

HERBERT H. LEHMAN COLLEGE
of The City University of New York

Office of the President

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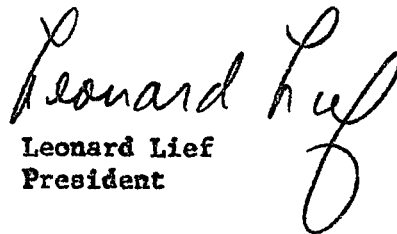
To: Department Chairmen
Members of the Administrative Group

Ladies and Gentlemen:

Attached to this letter is one copy of the Middle States evaluation report. Please make it available to all members of your department. Ten additional copies of the report are available in the library.

Please encourage free and open discussion of the report. If I can be of any further assistance, please feel free to call on me.

Sincerely yours,


Leonard Lief
President

LL:sf
Enc.

EVALUATION REPORT
HERBERT H. LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

October 20-22, 1968

This report was presented to the institution before it was discussed by the Middle States Commission on Institutions of Higher Education. It represents the views of the visiting team, not necessarily in all respects those of the Commission.

EVALUATION TEAM

Albert E. Meder, Jr., Dean-Emeritus of Rutgers University, 508 Salter
Place, Westfield, New Jersey 07090 - Chairman

Herman Branson, Professor and Head, Department of Physics, Howard
University, Washington, D.C. 20001

Felix E. Hirsch, Librarian, Professor of History, Trenton State College,
Trenton, New Jersey 08625

Richard W. Stephens, Chairman, Department of Sociology, Professor of
Sociology, George Washington University, Washington, D.C. 20006

Accompanying the Middle States team: Walter G. Hannahs, Associate in
Higher Education, State Education Department, Albany,
New York 12224

INSTITUTIONAL SUMMARY

HERBERT H. LEHMAN COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

(a) The Academic Description:

Herbert H. Lehman College (formerly, Hunter College in the Bronx)

An autonomous liberal arts college of The City University of New York, baccalaureate programs and masters' programs (both Arts and Sciences and Teacher Education), co-educational. No off-campus instruction. Enrollment, fall 1967, Day Session: 1654 men, 3510 women (total, 5164); School of General Studies: 1100 men, 1715 women (total, 2815); grand total 7979.

(b) A Concise Summary of Factual Information:

Herbert H. Lehman College (formerly, Hunter College in the Bronx) became on July 1, 1968, an autonomous senior college of The City University of New York, governed by the Board of Higher Education of the City of New York. It offers a liberal arts program leading to the A.B. degree; the B.S. in Chemistry, Accounting, Music, Home Economics; the M.F.A. in Fine Arts; the M.A. in Arts and Sciences and the M.A. and M.S. in Education. The faculty in September, 1968, will be composed of 41 full professors, 84 associate professors, 144 assistant professors, 107 instructors, and 127 full and part-time lecturers. The College is organized into 23 academic departments, with a full complement of administrators (from a President and Deans to a Business Manager and a Registrar). The teaching conditions are no more than satisfactory because of the cramped office and classroom space. A growing enrollment and the needs for administrative personnel in a new college have usurped every available square inch, but salary schedules and fringe benefits for faculty are in the top AAUP category. A 20,000 sq. ft. temporary building will open in the fall 1968, and Carman Hall, a classroom and faculty office building, is due for completion in 1970 at a cost of 10 1/2 million dollars.

The student body is much like that of any of the other senior colleges in The City University: students all commute to the campus; personally, they represent the City as a whole in its various ethnic, religious, and economic backgrounds. In February, the College accepted 100 underprivileged students (SEEK program), and another 50 will be enrolled in September.

The Librarian reports that the following inventory figures leave us "little room for complacency": approximately \$108,000 was spent on the library during the just completed academic year, but about \$190,000 will be available during the coming year; "we possess 127,044 volumes (of which 9,165 are bound periodical volumes), 3,639 reels of microfilm, 1,345 microcards, and 1,005 phono-records. Our total periodical title count is 1,001, with 773 titles being received currently."

The present physical plant consists of three classroom buildings, attached to one of which, Shuster Hall, is the Library; a student center; a physical education building housing gyms, a swimming pool, and classrooms.

The distinctive features of Lehman College lie in its strong liberal arts program; its flourishing program for the training of teachers for schools at all levels; its coming association with the Bronx Botanical Garden; the prospect of an association with Montefiore Hospital to train nurses; its growing community ties with the underprivileged in the East Bronx; and, most of all, its opportunity to serve the entire Bronx Community educationally, culturally, and professionally--in the many needs that have received scant attention over the years.

July 31, 1968


Dean of the Faculties

The separation of Lehman College from Hunter College seems to have been accomplished in an unusually effective manner, due in part no doubt to the fact that for almost a year before the separation actually took place, Hunter-Bronx behaved in many respects as though it were a separate institution; and the Hunter College authorities cooperated by giving when necessary formal approval to these acts without exercising their powers of review and veto.

The division of assets--essentially vacant budget lines--also appears to have been worked out cooperatively and satisfactorily.

The evaluation committee commends the University administration, the Board of Higher Education, and the authorities at Hunter and Lehman Colleges both for the decision to erect Lehman College into a separate entity and for the apparent smoothness of the transition.

It is believed at Lehman that separation has brought with it a stronger faculty and improved morale. The team is inclined to concur.

The expressed aspirations of Lehman College are to develop a fine liberal arts college and to seek substantial involvement in the problems of the Bronx community. Both of these goals are certainly commendable, and so far as the team can determine, beginnings have already been made toward the achievement of both. The attitude and activities of the department of education, the alliance with the New York Botanical Garden, the program of curriculum revision and review are all cases in point.

There are, however, certain areas of concern. Perhaps the most important is the Library. While this has definitely improved since the Middle States visit two years ago, the book collection is still too small, contains too many duplicates and too few runs of periodicals. Perhaps worst of all, there is altogether too small and limited a circulation pattern. Lehman has a more vigorous librarian and a stronger professional

staff than two years ago, but needs greatly augmented book funds, and distinctly more faculty interest and encouragement to students to use the library. Granted that the noisy conditions and the policy of closed stacks are serious deterrents that cannot be rectified until a new building is constructed, there seems to be an impression abroad that there is too much text-book teaching which constitutes, obviously, an even greater deterrent to student library use.

Incidentally, planning for a new library building ought to be begun at once. Development of plans for cooperation with the libraries of Fordham and New York University should also have a high priority.

A second concern is in the area of supportive services. Admittedly it would be difficult to house more secretaries and other non-academic personnel, but the imminent occupancy of the "temporary" Reservoir Building will ease this problem somewhat. The need is acute, and funds should be provided to permit the expansion of the supportive staff. CUNY is not the only institution in which the efficiency of the faculty is reduced by failure to provide adequate supportive services, but it is certainly among those institutions in which this error is most flagrantly committed. It is admittedly difficult to obtain funds for such services; provisions for supportive service often seem to constitute diversion of funds from the "real" work of the institution, but this view is a grievous misreading of the true effect. No effort should be spared to effect substantial improvement in this area.

A third area of concern is the physical plant. Even with the completion of Carman Hall, the plant will be barely adequate to service the announced enrollment goals for 1975. The library will be completely inadequate. Early attention must be given to the problem of expanding the physical plant.

In this connection we note that the Lehman campus is circumscribed in such a way that its extent cannot easily be increased. The central office will therefore have to consider whether Lehman alone can in the long run adequately meet the higher educational needs of the Bronx. This, however, is not a matter of immediate concern.

Finally, it should be noted that the administrative costs of operating an autonomous college are necessarily greater than those of operating a branch campus. The gain in educational effectiveness is almost certainly likely to be more than commensurate with the increased expense, but equally surely increased funds are needed. It would appear that the full measure of Lehman's needs were not met in the initial year and will need supplementation in the near future.

APPENDIX

Beyond these broad concerns, the team noted some more restricted operational matters that deserve at least brief mention, even in a somewhat unconventional evaluation such as this. These are generally of the character of the observations ordinarily made in a conventional evaluation, and are recorded more as observations that may be helpful to the college than as matters with respect to which the team wishes to urge specific action. There undoubtedly are other observations of the same general nature that did not come to our attention. No claim to completeness is made.

1. The top administrative officers seem to be able and imaginative. They show the enthusiasm of those responsible for a newly established institution, but recognize and accurately describe the fundamental problems confronting the college.

2. The separation from Hunter has left Lehman without many faculty members at senior ranks, with the result that Lehman has an unusual number of departmental chairmen at the associate professorial rank and four or five at the assistant professorial rank. One is an instructor. This has some embarrassing consequences in implementing promotion procedures.

3. Academic planning seems to be in very good hands. The Dean of Faculties has organized a curriculum revision in a relatively short time and established the apparatus for continuing curriculum development and design. While the new curriculum required for the first two years is no dramatic departure from educational modes the Dean appears alert to the possibilities and potentialities open to him and is moving forthrightly in the direction of student participation, experimental programming, and similar concepts.

4. Promotion procedures are patterned carefully with a great orientation toward democratic control and objective measurement. Lehman uses the same general system used previously as part of Hunter. The advantage of being a newly established institution free of previous applications of the promotion system combined with a significantly large number of vacancies at senior ranks makes the area of promotion one of Lehman's greatest assets for recruiting new faculty. It is not surprising that promotion procedures are of central concern at this time and considerable care seems to have been taken to avoid the frustrations formerly felt by chairmen in this area. The mutual respect between chairmen, the Dean of the Faculties, and the President with regard to promotion procedure is now evidently high. The Lehman approach has not yet really been tested. It does look encouraging at the moment.

5. Lehman, in conformity with most of the New York City institutions, is terribly inbred. Of a full time and part-time teaching staff of 471 over 300 members of the faculty were educated in the higher institutions of New York City. Two-hundred, or nearly half of the total staff, received all of their degrees in New York City.

All of the administrative officers have noted this problem and are aware of the difficulties in attracting faculty members from points further than Manhattan. It should be noted that Lehman has been unusually successful in its first attempt at recruiting as a separate institution--attracting 90 new members many of whom do represent educational backgrounds outside the city. At the moment they are able to offer attractive salaries and promising opportunities for advancement. However, as

the promotions picture stabilizes--as it soon will--the important considerations of internal conditions for work will be foremost and here Lehman is in a very poor position. There are great limitations on the facilities for carrying on research and the teaching loads are not competitive.

6. Lehman, like the other elements in the City University, uses a high proportion of part-time instructors or lecturers. It should not be overlooked that the institution will be weakened to the extent that it continues to rely heavily on this type of instructional help.

7. Next to education, the social sciences comprise the largest proportion of student majors. Cooperation among the social science chairmen seems to be above normal. Much of this can be related to the newness of the program planning and the establishment of the college independently. Nevertheless, it is a good beginning and the need for interdisciplinary coordination among social scientists is badly needed in most institutions. The Lehman people have an unusual opportunity to carry on from an auspicious start. Their great inadequacies in facilities, space and funds generally may quickly dissipate this initial congeniality and it would be destructive. Some developmental support for well-conceived interdisciplinary projects and joint facilities should be explored by the President with these chairmen and such support sought from the city.

8. The college might well plan to accept some responsibility for faculty housing, perhaps in conjunction with other collegiate institutions in the vicinity. Other cooperative efforts, e.g. with respect to libraries, courses, programs and cultural events, would not be out of order.

9. Similarly, cooperation with local public schools should be deepened and made more meaningful.

10. Efforts should be made to encourage members of the faculty to make themselves more available to students.

11. More college (or university) support is needed for faculty growth and development.

12. More thorough-going concern and planning for the transfer student seems to be needed. This would seem to be particularly necessary with respect to transfers from the community colleges.

13. There also appears to be an increasing need for augmented funds for financial aid to students.

14. As is probably the case everywhere, cooperation between the subject-matter departments and education needs strengthening.

15. Consideration should soon be given to campus wide computing facilities, or alternatively to a more sophisticated university wide computer with time-sharing consoles.

16. The budget allocations to science departments for equipment are insufficient to permit the purchase of major pieces of important equipment. These departments also need more technician assistance, and better provisions for guaranteeing the availability of experimental equipment when recruiting experimental scientists.

17. In the brief time that has elapsed since the establishment of Lehman College the administration and faculty of the new college have moved energetically and intelligently in initiating and coordinating student services.

The Dean of Students and his staff reflect the real concern of Lehman College for encouraging the fuller development of student governance, responsibility, and participation in many vital aspects of college life. Efforts in these directions, however, are impeded by the following factors:

(a) Inadequate facilities. In nearly all areas there is overcrowding. Student Hall is obsolete and lacking in suitable space.

Cafeteria and student lounge space is at a premium.

(b) Staffing shortages. Although there is apparently sufficient professional staff to meet the demands of peak registration periods there is not enough manpower for the kind of creative, in-depth counseling and

advisement essential to individual student development in contemporary college life. An illustration of this problem is shown in the concern of students for the welfare of City high school students who are penalized by the continuing closure of public schools. A group of Lehman students has initiated a program of tutoring for high school students of Puerto Rican background. Obviously, such a worthy effort needs skillful guidance from the College. The Dean of Students responds with all the encouragement and assistance his time and staff time permit. Given the crucial need to foster college involvement in community affairs, here is a dramatic illustration of the kind of opportunity that should not be lost for want of sufficient professional staff.

In the review of student personnel services, certain key areas were examined and herewith is a summary of observations:

18. Admission functions fall under the purview of the Dean of Administration. This undoubtedly represents sound strategy in order to capitalize on the experience and talent of several administrators and numbers of the faculty previously in the Hunter complex. In terms of full coordination of student personnel services, however, it is urged that at an appropriate time in the near future the admission function be placed under the jurisdiction of the Dean of Students who may properly coordinate it more effectively with student financial aid, freshmen advising and orientation and other related activities.

19. There is clear indication that Lehman College is expanding the role of student governance and responsibility, a heartening development in view of contemporary student unrest and concern about the direction of college life and purpose.

Evidence of the College's concern is shown in a number of ways, several of which are here cited: