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Minutes of
The Lehman College Senate Meeting
Wednesday, February 6, 2019
Senate Meeting

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Senators Present: Alborn, T.; Ali, S.; Ali, T.; Allison, A.; Austin, L.; Badillo, D.; Bazile, S.; Bergmann, R.; Blachman, S.; Boston, N.; Britt, K.; Budescu, M.; Campeanu, S.; Cheng, H.; Collett, J.; Cruz, J.; Daley, K.; Deckman, S.; Dominguez, V.; Eisenberg, M.; Farrell, R.; Fera, J.; Finger, R.; Forde, A.; Fortunato-Tavares, T.; Garcias-Otero, N.; Guzman, M.; Hernandez, T.; Hyman, D.; Jervis, J.; Johnson, M.; Machado, E.; Magdaleno, J.; Mahon, J.; Marianetti, M.; Markens, S.; Martín, Ó. McCabe, J.; McKenna, C.; Mills, P.; Moreno, Q.; Munch, J.; Nwosu, P.; O'Dowd, M.; Olewuike, J.; Olumuyide, E.; Prince, P.; Punu, K.; Qian, G.; Rice, A.; Rivera, R.; Rivera-McCutchen, R.; Rodriguez-Allie, A.; Rosario, Y.; Rotolo, R.; Saforo, E.; Sailor, K.; Sarmiento, R.; Schlesinger, K.; Schwittek, D.; Scott, K.; Sisselman, A.; Trimarchi, Y.; Valentine, R.; Wangerin, R.; Waring, E.; Yates, S.; Yavuz, D.

Senators Absent: Ahmed-Tay, S.; Alto, A.; Amend, A.; Burton-Pye, B.; Cervantes, J.; Clever, R.; DeJaynes, T.; DeLaCruz, B.; Deprince, A.; Di Bello, M.; Doyran, M.; Graulau, J.; Greaves, T.; Jones, B.; Kolade, B.; MacKillop, J.; Mak, W.; Mazza, C.; Mercado, W.; Musah, S.; Navarro, V.; Oh, H.; Ohmer, S.; Paniagua, S.; Registe, K.; Reyes, N.; Sakibou, A.; Sauane, M.; Sekyere, R.; Somwar, D.; Tavarez, J.; Washington, W.; Wynne, B.

The meeting was called to order by President José L. Cruz at 3:33 p.m.

1. **Approval of the Minutes**

The minutes of the December 12, 2018 Senate meeting were approved by unanimous voice vote.

2. **Announcements and Communications**

    a. **Report of the President**

        Dr. Cruz made a motion to rearrange the agenda items as follows: (1) move the Graduate Studies report after the approval of the minutes, (2) move New Business after the Graduate Studies report, and (3) continue with all other items on the agenda as listed. There was no objection. The motion carried and the order of the agenda items were approved as modified.

1. **Graduate Studies**

Professor Janet DeSimone presented informational items regarding Excellence Fee proposals submitted by the Economics and Business Department, the Health Sciences Department, and the School of Education, which were approved by the committee.

39

40   See Attachment I

41

42   Professor Robert Farrell raised concerns about the impact the proposed Excellence Fees would have

43   on college affordability and suggested that these costs should be covered by the State. A discussion

44   ensued in which all speakers acknowledged that public funding would be the preferred way to cover

45   the proposed costs, but many argued that resources are needed today to provide students with the

46   services they need to succeed. Others also clarified that the proposals sought the feedback of

47   students.

48

49   Dr. Cruz commended those who were involved in developing the proposals and reassured all that

50   the College would continue to advocate for additional public investments in CUNY.

51

52   The next meeting was scheduled for Wednesday, March 6, 2019 at 11:00 a.m. in CA B33.

53

54   **New Business----** Dr. Cruz acknowledged Chair Emeritus, Professor Duane Tananbaum, and

55   proceeded to a motion for nominations for a Senate Chair to preside in the absence of the President.

56   Professor Joseph Fera was nominated from the floor. There were no other nominations. Prof. Fera

57   was elected by unanimous voice vote.

58

59   Dr. Cruz went on to discuss the second item under new business: a draft report of the Middle States

60   Commission on Higher Education (MSCHE) institutional self-study and resolution.

61

62   See Attachment II

63

64   Dr. Cruz asked the members of the Steering Committee, Executive Committee, and all those who

65   contributed to the process to stand; he asked everyone to give a round of applause to commend

66   them for their efforts and an applause was given. Dr. Cruz went on to discuss the role of

67   accreditation in higher education, the seven standards upon which Middle States will evaluate

68   Lehman, and the logistics of the April 7-10 site visit. Dr. Cruz invited Professor Ira Bloom to

69   discuss how the College prepared for the project.

70   Prof. Bloom, Chair of the Executive Committee of the Steering Committee, explained that the
71   process for developing the self-study document was most recently guided by a 5-member Executive
72   Committee and 30-member Steering Committee, which solicited input from a number of different
73   constituency groups on campus. Prof. Bloom explained that the self-study document evolved into
74   what he would be presenting to the Senate and that the final step in the self-study report process
75   would be the endorsement of the college governance body. Prof. Tananbaum added that the initial
76   process began in the Fall of 2015 and informed that the process had always included members of
77   the Senate, both former and current. The first draft of the report, Prof. Tananbaum explained, was
78   circulated in October of 2018, where all Senate Committees had an opportunity to offer comments
79   on areas of their expertise. Prof. Tananbaum informed that there was also a hearing open to all
80   senators and non-senators for this purpose.

81

82   Dr. Cruz thanked all for their contributions to the self-study report and gave a special thanks to the
83   following individuals: Prof. Ira Bloom, Chair of the Executive Committee; Prof. Kenneth
84   Schlesinger, Lead Writer of the self-study report; Prof. Vincent Prohaska, MSCHE accreditation
85   Liaison Officer; Jonathan Gagliardi, Secretary of the Steering Committee; and Gladys Maldoon,
86   Staff Coordinator of the Steering Committee. He shared that the College had worked hard to ensure
87   that the self-study report was a fairest, honest, and concise presentation of the work the campus had
88   done in the last several years. Dr. Cruz invited Adjunct Assistant Professor Ruth Wangerin for her
89   input and recommendations on the self-study report.

90

91   Prof. Wangerin called attention to Standard 3 of the self-study report: the design and delivery of
92   the student learning experience. She expressed concern with the 16:1 student-to-faculty ratio
93   calculation and indicated it should include a breakdown and further explanation. Prof. Wangerin
94   elaborated that as the College relies heavily on adjunct faculty, it would be false advertising to
95   suggest that students solely receive individualized attention from full-time faculty members; she
96   explained that adjuncts are hired to teach courses, while not necessarily there to provide contact
97   time to students. She added that the report should include information on the qualifications and
98   recruitment of adjunct faculty. Dr. Cruz and Prof. Bloom acknowledged Prof. Wangerin's concerns
99   and her input, and they assured that the Executive Committee would consider her recommendations
100   and work to contextualize the crucial role that adjunct faculty play on campus.

101

102   Prof. Bloom reiterated that the self-study report process was to ensure that the College meet the
103   criteria for reaccreditation. He asked all for their comments on each standard as he presented the
104   self-study report. There was discussion over Standard 3 of the report, which echoed the adjunct
105   situation as was discussed by Prof. Wangerin; for all other standards, there were no comments.
106
107   Dr. Cruz presented the resolution on MSCHE. There was a motion to approve and the motion was
108   seconded. The resolution was approved by voice vote, with all votes in favor, none in opposition,
109   and 4 abstentions.
110

111   **b. Student Legislative Assembly—**
112   Ms. Nadia Baba welcomed all back to the first meeting of the semester. She reported on the
113   plans of the Student Government Association (SGA). Ms. Baba discussed SGA's aim to
114   enhance the experience of the College as a whole through events aimed at encouraging
115   interaction between faculty, staff, and students. The first event of the semester, she
116   announced, would be in the spirit of Black History Month, which would include guess
117   speakers, food, and live entertainment. The event would be scheduled for Thursday, February
118   28, 2019. She urged all to attend. Ms. Baba also informed that sometime in March, the
119   Student Legislative Assembly (SLA) would be hosting a Senate social for students to interact
120   with members of the Senate.
121

122   Ms. Baba announced that the Herbert H. Lehman Leadership Program would be taking
123   donations of professional attire. She urged all with unwanted garments to donate for a good
124   cause. Ms. Baba informed all that the donation bins would be located near the underground
125   cafeteria tunnels, the Student Life Building, and the Office of Student Affairs.
126

127   **REPORTS OF STANDING COMMITTEES–**
128

129   **2. Governance Committee**
130   Professor Joseph Fera acknowledged and thanked Professor Duane Tananbaum for his help and
131   guidance. Prof. Fera informed all that as Prof. Tananbaum has stepped down from the Governance
132   Committee, nominations were needed to fill the vacancy. Professors Kevin Sailor and Mollie
133   Eisenberg were nominated from the floor and a paper ballot was taken.

134

135   Prof. Fera provided a preliminary report on Senate Committee nominations. He explained that there

136   would be a call for nominations in March. Prof. Fera also provided a preliminary report on Senate

137   At-Large elections. He explained that the elections would take place online in May and that he would

138   be arranging such with the help of IT Academic Support Services Manager, John Dono. Prof. Fera

139   informed that nominations for the Senate-At-Large elections would take place in April; he urged all

140   with questions and concerns about the process to reach out to him beforehand.

141

142   Dr. Cruz announced that Professors Sailor and Eisenberg were tied for the number of votes. To break

143   the tie both nominees proceeded to a coin toss, from which Prof. Sailor was chosen as a member of

144   the Governance Committee.

145

146   See Attachment III

147

148   The next meeting was scheduled for Thursday, February 14, 2019 at 1:00 p.m. in CA 201.

149   **3. Committee on Admissions, Evaluations and Academic Standards**

150   Professor Penny Prince presented the following policy statements for approval: (1) opting in or out

151   of pathways policy change, (2) readmission policy change, and (3) transfer credit policy change.

152   Each policy change was voted on individually. All were approved by unanimous voice vote.

153

154   See Attachment IV

155

156   Prof. Prince reiterated that the committee was charged to report to the Senate on the issue of

157   admissions policy. The committee, she informed, was still pending information requested for the

158   cost analysis and the information requested on academic data.

159

160   The next meeting was scheduled for Wednesday, Feb. 27th at 1:30 p.m.

161

162   **4. Undergraduate Curriculum**

163 Professor Lynn Rosenberg presented proposals for curriculum changes in the following departments:
164 English, Biological Sciences, Languages and Literatures, and Philosophy. The proposals were
165 approved by unanimous voice vote.
166
167 See Attachment V
168
169 The next meeting was scheduled for Wednesday, February 13, 2019 at 1:00 p.m. in SC 1405A.
170
171 **5. Academic Freedom**
172 There was no report.
173
174 The next meeting was scheduled for Wednesday, February 13, 2019 at 3:00 p.m. in GI 103.
175
176 **6. Library, Technology, and Telecommunication**
177 Mr. Stephen Castellano presented the report and brought announcements from the Library, Division
178 of Information Technology, Online Education, and concerning Blackboard.
179
180 See Attachment VI
181
182 The next meeting was scheduled for Wednesday, February 27, 2019 at 11:00 a.m. in CA 162.
183
184 **7. Campus Life and Facilities**
185 There was no report.
186
187 **8. Budget and Long-Range Planning**
188 There was no report.
189
190 The next meeting was scheduled for Wednesday, February 27, 2019 at 1:30 p.m. in SH 336.
191
192 **9. University Faculty Senate Report**
193 There was no report.
194

195   **Old Business**----None.
196
197
198   **ADJOURNMENT**
199   President Cruz adjourned the meeting at 5:06 p.m.

200

201   Respectfully submitted:

202

203   Esdras Tulier

Senate Meeting – February 6, 2019

Proposed Graduate Studies Report

(as of 1-18-2019)

On behalf of the Graduate Studies Committee, I'd like to notify the senate and Lehman community of an Informational Item:

<u>Informational Item</u>:
After conversations with and input from students, faculty, senators and alumni, Academic Excellence Fee proposals were submitted by the following departments and/or schools and were approved by graduate studies:

- Economics and Business (*Master of Science in Accounting and Master of Science in Business Programs*)
- Health Sciences (*Dietetic Internship Program*)
- School of Education (*certificate, advanced and extension programs*)
- School of Education (*Organizational Leadership Program*)

Our next grad studies meeting will be on March 6 at 11 a.m. In Carman Hall, B33.

College: Lehman College

Request for Academic Excellence Fees

Name of Degree/Program

MSA (Master of Science in Accounting)
MSB (Master of Science in Business)

Description of Degree/Program and Justification for Fee
Please provide details regarding the cost of the program, the potential outcomes/marketability for students and the quality of the program as evidenced by rankings or other metrics.

DESCRIPTION of PROGRAMS

Master of Science in Accounting

The Master of Science Degree in Accounting (M.S.A.) is a 30-credit graduate program at Lehman College that prepares graduates for careers in highly specialized and desired areas of accounting and management. The program specifically attracts candidates interested in pursuing Certified Public Accountant (CPA) licensing. It is registered with New York State as meeting the educational requirements for licensure as a Certified Public Accountant for the state. This program includes advanced study of auditing, taxation, accounting theory, and accounting research. In the four core courses in economic and financial analysis, students learn the quantitative skills that are necessary for managers in the modern workplace. The program currently allows students to round out their degrees with electives focusing on capital budgeting, financial statement analysis, or international financial management.

Master of Science in Business

The Master of Science in Business (M.S.B.) is a 30-credit graduate program at Lehman College whose objective is to satisfy the growing need in today's business environment for professionals who have developed the necessary expertise, insight and vision in tackling the technical, interpersonal and conceptual problems specific to their chosen managerial subfield. The program's specializations include finance, human resource management, international business, marketing and e-business. While at the present moment only the finance and human resource management specializations are offered, the department plans to phase-in the other specializations in the near future. The program also constitutes a threshold into higher academic or professional pursuits, such as earning a doctorate in business or law.

JUSTIFICATION and OUTCOMES

Enrollments in the MSA and MBS degrees

Combined, both graduate programs have 167 enrolled majors in Fall 2018, constituting approximately 5% of the total number of Lehman College's graduate students. The programs attract academically- and professionally-qualified students from private and public institutions, mostly from the Bronx area. Both graduate programs, with their rolling admission, receive approximately 100 applicants every semester, and about two-thirds of these are admitted following a review of their academic and professional records and a personal statement. Most admitted students choose to matriculate.

Program Excellence

The M.S.A. mainly admits students with a BA or BS in Accounting, but also admits a small number of students who hold a bachelor's degree in a major other than Accounting but wish to obtain CPA licensing. The latter are admitted to the program conditionally upon satisfactory completion of the prerequisite undergraduate coursework. This is an important pathway for career changers aiming for CPA licensing. An accepted applicant has a minimum GPA of 3.0, has completed his/her required courses in Business, Economics and Accounting prior to the start of the program, and has quality work experience and may already be employed in his or her respective field of studies. Graduates typically move up the managerial ladder or obtain a promotion within their current organization.

The M.S.B. in Human Resources is a recognized program within the Society of Human Resource Management (SHRM). Our students are leaders and mentors for the Student Chapter of the SHRM. In 2014-15 and 2015-16, the Chapter received National SHRM's Honorable Merit awards, followed by the 2016-17 and 2017-18 SHRM Merit Awards. Lehman College's SHRM Chapter is the only CUNY student SHRM Chapter to have received these four SHRM awards and recognitions. Our goal is to continue building on this national recognition and support greater student participation and involvement in this organization.

The MSA and MSB programs are in high demand due to our strategic position as the only public academic institution serving the Bronx, upper Manhattan and lower Westchester in these areas of studies.

Consultation Process:

Colleges must consult with elected student and faculty leaders, as well as with students and faculty in the programs/degrees/schools affected by the proposed changes. These consultations must have occurred prior to the request submission.

Meet with student leaders   Date:__12/12/18_____

Meet with faculty leaders   Date:___12/12/18_____

Meet with students and faculty in program/degree/school   Date: 11/6/8, 11/8/18, 11/13/18 + online surveys to Students and alumni

Benchmarking the Competitive Environment

Describe the competitive environment of this degree/program including who your competitors are and how they compare in terms of both quality and price? Include competitors within CUNY, New York Tri-State area and nationally, if applicable.

Comparison with other institutions of Academic Excellence fees:

Baruch College: $1,000/semester for full timers and $750/semester for part timers
Queens College $500/semester

Comparison with other institutions of enrollment in SHRM prep course:

Baruch College – prep course $1,350 per student per course

REGIONAL COST ANALYSIS:

The program's affordability is an additional important strategic position that our MS programs possess. The current graduate tuition rate for twelve credits or above during a semester for a NYS resident is $5,383; resulting in an estimated cost to completion of the Program of less than $12,000. When considering the comparable MS programs in the area (e.g., Iona, Fordham, Mercy, Pace) with yearly tuitions in the range of $35K-$70K, the addition of the proposed Excellence Fee to our MS programs will not significantly affect their cost-competitiveness.

Fees and Enrollment

What is the amount of academic fee that you are requesting (please specify if it by term or per credit)? How much do you expect to generate? What semester will it be in effect for?

Proposed Fees, beginning Fall 2019

$325/full time enrollment (9 credits)/semester;
$65/part time enrollment (<9credits)/credit/semester

Anticipated Enrollment in 2019
MSA – 42 full-time students; 21 part-time students
MSB – 84 full-time students; 42 part-time students

Anticipated Revenue Generated
Full time students: 650×126 = $ 81,900 /year
Part time students: $65 \times 63 \times 12$ = $ 49,140 /year

TOTAL ESTIMATED REVENUE   = $ 131,040 /year

Proposed Use of Funds - What will the additional funds be used for? How will they enhance the program?

The funds gathered from the proposed fee would provide much needed support for incorporating applied and experiential learning methodologies into the curriculum of the graduate programs, as well as for promoting graduate students' success initiatives through advising support, career development, networking activities, attendance, conferences membership in professional associations and guest speaker events.

The main initiatives and activities supported by the funds are:

1. To provide access to Bloomberg Terminals. Access and usage of Bloomberg terminals have become a necessity for business professionals and business academic programs. These terminals are an important instructional and research tool since they provide high-quality and high-profile information on all fields of business, which would be used as part of the classroom instruction and research assignments. Bloomberg terminals provide reliable and accurate information at the firm-, industry- and market-levels, for the U.S. and global business environments. All these qualities promote the incorporation of applied learning in the curriculum.

Furthermore, our graduate students will have access to the Bloomberg Market Concept (BMC) certification. BMC is "a self-paced e-learning course that provides a visual introduction to the financial markets" prepared by Bloomberg and would be available free of any additional charge to our students via the Bloomberg terminal. BMC is a highly regarded certification in the industry, and it's been shown that those who hold this certification improve their chance of obtaining internships and employment in the industry. Lastly, employing the networking tools available in the Bloomberg terminal, the Department's access to the terminal could serve as a future recruitment tool, and a way to identify and contact our alumni.

2. To support our students in the job-market and networking needs. This would include the payment of professional association fees, such as for membership to the Society of Human Resource Management (SHRM), for inviting guest speaker events and pay for honoraria, and to support the attendance to local professional events and conferences so as to stay abreast of developments in the field.

3. To cover the expenses associated with offering a preparatory course aimed at obtaining the "SHRM Certified Professional" certification issued by the SHRM.

With moderate growth in enrollments and thus increase in fee revenue, fees will be applied:

4. To cover the expenditures related to alumni outreach activities. As the graduate programs continue to increase in size and complexity, it is important to recognize the importance of engaging with and serving our alumni community. For this, we consider that the Department or the School could appoint a part-time staff to help conduct these activities that engage with the alumni; i.e. exit survey of graduates, organize alumni outreach activities, and establish a tracking system for graduates of each program.

5. To cover the expenditures related to career advising for current students and alumni. In the last decades, students from graduate business programs have come to expect extensive support from their academic institutions in securing a job after graduation in their field of study. The proposed funds would help cover the expenses associated with offering dedicated career advising for the graduate students; that is, assisting with organization of internships, career-advising and coaching, communication and networking.

6. To cover expenses associated with extending and improving our online graduate curriculum offerings, including online tutorial and discussion board peer mentors.

Provide any other relevant Information

Total Estimated Expenses for Graduate Excellence Fees:

Expenses:

The fee will contribute to the annual subscription for 20 Bloomberg terminals, will provide membership to all HR students to the SHRM, and will support the preparation course for SHRM certification.

Bloomberg terminal:

20 terminals at $492.50/month/terminal	=	$118,200 / year
Terminal Hardware Maintenance	=	$ 4,680 / year

SHRM:

Membership ($40 for 63 students/year)	=	$ 2,520 / year
SHRM certification course	=	$ 5,000 / year

TOTAL ESTIMATED EXPENSES = **$130,720 /year**

Narrative Overview of Student Consultation

Between November 7th and 20th, the Department of Economics and Business solicited student and alumni feedback on the proposed Graduate Excellence Fees. Consultations with students included a survey of:

- Approximately 66 undergraduate BBA students in finance and accounting including ALPFA, the Lehman student club of the Association of Latino Professionals for America (a national organization of over 20,000 members).
- Approximately 50 graduate students in finance, accounting and human resource management (HRM).
- Approximately 70 alumni who graduated from the department's undergraduate and graduate programs in the past 10 years.

Current Students:

The surveys to the current students were conducted following a presentation of the department's proposed plans to incorporate applied learning in the MS programs. These specifically include: obtaining the Bloomberg Market Concept (BMC) certification and, additionally for the HRM students, obtaining student membership at the national association of the Society of Human Resource Management (SHRM) which gives students access to many resources, including internship and employment related information. Survey questions are listed below :

(1)   Incorporating Bloomberg in accounting, business and economics programs at Lehman will:
    (a)   increase my applied learning and knowledge of finance, accounting and economics.
    (b)   Provide me with greater access to internship opportunities and jobs.
    (c)   Increase networking opportunities in my area of studies.

(2)*   For undergrads: In looking at Masters program will favor a program that:
    For those in M.S.A and M.S.B. in Finance: To work in finance and accounting fields, it is advantageous to:)
    (a)   incorporates applied learning through the use of Bloomberg
    (b)   Incorporates the use of Bloomberg and Bloomberg Market Concept (BMC) certification

(3)   I am willing to pay a fee if it is less than the other CUNY and local colleges.

(4)   I am in favor of a fee ($200-$300 per semester) and would be willing to pay the fee, especially if there were scholarships available for students who cannot afford the fee.

*For the M.S.B. in Human Resource Management, question #2 is modified as follows:

  (2) As a student in the MS in Business with concentration in Human Resource Management:
    (a)   Obtaining an annual membership in Society of Human Resource Management (SHRM) National Organization will benefit my current and future career pursuits in Human Resource Management (HRM) and related areas by giving me access to all the SHRM resources (i.e. SHRM annual conference attendance, networking opportunities, internship information, workshops etc.).
    (b) Obtaining SHRM certification is one of my career goals.
    (c)   Obtaining SHRM certification is one of my career goals and I would be interested taking a SHRM Certification prep course.

Table 1 shows the responses of the student surveys. Students are overwhelmingly supportive of the inclusion of Bloomberg terminals in the M.S.A. and M.S.B. programs. Both the undergraduates and MS students overwhelmingly view Bloomberg terminal as an essential tool that should be part of the MS degree program in all business areas and is critical to deeming a program "excellent". Over 90% of MS students in Business with HRM concentration agree that both Bloomberg and SHRM membership and prep courses are essential components of a MS program in HRM. Furthermore, the existing graduate students as well as the potential graduates (i.e. undergraduate students) are willing to pay a fee, even a $200-$300 fee, to ensure that Bloomberg terminals are part of the programs.

Table 1: Summary of Student Survey Results

	All	Nobs	Undergraduates	Nobs	MSA and MSB Finance	Nobs	MSB HRM	Nobs	ALPFA	Nobs
Overall Results:	**96.07%**	**113**	**95.38%**	**51**	**96.22%**	**34**	**94.51%**	**13**	**98.10%**	**15**
1. Bloomberg Incorporation (3)	97.50%	113	96.41%	51	98.04%	34	93.59%	13	100.00%	15
2. Masters and Bloomberg (2)	97.75%	113	97.55%	51	99.26%	34	N/A	N/A	95.00%	15
3. Willingness to pay fee (1)	92.50%	113	91.18%	51	92.65%	34	96.15%	13	96.67%	15
										15
4. Acceptance of fee amount (1)	92.00%	113	92.16%	51	88.24%	34	65.38%	13	100.00%	
_____										
Results for 2.* Masters and SHRM (3)	N/A	N/A	N/A	N/A	N/A	N/A	94.23%	13	N/A	N/A

Notes:. For each question, three answer options were given: "Disagree", "Indifferent" and "Agree", to gauge students' standing with the survey questions. Scores were assigned based on their answers: 0 for disagree, 50% for indifferent, and 100% for agree. Four groups of questions were in the survey (in parenthesis the amount of questions per section). "Nobs" is the number of Observations. N/A means not applicable - for the questions regarding SHRM, only the M.S.B. in Human Resource Management (HRM) students were asked to answer those questions.

Alumni:
Table 2 provides the survey responses of the alumni. Like the current students, alumni are strongly supportive of the inclusion of Bloomberg terminals in the MS programs.

Table 2: Summary of Alumni Results

Of the total who responded (including email), the breakdown of job functions are as follows:
     Accounting: 7   **Finance: 8** **Analyst: 2**   **Consulting:1**   **Management:1** **Marketing: 1**

Question	Yes	NO	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. familiarity with Bloomberg	65%	35%					
3. Having Bloomberg at Lehman would have benefited me in current position			65% (13 responses)	20% (4 responses)	15% (3 responses)	5% (1 response)	-
4. If "yes" for #3, willing to pay a small fee as part of your tuition to have Bloomberg incorporated?			75% (15 responses)	25% (5 responses)	-	-	-
5. Would have benefited me in my job search and for networking purposes to have access to Bloomberg while I was studying at Lehman			65% (13 responses)	20% (4 responses)	20% (4 responses)		

College: Lehman College

Request for Academic Excellence Fees

Name of Degree/Program

Lehman College Dietetic Internship Program
Health Sciences Department

Description of Degree/Program and Justification for Fee

Please provide details regarding the cost of the program, the potential outcomes/marketability for students and the quality of the program as evidenced by rankings or other metrics.

The Lehman College Dietetic Internship (DI) Program:
- The mission of the dietetic internship at Lehman College is to provide interns with a comprehensive learning experience through which they can acquire the competencies, knowledge, skills, and hands-on training required for the dietetic profession, with an emphasis on medical nutrition therapy. Lehman's DI prepares graduates to be competent, ethical, and culturally sensitive entry-level registered dietitian nutritionists. Graduates of the DI are also expected to continue their professional growth by completing a graduate program in nutrition or in another health-related field.

About the Program:
- The Lehman DI accepts 14 interns per year.
- It is a full-time program that runs for three semesters -- fall, spring, summer.
- Interns complete 1200 hours of supervised practice in the areas of medical nutrition therapy, food service management, community nutrition, and research based on criteria established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).
- Interns take co-requisite graduate courses and an intern seminar over the three semesters.

Goal:
  Upon completion of the Dietetic Internship, interns will be able to demonstrate the knowledge, skills, and competencies as established by ACEND by passing the Registration Examination (RD exam) to become registered dietitian nutritionists (RDNs).

Current Challenges:
- Current revenue generated by tuition and fees is insufficient to optimally cover programmatic costs**.
- Accreditation requirements by ACEND mandate an 80% first year pass rate on the RD examination.
  - Pass rate in 2017-2018: 70%.

Consultation Process:
Colleges must consult with elected student and faculty leaders, as well as with students and faculty in the programs/degrees/schools affected by the proposed changes. These consultations must have occurred prior to the request submission.

Meet with student leaders   Date: 11/20/2018

Meet with faculty leaders   Date: 11/2/18, 11/9/18, 11/12/18, 11/14/18

Meet with students and faculty in program/degree/school   Date: 11/9/8, 11/12/18, 11/14/18 + 11/20 which included Google survey to Lehman DI interns

Benchmarking the Competitive Environment

Describe the competitive environment of this degree/program including who your competitors are and how they compare in terms of both quality and price? Include competitors within CUNY, New York Tri-State area and nationally, if applicable.

Tuition cost analysis:
The Lehman's DI affordability provides interns with the opportunity to meet all the requirements necessary to become entry-level registered dietitian nutritionists. The interns take four co-requisite graduate courses, intern seminar (three semesters), and supervised practice in four main settings (clinical, food service, community, and research) for a total 30 credits. The current graduate tuition for a NYS resident is $455/credit; resulting in an estimated cost to be of less than $14,000. For the Other CUNY DI Programs (Brooklyn, Queens, Hunter) are similar in total cost; any variation is due to the nature of their concentration and the number of graduate courses required. SUNY DI programs (e.g. Stony Brook, Oneonta) are about $555/credit and private DI programs (e.g., Teachers College, NYU, NY Presbyterian) cost about $1700/credit. The cost of the latter programs are more significant than CUNY. The addition of the proposed Academic Excellence Fee to the Lehman DI will not significantly affect their cost-competitiveness.

Comparison with other institutions of Academic Excellence fees: There are no comparisons with other Dietetic Internships in NY City or NY State after a search was done.

Fees and Enrollment

What is the amount of academic fee that you are requesting (please specify if it by term or per credit)? How much do you expect to generate? What semester will it be in effect for?

Proposal
- In order to provide an internship program that is competitive with local and regional programs, and improve the pass rate to maintain accreditation, the DI program proposes an excellence fee of $125 per student during the fall, spring and summer semesters of each academic year.
- This would generate $5,250 per internship year (14 interns at $125 per semester)
- These fees would be utilized to improve the interns' preparation for the profession and for passing the RDN examination by:
    1. Increasing experiential learning through required field trips to nutrition departments and programs in hospitals, nursing homes, and in the community.
    2. Increasing nutrition knowledge through required attendance at academic conferences.
    3. Provision of examination study guides and tutoring sessions geared to passing the RD exam.

Proposed Use of Funds

What will the additional funds be used for? How will they enhance the program?

1. Experiential learning through required field trips to nutrition departments and programs in hospitals, nursing homes, and in the community.

Specific competencies are required to be fulfilled by ACEND and the Lehman DI meets some of the competencies through field trips. (CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends, and CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.)

- Field trips are to Stone Barns Center for Food and Agriculture and the International Food and Restaurant Show. Cost was determined to be $17.9 per intern per semester for 14 interns and 1 DI Director.

Results from the survey question: To what degree do will the DI excellence fee for field trips prepare interns for specific issues facing the dietetics profession?

- 70% stated it would be of "great value" and 30% stated it would be of "good value."

Comments:

- It will help keep interns in the loop as to what is going on in the nutrition field
- Field trips can provide education about food trends, sustainability, and information about running a business.
- It will provide the intern to prepare beforehand and make the fulfillment of the competency more attainable. Also, it will assist the intern to keep current with new trends and be able to see first-hand those trends.
- Again, as above, seeing is believing! Since we are going into the field of nutrition and dietetics, we obviously love anything that has to do with food and food service
- This is a great opportunity to go out in the field and get hand on experience in different fields such as food sustainability. I feel these field trips are valuable because we might not have the opportunity for these experiences once in the work force and I feel these trips will help make us more round nutrition professionals.

2. Professional development through mandatory attendance and presentations at national and regional conferences.

Specific competencies are required to be fulfilled by ACEND and the Lehman DI meets some of the competencies through conferences. There a student prices for those who are members of specific nutrition organizations such as Academy of Nutrition and Dietetics ("the Academy"), the Greater NY Dietetic Association (GNYDA), and other local groups. (CRDN 2.9 Participate in professional and community organizations, and CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.)

- Membership fees and conference fees would support these competencies. Cost was determined to be $79.00 per intern per semester.

Results from the survey:

Question 1: To what degree do will the DI excellence fee for membership and conferences prepare interns for the dietetics profession?

- 50% stated it would be of "great value" and 50% stated it would be of "good value."

Question 2: If you attended a conference in the past year, which dietetic organization provided it?

- Interns have attended conferences in the local and national level, with most interns with 3 interns having attended at FNCE, and two with WRDA.

Question 3: If you have not yet attended a conference, which dietetic organization is the one you are most likely to attend a conference for?

- Interns have an interest in attending conferences in the local and national level, with most interns interested in attending conferences at FNCE, GNYDA, and WRDA.

Comments:

- I am attending an INR Seminar this month.
- Upcoming WRDA meeting
- I would like to attend a local conference to network and connect with local professionals.
- These associations are most likely to hold conferences that are easy for me to access by public transit.

Question 4: To what degree do will the DI excellence fee for membership and conferences (including student/faculty presentations) prepare interns for specific issues facing the dietetics profession?

- 50% stated it would be of "great value" and 50% stated it would be of "good value."

Comments:

- More motivation to go and make connections within the nutrition and dietetic world.
- Conferences keep interns up to date on recent research and topics in the nutrition field. They also provide an opportunity for networking.
- It will give them the facility to secure the admission to a conference that they choose more suitable to their needs. It will also take away the stress on last minute planning.
- Conferences are good way to connect and stay on top of the latest topics in the dietetic world.
- Attending a conference is a sure way to get the most up-to-date information and meet the most relevant people
- Conferences provide some of the most current issues and topics. It is a great value to talk with other professionals about current issues that impact our profession.

Regarding Memberships: All 14 interns are members of The Academy as this is a requirement of the program.

Question: Please check where being a member of the Academy or dietetic association has been beneficial to you as an intern? Check all that apply.

- Based on the results, the interns value the information provided by the Academy. Top resources were for the Evidence Analysis Library, Nutrition Care Process, Current Research, and Dietetic Resources.

Membership Benefits: Interns state that the benefits of membership include:

- Networking
- Staying "current" with news in dietetics.
- Discounts on textbooks
- Updates in research topics, discounts on materials in the eatright store.
- Updates on webinars and conferences, as well as discounts for tickets for such.
- Access to eatrightPRO, conferences, endless materials and research
- Was able to sign up for very informative webinars
- Access to current studies.
- Networking, events/ conferences, resources

Five interns in the survey stated that they are members of specific groups through the Academy; they include:

- Dietitians in Integrative & Functional Medicine (DIFM)
- Dietitians for Integrative and Functional Medicine
- Dietitians in Integrative Medicine, Dietitians in Obesity Medicine, CT AND
- LAHIDAN, COGA, PHCN
- Vegetarian, Behavioral Health

Of those that completed the survey, 5 are members of the GNYDA, 5 are members of the Westchester Rockland Dietetic Association (WRDA) and 1 is a member of the Hudson Valley Dietetic Association (HVDA).

The DI excellence fee would increase membership in local organizations for continuing education and networking opportunities.

Comments by interns:

- Member of the WRDA due to my residence in Rockland County.
- The WRDA provides events, webinars, and newsletters that are of interest to me and are beneficial to dietetic interns.
- Great opportunities to network within the community

3. Provision of software, examination study guides and tutoring sessions geared to passing the RDN examination.

ACEND's objective is to have 80% of the interns pass the RD exam at the first attempt. The DI excellence fee would go towards study exam guides to support interns study efforts to meet this objective. Pass rate for the 2017-2018 internship class was 70% for the first-time pass rate.

- Continued accreditation is strongly correlated with first-time pass rate for the RD exam. Cost was determined to be $14.40 per intern per semester.

Results from the survey:

Question 1: To what degree will the DI excellence fee for study guides provide support for interns to pass the RD exam?

- 100 % stated it would be of "great value" (5 out of a scale of 5)

Question 2: Study guides we are planning to purchase are Visual Veggies. RD in a Flash, RD exam prep, and we are looking into a Jean Inman group rate. Please comment on this support and its value to interns. Guides would be updated every three to five years.

Comments:

- Study guides would be beneficial if they could be accessed from home through personal devices.
- Super helpful because interns wouldn't feel like straight out of the internship that they are on their own in the real world. Having the study guides would better prepare them.
- These items can be very expensive. Pooling money for these very important resources will be very beneficial.
- It will enhance the whole Lehman Dietary internship program, at the same time may increase the percentage of interns passing the RD exam in the first attempt. Investing in the intellectual capital of the students, will increase the quality of the program.
- I think it's great that Lehman would provide the interns with study guides, I think it will help future interns pass the RD exam
- This would be wonderful, as the entire internship year leads up to this particular test.
- I have not used any of these guides before but without a doubt planning to do so when studying for the exam. I would appreciate those being provided by the DI program
- Jean Inman review would be the greatest asset. Several current RDs tell me they used this program to pass their RD exams on the first attempt.
- Study guides are essential to passing the exam. I feel this will help save interns money in the long run because they will not have to purchase these programs on their own.
- This is a huge support for interns and will be valuable.
- The excellence fee almost pays for itself in money saved purchasing RD exam prep. It's an expense that isn't often talked about, but it's very expensive to purchase individual exam prep.
- I think it's great that Lehman would provide the interns with study guides, I think it will help future interns pass the RD exam
- This would be wonderful, as the entire internship year leads up to this particular test.
- I have not used any of these guides before but without a doubt planning to do so when studying for the exam. I would appreciate those being provided by the DI program.

Question 3: To use some of the study guides will require the use of a laptop interns can share. To what degree will the DI excellence fee for laptops support interns?

- 50% stated it would be of "great value"
- 40% stated it would be of "good value."
- 10% stated it would be of "no value."

Provide any other relevant Information

DI Excellent Fee Cost: The excellence fee as calculated above amounts to $111 per student per semester, not accounting for inflation. With inflation at a rate of 2.5% over the next 8 years = $131.95.

Suggested fee: $125 per semester.

<u>Survey results:</u>

Question: The DI excellence fee has been calculated to be approximately $125 per semester, over three semesters, including inflation. Considering what the fees can be used for, please comment on the price.

- 10% stated it would be of "great value"
- 30% stated it would be of "good value"
- 50% stated it would be of "neutral value"
- 10% stated it would be of "fair value"

Question: Please comment on your response above. What is a price that seems affordable to you if not $125.00, including inflation?

- One of the perks of Lehman College is that it's extremely affordable, if prices are subject to rising people may not be so enthused to apply to the college. If this fee was included into the tuition it may be more easily accepted.
- 125$ is affordable per semester
- I think that $125 seems reasonable when the cost is broken down.
- I don't think it is too much, it could even be $150, as long as the moneys go to the DI program directly, and it is used solely for the benefit of the matched group of interns and the Lehman Dietetic Internship Program.
- I think $125 is reasonable price
- I believe $125 to be the right price
- $125 per semester is an additional expense that will be difficult for many interns, especially Lehman interns who are already on financial straits. A fair price would be dependent on the specific benefits that this fee will provide. I also believe it should be optional, akin to buying supplementary textbook material. If this excellence fee will indeed provide everything that it is stated to provide, then $125 per semester is a fair price.
- I think the price is very fair. Overall I think this can help save interns money in the long run by covering academy, conference, and study guide fees.
- Reasonable
- I think a total amount should be presented at the beginning of the program. If students choose they can break down the total into payments. It should be an option. If someone really is struggling with the payment, it can be handled privately and possibly can we

Based on intern feedback:

1. The purchase of software and study guides is a top priority for interns.
2. Interns value memberships and continuing education through conferences. The Lehman DI provides a rotation in research which required the completion of a research project. The field of Nutrition and Dietetics is an evidence-based profession. The interns value the Evidence Analysis Library and other resources provided on the Academy website that helps them meet competencies for this profession. Interns utilize the benefits of the Academy for supervised practice, graduate coursework, and intern seminars.
3. Field trips pertaining to upcoming trends in the field of nutrition and dietetics are viewed as valuable.
4. $125 is a reasonable and affordable fee for the Dietetic Internship Program.

College: Lehman College
Request for Academic Excellence Fees

Name of Degree/Program

This request for Academic Excellence Fees will relate to two types of programs leading to New York State certification in teaching, school counseling, and school administration.

1) Master's Degree Programs (MA and MSED) in the School of Education: Students matriculated in the Master's degree programs leading to NYS certification as a teacher, school counselor, or administrator will pay $50 AEF each semester for no more than 4 semesters as they complete their course of study.

   The Master's Degree Programs include: Early Childhood Education, Childhood Education, English Education, Science Education, Math Education, Social Studies Education, Spanish Education, Art Education, Music Education, Health Education, TESOL, Special Education, Counselor Education, Educational Leadership, and Literacy/Reading Education.

2) Advanced Certificate and Extension Programs (i.e., a total of 27 registered programs, see Appendix): Teachers, school counselors, or administrators who wish to earn additional certification and matriculate in an advanced certificate and/or extension program will pay $50 each semester for no more than two semesters as they complete their course of study.

Description of Degree/Program and Justification for Fee
Please provide details regarding the cost of the program, the potential outcomes/marketability for students and the quality of the program as evidenced by rankings or other metrics.

Justification for fee

Modest academic excellence fees will enhance the School of Education's educator preparation programs by providing candidates with New York State certification test workshops, individualized math and writing assistance (aligned with course and test requirements), and professional development offerings that ensure that all candidates meet certification requirements and are ready to secure employment and enter classrooms at the point of program completion. Comprehensive support will include workshops on the edTPA, Content Specialty Tests (CST), and the Educating All Students (EAS) test, all of which are required for New York State certification. In addition, fees will cover Taskstream accounts; Taskstream ePortfolios provide a vehicle for students to get virtual support on key assessments, including but not limited to the edTPA. As a complement to Taskstream, the proposed academic excellence fees will support college assistants working under the tutelage of our Educational Technology Coordinator in the Educational Technology Laboratory. With increased human and financial resources, the School of Education will be able to schedule technology workshops in the lab.

Cost of the Programs

The Master's Degree programs in the School of Education require 30 to 48 credits. The graduate New York State resident tuition is $455 per credit as of fall 2018. The total tuition and fees for a graduate student in a 30-credit educator preparation program would be around $14,371 assuming he or she completes the program part time within two years plus one summer.

The advanced certificate or extension program requires 12 to 21 credits. The tuition arranges from $5460 to $9555.

Potential outcomes/marketability for students

According to the most updated data released by the New York City Department of Education, 77% of the Lehman College educator candidates are persons of color. In 2018, 79% of the NYCDOE hires of Lehman College graduates are working in schools in the Bronx. According to the Alumni Survey data in 2018, 81% of the graduates from the Lehman College educator preparation programs are employed as full time teachers or school administrators. About 87% of the Lehman College graduates from educator preparation program are earning $50,000 or more per year.

Consultation Process:

Colleges must consult with elected student and faculty leaders, as well as with students and faculty in the programs/degrees/schools affected by the proposed changes. These consultations must have occurred prior to the request submission.

Meet with student leaders   Date: December 12, 2018

Meet with faculty leaders   Date: December 12, 2018

Meet with students and faculty in program/degree/school   Date: November 2, 2018

Benchmarking the Competitive Environment

Describe the competitive environment of this degree/program including who your competitors are and how they compare in terms of both quality and price? Include competitors within CUNY, New York Tri-State area and nationally, if applicable.

Lehman College is the only public higher education institution in the Bronx. The School of Education proposed $50 **per semester,** as compared to $25 **per credit** by Queens College $50 **per credit** by Hunter College.

Again, the competitiveness of Lehman College's tuition and fees as compared to other colleges in the borough is obvious. Lehman College's graduate New York State resident tuition is $455 per credit as compared to $950 by Manhattan College and $1,404 by Fordham University.

Fees and Enrollment

What is the amount of academic fee that you are requesting (please specify if it by term or per credit)? How much do you expect to generate? What semester will it be in effect for?

What is the amount of academic fee that you are requesting (please specify if it by term or per credit)?

Educator Preparation Programs Leading to Certification propose the Academic Excellence Fee: $50 per semester per student in a graduate degree program for four (4) semesters. $50 per semester per student in a certificate program for two (2) semesters.

How much do you expect to generate?

We expect to generate about $54,000 per year.

What semester will it be in effect for?

Students who are admitted to fall 2019 will start to pay the Academic Excellence Fee.

Proposed Use of Funds

What will the additional funds be used for? How will they enhance the program?

What will the additional funds used for?

There will be about 500 degree seeking students and about 40 additional certificate seeking students based on the admitted students to the School of Education during the 2017-2018 academic year. About $54,000 will be generated from the AEF annually, whereas about $58,331 will be used to provide a comprehensive support via the edTPA lab, free TaskStream accounts, workshops on certification exams and technology, and math or writing tutoring. There will be a little over $5000 shortfall that the School of Education will experience in early years. This shortfall will be absorbed through tax levy, grant funding, and/or budget reduction. However, by the end of third year in its implementation, the AEF would generate sufficient fund to cover all the expenses and balance the budget. With the support of the AEF fund and in the context of addressing a teacher shortage at state, city, local levels, the School of Education should be able to result in an enrollment increase by 5% per year across next five years. With the enrollment increase, the AEF will grow and more revenue will be used to cover the proposed support.

How will they enhance the programs?

1.　　We intend to increase enrollment at a rate of 5% a year across five years in order to address the chronic educator shortages in Bronx schools. The School of Education has an excellent retention rate. However, students in the School of Education are diverse. They come from heterogeneous ethnic, racial, cultural, and socioeconomic backgrounds. Many are from immigrant families, have acquired English as a second language, and are first generation college students. Their perspectives as emerging teachers, school counselors, and leaders have a profound impact on the success in coursework and pass rate of the New York state certification examinations. Our students take advantage of any extra support Lehman offers as they work tirelessly to realize their objective of becoming teachers, counselors, and building/district leaders. We have been and will continue to offer high quality programs for underrepresented minority students who want to give back by becoming educators in New York City and particularly in the Bronx.

2.　　We will promote student success and better post-graduation outcomes, specifically increased numbers of earned certificates among educator candidates. While our candidates earn good grades and positive ratings in field experiences, their pass rate on New York State examinations was lower (71%) than other CUNY senior colleges (75-87%) based on data reported on the CUNY Teacher Education dashboard. One out of four of our graduates fail to obtain NYSED certification. Individualized and group support structures are needed to help candidates improve literacy and numeracy skills, enhance content knowledge, and supplement graduate coursework. Our intent, with this AEF, is to increase the percentage of graduates who complete all certification requirements. We have a bold vision: 100% of our candidates should be highly qualified teachers who are eligible to be teachers, counselors, or educational leaders within one semester after graduation.

3.　　We will maximize our use of candidate performance data to inform instruction as well as practices in supervision and mentoring of student teachers and interns. One critical strategy for student success is to collect, analyze, and interpret data from different sources in a systematic and timely manner so that data-based decisions can be made in response to students' needs at program, department, and school levels. We will provide free TaskStream accounts to all matriculated students in certificate programs. TaskStream will function as a data hub for program level key assessments and unit quality assurance indicators (including candidate, clinical faculty, and supervisor evaluations of field and clinical experiences; and performance on state certification examinations). These reports will enable SOE faculty and administration to be responsive to candidates' needs with more effective student advisement, timely course adjustments and program changes, IT support, and revised policies and procedures.

4.   We will equip educator candidates with state of art information technology skills. Candidates will benefit from workshops on technology integration such as Google Tools for Educators (Level 1 Google Educator Certificate) and introduction to other online tools and apps for P-12 educator candidates. Candidates will have good outcomes when they demonstrate skills learned from educational technology workshops during job interviews. More importantly, technology savvy educators will enhance their effectiveness in working with diverse students.

Provide any other relevant Information

EDUCATOR CANDIDATES' RESPONSES TO THE PROPOSED AEF

The SOE at Lehman College developed a thoughtful plan to reach out to educator candidates and alumni to get their feedback about the proposed AEF. The original plan, power point sides, and questions were vetted and approved by the SOE Executive Council (composed of department chairs, dean, and associate dean).

Power point slides

Power point slides posted on the SOE website informed educator candidates and graduates about the Academic Excellence Fee proposal: the proposed fee, the timeline, and benefits that candidates would receive. Please see the link at the School of Education's website for more specific information about the AEF and leading to the survey at: http://wp.lehman.edu/newsletter/education/?p=980. Candidates were able to use the link to answer 11 questions and express their thoughts about the AEF.

Presentation to student teachers

On November 2, 2018 when student teachers and interns in all teacher education programs returned to the Lehman campus, the AEF survey in paper form was conducted. The Interim Dean presented the proposed AEF in person to the student teachers and responded to their questions. A total of 93 student teachers or interns provided their responses to the survey, while 69 (74%) indicated that the Academic Excellence Fee will support their success in the graduate study as well as becoming certified educators.

Presentation to students in all educator preparation programs

There are 1,450 students currently enrolled in teacher education, educational leadership, and counselor education/school counseling who are taking classes in fall 2018. In order for all students to provide their feedback about the AEF and have their voices heard, the SOE prepared 1500 copies of the survey in paper form which were distributed in packages to the instructors who had classes during the week and on weekends. The Dean of the School of Education wrote a formal memo to all instructional faculty to provide detailed instructions and protocols about collecting information from students.

The survey has 11 questions, four of which asked students of their perception about having support from the writing or math tutoring, workshops, and an edTPA lab that can enhance their proficiency in writing and math as well as provide a critical resource so that they can be successful on the edTPA and Content Specialty Test (CST). Students also had an opportunity to make comments on the proposed AEF.

A total of 185 students completed and submitted their survey. Most students (83%) are taking classes with a completion of less than 24 credits. The overwhelming majority of the students (96%) expressed their support of the AEF. About 75 to 88% of the students indicated that workshops on certification exams, writing and math tutoring, and educational technology integration workshops would be helpful and critical to their success in completing the program and becoming certified educators.

Candidates expressed the urgent need for the support in the following excerpts.

Candidates' positive comments about the AEF in general:

• AEF sounds like a worthy program that will help graduate students be successful!
• Should have been done earlier.
• I believe this would be very beneficial for students.
• If passed, the AEF will be very helpful for all students especially education field students. It will provide us all the necessary tools to succeed in four domains.
• The AEF sounds good. The fees charged are the best at Lehman comparing to other colleges.
• I think it is important that the college gets the funds to provide the help students need to be successful.
• I believe the fee is minimal and will be beneficial for all students.
• This will be of great help for grad students!

The need for TaskStream:

• I think that having Taskstream for free will help student.
• I am happy to see this proposal especially because Taskstream is very expensive to renew every year. Workshops will be very helpful because we can get helpful tips that will help us pass the test.
• A free Taskstream account would be very helpful.
Critical resources from math or writing tutors, workshops, and the edTPA lab
• Workshops, tutors, and additional support is crucial to academic success.
• Please make CST and EAS tutors available.
• I think it would be helpful to have extra support before the exams.
• The fees for services are valid in exchange of assisting students with Exams that are mandated by the state to complete their program.

• I argue that these extra workshops are helpful to me in preparing for edTPA. For my own personal situation, because I have already done all of my work except edTPA (through Teaching Fellows).

• All workshops help to pass all tests that we need to pass in order to become a teacher. All staff and support materials are amazing.

• These workshops are extremely helpful in completing the edTPA. Without them the edTPA can seem very confusing.

Essential technology integration workshops:

• Providing educational technology workshops will be helpful. Technology is a powerful mode of communication, ease, and necessity currently.

Presentation to alumni

A total of 378 graduates were asked to provide feedback on the Academic Excellence Fee proposal. The Dean sent the formal letter to individual graduates with the SurveyMonkey link on November 16, 2018. The survey has nine questions, four of which asked students of their feelings about having support from the writing or math tutoring, workshops, and an edTPA lab that can enhance their proficiency in writing and math as well as provide a critical resource so that they can be successful on the edTPA and Content Specialty Test (CST). Students also had an opportunity to provide a wish list of items they think could have helped them to succeed in completing the program and becoming certified educators. Out of a total of 15 responses, three graduates are working in other business sectors other than education, while two are not currently working. The majority of the graduates expressed that the AEF will benefit the candidates' graduate study and their effort to become certified.

Appendix

NYSED IRP CODE	ACADEMIC PLAN	CUNY PROGRAM NAME	ACADEMIC PLAN DESCRIPTION	Degree
25789	SCED-ADVCR	Science Teacher, Grades 7-12 (Alternative Transitional B Certification)	Science Education (Trans-B)	ADVCT
25792	SST-ADVCRT	Social Studies Teacher, Grades 7-12 (Alternative Transitional B Certification)	Social Studies 7-12 (Adv. Cert)	ADVCT
25801	ENG-ADVCRT	English Teacher 7-12 (Alternative Transitional B Certification)	English Ed (Adv. Cert)	ADVCT
25813	SPE-ADVCRT	Special Education Teacher, Birth to 2 (Alternative Transitional B Certification)	Special Ed Early Childhood (Adv. Cert)	ADVCT
25817	TSB-ADVCRT	Teaching Students with Speech and Language Disabilities, with Bilingual Extension (Alternative Transitional B Certification)	Teaching Speech & Language Disabilities Bilingual (Adv. Cert)	ADVCT
25821	TS-ADVCRT	Teaching Students with Speech and Language Disabilities (Alternative Transitional B Certification)	Teaching Speech & Language Disabilities (Adv. Cert)	ADVCT
25825	MAT-ADVCRT	Mathematics Teacher, Grades 7-12 (Alternative Transitional B Certification)	Math Education (Adv. Cert)	ADVCT
25831	SEA-ADVCRT	Special Education Teacher, Grades 7-12 (Alternative Transitional B Certification)	Special Ed Adolescent (Adv. Cert)	ADVCT
25928	BE-ADVCRT	Bilingual Extension: Special Education, Intensive Teacher Institute	Bilingual Education Extension	ADVCT
27026	TES-ADVCRT	Teaching English to Speakers of Other Languages	TESOL (Adv. Cert)	ADVCT
27816	EE-ADVCRT	English Teacher, Grades 7-12	English Education (Adv. Cert)	ADVCT
27817	MA-ADVCRT	Mathematics Teacher, Grades 7-12	Math Education (Adv. Cert)	ADVCT
27818	SE-ADVCRT	Science Teacher, Grades 7-12	Science Education (Adv. Cert)	ADVCT

27819	SOS-ADVCRT	Social Studies Teacher, Grades 7-12	Social Studies (Adv. Cert)	ADVCT
28063	LOT-ADVCRT	Lang Other Than Eng (Adv. Cert)	Lang Other Than Eng (Adv. Cert)	ADVCT
31157	GIF-ADVCRT	Gifted Education	Gifted Education	ADVCT
31471	EDD-ADVCRT	Education Administration as School District Leader	Ed Admin As School District Leader	ADVCT
33268	AEL-ADVCRT	Advanced Educational Leadership/District Leader		ADVCT
33269	EDL-ADVCRT	Advanced Educational Leadership		ADVCT
33773	BCE-ADVCRT	Bilingual Pupil Personnel Services	Bilingual Counselor Education	ADVCT
34574	ITG-ADVCRT	Bilingual Extension: General Education, Intensive Teacher Institute	Bilingaul Extension-General Education: ITI	ADVCT
34575	ITS-ADVCRT	Bilingual Extension-Special Education:Intensive Teacher Institute	Bilingaul Extension-Special Education: ITI	ADVCT
34776	TEMC56-AC	Middle Childhood Extension, Grades 5-6	Middle Childhood Extension 5-6	ADVCT
35675	SETB2-ADCT	Special Education Teacher, Birth-Grade 2	Special Ed Early Childhood (Adv. Cert)	ADVCT
35676	SET1-6-ADC	Special Education Teacher, Grades 1-6	Special Ed Childhood (Adv. Cert)	ADVCT
35677	SET7-12-AC	Special Education Teacher, Grades 7-12	Special Ed Adolescent Generalist (Adv. Cert)	ADVCT
39592	HED-ADVCRT	Health Education, P-12	Health Education P-12	ADVCRT

![CUNY — The Greatest Urban University in the World]

College: LEHMAN COLLEGE
Request for Academic Excellence Fees

Name of Degree/Program

Master in Science, Organizational Leadership

Description of Degree/Program and Justification for Fee
Please provide details regarding the cost of the program, the potential outcomes/marketability for students and the quality of the program as evidenced by rankings or other metrics.

The purpose of Lehman College's Master in Science, Organizational Leadership (MSOL) Program (established in 2017) is to prepare candidates to assume leadership positions within a variety of fields, such as higher education, not-for-profit, community-based agencies, corporate, healthcare and government, and is not focused on Pre-K-12 leadership. The MSOL program provides knowledge of leadership roles and emphasizes interpersonal skills in order to accomplish its purpose of developing leaders capable of developing and sustaining successful, thriving organizations. This program offers practical tools to students, which immediately can be applicable in their respective places of work, and cultivates graduates who are knowledgeable and flexible to embrace a variety of leadership roles, communicate effectively, motivate staff, align individuals in cooperative efforts to meet organizational goals and lead across the ever-evolving diversity landscape of the 21st century.

A central objective of Lehman's MSOL program is to engage, empower and energize our graduates to lead organizational reform and act as change agents for continuous improvement and better outcomes that impact the Bronx and its surrounding communities. The MSOL program radically impacts the needs of not one, but several professions, through its experiential, interdisciplinary curriculum, with the majority of MSOL students employed by Bronx hospitals, non-profit and/or community-based organizations, industrial companies or city agencies. As this program continues to expand, so too, will our graduates' contributions to the economic development of the area, sustaining the impact of a Lehman College education throughout the larger region.

The cost of completing the one-year (30-credit) MSOL degree is currently $13,650.

Consultation Process:
Colleges must consult with elected student and faculty leaders, as well as with students and faculty in the programs/degrees/schools affected by the proposed changes. These consultations must have occurred prior to the request submission.

Meet with student leaders   Date: December 12, 2018

Meet with faculty leaders   Date: December 12, 2018

Meet with students and faculty in program/degree/school   Date: November 19 and 26, 2018

Benchmarking the Competitive Environment

Describe the competitive environment of this degree/program including who your competitors are and how they compare in terms of both quality and price? Include competitors within CUNY, New York Tri-State area and nationally, if applicable.

> The cost of completing the MSOL degree is currently $13,650. This is approximately 50% less than our only competitor in the Bronx, Mercy College, at $26,730.

Fees and Enrollment

What is the amount of academic fee that you are requesting (please specify if it by term or per credit)? How much do you expect to generate? What semester will it be in effect for?

> The MSOL program is proposing a fee of $30 per semester (fall, winter, spring and summer) per student.

Proposed Use of Funds

What will the additional funds be used for? How will they enhance the program?

1. Resources dedicated to student success
   - embedded writing tutors in MSOL classes
   - MSOL alumni mentoring program
2. Supplemental workshops on various topics. Possible topics include
   - technical writing
   - sharpening grant-writing skills
   - toxic cultures
   - public speaking
   - publishing research
   - transitioning to doctoral programs
3. Free access to professional development and/or networking events, designed specifically for MSOL program candidates, such as
   - panel discussions
   - socials for current students to meet alumni and mentors
   - student-led mini conferences

Anticipated Student Outcomes and Impact of Academic Excellence Funds

1) Promote student success and better outcomes in graduation.
Our graduate students come from heterogeneous ethnic, racial, cultural, and socioeconomic backgrounds, many from immigrant families and are first generation students. Often they need additional assistance honing communication skills, specifically in the area of writing, which impacts the quality and success of their required MSOL Action Research Project and also career advancement. Additional targeted workshops focused on technical writing and public speaking is needed to help candidates to further develop their proficiency in communication, writing and research. Also, using funding to hire an embedded tutor for MSOL courses would impact communication proficiency.
2) Expose students to successful leaders from a variety of industries:
The most successful and productive leadership development extends far past the boundaries of the classroom. Our graduate students need to be exposed to multiple successful leaders who demonstrate a variety of leadership styles and skills and given the opportunities to listen and learn from experienced leaders, who have proven effective in changing organizations within a variety of fields. Adult learners need to experience learning through practical, relevant lessons, where they can make real connections to their jobs. It would be invaluable to be able to enhance the Organizational Leadership curriculum by holding regular leadership symposiums and other events where our graduate students can a) listen to practicing leaders share their insights and lessons on effective leadership; b) participate by presenting their own work in front of practicing leaders and receive constructive, professional feedback; and c) network with individuals who, perhaps, can assist with career advancement.

Provide any other relevant Information

Student Feedback Results

In October and November 2018, the Organizational Leadership Graduate Program solicited feedback from current candidates and alumni on the proposed Academic Excellence Fees (AEF) using the following strategies:

1. Distributed an email to current MSOL candidates and alumni with detailed AEF information that included a link to an electronic survey;
2. Posted a detailed PowerPoint with AEF information on the School of Education website that included a link to an electronic survey; and
3. Scheduled an open dialogue with current MSOL candidates to provide information and answer questions.

In all, 45 MSOL candidates and 35 alumni were contacted to complete surveys for a total of 80 individuals. The survey's response rate was 73% (58), with 91% (53) of respondents supporting the MSOL AEF, and 9% (5) of respondents not agreeing with the MSOL AEF.

Survey respondents also had an opportunity to provide detailed comments on the AEF, and multiple responses described the $30-fee as "reasonable," "not prohibitive," "doable," not "overly burdensome" and "very acceptable" The following is a sample of respondents' comments:

- AEF provides students with opportunities to expand their thinking academically and professionally.
- I think the fees will be beneficial for future MSOL cohorts to attend workshops, seminar and any activities that can enrich the learning experience.
- I think this is a great idea. Hearing from people who are experts in the field is helpful but workshops, where students get hands on experience, will make it even better.
- Based on discussion with my peers, our experience in MSOL is very good; we are on a great path to becoming better leaders! I believe the minimal fee will help other cohorts in the future as the program develops and explore new ways to impact leadership students.
- It will fund supplementary activities that will provide for a more holistic graduate experience.
- Supporting out of classroom events/learning/networking experiences will be an asset to the program and its students/alumni.
- Some of the former cohort discussed that it would have been beneficial to seek guidance and expand our knowledge outside our workplace. It would give us a new perspective and be up to date in business trends.
- I would love to see more opportunities, presentations and guest speakers who are leaders in the field of organizational leadership to speak at special events and at our regularly scheduled classes.
- Leaders grow. Sometimes it costs money. Students should understand that. Tuition is one thing. This is another. $120 for the year is not bad.
- Workshops/seminars that build on the course work or introduce complementary topics or an advanced certificate program would be great.
- The additional fees will allow students and alumni to have the opportunity to discuss with professionals the reality about leadership and open their minds to different perspectives, as well as new ways in which they can apply their new knowledge in the real world.
- I am hopeful that the AEF will help expand experiential learning outcomes for Lehman's MSOL students.

LEHMAN COLLEGE SENATE RESOLUTION

WHEREAS, Herbert H. Lehman College of The City University of New York (Lehman) is accredited by the Middle States Commission on Higher Education (MSCHE);

WHEREAS, as part of its reaccreditation process, Lehman has conducted an institutional Self-Study process guided by a Steering Committee composed of faculty, students, and staff;

WHEREAS, after a highly participatory campus-wide process, the Steering Committee produced and unanimously approved a Self-Study report that is an organized, analytical, concise, and fair and honest representation of Lehman's compliance with MSCHE standards and criteria for accreditation;

THEREFORE, BE IT RESOLVED, that the Lehman College Senate endorses the Self-Study report, authorizes the Executive Committee of the Steering Committee to make any editorial changes it deems necessary to clarify or strengthen the evidence in support of the statements presented in the report prior to submitting it to the MSCHE for evaluation, and commends the Steering Committee and the campus community for their work throughout the institutional Self-Study process.

LEHMAN COLLEGE

SELF-STUDY REPORT

Middle States Commission on Higher Education

JANUARY 23, 2019

Herbert H. Lehman College of The City University of New York

Dr. José Luis Cruz, President

CUNY

Herbert H. Lehman College
The City University of New York
MSCHE Self-Study
Spring 2019

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EXECUTIVE SUMMARY

Institutional History and Type

Herbert H. Lehman College – a Carnegie-classified Master's Colleges & Universities: Larger Programs – is the only public senior college in the Bronx. Lehman College is part of The City University of New York, which is comprised of eleven senior colleges, seven community colleges, and seven honors, graduate and professional schools. The College was established on July 1, 1968, after existing since 1931 as the Bronx branch of Hunter College, known as Hunter-in-the-Bronx. It is named for Herbert H. Lehman, former Governor of New York State, U.S. Senator, and internationalist. His values of dedicated public service, commitment to human rights, and support for immigrants are embodied in many of the College's programs and initiatives today.

In the decades that followed its founding, Lehman – located on a 37-acre tree-lined campus – continually evolved in response to the end of free tuition at CUNY, and a changing social, political, and economic landscape. As a consequence, it ably endured the iconic student protests of the late 1960s and 1980s, as well as New York City's fiscal crisis of the mid-1970s, which resulted in faculty retrenchment and reduced capital investment in college campuses. Today, as described in ensuing sections, the College is energized and ready to redouble its efforts to respond to the very real environmental, economic, and social challenges of the day.

New York State and CUNY have invested heavily in the College's physical plant including: opening of Carman Hall, Lehman's principal classroom building (1971); Lehman Center for the Performing Arts (1980); and the Multimedia Center (2010). These are complemented by the Leonard Lief Library (1980), Art building (1959), and APEX gymnasium (1994).

The College has made recent changes to its physical plant. Science Hall, the College's state-of-the art research and teaching facility, debuted in 2012. In 2013, in recognition of the needs of the College's distinctive student body, the Child Care Center was inaugurated in a separate building. The largest ongoing project is a $64 million, 50,000 square-foot Nursing Education, Research, and Practice Center. These new buildings harmonize with the neo-Gothic towers and tree-lined walkways that resonate to when in 1946 the campus served for six months as the interim headquarters for the newly formed United Nations.

Student Population and Academic Programs

In 2016, President José Luis Cruz was appointed the third President of Lehman College, following the 26-year tenure of President Ricardo Fernández. Since then, the College has experienced growth in both enrollment and degrees awarded, as highlighted in Table 1.

Table 1: Lehman College Historical Fall Enrollment and Degrees Awarded, Selected Years				
Category				
	1969	**2016**	**2017**	**2017**
Enrollment	10,041	13,329	14,130	15,250^
Degrees	NA	2,918	2,860	3,194^^
Notes: *Data not available. ^Projection as of 9/5/2018. ^^Pending CUNY Central validation. In Fall 1976, CUNY's free-tuition policy was discontinued.				

With over 81,000 alumni – more than half remaining in the community and region, giving back and strengthening their communities as financial analysts, health care professionals, information technology practitioners, social workers, teachers, and elected officials – Lehman currently enrolls over 15,000 undergraduate and graduate students, its largest enrollment in over 40 years. Moreover, 3,194 degrees were awarded in 2018, double the number awarded two decades prior.

Lehman College offers 140 degree programs with a firm foundation in liberal arts and sciences that include: 76 undergraduate majors and programs; 64 graduate degree programs; 33 graduate certificates. Currently, the five majors with the highest number of declared students include Nursing (946), Business Administration (857), Psychology (772), Sociology (630), and Health Services Administration (588). Lehman's degree programs respond to the College's core identity as a liberal arts institution committed to developing in students the critical skills and competencies they need for sustained, successful careers in the constantly changing 21st century workplace, as well as function as responsible global citizens. To this end, Lehman has invested in technology and multimedia resources, providing equipment, support, and professional development and certification for web-enhanced instruction in the traditional classroom and for hybrid/online courses and programs.

Key characteristics of Lehman's undergraduate and graduate students (2017): (1) Of 11,978 undergraduates, 52.5% are Hispanic, 30.3% are Black, and 6.9% are Asian. Sixty-eight percent are women. The average age is 26. (2) Of 2,152 graduate students, 34.7% are Hispanic, 31.2% are Black, and 6.7% are Asian. The average age is 34. (3) Four in ten undergraduates are enrolled full-time. Forty-nine percent of undergraduate students are first-generation. (4) Nearly 60% (58.9%) of undergraduate students and 43% (42.5%) of graduate students reside in the Bronx.

Lehman College is committed to success of its ethnically and socially diverse student population, providing optimal advising, education, and opportunity for students across the enrollment spectrum – from SEEK to Honors students, from first-year through transfer majors to graduate students.

Pivotal to providing these offerings are Lehman's 1,549 employees, consisting of 956 faculty (full-time and part-time) and 593 staff. The College's nationally recognized faculty, which includes five Distinguished Professors, reside in the College's five Schools – Arts and Humanities; Continuing and Professional Studies; Education; Health Sciences, Human Services, and Nursing; Natural and Social Sciences – where they serve as scholar-teachers, engaging with students in the latest disciplinary research and analysis.

Lehman takes great pride in the diversity as well as productivity of its faculty. Roughly 37% of full-time faculty are faculty of color, which represents a 10% increase in the proportion of full-time faculty of color since 2010. The College expects this percentage to increase over time, given its emphasis on excellence, equity, and inclusion in hiring practices, as well as increased presence of students of color in Doctoral programs across the country.

In addition to its matriculated student population (including Adult Degree students), Lehman serves 13,000 students through its School of Continuing and Professional Studies (SCPS). The School offers 32 high-quality certificates and licenses. Its programs include an Innovation Lab, Small Business Development Center, ESL training, and education labs for high school students. This programming reflects Lehman's commitment to educational attainment in its home community, throughout the cradle-to-career pipeline, one of many factors that makes the College an anchor institution in the Bronx.

Institutional Priorities

Over the past decades, Lehman has undertaken multiple planning cycles, culminating in the 2018-2019 Self-Study, which will serve as the springboard to a new Strategic Plan for 2020-2025. These efforts include: the 2009-2019 Strategic Planning Council Report; Lehman's most recent Strategic Plan, *Achieving the Vision* (2010-2020); 2014 MSCHE Periodic Review Report; and 2013-2016 Prioritization Initiative. Building on recent economic gains in the Bronx, the findings of these planning efforts – in conjunction with information gathered during the College's presidential transition in Fall 2016 – resulted in articulation of the aspirational **90x30 Challenge** aimed at doubling the number of high-quality degrees and credentials awarded by Lehman College between 2015 and 2030 from 45,000 to 90,000.

The 90x30 Challenge builds on the College's established ability to promote upward economic mobility, and is consistent with the four major goals of the 2010-2020 Strategic Plan: 1) Excellence in teaching, research, and learning; 2) Enhanced student success; 3) Greater institutional and financial effectiveness; and 4) Commitment to community engagement and service. Moreover, these institutional priorities are embodied in Lehman's mission, which emphasizes the College's unique role as an anchor institution that serves the people, community, and economy of the Bronx:

> *Lehman College serves the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research*

environment, while embracing diversity and actively engaging students in their academic, personal, and professional development.

Furthermore, the College's goals and institutional priorities are geared toward strengthening its contributions to the advancement of CUNY's stated mission, which reads in part:

"…[T]he University will continue to maintain and expand its commitment to academic excellence and to the provision of equal access and opportunity … The City University is of vital importance as a vehicle for the upward mobility of the disadvantaged in the City of New York."

The sharpened focus and intentional efforts of an engaged senior academic leadership team, continuity of a distinguished cohort of academic chairs, and ongoing leadership of campus governance bodies has fueled a college that is moving forward and trending upward:

- **Access and Opportunity:** The Fall 2017 full-time freshman class (919) was Lehman's largest in nearly a decade, while total student enrollment was the largest since 1976 when CUNY's free tuition policy was discontinued. Moreover, in the four years between Fall 2013 and Fall 2017, the number of undergraduate STEM majors grew by 96%, the highest rate in all of CUNY. Nearly 22% (21.9%) of Lehman's instructional full-time equivalents are taught either partially or fully online, the highest percent of any college in the system and more than double the senior college average (10.6%).

- **Retention and Graduation Rates:** The proportion of first-time, full-time freshmen who returned as full-time students (79.5%) in Fall 2017 outpaced the senior college average (69.9%) by almost ten points. The six-year graduation rate for the first-time, full-time freshmen 2011 cohort increased 8.6% compared to the Fall 2007 cohort (45.6% vs. 37%), the largest growth rate of any CUNY senior college during this period. The four-year graduation rate of students who transferred to Lehman from a CUNY Associate degree program in Fall 2013 was 58.3%, 7.5% higher than the CUNY average (50.8%).

- **Financial Health:** In 2017**,** Lehman registered a five-year high in spending of its tax levy budget on student services, instruction, and department-level research (69.5%). Between FY2013 and FY2017, the number of funded research grants increased from 16 to 39. In addition, the amount of private financial support received by the College during that period grew 84.4% from $5.7M to $10.7M. Recent investments (November 2018) include a $4.2 million allocation from the Robin Hood Foundation to support 250 students in the new Accelerate, Complete, Engage (ACE) completion program, starting in Fall 2019 with the goal of achieving 50% four-year graduation rates for freshmen and transfers with Associate degrees.

- **Public-Private Partnerships**: Lehman opened the first Virtual and Augmented Reality Academy and Lab in the region with Eon Reality, and received a major grant from the Economic Development Corporation to provide additional workforce development as part of a three-year partnership with New York University.

- **Value:** *Forbes* recently set out to identify "the schools where grads owe the least relative to their likely mid-career income." Lehman was one of only four public colleges to rank in the top 25 "low-debt/high-income schools."

- **Social Mobility:** According to the American Council of Education, Lehman has the highest extended mobility rate, measured as the fraction of students who come from families in the bottom two income quintiles and end up in the top two quintiles as adults, among all Hispanic-serving institutions. Similarly, recent data from National Bureau of Economic Research and the Equality of Opportunity Project ranked Lehman as having the third highest mobility rate in the nation among public four-year colleges and universities.

- **Student Satisfaction:** According to CUNY's most recent Student Experience Survey (2016), 77% of Lehman students were very satisfied or satisfied with their overall academic experience, higher than the proportion of comparable responses for both senior colleges (68%) and the entire system (72%). In addition, 72% of Lehman students would either definitely or probably choose to attend Lehman again if they were to start over, higher than the proportion of comparable responses for both senior colleges (60%) and the entire system (63%).

- **90x30:** In 2018, just one year after launching 90x30, the number of degrees and professional certificates earned by Lehman students increased by 12%, far exceeding the annual growth rate required to meet the challenge.

Approach for the Institutional Self-Study

The intended outcomes of this Self-Study, which adopts the examples of Collaborative Implementation Project (CIP) institutions, are to: 1) Demonstrate with evidence that Lehman College meets and exceeds the Middle States Standards for Accreditation; 2) Develop specific operational directions, laying a solid foundation for our next Strategic Plan for 2020-2025; and 3) Sharpen our institutional vision, revisit our institutional mission, and align our strategic priorities in the context under which we operate in order to bridge our current state with our own ambitious aspirations.

Lehman College has been preparing for this Self-Study process since 2015. The original Steering Committee Co-Chairs conducted workshops on strategies to improve campus processes and resource allocation. Further, workshops on the Self-Study process were held with each School and Division, as well as major campus governance bodies. By Fall 2016, the Steering Committee and all Working Groups (Appendix A, Table 1) had been charged, preliminary meetings to discuss the Self-Study design and Working Group goals had occurred, and selected constituents attended a series of Town Hall meetings and the MSCHE Annual Conference.

Due in part to personnel transitions, in Summer 2018 President Cruz resolved to restructure and add more faculty members to the 30-member Steering Committee to better represent the

campus. He also appointed a five-person Executive Committee to oversee this body (Appendix A, Table 2).

Responding to the Seven Standards: Self-Study Report's Structure and Evidence Inventory

Each Standard is discussed in an individual chapter. Information is presented describing: the corresponding topics and analysis of evidence; analysis of institutional strengths and challenges; and suggestions and recommendations for improvement. References are made as needed to the Evidence Inventory. Information is presented in an organized, analytical, concise, fair and honest fashion, drawing from the significant body of work documented by members of the Working Groups, Steering Committee, and constituents of the broader internal and external campus community who collaborated on this institutional Self-Study process.

The narrative and evidence presented describes an institution that is agile and resilient, one that embraces and celebrates the attributes of a research-active and caring faculty dedicated to providing a rigorous and empowering education for an increasingly diverse student body, supported by a culture of assessment, reflection, mindfulness, and innovation.

STANDARD 1: MISSION AND GOALS – AN EMPHASIS ON EDUCATING THE BRONX

Since Lehman College's establishment in 1968, it has been guided by the tenets of promoting student success, equity, and upward mobility through delivery of a high-quality education of value by a vibrant and caring academic community. These themes helped steer development of the College's most recent Mission Statement, approved by the Senate on May 16, 2007 following a three-year process of campus consultation (**IC1a, C1c**).

This process was led by the Mission, Vision, and Values Committee, consisting of eleven faculty and staff **(see Memo to Mission, Vision, and Values Committee).** To ensure creation of a new Mission Statement was inclusive, drafts were shared with the College Senate, Faculty Personnel and Budget Committee, MSCHE Steering Committee and Working Groups, the Lehman College Foundation Board, and the college community (Ibid.). This resulted in the following Mission Statement:

> *The College's mission is to serve the Bronx and surrounding region as an intellectual, economic, and cultural center. Lehman College provides undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while enhancing diversity and actively engaging students in their academic, personal, and professional development.*

The revised Mission Statement was accompanied by the College's first Vision and Values Statements, well aligned with Lehman's Institutional Learning Goals (**see Table 3**). Together they helped launch Lehman's current Strategic Plan, *Achieving the Vision by Building a Strong Foundation* (*Achieving the Vision*) (2010-2020). Plans for *Achieving the Vision* began in September 2008, when former President Ricardo Fernández provided the 21-member Strategic Planning Council (SPC), composed of faculty, staff, and students (**see Membership of the Strategic Planning Council**), the formal charge of creating the College's new Strategic Plan.

Over the course of 18 months, the SPC engaged the campus community through working groups and tailored outreach (**see Strategic Planning Cabinet Retreat**). Input from these meetings resulted in the *Strategic Planning Council Report* (January 2010), which included the following institutional goals designed to address internal and external contexts and constituencies:

- Excellence in teaching, research, and learning
- Enhanced student success
- Greater institutional and financial effectiveness
- Commitment to engagement and community service.

In addition to development of these four goals, the SPC worked with campus constituencies to create a series of objectives designed to prompt action across academic and administrative units. The following table (**Table 1.1**) highlights how goals and objectives are aligned, as well as the outcomes of the Strategic Plan.

Table 1.1: Strategic Goals and Objectives for *Achieving the Vision by Building a Strong Foundation*

Goals	Objectives
GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING	1.1: Recruit, support, and retain distinguished faculty
	1.2: Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review process
	1.3: Achieve greater external recognition and success of academic programs
	1.4: Enhance existing facilities, promote the efficient use of space, and ensure a well-maintained campus environment that supports teaching, research, learning, and quality of life.
GOAL 2: ENHANCED STUDENT SUCCESS	2.1: Recruit well-prepared, promising, and motivated students of diverse ethnicities and cultures consistent with the College's mission
	2.2: Strengthen academic resources and student support services
	2.3: Enhance student experience and life on campus.
GOAL 3: GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS	3.1: Integrate institutional planning and assessment to improve effectiveness
	3.2: Strengthen existing sources of revenue support, and create new sources for student and faculty research and outreach programs
	3.3: Increase visibility and alumni engagement.
GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE	4.1: Enrich the community through increased engagement of the College's resources
	4.2: Improve the health and educational well-being of the community
	4.3: Contribute to the economic vitality of the Bronx and surrounding region.

These goals demonstrate Lehman College's longstanding commitment to enhancing student success through delivery of a high-quality education, serving as a community anchor institution in the Bronx and the greater region. Two of these goals are directly tied to educational delivery and student success, while the others emphasize use of evidence and resources at the intersection of student success, sustainability, and stewardship of place. The goals also align with the CUNY Master Plan and Strategic Framework, CUNY Performance Management Process (PMP), and the 2008 MSCHE Self-Study findings and recommendations.

Throughout the past decade, the goals set forth in *Achieving the Vision* have guided the campus community in strategic decision-making, and have prompted ongoing assessment and evaluation. Senior campus administration annually reviews their portfolios in order to manage allocation of time, talent, and resources (**see Strategic Requests Spreadsheet**). As part of their review, they must demonstrate alignment with Lehman's goals, as well of those of CUNY Central.

The College's mission and goals have also helped guide campus resource allocation in times of financial uncertainty, such as when New York State's support of Compact Funding (which authorized CUNY to implement predictable annual tuition increases) expired in 2015. Concern about the potential loss of Compact Funding motivated the campus to undertake a three-year (2013-2016) Program Prioritization initiative, which entailed a thorough examination of academic programs and administrative units based on mission and goal alignment, performance and productivity, in concert with resource allocation. The Program Prioritization effort was unprecedented in Lehman's history for its sophisticated application of integrated data, as well as for its comprehensive scale.

The final Prioritization Report, *Advancing the Vision*, identified a number of avenues for campus sustainability such as: seamless transfer and adult education; student retention and completion; academic programs and scholarly excellence; and resource optimization. Some key actions prompted by *Advancing the Vision* include creation of: a partnership with two CUNY Bronx community colleges that resulted in a $5.7M grant from the U.S. Department of Education; a new technology platform, *Lehman 360*, which streamlined and connected data across multiple systems to help improve student success and resource access; a reconstituted Music, Multimedia, Theatre, and Dance Department; and conversion of the Math and Computer Science Department into two separate departments (**see *Advancing the Vision)*.

Achieving the Vision helped shape how the College approaches curriculum renewal and innovation, as well as its definition of educational outcomes. Between 2014-2016, the then President and Provost charged a cross-divisional team to develop a set of characteristics of a Lehman graduate that could be used to embed interdisciplinary and integrative student learning across the College. The traits were to be identified in the spirit of Lehman's history, vision, values, and goals. The team referenced American Association of Colleges and Universities' (AAC&U) *Liberal Education and America's Progress* (LEAP) initiative for education in the 21st century. Once drafted, the traits, *[Educated, Empowered, and Engaged](#)*, were discussed and circulated throughout the campus community, and ultimately approved by the

College Senate in 2016.

Figure 1.1: Characteristics of a Lehman Graduate
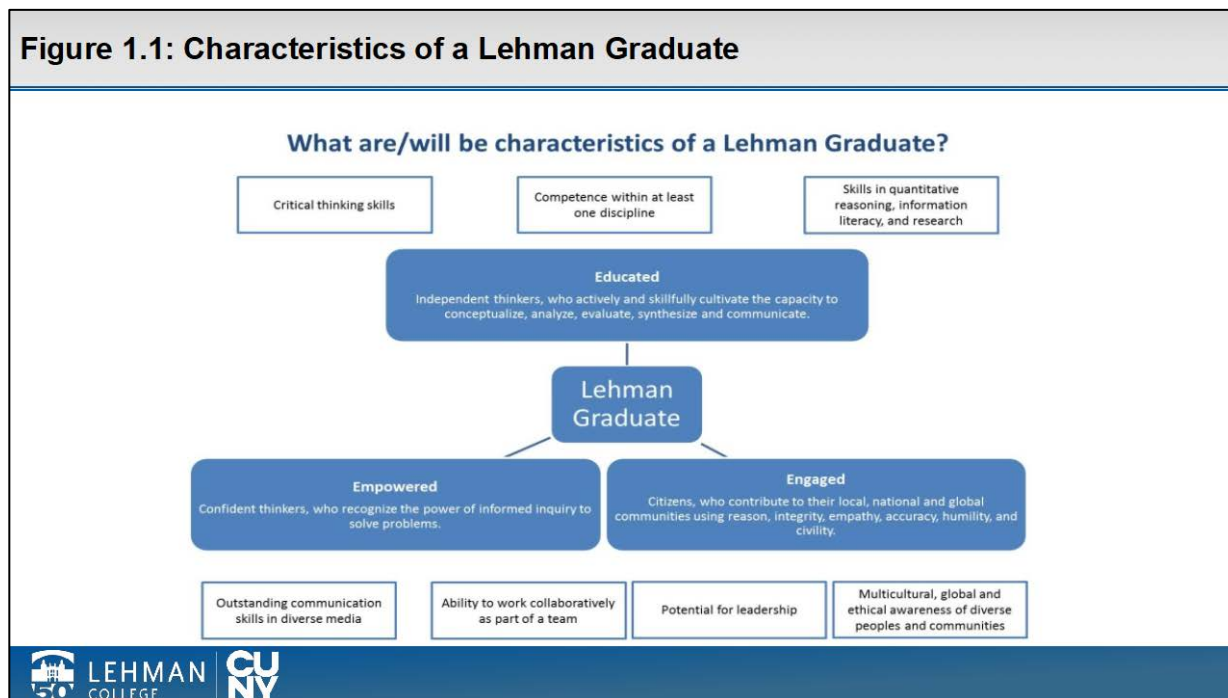
Since its approval, *Characteristics of a Lehman Graduate* has been used to promote active learning, undergraduate research, and Experiential Learning Opportunities. It serves as a catalyst for the General Education Strategic Plan. As examples: the Chemistry Department revised the classroom pedagogy of introductory courses to incorporate more active learning and fewer formal lectures; a new interdisciplinary minor, Data Science Methods and Applications, gives students a competitive edge in applying new technologies; a new experiential learning course, Global Citizenship, Community Engagement, and Service in Latin America, the Caribbean, or in Latino Communities, was piloted to support students in volunteer and service-learning initiatives.

CUNY Alignment
The four goals that comprise *Achieving the Vision*, and more recent efforts to periodically evaluate Lehman's mission, strategies, and priorities, are also mapped to CUNY's Strategic Framework, Connected CUNY. Lehman functions as one of eleven senior colleges within City University of New York, among the largest comprehensive governing board systems in the country, which also includes seven community colleges and seven graduate, honors, and professional schools. Senior colleges such as Lehman provide rigorous Baccalaureate degree programs and enriching campus experiences.

CUNY's creation by the New York State Legislature engendered an institution responsive to the needs of its urban setting. According to the legislation, *"The university must remain responsive to the needs of its urban setting and maintain its close articulation between senior and community college units. Where possible, governance and operation of senior and community colleges should be jointly conducted or conducted by similar procedures to maintain the university as an integrated system and to facilitate articulation between units."* (NY Educ L § 6201 (2016)

Lehman College takes seriously this mandate to maintain an integrated system. Transfer students comprised 70% of the incoming student population in Fall 2017 (2,158). Of those transfers, 68.5% (1,479) transferred from within CUNY. Further, the four-year graduation rate of students who transfer from a CUNY Associate's program to Lehman was 58.3%, the third-highest among CUNY senior colleges and roughly eight percentage points higher than the University average (50.8%).

In addition to the CUNY Strategic Framework, Lehman's mission and goals align with the CUNY Master Plan (2016-2020) and Performance Management Process. The Master Plan highlights the system's strategic priorities, which provide a useful framework for Lehman's goals and initiatives in the following areas:
- Expand opportunity and access
- Raise success rates
- Set the standard for academic quality in the urban university
- Operate efficiently in the service of its academic mission.

The alignment of *Achieving the Vision* and the CUNY Master Plan is illustrated in the figure below. The goal of Commitment to Engagement and Community Service is designed to keep the vitality of the Bronx at the center of Lehman's success. This maps to the underlying rationale for the very existence of CUNY and its institutions: to create a university responsive to the needs of its urban setting.

Figure 1.2: Achieving the Vision aligns with the CUNY Master Plan

Achieving the Vision (2010)		CUNY Master Plan (2016)
Excellence in teaching, research, and learning	⟷	Expand opportunity and access
Enhanced Student Success	⟷	Raise success rates
Commitment to engagement and community service	⟷	Set the standard for academic quality in the urban university
Greater Institutional and Financial Effectiveness	⟷	Operate efficiently in the service of its academic mission

LEHMAN COLLEGE | CUNY

Lehman strives to maintain alignment between its goals and strategies and the CUNY Performance Management Process (PMP), which provides a framework and metrics by which all institutions are held accountable. The PMP supplies system-wide measures, as well as those specific to senior colleges and community colleges. As part of the annual review, each college is responsible for designating its own goals within the context of metrics provided within the PMP. Lehman's most recent PMP Progress Report was organized to clarify progress achieved in pursuit of aligned college and system priorities. Noteworthy metrics that demonstrate impact of this intentional and data-informed approach include:

- Fall 2017 first-time, full-time freshman class (919) was Lehman's largest in nearly a decade.
- Proportion of first-time, full-time freshmen returning as full-time students (79.5%) in Fall 2017 outpaced the senior college average (69.9%) by almost 10 points.
- Six-year graduation rate for the Fall 2011 first-time, full-time freshman cohort increased 8.6 percentage points compared to that of the Fall 2007 cohort (45.6% vs. 37%), the largest growth rate of any senior college during this period.
- In Fall 2017, 21.9% of Lehman academic courses were offered partially or totally online, more than double the senior college average (10.6%).
- To accelerate academic momentum, the campus created over 50 online Degree Maps.
- Between Fall 2013 and Fall 2017, the number of undergraduate Science, Technology, Engineering, and Mathematics (STEM) majors increased from 586 to 1,148. This 95.9% growth rate is the highest in CUNY.
- The number of funded research grants increased between FY2013 and FY2017 from 16 to 39.

- In addition, the amount of private funds received by the College has grown 84.4% between FY2013 ($5.7M) and FY2017 ($10.7M).
- Investments totaling $752,414 were approved in 2017 to underwrite operational priorities recommended in *Advancing the Vision*. Additional strategic investments totaling more than $4.6 million have been approved through FY2020. See Standard 6 for details.

To help monitor and track Lehman's performance, the College developed an [Office of Assessment](#) – which includes [Institutional Effectiveness](#), nested within the [Office of Institutional Research, Planning, and Assessment](#) (OIRPA). Creation of a dedicated assessment function stemmed from the 2009 MSCHE Self-Study. This function has been strengthened in part due to findings of the 2014 Periodic Review Report. This ensures that Lehman's mission and goals, as well as those of CUNY, are achieved and embedded throughout the diverse academic, and administrative, educational, and student support services (AES).

Currently, the College employs a number of methods for gathering assessment evidence, including [Taskstream](#), an online system designed to help manage the assessment process. Information regarding this tool can be found on the OIRPA [site](#). Further, the *Institutional Effectiveness Assessment Annual Report* offers an assessment of AES activities, including an overview of notable achievements registered by units such as the Career Exploration and Development Center, Child Care Center, Office of Community Engagement and New Student Programs, Urban Male Leadership Program, Office of Veterans and Military Affairs, Office of International Students and Scholars, and Office of Prestigious Awards. These programs and services, among many others, help guarantee that Lehman remains focused on goals set forth in *Achieving the Vision* and CUNY's Master Plan and Strategic Framework.

90x30: Ongoing Assessment of Mission and Goals
As *Achieving the Vision* reaches its conclusion, Lehman College has begun planning for an evaluation of its Mission, Vision, and Values Statements and creation of a new five-year Strategic Plan (2020-2025). The Self-Study will inform this work to ensure that resulting statements and plans are timely, relevant, actionable, and correspond to Lehman's unique identity.

As part of this effort, the College is committed to addressing current demographic conditions of Bronx County, which based on recent estimates includes the nation's poorest Congressional District, and has the second lowest educational attainment rate among New York counties. According to recent data from the U.S. Census Bureau, only 27.7% of Bronx residents have an Associate's degree or higher.

In recognition of these social conditions, and in order to provide a stimulus to chart the future direction of the campus, President José Luis Cruz issued a grand challenge to double the number of high-quality degrees and certificates earned by students by the year 2030 from 45,000 to 90,000. This challenge, known as 90x30, was launched after considering: the seven MSCHE institutional standards associated with accreditation; recommendations made through

Advancing the Vision; numerous strategic objectives established in the CUNY Master Plan and Strategic Framework; and the voices of Lehman students and the community (**see State of the College 2017**).

The 90x30 Challenge is intended as a value proposition to invite deeper public-private partnerships and cross-sector engagement with the aim of making Lehman – the Bronx's only public senior college – the top contributor to educational attainment in the Borough (**see 2017 Convocation**). 90x30 has also been leveraged to further solidify Lehman's role in driving progress in the community through its various programs, initiatives, activities, and cultural events. This challenge serves as an opportunity for the College to strengthen and sustain its financial model through a focus on quality, impact, and scale.

The conclusion of *Achieving the Vision*, the College's ongoing Self-Study, emergence of 90x30, and present-day social challenges facing the Bronx have converged and underscored the need for significant campus conversations. This will involve deliberations related to: enhanced student success; academic and scholarly excellence; upward mobility and social justice; strategic financial stewardship; data, technology, and continuous improvement; and the future of the Bronx (**see PMP, Lehman Forward document, and Presidential Priorities documents**).

These initiatives will occur over the next two years in support of Lehman's future direction, culminating in a Strategic Plan with a series of goals, objectives, strategies, and key performance indicators. These measures are aligned with those of CUNY, reflecting our rich and distinctive history, past and future service to the Borough, as well as the promising and vibrant future of Lehman College, its students, faculty, and staff, and the greater Bronx community and region.

STANDARD 2: ETHICS AND INTEGRITY
CREATING CONDITIONS FOR STUDENT ACHIEVEMENT AND ACADEMIC EXCELLENCE

The success of Lehman College and its students, faculty, and staff depends on its capacity to operate in an ethical and responsible manner in accordance with its mission, goals, and strategies, and in compliance with all relevant policies, protocols, and procedures. Lehman College must follow the policies of The City University of New York, as detailed in the CUNY Manual of General Policy, as well as those of Lehman College.

The College makes efforts to assure that students, faculty, and staff are aware of their rights, and comprehend the policies and procedures that govern and guide operations by providing support, documentation, and information. Records pertaining to Lehman faculty and staff are maintained by the CUNY Office of Human Resources and Lehman College's Office of Human Resources.

Academic Freedom

Both CUNY and Lehman College provide a wealth of information to the campus community regarding academic freedom. These include the CUNY University Faculty Senate Statement on Academic Freedom, as well as the Lehman College Statement on Academic Freedom, endorsed by the College Senate on November 15, 2017, and approved by the General Faculty on November 9, 2017. In addition to this Statement, Lehman's policies related to academic freedom adhere to principles established by American Association of University Professors 1940 Statement on the Principles of Academic Freedom.

The Committee on Academic Freedom, part of the College Senate, serves as a steward of academic freedom, and as charged keeps the Senate informed on related investigations and complaints. Primary functions of the Committee on Academic Freedom are to: investigate allegations of infringement of academic freedom and to make recommendations to the appropriate individuals; report to the College Senate on such allegations, and may, with their consent, identify the parties involved; and to recommend procedures and guidelines for the settlement of internal campus problems and may, with Senate approval, establish review mechanisms appropriate to that responsibility. (**see College Senate Bylaws**)

The CUNY Manual of General Policy includes a policy on academic freedom. The Professional Staff Congress (PSC) of CUNY collective bargaining agreement provides safeguards against dismissal of faculty if such an action interferes with academic freedom. (**see PSC Collective Bargaining Agreement, 21.1D**) The Lehman Faculty Handbook provides the community a host of information related to the College and the policies and procedures that inform its operations. The handbook is maintained by Lehman's Office of Academic Affairs, which gathers and provides additional content intended to support faculty.

The Lehman College Student Handbook, updated annually based on input from students, faculty, and staff, provides students with comprehensive information about their rights and responsibilities, relevant policies and procedures, and available administrative, educational, and student support services. These include the Student Bill of Rights, which clearly details the

rights to which a Lehman College student is entitled. The Handbook includes a section on Non-Discrimination and Equal Opportunity, highlighting the centrality of diversity, inclusion, and an environment free from discrimination to the mission of the College and CUNY. Specifically, the policy states:

> *It is the policy of the University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws.*

Lehman College has taken additional measures to codify the importance of freedom of expression within the academic community. During the College Senate meeting of March 8, 2017, a resolution to support the [University of Chicago Report](#) on Free Expression [was approved by unanimous voice vote](#).

Academic Integrity and Intellectual Property

Lehman maintains policies regarding academic integrity and intellectual property. The [CUNY Academic Integrity Policy](#) prohibits academic dishonesty. It covers cheating, plagiarism, obtaining unfair advantage, and falsification of records or official documents. It provides guidance for promoting academic integrity. If Lehman resolves to pursue disciplinary action, the case is processed under [Article XV of the CUNY Bylaws](#). When the case is not resolved through mediation, it is referred to the College's Faculty-Student Disciplinary Committee.

Lehman is also guided by the [CUNY Intellectual Property Policy](#). This policy is designed to: define ownership, distribution, and commercialization rights associated with products of research, authorship, and invention by the University community; promote and facilitate the dissemination of such intellectual property; and recognize and encourage research, authorship, and invention.

Climate of Respect

The College is committed to a campus climate that fosters respect and understanding among students, faculty, staff, and administration, providing the highest quality education in a caring and supportive environment where respect, integrity, creativity, and diversity contribute to individual achievement and the transformation of lives and communities. The College's [Office of Compliance and Diversity](#) serves as a community resource for diversity, equal opportunity, and affirmative action.

The Office issues a variety of reports including the annual *Equal Opportunity and Affirmative Action Report* and the progress report for the *Strategic Plan for Faculty Diversity*. The primary goals of the *Strategic Plan for Faculty Diversity* are to: develop a campus climate that respects

and values diverse perspectives; refine and strengthen the search process to recruit an excellent and diverse faculty; and retain diverse faculty and maximize the likelihood of tenure and promotion. Some additional efforts to create a respectful and inclusive environment include:

- Safe Zone training (LGBTQ+ awareness), as well as a wide array of cultural events and performances in the Performing Arts Center.
- More than 60 student clubs and organizations ranging from academic societies to co-curricular, social, social justice/advocacy, and pre-professional groups, sponsored by the Office of Campus Life.
- Coordination of events and activities that celebrate history, culture, and contributions of diverse groups such as Women's History Month, Hispanic Heritage Month, Ramadan, Disability Awareness Month, and African American History Month.
- Renovation of a multi-use Reflection Space in the Library to provide a designated, quiet area for all to rest, reflect, and meditate.
- Domestic and international service projects that transport students to different parts of the country and the world to expose them to many different kinds of people, cultures, and situations.

Lehman's approach to Equal Opportunity and Affirmative Action is contained in CUNY's Policy on Equal Opportunity and Non-Discrimination. As a federal contractor, CUNY engages in affirmative action consistent with federal requirements. To ensure Lehman remains a positive and welcoming environment for students, faculty, and staff, the Chief Diversity Officer offers a variety of professional development training workshops and webinars. Additional policies and procedures contribute to a positive campus climate. Lehman's own policies on Sexual Assault and related offenses adhere to CUNY's Policy on Sexual Misconduct, which provides direction on matters related to sexual harassment and sexual assault, as well as a process for filing complaints. Lehman has dedicated resources to these programs including:

- Materials and training programs to educate students, faculty, and staff on the nature, dynamics, common circumstances, and effects of sexual assault, domestic/intimate partner violence and stalking, and the means to reduce their occurrence and prevent them.
- Prevention education materials are distributed to all students during campus orientation activities. Workshops for all relevant personnel, including Public Safety officers, Counselors, and Student Affairs staff, are conducted throughout the year related to prevention and handling of sexual assault, stalking, and domestic/intimate partner violence by Safe Horizon, Urban Justice Center, and the Kings County District Attorney Victim Services Unit.

The President, in tandem with the Director of Public Safety, issues an Annual Security Report, which provides an overview of activities related to discrimination and harassment, and incorporates the past three years of crime statistics for the College.

Lehman ensures that faculty remains engaged in creating a climate of respect. In 2015, Lehman participated in the Collaborative on Academic Careers in Higher Education (COACHE) Survey to engender a more positive and respectful climate for faculty, and develop recommendations to drive improvement. Findings, as presented in Standard 7, reveal a number of strengths, including department engagement, quality, and collegiality, as well as a number of opportunities for improvement in areas including: facilities and resources; research, teaching, and interdisciplinary work; and senior leadership (**see COACHE Data**).

This culminated in creation of the COACHE Working Group, which produced a series of recommendations leading to some notable actions: creation of a year-long onboarding program developed for new faculty; launch of an annual Chairs' Workshop; painting and lighting and furniture upgrades in Carman Hall; revitalization of the Faculty Lounge; regular public office hours for the Provost and faculty to discuss significant issues; and an Information Technology Roadmap detailing steps to improve deployment of classroom technologies.

Efforts to promote a climate of respect may have positively influenced the quality of interactions Lehman College students have with their peers, as well as faculty and staff; and the perceived supportiveness of the environment. According to the most recent National Survey of Student Engagement (NSSE) in which Lehman participated (2014), the mean scores given to the College by first-year students and senior students for quality of interactions and environmental supportiveness were higher than those of participating Mid-East Public Colleges. (**see 2014 NSSE Results**)

Grievance Policy

Lehman College has implemented a number of policies and procedures targeted to address and resolve concerns that arise from students, faculty, and staff in a constructive and timely manner. In addition, three collective bargaining agreements assure that grievances can be pursued by Lehman faculty and staff to address complaints related to the terms and conditions of their employment at Lehman. The agreements are the [PSC-CUNY Labor Contract](), [Blue Collar Agreement](), and [White Collar Agreement]().

Each represents an effort to guarantee that complaints submitted by members of the College community are impartially and fairly resolved by providing a formal three-step procedure to pursue them. These include a first-step hearing, which involves a written decision related to the charges and a statement of the disciplinary penalty. If the conclusion reached is unsatisfactory, the complaint leads to the second step. Following a Step II hearing, a written decision is rendered. If resolution still remains unsatisfactory, it can be appealed to an independent arbitrator. [The CUNY Policy on Reporting on Alleged Misconduct]() provides an additional set of procedures that guide handling of grievances.

Faculty complaints are handled promptly by Human Resources and the Chapter Chair of Professional Staff Congress. If the complaint is of a more serious nature, such as violation of the contract, it is handled by the Chapter Chair and College officials best positioned to address

the issue. In cases of formal grievances, such as denial of tenure or promotion, non-reappointment, or disciplinary action, the Professional Staff Congress, CUNY, and Office of Special Counsel are involved. Complaints by employees in the classified service are handled by their union representatives and Human Resources.

Lehman students have formal processes to lodge complaints of many varieties (academic integrity, grade appeals, student disciplinary process, general academic appeals). These are addressed in the CUNY Procedures for Handling Student Complaints About Faculty Conduct in Academic Settings, included in the Lehman College Student Handbook. Regarding academic appeals, informal mechanisms exist for students to submit a complaint. If such mechanisms are not successful, students may avail themselves of Lehman's appeals process and CUNY's Policy on Academic Integrity. For conduct appeals, as described in the CUNY Bylaws (Article XV), a complaint issued by a student will be investigated by the Chief Student Affairs Officer (or designee), who will either dismiss the matter if no basis for the allegation is found, refer it to mediation, or provide formal discipline.

Conflict of Interest

Lehman College seeks to avoid conflicts of interest, or the appearance of such conflict, in all its activities and contracts. New York State Public Officers Law provides a regulatory framework for a code of ethics by which all CUNY employees must abide, supplemented by CUNY's own Conflict of Interest Policy. This defines conflict of interest, provides clear examples of such potential conflicts, and documents clearly the auditing process that requires an employee to acknowledge they both understand and are following the policy.

New York State requires all policy-making employees or employees whose salary surpasses a threshold to file an annual Financial Disclosure Statement with the Joint Commission on Public Ethics (JCOPE) to affirm that private pursuits or investments are not in conflict with official duties. An individual required to file a Financial Disclosure Statement must also complete online training related to State Ethics Law within three months of being hired, and must complete a two-hour training on State Ethics Law either through JCOPE or the College's Ethics Officer.

Further, CUNY approved new guidelines for foundations that require all board members to abide by conflict of interest policies. Each member of the Lehman College Foundation Board must provide written acknowledgement that they have reviewed these new guidelines, understand them, and recognize them as binding. All officers must complete this annually or upon any substantive modifications.

CUNY's Multiple Position Policy (**Policy 5.14**) ensures that Lehman's full-time faculty treats their appointment as their primary professional commitment, and that external activities of full-time faculty don't interfere or conflict with their role. The policy further provides full-time faculty with guidance related to prioritization of their appointment during periods when they hold multiple positions, whether internal or external to City University.

Each semester a faculty member must file a Multiple Position Form detailing compensated and uncompensated employment or other activities in and outside of CUNY beyond the faculty member's regular workload. Approval must be obtained before undertaking such work or activity. CUNY has created guidance memos for employees in the Higher Education Officer (HEO) series, College Laboratory Technician (CLT) series, Research Associates and Research Assistants, and classified staff.

Regarding purchasing agreements with external vendors, CUNY issued its Procurement Policies and Procedures, intended to promote *". . . the wise, prudent, and transparent use of the resources of the University and the taxpayers of the City and State . . ."* as well as *". . . the prevention of favoritism, extravagance, fraud, and corruption, or the appearance thereof."* The document outlines general purchasing requirements, purchasing priority and procurement methods, policy implementation, and amendments. All purchases must be approved by Lehman's Purchasing Department, and competitive bidding processes must be used where no preferred source or centralized contract exists. New York State also incentivizes transactions with minority-owned businesses.

Lehman endeavors to ensure research is conducted in an ethical manner, guided by CUNY's Responsible Conduct of Research (RCR) Policies. RCR policies include training requirements, which include online and in-person training. A Research Misconduct Policy functions to promote responsible conduct of research, discourage research misconduct, and deals promptly with any allegations or evidence of possible research misconduct. Lehman is required to have a Research Integrity Officer (RIO), who promotes RCT through training and education, and is responsible for implementation of RCR. All faculty are required to complete RCR training within six weeks of beginning their research. Resulting certification remains valid for four years.

Compensation for CUNY summer activities from the University and related entities, such as the Research Foundation and College Foundations, should not exceed a total for all such activities of three-ninths of the faculty member's full-time CUNY salary.

Fair and Impartial Employment Practices (2.5)
As an affirmative action and equal opportunity employer, Lehman College aspires to maintain fair and impartial hiring practices, and eliminate discrimination in its application, recruitment, and employment practices, adhering to the policies and protocols laid out by CUNY. Implementation policies and protocols are directed by the College's Office of Human Resources, overseen by the Director of Human Resources, who reports to the Chief Diversity Officer.

All searches begin with a meeting between the Chief Diversity Officer and the search committee to confirm legal and compliance requirements stated in CUNY's Policy on Equal Opportunity and Non-Discrimination. During this launch meeting, the Chief Diversity Officer shares information regarding conducting the search, preparing for interviews (questions and research on prospective candidates), and provides guidance related to candidate selection, implicit bias, and final selection to comply with CUNY policies.

Candidates receive notification of the CUNY Policy on Equal Opportunity and Non-Discrimination on the [CUNY employment site](#) through [various materials intended to draw interest in the position](#). The College maintains an impartial and confidential process to address allegations related to unfair hiring, evaluation, promotion, discipline, and separation of employees. These policies are designed to prevent retaliation for participating in a complaint of unlawful harassment and discrimination, and provide a safe space for affected individuals to come forward without fear of penalty.

The New York State Constitution mandates that all employment decisions, including appointments and promotions, are done fairly, based on merit and fitness. Positions that are part of the competitive civil service require examination in the hiring process. Examinations are administered by CUNY's Central Office, and test individuals for skills and competencies deemed necessary for specific job titles. No position can be permanently filled unless the individual chosen is on the qualifying eligible list.

The CUNY Board of Trustees has authority over appointment and promotion of instructional staff based on powers granted by the New York State Legislature. CUNY has created and administers a process of analysis and evaluation of the professional record and achievement of a candidate through the Personnel and Budget Committee. The committee, upon evaluating the candidate, makes recommendations to the Provost, who then interviews candidates. Following interviews, the Provost makes a single recommendation to the President, who has final authority on such hires. Full-time instructional staff is hired from a search that follows Lehman's Search Guidelines and are aligned with the Faculty Handbook. A similar process is followed for the Higher Education Officer (HEO) series, codified in the [CUNY HEO Handbook](#). A number of position classifications help guide the process for hiring and promotion, linked in the table below:

Table 2.1: Promotion and Tenure Information by Job Classification

Job Classification Type	Documentation
Instructional Faculty	[Faculty Handbook](#)
College Laboratory Technician	[CLT Handbook](#)
Higher Education Officer series	[HEO Handbook](#)
College Assistant	[College Assistant Handbook](#)

Full-time employees are evaluated on an annual basis. Managers use a standard form for HEO employees, and evaluation forms are also applied to civil servants, Public Safety personnel, Management and Confidential (M&C), and Executive Compensation Personnel (ECP). Faculty

are evaluated annually by the Department Chair pursuant to the collective bargaining agreement with the Professional Staff Congress.

Once assessed by the Department Personnel and Budget Committee, non-tenured faculty are reviewed by the Faculty Personnel and Budget (FP&B) Committee, who serve in an advisory capacity to the President. (**see Faculty Handbook**) Similarly, tenure reviews are conducted by the Department P&B, which forwards recommendations to FP&B's Tenure, Promotion, and CCE Subcommittee.

Faculty are able to apply for promotion when they believe they have met the requirements stipulated in the CUNY Board of Trustees Bylaws. Promotion applications are reviewed by the Department P&B, followed by the FP&B Promotion Subcommittee. The President makes final recommendations to the CUNY Board of Trustees for reappointment, tenure, or promotion for those who meet the qualifications and will contribute to the academic and pedagogical excellence of the College. Individuals may appeal negative decisions and pursue a grievance under the collective bargaining agreement with the PSC. If the grievance remains unresolved, it can be heard by an independent arbitrator.

The rate of pay and other terms and conditions of employment for non-teaching and teaching adjuncts are set forth in the collective bargaining agreement with the PSC. All employees included in a collective bargaining agreement have the right to a due process disciplinary procedure. These policies and procedures are outlined in the various employee handbooks, as well as the policies and procedures set forth by CUNY. Groups that do not have disciplinary procedures embedded in their agreement have the right to a due process meeting as part of CUNY Rules and Regulations (8.7.1 & 8.7.2).

Honesty and Truthfulness in External Publications
Lehman College is committed to providing the highest quality education in a caring and supportive environment where respect, integrity, inquiry, creativity, and diversity contribute to individual achievement and the transformation of lives and communities. These values are embodied within Lehman's most recent Strategic Plan, *Achieving the Vision*, its 90x30 Challenge, and *Characteristics of a Lehman Graduate: Educated, Empowered, and Engaged*. The process for creating each Strategic Plan, monitoring and progress reports, and other pertinent planning documents can be found on Lehman's Strategic Planning site.

The College makes available information on academic programs through the Undergraduate Bulletin and Office of Academic Affairs website, which provides access to each academic department. Lehman's data-informed approach and commitment to transparency has prompted it to post pertinent information on the Office of Institutional Research, Planning, and Assessment and About Lehman Pages. This includes the College's Interactive Fact Book, which offers an array of information that can be disaggregated by major student, faculty, and staff

traits. Lehman's Office of Public Safety and Security Services contains information on policies, rights, and crime information related to the Clery report, and the annual update includes three years of crime statistics.

Lehman's Office of Media Relations and Publications communicates timely and accurate information to internal and external stakeholders via multiple communication vehicles: web, social media, press releases, advertisements, job postings, print materials, and videos. Student testimonials (in brochures, videos, and social media) are delivered by students who volunteer to participate. Appropriate releases permitting Lehman to use student likenesses and testimonials for college purposes is secured. Responses to media inquiries are routed through a chain of command within the unit, then reviewed by administrators. Media Relations contacts an external news outlet if inaccurate information is reported, and amends incorrect social media and web posts. The College website is regularly monitored and updated.

Lehman 360, the College's award-winning platform developed by the Information Technology Division, provides a portal structured to place students at the heart of Lehman's digital ecosystem, serving as another means to offer holistic information to students. The digital platform keeps students, faculty, and staff informed with the personalized information they need – GPA, academic standing, course schedule, and financial aid – all in one, user-friendly site. Lehman 360 integrates data from multiple systems, such as CUNYfirst (University-wide, PeopleSoft Enterprise Resource Planning system) into a single location and is conveniently accessible on mobile devices.

Access and Affordability

Lehman promotes access and affordability through a variety of programs and services. Current and prospective students can find this information within the Student Handbook and the Student Achievement/Consumer Information/Student Right to Know Site. The College's Office of Financial Aid helps students apply for, receive, and maintain eligibility for various types of financial aid as described in Standard 4. The Office provides financial assistance to students who would otherwise be unable to pursue and achieve educational and professional goals. Financial Aid strives to provide timely and accurate financial aid processing in full compliance with all federal, state, and university regulations.

In order to facilitate continuous improvement, the Office conducts annual reviews, satisfaction surveys, and management reviews. Lehman makes every effort to ensure that students have access to financial aid, and in 2017-2018 a total of:

- 6,654 undergraduate students received $48.7M in grant or scholarship aid
- 5,971 undergraduate students received $26.3M in Pell Grants
- 2,323 undergraduate students received $14.1M in Federal Student Loans.

In addition to maintaining the [Carroll and Milton Petrie Student Emergency Grant Fund](#), which awards emergency grants to matriculated students in good academic standing who are experiencing short-term financial hardship, the College maintains [a number of financial aid programs](#), as well as its Office of Prestigious Awards. Due in part to these efforts, in Fall 2017 just 12% of the College's full-time students filing a FAFSA self-funded their tuition in full. Further, according to the U.S. Department of Education, just 22% of students took out federal loans, and among undergraduate completers the median debt level was under $10,000.

Lehman began encouraging adoption of Open Educational Resources (OER) in academic year 2017-2018. During the first year of implementation, 1,042 students participated in 169 sections which replaced textbooks with publicly-accessible resources, resulting in nearly $150,000 in savings for students.

The Office of Student Disability Services (OSDS) works to ensure that the more than 500 Lehman students who identify having a disability have access to [all aspects of a Lehman education and campus life](#). [OSDS provides reasonable accommodation](#), support and advocacy services, and educates the campus on disability issues to foster an open and hospitable environment for students with disabilities. Taken together, these efforts represent Lehman's comprehensive commitment to promoting access and affordability.

Compliance

Lehman College communicates with internal and external constituencies through print and digital media about programs and services it provides, and policies and procedures that govern it. The College website serves as the primary communication vehicle, highlighting key information detailing Lehman's performance, institutional assessment, and student outcomes including:

- [Lehman's Institutional Effectiveness site](#), which provides [annual updates on the College's AES assessments](#), as well as timelines and [key resources](#).
- Lehman College Fact Book, offered in PDF [and as an interactive tool](#), supplying information on: student, faculty, and staff demographics; retention and completion; and other significant information related to the institution.
- A [calendar of key events](#) meant to engage the internal and external community through a variety of academic and cultural events.

Each semester, the College is required to conduct an Enrollment Verification Process to ascertain it remains in compliance with Federal Title IV regulations related to student attendance. To verify enrollment, Lehman must be able to document verification of enrollment in each course or participation in an academically-related event connected to the course. A student is considered to have begun attendance if they have attended at least one day of class, or is otherwise active and participated in a course or related activity. Lehman College has the highest compliance rate with over 83% (LEH01 is identifier for Lehman) among CUNY's senior

and community colleges, further demonstrating the College's commitment to the highest ethical standards.

STANDARD 3: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

As a senior college of the City University of New York, Lehman College provides a broad, high-quality education to residents of New York State in keeping with both the mission of the College and CUNY. Currently, the College offers 140 undergraduate and graduate degree programs across a broad spectrum of disciplines. The structure of Lehman's Baccalaureate degree programs allows for seamless transfer from within CUNY, significant given that roughly seven in ten incoming transfer students originate from within the system. Lehman emphasizes opportunities for transfer students through CUNY's Pathways program, and by offering relevant credentials through its School of Continuing and Professional Studies. The centerpiece of CUNY Pathways is the 30-credit General Education Common Core.

The requirements towards completion of an undergraduate degree (**III.C1, III.C3**) for Lehman students is mapped out in three major categories identified in the diagram below, clearly identified on the Lehman website and in the Undergraduate Bulletin:

Figure 3.1: Pathways—Completion of Undergraduate Degree
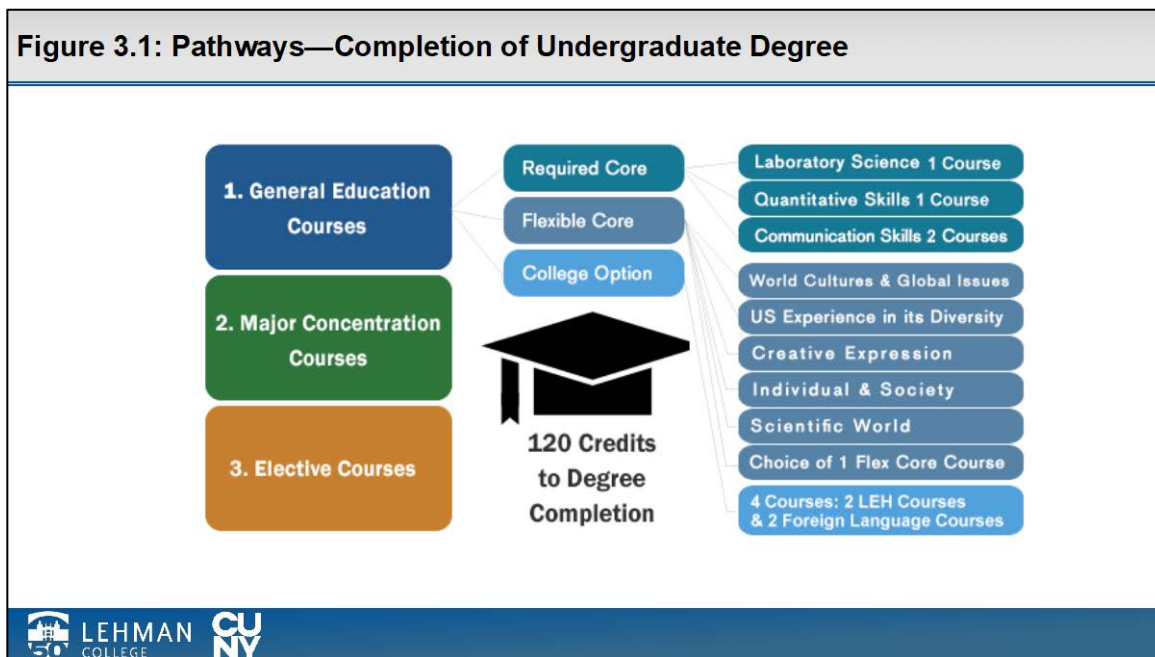
Between Fall 2012 and Fall 2016, the number of students who transferred to Lehman from within CUNY increased from 780 to 1,327, while the average number of credits transferred increased from 63.2 to 65.4. (**see CUNY Four-Year Update**) Lehman Baccalaureate and Master's programs are designed to be relevant to the workforce, as well as prepare students for continued studies. A full list of Lehman's academic offerings and courses by department can be found in the Undergraduate Bulletin. Additionally, the College, in conjunction with CUNY

Graduate Center, contributes faculty, and in some cases facilities, to a number of Doctoral programs of City University.

Degree Programs Anchored in General Education and Broadening Experiences

The foundation of Lehman College is its innovative and thoughtful curriculum development led by faculty and the Office of Academic Programs. Lehman College's Academic Master Plan guides the process of curriculum review and assessment on an ongoing basis to ensure academic offerings remain current and relevant. A multi-step process for Academic Program Review consists of: departmental Self-Study; review by an external panel; external review team's Report; and discussion and review between academic programs and administration. This process is outlined in more detail in Lehman College's Guidelines for Academic Program Review.

The College Senate is responsible for oversight, advisement, and providing recommendations for modifications to academic programs. Minutes of all Standing Committees, including the Committee on Undergraduate Curriculum and Committee on Graduate Studies, are available on the Senate website. Academic programs created through this collaborative process since 2015 are included in the table below:

Table 3.2: Selected Academic Programs Since AY2015

Undergraduate	
Majors	Biology (BS) and Modern Languages (expected start date, Spring 2020)
Certificates	Digital Technology and Electronics
Minors	Business Law, Data Science Methods and Applications, Digital Music, Finance, and Irish Studies
Graduate	
Master's	Biology (MS) and Organizational Leadership (MS)
Doctoral	Doctorate of Nursing Practice
Certificates	Health Education and Bilingual Extension in Speech-Language Pathology

Lehman is committed to providing students with access to its academic programs and courses online through fully online courses, hybrid courses, and partially online courses. The expansion of Online Education is a major component of the Strategic Plan of the Office of Academic Programs. The College currently offers 1,788 partially, hybrid, or fully online sections serving 11,300 students. (**see Online Learning Spreadsheet**) Moreover, the most recent 2017-2018 University PMP Report indicates that Lehman has led CUNY in percentage of courses offered partially or totally online for five consecutive years. (**PMP Data Book, p. 18**) Almost 22% of Lehman courses were offered partially or totally online, more than double the University average (9.2%).

The Office of Online Education, staffed by a Director, Educational Technologist, and Faculty Development Specialist, offers faculty development programming and resources to those who teach with technology, whether the course is fully online or hybrid. Examples include: a facilitated and self-paced faculty professional development and training program; Blackboard Basics Course designed for faculty developing an essential skillset with the learning management system to teach online with technology; foundational two-week program designed for faculty new to online and hybrid instruction, which models effective design and facilitation skills; and Online Course Readiness Review Program to provide quality assurance.

The array of Lehman's undergraduate programs is anchored in the liberal arts. Each program contains a General Education core designed to provide students breadth of knowledge and understanding across disciplines. This helps them develop broadly applicable skills such as critical thinking and writing, enhances their capacity for lifelong learning, and strengthens their ability to contribute effectively to society. The competencies integrated into the College's courses include demonstrating:

- Critical thinking skills
- Competence within at least one discipline
- Skills in quantitative reasoning, information literacy, and research
- Outstanding communication skills in diverse media
- Multicultural, global, and ethical awareness of diverse people and communities
- The ability to work collaboratively as part of a team
- The potential for leadership.

In order to integrate some of these major competencies across the curriculum, the College has implemented two programs: Writing Across the Curriculum (WAC) and Quantitative Reasoning (QR).

- Lehman's WAC program, developed in 1999, has served more than 200 faculty. During 2017-2018, 26 faculty participated in WAC workshops and institutes. The program is tailored to respond to particular interests and needs of faculty and students, grounded in the belief that writing both enables and reveals students' intellectual growth. The program encourages faculty to consistently use writing in their courses to identify where and when students need additional support. WAC promotes active learning and collaboration among students, as well as cross-pollinates effective teaching practices.

- The QR program is committed to infusing numerical literacy across the curriculum. It seeks to teach students to think critically and apply basic mathematics skills to interpret data, draw conclusions, and solve programs within a disciplinary and interdisciplinary context. Distinct from mathematics, QR emphasizes practical and contextual use of numerical evidence to draw conclusions.

The College offers flagship programs targeted to students with exceptional academic skills and motivation, including the Lehman Scholars Program and William E. Macaulay Honors College.

Established in 1980, Lehman Scholars Program offers students the atmosphere of a small, intimate college experience featuring seminars, mentors, and an extra-credit option. Students with a minimum GPA of 3.5 are eligible to apply to this program at any point prior to completion of 64 credits. There were 110 Lehman Scholars as of Fall 2018.

William E. Macaulay Honors College at Lehman College – consistently ranked among the top public honors colleges in the country – selects students from a highly competitive field of applicants who demonstrate exceptional academic skills. They receive a complete package of financial benefits that includes: full tuition scholarship for four years of study; expense account for study abroad or other academically enriching experiences; free laptop computer; and cultural passport for special entry into concerts, theaters, and museums. As of Fall 2018, we have 76 Macaulay Honors students.

The Leonard Lief Library is committed to student success by offering an active program of library instruction, where students are guided to access and critically evaluate online information resources. The Library features both onsite and remote access to 256 electronic databases, covering all subject fields and particularly strong in supporting professional programs.

Lehman's Library has distinct advantages participating in consortial licensing agreements for major resources through CUNY's Office of Library Services, providing access to broad resources that would ordinarily not be available on the limited budget of a public university tasked with primarily supporting undergraduate and growing graduate programs. Responding to recent student demand, the Library is now open 24 hours during Final Exams. Library website: http://lehman.edu/library/
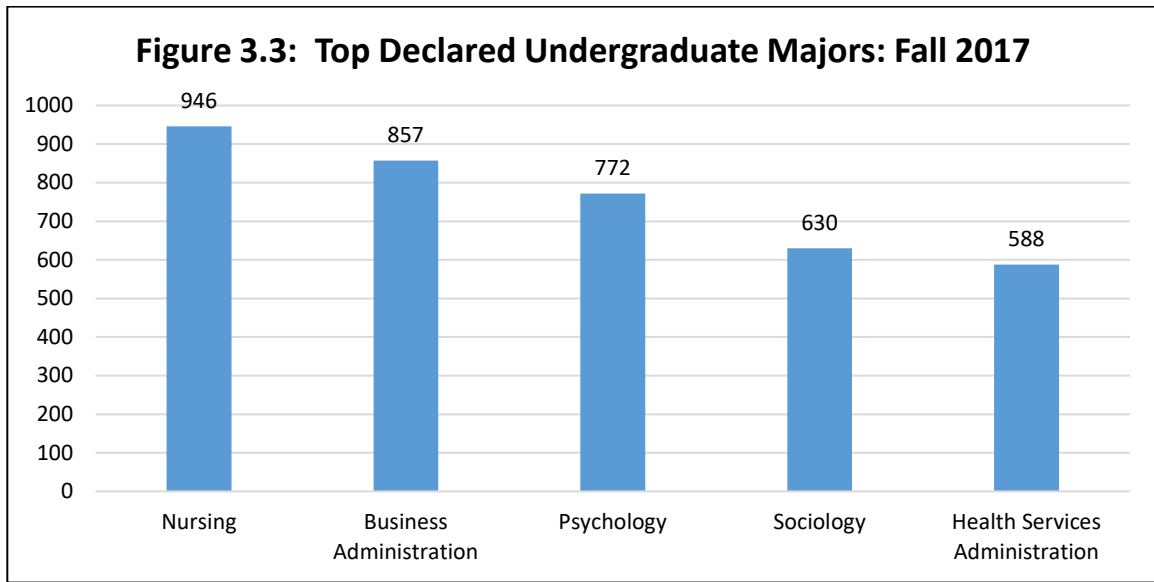
In order to determine whether Lehman College's academic programs are meeting student needs, we have implemented a number of systems to monitor overall and program-specific student success metrics. The College maintains and provides information on student and program outcomes on the Office of Institutional Research, Planning, and Assessment (OIRPA) website, including the annual Lehman College Fact Book, available as both a PDF and interactive data tool.

Data contained within the Fact Book represent official statistics reported to the Federal government, New York State, and other entities. The Fact Book provides the college community and public with an historical record of student enrollment, degrees awarded, student performance, staffing, and financial trends. Other tools, such as the Student Success Dashboard, developed by Information Technology, provide more dynamic data for real-time decision support to improve student outcomes. The platform is still in development and was introduced in 2017 to support graduation specialists, administrators, and advisors with enhancing student retention and graduation rates.
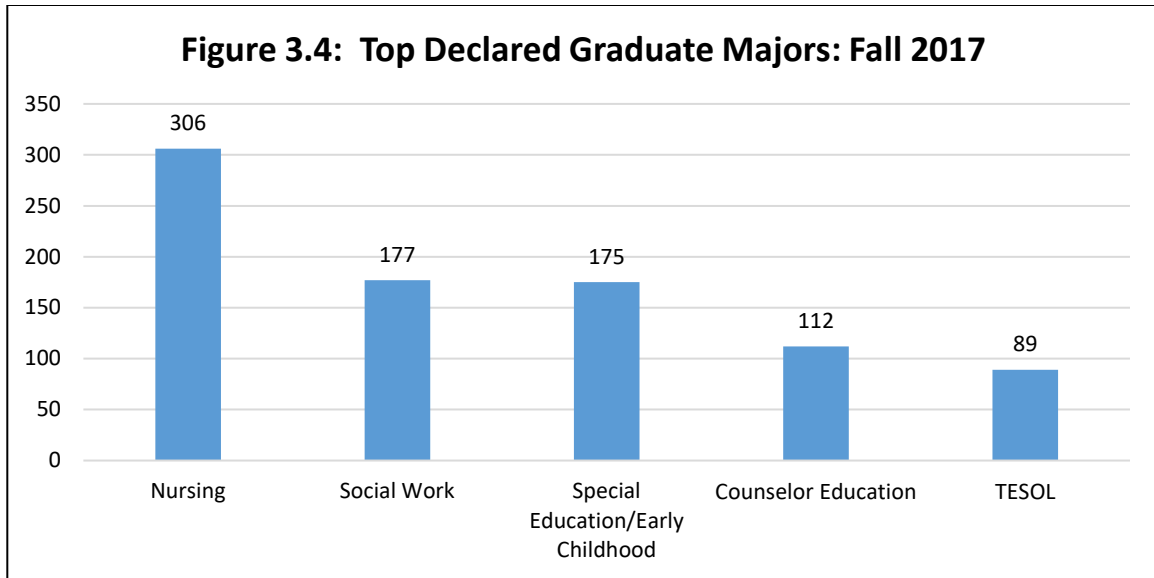
Lehman College serves as a destination for transfer students. In Fall 2017, a total of 2,158 students transferred to the College, including 1,479 transferring from within CUNY. All told, 70% of new students in Fall 2017 were transfers, even as the campus welcomed its largest first-time freshman class in nearly a decade. Lehman's top four feeder schools for transfer students are CUNY community colleges: Bronx Community College, Borough of Manhattan Community

College, Hostos Community College, and LaGuardia Community College in Queens. According to the most recent CUNY PMP, the four-year graduation rate of students who transferred to Lehman from a CUNY Associate degree program in Fall 2013 was 58.3%, 7.5% higher than the CUNY average (50.8%).

Pathways General Education requirements allow all Lehman undergraduates, regardless whether they began their studies here or at another CUNY institution, to pursue a Baccalaureate degree across a broad spectrum of academic programs. The top five declared undergraduate majors in Fall 2017 are included in the following figure:

Figure 3.3: Top Declared Undergraduate Majors: Fall 2017

Major	Count
Nursing	946
Business Administration	857
Psychology	772
Sociology	630
Health Services Administration	588

Lehman offers a range of graduate academic programs. The top five declared graduate majors in Fall 2017 include:

Figure 3.4: Top Declared Graduate Majors: Fall 2017

A bar chart titled "Figure 3.4: Top Declared Graduate Majors: Fall 2017" showing:
- Nursing: 306
- Social Work: 177
- Special Education/Early Childhood: 175
- Counselor Education: 112
- TESOL: 89

Lehman has been proactive about developing new and innovative Master's programs that respond to changes in the employment market, while positioning ourselves competitively with offerings of other regional institutions. The College is confident that these enhancements, in conjunction with improvements in program promotion, will result in graduate enrollment that reflects the diversity of our undergraduate population, empowers minority students to advance in their careers, and contributes in a meaningful way to improvement of lives in the Borough.

The College offers 64 graduate degree programs which incorporate research, scholarship, and independent inquiry appropriate to the area of study. Some examples include the MS in Education where two courses, Research in Mathematics Education and Master's Thesis, introduce methods of research in mathematics education, including formulation of a research problem. Students engage in hypothesis testing, quantitative methods, and comparing experimental and comparison groups.

Another example is the MS in Geographic Information Science (GISc), which prepares students for careers in this growing field and the environmental, health, criminal justice, urban planning, transportation, energy, and policy fields that hire GISc specialists. GISc students have co-authored research papers, collaborated with faculty on publications, and presented their findings at conferences and symposia. Students regularly work with faculty on grant-funded research projects, such as studies for National Oceanic and Atmospheric Administration on public health impact of climate change and for USDA on urban agriculture.

The Social Work graduate program is recipient of a Health Resources and Services Administration grant that funds an annual conference on urban social work issues where MSW students offer poster presentations. Graduate students co-presented with faculty at New York State Social Work Education Association's annual conference. In the final course, NUR 787,

students worked with faculty to produce posters displayed at Lehman's Health Equities Conference, Montefiore Research Day, and Sigma Theta Tau International Honor Society.

The Schools of: Arts and Humanities; Education; Health Sciences, Human Services, and Nursing; and Natural and Social Sciences each has a major focus on graduate and professional education. In addition to providing coursework and fieldwork assignments leading to certification, the latter two professional Schools with clinical programs provide research opportunities for graduate students. Their faculty, along with many faculty from the two other Schools, have joint appointments on various Doctoral faculties of CUNY Graduate Center (GC). Of the Lehman faculty affiliated with the Graduate Center in Fall 2018, 44 were actively engaged in teaching GC courses, and 29 supervised graduate students.

Lehman graduate students benefit not only from contributions of Lehman Doctoral faculty, but also from access to Doctoral faculty from all CUNY colleges that participate in consortial graduate programs. The graduate programs consortia dramatically expands the breadth of faculty intellectual resources available to Lehman graduate students. The Graduate Center itself is a significant additional resource for Lehman graduate students, with a fully resourced library, online access to journals, and wide array of weekly academic seminars and conferences. It serves as the nexus of graduate student activity, facilitating interaction with graduate students from all participating CUNY campuses.

Currently (Fall 2018), 103 Lehman College faculty out of 302 tenured/tenure-track faculty (Fall 2017) are invited members of the Doctoral faculty in one or more CUNY Graduate Center programs. Through participation in this consortium, Lehman College can attract active scholars who seek a strong research career coupled with the undergraduate teaching mission of the institution. Affiliation with Doctoral programs brings state-of-the-art research to the campus, enabling undergraduates (and even high school students) access to discovery and knowledge creation alongside Doctoral students.

To confirm that undergraduate and graduate programs effectively meet the needs of students, academic departments have engaged in systematic assessment of their offerings. In 2012, Lehman College codified the job description for Assessment Coordinators in response to recommendations of the 2009 MSCHE Self-Study. In addition to now having a dedicated assessment staff, faculty members from each academic department are responsible for leading student learning outcomes assessment efforts, collating assessment findings/data, and relaying these to the Department Chair and faculty.

Coordinators meet with their School Deans and Associate Deans to share best practices and actionable information related to Student Learning Outcomes findings. In collaboration with the Assessment Director or Associate Provost for Academic Programs, some Schools facilitate workshops for coordinators. Findings are applied to inform department and School Strategic Plans, and support resource requests for faculty, equipment, technology, space, and co-curricular/extracurricular experiences for students. Alignment of these requests with Strategic Plans is demonstrated through the OTPS Expenditure Workbook, and in graphic representations of Academic Strategic Plans. The Assessment Office works in collaboration with the Office of

Academic Affairs, as well as individual departments and faculty, to guide the process of data-informed assessment and continuous improvement.

Examples of program assessment reviews include:

- **Departmental reviews:** All academic departments develop short-term and long-term Strategic Plans. They review teaching effectiveness from student evaluations, surveys, and assessments.
- **Specialized accreditation reviews:** Program effectiveness is assessed by external reviewers. Discipline-specific accreditation is regularly conducted by agencies and professional associations. Lehman College's clinically or professionally accredited programs include: Chemistry, Education, Health Sciences, Nursing, Social Work, and Speech-Language-Hearing Sciences. A list of accreditations and dates is available through the Office of Academic Programs.
- **Master Plan review:** All academic programs and courses are reviewed for alignment with Lehman's Academic Master Plan to make certain they remain relevant to scholastic achievement and professional careers.

In-depth discussion of assessment appears in Standard 5.

Student Learning Experiences
Additional ways in which Lehman assesses the student learning experience include the Noel-Levitz Survey (2014), National Survey on Student Engagement (NSSE), Cooperative Institutional Research Program Freshman Survey (2017), and the CUNY Student Experience Survey.

Highlights from the 2016 CUNY Experience Survey include:

- 60% of Lehman students were very satisfied or satisfied with their overall social experience, higher than the proportion of comparable responses for both senior colleges (48%) and the entire system (53%).
- 77% of Lehman students were very satisfied or satisfied with their overall academic experience, higher than the proportion of comparable responses for both senior colleges (68%) and the entire system (72%).
- 66% of Lehman students were very satisfied or satisfied with the value of their education relative to the price, higher than the proportion of comparable responses for both senior colleges (57%) and the entire system (59%).
- 55% of Lehman students either strongly agreed or agreed with the adequacy of their advisement, higher than the proportion of comparable responses for both senior colleges (47%) and the entire system (51%).
- 64% of Lehman students either strongly agreed or agreed with that the College clearly communicates degree requirements, higher than the proportion of comparable responses for both senior colleges (57%) and the entire system (59%).

- 72% of Lehman students would either definitely or probably choose to attend Lehman again if they were to start over, higher than the proportion of comparable responses for both senior colleges (60%) and the entire system (63%).

Despite the overall positive nature of these findings relative to the student experience, there remain students who see opportunities for improvement and who could be served better. The results of these studies have impacted a number of initiatives, including Lehman College's 90x30 Challenge, which calls for more systematic use of data and technology to support efforts aimed at increasing student success and fostering academic excellence.

In January 2018, Lehman hosted a two-day *Academic Momentum Planning Summit* for the leadership teams from 19 CUNY campuses driving the University's efforts to increase graduation rates and reduce time to degree. The event allowed teams to share best practices with leaders from within and outside CUNY identified by Complete College America. Areas of interest included Degree Maps, credit accumulation, and Gateway courses.

As a follow-up to this event, in August 2018, the campus hosted an all-day internal workshop that focused on intersection of data and technology, as well as teaching, learning, and advising. Highlights of the event included:

- A keynote by Dr. Lawrence Abele, former Provost of Florida State University, who focused on using data to identify structural barriers to student success that also promote equity gaps.
- Set of analyses aimed at identifying opportunities to improve retention and completion. These included explorations of: departing student patterns; excess credits; courses with high rates of D, W, I, and F grades; and a case study that illustrates success of a flipped classroom design in Chemistry.
- Workshop on the Student Success Dashboard, featuring a collaborative partnership between Information Technology and Lehman's Graduation Specialists.
- Discussion of turning data into actions that benefit students, centering on Lehman's ongoing efforts to scale out use of Degree Maps and innovative course design to help students more easily navigate their academic journeys.

Robust Faculty

Lehman's faculty plays a vital role in promoting student success through effective teaching, advising, and high-quality scholarship. The College offers well-qualified faculty active in student advising and mentorship, professional development, and research and scholarship. Lehman faculty is hired under the CUNY Board of Trustees Bylaws. (**see Bylaw 6**) For most tenure-track faculty lines, the PhD or equivalent terminal degree – based on CUNY guidance – is the minimum qualification.

Lehman adheres to rigorous search requirements, and has established exhaustive job descriptions and requirements to guarantee faculty hired are appropriately qualified. The

College is committed to recruiting and retaining a diverse faculty, particularly critical given Lehman's status as a top-ranked vehicle of upward mobility among U.S. Minority-Serving Institutions (MSIs), and given the diversity of its student body. Since 2010, minority faculty at Lehman has increased ten percentage points from 26.9% (2010) to 37% (2018). Faculty of color represent 18% of full professors, 35% of associate professors, 47% of assistant professors, and 50% of lecturers. (**see NYC Committee on Higher Education Testimony**)

Even as enrollment has increased, Lehman has maintained a stable student-faculty ratio that in 2017 compares favorably to the national average (16:1) for public institutions in 2013, noted in the table below:

Table 3.5: Student-Faculty Ratio at Lehman College [Select Years]

Measure	Years					
	2012	**2013**	**2014**	**2015**	**2016**	**2017**
Student-Faculty Ratio	14	13	14	15	15	16

Source: Integrated Education Postsecondary Data System

Research and Scholarship Achievement
According to the 2018 PMP, Lehman's research awards – measured on a three-year rolling average – stand at just under $5M, ranking it at the middle among senior colleges. While this figure represents a decrease from last year, it is more than double the amount of research awards received three years prior ($2.2M) and represents an increase in the number of funded research grants. In FY2017, Lehman received 39 funded research grants, exceeding the 36 funded grants it received in FY2016. This represents a 143% increase from just five years before.

Faculty Support
Lehman College celebrates achievements and contributions of faculty through its annual [Teacher of the Year Award and Adjunct of the Year Award](#). The College is currently home to [five Distinguished Professors](#), a designation reserved for scholars at the highest level of contribution in their field. Lehman celebrates newly-tenured and promoted faculty, as well as faculty publications, creative work, and grantsmanship. In addition, scholarly and creative achievements of faculty are recognized at the annual *Celebration of Faculty Achievement* (http://www.lehman.edu/library/facultyresources.php). Noteworthy faculty contributions are announced in the Provost's weekly eDigest and publicly recognized at General Faculty meetings.

Additional resources provided to faculty to promote successful professional development include: a subscription to [Magna Publications](#), which supplies a large number of videos in which successful instructors present concepts and methods to make face-to-face or online teaching more relevant and engaging; Library and Online Education licensed [Kanopy](#), an online video repository that can be seamlessly embedded into Blackboard course sites; and

membership in National Center for Faculty Development and Diversity, which provides resources, training, and development to support faculty research and writing.

The College undertakes multiple measures to assure faculty is reviewed on a regular basis and in an equitable manner. Guidelines for faculty evaluation are provided by Academic Affairs as outlined by The Procedures for the Faculty Personnel and Budget Committee on Promotion, which follow policies set forth by CUNY Revised Pre-Tenure Review Policy and PSC-CUNY Contract Guidelines. The PSC-CUNY Contract contains a detailed overview of expectations and responsibilities of faculty, staff, and administrators. Faculty are evaluated annually by both peers and students. Article VI of the CUNY Board of Trustees Bylaws further outlines the rights and limits related to tenure, appointments, and due process. Faculty evaluation is also discussed in Standard 2.

Non-tenured faculty are evaluated each year based on teaching, research, and service. The College provides faculty with a seven-year checklist that outlines important milestones on their path to tenure to help facilitate the tenure and promotion process. To promote greater transparency around Student Evaluation of Teaching and Learning (SETL), summary results related to overall ratings, instructional design, course management, pedagogical delivery, and general information have been made available through Lehman 360, the College's digital platform.

High-Touch and High-Tech Student Learning Experiences
The College has undertaken a number of efforts to assist students with comprehending and navigating available academic programs and requirements for completion. The Student Consumer Information Page provides information related to: institutional financial aid; privacy of student records; student disability services; transfer student information; accreditation; academic programs; articulation agreements; copyright infringement; student financial assistance; health and safety; and student outcomes.

In recent years, Lehman has enhanced its advisement efforts, largely driven by the imperative of boosting educational attainment. This has focused the intersection of strengthened advisement on: student success and completion; strong slate of student support services aimed at meeting needs of distinct student segments; enhanced communication through innovative digital technologies; resulting in experiences intended for Lehman students to become educated, empowered, and engaged. Beginning in 2014, the Advisement Working Group, coordinated by Academic Affairs and the Registrar, undertook broad assessment of the scope and nature of this process. (**see Raymond Galinski Slide Deck and Proposed Advisement Document**)

Following this, the Division of Enrollment Management, which now oversees Advisement, Strategic Persistence Initiatives and Student Success Initiatives, further examined the current state and future of advisement. This culminated in a series of reports and forums including the *Proposed Advisement Model Report*, which concluded that a reconfiguration of advisement with a deeper emphasis on student success was necessary. As a consequence, the President's

Cabinet partnered with Enrollment Management to consult with national experts to develop a model based on student success teams.

Accordingly, a new advisement structure was implemented in Fall 2017. Separate advisement units are now dedicated to integrated onboarding and advisement procedures of freshman and transfer students. The recently launched Freshman College oversees this cohort, while the Office of Academic Advisement is responsible for transfer students.

In May 2018, the Office of the Registrar transformed its existing Graduation Audit Unit (GAU) – which monitors students' graduation eligibility – into a Graduation Specialist (GS) team. This provides a pathway to improved persistence, retention, and ultimately graduation rates in fulfillment of Lehman's mission, vision, values, and Strategic Plan, *Achieving the Vision.* Graduation Specialists report to the Registrar and collaborate with the Schools to plan, organize, and coordinate student-oriented activities to secure successful and timely graduation. Working with both undergraduate and graduate cohorts, Graduation Specialists conduct reviews of student records and track student progress through their programs of study, strategically intervening at key moments. Over time, they can determine whether students will fulfill degree requirements.

In conjunction with each School, Graduation Specialists conduct ongoing analyses of graduation data within each specific cohort to identify common trends and errors resulting in deterrents to students' graduation journey. They provide solution-centered recommendations to decrease disruptions for future groups. In Spring 2018, 18 students were identified by Graduation Specialists as one-three credits short of 120 credits required to graduate. This resulted in collaboration with the Health Sciences Department, which developed an option for students to gain these remaining credits. Eleven students (61%) took advantage and graduated in Spring 2018 instead of Summer 2018. In the future, Graduation Specialists will work with Schools and IT to automate this process of identifying students just short of graduation.

In addition to this multifaceted approach to advising and student momentum, the College has adopted an intentional strategy to provide meaningful Experiential Learning Opportunities related to retention, completion, matriculation in graduate education, and career success. As a result, the College has focused on promoting multicultural experiences through internationalization and global partnerships, Open Educational Resources (OER), Experiential Learning Opportunities (ELOs), and undergraduate internships.

Lehman has recently sought to expand its global reach and footprint. During 2017-2018, we piloted a new program, Lehman in the Provinces, a comprehensive academic partnership with Cuba's University of Sancti Spíritu and University of Camagüey. Further, Lehman signed agreements with University of Sao Paulo in Brazil and a number of Mexican and Dominican Republic higher education institutions. Many existing agreements were renewed, including semester-long study in The Hague in the Netherlands, Sungshin University in South Korea, Sugiyama University in Japan, Montpellier University in France, and Nanyang Polytechnic University in Singapore. Overall, these efforts contributed to Lehman being named a Top Producing Gilman Institution in 2018.

Moreover, Lehman has endeavored to support quality education remaining affordable for residents of the Bronx and surrounding region. Given that according to the most recent CUNY Student Experience Survey, 59% of Lehman undergraduates have a household income of less than $30,000, the [College has worked to increase access to OER](#). Having received grant funding from New York State, the Library designed resources for faculty considering development of OER, including an evaluation rubric on the [Leonard Lief Library website](#). During the first year of implementation (AY2017-2018), 1,042 Lehman students participated in 169 sections that replaced costly textbooks with publicly-accessible resources, resulting in nearly $150,000 in savings for students.

As highlighted in the 2016 Student Experience Survey, Lehman students declare they derive considerable value from their education. A major component of this involves academic programs and the curriculum being current and relevant to workforce needs. Increasingly, this includes providing Experiential Learning Opportunities (ELOs), including internships, service-learning, and community service. The School of Continuing and Professional Studies' Augmented and Virtual Academy provides students with a ten-month applied course of study that includes animation, 3-D graphics, and web design with links to prospective employment. Additional resources can be found on Lehman's [Experiential Learning Portal](#).

ELOs, when coupled with Lehman's broad academic programs, unique student experiences, and comprehensive wraparound services prepare those for success who earn a degree. Recent data from the New York State Department of Labor (**see Wage Data brief**) reveals that:

- More than 80% of the last four cohorts of Lehman's Baccalaureate degree graduates were employed in New York State within one year of graduation.
- Real median income for Lehman alumni one year after graduation was $38,534, and $64,569 for Master's graduates.
- Both median income figures are above median earnings in the Bronx, $25,985 for workers aged 16 and older, and $30,396 for workers aged 25 and older in 2016.
- Three years after graduation, the median real wage for Lehman Baccalaureate graduates increased 17.9% to $45,427, and the median real wage rose 10.1% to $71,067 for Master's graduates.

These data underscore Lehman's ability to deliver on its value proposition of creating educated, engaged, and empowered students through a broad and high-quality education, in tandem with an intentional approach to design and delivery of the student experience.

STANDARD 4: SUPPORT OF THE STUDENT EXPERIENCE

Lehman College supports the student learning experience by providing: robust academic programming; administrative, educational, and student support services that enhance teaching, learning, and advising; and a slate of policies and procedures designed to facilitate student success. As highlighted in Lehman's mission, and based on its role as community anchor, the College plays a vital role promoting upward mobility by focusing on academic, personal, and professional development of its students. This is particularly significant given the number of Bronx residents who live in poverty.

Recent data provided by the CUNY Office of Institutional Research and Planning, which examined unemployment insurance wage record data, determined that within one year of graduation, the median income for those who graduated from Lehman with a Baccalaureate degree was $38,534, and $64,569 for its Master's graduates. Both median income figures are above median annual earnings in the Bronx, which were $25,985 for workers aged 16 and older, and $30,396 for workers aged 25 and older in 2016.

Three primary ways Lehman tries to help its students derive the highest value from their education include: a dynamic, cross-divisional community of support; a proactive division of Enrollment Management; and an innovative strategy to harness technology. Together, policies, procedures, and services designed to support the student learning experience keep the entire student lifecycle in mind, from pre-application to enrollment to graduation, and beyond. The following figure illustrates Lehman's approach to supporting the student experience through a dynamic community of support:

Figure 4.1: Lehman's dynamic community supports the student experience through an integrated approach
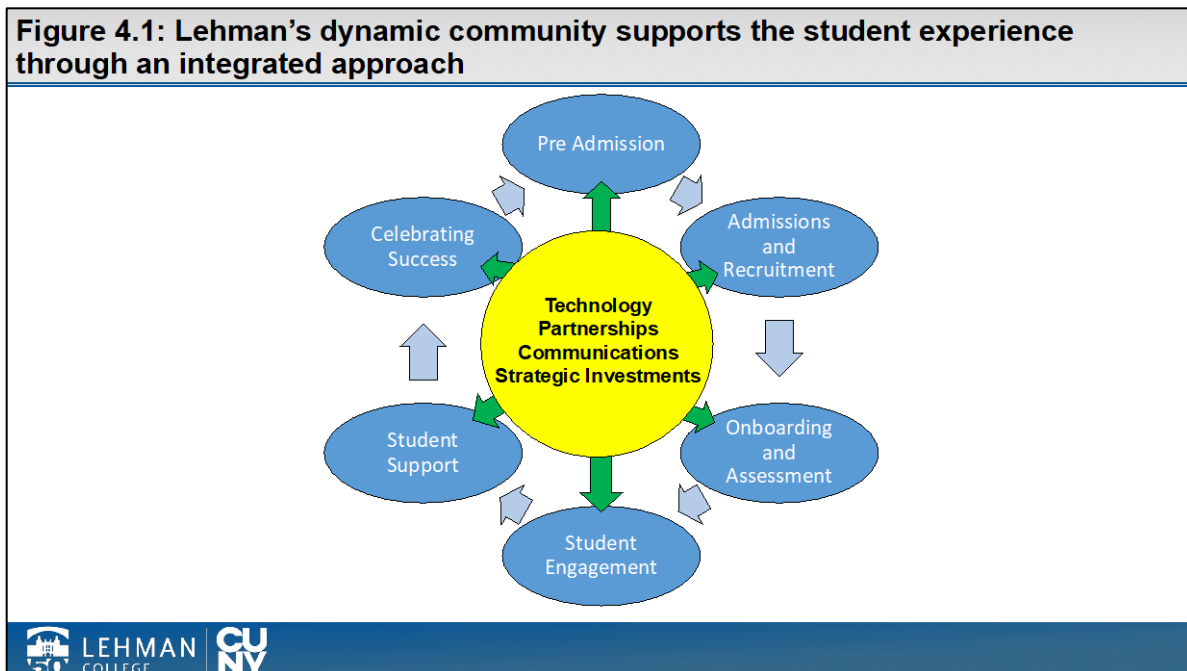
Ethical Policies and Practices Aimed at Student Success
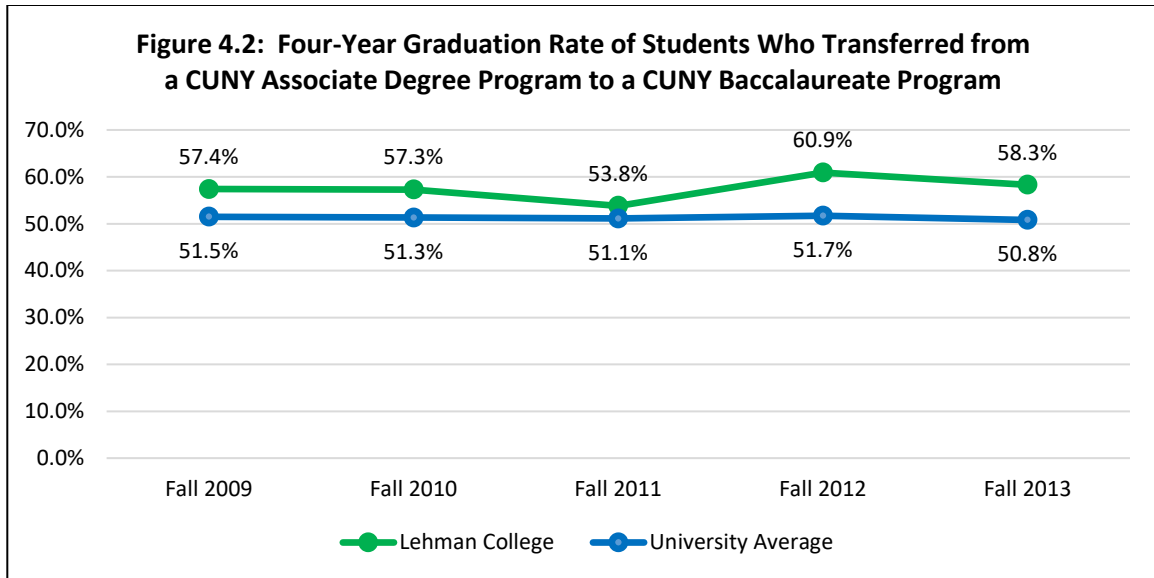
Pre-Admission

As part of its role as community anchor, Lehman makes numerous efforts to engage students well before they consider applying to the College, whether they are enrolled in high school or at another institution. The College has developed a substantial awareness campaign that includes partnerships with high schools, community-based organizations, and feeder schools inside and outside of CUNY. In order to ensure access to the campus, Lehman developed a virtual tour through the YouVisit Virtual Tour. (Appendix IV.9)

At the same time, the Urban Male Leadership Program is focused on creating a high school-to-college pipeline to increase the number of young black and Latino men enrolled in higher education (**IV.C1b**) (Appendix IV.12). Partnerships have been formed with Yonkers Partners in Education (**IV.Cb.Cd**), and the increased footprint of College Now, a transition program for qualified New York City public high school students, has helped create multiple pipelines to a Lehman education (**IV.C1.b**) (Appendix IV.11).

College Now is a free dual enrollment program and major enterprise between CUNY and the New York City Department of Education (NYC-DOE). It enlists all eighteen CUNY campuses, and serves over 420 public high schools to assist students successfully transition from high school to college. Lehman's College Now program supports over 1,800 students from over 60 high schools in the Bronx. The program offers college credit courses that mirror the Freshman Year Experience. Over 80% of students who enroll successfully complete their courses with grades of C or above. Most recent data indicate that students from College Now who matriculate at Lehman complete their first semester with 18 credits.

Evaluation and Acceptance of Transfer Credits

Lehman has redoubled its efforts to make prospective transfer students aware of the College's academic offerings and services in order to make their matriculation as seamless as possible. The CUNY Pathways program was designed for potential students considering transfer to Lehman from within CUNY. The 30-credit General Education Common Core is central to successful transfer of CUNY students to Lehman. (See Standard 3 for more detailed information about the Pathways program). Pathways has contributed to Lehman's success in graduating transfer students in a timely manner (see chart below: Source PMP Data Book):

Figure 4.2: Four-Year Graduation Rate of Students Who Transferred from a CUNY Associate Degree Program to a CUNY Baccalaureate Program

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Lehman College	57.4%	57.3%	53.8%	60.9%	58.3%
University Average	51.5%	51.3%	51.1%	51.7%	50.8%

Lehman has devised blanket articulation (**IV.C2**) (Appendix IV.13), and guaranteed admissions agreements (**IV.C2**) (Appendix 14) with regional community colleges, within and outside CUNY. For example, Lehman College and Westchester Community College, part of the State University of New York, currently have a blanket articulation agreement. These partnerships are periodically revisited to make transfer as frictionless as possible.

A recent CUNY analysis of the number of credits lost by transfer students prompted Lehman to complete 56 program-to-program articulation agreements (including three blanket articulation agreements under CUNY Pathways) (**IV.C1.c**), and resolve to update transfer policies to eliminate loss of credits at the point of transfer. (**IV.C2**) To further assure a smooth transition and assist students in early engagement with the College, Lehman hired an academic advisor to coordinate with students onsite at several community colleges. This function serves to minimize loss of credits and encourage Associate degree completion (**IV.C1.c d**) to further enhance community college collaboration and transfer student success. The College recently introduced the eTCE (Electronic Transfer Course Evaluation) system, which automates and streamlines this process.

Bronx Transfer Affinity Group

Lehman College joined with Bronx Community College, Hostos Community College, and Manhattan's Guttman Community College to facilitate students transferring with their AAS degree. The objective of this program is to improve Bachelor degree attainment (within four years from transfer) for students who complete their Associate degree at a CUNY community college and transfer to a CUNY senior college. The Bronx Affinity Group has begun to identify a set of priority barriers for transfer students that can be accomplished over a period of 18 months.

Credit for Prior Learning

Students who enroll in the [Adult Degree Program](#) (ages 25 and older), which comprises 10% of the undergraduate student body, are eligible for credit for prior learning to reward prior life experience and help them earn a degree in a timely manner. Lehman College awards credit for prior learning based on the student's ability to demonstrate learning of an academic nature that has taken place outside a traditional classroom, such as volunteer activities or employment. This knowledge must fall within one or more of the academic disciplines of the College. Credit is not automatically awarded. Students must complete a portfolio that documents their learning, and have it evaluated by the appropriate academic department.

To help prepare the portfolio, the Adult Degree Program offers a three-credit course to this end. On completion of the course, the portfolio is evaluated by the academic department that will determine a credit award of 0 to 15. Credits count as electives and do not count towards residency requirements.

Admissions and Recruitment

Lehman College's [Admissions Office](#) is a one-stop, integrated structure which addresses undergraduate recruitment, admissions processing, transfer credit, and graduate admissions. Prospective students (freshman, transfer, and graduate) are meaningfully engaged in person through traditional outreach methods such as recruitment events on and off campus, Information Sessions, campus tours, and counseling sessions.

Admissions recently enhanced its processes by deploying multiple technologies in coordination with the Strategic Communications Office. These include: adoption of [Direct Admissions](#); automating transfer credits in CUNYfirst (**IV.C2**) for freshmen, transfers, and readmits; Hobsons Connect to provide a strategic on-time communication plan through a personalized online MyLehman Page for undergraduate students and a MyMasters Page for graduate students; and research-based behavioral nudging initiatives.

These coordinated efforts have in part resulted in the College consistently meeting or exceeding its enrollment targets, culminating in 17% growth in overall enrollment since 2013. Additional Admissions efforts include a renovated office with electronic sign-in and tracking. The Office of Testing and Scholarships has implemented structural changes to incorporate on-demand placement testing. Academic Advising has instituted electronic notetaking and appointment scheduling, and the Office of the Registrar has automated the major declaration process (iDeclare).

[The Graduate Admissions Office](#) implemented an online application and paperless system, and offers virtual information sessions for prospective students. It rolled out several strategic changes designed to deliver students just-in-time communication, leveraging data obtained from student needs assessments. Lehman hired an admissions counselor to improve the recruitment presence at in-person and virtual recruiting events. Graduate Studies developed a Dual Credit Program allowing high performing Lehman undergraduate students to earn up to twelve graduate credits to satisfy both undergraduate and graduate degree requirements. (**IV.C2**)

The Office of Financial Aid provides a centralized location with comprehensive information regarding tuition and fees, expenses, and financial aid to ensure students are well-informed. The main website includes: a list of financial aid programs; application information regarding programs like New York State Excelsior Scholarship, New York State Tuition Assistance Program (TAP), Free Application for Federal Student Aid (FAFSA); a net price calculator; and resources to help students assume the best approach to financing their college education.

In addition, Financial Aid employs a multi-channel strategy that includes print and digital mail, print materials, orientations, and events with the purpose of educating prospective and current students about their financial aid options in a timely manner. This is especially important considering that some forms of Federal Student Aid are granted on a first-come, first-serve basis. For Lehman students, 59% from households with a family income of less than $30,000 per year according to the 2016 CUNY Student Experience Survey, the timely submission of financial aid applications can be the determining factor to whether college remains an affordable option.

In 2017-2018, the Office of Financial Aid processed nearly 20,000 FAFSA applications and disbursed over $91 million in Federal, State, and scholarship support. To maximize service, the Office extends its operations on specific weekdays, and offers the same for its Financial Aid Internet Lab. Approximately 56% of Lehman full-time undergraduates have their tuition fully covered by Federal and State grants, 37% pay some portion of their tuition out of pocket, and only 7% pay tuition completely out of pocket.

Between 2013-2014 and 2017-2018, the number of undergraduates receiving a Pell Grant has increased from 5,010 to 5,971 (**see Appendix Table on Number and Amount of Financial Aid Given**). The College has recognized the growing need to maintain affordability, and over the past few years the number of students who received grant or scholarship aid has increased (**2017-2018 Fact Book, p. 103**).

Figure 4.3: Number of Students Who Received Grant or Scholarship Aid and Total Amount, Select Years
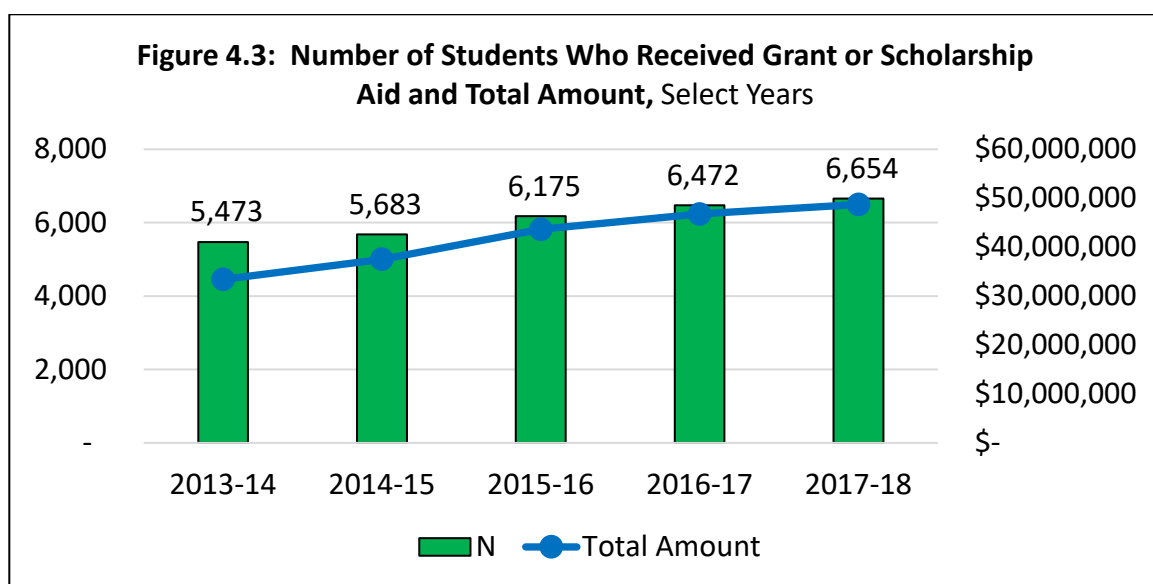
The [Office of the Bursar provides students](#) with comprehensive and accurate information regarding tuition policy, schedule of fees, and the process and available plans for tuition payment. Detailed information is supplied regarding the refund schedule and refund policy for dropped classes. The Bursar's Office also offers [extended hours when classes are in session](#).

In order for Lehman's distinctive and growing population to be well-informed about the range of academic, educational, and student support services, the College has embraced a digital approach to communicating their availability. [Lehman 360](#) provides students with a one-stop platform for information featuring a reduced sign-on solution for degree audits, Blackboard learning management software, course registration, library resources, and other tools. In addition, the Lehman website will undergo a redesign in late 2019 to better communicate current information to students, faculty, staff, and visitors.

All these tools are designed with access, affordability, and completion in mind. Lehman's commitment to providing a quality affordable education is demonstrated by the most recent CUNY Student Experience Survey (2016). Two in three students were very satisfied or satisfied with the value of their education, and seven in ten would choose to attend Lehman again if they were to start over. Other important services and initiatives granted to Lehman students with the aim of increasing affordability include: Office of Prestigious Awards; [Open Educational Resources](#); and [Carrol and Milton Petrie Student Emergency Grant Fund](#).

Onboarding and Assessment

As part of the CUNY system, Lehman advocates successful transition of students, regardless of whether they are first-time freshmen or transfers. The College has been a leader in offering a number of support programs, some shaped by CUNY's Academic Momentum Campaign, as well as adopting novel approaches to provide student engagement by means of programs like the recently announced Accelerate, Complete, and Engage (ACE).

Lehman's [Office of Academic Testing](#) implements CUNY's testing regulations and procedures. The Office provides information on available support services to help students meet [CUNY's testing requirements](#) in a friendly and student-focused manner. This ensures entering freshman and transfer students from outside CUNY meet minimum requirements in reading, writing, and mathematics. Skills assessment tests allow the College to place students in the appropriate sequence of writing and mathematics courses. CUNY offers a repository of information and [supplemental resources](#) to student efforts to satisfy CUNY's college readiness requirements.

Student Engagement and Support

Following testing, Lehman [advisors work with undergraduate students](#) to give them a baseline understanding of skills and competencies required for success in college-level and credit-bearing coursework. They refer students to particular programs to help them acclimate and succeed during their time at the College. This includes familiarizing them with possible or intended programs of study and [General Education requirements](#) through tools like the [Undergraduate Bulletin](#) and growing number of online [Degree Maps](#).

The CUNY Strategic Framework, *Connected CUNY*, represents a system-wide approach to promoting access and completion, improving college readiness, advancing career success, and investing in knowledge creation. It helps guide Lehman's student engagement and support efforts by emphasizing development of a culture of completion through pervasive campaigns targeted to increase the rate of annual credit accumulation to 30 credits. The College has concentrated on encouraging this for relevant student populations by increasing Gateway Math and English course completion, scaling out use of Degree Maps, and reinforcing the importance of taking enough credits.

Some programs that support these efforts are listed below:

- **Increasing Mathematics Readiness.** The Lehman pass rate in Gateway math is 77.5% and surpasses the system-wide baseline of 69.1% by 8.4 percentage points (**PMP**). This has been accomplished through redesigned courses to create deliberate paths for Lehman students throughout the curriculum to contribute to successful outcomes.

- **Increasing English Readiness.** Similar efforts have been undertaken to increase Gateway English course completion. Lehman's pass rate in English is 87.9% and surpasses the system-wide baseline of 81.7% by 6.2 percentage points (**PMP**). One program contributing to this success is English Gateway Momentum (EGM), which includes a First-Year Composition Workshop Series. EGM concentrates on making improvements to teaching and learning in composition courses. In Spring 2018, EGM implemented a series of professional development activities, including faculty observation of fellow instructors, culminating in a day-long symposium, Experts Among Us.

- **Development of Degree Maps.** The path to a degree can be complex, especially for students juggling studies with other important life priorities such as working, caregiving, and parenting. To help students more easily navigate their way to earning a degree, Lehman completed more than 50 Degree Maps by Fall 2018 (**PMP**).

- **Keeping Students on Track to Graduate on Time.** One way to smooth the path to a degree is by confirming students are taking enough credits to graduate on time. Between Fall 2012 and Fall 2016, the percentage of first-time, full-time freshmen who earned 30 credits in the first year has increased from 43.7% to 47.5%. (**PMP Data Book, p. 15**) Programs like *Take 30 Credits Campaign* launched in Spring 2018, including CUNY marketing materials and targeted communications, have contributed to gains made over the past few years (**PMP**).

- **Winter and Summer Sessions.** Students are able to accelerate their studies and degree completion by enrolling in these short-term course cycles. During Summer 2018 session, a total of 5,620 students earned 27,397 credits. During Winter 2018 session, a total of 2,172 students earned 7,734 credits.

- **Comprehensive Wraparound Services.** In December 2018, Lehman College received a $4.2 million grant from the Robin Hood Foundation to implement CUNY's Accelerate, Complete, and Engage program. This is based on the principles of CUNY's Accelerated Study in Associate Programs (ASAP) model that helps students earn degrees by providing financial, academic, and personal support including academic advisement, career counseling, tuition assistance, and subsidies for textbooks and transportation. Lehman's program will begin in Fall 2019 and serve 125 first-time, full-time freshmen, and 125 full-time transfer students who enter with an Associate degree.

- **CUNY Educate, Develop, Graduate, and Empower (EDGE).** The program, formerly known as COPE, was implemented by CUNY and Human Resources Administration (HRA) with the goal of supporting specific needs of students receiving government assistance and pursuing an undergraduate degree. At Lehman, EDGE provides structured and individualized academic, personal, and career planning efforts. It connects students to work opportunities while in school with the objective of job placement after graduation. Each semester advisors and other staff lead a personal and professional development seminar series to assist students with goal setting, career development, and self-advocacy. In FY2017-2018, the EDGE program served 279 students, 77 of whom were enrolled in the HRA program.
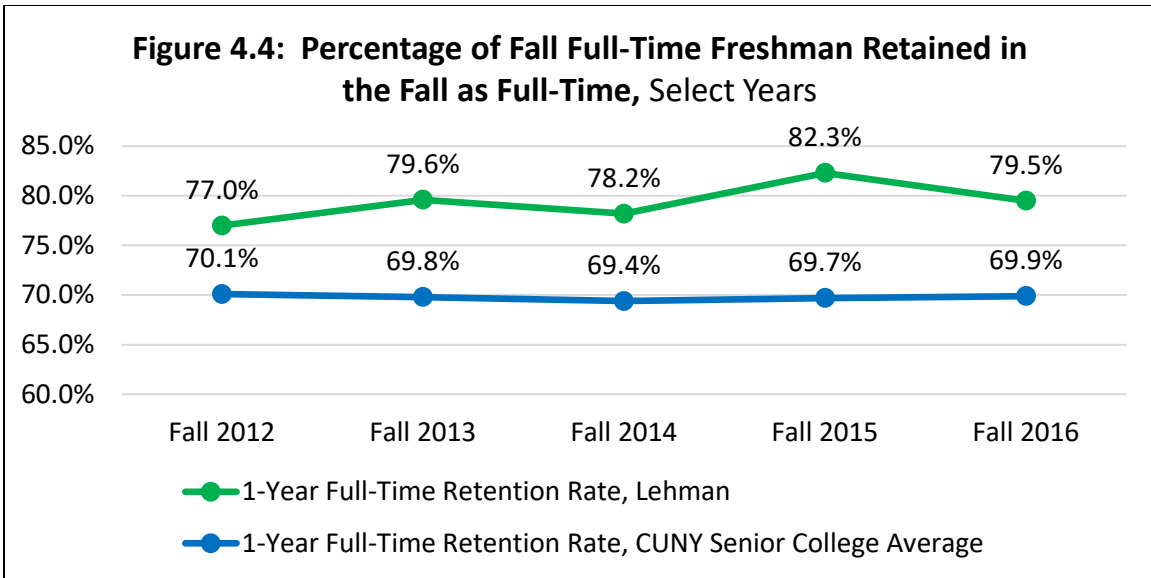
Lehman College recognizes the importance of understanding support needs of its distinctive student population. Supports range from learning communities to intensive advising models to the following initiatives:

- **Freshman Year Initiative**: Founded in 1992, Lehman's FYI program was the first of its kind in CUNY. Central to the program is creation of an interdisciplinary experience for freshmen. The program received the 2015 Best Practices in Student Retention Award from the Consortium for Student Retention Data Exchange (CSRDE) for its system-wide approach to the institution's retention issues. Retention rates for first-year students at the College reached 83.4%, 20% higher than the national average. The program focuses on: improving academic performance; building essential skills for academic success; fostering student-faculty relationships; keeping students engaged on campus; and encouraging students to access campus services.

- **Sophomore Year Initiative:** Lehman College began its SYI program by receiving a Title V Hispanic-Serving Institution (HSI) grant through U.S. Department of Education from 2012-2017. (**see Educational Abstract, p. 18**) The primary components of this program, a collaboration between Enrollment Management and Student Affairs, were to: promote academic success, retention, and persistence; increase the rate of progress towards graduation; facilitate students' early selection of a major field of study; and foster campus and community engagement. SYI supported students through academic and career advisement, as well as personal counseling. Many SYI interventions have been institutionalized.
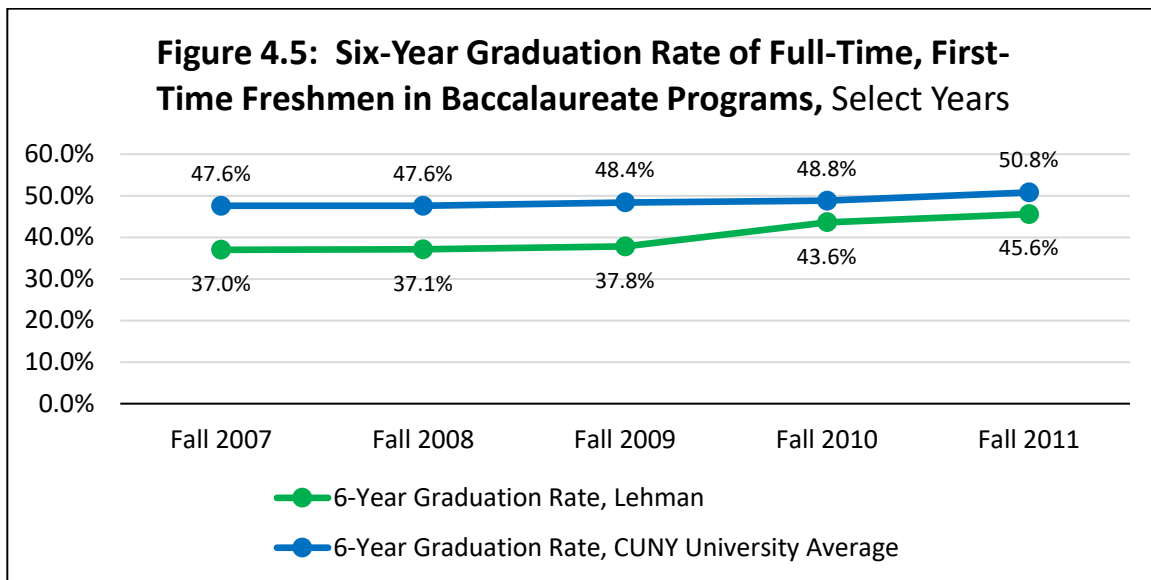
- **[Percy Ellis Sutton SEEK Program](#)** (SEEK): The Search for Education, Elevation, and Knowledge (SEEK) program is a state-funded educational opportunity program of City University. Inaugurated in the late 1960s, this program has provided access and support to CUNY's senior colleges under non-traditional admissions criteria for talented and motivated [high school graduates](#) or [transfers](#) who need academic and financial support. Support services include: a specialized pre-freshman summer program designed to enhance student readiness; individualized academic, personal, and career counseling; intensive academic supports (tutoring, small group course reviews, study skills training); supplemental financial aid; and extended New York State TAP eligibility.

- **[Urban Male Leadership Program (UMLP)](#):** The UMLP program supports recruitment, transition, and retention of first-year and transfer students by providing individual and group support. It seeks to develop academic skills, personal growth, and resiliency to increase persistence and graduation rates of black and Latino male students. It also includes the *CREAR Futuros* program, designed to promote cultural diversity, personal growth, and academic success.

- **[Pathways to STEM Success](#)** (PTS[3]): PTS[3] is a collaboration between Lehman College, Bronx Community College, and Hostos Community College designed to build cultural capital of college students through: intensive advisement; mastery of academic content and skills; and participation in STEM activities central to STEM interest, efficacy, and success. The goals of this program are to: increase the number of Hispanic and low-income students who graduate with STEM degrees; strengthen transfer pipelines; and support student-centered program services.

- **CUNY2X:** In 2017, Lehman College [received a $2 million grant](#) as part of the [NYC Tech Talent Pipeline](#) to double the number of CUNY students graduating annually with technology-related Bachelor's degrees by 2020. The initiative, currently being implemented, is designed to enhance classroom instruction, promote tech-specific advising, and provide technology majors with valuable on-the-job experience.

Improving Outcomes

These programs and services have partially contributed to steady gains in retention and graduation. Between Fall 2012 and Fall 2016, Lehman's one-year retention rate increased 1.7 percentage points, from 81.5% to 83.2%. The one-year retention rate is 8.2 points higher than the CUNY senior college average (75%) for the Fall 2016 entering freshman cohort. Further, the percentage of Lehman's first-time freshmen who are retained rose 2.5 points during the same timeframe, as evidenced by the chart below:

Figure 4.4: Percentage of Fall Full-Time Freshman Retained in the Fall as Full-Time, Select Years

Data for 1-Year Full-Time Retention Rate, Lehman: Fall 2012: 77.0%, Fall 2013: 79.6%, Fall 2014: 78.2%, Fall 2015: 82.3%, Fall 2016: 79.5%

Data for 1-Year Full-Time Retention Rate, CUNY Senior College Average: Fall 2012: 70.1%, Fall 2013: 69.8%, Fall 2014: 69.4%, Fall 2015: 69.7%, Fall 2016: 69.9%

- 1-Year Full-Time Retention Rate, Lehman
- 1-Year Full-Time Retention Rate, CUNY Senior College Average

In addition, the six-year graduation rate of Lehman's full-time, first-time freshmen in Baccalaureate programs increased 8.6 percentage points between the Fall 2007 entering cohort (37%) and the Fall 2011 entering cohort (45.6%):

Figure 4.5: Six-Year Graduation Rate of Full-Time, First-Time Freshmen in Baccalaureate Programs, Select Years

Data for 6-Year Graduation Rate, CUNY University Average: Fall 2007: 47.6%, Fall 2008: 47.6%, Fall 2009: 48.4%, Fall 2010: 48.8%, Fall 2011: 50.8%

Data for 6-Year Graduation Rate, Lehman: Fall 2007: 37.0%, Fall 2008: 37.1%, Fall 2009: 37.8%, Fall 2010: 43.6%, Fall 2011: 45.6%

- 6-Year Graduation Rate, Lehman
- 6-Year Graduation Rate, CUNY University Average

Student Information and Records

Lehman College follows CUNY Guidelines and policies pertaining to accessibility of private information that resides in the CUNYfirst system, the system-wide Enterprise Resource Planning tool, to protect safety and security of student records. This includes personal information such

as name, date of birth, social security number, financial records and information, as well as information protected by the [Family Educational Rights and Privacy Act](#) (FERPA).

To protect this sensitive information, Lehman College employees are provided access to such information on an as-needed basis, after approval from both the department and the Registrar. Students are informed about laws and restrictions related to FERPA, and the Registrar provides a [direct link to this information](#). Information detailed on this page includes:

- The right to inspect and review their education records
- The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA
- The right to consent to the disclosure of personally identifiable information contained in their education records, except to the extent that FERPA authorizes disclosure without consent
- Information to appeal the alleged denial of FERPA rights
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

The [Undergraduate Bulletin](#) and [Graduate Bulletin](#) provide information detailing Lehman's College Records Policy.

Athletics, Student Life, and Other Support Activities

Co-curricular and extracurricular activities complement and are extensions of formal learning experiences at Lehman College. Being involved in co-curricular activities allows students to pursue interests in a community that shares the same passion. Through this involvement, students develop a sense of community and engagement with the College, as well as life and career skills that facilitate academic and post-graduation professional success. These skills include problem solving, public speaking, budget management, project management, negotiation, teamwork, conflict resolution, and appreciation and respect for diverse cultures, lifestyles, and spiritual affiliations. Some of these developmental opportunities are provided by student participation in the following areas managed by the Student Affairs Division.

Lehman College varsity [athletics](#) participates in the NCAA Division 3 program. The Athletics program is part of the CUNY Athletic Conference ([CUNYAC](#)). Athletics works to ensure integration of student-athletes into the institutional life of the College, and supports success in the classroom and on the field. Staff provides support necessary to create leadership role models and encourages student-athletes to develop a sense of teamwork, institutional pride, and commitment to the athletic tradition and values of sportsmanship. Adherence to [NCAA](#) and CUNYAC regulations is strictly maintained. Student-athletes are encouraged by coaches and administrators to:

- Manage time appropriately, so that academic, athletic, family, and work commitments can realistically be accomplished

- Communicate and resolve conflicts effectively with teammates, coaches, and game officials
- Demonstrate responsible academic behavior and request help when needed
- Demonstrate responsible, healthy behavior consistent with NCAA regulations.

The APEX athletic facility houses faculty and staff offices, classrooms, dance/aerobic studios, as well as specialized facilities that support athletic training, competition, and general recreation opportunities. Specific information on athletic teams and scholar-athlete achievement can be found in Appendix. Lehman currently supports 324 student-athletes. The College's NCAA four-year graduation rate for the 2010 cohort was 44.3%, which compares favorably to Lehman's overall 43.6% six-year graduation rate for that year's cohort. (**Jose Magdaleno Slide Deck**)

The Office of Campus Life engages and supports students with academic, personal, and professional development through co-curricular and extracurricular activities. It works closely with Student Government and student clubs and organizations, involving over 240 students who hold leadership positions and over 1,000 active club members. Staff manages the Student Life building, which provides an environment that promotes collaboration, innovation, engagement, and social space for community building. During 2017-2018, there were over 64,000 student visits to the Student Life facility, and 975 student-sponsored activities on campus.

An important role of the Office of Campus Life is coordination of the Herbert H. Lehman Center for Student Leadership Development. The Center runs a coordinated leadership training program and individual workshops that facilitate various leadership models and practices that help develop empowered, responsible, and ethical student leaders. It serves as a learning community where students share resources and networks. During 2017-2018, 246 students participated in the formal Leadership Training Program.

The Center sponsors workshops, retreats, and conferences on socially and culturally relevant topics for the general student body. Over 2,850 students have engaged in one or more Student Leadership Center program activities. In support of the College's efforts to develop *Characteristics of a Lehman College Graduate,* Campus Life coordinates voter registration initiatives and workshops on the role of government policies on city, state, and local communities. The goal is to help produce civic-minded graduates.

Center for Career Exploration and Development (CEDC)
The Career Exploration and Development Center (CEDC) assists Lehman students and alumni with all phases of career development to help transition from college to professional positions. This includes career exploration and preparation, counseling, choosing a major, and employer connections and internships. The office aspires to provide the highest standards of comprehensive and specialized services, so students may successfully meet the challenges of a globally competitive job market. In 2017-2018, nearly 1,400 students attended 144 workshops and classroom presentations conducted by CEDC, clocking over 7,569 student visits.

Community of Care and Support

Lehman has invested in creating and enhancing communities of care and support of the physical and mental health of students in integrated and holistic ways. The Health Cluster, under the division of Student Affairs, includes the Student Health Center, Counseling Center, Wellness Education Program, and Student Disability Services.

Student Health Center: The Student Health Center provides direct ambulatory clinical care including: emergency healthcare; medical consultations; health-related referrals; health education; and advisory and preventive health services. Over-the-counter and prescription medication are available onsite at low cost. Each individual's lifestyle, stress factors, and cultural indicators are part of the specifically developed treatment plan. Care and treatment are confidential. Medical records are maintained securely and files only released with a student's written authorization. When a student's treatment requires more than the office can provide, they are referred to community-based health care services. In collaboration with community-based organizations, the office aids students seeking health insurance through the Affordable Care Act. (**IV.C1 c,d**)

Counseling Center: The Counseling Center provides psychological and emotional support to students as they pursue academic and personal goals. It offers free and confidential therapy in a safe environment where students can address issues that may be preventing them from attaining their academic goals. The Center provided over 4,000 individual counseling sessions in 2017-2018. Increasingly, students come to the office seeking assistance with anxiety, depression, family/relationship concerns, self-esteem issues, and loneliness. Through a newly formed collaboration with the NYC Thrive project, we have been able to engage full-time Counseling Interns to supplement existing staff to meet current demand for services.

Wellness Education and Promotion: The Wellness Education Program works closely with the Student Health Center to promote a culture of health and well-being through delivery of evidence-based educational programs and activities that empower students to manage existing health issues and make healthy life decisions that prevent development of acute health challenges. Students are given tools to maintain a healthy and balanced lifestyle during both their academic career and in preparation for post-graduate life. Over the past four years, student participation in workshops and other programs increased by 23%, and involves close to 1,500 student participants. (**IV.C1c,d**)

Student Disability Services: The Office of Student Disability Services works to ensure access for students with disabilities to all curricular and co-curricular activities at the College. With the IT Division and Library, the Office developed and manages the Lehman Assistive Technology Center (ATC), which provides students access to a range of equipment and assistive technology software. In 2017-2018, the Office provided services for close to 650 students.

Alumni Engagement

The Office of Alumni Relations serves the College's graduates, which number over 81,000 since Lehman opened its doors. Services available include discounted access to the APEX, discounted products and services, Career Services, and discounted Continuing Education courses.

Additional benefits include access to information technology resources, the Library, and discounted prices on most College events at the Performing Arts Center. The Alumni Association is led by a Board of Directors.

Effectiveness Assessment of Programs Supporting the Student Experience

As detailed above, Lehman College offers a number of programs geared towards improving student outcomes and creating an enriching student experience. The College utilizes several approaches to assess impact of its programs and services. It participates in a number of surveys, which include National Survey on Student Engagement (NSSE), Cooperative Institutional Research Program Freshman Survey (CIRP), Noel-Levitz Survey, and CUNY Student Experience Survey.

Results from these surveys have helped shape a number of initiatives undertaken by the College, including evolution of advisement, development of targeted approaches to student services, and launch of Lehman 360. Administration and analysis of these surveys are coordinated by the Office of Institutional Research, Planning, and Assessment.

These surveys supplement Lehman College's ongoing assessment of its Administrative, Educational, and Student Support (AES) units. Each year AES units partner with OIRPA to develop and realize assessments that include both support outcomes and Student Learning Outcomes. Some examples include the Library's assessment of its Open Educational Resources initiatives, and Campus Life's adoption of a national instrument to evaluate its leadership programs. Findings have demonstrated that campus life enables Lehman College to achieve its institutional learning and General Education outcomes. A more comprehensive overview of assessment is provided in the following Standard.

STANDARD 5: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Lehman College takes a comprehensive approach to continuous improvement with an emphasis on student success, academic excellence, community impact, and sustainability. This approach, coupled with a focus on implementation and change management, helps the College effectively serve the needs of its students and community. At Lehman, this process entails: development of a clearly-defined aspiration; understanding the College's capacity to deliver; formal and informal tools of assessment; and structures to effect positive change (**VI.C1, VI.C2, VI.C3, VI.C4**). These goals, strategies, and initiatives were first articulated in Lehman's revised Mission, Vision and Values, and further enhanced by 2009 Self-Study findings, which prompted the College to create its first official assessment function. Subsequently, the campus launched *Achieving the Vision,* its current strategic plan.

Assessment at Lehman College

The 2009 Self-Study contained numerous recommendations designed to promote a college-wide culture of continuous improvement and data-informed decision-making. (**2009 Self-Study, p. 64**) These included: creation of the Office of Assessment and Planning (2010) and hiring a full-time Assessment Coordinator (2010); launch of the Assessment Council; and identification of opportunities for improvement in teaching, learning, advising, and scheduling. In subsequent years, Lehman developed a number of approaches to conducting and documenting assessment including use of Taskstream to streamline and standardize assessment practices, so the Assessment Coordinator could monitor the status of assessment throughout the College. (**Periodic Review Report, pp. 54-55**)

The launch of Lehman's Strategic Plan, *Achieving the Vision* (2010), reorganized planning into four distinct components: Excellence in Teaching, Research, and Learning; Enhanced Student Success; Greater Institutional and Financial Effectiveness; and Commitment to Engagement and Community Service. The Strategic Plan emphasized student empowerment and faculty achievement, within the context of a sustainable financial structure, while also supporting the Bronx. (**VI.C1, VI.C2, VI.C3, VI.C4**) This orientation has been refreshed several times over the past decade, most notably by *Advancing the Vision*, 2014 Periodic Review Report (PRR), and the launch of the 90x30 Challenge.

The *Advancing the Vision* Report (2016) was the end-result of the three-year Prioritization initiative modeled on Robert Dickeson's *Prioritizing Academic Programs and Services*, but adapted to Lehman College's unique administrative structures and academic programs. (**VI.C2 and VI.C9**)

One primary result of *Advancing the* Vision and the 2014 Periodic Review Report was development of a General Education assessment program based on Institutional Learning Goals, embodied by the *Characteristics of a Lehman Graduate*, the common set of knowledge, skills, and competencies determined to be vital for Lehman graduates (**see figure below**). The framework closely resembles American Association of Colleges and Universities' (AAC&U) Liberal Education and America's Promise (LEAP) campaign, inaugurated in 2005 to champion

importance of a liberal education. See Standard 3 for more discussion.

Figure 5.1: The *Characteristics of a Lehman Graduate* is the framework used by the College to ensure that students are exposed to a broad and general education

Area	Description	Goals
Educated	Independent thinkers who actively and skillfully cultivate the capacity to conceptualize, analyze and evaluate, synthesize and communicate.	• Utilize critical thinking skills. • Demonstrate competence in at least one discipline. • Demonstrate skills in quantitative reasoning, information literacy, and research.
Empowered	Confident thinkers who recognize the power of informed inquiry to solve problems.	• Demonstrate outstanding communication skills in diverse media.
Engaged	Citizens who contribute to their local, national, and global communities using reason, integrity, empathy, accuracy, humility, and civility.	• Demonstrate multicultural, global, and ethical awareness of diverse peoples and communities. • Demonstrate the ability to work collaboratively as part of a team. • Demonstrate the potential for leadership.

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Assessment of these Institutional Learning Goals began in Fall 2016 when the College examined *Outstanding Skills in Diverse Media* using the AAC&U VALUE Rubric. Over the course of the semester, 25% of instructors of both first-year English composition and General Education capstone courses were trained how to use this rubric to score their students' work, as well as provided technical training on how to employ this rubric in Blackboard (course management system), a requirement for participation.

Results of this pilot indicated students performing at high levels. A concern was raised that such performance might reflect inexpert use of the rubric or bias in instructor ratings. In addition, some assignments seemed less than optimal for accurately measuring student performance. Thus, during Spring 2017, a number of faculty development sessions were held on how to apply the rubric appropriately. In addition, with help from Lehman's Writing Across the Curriculum (WAC) program, a workshop titled *Demystifying the Rubric: Approaches to Assessing Your Student Writing Using the AAC&U Written Communication Rubric* was conducted to assist instructors in creating more useful assignments.

A second pilot assessment was undertaken in Fall 2017, this time involving 40% of instructors of the same courses. Results of the second pilot indicated students performing closer to expected levels, and first-year students scored lower than those in the General Education capstone courses.

During Spring 2018, a third assessment was undertaken to further refine the process and continue to increase faculty participation to 60%. However, student performance returned to the high levels seen in the first pilot, suggesting further refinement may be needed.

The College explored its first assessment of the institutional Quantitative Reasoning goal in Spring 2017. Using the same procedures adopted for the communication assessments, a sample of courses in Economics and Business, Education, and social sciences were selected for review. Faculty was instructed to apply AAC&U's VALUE Rubric for Quantitative Literacy to score students' artifacts. Results suggested that students' Quantitative Reasoning skills are above average. Two-thirds of students performed above the midpoint on the rubric scale. However, despite these promising results, there is still room for improvement. Particularly noteworthy are low scores relating to students' ability to make and evaluate important assumptions – fewer than half of students were able to perform this effectively.

In Fall 2018, to assess the institutional Information Literacy goal, a self-paced online module on Information Literacy designed and piloted by library faculty was incorporated in Blackboard sites for all LEH 351-355 courses. Each section of the module is followed by a short quiz. Quiz scores are being used as evidence of student learning from the module. In Spring 2019, this module will be available in all courses.

At the degree/program level, educational goals are set by department faculty. All proposed changes in degree programs originate in the academic department, and are then approved by the Senate's Undergraduate Curriculum or Graduate Studies Committee, then by the full Senate, and finally by the CUNY Board of Trustees. All proposals for new courses must include learning goals. For almost a decade, educational goals at the program/degree level have been incorporated for nearly all academic and educational support units of the College. Educational goals for academic programs are available on the Assessment Office's website.

These educational goals are adapted by each academic department. Each develops a set of Student Learning Outcomes (Social Work, Chemistry), listed on course syllabi with program goals and specific learning objectives. This includes both Baccalaureate and post-Baccalaureate programs. Departments with multiple programs such as Economics and Business have common and distinct SLOs across their programs. The following table illustrates unique SLOs of degree programs within Economics and Business:

Table 5.2: Program-Specific Learning Goals and Objectives in Economics and Business

Department	Degree	Program-Specific SLO
Economics and Business	Accounting (BS)	Demonstrate analytical and quantitative skills through preparation of Balance Sheet, Income Statement, and Statement of Cash Flows
Economics and Business	Business Administration (BBA)	Demonstrate knowledge of global and multicultural perspectives
Economics and Business	Economics (BA)	Demonstrate understanding of national and international economic issues and linkages.

To ensure SLOs are aligned at all levels, from General Education to the program and course levels, Lehman embarked on a college-wide effort to create Degree Maps. These maps are designed to help students more easily understand the relationship between courses and learning goals of a particular program. More than 50 Degree Maps have been created in recent years, with plans for more currently in development. (**PMP, p. 1**)

As part of the Academic Program Review process, programs currently without Degree Maps are given assistance in preparing them. Together, the Institutional Learning Goals, *Characteristics of a Lehman Graduate*, and growing number of Degree Maps are intended to enhance the learning experience of Lehman's student body. The College provides a number of resources to assure that Student Learning Outcomes at the program and course level are appropriate and remain relevant and current:

- **Qualified Faculty:** The College's academic programs are managed by skilled, credentialed, and experienced faculty who deeply understand their discipline, pedagogy, and science of student learning. (**see Standard 2**) Approximately 86% of Lehman's full-time faculty have terminal degrees. As noted within the Documents of Governance, Lehman faculty possesses primary responsibility for academic programs, as demonstrated within the College Senate and its standing administrative and policy committees, such as Committee on Undergraduate Curriculum and the Graduate Studies Curriculum.

- **Office of Institutional Research, Planning, and Assessment (OIRPA):** OIRPA, created in 2010, provides resources, templates and tools, rubrics, and assistance to faculty and staff in their efforts to conduct robust assessment. These include workshops and training sessions aimed at helping departments and units conduct assessment

consistently and rigorously. OIRPA reports on assessment by issuing an annual report describing scope and nature of activities.

- **Assessment Council**: The Assessment Council was created in 2010 in response to the 2009 Self-Study to guarantee assessment remains an integral component of each department. In 2013, the Assessment Council was disbanded when the Provost's Office resolved to decentralize the academic assessment function to the department level and delegate oversight to OIRPA. This decision was recently revisited, and a reconceptualized Assessment Council will be established in Spring 2019.

  In Fall 2018, an open call for volunteers to serve on the new Assessment Council was issued and 30 faculty responded. The Senate Governance Committee was requested to review the list of volunteers and submit twelve names to the President, who will select eight faculty to form the core of the Council. This core group will meet in early Spring 2019 to establish a structure for the Council and timetable for its work.

- **Released Time to Promote Effective Assessment:** Each year, released time is provided to selected faculty serving as Assessment Ambassadors to promote and resource a campus-wide culture of continuous improvement and assessment. In FY2018, a total of 66 hours in released time were granted to 27 faculty member spanning 18 departments. (**see Assessment Released Time Sheet**)

Each academic department has a formal assessment protocol in place to assess SLOs in specific courses. Every degree-granting program at the College is expected to adhere to a long-established four-phase, two-year assessment cycle (**see figure below**):

Figure 5.3: Lehman College has a four-phase, two-year assessment cycle to approve and evaluate student learning outcomes
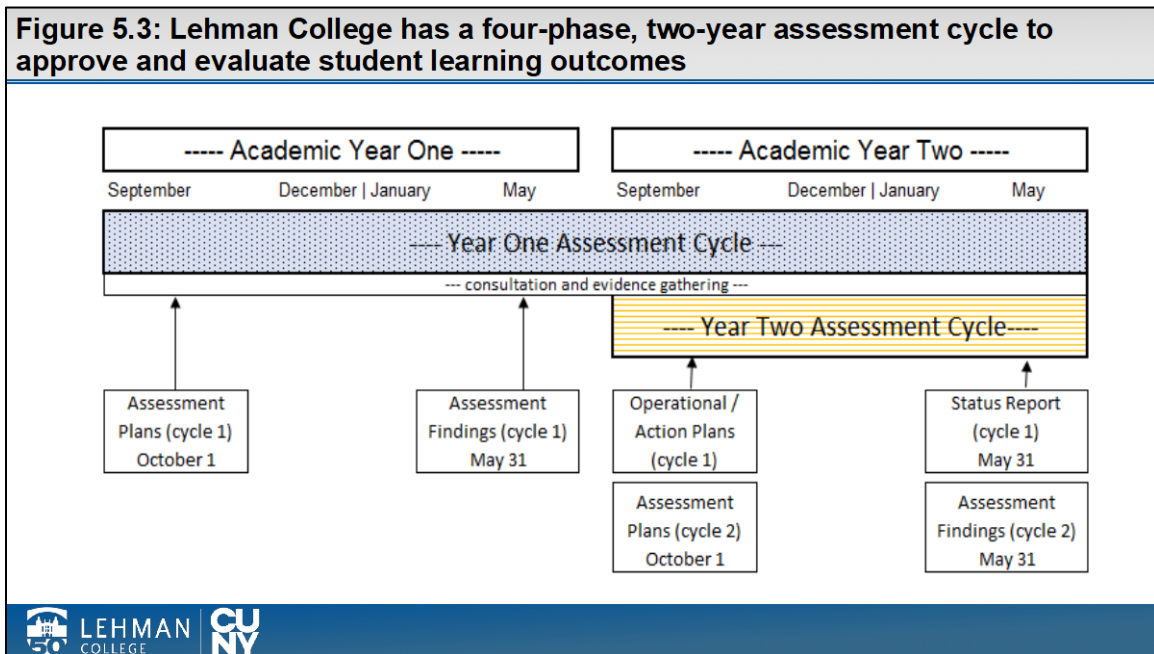
- **Phase 1 – Assessment Plan Development:** Each program is requested to collectively develop an Assessment Plan that addresses one or more faculty-approved Student Learning Outcomes at the start of the academic year (by October 1st). The plan describes: methods employed to assess learning; individuals who will participate; courses involved; expected and ideal levels of performance; and timeline for implementation. During this phase, programs ordinarily consult with the College's Assessment Coordinator for feedback on their plans.

- **Phase 2 – Evidence Gathering:** Timing of the second phase of the cycle varies, but generally occurs throughout the course of a semester or complete academic year. During this period, program faculty gathers direct evidence of student learning, such as writing samples, tests, portfolios, etc. These materials are often supplemented with indirect evidence of learning, such as surveys and focus groups. At the conclusion of this evidence-gathering period, the program submits Assessment Findings, which include results, recommendations/reflections, indication whether targets were met, and other supporting documentation. Reports are submitted at the end of the Spring semester.

- **Phase 3 – Operational Planning:** Phase 3 is referred to as the Action/Operational Plan. This plan is due at the start of the following Fall semester. Here programs describe actions (strategies) that will be implemented to improve planning, teaching, and learning resulting from assessment findings. Actions may refer to curriculum revision, faculty development, changes in pedagogy, new student services, resource allocation, or any other activity associated with improving student learning and momentum. Programs are given the opportunity to request funding to make improvements.

- **Phase 4 – Status Report:** The fourth and final phase of the cycle is the Status Report – the proverbial *closing the loop* phase. Due at the conclusion of the second academic year, the Status Report describes how strategies employed in the Action Plan have impacted student achievement of targeted expected learning outcomes.

Academic departments submit reports about their assessment efforts, which are uploaded to Taskstream, among other platforms, and shared with OIRPA. As a result, the majority of assessments reside in a centralized and accessible location.

Closing the Loop: Incorporation of Assessment-Informed Changes
In order for the College's Institutional Learning Outcomes to be included effectively in all General Education courses, a number of action items are in process:
- Reenvisioning LEH courses. Courses serve to develop students' 21st century skills as reflected in Lehman's Institutional Learning Goals.
  - All courses are required to support development of students' written communication skills based on scaffolded assignments, and assessment of Student Learning Outcomes based on the AAC&U Rubric.

- o A self-paced Blackboard module on Information Literacy was developed in Summer 2018 and incorporated into all LEH courses in Fall 2018.
  - o Planning for creation of LEH450 as a capstone course for the General Education component of Lehman undergraduate studies.

- Infusing Lehman's Institutional Learning Outcomes into programs and courses beyond Pathways and LEH courses.
- Increasing high-impact practices (Experiential Learning Opportunities) to General Education and other courses.
- Designing effective faculty professional development through collaborative workshops and other experiences offered by the Office of Academic Programs, Office of Online Education, Writing Across the Curriculum (WAC), and Quantitative Reasoning (QR) teams. These opportunities focus on enabling instructors to offer meaningful assignments and assess students' skills based on AAC&U Rubrics.

Other Initiatives Designed to Improve Educational Achievement
Monitoring of Key Performance Metrics
In addition to ongoing assessment of student learning, the College regularly tracks and endeavors to improve key indicators of student success. The Office of Institutional Research, Assessment, and Planning (OIRPA) closely monitors the College's graduation rates, retention rates, credits attempted/earned, grade point averages, and other key metrics of various constituencies. This data is shared widely with the College community and compiled into a Fact Book published online each Spring.

OIRPA works closely with the Office of Enrollment Management to develop new reports that examine admissions criteria and enrollment yields. It conducts regular stop-out studies designed to evaluate why students leave before graduating. As part of CUNY's Performance Management Process (PMP), the University tracks each campus' performance related to the University's Strategic Framework. The PMP's metrics are perused by Lehman administration to help inform decision-making. The 2016-2017 PMP demonstrates that Lehman outperformed most of its peer CUNY senior colleges on numerous metrics.

New Technologies to Enhance Strategic Use of Data
Another significant change has been the paradigm shift in the way the College uses data. Like many institutions, data has historically been applied to satisfy mandatory reporting requirements and track prime performance metrics. Universities have less frequently used data strategically to identify potential roadblocks to student success, and correlate student participation in particular activities and programs with positive student outcomes.

The College has recently begun to pilot use of smart data discovery tools to identify variables associated with graduation. Lehman is now more easily able to identify factors associated with college success. As mentioned previously, Lehman 360 is a new platform that empowers students and faculty advisors with contextual, relevant information from multiple systems in a user-friendly format. Recent updates include early alerts for Freshman College, access to the

results of student evaluations of teaching and learning (SETLs), and digital ID cards, among others. Lehman 360 was recognized as an "exemplar" in the 2018 NMC EDUCAUSE Horizon Report.

In collaboration with the University, the College developed an online tool known as the Student Success Dashboard (SSD). SSD allows users to easily determine how many students within a given cohort are enrolled, have graduated, or have stopped-out. SSD provides administrators and advisors with ability to drill down, enabling targeted messages to students close to completing their degrees, but failing to reenroll. Using data more strategically has been a contributing factor to an *eight-point increase in graduation rates* from 2015 to 2017.

Office of Prestigious Awards
Established in 2016, the Office of Prestigious Awards (OPA) supports students as they apply for nationally competitive scholarships and fellowships funded by foundations, non-profit organizations, and government agencies to help underwrite graduate school, research, and other scholarly pursuits. In 2016-2017, 28 students won 34 awards totaling $607,534. During 2018 (through May), 40 students were offered 58 awards totaling over $1.1 million to facilitate graduate school, language acquisition, study abroad, research, and related scholarly activities.

Students who avail themselves of OPA's services actively engage in critical discussion about their scholarly pursuits, which aids them in developing comprehensive career and academic goals. As a result, they are better equipped to: articulate their career goals; apply this knowledge to plan next steps in their academic journey; pursue professional development opportunities to explore academic interests; work with mentors and peers to further clarify academic interests; improve essay writing, interview, and presentation skills; and identify funding opportunities to pursue scholarly and creative interests.

Lehman's Center for Career Exploration and Development conducted the 2016-2017 Destination Survey which identified that Lehman graduates are admitted into prominent institutions such as Columbia University Teachers College, Fordham University, New York University, and Stony Brook University. (**IV.1c d, 4, 5, 6**)

Academic Program Review

In addition to the College's assessment activities, the ongoing process to determine whether Student Learning Outcomes (SLOs) are met, the College engages in the regular process of Academic Program Review (APR). Lehman College maintains an APR Calendar and APR Guidelines. The steps for Lehman's APR cycle are listed in the figure below:

Steps in Academic Program Review

1. A departmental self-study
2. A review by an external panel
3. The external review team issues a report
4. A discussion of the review, and any issues raised therein, between the program and the administration

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OIRPA supports the Academic Program Review process as a Self-Study design partner and through data analysis. OIRPA prepares data to assist the department in assessing its effectiveness and quality. The School Dean requests a series of quantitative program measures (**see Appendix C of APR Guidelines**) to enhance effectiveness of the program review.

Following the Self-Study, Lehman typically selects a two-member external review panel. Members of this external panel must have high scholarly standing in the discipline under review. Once selected, the departmental Self-Study is forwarded to the external panel for review in advance of the site visit. Following the visit, the external panel drafts a report reviewed by the Associate Provost for Academic Programs, School Dean, and department. Once accepted, a five-year action plan is developed to implement recommendations stemming from the Self-Study and external panel report.

Discipline-specific accreditation is regularly conducted by agencies and professional associations. Lehman College's clinically or professionally accredited programs include: Chemistry, Education, Health Sciences, Nursing, Social Work, and Speech-Language-Hearing Sciences.

For select programs, the Prioritization initiative served as the process for Academic Program Review between 2013-2016. The formal department review process is currently being reconceptualized by the Office of Academic Programs to certify future efforts foreground academic achievement and student success. The new process will be implemented in Fall 2019.

Course-level assessment is crucial to the quality of the curriculum and success of Lehman students. As indicated in the table below, 58% of academic units have completed two or more Assessment Reports via Taskstream between AY2014-2015 and AY2017-2018:

Table 5.5: Percentage of Academic Units Completing Assessment Reports by Division (2014-2015 through 2017-2018 Academic Years)*

Assessment Frequency	School			Total
	A&H	HS2N	NSS	
Completed 2 or more	82%	39%	46%	58%
Completed 3 or more	59%	11%	21%	33%

*These figures include only assessments submitted via Taskstream

The following examples demonstrate how a number of processes and strategies to assess student learning at both the program-specific level and for the College's outcomes were developed and implemented. This culminated in a number of substantive changes designed to enhance quality of the College's academic programs:

- **Biological Sciences:** In Spring 2018, the instructor of an advanced Biology course introduced research projects toward the end of the semester using a computerized learning platform. Due to positive student response, in Spring 2019 the research projects/platform will be introduced earlier and continue throughout the semester. An assessment of student learning will be conducted at the end of the semester.

  Further, a 2016 survey of 150 students in introductory Biology classes revealed they were not aware of many career possibilities in the field beyond preparation for the health professions. As part of a larger curricular revision, several new tracks were created in the major: Organismic, focused on research careers; and Brain Sciences, which is multidisciplinary. Although most students are enrolled in the Biomedical track that focuses on preparation for the health professions, there has been substantial interest in these new tracks, and the department is actively promoting them.

- **Chemistry:** The Chemistry Department has received several accolades for its assessment efforts. Like many college students, Lehman students struggle with General Chemistry, a Gateway course required for many science and medical-related majors. In fact, nationwide average passing rates are less than 60%. However, at Lehman they were even lower, hovering around 35% prior to 2015.

  In Spring 2015, two Chemistry professors implemented a restructured one-year course designed as a lectureless hybrid, consisting of two hours per week of clicker-enhanced classes and a one-hour workshop. These modifications allow students to complete most instruction outside class, and leverage freed-up class time to collaborate. As a result, more than 80% of students in the new course passed, exceeding the College's passing rates for even its most effective lecture classes.

Students polled after the courses reveal that 90% approve of the new model. As an added benefit, students do not have to purchase textbooks for this flipped course. All materials are embedded in the learning platform, reducing student costs by 50% or more.

- **Health Sciences:** During 2016-2017, Health Sciences assessed student learning of principles of applied anatomy in both lower and upper level Exercise Science classes. Since outcomes from upper division classes were lower than the department expected, classes were modified to include more demonstrations, and an online software package was licensed. The department will repeat this original assessment in Spring 2019.

- **Social Work:** Based on assessments of student writing done in 2013 and 2014, the department devised a plan to increase the rate of improvement of professional writing among undergraduate Social Work majors. The major component of this plan that took several years to implement was to establish a requirement that all BA Social Work majors complete one additional English course while in the program. As of Fall 2018, Social Work students are given the choice of completing one of a wide range of courses in English ranging from Professional Writing, Fiction Writing, to Health and Science Writing as a requirement of the major. Presently under consideration is the concept of the English Department creating a course, Professional Writing for Social Workers.

  Apart from this new requirement, instructors teaching the four junior year Social Work writing intensive courses (SWK311, 312, 305, 306) were strongly encouraged to scaffold assignments, demonstrated to increase students' writing abilities. Further, the use of journaling in these classes was advocated. Instructors were solicited to participate in Writing Across the Curriculum (WAC) training. From Fall 2020 to Spring 2022, a two-year assessment will determine whether these structural changes have resulted in higher improvement rates in professional writing for BA Social Work students.

  Additionally, an assessment in 2015-2016 indicated that 65% of graduates were either employed as social workers or matriculated in an MSW program nine months post-graduation. An option was added to the BA to allow students to earn CASAC-T (Credentialed Alcoholism and Substance Abuse Counselor Trainee) certification to help them become more marketable in this field. The department also took the lead in creating an Interdisciplinary Minor in Aging to help students become more employable in finding work with older adults.

Administrative, Educational, and Student Support (AES) Assessment

Assessment and program review activities undertaken by academic units are closely correlated with those performed by administrative and student support units. Consistent with this perspective, assessment of administrative and student support (AES) units contributes to the overall assessment of the College's educational effectiveness.

As discussed in Standard 6, Lehman's AES units engage in an annual assessment process to measure how students receive support inside and outside the classroom (**see AES Unit Inventory**). Each AES unit has developed its own mission statement, unit goals that correspond to institutional and system goals and priorities, and outcomes monitored on an annual basis (**see AES Assessment Timeline**).

OIRPA plays a consultative and quality assurance role in AES assessment. The Office receives and reviews AES Assessment Reports, provides feedback, then uploads final Reports. Unit assessment reports are evaluated based on criteria aimed at: measurability of assessment goals and objectives; description of the assessment process and methodology; clear description of outcomes; and usage or planned usage of assessment outcomes. The College documents whether units assess Student Learning Outcomes (SLOs) and/or Support Outcomes, and if the nature of assessment evidence is direct or indirect (**see table below**):

Table 5.6: Nature of AES Unit Assessment

AES Unit	Type of Outcome	Type of Evidence
Academic Advising	SO	Indirect
Admissions and Recruitment	SO	Indirect
APEX/Athletics	SO	Indirect
Campus Life	SLO, SO	Indirect
Career Services	SLO	Direct
Community Services	SLO	Direct
Counseling Center	SLO	Direct, Indirect
Instructional Support Services Program	SO	Indirect
Library	SO	Indirect
Registrar	SO	Indirect
SEEK	SLO, SO	Direct, Indirect
Wellness Education	SLO	Direct

Note: SO = Support Outcomes – SLO = Student Learning Outcomes

The most prevalent form of direct evidence is pre- and post-tests (with rubrics). Reflective writing (with a rubric) and observation includes other forms of direct evidence. Assessment of Student Learning Outcomes (SLOs) among AES units is important, as student experiences within

the context of AES units and the co-curricular experience contribute to students' achievement of Institutional Learning Outcomes and General Education competencies.

These experiences allow students to gain insight, capacity, and competency to lead productive lives upon graduation characterized by career growth and civic engagement. (**see Standard 6**) The following table demonstrates how AES units have routinely submitted Assessment Reports with key actions via Taskstream. In recent years, the percentage of Assessment Reports that describe actions or intended actions has consistently and substantially increased.

Table 5.7: Administrative, Educational, and Student Support Unit Assessment Activity, Select Years^

Academic Year	Assessment Plans		
	Submitted	Completed	Described Intended Use of Results
2014-2015	92%	91%	68%
2015-2016	93%	67%	72%
2016-2017	87%	82%	94%
2017-2018	89%	83%*	TBD

*Preliminary

^These figures include only assessments submitted via Taskstream

As one illustration of AES assessment, Office of Academic Advising (OAA) recently increased and intensified its contact with students nearing graduation to maximize prospects of their completing academic work in time to graduate. In order to understand impact of this effort, as well as increased advising capacity, in 2016-2017 OAA assessed its ability to serve a growing number of students. The Office surveyed 151 students and collected weekly data to monitor student demand for advising services.

Initial data revealed that nearly 30% of surveyed students experience wait times of a week or longer to schedule advising appointments. Further, data identified that fewer than half of incoming transfer students consult an academic advisor, despite having completed Transfer Credit Evaluations.

Based on these findings, OAA expanded office hours to twelve hours a day and increased the number of group advising sessions. This extended its advising capacity by nearly 600 students, substantially alleviating the advising bottleneck observed in survey results and weekly data.

Assessment Summary

Reviewers of Lehman's 2014 *Periodic Review Report* were impressed with the process and procedures that Lehman put into place following the last Decennial Review in 2009. They noted the "impressive progress" made and "strong examples" provided as evidence that Lehman College has "established a culture of assessment."

Since then, the College has worked to strengthen the culture of assessment by maintaining procedures adopted prior to the PRR, leveraging use of Taskstream, and decentralizing the academic assessment function to empower more faculty control at the department level. As a result, Lehman has achieved increased compliance with assessment reporting, especially within AES units such as Student Affairs, which has created its own assessment teams that meet periodically to discuss development of annual assessment plans, assessment practices related to the Division, and assessment findings.

Admittedly, this Self-Study process has surfaced opportunities to improve the quality and uniformity of Lehman's academic efforts. To this end, as previously indicated, in Spring 2019 the College will reinstate a reconceptualized Assessment Council to build on the current foundation and strengthen our capacity to organize and leverage academic program assessment activities to full effect. The scope of work for the new Assessment Council will include the following activities:

- Engaging the academic community to examine existing assessment structures and policies
- Issuing a report and implementation plan regarding future structure and composition of Academic Program Assessment
- Determining a set of key performance indicators to help monitor and track health of Academic Program Assessment
- Creating a series of assessment tools and events to recognize and foster assessment
- Starting in the 2019-2020 academic year, harmonizing AES and academic unit assessment timelines.

STANDARD 6: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Lehman has typically undertaken long-term strategic planning in ten-year cycles. (**VI.C2**) The current ten-year plan, *Achieving the Vision* (2010-2020)*,* organizes planning into four distinct components: Excellence in Teaching, Research, and Learning; Enhanced Student Success; Greater Institutional and Financial Effectiveness; Commitment to Engagement and Community Service. This Strategic Plan emphasizes student empowerment and faculty achievement, within the context of a sustainable financial structure, and also supports our valued, longstanding relationship with Bronx County. (**VI.C1, VI.C2, VI.C3, VI.C4**)

As part of a broad planning process – with particular focus on institutional and financial effectiveness – in Fall 2013 the campus embarked on a Prioritization initiative modeled on Robert Dickeson's *Prioritizing Academic Programs and Services*, but adapted to Lehman College's unique administrative structures and academic programs*.* (**VI.C2** and **VI.C9**) Prioritization led to development of the *Advancing the Vision* Report.

In conjunction with updating its mission, the College developed its first ever Vision and Values Statements. These guiding statements helped inform Lehman's 2009 MSCHE Self-Study, and – in addition to the CUNY Master Plan and Performance Management Process (PMP) – charted the College's course for the decade. (**see Conceptualizing the Strategic Planning Process**)

The planning process for *Achieving the* Vision began with creation of the 21-member Strategic Planning Council (SPC), which included a cross-section of the campus community with faculty in the majority. (**see *Achieving the Vision* Structure and Timeline**) Committees were created to consider long-term vision as a backdrop while studying prevalent opportunities and challenges facing the College. Each committee prepared a report, and a writing group was established to draft the main document.

Strategic planning included a process to revise or create goals that aligned with the newly minted Mission Statement, recent recommendations from the 2009 MSCHE Self-Study, as well as CUNY's Master Plan and PMP. Accordingly, strategic goals of *Achieving the Vision* embody a multi-year process of reflection and assessment involving the entire campus community.

Achieving the Vision further developed the College's objectives and intended outcomes, located within the Strategic Plan. (**see Standard 1 for a comprehensive list)** These reference specific ongoing programs and initiatives related to the four goals contained in *Achieving the Vision*. To guarantee that Lehman's goals remain current with the evolving higher education landscape and needs of its students and the Bronx, the College recently embarked on its 90x30 Challenge to double the number of high-quality degrees and credentials conferred by 2030 from 45,000 to 90,000. To establish the foundation for achieving the 90x30 goal, President Cruz detailed the following multi-year priorities (**Convocation Speech, p. 4**):

- Strengthen institutional capacity to expand access, increase completion rates, and reduce time to degree; and to ensure that Lehman College's graduates become educated, empowered, and engaged members of their communities
- Further develop a robust data analytics operation to accelerate graduation rate gains
- Optimize Lehman College's resource allocation practices by increasing revenue from grants and contracts, and expanding the College's virtual and physical infrastructure
- Better support faculty research, engaged scholarship, and creative activities and devise to enhance our students' career prospects in the knowledge-based economy
- Solidify Lehman College's identity as the most important, mission-critical senior college of the world's greatest urban university.

The President and other senior campus administrators provide periodic updates on institutional priorities articulated in *Achieving the Vision*, 90x30, and as reflected by the College's Mission, Vision, and Values Statements. Communication channels including [Convocation](), [State of the College Address](), Cabinet meetings, Provost's Council, and Faculty Personnel and Budget Committee meetings provide multiple forums to consider and deliberate on the College's goals and priorities. Increasingly, Vice Presidents and Deans have been empowered with expectations that they will exercise responsibility and accountability over budget management of their individual Divisions and Schools.

Two new initiatives include President's Council (PC) and Academic Leadership Forum (ALF), bodies with broad campus representation intended as vehicles for leadership development and continuity, incorporating diverse perspectives to the College's goals and strategies. (**see Appendix for Recent Meeting Agendas**) Additional updates are relayed to the campus community through annual retreats, department and division meetings, as well as periodic communication channels such as the President's *Message* eReport and *Momentum* eNewsletter, and the Provost's eDigest. (**see *Momentum* Newsletter, November 2018**)

Analysis of Key Issues Related to Meeting the Standard and Criteria Financial (VI.C3 and VI.C6)
New York State provides funding for CUNY's senior colleges using line item appropriations. The appropriated budget includes line items for each senior college, as well as for central administration/shared services, information technology, fringe benefits, building rental, and various University programs. Each year, the University submits a tax levy budget request to New York State for the entire system of colleges. The request is comprised of mandatory (baseline needs) and programmatic requests for increases in the operating budget.

The mandatory request includes contractual salary increases and Other Than Personal Services (OTPS) inflationary increases. It also includes solicitations for rent increases, fringe benefits, and operating costs for new buildings.

The programmatic request is based on University program initiatives outlined in CUNY's Strategic Framework and Master Plan. Both the Framework and Master Plan are developed by the University's central leadership in consultation with CUNY constituencies, including members of the Board of Trustees, College Presidents, and faculty and student representatives.

Overview of the CUNY Operating Budget Process and CUNY Budget Timetable can be found in Appendix.

Lehman College's Financial Planning and Fiscal Resources
Lehman College's operating budget, which consists of State funding and anticipated student tuition, is allocated by CUNY Central at the beginning of every fiscal year, which begins on July 1st. The College's annual base budget is determined in advance, and then supplemented by a series of New York State Budget Certifications throughout the fiscal year. These adjustments are specifically tied to new expenses, such as CUNY programs or mandatory contractual obligations.

Lehman's internal budget process is sequenced by the following:

1. Office of Budget and Planning issues baseline reports to the President and senior administrators, who review and request baseline adjustments for their respective divisions.
2. Divisions prioritize their requests within the goals and objectives of their respective units, impacted by and aligned with CUNY's Performance Management Process (PMP) and the College's Strategic Plan.
3. Divisional submissions are reviewed and analyzed by the Office of Budget and Planning, as well as Vice President for Administration and Finance. A report of the analysis is submitted to the President and Cabinet for review and approval.
4. Office of Budget and Planning verifies funding distribution received and prepares a summary report for the Vice President for Administration and Finance, who makes recommendations to the President and Cabinet.
5. President reviews, approves, or declines priorities for any new funding request.
6. Office of Budget and Planning updates all budgets in the system, distributes budget allocation letters, and monitors budgets throughout the year.

In order to satisfy the College's annual tuition revenue target, Lehman collects student tuition revenue; in turn, these funds are transferred to CUNY Treasury and then to New York State. If the College collects revenue in excess of the target amount, the College can either spend the excess revenue, or deposit these funds into the College's City University Tuition Reimbursable Account (CUTRA) to be carried forward and spent in future years.

Every year, the College must submit to the University a multi-year financial plan, which must be made in consultation with elected faculty and student leaders. Once the plan is approved and implemented, College and University personnel monitor spending, allocations, and tuition revenue on a quarterly basis. Financial plan updates are presented to the Joint Senate and Faculty Personnel and Budget Long-Range Planning Committee on a regular basis. These reports are also posted to the Lehman Connect intranet website. At the end of each year, CUNY issues consolidated audited financial statements that combine all College tax levy activities, which are posted on the CUNY website.

Lehman College's capital budget is funded from New York State and New York City allocations. Bonds issued by the Dormitory Authority of the State of New York (DASNY) generate financing for major state-funded capital projects. Minor state-funded capital projects are managed through the CUNY Construction Fund. New York City capital funds are bonded by the City's Office of Management and Budget, and managed by CUNY. The College, through CUNY, submits to New York State a five-year capital improvement plan based on activities either critical to its mission, central to its Strategic and Facility Master Plan, and/or essential to facility preservation and infrastructure upgrade. Requests to New York City for capital funds are made annually and submitted to the Bronx Borough President and Bronx Delegation of the New York City Council.

Fiscal Challenges

Over the past four fiscal years (FY2016-FY2019), Lehman College managed effectively through a total $5.592 million base budget reduction from New York State and City University of New York. This funding decrease was offset by personnel and non-personnel cost savings, authorized tuition increases, and stringent fiscal management. Personnel reductions were largely achieved by a combination of attrition, strict vacancy control, and delays in filling non-faculty positions.

Table 6.1: Base Budget Allocation Reductions (in Millions), FY2016-FY2019

Category	Fiscal Year				
	2016	**2017**	**2018**	**2019**	**Total**
Reduction of State Funding	$2.542	$1.699	$0.892	$0.459	$5.592

Source: CUNY Operating Budget Letter

Despite these challenges, the College maintained a positive year-end balance throughout these years. It was also able to finance a range of strategic and operational initiatives to advance strategic priorities and improve institutional outcomes, including student achievement outcomes. (Please refer to Appendix A, Table 6, labeled Financial Report and Forecast (000's), which illustrates the College's tax levy operating budget and year-end financial condition for the past five fiscal years and projections for the next three years).

Fiscal Situation and Financial Forecast

The FY2019 New York State Enacted Budget for the senior colleges totaled $2.53 billion, an increase of $97.3 million, or 4% over the prior year. The senior college increase of $97.3 million included: $43.5 million to fully fund the projected fringe benefit cost increase; $31.3 million in revenue and appropriations to accommodate the $200 annual tuition increase to resident undergraduate tuition, and proportionate increases to other tuition categories; technical adjustment of $21 million to accommodate existing NYC funding for CUNY programs; and $1.5 million investment to transitioning the Joseph S. Murphy Institute for Worker Education and

Labor Studies to CUNY School of Labor and Urban Studies. Additionally, $4.7 million is allocated for SEEK, $250,000 for the graduate pipeline program, and $50,000 for the Community Legal Resource Network. Funding for contractual mandatory increases is not included, which for Lehman represents about $800,000.

The College's Operating Budget is projected at $160.2 million for fiscal year 2019, which represents an increase of about $27.7 million or on average 4.1% per year since fiscal year 2014. In addition, the operating budgets for fiscal year 2020 and 2021 are projected at $162.9M and $165.4M, respectively. Total increase amounts to $5.2M over fiscal year 2019, and is based on revenue generated from the approved increase in tuition, and projected 3% enrollment growth.

Overall increases in expenditures represent $2.4M for FY2020 and $2.5M for FY2021. Projected expenditures include hiring ten new faculty lines to support: the College's commitment towards the 90x30 goal; mandatory increases in personnel costs related to the 2009-2017 collective bargaining contracts; and 2% mandatory labor reserve for future collective bargaining settlements. Projected expenditures also include recurring strategic and operational investments of about $1.3M per year [see Attachment 1].

Resources and expenditures represent projections as of September 2018, where the year-end balance for fiscal year 2019, 2020, and 2021 is expected to be $4.8M, $2.8M, and $.7M, respectively (see Appendix A, Table 6 for Lehman's most recent financial picture with projections through Fiscal Year 2021).
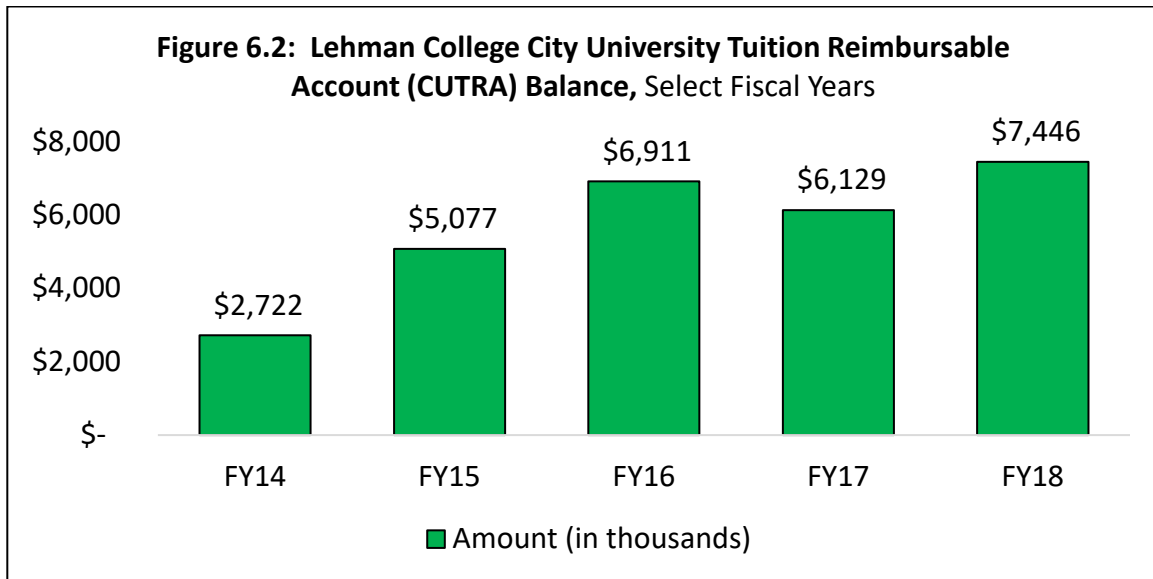
CUNY Compact and Tuition Increases
The CUNY Compact, negotiated in 2011 between New York State and CUNY, provided for a five-year tuition increase plan to fund improvements and new education initiatives across CUNY. Compact revenues were directly linked to financing CUNY's Master Plan, committed to increasing full-time faculty, student services, and enhancing student financial support. As part of this agreement, CUNY colleges agreed to self-fund a portion of planned investments by increasing enrollment, philanthropic support, and creating savings through restructuring and efficiencies. The tuition increase was implemented in Fall 2011. From Fall 2011 to Spring 2015, Lehman received approximately $11 million in Compact funds, which supported hiring 64 personnel, consisting of 44 faculty and 20 non-faculty members.

The State budget for the senior colleges includes an appropriation for special revenue accounts, including the Income Fund Reimbursable (IFR) Account, City University Tuition Reimbursement Account (CUTRA), and City University Stabilization Account.

- Income Fund Reimbursable (IFR) is primarily composed of self-supporting Adult and Continuing Education programs, subject to a 12% cost recovery target, after which the College may spend the balance.
- The Stabilization account enables the colleges and University to carry over into subsequent fiscal years unexpended tax levy appropriations.

- CUTRA enables colleges to roll over excess tuition revenues into subsequent fiscal years. This provides Lehman flexibility to develop financial plans for future years. It grants the College some degree of appropriation authority, allowing Lehman to develop its own strategy for investing funds and managing unexpected expenses. Lehman's CUTRA balance has grown from $2.7M to $7.4M.

Figure 6.2: Lehman College City University Tuition Reimbursable Account (CUTRA) Balance, Select Fiscal Years

	FY14	FY15	FY16	FY17	FY18
Amount (in thousands)	$2,722	$5,077	$6,911	$6,129	$7,446

Strategic Investment Initiatives

Given absence of Compact dollars or new operating funds, Lehman College created its own Strategic Fund by allocating dollars from its revenues and reserves to be invested in strategic initiatives that demonstrate commitment to continuous improvement, revenue generation, and advancement of the College's mission.

In September 2016, initiatives from each of the Schools and Divisions were reviewed and approved by President Cruz and Cabinet members. These included initiatives in the areas identified in *Achieving the Vision:* Excellence in Teaching, Research, and Learning; Enhanced Student Success; Greater Institutional and Financial Effectiveness; and Commitment to Engagement and Community Service. Between FY2017 and FY2020, Lehman made investments or has committed to make investments totaling $4.64M, as shown in the table below:

Table 6.3: Strategic and Operational Initiatives, FY2017-FY20**20**

Strategic Goals	FY2017	FY2018	FY2019*	FY2020*	Goal Total
Excellence in teaching, research, and learning	$140,405	$231,122	$431,536	$767,277	$1,570,340
Enhanced student success	$358,870	$515,755	$451,693	$456,380	$1,782,698
Greater institutional and financial effectiveness	$229,995	$480,057	$139,516	$145,456	$995,024
Commitment to engagement and community service	$23,144	$87,495	$90,871	$94,248	$295,758
Annual Total	$752,414	$1,314,429	$1,113,616	$1,463,361	$4,643,820

Notes: *Committed funds

Source: FY2018 Strategic and Operational Initiatives Report

These investments include improvements in operational efficiencies such as: upgrades of faculty office space; computer lab upgrades; painting program; replacement of outdated computers for faculty and staff; improvements to wireless access in Shuster Hall; funding for online student orientations; funding for initial scriber training (primary tool advisors use to guide student in course planning and degree requirements); Retention Management software; Lehman 360 consulting services; Digital Store Front Program software; and additional funding for IT to develop automated workflows and support organization of Degree Maps on the Web.

Moreover, Strategic Investment Funds have been employed to: hire an advisor and financial aid counselor to support Freshman College; hire an academic program coordinator for Adult Degree Program; fund the Registrar to transition the graduation audit unit to a graduation specialist; fund IT support for hiring an application developer and new part-time staff for the Multimedia Center to work on video production; provide additional funding for IT to underwrite workflow and organization of all Degree Maps; invest admission revenue to enhance marketing and recruitment efforts; secure funding for Media Relations to design, print, and install banners across the College to promote awareness and engender student pride in Lehman; and provide funding for a new technical director of the Performing Arts Center.

On September 27, 2017, during President Cruz's Inauguration and Convocation ceremony, he announced additional strategic investments to hire ten new faculty lines for fiscal years 2019 and 2020. These strategic hires will allow us to sustain the projected enrollment growth as it relates to the 90x30 goal.

Resource Allocation Improvement – Smart Budgeting
Prior to July 1, 2016, the budget allocation model used to allocate OTPS resources was based on the prior year's base budget, plus an increase determined by establishment of new initiatives and/or projects (i.e., Accreditation, memberships, increases in contractual services, new programs, etc.). Base budgets were allocated to School Deans, who could disburse funds to their respective programs on a case-by-case basis. As a result of the Prioritization process – in an effort to promote transparency and engage stakeholders in budgeting decision-making – a committee of faculty and staff was established to formulate a new OTPS allocation methodology for FY2017, resulting in a better aligned distribution of funds to academic departments and the Library.

The revised budgetary formula considers the number of students and total faculty (full-time and part-time). Consequently, the new OTPS allocation methodology resulted in academic departments and the Library receiving approximately $100,000 more from the FY2016 base budget allocation than in prior fiscal years under the previous OTPS allocation methodology. This increase in OTPS funding helped: Early Childhood-Childhood Education Department expand their educational video collection; Economics and Business purchases to facilitate integration of materials from the Internet to lectures; support faculty research and scholarship activities; and purchase of faculty furniture, among others. (Please see Appendix A, Table 7 for the most recent OTPS Budget for Academic Affairs).

Campus Facilities (VI.C6)
New Facilities, FY2009-Present
In September 2008, Lehman College broke ground on a 68,000 square-foot Science research and teaching facility. The project, the first new lab building in what was hailed as CUNY's *Decade of Science,* was the first CUNY project to be designed and submitted for LEED certification. Science Hall was dedicated in October 2012, opened for classes in Spring 2012, and was awarded [LEED Platinum by the U.S. Green Building Council](#).

In 2010, the College opened the 28,000 square-foot Multimedia Center, a state-of-the-art, multi-purpose teaching, learning, and production facility. The Center supports the educational needs of Lehman students pursuing a wide range of disciplines, and provides faculty with access to the latest tools for exploring technological innovation, including development of new educational media. This facility established Lehman as one of the most technologically advanced campuses in the CUNY system, and put the College in the forefront of multimedia facilities in the region.

In September 2011, Lehman broke ground on the new 13,000 square-foot Child Care Center, and opened this new facility in September 2013. The [modular construction edifice](#) was built in a factory in Pennsylvania, then delivered and erected on the Lehman campus. It doubled the College's capacity to [provide affordable child care services to Lehman students](#) (2,100 families served since it opened in 1986**)**.

Master Plan Update 2010
Since enrollment had greatly exceeded 2002 Facility Master Plan projections, in FY2008 CUNY commissioned Perkins & Will Architects to complete a Master Plan update, the 2010 Swing Space Planning Study [Appendix] to:

- develop a detailed implementation plan for program relocation and associated swing space needs
- support increased enrollment and resultant space needs
- support programs identified as areas of growth in the Health Sciences
- support new programmatic initiatives such as Master's in Social Work and MS in Business.

The 2010 Swing Space Study provided the opportunity to align the Facility Master Plan with the *Achieving the Vision* Strategic Plan. The new nursing facility – Nursing Education, Research, and Practice Center – is the first major capital project identified in the 2010 planning study to receive funding. The facility has completed design and 100% contract documents have been submitted for review, with a planned late winter/early spring 2019 public bidding for construction. The new facility is slated to open in 2021.

Capital Funding for Facility Renewal and Minor Repair, FY2009-Present
Starting in FY2008, each CUNY campus provided data for a facility renewal and backlog model to develop a financial paradigm to predict annual funding requirements, and thereby realize a funding plan for ongoing capital reinvestment. Commencing in FY2009, this resulted in capital funding for Critical Maintenance Projects and provided funds to reduce the backlog of deferred maintenance.

From 2009-2017, the College received a total of $81 million in critical maintenance funding that was used for: campus-wide infrastructure upgrades; major building system replacement; roof replacement; rehabilitation of building envelopes; and elevator upgrades.

In addition, from FY2009-FY2013, $240,000 in capital funds were allocated annually ($1.2 million in total) for minor repair projects completed by the College to reduce its deferred maintenance backlog. This funding was used to make repairs, replace equipment, and upgrade systems. It allowed the College to complete smaller upgrades and replacements that do not qualify for larger capital funding. This allotment led Lehman to take a proactive, predictive approach to equipment replacement, repairs, and upgrades that would otherwise have waited for emergency replacement when equipment ceased to operate:
http://lehman.edu/lehman-today/president-cruz/momentum-11-09-18.html

The College's Capital Funding FY2009-FY2019 are located in Appendix 7.12.

Energy Fund, FY2013-Present
Beginning in FY2013, under an initiative called *CUNY Conserves,* CUNY transferred management of each senior college's energy budget to the College. In FY2014, Lehman College used its initial energy-related savings to implement additional energy saving measures including: replacing

higher wattage lighting with lower wattage LED lamps; changing the cleaning schedule on three high-energy use buildings to ensure buildings are unoccupied, completely turned off, and locked down after the College closes each evening; and installing occupancy sensors in all campus bathrooms to turn off lighting when not in use. Annual energy savings have provided a source of funding for enhancements and renovations throughout the campus including: hallway, stairway, and classroom painting; window shades and new furniture; faculty office window shades; and campus site furnishings.

Sustainability, FY2009-Present
Incorporating sustainability at a college campus presents a unique opportunity to: reduce operating costs; improve efficiency in using resources; develop new curricula; simplify maintenance; and reduce the campus' environmental impact, among other benefits. Whether it comes to recycling, energy conservation, composting, or implementing green cleaning and procurement policies, Lehman College has a proud history of integrating sustainability into the campus.

The CUNY-wide Sustainable CUNY program began in June 2007. Long before CUNY's program, Lehman had implemented a variety of sustainability initiatives. Lehman was the first CUNY institution to test environmentally friendly and effective cleaning products, and to implement their use. Similarly, we were the first CUNY institution to compost its leaves and yard trimmings, followed by composting food waste from the food service kitchen operation. The College replaced conventional toilet flushing systems with automatic flush-o-meters to reduce overall water consumption.

In the area of recycling, the College recycles cardboard, nickel cadmium and lead acid batteries, oil, fluorescent lamps, heavy metals, silver, e-waste, furniture, plastic, aluminum, glass, and metal. In 2012, the College began converting from fluorescent to LED lamps, and as of 2018, all hallways, restrooms, and stairwell lights have been converted to LED. Rooms have been equipped with motion-activated lighting sensors, with a resulting 3% drop in electricity usage.

In 2008, Lehman was awarded the first CUNY Sustainability Award for our long and ongoing sustainability initiatives. In keeping with its history of environmental stewardship, in 2012 Lehman became the site of the first USGB LEED Platinum Certified building in CUNY. In 2017, the College's new energy efficient central heating and cooling plant went into full operation, further reducing energy usage and our carbon footprint.

Technology Budgeting and Planning
IT service delivery is essential to day-to-day operations, and forms the basis for providing value-added services that advance institutional and student success. The IT Division strives to work in partnership across the College to create more fluid, streamlined services that increase Lehman's effectiveness. In this regard, the metrics for basic campus IT services such as network availability and server uptime are greater than 99.9%.

Since 2011, Information Technology has automated more than sixteen manual processes in partnership with the Divisions of Administration and Finance, Enrollment Management, Student Affairs, and Office of the Provost. This resulted in speeding up and providing increased transparency to more than 75,000 transactions. Automated processes include personnel action requests, student declaration of majors, electronic course scheduling, and eGrade corrections. Lehman's process automation system has been adopted by seven other CUNY campuses and received the 2016 CUNY Excellence in IT Award for Innovation.

Student Technology Fees were adopted through a resolution from the CUNY Board of Trustees in 2002. Funds from these fees are managed by a special Student Technology Fee Committee comprised of students, faculty, and administrators. The committee is responsible for seeking campus-wide input, assessing technology needs of the College, and developing recommendations on allocating Tech Fees to satisfy student-oriented technology requisites.

From FY2015-FY2018, almost $9.4M of Technology Fee funds have been invested in technology-related resources. Sample projects include:

- Tools designed to give students and faculty online access to recording and lecture capture tools
- Upgrading Music Department's Electronic Music Lab to keep it up-to-date with needs of students and faculty
- Hardware and software to assist Speech-Language-Hearing students with learning how storytelling can be a tool for reaching clients and as a means of self-assessment
- Creating smart and multimodal classrooms to seamlessly fill multiple educational roles
- Partial support for a pilot conversational Chatbot on the Lehman website and Lehman 360 mobile app to provide students with 24/7 information on a variety of resources.

The Student Technology Fees process support plans outlined in the Information Technology Roadmap, which helps maintain an effective technology infrastructure to respond to student, faculty, and staff needs. The Roadmap was developed in consultation with student leadership, the Senate's Library, Technology, and Telecommunications Committee, library faculty, Provost's Council, Cabinet, and other campus stakeholders. (**Roadmap 2018, p. 12**) In recent years, a number of projects have been rolled out based on the IT Roadmap including: launch of the Student Success Dashboard, which won the CUNY Excellence in IT Award for Collaboration; introduction of badges and microcredentials to support student achievement; pilot of a mobile scheduling system to ease wait times at Financial Aid and IT Center Help Desk. Based on initial success of this system, it will be scaled out to additional departments over coming semesters.

Annual Independent Audit (VI.C7)
The annual financial audit is coordinated by CUNY's Office of the University Controller. The College's audit liaison coordinates all audit activities and supplies appropriate college-specific information. Year-end financial results are reported on a consolidated format with the rest of the University system. CUNY's audited financial statements appear in Appendix. Periodically, the College will also be audited by CUNY Internal Audit, New York State Comptroller, Internal

Revenue Service, and other outside entities to ensure compliance with City, State, and Federal requirements.

As part of CUNY's internal audit program, the University Office of Internal Audit and Management periodically sends each campus internal control self-assessment questionnaires. The questionnaires are functional, activity-specific, and intended to measure effectiveness of an administrative area to assure proper internal controls are in place. Based on these results, CUNY develops policies and procedures to improve internal controls. If necessary, it undertakes an internal audit of a functional area or institution.

During the 2016-2017 academic year, the U.S. Department of Education conducted a financial aid audit of Lehman College. The audit yielded a number of findings related to assignment of course grades. In response, the College conducted an internal review of students who had received Title IV Federal Financial Aid assistance and were assigned grades of WU, F, and/or Incomplete (INC) for the 2012-2013 through 2015-2016 academic years. Data collection was conducted in September 2016 through an electronic questionnaire, along with supporting documentation addressing students' participation in DOE-defined "academically related activities" in their classes.

A committee comprised of faculty and administrators reviewed questionnaires and supporting documents, conducted additional outreach to faculty when necessary, and helped finalize the College's response to the Department of Education (more details are provided in the Verification of Compliance Report and in Appendix). A new electronic process has since been instituted to ensure faculty verification of WU, F, and INC grades.

Human Resources (VI.C4 and VI.C8)
To respond to growing enrollment, faculty recruitment and retention remain a College priority. During the 2017 Convocation, President Cruz committed to increasing the net number of full-time faculty by five positions (above replacement lines) per year over the next two years. (**see 2017 Convocation Speech**) The number of full-time faculty has remained relatively stable since Lehman College's last Self-Study Report (373 full-time faculty and 593 part-time faculty in FY2009). In FY2017, Lehman had 370 full-time faculty. After having fallen sharply and bottomed out at 415 in FY2013, the number of part-time faculty rebounded to 595 in response to the College's rising enrollment and financial reality.

Since FY2013, the College has been engaged in a strategically focused hiring plan for full-time faculty. Each School Dean maintains a three-year Hiring Plan that anticipates and addresses School and program needs, and accounts for expected growth or decline in specific program areas. Each Spring semester these plans are reviewed, prioritized by the Deans, and then discussed at monthly Deans' Council meetings led by the Provost. The Deans review available replacement faculty lines in conjunction with their prioritized needs, and then discuss and vote as a collective where lines will be allocated by School and program. This hiring approach allows for group discussion and consensus concerning the strategic location of replacement faculty lines.

In the past two years, this approach led to growth of faculty lines in the School of Natural and Social Sciences (NSS) and School of Health Sciences, Human Services, and Nursing (HS2N) in response to increased student demand in majors housed in these Schools and program-specific accreditation requirements. Even as the number of full-time faculty has remained relatively constant, the College has pursued a strategic alignment and placement of full-time faculty lines based on areas experiencing enrollment growth and program accreditation requirements. Twenty-five full-time faculty replacement lines have been approved for search during FY2018. Documentation can be found in Appendix.

Assessment (VI.C9)
Lehman College has nurtured a deepening culture of assessment across its campus and activities. Academic, non-academic, and institutional assessment is regular and recurring. The majority of academic and administrative units establish annual goals and targets, assess these goals and targets, and then discuss and incorporate their findings into development of subsequent goals and targets. For more discussion of academic assessment, see Standard 5.

Academic and non-academic unit assessment schedules, the budgeting cycle, OTPS funding requests, Performance Management Process (PMP) cycle, and the President's annual State of the College addresses highlight the comprehensive and continuous nature of Lehman College's assessment activities. In a development that reflects intensifying linkage between planning, resource allocation, and assessment, the College embedded assessment into all resource allocation requests beginning in 2016.

The College's budget cycle requires continuing assessment of the effectiveness of its resource allocation to academic and non-academic programs, services, and activities. (**VI.C8** and **VI.C9**) Particular attention is given to strategic allocations and their impact on advancing Lehman toward realizing its long-term goals. Strategic allocations have included investments in developing online student orientation and strengthening academic advising. The College believes that such activities contribute to its improving retention and graduation rates.

In its annual PMP process, Lehman College has consistently achieved or exceeded most of its annual targets. For example, in its 2015-2016 year-end report, Lehman reported that it had: achieved its target of maintaining an 80% or higher one-year retention rate for first-time freshmen; surpassed its target of maintaining a 37.1% six-year graduation rate; exceeded its target that 60 students would participate in Study Abroad (119 final count); and exceeded its goal of deploying its electronic *AdvisorTrac* appontment scheduling system to increase the number of scheduled advising appointments by at least 1.5% to 11,660 (achieved 11,704) during the academic year.

Among other factors, the 2016-2017 PMP Report revealed that Lehman has the highest four-year graduation rate for its transfer students (58.6%) among all CUNY's senior colleges. Between 2012 and 2016, the number of STEM majors increased 53.6%. Its three-year rolling average of received research award funding has risen 70% over the past five years. The College's PMP Reports are provided in Appendix.

President Cruz highlights progress toward goals in his [annual State of the College address](). In his March 27, 2017 State of the College address, President Cruz reported: grant revenue rose 64% to $22 million; the College secured a $5.7 million grant for its Pathways to STEM Success initiative; graduation rates for freshmen and transfer students continued to increase; and four new multi-modal computer classrooms had been completed.

In addition to annual PMP- and budget-related assessment activity, an average of 80% of the College's non-academic units completed yearly assessment reports during the past five years. Assessment outcomes include: the Library introducing a flipped classroom model; Human Resources implementing an online onboarding system for new hires; expansion of Sophomore Year Initiative's Student Tracking Early Alert Retention (STEAR) early warning system beyond that program; and Career Services' development and introduction of an internship workshop to better position students to apply for and attain internships.

In conclusion, the institution has documented that its planning, resource allocation, and assessment are integrated and well-aligned with the College's mission and strategic goals. This integration and alignment have contributed to the College's improving student retention and graduation outcomes since the last Self-Study and its more recent Periodic Review Report.

STANDARD 7: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

As Lehman College is a senior college within The City University of New York, its governance structure is complex and multilayered. The overall governance structure of The City University of New York is established by New York State Education Law, which creates the Board of Trustees of The City University of New York. The Board includes 16 voting members, ten appointed by the Governor of New York State, five appointed by the Mayor of New York City, and the Chair of the University Student Senate, who serves ex officio. The Chair of University Faculty Senate is a non-voting, ex officio member. The Board of Trustees, in turn, has adopted the CUNY Bylaws.

The Bylaws spell out the structure and organization of the Board including: its committees and their membership; duties and responsibilities of the University Chancellor; and duties and responsibilities of CUNY Presidents, including the President of Lehman College. In accordance with CUNY Bylaws, College Presidents report to the Chancellor, acting as the executive agent of the Board of Trustees through the Chancellor.

The current Lehman College President, Dr. José Luis Cruz, was appointed by the Board of Trustees effective August 2016 upon recommendation of the CUNY Chancellor following a national search by a Board committee that included Trustees and faculty representatives from Lehman College. (**see Bio**) The College has benefitted greatly from continuity in its leadership during the half century of its existence as a separate college within CUNY. President Cruz, already in his third year of service, is only the third president of Lehman, with the founding president, Dr. Leonard Lief, having served 22 years, and his successor, Dr. Ricardo Fernández, having served 26 years.

The President's duties and responsibilities are set forth in Section 11.4 of the CUNY Bylaws, and the President's performance is reviewed annually by the Chancellor. The President is assisted by a number of well-qualified administrators in the President's Office, and by a group of well-qualified senior administrators (**see Bios**) serving as Vice Presidents and in other senior administrative capacities. (see Governance Structure below) The chart reflecting the organizational structure can be found in Appendix A, Table 8.

Figure 7.1: Lehman College's Governance Structure
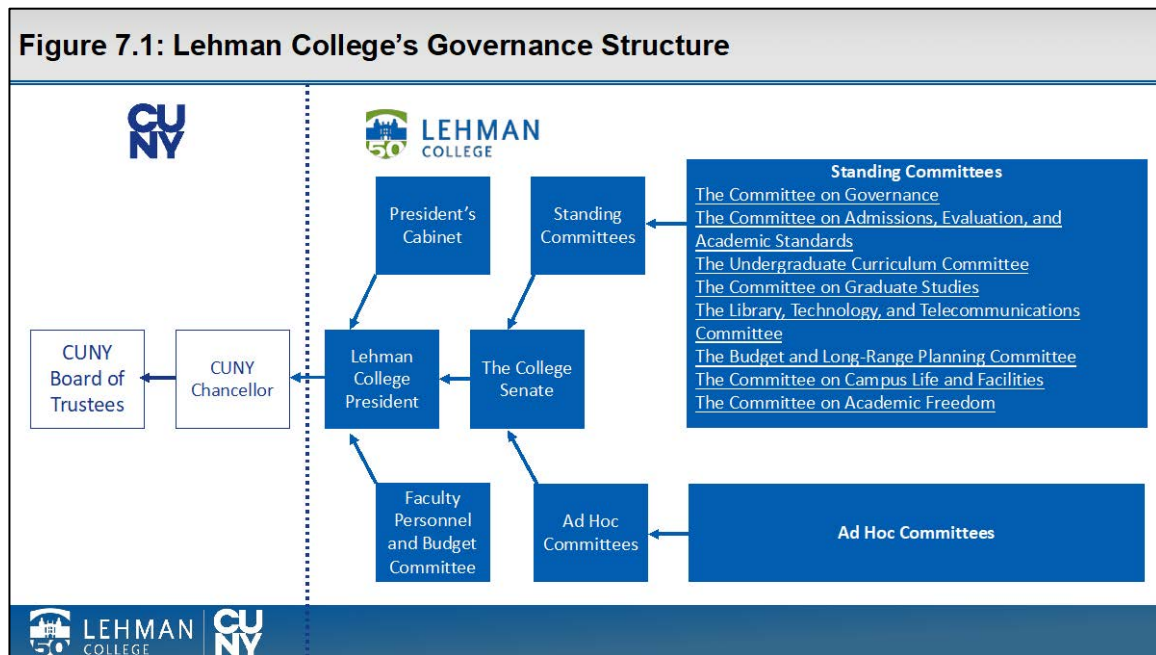
The President participates in University governance as a member of the Council of Presidents, chaired by the Chancellor, which meets monthly and includes several key committees. President Cruz currently chairs the Council of Presidents' Committee on Fiscal Affairs and serves as the presidential representative on the Board of Trustees' Committee on Fiscal Affairs (including its Audit Subcommittee). He has also served on the Council of Presidents' Facilities Committee and co-chaired the Chancellor's Diversity Working Group. The President and the College are accountable to the Board of Trustees, the Chancellor, and the several Vice Chancellors, charged with oversight responsibilities in areas such as fiscal affairs, facilities, academic affairs, student affairs, and faculty and staff relations.

Other New York State and City governmental agencies exercise oversight responsibilities in primary areas, including the New York State Inspector General, New York State Division of the Budget, and New York City Office of Management and Budget. In addition to the Middle States Commission on Higher Education, many of the College's programs are accredited by other bodies, as described in earlier Standards. The College is also subject to provisions of several collective bargaining agreements, negotiated by University central administration with a number of unions representing various employee groups (including Professional Staff Congress, which represents members of the instructional staff, including the faculty).

The President, in turn, recommends to the Board of Trustees the appointment of senior College administrators including the Provost and Senior Vice President for Academic Affairs, other Vice Presidents, and Deans of the College's five Schools.

Lehman has recently experienced some turnover among senior leadership – some of whom form part of the President's Cabinet – for a variety of reasons, not unexpected during the first

few years of a new President and consistent with patterns seen in colleges and universities nationally. Accordingly, the College looks forward to welcoming incoming Provost and Senior Vice President for Academic Affairs and Student Success Dr. Peter Nwosu in Spring 2019, the result of a national search co-chaired by Lehman's Chief Information Officer and Chair of the General Faculty.

Lehman's core governance structures – including the College Senate and Faculty Personnel and Budget Committee, comprised of the academic chairs – have demonstrated remarkable continuity and stability. Recent administrative appointees have brought many years of experience at the College and within CUNY to their positions.

The College's internal governance structures – including the Senate, General Faculty, Faculty Personnel and Budget Committee, and student government – operate in accordance with the Bylaws and written policies of the Board of Trustees, the College's Documents of Governance, and administrative direction received from CUNY Central administration. Their structure and responsibilities are described below.

Lehman College Senate
Over its fifty-year history, Lehman College has followed the principles of shared governance. Power traditionally exercised by a college faculty, such as authority over admissions, curriculum, and academic standards, resides in the College Senate, which includes faculty, students, and administrators. The Lehman College Governance Documents stipulate that the Senate "shall be responsible for the formulation of academic policy and for legislative and advisory functions related to the programs, standards, and goals of the College."

The College Senate's inclusion of students, faculty, and administrators on its committees actualizes its crucial role in defining, approving, and implementing the mission of Lehman College to "provide undergraduate and graduate studies in the liberal arts and sciences and professional education within a dynamic research environment, while embracing diversity and actively engaging students in their academic, personal, and professional development." Further, the Senate plays a crucial role in supporting institutional efforts to meet Lehman's 90x30 Challenge.

Table 7.2: Composition of Lehman College Senate and Requirements

Group	N	Requirements
Students	34	- Must be enrolled in a degree or credit-bearing program - Undergraduate full-time students must earn at least 12 credits; undergraduate part-time students must earn at least 6 credits - Graduate students must carry a minimum of 3 credits - All candidates must have completed and earned a passing grade in at least 50% of the courses for which they registered the prior semester - Minimum GPA of 2.0 must be maintained while in office.
Faculty	51	- One representative with at least two years of full-time service is elected from each department at the same time the department chair is elected - Department representatives serve three-year terms and may be re-elected - At-large representatives are also elected and serve two-year terms and are eligible for reelection - Faculty representatives include three part-time faculty senators elected from those part-time instructional staff who teach at least six semester hours per week.
Non-teaching instructional staff	5	Five non-teaching instructional staff representatives, elected from persons in the Higher Education Officer and College Laboratory Technician series, also serve two-year terms and are eligible for re-election.
Administrators	12	The Senate includes the President, Vice Presidents, and full Deans. If there are more or less than twelve such administrators, the President designates which twelve of them will serve in the Senate each year.

Source: http://www.lehman.edu/college-senate/

The Senate utilizes an active committee structure to conduct its business. Faculty, students, and administrators are represented on all committees. Students originally enjoyed equal representation with faculty on all committees, but irregular student attendance at meetings often makes it difficult for committees to obtain a quorum. Consequently, in 2015 the Senate Bylaws were amended to reduce the number of students on Senate committees from five or six to three.

As noted by the Governance Plan, the College Senate has policy functions, advisory functions, and legislative functions, outlined below:

- **Policy Functions:** The College Senate has the power to formulate policy, make policy recommendations, and review implementation of policy concerning academic affairs, long-range planning, campus life, and activities that promote the total educational

program; and practices and procedures for protecting academic freedom, the rights of Lehman College community members, and equitable settlement of internal campus problems.

- **Advisory Functions:** Advisory functions of the College Senate span matters such as: appointment of the President of the College and full Deans; proposal of amendments to and revisions of the Bylaws of the Board of Trustees; determination of budgetary priorities within the College; and procedures for faculty appointments, reappointments, promotions, tenure awards, and dismissal.
- **Legislative Functions:** Through its legislative functions, the College Senate has responsibility to carry out by legislation previously stated policy functions, and to take other recommending actions the Senate may wish to consider.

To fulfill these functions, the Senate uses an active committee structure:
- Governance
- Admissions, Evaluation, and Academic Standards
- Undergraduate Curriculum
- Graduate Studies
- Library, Technology, and Telecommunications
- Budget and Long-Range Planning
- Campus Life and Facilities
- Academic Freedom

On occasion, special or ad hoc committees have been established to address timely matters, including an Ad Hoc Committee on Academic Structure and an Ad Hoc Committee on Student Evaluation of Teaching.

Faculty Personnel and Budget Committee
The CUNY Board of Trustees Bylaws stipulates that each college will have a "committee on faculty personnel and budget or equivalent committee," responsible for recommending to the President appointment, reappointment, tenure, and promotion of individuals in faculty titles. The College Committee on Faculty Personnel and Budget (FP&B Committee) fulfills this function at Lehman College. Voting members of the FP&B Committee include the 28 Department Chairs, as well as the President and Provost. School Deans attend meetings as non-voting members. FP&B generally meets monthly during the academic year, except for January. In addition to providing a venue for review and action on personnel matters, the President and Provost report on College-related issues and activities. Department Chairs share information and raise discussion issues with senior academic administration.

The FP&B Committee has several subcommittees whose membership is elected from FB&B members. Subcommittees are charged with reviewing and recommending actions to the full FP&B on matters such as tenure and promotion and fellowship leave. To promote communication and collaboration, members of the FP&B Budget subcommittee and the College

[Senate Committee on Budget and Long-Range Planning](#) meet regularly, as required by Senate Bylaws, "for the purposes of exchange of information and joint deliberation." (p. 20)

Academic Departments

The Board of Trustees Bylaws provide that the department chairperson serves as the executive officer of the department. Department chairpersons are elected for three-year terms from among members of the instructional staff in the department who have faculty rank. The chairperson and four other elected faculty members serve on the Department Personnel and Budget Committee (P&B). This committee makes recommendations to the FP&B Committee on personnel matters related to faculty titles. Academic departments also have committees charged with making curriculum and other recommendations through established governance procedures. Academic chairs play a crucial role as leaders of their departments and as a fulcrum between faculty in their departments and the academic leadership of the College.

General Faculty

The formal roles and responsibilities of Lehman College General Faculty are articulated in the Documents of Governance and General Faculty Bylaws. However, there are also informal structures within General Faculty. Among other functions, General Faculty may: consider any matter related to faculty interests or welfare not specifically assigned to another body; make recommendations to the College Senate, and to any agent, department, committee, or organization of the College; and review actions taken in pursuance of its recommendations. General Faculty meets twice a semester, and has power to pass resolutions and make recommendations. Since the College Senate exercises most traditional faculty prerogatives, meetings of General Faculty serve primarily as an information-sharing and deliberating body.

Student Government Association

The [Student Government Association](#) (SGA) is the officially recognized elected body that represents students at Lehman College. [Responsibilities of the SGA](#) are to: initiate, fund, and administer programs and activities that benefit students of Lehman College and the community at large; cooperate fully with any individuals or organizations in advancement of legitimate interests of the College community; and ensure interests of students are protected in development and operation of the physical plant and supporting facilities of the College. The SGA has power to develop policies and initiatives that serve the interests of the student body, and is a partner in promoting and facilitating the College's growth and expansion in academic affairs. (**Constitution of SGA, p. 1**)

The SGA consists of the Executive Board and includes the Student Legislative Assembly, whose 34 members are student representatives in the [College Senate](#). Positions in the Student Government Association are: President; Vice President of Internal Affairs; Vice President of External Affairs; Vice President of Legislative Affairs; Chief Financial Officer; Student Services Officer; Research and Development Officer; Events Coordinating Officer; Public Relations Officer; Technology and Design Officer; Campus Facilities and Planning Officer; Community Activities Officer; and Student Activities Officer.

All members of Student Government Association are elected in annual Spring elections conducted by the Lehman College Board of Elections. The Board of Elections is independent of Student Government Association, and administers general elections in the Spring as well as any special elections to fill vacancies. The Elections Board contracts with an independent external vendor for voting machines and a technician who operates and supervises balloting for annual elections. Once the Board of Elections has certified the annual Spring Elections, results are sent to the President for final approval.

In addition to the College's unicameral governance structure, a variety of resources are available to further clarify recommendation and decision-making roles and responsibilities:

- **Professional Staff Congress Contract:** Additional characteristics of the College governance structure are defined by the Contract between CUNY and the union representing faculty and staff, Professional Staff Congress (PSC). The contract establishes communication and consultation channels between the College President and PSC Chapter Chair at the College, and details how labor-management issues for instructional staff are to be addressed. (**see Standard 2**)
- **Faculty Handbook:** The Lehman College Faculty Handbook provides information to full-time and part-time faculty regarding service on committees, as well as guidelines on promotion and tenure.
- **Higher Education Officer (HEO) Series Handbook:** HEO Handbook provides members of the community who are HEOs with information related to participation and service.
- **College Laboratory Technician (CLT) Handbook:** CLT Handbook provides members of the community who are CLTs with information related to participation and service.
- **Student Handbook:** The Student Handbook provides students with information related to policies and procedures, programs and services, and opportunities for campus leadership and engagement.

As described in Standard 6, the College establishes an annual financial plan through a comprehensive financial model and with input from the Senate, FP&B, and the Cabinet. Once these steps are completed, the Budget Plan is submitted to the University Budget Office. (**see Lehman College Budget Deck**) This involves all tax levy dollars allocated to the College.

The University Research Foundation (RF) oversees grant funding and has its own governance model with a separate Board of Directors which has responsibility for the funds. The RF submits Annual Reports and financial statements featured on its website. In accordance with § 16.5 of the CUNY Board Bylaws and Fiscal Accountability Handbook as detailed in §16.8, Lehman College ensures appropriate management and distribution of student fees through the Student Fees Committee. Student Activity Fees are managed by a 501(c)3 entity named the Lehman College Association, Inc.

All CUNY colleges have virtually identical structures governed by CUNY Fiscal Accountability Guidelines and Board Bylaws reviewed and approved by CUNY Legal Affairs. (**see CUNY Bylaws for Student Activity Fees**) The accountability guidelines describe appropriate uses of the funds.

(**see Bylaws of Herbert H. Lehman College Association**) Student Technology Fees are managed and distributed by the Vice President for Information Technology in consultation with the Student Technology Fee Committee. Spending plans covering the last five years are located on the Information Technology website.

The Lehman College Foundation, an independent, not-for-profit entity, provides financial support and is governed by an independent Board of Directors that adheres to Foundation Guidelines approved by the University's Board of Trustees. The Foundation conducts annual financial audits and comprehensive filings to report on and maintain compliance of its activities. The Division of Institutional Advancement, which oversees the Foundation, is currently in the process of developing a new, integrated Strategic Plan to enhance the Foundation's breadth, capacity, and efficacy.

In order to certify that these entities operate in an ethical and responsible manner, each adheres to CUNY's Conflict of Interest Policy. These policies also apply to the Lehman College Foundation and RF. To assure that the College's employees observe conflict of interest policies, each semester all faculty must submit Multiple Position Forms. As discussed in Standard 2, all College employees meeting State criteria must comply with JCOPE standards and regulations.

Administration
The President serves as the College's Chief Executive Officer, exercising primary responsibility for the College, as well as acting as executive agent of the Chancellor and Board of Trustees. The President's duties and responsibilities are described in Section 11.4 of the CUNY Bylaws. In this role, the President functions as the lead college administrator responsible for strategic, operational, and financial decisions as an independent agent with oversight – but not interference – from the CUNY Board of Trustees.

Communication
In collaboration with the President, the Cabinet communicates with all academic and administrative units regarding the College's mission, operations, and annual progress and achievements through a host of channels. This promotes a collaborative and inclusive process for strategic planning, goal setting, and charting the future course of the College, which provides the foundation of annual reporting. (**see MSCHE Slide Deck**)

Events including Convocation, State of the College Address, Provost's Council, and the recently created Administrative Leadership Forum (ALF) allow Lehman's senior leadership to keep the College informed in a timely manner about how it is progressing towards its Mission, Vision and Values, and Strategic Plan. (**see Appendix for Recent Provost's Council and Administrative Leadership Forum Agendas**)

As articulated in the Lehman College Governance Documents, the College Senate is the most prominent College-wide body that facilitates interaction between senior administration and the Lehman community. Senate and its Committee meetings are open to the Lehman community and general public. Senate meeting dates are announced at the beginning of the academic

year, posted on the College website, and distributed to a local newspaper. Minutes of Senate and Committee meetings are available on the College website. Non-members of the Senate can request floor rights to address the body, a privilege routinely granted.

Lastly, the President, Provost, and academic Chairs participate in the Faculty Personnel and Budget Committee, a monthly communication forum for Chairs to collaborate productively with administration on critical issues related to resource allocation, curriculum and program development, as well as student success and momentum.

Assessment of Leadership and Governance
Lehman College conducts ongoing assessment of the effectiveness of its leadership and governance structures, encompassing all major units of the academic enterprise.

Institutional Effectiveness
Lehman College has nurtured a deepening culture of assessment across its campus through the Office of [Institutional Research, Planning, and Assessment](), which includes [Assessment]() and [Institutional Effectiveness]() functions. Academic, non-academic, and institutional assessment is regular and recurring. The majority of academic and administrative units establish annual goals and targets, assess these goals and targets, and then consider and incorporate their findings into development of subsequent goals and targets. Much of this assessment is discussed in Standards 3, 4, 5, and 6.

COACHE Survey
In keeping with Lehman's commitment to continuous improvement, in 2015 the College participated in the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Job Satisfaction Survey, which resulted in useful indicators of how faculty viewed issues of governance and leadership at the time.

Regarding shared governance, data indicated that Lehman faculty rated the College in or near the bottom 30% of all cohort institutions in terms of trust, understanding of issues facing faculty, and a shared sense of purpose. Higher rankings (middle 40 percentiles) were given for productivity and adaptability. On issues of leadership, faculty rated senior (Vice Presidents) and divisional (Deans) leadership in or near the bottom 30% of all institutions. Departmental leadership was rated in the top 30% of all institutions, while faculty leadership was found to be somewhere in the middle.

Because a number of factors may have contributed to these findings, such as changes in organizational structures and uncertainty about the employment contract, in 2016 the COACHE Committee recommended that the College not conduct a follow-up survey until new leadership had an opportunity to launch concerted efforts to reinforce a culture of shared governance and cross-divisional collaboration. The College is currently in the process of administering the COACHE Survey in Spring 2019 .

Performance Management Plan
The Chancellor annually reviews the President's performance. The Performance Management Process (PMP) provides the Chancellor and President an opportunity to assess job performance. Accordingly, the President completes an annual report and submits a formal letter summarizing and highlighting the College's major accomplishments over the previous academic year in relation to CUNY's Strategic Framework and PMP. (**see most recent PMP Report and Letter**)

Moreover, the Performance Management Process (PMP) serves as the foundation of Lehman College's planning and assessment activities. First initiated by CUNY administration during the 2000-2001 academic year, the PMP establishes goals and targets linked to the College's mission and the larger mission and goals of City University of New York.

Anchored in CUNY's Master Plan, the PMP is organized around five broad areas aligned with the University's mission: access and completion; college readiness; career success/knowledge creation; innovation and research; and funding. At the end of every academic year, each CUNY college measures its performance against PMP targets established the previous year and formally reports results to CUNY's Chancellor. Based on these outcomes, appropriate program and service changes are developed and implemented at each CUNY college.

Consistent with good assessment practice, the College's assessment activities cover all its internal stakeholders. The College's budget cycle requires continuing assessment of effectiveness of its resource allocation to academic programs, administrative units, services, and activities. (**VI.C8 and VI.C9**) This comprehensive approach has resulted in consistent and positive gains in a number of outcomes metrics as chronicled throughout this Self-Study. A sample of these PMP metrics – and other metrics that help recount the Lehman story – are listed below (**from PMP MSCHE Slide Deck and other sources as identified**):

- **Access and Opportunity:** The Fall 2017 full-time freshman class (919) was Lehman's largest in nearly a decade, while total student enrollment was the largest since 1976 when CUNY's free tuition policy was discontinued. Moreover, in the four years between Fall 2013 and Fall 2017, the number of undergraduate STEM majors grew by 96%, the highest rate in all of CUNY. Nearly 22% (21.9%) of Lehman's instructional full-time equivalents are taught either partially or fully online, the highest percent of any college in the system and more than double the senior college average (10.6%).

- **Retention and Graduation Rates:** The proportion of first-time, full-time freshmen who returned as full-time students (79.5%) in Fall 2017 outpaced the senior college average (69.9%) by almost ten points. The six-year graduation rate for the first-time, full-time freshmen 2011 cohort increased 8.6% compared to the Fall 2007 cohort (45.6% vs. 37%), the largest growth rate of any CUNY senior college during this period. The four-year graduation rate of students who transferred to Lehman from a CUNY Associate degree program in Fall 2013 was 58.3%, 7.5% higher than the CUNY average (50.8%).

- **Financial Health:** In 2017**,** Lehman registered a five-year high in spending of its tax levy budget on student services, instruction, and department-level research (69.5%). Between FY2013 and FY2017, the number of funded research grants increased from 16 to 39. In addition, the amount of private financial support received by the College during that period grew 84.4% from $5.7M to $10.7M. Recent investments (November 2018) include a $4.2 million allocation from the Robin Hood Foundation to support 250 students in the new Accelerate, Complete, Engage (ACE) completion program, starting in Fall 2019 with the goal of achieving 50% four-year graduation rates for freshmen and transfers with Associate degrees.

- **Public-Private Partnerships**: Lehman opened the first Virtual and Augmented Reality Academy and Lab in the region with Eon Reality, and received a major grant from the Economic Development Corporation to provide additional workforce development as part of a three-year partnership with New York University.

- **Value:** *Forbes* recently set out to identify "the schools where grads owe the least relative to their likely mid-career income." Lehman was one of only four public colleges to rank in the top 25 "low-debt/high-income schools."

- **Social Mobility:** According to the American Council of Education, Lehman has the highest extended mobility rate, measured as the fraction of students who come from families in the bottom two income quintiles and end up in the top two quintiles as adults, among all Hispanic-serving institutions. Similarly, recent data from National Bureau of Economic Research and the Equality of Opportunity Project ranked Lehman as having the third highest mobility rate in the nation among public four-year colleges and universities.

- **Student Satisfaction:** According to CUNY's most recent Student Experience Survey (2016), 77% of Lehman students were very satisfied or satisfied with their overall academic experience, higher than the proportion of comparable responses for both senior colleges (68%) and the entire system (72%). In addition, 72% of Lehman students would either definitely or probably choose to attend Lehman again if they were to start over, higher than the proportion of comparable responses for both senior colleges (60%) and the entire system (63%).

- **90x30:** In 2018, just one year after launching 90x30, the number of degrees and professional certificates earned by Lehman students increased by 12%, far exceeding the annual growth rate required to meet the challenge.

Lehman College's ability to meet or exceed the majority of its targets offers a broad proxy for assessing effectiveness of its leadership and governance. To the extent that its leadership, initiatives, and governance decisions impact overall institutional performance, the College's success in achieving or exceeding its targets provides insight into these activities.

CONCLUSIONS AND SUGGESTIONS

This Self-Study has given Lehman College the opportunity to reflect on its efforts to advance its mission and goals, evaluate effectiveness of its continuous improvement strategies and processes, and demonstrate that it meets the Middle States Standards for Accreditation. In addition, this undertaking has yielded valuable suggestions designed to ensure that the College continues to improve student outcomes and serve as a community anchor for the Bronx.

Moving forward, findings of the Self-Study will prove fundamental in formulating short-term operational initiatives and driving development of Lehman's 2020-2025 Strategic Plan, including:

- Reviewing and refreshing the College's Mission, Vision, and Values to align with the scale, impact, and quality considerations inherent in the 90x30 Challenge
- Conducting a Campus Climate Survey – and reviewing 2019 COACHE Survey results – to support the College's commitment to sustaining a respectful, ethical, diverse, and inclusive environment
- Developing policies and practices that will allow the responsible expansion of online, graduate, and continuing education programs in high-demand areas
- Ensuring programs and units engage in and document regular and meaningful assessment activities that inform and lead to improved practices and outcomes
- Strengthening use of innovative data, analytics, and technology capabilities and their applications to support student success and momentum
- Enhancing the College's financial models to guarantee continued alignment of resources with strategic priorities and student need.

Lehman will pursue these suggestions in ways that support and extend the College's overarching goals of promoting upward mobility through educational attainment and serving as a cultural and economic hub for the Bronx and greater region. Consequently, Lehman will solidify its standing as a national model of a progressive urban public educational institution serving a diverse, dynamic, and engaged community of learners.

GOVERNANCE COMMITTEE
Senate Report
February 6, 2019

- Governance Committee Vacancy (1)

    o Nominations from the Floor

- Senate Committee Nominations (Preliminary Report)

    o Target Dates for Call for Nominations: March 15th – March 31st

- Senate At-Large Elections (Preliminary Report)

    o To Be Done Online

    o Will Discuss and Report Back On Security Issues, Link Issues, Etc…

    o Target Dates for Call for Nominations: April 1st – April 15th

    o Target Dates for Election: May 1st – May 15th

- Next Meeting Date, Time, Location

Admissions, Evaluation and Academic Standards Committee Report

Our committee voted to approve the following three policy statements presented at its November 7, 2018 meeting.

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DIVISION OF ENROLLMENT MANAGEMENT

CURRICULUM CHANGE

Effective Term: Fall 2019

1. **Type of Change:** Change to The Undergraduate General Education Curriculum policy as stated in the Bulletin
http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Baccalaureate-Programs/The-Undergraduate-General-Education-Curriculum

2. **From:** ~~Students who have matriculated beginning in fall 2013 must fulfill requirements of the 2013 CUNY General Education Program (Pathways). However, students who have matriculated prior to the fall 2013 semester may elect to follow the 2013 CUNY General Education Program (Pathways).~~

3. **To:** Opting in or out of Pathways
   - Students who enter Lehman in Fall 2013 or thereafter, either as first-time freshmen or as transfer students from another CUNY college or from a non-CUNY college, will automatically be enrolled in the Pathways curriculum.
   - Students who first enrolled at Lehman before Fall 2013, stop out for more than one semester, and reenroll in Fall 2013 or later will be required to follow the Pathways curriculum. However, such students who completed the prior general education curriculum in its entirety will not be subject to any of the Pathways general education requirements.
   - Students who reenroll, as well as any other students who feel they need to complete additional requirements under the new curriculum due to their particular course histories, may petition for a variance to continue to be held to the general education requirements that were in effect before Fall 2013.
   - Continuing students may choose to opt in to the Pathways curriculum.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):** Lehman's policy regarding Pathways was never updated to reflect CUNY's guidelines. The suggested language is quoted directly from the Updated Pathways Guidelines, published on October 21, 2015 (http://www.cuny.edu/academics/initiatives/pathways/about/policies/Guidelines_5_24_13_Final_Updated_10_21_15.pdf). This change would align Lehman's policy with that established by CUNY.

5. **Date of CAEAS approval: 11/7/2018**

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DIVISION OF ENROLLMENT MANAGEMENT

CURRICULUM CHANGE

Effective Term: Fall 2019

1. **Type of Change:** Change to the Readmission to Lehman College policy as stated in the Bulletin

2. **From:** ~~Former Lehman students~~ must file a re-admit application with the Office of Admissions (Shuster Hall, Room 161). Eligible students who do not have stops on their record, have a 2.0 GPA or greater, and are in test compliance may apply. The completed application and a $20.00 non-refundable processing fee should be submitted before the end of registration; official transcripts of any coursework completed during his or her absence also must be submitted with the application in order to be accepted for credit evaluation.

3. **To:** Effective Fall 2019: After more than two consecutive semester of absence, students who want to be readmitted to the college must file a readmit application with the Office of Admissions (Shuster Hall, Room 161). Students who do not have financial obligations to the college and have a 2.0 GPA or greater may file an application. The completed application and a $20.00 non-refundable fee is required; official transcripts of any coursework completed during the absence must also be submitted with the application in order to be evaluated for readmission and transfer of credits. Students who have attended any institution since last attending Lehman must meet the general admission transfer GPA requirement.

Students who stop-out for one or two semesters maintain their active status at the college. During this period students should remain in contact with their academic departments. Active status does not guarantee access to all campus facilities and services.

Students who do not meet the academic eligibility requirements must file an appeal for readmission with the Office of Academic Standards and Evaluation (Shuster Hall, Room 116). All students must settle their financial obligations to the college prior to applying for readmission.

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**
This change in policy supports the College's effort to promote completion. Maintaining students' active status for two semesters will facilitate their reentry, allow for ongoing communications from the college concerning deadlines and other important matters, and more timely and appropriate course registration.

This policy is modeled after the re-entry policy at Brooklyn College.

5. **Date of CAEAS approval: 11/7/2018**

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DIVISION OF ENROLLMENT MANAGEMENT

CURRICULUM CHANGE

Effective Term: Fall 2019

1. **Type of Change:** Change to the Transfer Credit policy as stated in the Bulletin

2. **From: Transfer Credit**

The following rules govern the evaluation of transfer credit:

- Credit is usually granted for a course from a college or university accredited by one of the following accrediting bodies if the description of that course matches that of a similar course offered by Lehman College: Middle States Association of Colleges and Schools/Commission on Higher Education; New England Association of Schools and Colleges/ Commissions on Institutions of Higher Education; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools/Commission on Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Community and Junior Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Senior Colleges and Universities; Accrediting Commission for Community and Junior Colleges; and accreditation by the New York State Board of Regents and the Commissioner of Education of the colleges currently listed on the NYSED college accreditation site.
- Credit for a course at a postsecondary institution not accredited by one of the above-mentioned accrediting bodies, whose description matches that of a similar course offered by Lehman College may be granted with departmental approval. The maximum number of credits allowed from such non-accredited institutions is 32.
- ~~The following courses do not transfer from non-accredited schools unless a similar Lehman College course exists: ESL/Remedial/Developmental courses; fire/police studies; EMT training; secretarial/office technology training; allied health training; skilled craft (auto mechanic, HVAC technician) training, nursing, among others.~~
- Courses passed outside the City University system with a grade of D (below 70 percent) will not be credited by Lehman College. They will be included, however, in the cumulative index to determine an applicant's eligibility for admission.
- The maximum total number of credits that may be transferred towards the degree at Lehman College is 90. There is a 70-credit limit on the number of credits that may be transferred from Associate degree granting institutions. Students must

satisfy the requirement that 30 credits as well as one-half the credits in the major and half in the minor or half the credits in an interdisciplinary program be completed in residence at Lehman. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin, under the heading "Credit Requirements.")

3. **To: Transfer Credit**

The following rules govern the evaluation of transfer credit:

- Credit is usually granted for a course from a college or university accredited by one of the following accrediting bodies if the description of that course matches that of a similar course offered by Lehman College: Middle States Association of Colleges and Schools/Commission on Higher Education; New England Association of Schools and Colleges/ Commissions on Institutions of Higher Education; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools/Commission on Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Community and Junior Colleges; Western Association of Schools and Colleges/ Accrediting Commission for Senior Colleges and Universities; Accrediting Commission for Community and Junior Colleges; <u>Accreditation Commission for Education in Nursing, Commission for Nursing Accreditation Education</u> and accreditation by the New York State Board of Regents and the Commissioner of Education of the colleges currently listed on the NYSED college accreditation site.
- Credit for a course at a postsecondary institution not accredited by one of the above-mentioned accrediting bodies, whose description matches that of a similar course offered by Lehman College may be granted with departmental approval. The maximum number of credits allowed from such non-accredited institutions is 32.
- <u>Courses from non-accredited institutions that do not have a Lehman equivalent will not transfer.</u>
- Courses passed outside the City University system with a grade of D (below 70 percent) will not be credited by Lehman College. They will be included, however, in the cumulative index to determine an applicant's eligibility for admission.
- The maximum total number of credits that may be transferred towards the degree at Lehman College is 90. There is a 70-credit limit on the number of credits that may be transferred from Associate degree granting institutions. Students must satisfy the requirement that 30 credits as well as one-half the credits in the major and half in the minor or half the credits in an interdisciplinary program be completed in residence at Lehman. (See the definition of credits in residence in the section on "Degree Requirements" in this Bulletin, under the heading "Credit Requirements.")

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**
The Accreditation Commission for Education in Nursing and Commission for Nursing Accreditation Education are recognized as the national accrediting organizations for colleges offering AAS, AS, and BS programs in Nursing. By design, programs accredited through these organizations offer students a foundation in the liberal arts as well as the theoretical and clinical requirements required to successfully complete national licensing exams. All CUNY nursing programs are accredited by one of these organizations. Their inclusion as a recognized accreditors will treat students who have the same professional licensure as equals across the profession, eliminating transfer credit loss of those students not protected by system wide transfer rules.

5. **Date of CAEAS approval: 11/7/18**

Senate Meeting – February 6, 2019

Undergraduate Curriculum Committee (UCC) Report

The following proposals were approved unanimously by the UCC, with a quorum present on December 5, 2018 (6 of 10 members in attendance):

1. Biological Sciences
   - Change minor BIO
2. English
   - Change desc ENG 121
   - Change title, hrs, credits ENG 201
   - New course ENG 113
   - New course ENG 123
   - New course ENW 345
3. Languages & Literatures
   - New course FRE 346
   - Change title desc FRE 342
4. Philosophy
   - New course PHI 357

Next meeting: February 13, 2019, 1 p.m., SC 1405A

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF BIOLOGICAL SCIENCES

CURRICULUM CHANGE

Name of Program and Degree Award: Biology Minor
Effective Term: Spring 2019

1. **Type of Change:** *Change in Degree Requirements*

2. **From:**

A minor in Biology will familiarize students with concepts and research tools that scientists use to understand the living world and solve real-world problems. By minoring in biology, students from various disciplines such as business, computer science, psychology, and health sciences can combine their expertise with their knowledge of the natural world to enhance their career options. A minor in Biology consists of a minimum of 16 credits in Biology, including BIO 166 and BIO 167 (8 credits), one 200 level course and one 300 or 400 level course (8 credits). The 100-level courses are STEM Variants that students can substitute to satisfy their General Education requirements.

A minor in Biology consists of a minimum of 16 credits in Biology
(8 credits):

BIO 166 and BIO 167.
Credits
BIO 166
Principles of Biology: Cells and Genes
4
BIO 167
Principles of Biology: Organisms
4

(8 credits) selected from:

One 200 level course and one 300 or 400 level course (8 credits).
The 100-level courses are STEM Variants that students can substitute to satisfy their General Education requirements.

Credits
BIO
200, 300, or 400 levels Biology courses

3. **To:** <u>Underline</u> the changes

<u>A minor in Biology will familiarize students with concepts and research tools that scientists use to understand the living world and solve real-world problems. By minoring in biology, students from various disciplines such as business, computer science, psychology, and health sciences can combine their expertise with their knowledge of the natural world to enhance their career options.</u>

<u>Biology Minor (12 - 20 credits):</u>

	Credits
<u>8 credits:</u>	
<u>Pre-Requisites to the minor*:</u>	
<u>BIO 166 Principles of Biology: Cells and Genes</u>	<u>4</u>
<u>BIO 167 Principles of Biology: Organisms</u>	<u>4</u>
<u>12 credits:</u>	
<u>BIO 238 Genetics</u>	<u>4</u>
<u>One 200 level BIO course (Bio 230 is not accepted)</u>	<u>4</u>
<u>One 300 or 400 level BIO course</u>	<u>4</u>

<u>*BIO 166 and BIO 167 are prerequisites to all other advanced biology courses and are STEM variants that students can use to satisfy their General Education requirements. Students who complete BIO 166 and BIO 167 before declaring the minor must complete only the remaining 12 credits.</u>

4. **Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):** Some students choose majors that require both Bio 166 and Bio 167. Given the college policy that students can only share one course between their major and minor, these students often have to substitute either Bio 166 or Bio 167 with other courses, so they can graduate with a minor in biology. To resolve this problem, we are changing the requirements from Bio 166 and Bio 167 to Bio 166 or Bio 167 and Bio 238. Bio 238 is a course in genetics that we think is fundamental to understanding the concepts and methods of modern biological sciences. Students taking 200-level courses other than Bio 238 may not have sufficient knowledge to grasp current topics in health and medicine that are covered in their classes or in media. The additional note that Bio 230 is not accepted towards the minor is added to prevent students from taking additional courses that are not required for the minor. Bio230 is a non-majors course designed to meet the needs of students preparing for nursing program. The course does not cover sufficient details about molecular mechanism, sensing, and gene regulation that is necessary for biology majors or minors to understand how microbes function to adapt to their environments.

5. **Date of departmental approval:** 9/27/2018

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Course description

2. **From:**

Department(s)	English
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENG 121
Course Title	English Composition II
Description	~~Focus on all aspects of reading and writing, with particular attention to summary, critical responses to short texts, argumentative development in paragraphs and essays, and the rewriting process. Emphasis on organization, language, accuracy, grammar, and mechanics. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology.~~ Note: All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester. ~~Students who pass ENG 111 proceed to ENG 121 the following semester.~~
Pre/ Co Requisites	ENG 111
Credits	3
Hours	4
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	____ Not Applicable
	__x_ Required
	       __x_ English Composition
	       ____ Mathematics
	       ____ Science

_____ Flexible	

_____ World Cultures
_____ US Experience in its Diversity
_____ Creative Expression
_____ Individual and Society
_____ Scientific World

3. **To:**

Department(s)	English
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENG 121
Course Title	English Composition II
Description	Continues the work of ENG 111, advancing critical reading skills and essay development. Emphasis on writing analytical essays and papers based on research in various academic disciplines. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology. Note: All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester.
Pre/ Co Requisites	ENG 111 or equivalent or departmental permission
Credits	3
Hours	4
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	_____ Not Applicable __x_ Required __x_ English Composition _____ Mathematics _____ Science _____ Flexible

	_____ World Cultures
	_____ US Experience in its Diversity
	_____ Creative Expression
	_____ Individual and Society
	_____ Scientific World

4. **Rationale:**

ENG 111 and 121 (English Composition I and II) were modified for Pathways in 2012, and appeared correctly in the 2011-2013 Undergraduate Bulletin. For some reason, in the 2013-2015 and later Undergraduate Bulletins, the description for English Composition II was lost and was replaced with the description for English Composition I. As a result, both ENG 111 and ENG 121 currently have the same description, an obvious error. This modification restores the correct description to ENG 121.

5. **Date of departmental approval:** November 19, 2018

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of Change:** Change in Title, Hours, and Credits

2. **From:**

Department(s)	English
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENW 201
Course Title	~~Advanced Expository Writing~~
Description	An advanced course in the techniques of formal exposition that develops the students' understanding of English expository style and of mechanics and grammar. A substantial portion of the course is devoted to researching materials and organizing them in the form of summaries of facts, position papers, and research papers. An effort will be made to relate the subject matter of much of the writing to the students' interests. ~~Individual conferences.~~
Pre/ Co Requisites	PREREQ: Successful completion of ENG ~~120~~ (or equivalent) or ~~instructor's~~ permission.
Credits	~~4~~
Hours	~~4~~
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	__x_ Not Applicable
	____ Required
	        ____ English Composition
	        ____ Mathematics
	        ____ Science
	
	____ Flexible
	        ____ World Cultures
	        ____ US Experience in its Diversity
	        ____ Creative Expression

	____ Individual and Society ____ Scientific World

3. **To:**

Department(s)	English
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENW 201
Course Title	<u>Writing Essentials</u>
Description	An advanced course in the techniques of formal exposition that develops the students' understanding of English expository style and of mechanics and grammar. A substantial portion of the course is devoted to researching materials and organizing them in the form of summaries of facts, position papers, and research papers. An effort will be made to relate the subject matter of much of the writing to the students' interests.
Pre/ Co Requisites	PREREQ: Successful completion of ENG 12<u>1</u> (or equivalent) or <u>departmental</u> permission.
Credits	<u>3</u>
Hours	<u>3</u>
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	__X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. **<u>Rationale:</u>**
ENW 201 is an important course for all College majors, in itself and as the gateway course for the valuable Professional Communications Minor. Because of its 4 credits and less than catchy name, however, it has failed to catch students' attention and kept interested students from the PPC Minor. By adjusting the course to 3 credits, we will ask to have it included in the "Creative Expressions" bucket of the Flexible General Education requirement, where many more students will take it, including those who go on to take the PPC Minor.

5. **<u>Date of departmental approval:</u>** November 19, 2018

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK**

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENG 113
Course Title	Honors English Composition I
Description	Focus on all aspects of reading and writing, with particular attention to summary, critical responses to short texts, argumentative development in paragraphs and essays, and the rewriting process. Emphasis on organization, language, accuracy, grammar, and mechanics. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology. Note: ENG 113 is required for all LSP and MHC students, in lieu of ENG 111. All LSP/MHC students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following year.
Pre/ Co Requisites	
Credits	3
Hours	4
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	

General Education Component	__X_ Not Applicable
	_____ Required
	         _____ English Composition
	         _____ Mathematics

	_____ Science
	_____ Flexible
	_____ World Cultures
	_____ US Experience in its Diversity
	_____ Creative Expression
	_____ Individual and Society
	_____ Scientific World

3. **Rationale:**

Lehman College's LSP and MHC students already have their own sections of English Composition I and II, which they take on a slightly different schedule from their non-honors peers. (Most students take Comp I-II in their First Year of college study. Honors students take Comp I in their first semester at Lehman College and Comp II in their second semester of Sophomore year, in order to accommodate other required Honors requirements.)

Until now, the English Department has assigned Honors students to cohort-specific sections of ENG 111 and 121 (which are set to 0 enrollment until filled by the LSP and MHC Programs). This process has involved a great deal of effort (and some confusion) on the part of both Lehman Honors and the English Department, both to keep these sections discrete, and to accommodate the several Honors students each year who took ENG 111 and/or ENG 121 through College Now and now require additional scheduling arrangements.

The proposed course resolves all these administrative tangles by providing Honors students with their own Composition I course. The English Department is happy to accommodate College Honors' urgent request for ENG 113.

4. **Learning Outcomes:**

- Students will read and listen critically and analytically, identifying a text's major arguments, assumptions, and assertions and evaluating its supporting evidence.
- Students will write clearly and coherently in standard English using varied academic formats, including online responses, writing journals, in-class writing, and formal essays of varied rhetorical structures.
- Students will critique and improve their own and each other's texts through online and in-class responses and editing of peers' work.
- Students will enter academic conversations by identifying the existing state of dialogue and offering their own evidence and arguments, and by conforming to accepted conventions of ethical attribution and citation.
- Students will support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Students will use available technology to support informal and formal writing and revising, and use acquired discursive skills to engage meaningfully with available technology.
- Students will demonstrate introductory familiarity with the library and its resources.

- Students will demonstrate acquired skills of critical reading, summary, and original argumentation in midterm and final essays.

5. **Date of Departmental Approval:** November 19, 2018

**LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF ENGLISH**

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENG 123
Course Title	Honors English Composition II
Description	Continues the work of ENG 113, advancing critical reading skills and essay development. Emphasis on writing analytical essays and papers based on research in various academic disciplines. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology. Note: ENG 123 is required for all LSP and MHC students, in lieu of ENG 121. All LSP/MHC students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following year.
Pre/ Co Requisites	ENG 113 or equivalent or departmental permission
Credits	3
Hours	4
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	__X_ Not Applicable
	_____ Required
	       _____ English Composition
	       _____ Mathematics
	       _____ Science

	____ Flexible
	____ World Cultures
	____ US Experience in its Diversity
	____ Creative Expression
	____ Individual and Society
	____ Scientific World

3. **Rationale:**

Lehman College's LSP and MHC students already have their own sections of English Composition I and II, which they take on a slightly different schedule from their non-honors peers. (Most students take Comp I-II in their First Year of college study. Honors students take Comp I in their first semester at Lehman College and Comp II in their second semester of Sophomore year, in order to accommodate other required Honors requirements.)

Until now, the English Department has assigned Honors students to cohort-specific sections of ENG 111 and 121 (which are set to 0 enrollment until filled by the LSP and MHC Programs). This process has involved a great deal of effort (and some confusion) on the part of both Lehman Honors and the English Department, both to keep these sections discrete, and to accommodate the several Honors students each year who took ENG 111 and/or ENG 121 through College Now and now require additional scheduling arrangements.

The proposed course resolves all these administrative tangles by providing Honors students with their own Composition II course. The English Department is happy to accommodate College Honors' urgent request for ENG 123.

4. **Learning Outcomes:**

- Students will read and listen critically and analytically, identifying a text's major arguments, assumptions, and assertions and evaluating its supporting evidence.
- Students will write clearly and coherently in standard English using varied academic formats, including online responses, writing journals, in-class writing, and formal essays.
- Students will demonstrate research skills using appropriate library and technological resources, including gathering, evaluating, and synthesizing primary and secondary material.
- Students will demonstrate mastery of the steps involved in writing a research paper: formulate a thesis, make an outline, set up a bibliography, analyze and incorporate both short and long quotations, paraphrase, and format a final paper using MLA style.
- Students will critique and improve their own and each other's texts through online and in-class responses and editing of peers' work.
- Students will enter academic conversations by identifying the existing state of dialogue and offering their own evidence and arguments, and by conforming to accepted conventions of ethical attribution and citation.

- Students will support a thesis with well-researched and well-reasoned arguments; communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Students will use available technology to support informal and formal writing and revising, and use acquired discursive skills to engage meaningfully with available technology.

5. **Date of Departmental Approval:** November 19, 2018

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	English
Career	[x] Undergraduate [ ] Graduate
Academic Level	[x] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	English
Course Prefix & Number	ENW 345
Course Title	Writing and Social Issues
Description	Readings, discussion, and multi-genre writing to explore social issues such as migration, public health, community, jobs, demographics, technology, or other topics of student interest. Development of research, drafting, and writing skills in a variety of professional genres.
Pre/ Co Requisites	Departmental permission.
Credits	3
Hours	3
Liberal Arts	[x] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__x_ Not Applicable ____ Required 　　____ English Composition 　　____ Mathematics 　　____ Science ____ Flexible 　　____ World Cultures 　　____ US Experience in its Diversity 　　____ Creative Expression 　　____ Individual and Society

		____ Scientific World	

3. **Rationale:**
As part of the College's commitment to Writing in the Disciplines (WID), the English Department complements (a) the Writing-Intensive courses that various departments require of their majors with (b) English-Department courses in a range of professional-writing disciplines. ENW 300 (Business Writing) serves Economics, Business, and Accounting majors; ENW 3070 (Health and Science Writing) serves Speech Pathology (and other) majors.

For several years now, English has been piloting a course, ENW 365 (Special Topics: Writing and Social Issues), which is intended for students in Social Work and other related departments. Various instructors teaching several sections over the past three years have helped us develop a professional-writing course that meets the needs of its targeted audience.

Now that the Social Work Department requires students to take an upper-level ENW course as part of its Major, we are ready to make "Writing and Social Issues" a permanent part of our course offerings.

4. **Learning Outcomes:**
- Develop critical thinking and writing skills.
- Demonstrate understanding of multi-genre writing and social issues through assigned readings, critical reflection and discussion, and the planning, development, drafting, and editing of original writing projects in varying formats and lengths.
- Participate in and lead thoughtful, interesting discussions.
- Develop skills integral to professional writing, including locating and critically evaluating print and electronic sources in a range of genres; summarizing information; describing problems and presenting recommendations; comparing arguments; drawing meaningful connections to current events; integrating primary and secondary sources into writing; and employing effective rhetorical strategies in order to persuasively present ideas and perspectives.
- Develop critical thinking and writing skills.
- Complete original proposals, analysis essays, critical reflections, and multi-genre projects – in traditional as well as multimedia forms – that directly engage their disciplinary backgrounds and professional/personal goals.
- Practice editing skills through the revision process.

5. **Date of Departmental Approval:** November 19, 2018

**LEHMAN COLLEGE
OF THE
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DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of change:** New Course

2.

Department(s)	Languages and Literatures
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	French
Course Prefix & Number	FRE 346
Course Title	Modern French and Francophone Theater
Description	French and Francophone drama from the early 20th century to today including the plays from the Surrealist period, the Theater of the Absurd, the post-war period, postcolonial theater, and contemporary French drama. While focusing primarily on critical reading and writing, the course will also provide an understanding of seminal concepts of theater as performance and live art.
Pre/ Co Requisites	FRE 300
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA
General Education Component	__X_ Not Applicable ____ Required ____ English Composition ____ Mathematics ____ Science ____ Flexible ____ World Cultures ____ US Experience in its Diversity ____ Creative Expression ____ Individual and Society

		____ Scientific World	

3. **Rationale:**
There is currently no advanced courses in French on theater after the nineteenth century. This course will fill that gap, providing a critical reading (and visual analyses) of seminal modern plays from the French and Francophone tradition, which is both extremely rich and very different from the anglophone tradition. Lehman College also has a strong theater program and students studying in both French and Theater will also greatly benefit from this course.

4. **Learning Outcomes (By the end of the course students will be expected to):**
- Develop proficiency in the fundamental language skills to read and understand and analyze literary plays of moderate to high difficulty and mature content.
- Formulate and express critical thoughts and judgments in correct oral and written French.
- Analyze and discuss representative works of French and Francophone drama from 20th and 21st centuries.

5. **Date of Departmental Approval:** 11/05/18

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF LANGUAGES AND LITERATURES

CURRICULUM CHANGE

1. **Type of Change:** Course description, title

2. **From:** ~~Strikethrough~~ the changes

Department(s)	Languages and Literatures
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	French
Course Prefix & Number	FRE 342
Course Title	~~Twentieth-Century French Literature II: Existentialism and the "Nouveau Roman"~~
Description	~~Readings of authors such as Sartre, Camus, Queneau, Genet, Beckett, Sarraute, Simon, Duras, and Robbe-Grillet.~~
Pre/ Co Requisites	~~All 300-level FRE courses numbered 320 and above carry the following~~ PREREQ: FRE 300.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	_X__ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

3. **To:** <u>Underline</u> the changes

Department(s)	Languages and Literatures
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	French
Course Prefix & Number	FRE 342
Course Title	<u>Twentieth and Twenty-First Century French Literature II: Post-War to Contemporary Literature</u>
Description	<u>Literature from post-war literary movements including existentialism, the absurd, the nouveau-roman, to the present, including postcolonial literature, and literature about migration and the diaspora.</u>
Pre/ Co Requisites	FRE 300.
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	NA

General Education Component	__X_ Not Applicable
	____ Required
	    ____ English Composition
	    ____ Mathematics
	    ____ Science
	
	____ Flexible
	    ____ World Cultures
	    ____ US Experience in its Diversity
	    ____ Creative Expression
	    ____ Individual and Society
	    ____ Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

There is no advanced course in French literature beyond post-war and "nouveau-roman" movements addressing literary renovations of the late 20th century and early 21st

century in French. This change of description will extend the content of FRE 342 from post-war to contemporary literature.

5. **Date of departmental approval:** 11/05/18

LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF PHILOSOPHY

CURRICULUM CHANGE

1. **Type of change:** New Course
2.

Department(s)	Philosophy
Career	[X] Undergraduate [ ] Graduate
Academic Level	[X] Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	Philosophy
Course Prefix & Number	PHI 357
Course Title	Educating Kings and Citizens
Description	Philosophical writings on education focused on what is education and what is education's purpose.
Pre/ Co Requisites	None
Credits	3
Hours	3
Liberal Arts	[X] Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc.)	NA
General Education Component	__X_ Not Applicable ____ Required 　　____ English Composition 　　____ Mathematics 　　____ Science ____ Flexible 　　____ World Cultures 　　____ US Experience in its Diversity 　　____ Creative Expression 　　____ Individual and Society 　　____ Scientific World

3. **Rationale:**

The nature and aims of education have been central to philosophical thinking ever since Plato's *Republic*, but the department has no course that examines philosophical theories on this issue. Adding this course will fill that gap.

4. **Learning Outcomes:**

By the end of the course students will expected to:
- create reasoned arguments about the philosophical theories studied and the issues involved
- articulate, verbally or in writing, how philosophical reasoning about the nature and aims of education appears in current debates
- identify potential strengths and weaknesses in past or present arguments and in their own counter-arguments

5. **Date of Departmental Approval:** October 26, 2018

Library Technology and Telecommunications Senate Committee Meeting

Meeting Date: January 30th, 2019
Meeting Location: Carman Hall Room 162

Attendance: VP Ron Bergmann, Stephen Castellano, Michelle Ehrenpreis, John DeLooper, Raymond Diaz, Susan Ko, Kenneth Schlesinger, Professor Jennifer McCabe, Vincent Sandella, Prof. Devrim Yavuz, Prof. Chul-Young Roh

Student Senator Representatives:

Excused: Ms. Edi Ruiz

Library Report:

** Library announces that the First Floor Renovation is progressing smoothly. Circulation-Reserve, Reference, and Computer Lab have been relocated to the Concourse level. As you're aware - the Library's first floor Entrance is now closed for construction - please enter Library via the Basement [Concourse] level. We anticipate construction lasting one year. Disabled access is available by means of ramps adjacent to the Performing Arts Center.

· ** Library announces Web of Science database trial during month of February. Web of Science is a leading research platform for information in the sciences and social sciences. Electronic Resources Librarian Michelle Ehrenpreis has additional information about it.

· ** Two upcoming Faculty Reading events: Sharon Jordan's *Two Steps Ahead of the Century: Jazz and Art*, Tuesday, February 19th from 1:30-2:30 PM in the Treehouse - and Siraj Ahmed's *Archaeology of Babel,* Wednesday, February 20th from 2:00 - 3:00 PM in same location.

· ** Library and IT have partnered to provide the college community with Library Resources built into Blackboard by embedding Library Research Guides within the Blackboard template.   Research Guides may also be customized by subject.

Division of Information Technology

** The LehmanQ system is a new resource used by students to schedule themselves prior to office visits using a kiosk or their phone. The system notifies the student by text message in advance of their appointment so they no longer need to wait on a line. LehmanQ was successfully piloted last semester at Financial Aid and the Carman IT Help Desk. This semester, we will be expanding, at the request of students, to the Bursar's Office and Admissions. In future semesters, we hope to add additional administrative and student support areas and pilot with academic departments for student advisement. In a survey, 90% of students responded that they were extremely or very satisfied with the time this system saved them.

Blackboard Report

** The Blackboard Upgrade took place on December 27th and 28th. The Upgrade was completed ahead of schedule and without issue. There are several new features with the new upgrade and Workshops will be offered for Faculty on the use of these new features.

** The Bronx Ed Tech Showcase comes to Lehman College on Friday, May 3rd. The Showcase is a collaborative event with Hostos and Bronx Community College. Please consider submitting a proposal for our showcase. We sent out an e-mail on January 29th.

Online Education

** Online Education invites you to attend their lunchtime webinar: ***Using Rubrics for More Effective and Efficient Grading*** on February 14th from noon to 1 pm. For more information, please contact Online Education.

Respectfully submitted,

Stephen Castellano
Chair, Library Technology and Telecommunications Committee