all basic skills test within two years for the Fall 2000 cohort was 50%.

Indicator 2: Number of College Now course/workshop participants; course completion and pass rates.

Target: Lehman is "resizing" its College Now participant target to better focus its efforts: working with 11 Bronx High Schools, the program will enroll 1,000 qualified 11th and 12th grade students; increase number and type of cohort course, offer college (non-credit) writing course, and SAT Prep workshops. Increase completion rate from 29% to 70%.

Outcome: Target achieved/exceeded.

College Now enrolled 1,099 students and increased its completion rate to 83%.

Indicator 3: Establish new programs/educational initiatives in collaboration with the NYC Board of Education.

Target: Open the High School of American Studies at Lehman College with a projected first year enrollment of 100 students.

Outcome: Target achieved but with a lower enrollment of 60 students.

The College worked closely with the principal of the school in recruiting faculty and has established an Advisory Committee that works with the high school faculty on curricular issues. The high school population is integrated into the life of the campus and has attended several Lehman events over the last year. It is anticipated that the second year class will approach the enrollment target.

Target: Continue the development of The Bronx High School of Music at DeWitt Clinton and Lehman College with a projected opening of Fall 2003 and projected enrollment of 90 students.

Outcome: In progress.

The Dean of Arts and Humanities and Music Department are working closely with the Principal designate of the new school and it is anticipated that the opening target date will be met.

Target: Open the High School for Teaching and Professions at Walton with a projected first year enrollment of 185 students.

Outcome: Target achieved.

The High School for Teaching and the Professions at Walton opened Fall 2002 with an enrollment of 185 students.

Target: Open the High School for the Visual Arts at Columbus High School in conjunction with the Lehman College Art Gallery with a projected first year enrollment of 80 students.

Outcome: Target achieved.

The High School for the Visual Arts at Columbus High School opened Fall 2003 with an enrollment of 84 students.

Objective 7: Improve quality of student support services

Indicator 1: Student satisfaction survey results

Target: Extend E-SIMS web registration and information services to all new and continuing students.

Outcome: Target achieved.

E-SIMS is now available to all new and continuing students.

Target: Implement telephone and E-SIMS web registration for summer sessions beginning with Summer 2003.

Outcome: Target achieved.

Telephone and E-SIMS systems are now available to students registering for the Summer 2003 summer session and will be available for all future summer registrations.

Target: Implement confidential on-line health education counseling service through the Student Health Center.

Outcome: Target achieved.

The service is available through the Student Health Center website www.lehman.cuny.edu/healthcenter/

University Goal: Enhance Financial and Management Effectiveness

Objective 8: Meet enrollment goals

Indicator 1: Enrollments/SAT/CAA targets in Master Plan

Target (Enrollment): Increase total headcount by 3%, from 8,916 to 9,183 with the following targets: undergraduate 6715, graduate 1,377 and non-degree 1091. Improve average SAT from 965 to 975. Increase average CAA from 80.7 to 81.2.

Outcome: Enrollment target achieved/exceeded. Academic profile not achieved.

Enrollment: total headcount increased by 6.7%, from 8,916 to 9,510: undergraduate 6,761; graduate 1,480 and non-degree 1,269.

Academic profile of freshmen Fall 2002 cohort was not achieved. Average SAT was 955. Average CAA was 80.5.

Continuing Education

Target: Continuing Education will focus on creating more bridge programs both at Lehman and at CUNY on the Concourse. The College Bridge to Adult Degree Program will expand from 50 to 75 students. CUNY on the Concourse will begin offering a number of bridge programs geared to the health professions in Fall 2002. We anticipate an enrollment of 150 students in these programs by the end of the Spring semester, 2003

Outcome: Target achieved.

Continuing Education created a new College Bridge Program at CUNY on the Concourse and expanded the Bridge Program at Lehman. The College Bridge to the Adult Degree Program expanded from 50 to 110 students. Close to 70% of these students went on to pass the ACT and then enroll at Lehman or another CUNY college.

The Bridge program at CUNY on the Concourse enrolled 65 students during its first year. Of these, 15 students were part of a cohort from the West Farms Vocational Center and were funded by the Phipps Development Corporation. The total Bridge population of 175 students exceeded the goal of 150 students.

Indicator 2. Show rate for accepted students

Target: Show rate increase from 43.2% to 45.2%.

Outcome: Target achieved/exceeded.
Show rate for Fall 2002 was 59.8%.

Indicator 3: Demonstrated actions to better coordinate student transfers from CUNY associate to baccalaureate institutions.

Target: Develop articulation agreements with Borough of Manhattan Community College, Bronx Community College and Hostos Community College for Lehman's new Bachelor of Business Administration major.

Outcome: Target partially achieved.
Articulation agreements were completed for the BBA program with BCC and BMCC. Articulation agreements for the BBA program are in progress with Hostos CC and Westchester CC. We anticipate they will be finalized during the Fall 2003.

Articulation agreements were also completed for the Social Work Program with BCC and Teacher Education with Rockland CC. Articulation agreements in progress include: Computer Science and Teacher Education with BCC and Teacher Education with Westchester CC. We anticipate they will be finalized during the Fall 2003.

Target: Begin the first stage of the Title V Cooperative grant between Lehman and Bronx Community College (BCC) by creating a Transfer Student Center at BCC, begin training and implementation of Lehman's Student Retention Development System at BCC, and begin development of automated transfer process.

Outcome: In progress.
Both Lehman and Bronx Community College are actively engaged in activities related to the Title V cooperative grant. Development of the Student Development Model System is underway at BCC as well as participation by Lehman faculty in BCC's Center for Teaching Excellence. (This is the first year of a new five-year grant).

Target: The Division of Education will complete articulation agreements with Bronx Community College, Hostos, Borough of Manhattan, and Westchester Community College.

Outcome: Target in progress.
An articulation agreement has been signed with Rockland Community College. Agreements with Bronx Community College, Hostos, and Westchester Community

College are in the latter stages of development. Discussions with BMCC will begin during the Summer 2003 session with the goal of having a signed agreement by the end of the Fall 2003 semester.

Objective: Increase revenues from external sources

Indicator 1: Alumni/corporate fundraising (CAE-VSE report)

Institutional Advancement

Target: Revenues from private sources will increase 25% over the FY 2002 baseline figure, which is estimated at \$207,000. That would make the FY 2003 fundraising goal \$258,974. (Note: the CAE report indicated a total of \$201,765.)

Outcome: Financial information will be submitted as an addendum to this report in mid-July.

Target: Cultivate at least 50 corporate, foundation or individual prospects that can make gifts of at least \$1000.

Outcome: In progress.

Extensive research has been done on selected companies and organizations that were previously identified as important contacts or prospects. Their paper and electronic records have been updated and discussions about solicitations have begun. Individual constituents with the capability of \$1,000 gifts have been targeted for college mailings, invitations, personalized solicitations. In addition, the Phon-a-thon callers identified 270 alumni who wanted printed information on the Lehman Annual Scholarship.

Target: Electronically screen database to identify top 1,000 prospects and develop specific cultivation strategies for those determined to be the top 50 prospects.

Outcome: In progress.

The Lehman College Foundation purchased a Martz & Lundy electronic screening product that compares our records with a number of databases containing publicly available information. In addition, the product identifies those in our database that are owners of a significant portion of stock in one or more companies and people who have made contributions to political campaigns. Records are appended with capacity to make charitable gifts with PPR's (Prospect Plus Ratings—a propriety code that indicates that an individuals is a good financial prospect). There are 1,087 Tier 1 prospects with PPR's of 0 – 8. There are 136 FAST Track prospects in our database. These are prospects with the highest PPR rating, which is 0. There are a total of 4,219 prospects with high PPR's of 0-12. Approximately 70-90 prospects have been identified as US Insiders. The next step is to take this information, select the Top 50 (prospects) and develop strategies for dealing with them.

Target: Produce an alumni directory.

Outcome: In progress.

The staff of the Office of Institutional Advancement met with three directory companies and received a bid from one company.

Indicator 2: Contract and grant awards (RF Report)

Target: Overall grants and contracts (expenditures) will increase 10% from \$10,858,000 to \$11,944,000. Contract/grant awards will increase 10% from \$13,621,419 to \$14,983,561.

Outcome: FY 2002 data is due from the Research Foundation on July 10th. 3-year Rolling Average will be available when the Research Foundation reports FY 2003 totals. Current Office of Grants and Contracts figures for grants distributed through the RF shows \$14,845,815 or a 9% increase to date.

Continuing Education

Target: Revenues will increase by 2.5% to \$2,300,000.

Outcome: Target achieved.

Revenues increased to \$2,300,000.

Target: CUNY on the Concourse which also involves Bronx Community College and Hostos Community College, will generate \$1,700,000 in revenue in its first year of operation. It is anticipated that CUNY on the Concourse will break even in three years.

Outcome: Target achieved.

The enrollments of Lehman's Adult and Continuing Education programs increased by the projected 2.5% to 9650 students. CUNY on the Concourse fell short of its projection. It had hoped to recruit 4000 students for 2002/2003. Instead, it recruited 2000 students. The original projection was based on CUNY on the Concourse (COC) beginning classes in Summer, 2002. Because of construction delays, classes did not begin until October 2002. Still, despite the lower number of students, COC actually exceeded its revenue projections for the year by \$150,000. It actually generated more than \$1,800,000 in its first year of operation. This was mainly due to the large number of contract programs that tend to generate more revenue than tuition-based programs. As a result, the anticipated deficit for COC is less than \$200,000 for its first year of operation. The revised budget projects that COC will break even in two rather than three years.

Objective 10: Make administrative services more efficient and increase entrepreneurial efforts and apply revenues to student instruction-related activities.

Indicator: Student satisfaction survey results.

Target: Improve student access to technology resources at the College utilizing the technology fee allocation. Key elements are to upgrade current hardware and software in student computing facilities and increase hours/support staffing at student computing laboratories and classrooms.

Outcome: Target achieved.

For FY 03 we have:

- 1) Purchased 313 computer systems for student access/facilities.
- 2) Purchased an additional 770 software licenses (new and upgrades).
- 3) Purchased 11 software site licenses.
- 4) Opened two new student computing facilities Music 412 and Library B27 and added projection video capability to three others.
- 5) Opened computer lab and provided 76 hours of lab time in Library computer facilities, provided training workshops for students, and purchased a new web server which will enhance services to students.
- 6) Extended the hours in the Information Technology Center by 14 hours/week.

Target: Create and implement new policies and processes to maximize summer session revenue with anticipated revenue increase of 5%.

Outcome: Policy, organization and revenue targets achieved.

The University reports our Summer 2001 actual as \$1,449,480 with a target of 5% growth for Summer 2002, to \$1,522,000. Our actual for Summer 2002 was \$1,820,050 so the total increase was \$370,569.

A new position, Director of Summer Programs, was created for Summer 2003. The position is filled by a faculty member who is receiving a salary supplement to compensate for the responsibilities of the Director. An aggressive marketing campaign, targeted to increase enrollment of visiting students was undertaken and included new brochures, mailing and radio spot announcements. The number of courses/sections was increased by approximately 12%.

Target: Implement recommendations of committee appointed to develop policies regarding allocation of classroom, laboratory and office space. The goal is to improve utilization of space resources and allow scheduling of additional class sections to accommodate increasing enrollments.

Outcome: Target partially achieved and continuing to be implemented.

The committee developed guidelines for the allocation of office, classroom and research laboratory space (the first set of such guidelines for the campus). These guidelines were distributed to the department chairs for comment and will be presented to the Senate at its first meeting in the fall.

Target: Implement customer service training for college staff in the student services area; a database of training participants will be maintained.

Outcome: In progress.

Lehman College helped to "pilot" the revitalization of the CUNY "Connections" customer service training program. Eight staff members have completed a "train-the-trainer" program and they will deliver the program to the personnel in the college's customer service oriented offices. The first seven employees are currently being trained with more training to occur during the new fiscal year.

Target: Implement credit-card payment system through E-SIMS for tuition and fee payments effective Fall 2003.

Outcome: In progress.

Lehman College has not yet utilized the E-Sims credit card acceptance capability because of concerns about refund processing issues. Therefore, we focused on developing our in-house credit card acceptance capability, which has been quite successful and began offering credit card acceptance Fall 2002.

Target: Implement on-line requisitioning in Buildings and Grounds and Information Technology Resources Departments to increase the number of on-line competitive awards, with attendant savings for paper and postage.

Outcome: Target not achieved.

This project, endorsed as a Bronx Productivity Initiative, has not been deployed yet by the University.

Target: Achieve CUNY productivity targets for Lehman College.

Outcome: Target achieved.

The University established a productivity target of \$406,800 for Lehman College. Revenue generated by Summer 2002 enrollment exceeded that for Summer 2001 by \$370,000 and savings on technology purchases on CUNY contracts will exceed \$259,000. The College's savings on these initiatives will exceed \$629,000.

Academic Affairs Strategic Plan

Lehman College Academic Affairs Strategic Planning Workshop

September 14-15, 2003 – Tarrytown Conference Center

Academic Affairs Strategic Plan 2003-05

An asterisk indicates priority attention in 2003-04

Goal 1: Provide a curriculum and resources essential to an outstanding liberal arts and sciences and professional curriculum.

- *1.1 Engage all Divisions to refine the objectives of the General Education program.
Responsible: Pre-existing groups
Basic Skills (4 groups): English Composition, Math,
Natural Sciences with Labs, Foreign Languages
Distribution – 7 groups
LEH – 1 group
Writing Intensive
- *1.2 Refine mechanisms to communicate General Education objectives to the faculty and prospective, entering and transfer students.
Responsible: General Education Committee
- *1.3 Refine mechanisms to ensure General Education objectives are integrated into the specific courses.
Responsible: Chairs; Curriculum Committee; Distribution Areas Leaders
- *1.4 Refine mechanisms to assess student performance outcomes.
Responsible: Outcomes Assessment Steering Committee
- *1.5 Assure wide spread participation from all Divisions in General Education and LEH offerings, and assure that long-term adjunct and senior faculty participate.
Responsible: Chairs; Deans
- *1.6 Identify areas of new curricular growth and development.
Responsible: Divisional Executive Committees
- *1.7 Develop data necessary to align programs and courses in and across divisions starting with general education and progressing to majors.
Responsible: New Committee

Goal 2: Foster scholarship, research and artistic endeavors by College faculty.

- *2.1 Expand faculty development release time or other institutional support programs.
Responsible: FP&B Subcommittee

*
2.2 Facilitate cross disciplinary understanding of scholarship.
Responsible: Tenure committee; Promotions Committee

2.3 Develop cross-College exchange of ideas on how to effectively mentor faculty toward enhancing scholarship while balancing teaching and service.
Responsible: New committee

Goal 3: Serve as a Center for the continuing educational and cultural needs for the region.

3.1 Increase continuing education activities and opportunities to meet the educational and cultural needs for the region.
Responsible: CE; P&B Subcommittee

Examples of CE offerings involving academic departments:

- Bridging Programs (CR/non-CR)
- Career Change: health, business (MBA), education, technology
- Certificate (post Baccalaureate/Masters):
- Education (supervision/tech); Nursing (educator, administrator); MSW (CASAC)
- CEUs
- Travel Programs (CR)
- Translation (CR) – specific areas
- Older adults
- On-line courses: MS in accounting

3.2 Based upon needs assessments, develop and implement a marketing plan that promotes programs and offerings.
Responsible: CE; P&B Subcommittee

*3.3 Establish relationships with departments, certifying agencies, and CE to define programming objectives and to implement a model of revenue sharing.
Responsible: CE; P&B Subcommittee

3.4 Establish relationships with external entities.
Responsible: CE; P&B Subcommittee

3.5 Bolster CE's visibility and role within the College through College Relations, the Website, and other means.
Responsible: CE; P&B Subcommittee

3.6 Supplement the administrative infrastructure to facilitate and support increased CE offerings.
Responsible: CE; P&B Subcommittee

Goal 4: Develop the financial resources to carry out the College's mission.

*4.1 Communicate to Institutional Advancement the expectation that it should meet the professional standard of fund raising expenses not exceeding 5% of funds raised.
Responsible: President

*4.2 Enhance College fund raising activities by

A. Generating revenue from corporate and individual donors.
Responsible: Institutional Advancement

B. Increasing alumni giving by

1. Maintaining & sharing with Divisions and Departments accurate, up-to-date lists of College alums.
Responsible: Institutional Advancement

2. Developing a revenue sharing model for Departments who identify active donors.
Responsible: Subcommittee of Chairs; Institutional Advancement

C. For private support, reach the same levels as other senior colleges in CUNY of approximately \$6 million per year in 3 years.
Responsible: Institutional Advancement

4.3 Plan and implement new fundraising events at the rate of one new event per year for the next three years.
Responsible: Subcommittee of Chairs; Institutional Advancement

4.4 Create a mechanism to facilitate coordination among Divisions and Departments to expand and maximize extramural funding.
Responsible: Deans Council

4.5 Provide rewards and incentives for faculty and Departments that successfully receive extramural funding.
Responsible: Deans Council

*4.6 Facilitate coordination at all levels to align programs, faculty and enrollment to maximize revenues and contain costs, balanced with the College's Mission.
Responsible: Associate Provost; Deans; Chairs

*4.7 Identify, promote, and provide adequate support for areas of high growth potential, both new and those currently in place, while being mindful of the College's Liberal Arts and Sciences traditions.
Responsible: Associate Provost with an ad hoc committee

*4.8 Assess facilities and other resources to determine optimum capacity and growth potential.
Responsible: Associate Provost and Dean of Natural and Social Sciences

*4.9 Continue to grow summer programs and investigate creating a winter intersession, with emphasis on visiting students and conducted in a revenue sharing manner with Departments.
Responsible: Associate Provost; Deans; Chairs

**Enrollment Management Strategic Initiatives 2003-2005
January 13, 2004**

Four main areas of concentration were identified with short- and long-term goals (* priority attention in 2003-04).

I. Research & Assessment in Enrollment Management

GOAL 1. Conduct analysis to determine “what are the characteristics of a successful undergraduate at Lehman”

GOAL 2. Develop a plan for enabling the Lehman student to perform and succeed (improve retention and graduation rates)

GOAL 3. Develop a five-year plan for shaping the graduate student population

GOAL 4. Develop a comprehensive plan for assessment of retention strategies

Responsible: Chair: Paul Kreuzer; Susanne Tumelty, Annette Hernandez, Robin Kuntsler, Kevin Sailor (Anne Prisco and Jay Mercado as needed).

II. Transfer Students & the Transfer Admissions thru Registration Process

***GOALS**

1. Create a student friendly, efficient transfer process
2. Increase persistence and retention
3. Increase student outcomes
 - a. CPE
 - b. Graduation
 - c. Graduate study
 - d. Employment
 - e. GMAT
 - f. LSAT

Responsible: Chair - Althea Ford; Liliana Calvet, Clarence Wilkes, Registrar/Lenore Schultz, Alberto Navarro, Roy Fernandez, Lynne Van Voorhis, Ellin Waring, Anne Rothstein, Robert Whittaker.

III. Coordinated Freshmen Programs

Goal One: Making Registration More Accessible through Technology

Goal Two: Academic Additions and Revisions to the FYI Blocks

Responsible: Steve Wyckoff, Chair; Denise Sands Baéz, Lisa Estreich, Lisa Jones, Jennifer Kallicharan, Zenaida Martin, Registrar/Lenore Schultz

Goal Three: Develop the credit-bearing FYI seminar
Responsible: Steve Wyckoff and others – to be determined

IV. College Now Group

Goal Statement - Formalization of the relationship between College Now/NYGEARUP and the Lehman Admissions Office.

Responsible: Pedro L. Baez, Scott Dames, David Gantz, Dr. Anne Walsh, Jay Gurka
Anthony Davis

LEHMAN COLLEGE

INFORMATION TECHNOLOGY STRATEGIC PLAN

Lehman IT Strategic Planning Committee Members

Charles Berger
Barbara Bralver
Bill Brennan
Francine Campbell
George Chaikin
Noreen Crawford
Louis Cruz
Annette Digby
Ugo Fariselli
Ellen Fauerbach

Minaz Fazal
David Fletcher
Lisa Freeland
Edward Kagen
David Martinez
Sonia Martinez
Javier Mercado
Joseph Middleton
Rona Ostrow
Michael Paull

Anne Prisco
Joseph Rachlin
Phyllis Rafti
Milton Santiago
Robert Schneider
Barbara Smith
Terry Towery
Derek Wheeler
Robert Whittaker

Final Report

June 25, 2003

Editorial Committee Version 10

TABLE OF CONTENTS

- I. Executive Summary
- II. Introduction
- III. Strategic Technology Priorities
- IV. Information Technology Strategic Goals and Objectives
 - A. Create an Interdisciplinary Research, Teaching & Learning Environment**
 - B. Achieve Quality Student Outcomes & Service**
 - C. Support Institutional Innovation & Effective College Operations**
- V. Information Technology Action Plan

APPENDICES

- 1. Situational Analysis
 - Strengths, Weaknesses; Opportunities & Threat Analysis
 - External Trends and Forces
- 2. Technology Infrastructure Analysis
 - A. Hardware and Software Analysis
 - B. Staffing Analysis
- 3. Focus Group Reports
 - A. Report of the Administrative Computing Sub-Committee of the Information Technology Strategic Planning Committee
 - B. Faculty Focus Group Report
 - C. Student Focus Group Report
 - D. IT Staff Focus Group Report
- 4. Draft Summary Action Plan Implementation Schedule
- 5. Draft Summary Action Plan Budget

I. Executive Summary

This Information Technology Strategic Plan recommends that a permanent Technology Oversight Committee, reporting to the President and Cabinet, be created and charged with addressing and achieving the following IT goals:

- **College Network** infrastructure improvement and effective use (i.e., electronic enhancement of the community, using IT effectively to disseminate information, communicate, and provide services to constituents; linking of Web resources within the College);
- **E-Mail** system upgrade and policies for use (i.e., use of E-mail as the primary means of communication at the campus);
- **Student Services Infrastructure** improvement (i.e., articulation with feeder campuses, including course equivalency transfer evaluation; movement towards paperless transactions and electronic documents);
- **College Desktop** fleet deployment and improved support (i.e., planning for equipment and software upgrades, and for equipment and software consistency);
- **Student/Staff training and development** (i.e., education/training for students, faculty, and staff, considering both technology and information literacy, with measurable standards set for faculty, students, and staff);
- **College Data Warehouse** development (i.e., implementation of a College Data Warehouse for college planning support);
- **Instructional Technology**, including distance learning (i.e., plan for effective integration of technology throughout the curriculum; use of "smart classrooms");
- **Staffing** structures and staffing levels appropriate to college objectives, and considering issue of local vs. central staffing.

Furthermore, the Technology Oversight Committee (TOC) will serve as the principal agent for gathering and analyzing information on continuing IT needs, coordinating plans to meet those needs, identifying and implementing new IT goals, and assessing the success of IT applications across all constituencies of the College. The overarching goal of the TOC will be to improve teaching, student services, and research.

The Plan begins with an overview of the planning context, which states the Vision for Information Technology (IT) at Lehman and identifies three main goals and a comprehensive list of expected outcomes (see section II, *Introduction*). Section III outlines six *Strategic Technology Priorities* that are essential to the success of any subsequent IT initiatives at Lehman. A broad set of *Strategic Goals and Objectives* are presented in section IV. Section V, the *Information Technology Action Plan*, identifies the specific steps required to address the priorities and objectives presented in sections II and III. Finally, a series of Appendices provide background information collected during the planning process, an implementation schedule, and a budget.

II. Introduction

The increased integration of information technologies across all organizational levels produces both significant benefits and major challenges for most modern institutions. Lehman College, while confronted by several technological challenges, is adopting an assertive stance towards the use of information technology in achieving its chosen future. With the support of grants from CUNY Central Office and the Advanced Networking for Minority Serving Institutions project of Educause, and in keeping with its mission, the College seeks to take a leadership role in the application of information technologies to improve its teaching and learning environment, and to extend its reach to new and diverse constituents.

To assist in furthering its mission, Lehman College engaged in the development of a Strategic Plan for Information Technology (IT) during the 2002-2003 academic year. This effort was designed to identify strengths and weaknesses within the existing College technology infrastructure, and to identify technology improvements and initiatives consistent with the needs, objectives, and outcomes specified in the College's Strategic Plan 2000-2005. To continue the focus and effort begun with this planning process, the College will establish a Technology Oversight Committee to provide long-term guidance for the implementation of the plan, to identify and ameliorate problem areas on an ongoing basis, and to update the Strategic Plan for IT accordingly.

Lehman College's vision for the use of Information Technology is as a resource for research and learning, a management support tool, and a vehicle for innovation and process simplification. We will focus our technology investments on supporting the hallmarks of our institutional mission:

- Maintaining and enhancing an outstanding research environment
- Encouraging and embracing innovations in teaching and learning
- Providing a supportive environment that enables all students to achieve their learning and career objectives
- Extending service to, and fostering positive relationships with, the Bronx community
- Enhancing our college by providing all members of the Lehman community the opportunity to interact, share and grow

Our Vision in Action

We will employ Information Technology innovations to assist the College in achieving its mission by:

Creating an Interdisciplinary Research, Teaching and Learning Environment — We seek opportunities to incorporate technologies that will enhance the learning process and promote effective teaching and research. A crucial element in this

pursuit is the support and encouragement of interdisciplinary research and teaching initiatives. It is therefore both logical and necessary to explore opportunities to enrich the educational experience through the creative use of interdisciplinary and multidisciplinary applications of information technology.

Achieving Quality Student Outcomes and Service — We recognize that both prospective and current Lehman College students present a diversity of learning needs and career and educational choices. We must maintain a focus on students, ensure that our environment addresses their needs, and minimize barriers that prevent them from pursuing their educational goals. We must be vigilant in evaluating student outcomes in relations to student aspirations, the needs of prospective employers, and the requirements of other educational institutions offering advanced educational opportunities for Lehman students.

Supporting Institutional Innovation and Effective College Operations — We must ensure that all faculty, administrators, students, and employees have the necessary IT resources to enable them to pursue educational innovation, manage institutional resources effectively, achieve their learning objectives, and provide a high quality of service.

Our Expected Outcomes:

We will realize our vision if the following outcomes are achieved through the judicious use of technology investments:

- That all Lehman students will be able to function successfully in a technological society
- That all Lehman graduates will have acquired the technological skills appropriate to their academic discipline and career preparations
- That all Lehman students will have acquired the confidence to embrace new technologies and to see the creative opportunities in their use
- That all Lehman faculty will have access to, and use of, the technologies necessary to enhance their research and teaching objectives
- That we will create an environment that supports and encourages innovation, exploration, risk taking and resourceful uses of technology throughout all aspects of College life
- That we will have enhanced student relationships with our faculty, with our institution, and with other students
- That all Lehman staff have been effectively trained in the technological environment appropriate to their positions
- That we will have extended our reach and enhanced relationships with the community, other educational institutions, business and industry, our alumni, and professional organizations
- That we can provide effective, efficient, high-quality delivery of student services and enable sound institutional decision-making in support of student learning

- That we have provided adequate support and training for faculty, administrators, and staff to enable the success of our vision
- That we have promoted more informed institutional decision-making by providing accurate and timely data to all levels of the Administration

III. Strategic Technology Priorities

In preparation for development of the Lehman College Information Technology Strategic Plan, several key activities were pursued. The first was the evaluation of the quality and comprehensiveness of the technology environment as reported through a Strengths, Weaknesses, Opportunities and Threat assessment (SWOT) with members of the Lehman IT Strategic Planning Committee (See Appendix 1). Second, an analysis of the installed technology infrastructure was conducted by members of the consulting firm supporting the planning effort (See Appendix 2). Finally, focus groups were conducted with members of key College constituencies: faculty, students, administrators, and IT staff (See Appendix 3). This survey led to the identification of several key deficiencies, the correction of which represents strategic priorities for the achievement of overall Plan objectives. It is crucial to future success, as well as present stable operations, that the following items receive the highest priority attention during the first year of the plan.

Effective Technology Oversight Structure – The College has not had an effective technology oversight and priority setting mechanism. *Given the breadth of technology needs, and the scarcity of existing resources, it is crucial to the maintenance as well as improvement of the IT environment that a Technology Oversight Committee (TOC) be established as soon as possible.*

College Network – The most critical layer in supporting effective service delivery to the entire campus community is a stable, robust communications infrastructure. The College network must be able to provide reliable, efficient access to internal services, CUNY-provided services, and to the Internet. At present the Lehman network infrastructure is incomplete and in certain areas in need of immediate replacement and upgrade. *Improvements to the existing network infrastructure should be completed as soon as possible.*

E-Mail – The absence of a reliable, high-quality e-mail system, in combination with the network and desktop deficiencies cited elsewhere in this priority list, contributes to the loss of significant opportunities for improved service delivery and basic campus communications. In particular, the opportunity to provide effective routine communication to students, and between students and faculty, is severely restricted. *A stable, flexible, fully functional web-based e-mail system is critical for effective communications and cost savings. This system should incorporate the delivery of secure documents, and be supported by a usage policy and a thorough user training program.*

Student Services Infrastructure – High-quality automated student services are vital to the development of a modern, supportive educational environment. Deficiencies in the existing Lehman College information technology infrastructure contribute to significant difficulties in providing a comprehensive, holistic approach to the delivery of many

student services. *A plan for the improvement of student services, based upon a common understanding of the capabilities of existing technologies, needs to be prepared and implemented as soon as possible.*

College Desktops – Lehman has adopted the Microsoft Windows Operating System platform, and the vast majority of installed systems are Windows based. However, due to funding constraints, the institution has not implemented a “fleet deployment” model for desktop replenishment, creating a situation where it is supporting multiple versions of the Windows operating system. This situation presents several significant problems for IT staff and contributes to a serious lack of interoperability for the user community. *A desktop fleet deployment replenishment plan, to include a software and hardware upgrade strategy, should be adopted and implemented as soon as possible.*

Student/Staff Training & Development – Deficiencies in user training and understanding contribute to difficulties in taking full advantage of current Lehman technologies. *An assessment of student, faculty, and staff training needs be conducted, and a training program designed and implemented as soon as possible. The training program should be comprehensive, coordinated, and on-going.*

IV. Information Technology Strategic Goals and Objectives

A. GOAL: *Create an Interdisciplinary Research, Teaching and Learning Environment*

Objectives:

- Establish minimum competencies that all Lehman students will demonstrate in the use of computers and information technologies.
- Provide an environment for faculty to integrate technology into their teaching and also their research and non-teaching duties.
- Provide a plan for the effective integration of technology throughout the curriculum.
- Implement a system for faculty training and development that will effectively prepare faculty to integrate technology into the curriculum where appropriate.
- Develop and implement a system of assessment to measure the effectiveness of technology in teaching and learning activities.
- Provide students with the necessary training and developmental support to ensure the successful use of technology as an appropriate and routine part of their academic and professional careers.
- Offer students a technology-enhanced teaching and learning environment that encourages and supports academic development.
- Equip classrooms and laboratories with technologies that support the teaching, learning, and research objectives of the College.

- Ensure that library technologies are robust and accessible and enhance the library's role as a learning destination for students, faculty and the community.

B. GOAL: *Improve the Quality of Student Services and Outcomes*

Objectives:

- Provide efficient, accessible one-stop student service for admissions, advising, financial aid, registration, and payment.
- Create a staff of Student Affairs generalists, cross-trained and knowledgeable in all basic student service areas and located in information-rich environments.
- Provide students with direct and secure access to their own College records and a trained staff to assist them when necessary.
- Provide as many self-service options for students as possible.
- Provide critical information and analytical tools for reporting and analyzing student information in order to deliver essential support services to students.
- Encourage and support faculty use of the online resources available to access student records and information in support of their academic, advising, and administrative functions.
- Provide student clubs and organizations with the ability to promote activities and events and to recruit and communicate with members.
- Manage enrollment and identify underserved populations in the community and beyond through continuous data and process analysis and strategic planning.
- Ensure high quality, accurate, and secure data entry and retrieval.
- Establish an electronic document imaging system that allows shared access by students, staff, and authorized personnel and that significantly reduces paper files and filing systems.

GOAL: *Support Institutional Innovation & Effective College Operations*

Objectives:

- Establish an appropriate technology oversight structure, including policies and procedures governing access and appropriate use of technology, data, and information services.
- Maintain and continue to enhance an appropriate, secure technological infrastructure, employing the most viable information delivery technologies, that will increase student, faculty, and staff accessibility to College services and information and ensure that the College has the

capacity for using its technology effectively across the College at all of its locations.

- Provide the technological capability and support necessary to ensure that administrators, faculty and staff have access to the information necessary to make informed institutional decisions.
- Ensure that all institutional processes have been aligned to provide seamless, non-duplicated, accurate storage and movement of data and information throughout all College systems.
- Support institutional research and development initiatives integrating new technologies into the operating procedures of all departments and units of the College.
- Establish technology standards as qualifications for the hiring of all new employees.
- Provide on-going professional development opportunities and follow-up support for persons within all departments and units of the College.

V. Information Technology Action Plan

The following actions are proposed to address the Strategic Priorities identified in Section III, and the Goals and Objectives identified in Section IV. The Actions are not identified under specific priorities or objectives, since many actions address multiple areas.

(1) Technology Oversight, Policy, and Planning:

- The President, in consultation with appropriate members of the Cabinet, will establish a permanent oversight structure, the Technology Oversight Committee (TOC), to provide guidance to, as well as monitor the progress of, College-wide information technology initiatives.
- The TOC will be a standing committee of the College, will focus on all College technology functions, and will have membership representing the interests of faculty, students, staff and administration. The TOC will be structured with subcommittees representing key College constituent groups which will include, at a minimum, subcommittees representing instructional and administrative uses of technology.
- The TOC will be charged with taking an institutional view in making recommendations to the President and cabinet to:
 - Oversee the progress toward achievement of Information Technology Strategic Plan objectives.
 - Provide information, and when necessary, educate members of the College community regarding all aspects of the College's information technology plans, policies, and objectives.
 - Provide special focus on issues of access, connectivity and communication for all members of the Lehman community.

- Ensure adherence to, and when necessary, recommend modifications to, information technology priorities.
- Review and recommend budget priorities and allocations consistent with the College's information technology plans and priorities, including planning for the allocation of the Student Technology Fee in accordance with CUNY guidelines.
- Review, recommend, and mediate operational policy and procedures.
- Function as an executive and constituent sounding board for College-wide information technology issues and users.
- Conduct routine assessment of technology plans and outcomes and publicize such findings to the College community.
- Maintain a planning focus, being watchful for the need to adjust and initiate priorities and new planning activities when circumstances dictate.
- Ensure that appropriate policies, plans and procedures exist for critical functions such as physical facilities, data integrity and security, disaster recovery planning, and copyright and intellectual property right issues, etc.
- The College will establish, within the structure of the TOC, a subcommittee representing the interests of the administrative user community. This subcommittee will have primary responsibility for identifying and recommending priorities for technology needs and improvements to the administrative systems of the College. This subcommittee will assess the following needs in regard to the College's administrative systems environment:
 - The current use of, and capability of, all administrative systems.
 - The current level of user knowledge with respect to the various functions and capabilities of the administrative systems' environment, to include the need for training and staff development to take full advantage of the systems.
 - The information needs of institutional management as reflected in the ability of administrators to gain easy access to data for manipulation, service delivery and reporting requirements.
 - The need for process and workflow review in all administrative offices to maximize business process efficiency for all College operations and to enhance service delivery to all College constituents.
- The TOC will oversee policy and procedural needs of the College governing the purchase, maintenance, support and upgrade of its entire technology infrastructure. In the absence of action by the TOC, the Vice President for Administration will oversee the implementation of the following minimum policies and procedures as necessary.
 - Establish ongoing planning and budget management structures and processes to ensure that current and future critical information technology requirements are addressed.
 - Centrally coordinate software installations, hardware and software upgrades, and the maintenance of all campus computer hardware to

ensure campus-wide technology currency, and on-going interoperability.

- Where feasible and practical, prescribe hardware and software standards for faculty and staff use, and purchase site licenses for all commonly used applications such as word processing, spreadsheet, database, graphics, and statistics.
- Establish an appropriate prioritization scheme for proceeding with the previous activities, based upon the most pressing institutional needs identified within this plan.

(2) Capital and Operating Fund Requirements:

- The College must identify and allocate specific dollar amounts for technology upgrades, maintenance, and replacement for hardware, software, services, and other information technologies. Establishing an annual target of twenty five percent (25%) of initial acquisition costs for maintenance and support is prudent, and based upon current industry standards. Budgets must provide for sufficient staffing as well to ensure proper support for technology innovation and utilization.
- **Life cycle budgeting:** It is crucial that the College evaluate all of its existing mission critical systems (e.g. computer labs, administrative systems, workstation software, etc.) to determine appropriate replacement time frames for each component. Once replacement schedules are established, budgeting can then be accomplished in a planned and predictable fashion. The Vice President for Administration will charge the Director of Information Technology Resources with preparing a "fleet" analysis of the current installed desktop and server environment with recommendations for appropriate replacement cycles.

(3) Create a College Data Warehouse: The development of a College Data Warehouse, which at a minimum makes SIMS data available to standard SQL queries, is vitally needed. Also, any development of a College Data Warehouse must incorporate the use of a user-friendly, SQL based report writer. A College Data Warehouse (CDW) will provide the following benefits:

- Immediate Information Delivery – The CDW will shorten the time for accessing time sensitive data.
- Data Integration Across the University – The CDW will provide access to data from multiple information sources, thus providing a more complete picture for institutional decision makers, faculty, and staff.
- Future Vision From Historical Trends – Effective decision making frequently includes trend and seasonal analysis. The CDW will therefore contain multiple years, or sessions worth of data, and various point-in-time snapshots.

- Tools for looking at data in new ways – Warehouse environments give users tools for looking at data differently. These tools allow decision makers to ask new questions and an opportunity to solve problems differently.
- End User Empowerment – With the availability of data, an end user can write the query to build or modify their own reports. The warehouse empowers institutional decision makers, faculty, and staff by placing inquiry and analysis tools at their fingertips.

The development of a College Data Warehouse requires the following activities:

- Gain executive support through the TOC
- Identify involved user community
- Create a balanced project team
- Develop incremental implementation plan
- Provide suitable technical environment
- Execute phased implementation
- Provide training for the user community

(4) Process & Workflow Review:

- It is strongly recommended that a comprehensive administrative office process and workflow review be conducted to identify duplicative data creation and entry, opportunities to streamline manual processes to reduce labor costs and improve workflow, and to identify areas of low cost automation to facilitate improved administration and service.
- Implement appropriate local automated solutions to reduce costs, improve services and free staff members to make more effective use of their time. The timeframe CUNY proposes to implement these functions does not meet Lehman's needs. Solutions are required now and, therefore, must be enacted locally. Under the guidance of the TOC, and in conjunction with each administrative department, the Director of Information Technology Resources will establish a plan to investigate available solutions (both software and hardware) and recommend the implementation of the most effective one(s) to the TOC. The solutions will be evaluated within the context of their possible use with multiple offices. These needs for automation include, but are not limited to:
 - Time keeping
 - Forms processing
 - Purchasing/accounts payable/property management
 - Funds budgeting
 - E-mail server
 - Degree audit
 - Transfer credit evaluation
 - Transfer of SIMS data to Raiser's Edge

(5) Training and Staff Development: The Director of Information Technology Resources, in consultation with the Vice President for Administration and other appropriate members of the Cabinet, will evaluate the areas of need, recommend and implement a comprehensive staff and faculty development program for all core institutional technologies. This development program will include requirements for all newly hired members of the College community as well as address the ongoing development requirements of all full and part-time staff. The primary focus of the development program will be to ensure that all members of the College community have the requisite training and ability to utilize College technologies effectively in the performance of their duties, thus ensuring their ongoing productivity and contribution to College objectives for service and support. The program will include, but not be limited to, the following core technologies:

- Microsoft Office Suite and Windows operating system(s).
- SIMS and other CUNY provided systems.
- Internet and World Wide Web information research skills.
- Blackboard.
- Electronic data storage and electronic data management technologies.

In addition, the Training and Development program will ensure that:

- Standards are set for e-mail and software use through the Technology Oversight Committee
- Training is provided for specialized College applications
- Assistance is provided to user offices in evaluating their staff training needs

(6) Student Services:

- Implement a holistic student services approach which utilizes available technologies to establish a one-stop student support environment including such areas as program of study, academic advising, counseling, registration, financial aid, and bill payment, etc.
- Map processes, design, and implement a one-stop accessible student services center which fully exploits the functionality of SIMS and identifies gaps in automated student system services.

(7) Access to Student Information:

- Building upon the capabilities of SIMS, design and implement a cross-training program that establishes professional academic advisors as Student Affairs generalists who can effectively communicate basic information about all student service and academic areas.
- Assess and implement the steps needed to ensure all students have ready access to electronic resources and their own electronic records.

- Ensure that adequate IT personnel are available to research, test, and recommend tools and software to support enhancements to student services.
- Provide ongoing professional development for faculty and staff on electronic access to student records and other information that supports academic functions.

(8) **E-Mail:** Require students to communicate with the College through assigned e-mail accounts (which may forward their e-mail to personal accounts).

(9) **Student Life:** Determine equipment needs for student clubs and design and implement a technology training program for organization leaders.

(10) **ADA:** Develop a program that assesses and responds to the needs of students with disabilities.

(11) **Student Technology Competencies:** The Provost, in consultation with the TOC, will charge the appropriate academic personnel, representing all academic divisions, to recommend to the College Curriculum Committee minimum competencies, be they for matriculation, graduation or both, that all College students will demonstrate in the use of computers and information technologies.

(12) **Instructional Technology:** The Provost, in consultation with the TOC, will charge the appropriate academic personnel with the development of a plan for the effective integration of technology throughout the curriculum which will support the institution's objectives for achievement of student technology competencies.

(13) **Technology Assessment:** The Provost, in consultation with the TOC, will charge the appropriate academic personnel with the development and implementation of a system of assessment to measure the effectiveness of technology on teaching and learning, particularly with respect to student technology competency outcomes.

(14) **Research, Teaching, and Learning Environment:** The Director of Information Technology Resources, in cooperation with the Technology Oversight Committee and appropriate academic personnel, will ensure that adequate classrooms, academic and computer laboratory environments, and student services support facilities have the necessary technologies to support the teaching, learning, student development, and research objectives of the College.

(15) Distance Learning: The Provost will charge appropriate academic personnel with the development of a College-wide plan for distance learning. Such a plan would distinguish between asynchronous, off-site learner course and program objectives, and the future introduction of blended courses that incorporate online capabilities into traditional classrooms. The plan would set forth overall College objectives and incorporate a strategy to ensure adequate faculty development and resources to achieve the previous objectives.

General Education Strategic Plan Workshop

Feb. 27, 2004

Objectives – Basic Skills Requirement

English Composition:

The sequence of ENG110 and ENG120 was designed to develop critical reading and writing abilities. The goal of the sequence is to move students from an expository mode of writing to an analytic one. The achievement of this goal reinforces course work in other disciplines.

By the end of ENG110, students should be able to do the following:

- Demonstrate an understanding of short professionally written texts of college-level difficulty by analyzing and evaluating the ideas that inform such texts.
- Present a reasonably accurate and complete summary of a passage of academic prose, with main points in the passage identified correctly and fully.
- Write coherent and well-organized argumentative essays in which ideas from assigned texts are cited.
- Create comparison/contrast essays in response to professional texts that are thematically related.
- Develop competence in the use of college-level academic vocabulary.
- Demonstrate with reasonable consistency control of Standard English grammar, punctuation, spelling and mechanics.
- Pass the common final exam given at the end of ENG110.

By the end of ENG120 students should be able to do the following:

- Read and evaluate college-level texts (articles of moderate length or extended essays) with critical ability.
- Write analytical essays based on thematically related texts that show clear organization, sound reasoning and competent use of adequate support.
- Improve library and information retrieval skills.
- Apply the rules of citing and documenting primary and secondary sources.
- Prepare at least one longer (6-8 pages), or two shorter (3-4 pages), papers based on research demonstrating the ability to synthesize and integrate the student's own ideas with information from outside sources.
- Submit final drafts of all assigned writing that demonstrate competent use of Stand English grammar, punctuation, mechanics and spelling.

Mathematics:

There are many reasons for a college math requirement. Mathematics is an enabling discipline. There are many subjects, not only in the sciences, where some mathematics is required, as well as the ability to reason mathematically. This applies to almost all of the social sciences, and too many professional fields such as business and nursing. For career success in many areas, mathematics is essential, and the more the better. Finally, graduates must have the ability to think rigorously and reason abstractly. The most effective method to acquire this skill is from the study of mathematics.

The Department of Mathematics and Computer Science seeks to provide Lehman students with:

- The training necessary to be able to develop, analyze and draw conclusions from data.
- The experience of seeing the involvement of mathematics in everyday life.
- The background needed to do the mathematical calculations involved in many professional fields such as Economics and the Sciences.
- The knowledge required to develop the abstract mathematical models needed to solve problems arising in many real-life situations.
- Ultimately, we expect college graduates to have the ability to think rigorously and reason abstractly.

Foreign Language:

The Department of Languages and Literatures seeks to provide all Lehman students with:

- The training necessary to speak, comprehend, and write a language other than English at a very basic and elementary level (which would allow students to participate in basic everyday conversations and read and write relatively simple texts such as letters, forms, etc.). If the student has a background in the language to be studied, the goal would then be to attain intermediate or advanced proficiency (both oral and written) in the language
- An awareness of the diverse populations and cultures where these languages are spoken and of the sociolinguistic aspects of language
- A basic understanding of the structure of these languages as compared to the English language

Natural Sciences:

The main objective of the Natural Science requirement is to provide students with writing and critical thinking skills, including data analysis, so that they will be able to read and evaluate reasonably sophisticated scientific articles written in lay journals, newspapers, and magazines. This will be accomplished through specific activities in the courses required in the natural sciences.

Activities

- The required courses in the natural sciences will have as their primary objective the development of critical thinking and analysis of popular scientific information.
- Writing assignments, which may include term papers, but should include at least three laboratory or field reports, and with cohesive discussions linking results and observations to specific conclusions will be used to stimulate critical reading of the scientific literature and its interpretation. Improving written language skills will also improve communication, which is a very important aspect in the scientific endeavor of sharing results and experiences.
- Database searches will be performed in all science courses. This will be an important activity for the acquisition of computer and library literacy.
- Aspects of academic ethics will be approached by discussions on how to avoid plagiarism and instructors will provide guidelines on how to cite from internet sources. This will contribute to dispel the notions that everything available on the internet belongs to the public domain, and that everything found on the internet is reliable.
- Peer review will be discussed as a mechanism to avoid producing unreliable information or scientifically unsound topics in electronic databases.
- Showing students how to discern proper information from databases will fulfill the purpose of providing library literacy and concomitant computer skills while simultaneously leading them to appreciate the value of the peer review process.
- Students will write a minimum of three reports per course. Reports will be marked and returned by the instructor followed by re-writes by the students and then graded. The reports should include results, discussion and conclusions plus a database search. Discussion of results should answer the question "do data support the conclusion"?
- Interpretation of graphs will also be pursued through writing an essay based on what a graph, part of a short piece of information, would indicate. The significance of means and distributions, standard error and standard deviation and margin of error will be discussed as part of interpreting information available in the public domain.

- Presentation of data that do not support the results and/or the conclusion that (an) author(s) may put forward will be used as another exercise to stimulate critical thinking.

Where appropriate, during natural sciences courses, explanations will be included on the functions of the Institutional Animal Care and Use Committee (IACUC) and the Institutional Review Board (IRB) for protection of human subjects, and their importance in bioethics.

Objectives-Distribution Courses

Distribution courses are 100 and 200 level courses without prerequisites that have full-time staffing and meet at least three of the following skills development criteria:

- writing intensive assignments
- oral expression
- computer literacy
- critical thinking
- data analysis/numerical literacy
- library/data base literacy

Distribution courses must also satisfy the content objectives and goals of one of the following seven areas.

- Area 1: Individuals and Society. A systematic study of individuals, their impact on society and society's impact on them. Specifically, a study of how individuals are constituted within a social context. Goal: To introduce students to modes of inquiry and systematic ways of thinking about individuals and their positions in societies.
- Area 2: Socio-Political Structures. A systematic study of the organizations, institutions and systems of society. Goal: To introduce students to typical modes of inquiry and a systematic way of thinking about the organizations and institutions of society.
- Area 3: Literature. Close readings of literary texts. Goal: To increase students' understanding and appreciation of literature.
- Area 4: The Arts. Introduction to Art, Music, Dance, or Theatre and the terminology, techniques or tools of each. Goal: To familiarize students with a medium of creative/artistic expression and enable them to participate actively in individual aesthetic and creative experiences.
- Area 5: Comparative Culture. Systemic ways of thinking about similarities and differences among cultures. Goal: To develop students' understanding and appreciation of cultural dynamics from a comparative perspective.
- Area 6: Historical Studies. A systematic study of the way historians and other scholars interpret the past through documents, artifacts, and other primary source materials to understand the past and the present in historical context.

Goal: To develop students' reading, critical thinking, and writing through locating and evaluating traditional and Internet sources, forming an interpretation based on these sources, and communicating one's ideas and conclusions orally and in writing. Also, to encourage students' understanding of and critical thinking about major events, ideas, institutions, personalities, and changes of the past.

- Area 7: Knowledge, Self, and Values. The critical examination of systematic ways of conceiving the world through myth, politics, religion, morality, logic, and philosophy. Goal: to develop an ability to reflect critically on systematic modes of thought.

Objectives-LEH Courses. Pre-requisite: completion of at least 60 college credits

LEH300 and LEH301 provide juniors and seniors with two upper-level, advanced interdisciplinary courses in addition to the student's major, in order to develop skills in analytical thinking, research, and writing as applied to topics of general interest.

The topics in LEH300 are unrestricted, combining study in multiple disciplines of the humanities or the sciences or both. The topics in LEH301 treat aspects of American society and culture with an emphasis on the question of what it means to be American.

These topics are studied from the point of view of several disciplines by applying the methodologies of at least three to issues and problems, to texts and to other appropriate materials.

The students are expected to do "300-level" college work, i.e. to do advanced research with original sources, demonstrate information/computer literacy, and utilize source material and secondary information in a variety of acceptable forms. Rather than the passive learning of a standard, textbook variety, these courses encourage students to take an active role in researching topics of interest to them natural sciences distribution courses

Institutional Research Data Bases

Admissions

CAS – CUNY Admissions System –

CAS files contain all application information for freshmen applicants who have indicated Lehman as any one of their college choices.

ASTA – Advanced Standing Transfer Data

ASTA files contain all application information for transfer students who indicated Lehman as one of their choices.

SIMS – Student Information Management System

CUNY Student Information Management System. Running both on campus mainframes and on the central processor, SIMS provides each college with a full range of student information through complete registration, billing, financial aid, academics, and record-keeping services

IRDB – Institutional Research Data Base

A new Oracle relational Institutional Research Data Base (IRDB) has been developed which incorporates data from the colleges into a student data warehouse, affording both the central administration and the colleges improved access to CUNY-wide student information. It includes data on students' academic preparation, skills assessment results, registration, grades, graduation, and financial aid. As this data base is expanded, it will become a fully-articulated data warehouse, combining information on student characteristics and outcomes, faculty and staff statistics, and basic financial and cost data.

Human Resources

CUPS – City University Personnel System

The City University Personnel System (CUPS) handles the personnel functions of the colleges and the University. It is a critical component in the production of a wide variety of reports, including the workload report. In supporting the CUPS project, the Information Services staff works closely with the University's Office of Faculty and Staff Relations.