

**Minutes of  
The Lehman College Senate Meeting  
Wednesday, October 4, 2023  
Senate Meeting**

**Senators Present:** Alaka Yusuf, M.; Ali, T.; Alyafai, E.; Amargo, Z. A.; Augustin, J.; Banks, R.; Barnes, B. A.; Brijmohan, S.; Brown, K.; Burton-Pye, B.; Campeanu, S.; Dest, A.; Diarra, F.; Fera, J.; Finger, R.; Gonzalez, R.; Hargett, M. O.; Harrison, E.; Hernandez-Acevedo, B.; Hurley, D.; Hydera, A.; Jabbi, K.; Jimenez, M.; Kamara, F.; Levy, T.; Machado, E.; Marianetti, M.; Markens, S.; McKenna, C.; Moalem, L.; Mohorcich, J.; Murphy, B.; Neumayer, C.; Neundorff, H.; Nguyen, T.; O’Boy, D.; O’Neil, C.; Oberlin, D.; Ohmer, S.; Parmar, R.; Payan, J. J.; Quinones, J.; Reynoso, K.; Roldos, M. I.; Ruiz, E.; Schlesinger, K.; Silva-Puras, J.; Sisselman-Borgia, A.; Sofianos, E.; Spence, N.; Stopler, M.; Toro, C.; Turcios Orellana, D.; Vargas, A.; Wang, H.-T.; Waring, E.; White, A.; Wills-Jackson, C.; Wright, J.; Yavuz, D.; Zhao, L.

**Senators Absent:** Aisemberg, G.; Austin, L.; Baraldi, C.; Bishop, S.; Chen-Hayes, S.; Contreras, M. G.; Delgado, F.; Dozier, J. L.; Ford, G.; Gerry, C.; Guerrero-Berroa, E.; Haque, A.; Hidalgo Rosa, N.; Holtzman, B.; Huston, C.; Hyman, D.; Lopez, N.; Loscocco, P.; MacKillop, J.; Manier, D.; McBride, T.; McClendon, L.; Mills, P.; Neira Sanchez, I. M. ; Palmer, C.; Pillcorema, K. A.; Prince, P.; Qafleshi, D.; Rotolo, R.; Schwittek, D.; Seeram, S.; Smith, S.; Stein Smith, S.; Vann, M.

The College Senate Chair, Prof. Joseph Fera, presided over the College Senate in the absence of the president. The meeting was called to order at 3:51 p.m.

**1. Approval of the Minutes**

There was a motion to move the September 6, 2023, minutes to the floor for discussion; the motion was seconded. There were no questions or comments. Professor Fera moved to a vote. The minutes of the September 6, 2023, College Senate was approved by unanimous voice vote.

See Attachment I

**2. Announcements and Communications**

**a. Report of the President—**

There was no report.

**b. Student Legislative Assembly—**

The Vice President of Student Affairs and Chair of the Student Legislative Assembly (SLA), Ms. Tina Nguyen, welcomed all to the College Senate and made several announcements.

Ms. Nguyen announced that the Student Government Association (SGA) held special elections that resulted in a very successful outcome, as nearly all student vacancies on the College Senate Standing Committees were filled. Ms. Nguyen congratulated the newly elected student senators and shared words of encouragement. She also shared the positive sentiment of the SGA's determination and commitment to represent all students for the betterment of the Lehman College Community. Ms. Nguyen also informed that the SGA would be holding additional special elections to fill the remaining seats.

Ms. Nguyen highlighted the following collaborative efforts of the SGA and the Office of Campus Life: (1) a successful club fair event that showcased over sixty clubs to students last week; she expressed how wonderful it was to see many students attending and having fun on campus. (2) An off-campus retreat for the upcoming weekend with the College's senior administrators to discuss the best strategies on how to serve Lehman College students.

Professor Joseph Fera noted that the slate of students nominated to fill vacancies on the College Senate Standing Committees was still pending. He informed that until a slate was presented to the floor and officially approved by the College Senate, student vacancies on the College Senate Standing Committees would remain vacant. However, Prof. Fera reassured that there would be an opportunity to do so at the November 1, 2023, meeting of the College Senate.

**3. REPORTS OF STANDING COMMITTEES—**

**1. Graduate Studies**

There was no report.

Professor Joseph Fera informed that there was a request to have Professor Takiyah Ali present the report for the Committee on Equity, Inclusion, Accessibility, and Anti-Racism earlier than what was reflected on the agenda of the Lehman College Senate. There was a motion from the floor to grant Prof. Ali permission to do so; it was seconded. There were no questions or comments. Prof. Fera moved to vote on the motion. The motion was approved by unanimous voice vote.

The next meeting was scheduled for Wednesday, November 1, 2023, at 11:00 a.m. via Zoom.

## **2. Equity, Inclusion, Accessibility, and Anti-Racism**

Professor Takiyah Ali reported on the September 15, 2023, meeting of the committee. In her overview of the meeting, she highlighted the following: (1) that she along with Professor Mary Phillips were elected as co-chairs of the committee; (2) that there was a discussion on the topics raised last year, which are food insecurity and wellness; and (3) that the committee would be working on revising two resolution amendments while taking into consideration the suggestions offered last year by the body of the College Senate. She informed that the committee would provide detailed information on the committee's goals and objectives for the current academic year at the next meeting of the College Senate.

See Attachment II

The next meeting was scheduled for Friday, October 13, 2023, at 11:00 a.m. via Zoom.

## **3. Governance Committee**

Professor Joseph Fera presented the report.

Professor Fera briefed on the role of the Governance Committee, highlighting several of its many functions, including the committee's responsibility of filling vacancies within the College Senate Standing Committees.

Professor Fera announced that there was a vacancy on the Committee on Graduate Studies. He informed of the Governance Committee's nomination, Professor Smee Wang of the

Department of Music Multimedia Theatre and Dance. Prof. Fera then opened the floor to additional nominations. There were none and Prof. Fera moved to a vote. Prof. Smee Wang was elected to serve on the Graduate Studies Committee by unanimous voice vote.

Professor Fera announced that there was a vacancy on the Committee on Assessment. He informed of the Governance Committee's nomination, Professor Sean Stein-Smith from the Department of Accounting. Prof. Fera then opened the floor to additional nominations. There were none and Prof. Fera moved to a vote. Prof. Sean Stein-Smith was elected to serve on the Committee on Assessment by unanimous voice vote.

Prof. Joseph Fera informed that the Governance Committee would skip item four (4) of the committee's agenda, namely, Student Committee Vacancies; he reiterated that such could not be addressed at this time as SGA had yet to present to the Governance Committee the slate of student senators nominated to serve on the College Senate Standing Committees.

See Attachment III

The next meeting was scheduled for Thursday, October 19, 2023, at 12:00 p.m. via Zoom.

#### **4. Committee on Admissions, Evaluations, and Academic Standards**

There was no report.

The next meeting was scheduled for Friday, October 13, 2023, at 10:00 a.m. via Zoom.

#### **5. Undergraduate Curriculum**

Professor Lynn Rosenberg presented proposals for curriculum changes in the Departments of Anthropology, Mathematics, and Philosophy. Professor Fera opened the floor for discussion. There were no questions or comments. Prof. Fera moved to a vote. All of the three presented proposals were approved by unanimous voice vote.

Prof. Rosenberg presented one additional proposal for curriculum changes in the Department of Health Equity, Administration, and Technology. However, she informed that the proposal

would be presented for approval with the following amendment: that the section below, on page five of the proposal, be removed.

Program Electives: Students may need 15 to 30 credits or more of electives to meet the 120 credit hours. Choose any 300-600 PHE or ENV or EOHS course electives which can be the focus of a minor or a pre-health pre-requisite.

HEA 348 Latino Health  
HEA 400 Program Planning and Evaluation

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Senate Meeting of October 4, 2023

Undergraduate Curriculum Committee

PHI 336 Disability, Ethics & Body  
SOC 309 Social Inequality  
HEA 307 Human Sexuality  
ENW 307 Health and Science Writing  
PHE 307 Emergency Preparedness at the Community Level  
PHE 360 Special Topics in Public Health  
PUBH 610 Public Health Leadership & Management  
PUBH 611 Health Equity, Communication, and Advocacy  
PUBH 612 Designing and Evaluating Public Health Interventions  
PUBH 613 Designs, Concepts, and Methods in Public Health Research

Professor Rosenberg explained that since students were already aware of the 120-credit requirement for graduation, it was not necessary to have the section above appear on the proposal.

The Director of Strategic Persistence Initiatives of the Division of Enrollment Management, Mr. Ronald Banks, added that there should be one additional amendment to the proposal: that the heading of the section below, which also appeared on page five of the proposal, be changed from “Clinical Public Health Concentration Courses” to “Public Health Science Concentration Courses.”

<b><u>Clinical Public Health Concentration Courses: (20 credits)</u></b>	
<u>BIO 182 Anatomy and Physiology II or BIO 183 Human Biology</u>	<u>4</u>
<u>BIO 230 Microbiology</u>	<u>4</u>
<u>CHEM 114/115 Essential General Chemistry Lecturer and Lab I</u>	<u>4.5</u>
<u>CHEM 120/121 Essential of Organic Chemistry Lecturer/Lab II</u>	<u>4.5</u>
<u>HIN 268 Growth &amp; Development</u>	<u>3</u>

Mr. Banks explained that having the section above appear on the proposal would be misleading, as it suggests that Clinical Public Health Concentration Courses may lead to licensure. On behalf of the committee, Professor Rosenberg agreed to the amendment.

Professor Rosenberg presented the proposal for curriculum changes in the Department of Health Equity, Administration, and Technology once again, but with the inclusion of the following two amendments: (1) that the “Program Electives” section be removed from the proposal altogether and (2) that the words “Clinical Public Health Concentration Courses” be changed to “Public Health Science Concentration Courses.” Professor Fera opened the floor for discussion. There were no questions or comments. Prof. Fera moved to a vote. The amended proposal was approved by unanimous voice vote.

Professor Rosenberg presented one informational item: that the committee approved three experimental courses—SPV 440, MAT 179, and ECO/BBA 195.

See Attachment IV

The next meeting was scheduled for Wednesday, November 1, 2023, at 1:00 p.m. via Zoom.

**6. Academic Freedom:**

There was no report.

**7. Library, Technology, and Telecommunication**

Mr. Steven Castellano brought announcements from the Library, Division of Information Technology, Online Education, and concerning Blackboard.

There was a question on whether it was possible to comprise a list of vendors that are in partnership with the College, as some expressed that they received various emails from vendors and were unsure of their relationship to Lehman. The Executive Counsel, Ms. Bridget Barbera, informed that such was possible, although the list would be exhaustive. She recommended that, when in doubt, members of the College Community should reach out to her, Procurement Director Marvin Smith, and the VP/CIO of Information Technology, Ediltrudys Ruiz, for confirmation.

There were several library and technology-related inquiries:

1. It was asked whether additional MacBooks and iMacs were available to loan to students, as some students experienced issues with availability. A member of the Office of Digital Inclusion informed that the office was not only working to buy additional MacBooks and iMacs, but that the office was also in the process of submitting a requisition and that they would soon be able to offer these items to students accordingly.
2. It was asked whether Dell computers, as opposed to MacBooks and iMacs, were also available for student use. Mr. Castellano informed that the Office of Digital Inclusion also had Dell laptops available to loan to students. He noted that students could secure a laptop by first heading to the Goulden Avenue entrance of Carmen Hall. He explained that upon entering the first floor of the building, there would be an iPad in the vicinity where students may not only place their request, but also secure a laptop on the spot.
3. It was asked whether students have access to the printers and photocopiers of the Leonard Lief Library and whether students were required to pay for these services. Mr. Castellano informed that student use of the Library's photocopiers and printers was part of the Student Technology Fee, which is a service that students already pay for each semester. He offered the example that if a student wanted to make copies, they would simply be asked to swipe their ID card and the Student Technology Fee would automatically be deducted from the balance in the student's card for the semester. Mr. Castellano also shared that printer and photocopier services were also available at the IT Center in Carmen Hall.

See Attachment V

The next meeting was scheduled for Wednesday, November 1, 2023, at 11:00 a.m. via Zoom.

## **8. Campus Life and Facilities**

There was no report.

There was a question concerning the Lehman College cafeteria and whether something could be done to arrange better food options and cheaper prices. Professor Fera urged that students attend the next meeting of the Committee on Campus Life and Facilities to discuss the issue. The AVP of Financial Operations, Gina Harwood, shared that there was a new contract

pending with the vendor J.G. Ventures. She reassured that once the contract was signed, options in the cafeteria would expand. Professor Fera thanked AVP Harwood for her input and asked that the Campus Life and Facilities Committee address the matter at the next meeting of the College Senate.

The next meeting was scheduled for Wednesday, October 25, 2023, at 2:00 pm. via Zoom.

## **9. Budget and Long-Range Planning**

Professor Brian Murphy reported on the September 21, 2023, meeting of the Budget and Long-Range Planning Committee, in which he presented a draft summary of the year-end financial plan for fiscal year 2023. He also presented on the following: (1) the fiscal year 2024 CUNY operating budget for the senior colleges; (2) the fiscal year 2024-2027 summary financial plan for Lehman College; (3) CUNY hiring initiative expenditure highlights for fiscal year 2024; and (4) enrollment and tuition revenue collection trends, in which observations and considerations for future enrollment planning are listed.

See Attachment VI

The next meeting was scheduled for Thursday, November 16, 2023, at 3:00 p.m. in Shuster 336.

## **10. Assessment**

Professor Devrim Yavuz reported on the April 27, 2023, and September 18, 2023, meetings of the committee.

Professor Yavuz reported on the assessment cycle. He informed that the College was on a four-year assessment cycle, in which learning goals—as opposed to learning outcomes—are assessed twice. He shared that an assessment of the learning goals was good news in comparison to the assessment of learning outcomes, as the latter would be too great in number. Prof. Yavuz followed his perspective with a hypothetical chart and the example that, if a department had five learning goals, there would be 20 learning outcomes. In other words, if learning outcomes were assessed—as opposed to the current policy of assessing learning



goals—there would be far more assessments made per cycle. Prof. Yavuz went on to encourage all with feedback to contact him and shared that he would present their feedback to the committee accordingly.

There was a question concerning the major objectives of the assessment cycle and whether it was possible to assess different learning outcomes in a separate cycle. Professor Yavuz referred to the Middle States Commission on Higher Education (MSCHE) assessment practices and explained that the logic behind assessing twice is to determine whether improvements have made an impact. He communicated that it would follow that an assessment of the same learning outcome would appear twice within the same cycle. The Associate Provost for Academic Programs and Educational Effectiveness, Victor Brown, echoed the input of Professor Yavuz, with the addition that Middle States and their processes are not only recognized nationally, but that the structure and inclusion of the assessment practice is a national requirement.

There were several questions concerning Middle States, the assessment process, and its effect on students. Professors Devrim Yavuz, Sarah Ohmer, Elin Waring, and David Hyman, responded to all questions accordingly and encouraged students to get involved in the assessment process. Dr. Victor Brown provided additional information on the ways in which students could participate outside of the College Senate. He informed that there was a panel with an external reviewer that not only meets with students to discuss assessment, but also to receive student feedback on the process, which is then incorporated into the final program. Dr. Brown encouraged all students to attend.

See Attachment VII

## **11. University Faculty Senate Report**

There was no report.

The next Plenary Session was scheduled for Tuesday, October 24, 2023, at 6:30 p.m.

**Unfinished Business**

There was no unfinished business to report.

**New Business**

There was no new business to report.

**ADJOURNMENT**

There was a motion to adjourn the meeting; it was seconded. The meeting was adjourned at 5:20 p.m.

Respectfully submitted:

Cynthia Cessant

## Governance Committee Report October 4, 2023

1. Governance Committee's Functions
  - a. Akin to Committee on Committees
  - b. Resolves Questions of Committee Jurisdiction
  - c. Sets the Senate Agenda
  - d. Fill Vacancies
  
2. Vacancy on Graduate Studies
  - a. Nominates **Smee Wang** (MMTD) for term exp. 6/25
  - b. Any Additional Nominations?
  - c. Move To A Vote
  
3. Vacancy on Assessment Committee
  - a. Nominates **Sean Stein-Smith** (ACC) for term exp. 6/25
  - b. Any Additional Nominations?
  - c. Move To A Vote
  
4. Student Committee Vacancies
  - a. Students Prepare Slate of Nominees
  - b. Governance Committee Endorses the Slate
  - c. Floor Open For Additional Nominations
  - d. Move to a Votye
  
5. Next Governance Meeting is TBA

**Senate Meeting – 10/04/23**

**Undergraduate Curriculum Committee (UCC) Report**

**The following proposals were approved unanimously by the UCC, with a quorum present on ( 6 of 7 members in attendance):**

1. Anthropology Department
  - ANT 337-Change in Pre or Co-requisite
2. Mathematics Department
  - MAT 301-Change in Title, prerequisite, description
3. Philosophy Department
  - Critical and Transformative Thinking-New minor
  - CTT 100-New course
  - CTT 200-New course
  - CTT 365-New course
  - CTT 480-New course
4. Health Equity, Administration, and Technology Department
  - Health Services Administration B.S.-Change in degree requirements
  - Public Health B.S.-Change in degree requirements

**Informational Items**

SPV 440-Experimental course

MAT 179-Experimental course

ECO/BBA 195-Experimental course

Next meeting November 1<sup>st</sup>, 1:00-3:00 via zoom

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

**DEPARTMENT OF ANTHROPOLOGY**

**CURRICULUM CHANGE**

1. **Type of Change:** pre or corequisite

2. **From:** ~~Strike through~~ the changes

Department(s)	Anthropology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Anthropology
Course Prefix & Number	ANT 337
Course Title	Inequality in Cross-Cultural Perspective
Description	Comparative analysis of class, race, and/or gender inequality in a wide variety of social and cultural contexts.
Pre/ Co Requisites	<del>PREREQ: ANT 211 or permission of the instructor</del>
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Anthropology
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Anthropology
Course Prefix & Number	ANT 337
Course Title	Inequality in Cross-Cultural Perspective
Description	Comparative analysis of class, race, and/or gender inequality in a wide variety of social and cultural contexts.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

There is currently no reason for the “ANT 211 or permission of instructor” prerequisite. The course content does not depend on prior exposure to ANT 211 topics. Removing this prerequisite will allow us to offer this course with greater regularity and to a broader audience of students. The impact this change will have on the “learning outcomes of the department and Major/Program” is to increase the number of students who will have the opportunity to take the course and thereby work towards achieving major/program/department learning outcomes.

5. **Date of departmental approval:** May 15, 2023

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

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION & TECHNOLOGY**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Public Health, BS

Hegis Number: 1214.00

Program Code: 37993.00; MHC-38643

Effective Term: Fall 2024

1. **Type of Change:** Degree Requirements, Distance Education

2. **From:**  
**Public Health, B.S. (48 Credit Major)**

~~The Bachelors of Science in Public Health (BSPH) program prepares students for the professional practice, service and advance training like graduate school. The program trains students in core methods, theories and concepts so that they may apply these to improve health access and equity. The program has a particular emphasis on the health needs of global communities, and through international collaborations at Lehman College, students may add a global experience to their training.~~

~~Students complete a core course series, program track courses, and an internship experience to apply their knowledge in a local or global setting. Also, students take a capstone seminar as a culminating learning experience for the program.~~

~~The program is designed to prepare students for careers in public health such as: Peace Corps, city health agencies, nonprofit organizations, international organizations, and higher educational institutions. After completing the program, students will be able to develop, manage, and evaluate public health programs while working with communities in diverse settings. Additionally, the program provides foundational training to prepare students for graduate school including law school and masters and doctoral programs in public health.~~

~~The basic distribution of credits for this major appears in Table 1, followed by course lists.~~

**Table 1: Distribution of credits for the Public Health major**

<b>Component</b>	<b>Credits</b>
	24
Specialization Courses: GISc or Global Health	18

Fieldwork and Capstone

6

**Degree Requirements****~~24 credits in Required Core Courses~~**

		Credits
<b>HEA 300</b>	Introduction to Public Health	3
	Or	
<b>PHE 304</b>	Fundamentals of Global Health	3
<b>HSD 269</b>	Fundamentals of Biostatistics for Health Professionals	3
<b>HSD 306</b>	Epidemiology	3
<b>HEA 267</b>	Human Behavior and Health	3
<b>HSD 266</b>	The U.S. Health Care Delivery System	3
<b>HEA 400</b>	Program Planning and Evaluation	3
<b>PHE 302</b>	Social and Environmental Determinants of Health	3
<b>PHE 303</b>	Approaches to Public Health Research	3

**~~18 credits in Geographic Information Science (GIS) Specialization~~****~~12 Credits in Required Specialization Courses~~**

		Credits
<b>GEP 204</b>	Basic Mapping: Applications and Analysis	3
<b>GEP 205</b>	Principles of Geographic Information Science	3
<b>GEH 320</b>	Population Geography	3
<b>GEP 310</b>	Geography of Urban Health	3

**~~6 credits in GIS Specialization Electives selected from the following:~~**

Credits



<b>GEH 240</b>	Urban Geography	3
<b>GEH 232</b>	Medical Geography	3
<b>GEP 321</b>	Introduction to Remote Sensing	4
<b>GEP 330</b>	Spatial Statistics and Advanced Quantitative Methods in Geography	3
<b>GEP 360</b>	Geovisualization and Analytic Cartography	4
<b>GEP 350</b>	Special Projects in Geographic Information Systems	4
<b>GEH 490</b>	Honors in Geography	One semester, 2, 3, or 4 credits (may be repeated for a maximum of 6 credits).

**~~18 Credits in Global Health Specialization~~****~~12 Credits in Required Specialization Courses~~**

		Credits
<b>PHE 305</b>	Community-based Participatory Research Methods	3
<b>PHE 306</b>	Global Burden of Communicable and Non-Communicable Disease	3
<b>PHE 307</b>	Emergency Preparedness at the Community Level	3
<b>PHE 360</b>	Special Topics in Public Health	3

**~~6 Credits in Global Health Specialization Electives selected from~~**

		Credits
<b>HEA 302</b>	Women and Health	3
<b>HEA 211</b>	Perspectives on AIDS	3
<b>POL 343</b>	International and Regional Organizations	3
<b>HEA 348</b>	Latino Health	3
<b>PHE 340</b>	Global Nutrition and Disease	3

<b>GEH 232</b>	Medical Geography	3
<b>6 Credits in Required Fieldwork and Capstone for both Specializations</b>		
		Credits
<b>PHE 470</b>	Public Health Field Experience	3
<b>PHE 472</b>	Public Health Capstone	3

### Admission Requirements

To be considered for admission to the B.S. in Public Health, an application must:

- ~~1. Have a minimum GPA of 3.0.~~

**To:**

**Public Health B.S. (57-61 credits)**

The Bachelor of Science in Public Health (BSPH) is a competitive 57-61 credit major that challenges students to think critically about major public health issues and propose solutions using anti-racism and social justice frameworks. Students learn to analyze behavioral, social, and structural determinants of health. Students may choose from the clinical public health or environmental and global health track in consultation with an academic advisor.

**Table 1: Distribution of credits for the Public Health major.**

Component	Credits
Core Courses	<u>35</u>
<u>Clinical Public Health Concentration OR</u>	<u>20</u>
<u>Environmental/Global Health Concentration</u>	<u>16</u>
Fieldwork and Capstone	6
<u>Total Credits</u>	<u>57-61</u>

## Degree Requirements

57-61 credits in Required Core Foundation and Advanced Courses CreditsPublic Health Major Degree**Public Health Core Classes (20 credits)**

<b>Core Foundational Courses</b>	<b>Credit Hours</b>
MAT 132 Introduction to Statistics	4
BIO 181 Anatomy and Physiology I	4
HSD 266 US Health Care System	3
PSY 166 General Psychology	3
PHE 302 Social and Environmental Determinants of Health	3
PHE 304 Fundamentals of Global Health	3

**Advanced Core Courses (15 credits)**

HSD 269 Fundamentals of Biostatistics for Health Professions	3
HSD 306 Epidemiology	3
PHE 303 Approaches to Public Health Research	3
PHE 306 Global Burden of Communicable and Non-Communicable Disease	3
PSY 335 Health Psychology	3

**Public Health Capstone and Field Experiences (6 credits)**

PHE 470 Public Health Field Experiences	3
PHE 472 Public Health Capstone	3

**Choose one of the following concentrations****Public Health Science Concentration Courses: (20 credits)**

BIO 182 Anatomy and Physiology II or BIO 183 Human Biology	4
BIO 230 Microbiology	4
CHEM 114/115 Essential General Chemistry Lecturer and Lab I	4.5
CHEM 120/121 Essential of Organic Chemistry Lecturer/Lab II	4.5
HIN 268 Growth & Development	3

**Environmental & Global Health: (16 credits)**

ENV 235 Conservation of the Environment	3
ENV 270 Environmental Pollution	4
ENV 326 Environmental Policy	3
PHE 340 Global Nutrition & Disease	3
HEA 301 Environmental Health or EOHS 633 Intro to Environmental Occupational Health	3

**Admission Requirements**

To be considered for admission to the B.S. in Public Health, an application must:

1. GPA standard at “B-” (minimum 2.7 to 2.9 including all prior courses) for admission into the major.
2. At least 50% of this program can be completed online; however, the public health internship is a required component which cannot be done online.

**4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

The Bachelor of Science in Public Health (BSPH) intends to prepare graduates with skills and competencies needed to advance population health in the New York City (NYC) region and to meet both national and global demands of current and emerging public health trends (1). A shortage of properly trained public health workers has been recognized for some time now, relative to the growing and aging U.S. population. Meanwhile, the health and health care sectors are the largest employers in the Bronx. As such, there is an ever-growing need to prepare students who live locally to enter this workforce. In partnership with CUNY School of Public Health, Lehman College can fulfill this role since the majority of Lehman’s undergraduate students are from the Bronx and surrounding areas.

This re-introduction of the undergraduate degree program in public health will align with the Associate degree programs at our community colleges and be a direct feeder to the CUNY SPH 4+1 partnership, where students can begin their public health education at the community college and complete an MPH within 5 years. Entry to practice in public health requires a Master’s in Public Health. The degree program will be housed within the Lehman College Department of Health Equity, Administration & Technology within the School of Health Sciences, Human Services and Nursing. The revised curriculum focuses on environmental and global health, two worldwide public health priorities.

Upon completion of the Lehman College BS in PUBLIC HEALTH, student will be able to:

1. Define the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
2. Identify the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.
3. Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
4. Describe the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems in other countries.
5. Describe the basic concepts, methods, and tools of public health data collection, use, and analysis; and why evidence-based approaches are an essential part of public health practice.
6. Implement the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.
7. Apply the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.

8. Recognize the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations

**Distance Education**

BS in Public Health had previously been a traditional face-to-face course; however, this proposal will formally add the distance format per New York State Department of Education requirements that >50% or more of course sections are offered in synchronous online modality that can be completed through distance education.

**Dual Credit Option**

Public Health majors interested in pursuing an MPH in Health Management & Policy at the School of Public Health (SPH) through an articulation agreement can earn 12 credits to be used for both undergraduate and graduate program of study. Students interested in this pathway, must be conditionally accepted as matriculating students in the SPH graduate program.

Undergraduate students majoring in Public Health with 60 or more credits and a minimum of a (3.2) cumulative grade point average may be permitted to enroll in up to 12 credits of graduate coursework at CUNY Graduate School of Public Health. The student must speak with the faculty advisor to determine elective courses that will satisfy the undergraduate and graduate degree requirement:

The student conditionally admitted to the School of Public Health, must commit to the program once admitted, and must graduate from Lehman College with Bachelor degree to be fully admitted as a Graduate Student. The student must also receive permission from the program and/or dean's office prior to registration.

5. **Date of departmental approval:** September 6, 2022; reapproved January 17, 2023

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

**DEPARTMENT OF HEALTH EQUITY, ADMINISTRATION, AND TECHNOLOGY**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Health Services Administration, B.S.

Hegis Number: 1202.00

Program Code: 10113

Effective Term: Fall 2024

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

2. **From:** ~~Strikethrough the changes~~  
**Health Services Administration, B.S. (54 Credit Major)**

The program in Health Services Administration provides an economically and culturally diverse undergraduate student population with the critical knowledge and skills needed by health services managers who will work with clinicians to manage health care delivery systems, hospitals, organized physician groups, community health facilities (including ambulatory care facilities), nursing homes, extended care facilities, financing and insurance agencies, managed care organizations, and other organizations which either directly provide critical personal health care services or support the provision of those services.

This program serves a number of purposes:

- To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.
- To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.
- To prepare students for graduate study in Health Services Administration.

**Departmental Grading Policy**

Health Services Administration: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course. The Program will accept a total of one (1) transferred course with a D grade from the

following list of Lehman College equivalent courses: PSY 166, ECO 166, ECO 167, ACC 171, or ACC 185.

### **Admission Requirements**

An application for admission to the program in Health Services Administration requires a cumulative index of 2.5 for admission.

Major Requirements - Overall

### **Earn at least 54 credits**

Students who declared the Health Services Administration (HSA) Major prior to September 15, 2017 must follow the required curriculum for the 55 Credit Subplan for that major.

Students who declare an HSA Major after September 14, 2017 will follow the required curriculum for the 54 Credit Subplan as indicated in the current catalog.

### **Additional Comments:**

The major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

### **Distribution of Required Courses and Credits**

The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (54 credits):

9 credits in Departmental courses:

HSD 266 The U.S. Health Care Delivery System 3

HSD 269 Fundamentals of Biostatistics for Health Professionals 3

HSD 306 Epidemiology 3

18 credits in Health Services Administration:

HSA 267 Management of Health Organizations 3

HSA 301 Human Resources Management and Labor Relations in Health Services 3

HSA 304 Financial Aspects of Health Care Administration 3

HSA 312 Managed Health Care 3

HSA 402 Research and Program Evaluation in Health Services Administration 3

HSA 403 Strategic Management: Health Planning in a Competitive Environment 3

6 credits in Health Services Administration Internship:

HSA 469 Health Services Administration Pre-Internship Seminar 3

HSA 470 Health Services Administration Internship 3

Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.

6 credits in Psychology:

PSY 166 General Psychology 3

PSY One 200 or 300 Level PSY course 3

Chosen with HSA advisement

10 credits in Economics, Accounting, and Math:

MAT 132 Introduction to Statistics and 4

ECO 166 Introduction to Macroeconomics 3

Or

ECO 167 Introduction to Microeconomics and 3

ACC 185 Introduction to Accounting for Non-Accounting Majors 3

Or

ACC 171 Principles of Accounting I 3

9 credits of required electives:

Chosen from ~~EXS~~, ~~HEA~~, HPI, HSA, HSD, ~~REC~~, and/or ~~REH~~, with approval of the adviser, or

~~BBA 204 – Principles of Management~~

BBA 336 - Business Law I

ENW 300 - Business Writing

ENW 307 - Health and Science Writing

HIN 268 - Growth and Development

~~PHI 172 – Contemporary Moral Issues~~

PHI 330 - Business Ethics

PSY 335 - Health Psychology

SOC 240 - Death, Dying, and Bereavement

SOC 305 - Sociology of Health Care

ENW 300 (Formerly ENW 204) (Need English Department Approval)



ENW 307 (Need English Department Approval)

PHI 330 (PREREQS: BBA 204 or Philosophy Department Approval)

SOC 305 (~~Must Have Taken~~ SOC 166)

PSY 335 (May count as an HSA Major Elective, or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both)

HIN 268 (Requires Nursing Department Approval)

3. To: Underline the changes

### **Health Services Administration, B.S. (58 Credit Major)**

The program in Health Services Administration provides an economically and culturally diverse undergraduate student population with the critical knowledge and skills needed by health services managers who will work with clinicians to manage health care delivery systems, hospitals, organized physician groups, community health facilities (including ambulatory care facilities), nursing homes, extended care facilities, financing and insurance agencies, managed care organizations, and other organizations which either directly provide critical personal health care services or support the provision of those services.

This program serves a number of purposes:

- To give students an enhanced capacity and opportunity to seek and obtain challenging administrative positions which allow them to plan, implement, and manage a wide variety of health services which are delivered in a comprehensive range of health services organizations and settings.
- To provide students with an educational background which helps them to pursue a variety of health services career options, including certification and licensure options: for instance, an HSA major can help students meet the professional requirements which will make them eligible for admission to the New York State Licensing Examination for Nursing Home Administrators.
- To prepare students for graduate study in Health Services Administration.

### **Departmental Grading Policy**

Health Services Administration: Students must earn a C- or above in all courses for the major and the minor. If the grade is lower, the student must repeat the course. The Program will accept a total of one (1) transferred course with a D grade from the following list of Lehman College equivalent courses: PSY 166, ECO 166, ECO 167, ACC 171, or ACC 185.

### **Admission Requirements**

An application for admission to the program in Health Services Administration requires a cumulative index of 2.5 for admission.

Major Requirements - Overall

#### **Earn at least 58 credits**

Students who declared the Health Services Administration (HSA) Major prior to September 15, 2017 must follow the required curriculum for the 55 Credit Subplan for that major.

Students who declare an HSA Major after September 14, 2017 will follow the required curriculum for the 54 Credit Subplan as indicated in the current catalog.

#### **Additional Comments:**

The major has been registered with the New York State Department of Education as one in which a minimum of 50% of major courses can be completed online.

#### **Distribution of Required Courses and Credits**

The distribution of courses and credits to be earned by majors pursuing the general program in Health Services Administration is as follows (58 credits):

9 credits in Departmental courses:

HSD 266 The U.S. Health Care Delivery System 3

HSD 269 Fundamentals of Biostatistics for Health Professionals 3

HSD 306 Epidemiology 3

18 credits in Health Services Administration:

HSA 267 Management of Health Organizations 3

HSA 301 Human Resources Management and Labor Relations in Health Services 3

HSA 304 Financial Aspects of Health Care Administration 3

HSA 312 Managed Health Care 3

HSA 402 Research and Program Evaluation in Health Services Administration 3

HSA 403 Strategic Management: Health Planning in a Competitive Environment 3

6 credits in Health Services Administration Internship:

HSA 469 Health Services Administration Pre-Internship Seminar 3

HSA 470 Health Services Administration Internship 3

Departmental permission required to waive internship. Applications for waiver must be submitted 60 days prior to the semester the internship will take place.

6 credits in Psychology:

PSY 166 General Psychology 3

PSY One 200 or 300 Level PSY course 3

Chosen with HSA advisement

10 credits in Economics, Accounting, and Math:

MAT 132 Introduction to Statistics and 4

ECO 166 Introduction to Macroeconomics 3

Or

ECO 167 Introduction to Microeconomics and 3

ACC 185 Introduction to Accounting for Non-Accounting Majors 3

Or

ACC 171 Principles of Accounting I 3

9 credits of required electives:

Chosen from HPI, HSA, and/or HSD with approval of the adviser, or

BBA 336 - Business Law I

BIO 181 - Anatomy and Physiology 1

ENW 300 - Business Writing

ENW 307 - Health and Science Writing

HEA 300 - Introduction to Public Health

HIN 268 - Growth and Development

PHI 330 - Business Ethics

PHI 341 - Medical Ethics

PSY 335 - Health Psychology

REC 302 - Administration of Recreation Services

SOC 240 - Death, Dying, and Bereavement

SOC 305 - Sociology of Health Care

ENW 300 (Formerly ENW 204) (Need English Department Approval)

ENW 307 (Need English Department Approval)

PHI 330 (PREREQS: BBA 204 or Philosophy Department Approval)

SOC 305 (SOC 166 or any 200 level SOC course)

PSY 335 (May count as an HSA Major Elective, or as meeting the 200/300 Level Psychology Requirement, but it cannot count as both)

HIN 268 (Requires Nursing Department Approval)

**4. Rationale (Explain how this change will impact learning outcomes of the department and Major/Program):**

Intentionally selecting applicable electives, rather than allowing all courses in EXS, HEA, REC, and REH, will ensure that HSA majors select courses that are directly related to being health services administrators. REC 302 Administration of Recreational Services has course content related to the learning outcomes of the major and is an approved elective. HEA 300 Introduction to Public health has course content related to the learning outcomes of the major and is an approved elective.

**Date of departmental approval:** September 6, 2022; reapproved on January 17, 2023

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

**DEPARTMENT OF MATHEMATICS**

**CURRICULUM CHANGE**

1. **Type of Change:** Title, prerequisite, description

2. **From:** ~~Strike through the changes~~

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 301
Course Title	<del>Applied Statistics and Computer Analysis for Social Scientists</del>
Description	<del>An elementary treatment of statistical concepts. Data analysis using standard statistical methods available in the Statistical Package for Social Scientists. Computations will be run on a computer. Interpretation and misinterpretation of computer output.</del>
Pre/ Co Requisites	<del>MAT 132 and MAT 171</del>
Credits	3
Hours	2-hour lab, 2-hour lecture
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **To:** Underline the changes

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Mathematics
Course Prefix & Number	MAT 301
Course Title	Applied Statistics and <u>Data</u> Analysis
Description	Data analysis using standard statistical <u>methods and relevant computer software</u> . <u>Emphasis on real-world data, interpretation, and misinterpretation of computer output.</u>
Pre/ Co Requisites	MAT 132
Credits	3
Hours	2-hour lab, 2-hour lecture
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

4. **Rationale (Explain how this change will impact the learning outcomes of the department and Major/Program):**

Applying standard statistical methods to organize, understand, and interpret real-world data has become increasingly important and relevant to all academic areas, not just the social sciences. The proposed description changes allow MAT 301 to serve more Lehman students, to integrate more modern/popular statistical software packages, and better prepare students for more advanced courses on data analysis/techniques. Note that the content of MAT 171 is not needed for the material in MAT 301, so this

prerequisite can be dropped without impacting the curriculum. The title change was made to include Data in the title.

5. **Date of departmental approval:** May 1, 2023

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

**DEPARTMENT OF PHILOSOPHY**

**CURRICULUM CHANGE**

Name of Program and Degree Award: Interdisciplinary Minor in Critical and Transformative Thinking  
Effective Term: Fall 2024

**1. Type of Change:** New Interdisciplinary Minor in Critical and Transformative Thinking

**2. Description:**

The Minor in Critical and Transformative Thinking provides students with the opportunity to specialize in courses centered on primary-source texts that address and express the history, philosophy and experiences of members of underrepresented groups from the authors' own points of view. The minor thus expands the canon, exposing students to views and narratives that have roots in their own communities.

*Coordinators: Mila Burns and Alyshia Galvez, Department of Latin American and Latino Studies*

*Steering Committee:*

Karin Beck, Associate Dean, School of Arts and Humanities

Mila Burns, Assistant Professor, Department of Latin American and Latino Studies

Alyshia Galvez, Professor, Department of Latin American and Latino Studies

Julie Maybee, Professor, Department of Philosophy

LaRose Parris, Professor, Department of Africana Studies

**DEGREE REQUIREMENTS**

**(12 Credits)**

Students must take the following four courses (12 credits), at least two of which must be at the 300 level or higher.

CTT 100 Introduction to Critical and Transformative Thinking

CTT 200 Critical and Transformative Thinking II

CTT 365 Topics in Critical and Transformative Thinking (may be repeated up to 6 credits)

CTT 480 Seminar in Critical and Transformative Thinking

**3. Rationale:**

This minor in Critical and Transformative Thinking grows out of the Anchored in the Liberal Arts (ATLAS) project, a project funded by the Teagle Foundation and the NEH



that aims to transform both our teaching and our students. The project is based on primary-source texts that address and express the history, philosophy and experiences of members of underrepresented groups from their own points of view. The texts speak for themselves and to our students and are collected in a faculty-generated list. The project exposes our students to views and narratives that have roots in their own communities, thus providing them with a sense of belonging in our classes, on our campus and in the tradition and community of scholarship and discourse. By thus transforming and expanding the canon, the project contributes to creating equity in the classroom. The minor would allow students to specialize in taking courses centered on ATLAS-generated list of primary-source texts.

**4. Date of departmental approvals:**

Philosophy Department: April 26, 2023

CTT Steering Committee: April 26, 2023

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

**STEERING COMMITTEE FOR THE MINOR IN CRITICAL AND TRANSFORMATIVE  
THINKING**

**CURRICULUM CHANGE**

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

2.

Department(s)	Philosophy & Steering Committee for the Minor in Critical and Transformative Thinking
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	CTT
Course Prefix & Number	CTT 100
Course Title	Introduction to Critical and Transformative Thinking
Description	Introduction to critical thinking through the analysis of interdisciplinary, primary source texts that aim to transform both us and our world.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	Individual and Society Scientific World
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**3. Rationale:**

This minor and course grow out of the Anchored in the Liberal Arts (ATLAS) project, which is funded under a grant from the Teagle Foundation and the NEH. The minor will be centered around a faculty-generated list of primary-source texts that are transformative—not only because they transform our teaching and our students, but also because they aim to transform our world. The project exposes our students to views and narratives that have roots in their own communities, thus providing them with a sense of belonging in our classes, on our campus and in the tradition and community of scholarship and discourse. By thus transforming and expanding the canon, the project contributes to creating equity in the classroom. This course is the introductory course for the minor.

**4. Learning Outcomes (By the end of the course students will be expected to):**

- (1) read and analyze primary-source texts
- (2) identify and define the transformative nature of the texts selected for the course
- (3) articulate connections between the selected texts as well as texts being read in other courses
- (4) compare and contrast the views expressed in the texts with one another as well as with the students' own points of view
- (5) critically assess the views expressed in the texts as well as the students' own points of view
- (6) explain how the texts can be applied to efforts to improve and transform our world

**5. Date of Departmental Approval:**

Philosophy Department: April 26, 2023

CTT Steering Committee: April 26, 2023

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

**DEPARTMENT OF PHILOSOPHY**

**STEERING COMMITTEE FOR THE MINOR IN CRITICAL AND TRANSFORMATIVE  
THINKING**

**CURRICULUM CHANGE**

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

2.

Department(s)	Philosophy & Steering Committee for the Minor in Critical and Transformative Thinking
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	CTT
Course Prefix & Number	CTT 200
Course Title	Intermediate Critical and Transformative Thinking
Description	Intermediate critical thinking through the analysis of interdisciplinary, primary source texts that aim to transform both us and our world.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society

	Scientific World
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**3. Rationale:**

This minor and course grow out of the Anchored in the Liberal Arts (ATLAS) project, which is funded under a grant from the Teagle Foundation and the NEH. The minor will be centered around a faculty-generated list of primary-source texts that are transformative—not only because they transform our teaching and our students, but also because they aim to transform our world. The project exposes our students to views and narratives that have roots in their own communities, thus providing them with a sense of belonging in our classes, on our campus and in the tradition and community of scholarship and discourse. By thus transforming and expanding the canon, the project contributes to creating equity in the classroom. This course is the intermediate-level course for the minor.

**4. Learning Outcomes (By the end of the course students will be expected to):**

- (1) read and analyze primary-source texts at an intermediate level
- (2) identify and define the transformative nature of the texts selected for the course
- (3) articulate connections between the selected texts as well as texts being read in other courses
- (4) compare and contrast the views expressed in the texts with one another as well as with the students' own points of view
- (5) critically assess the views expressed in the texts as well as the students' own points of view at an intermediate level
- (6) explain how the texts can be applied to efforts to improve and transform our world

**5. Date of Departmental Approval:**

Philosophy Department: April 26, 2023

CTT Steering Committee: April 26, 2023

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

**DEPARTMENT OF PHILOSOPHY**

**STEERING COMMITTEE FOR THE MINOR IN CRITICAL AND TRANSFORMATIVE  
THINKING**

**CURRICULUM CHANGE**

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

2.

Department(s)	Philosophy & Steering Committee for the Minor in Critical and Transformative Thinking
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	CTT
Course Prefix & Number	CTT 365
Course Title	Advanced Topics in Critical and Transformative Thinking
Description	Topic-centered critical thinking through the analysis of interdisciplinary, primary source texts that aim to transform both us and our world.
Pre/ Co Requisites	
Credits	3 (may be repeated for up to 6 credits)
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	Individual and Society Scientific World
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**3. Rationale:**

This minor and course grow out of the Anchored in the Liberal Arts (ATLAS) project, which is funded under a grant from the Teagle Foundation and the NEH. The minor will be centered around a faculty-generated list of primary-source texts that are transformative—not only because they transform our teaching and our students, but also because they aim to transform our world. The project exposes our students to views and narratives that have roots in their own communities, thus providing them with a sense of belonging in our classes, on our campus and in the tradition and community of scholarship and discourse. By thus transforming and expanding the canon, the project contributes to creating equity in the classroom. This course is the advanced-level, topics-based course for the minor, and may be repeated for up to 6 credits, provided the topic is different.

**4. Learning Outcomes (By the end of the course students will be expected to):**

- (1) read and analyze primary-source texts at an advanced level
- (2) identify and define the transformative nature of the texts selected for the course
- (3) articulate connections between the selected texts as well as texts being read in other courses
- (4) compare and contrast the views expressed in the texts with one another as well as with the students' own points of view
- (5) critically assess the views expressed in the texts as well as the students' own points of view at an advanced level
- (6) explain how the texts can be applied to efforts to improve and transform our world

**5. Date of Departmental Approval:**

Philosophy Department: April 26, 2023

CTT Steering Committee: April 26, 2023

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

**DEPARTMENT OF PHILOSOPHY**

**STEERING COMMITTEE FOR THE MINOR IN CRITICAL AND TRANSFORMATIVE  
THINKING**

**CURRICULUM CHANGE**

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

2.

Department(s)	Philosophy & Steering Committee for the Minor in Critical and Transformative Thinking
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	CTT
Course Prefix & Number	CTT 480
Course Title	Seminar in Critical and Transformative Thinking
Description	Seminar-level critical thinking through the analysis and student generated research of interdisciplinary, primary source texts that aim to transform both us and our world.
Pre/ Co Requisites	
Credits	3
Hours	3
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression



	Individual and Society Scientific World
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**3. Rationale:**

This minor and course grow out of the Anchored in the Liberal Arts (ATLAS) project, which is funded under a grant from the Teagle Foundation and the NEH. The minor will be centered around a faculty-generated list of primary-source texts that are transformative—not only because they transform our teaching and our students, but also because they aim to transform our world. The project exposes our students to views and narratives that have roots in their own communities, thus providing them with a sense of belonging in our classes, on our campus and in the tradition and community of scholarship and discourse. By thus transforming and expanding the canon, the project contributes to creating equity in the classroom. This course is the seminar-level, course for the minor, which will require students not only to analyze and critically assess primary-source, transformative texts at an advanced level, but also to complete a research-based project based on the students' own, original research.

**4. Learning Outcomes (By the end of the course students will be expected to):**

- (1) read and analyze primary-source texts at an advanced level
- (2) identify and define the transformative nature of the texts selected for the course
- (3) articulate connections between the selected texts as well as texts being read in other courses
- (4) compare and contrast the views expressed in the texts with one another as well as with the students' own points of view
- (5) critically assess the views expressed in the texts as well as the students' own points of view at an advanced level
- (6) explain how the texts can be applied to efforts to improve and transform our world
- (7) produce an original, research-based project (paper, article, creative work or audio-visual project)

**5. Date of Departmental Approval:**

Philosophy Department: April 26, 2023

CTT Steering Committee: April 26, 2023

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

**DEPARTMENT OF FINANCE, INFORMATION SYSTEMS, AND ECONOMICS**

**CURRICULUM CHANGE**

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

2.

Department(s)	FIE - Finance, Information Systems, and Economics
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Business
Course Prefix & Number	ECO/BBA 195
Course Title	Introduction to Python for Business
Description	Python programming while incorporating key business concepts in Finance, Economics, Marketing, and Strategic Management.
Pre/ Co Requisites	
Credits	1
Hours	1
Liberal Arts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

3. **Rationale:**

By combining Python programming with fundamental business concepts in Finance, Economics, Marketing, and Strategic Management, the course equips Business Majors with valuable skills and knowledge that are highly relevant in the modern business landscape and offers a unique opportunity to develop sought-after skills, enabling them to stand out in the job market. Bureau of Labor Statistics projects a 22% job growth rate between 2019 and 2029. Demand for Python skills has increased by 41% worldwide.

**4. Learning Outcomes (By the end of the course, students will be expected to):**

1. Explain Python's basic principles, syntax, and essential data types.
2. Utilize variables, expressions, and operators to compute and manipulate data.
3. Implement control flow structures such as if-else statements and loops to control the flow of program execution.
4. Create and use functions to modularize code and enhance reusability.
5. Apply Python for various programming tasks and problem-solving scenarios in business and economics so students can gain confidence in writing Python programs independently.

**5. Date of Departmental Approval:**

Dept of Management and Business Innovation: 9/18/2023

Dept of Finance, Information Systems, and Economics: 9/18/2023

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

**CURRICULUM CHANGE**

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

2.

Department(s)	Mathematics
Career	<input checked="" type="checkbox"/> Undergraduate [ ] Graduate
Academic Level	<input checked="" type="checkbox"/> Regular [ ] Compensatory [ ] Developmental [ ] Remedial
Subject Area	MAT
Course Prefix & Number	MAT 179
Course Title	Mathematical Proofs
Description	Proof writing and quantitative reading comprehension in preparation for proof intensive math courses. Topics include direct proofs, set theory, induction, logic, contrapositive, contradiction, functions, and equivalence relations.
Pre/ Co Requisites	Prerequisite: MAT 176 or Department Permission
Credits	2
Hours	2
Liberal Arts	<input checked="" type="checkbox"/> Yes [ ] No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World

**3. Rationale:**

Clear, effective communication of mathematical ideas is an essential, but challenging skill needed by students completing intermediate and advanced math courses.

Especially in the age of AI-generated outputs from websites like ChatGPT, all students can benefit from developing their mathematical and quantitative reading comprehension.

The purpose of this class is to expose students to the tools and techniques utilized in mathematical proof writing and reading at an early stage in their studies. Students taking this class will be better prepared for more advanced Math courses; they will also encounter general skills in logical deduction and reasoning that can be applied across STEM disciplines.

**4. Learning Outcomes (By the end of the course students will be expected to): By the end of the course, students will be able to:**

- Employ methods of logic to prove mathematical statements directly.
- Develop skills to read and interpret mathematical statements.
- Use sets, set operations, and set relationships to justify mathematical statements.
- State the principle of mathematical induction and apply it in proof writing.
- Identify the contrapositive of an implication, understand logical equivalency, and use these methods to justify mathematical claims.
- Prove statements by contradiction.
- Describe what a function is, identify functional relationships, and apply these properties to form logical deductions.

**5. Date of Departmental Approval: September 14, 2023**

**LEHMAN COLLEGE  
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CITY UNIVERSITY OF NEW YORK**

**DEPARTMENT OF SPEECH-LANGUAGE-HEARING SCIENCES**

**CURRICULUM CHANGE**

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

2.

Department(s)	SLHS
Career	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular <input type="checkbox"/> Compensatory <input type="checkbox"/> Developmental <input type="checkbox"/> Remedial
Subject Area	Speech Language Hearing Sciences
Course Prefix & Number	SPV 440
Course Title	Guided Observation in SLP
Description	Participate in guided clinical video observations of evidenced based methodologies that are used in therapies and evaluations conducted by speech, language and hearing professionals with clients across the life span. Students will obtain twenty-five clock hours of video-guided observations required for ASHA certification.  NOTE: Not for undergraduate students majoring in SLHS.
Pre/ Co Requisites	Departmental Permission
Credits	1
Hours	2
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute (e.g. Writing Intensive, WAC, etc)	
General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science  <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression

	<p>_____ Individual and Society _____ Scientific World</p>
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3. **Rationale**

This course will provide post baccalaureate undergraduate students and graduate students the opportunity to obtain the ASHA required 25 hours of observation.

4. **Learning Outcomes (By the end of the course students will be expected to):**

1. Critique assessment and treatment videos to identify counseling and general clinical strengths and weakness
2. Complete 25 hours of guided clinical observation required by the American Speech and Hearing Association

5. **Date of Departmental Approval:** 9/18/2023



## Library Technology and Telecommunications Committee Report

Next Meeting: November 1st, 2023

Location: ZOOM

### Library

- Wireless phone chargers for both iPhone and Android devices now available to be borrowed from Circulation-Reserve Desk for in-Library use
- Library offers in-house Scanning Services for Lehman faculty-staff from print monograph collection. Please allow two-day turnaround to process your request and an additional two days for document delivery to your e-mail.
- Library and Languages and Literatures invite offer Reading and Discussion of Marco Ramirez Rojas' *Cartografias cosmopolitas: Leon de Greiff y la tradicion literaria*, Tuesday, October 24<sup>th</sup>, 1:00- 2:00 Please Register on Library Homepage. Discussion will be conducted in English.

### Information Technology

- The Division of Information Technology and the Office of Communications and Marketing have launched our new Directory and Calendar of Events. The new platforms were launched on September 18th. An email was sent to the college community on August 29<sup>th</sup> inviting the college community to schedule an appointment with our Multimedia Center for a head shot for the directory. Refer to the email to schedule your directory headshot appointment. Training on the new calendar and directory is being offered.
- Work continues on the redesign of the Lehman website. The next phase of this project is: Academic Departments and The Homepage – The Target for Launch is January 2024.
- A Lehman LMS Transition Team is in the process of being formed. The team is led by Provost Jorge Silva-Puras and Vice President and CIO Edi Ruiz. Members of the college faculty and staff were invited to participate on the team and be part of the process of transitioning Lehman from Blackboard to Brightspace. Lehman will begin using Brightspace for teaching and learning in Fall 2025.
- Due to the recent cybersecurity incidents at two other CUNY colleges, in partnership with CUNY CIS, we have decided to accelerate the deployment of technologies to further protect our network and the Lehman community. You will receive an email tomorrow with an update on the steps being taken by the Division of Information Technology. IT



asks the Lehman College Community to continue to be vigilant with their email. If you do not recognize the sender, don't open the mail and don't click on any links on mail from unknown senders. If it looks too good to be true, it is NOT good!

### **Blackboard**

- The Information Technology Support Services unit is putting together workshops, including topics for Ally, Camtasia, Voice Thread, and Blackboard. Information about these workshops is forthcoming. In the meantime, mark your calendar for a Voice Thread training on October 24<sup>th</sup> from 11-12 Noon.

### **Online Education**

- 5 faculty are serving as faculty mentors this Fall as part of the **Faculty Mentoring for Teaching with Technology**. Reach out to a faculty mentor to discuss best practices for teaching in all learning modalities.
- The Online Learning **Student** Peer Mentoring Program (OLSPMP) is serving over 10,000 students enrolled in an online/hybrid class this Fall. Encourage your students to make use of this service.
- Our next Preparation for Teaching Online (PTO) two-week workshop will be held from January 8th to the 21st, 2024. If you are scheduled to teach online in Winter/Spring 2024, please register now.
- Finally, join our Lehman faculty for the **Teaching and Learning Instructional Series**, covering a range of topics and best practices for teaching for all learning modalities. See [lehman.edu/online](http://lehman.edu/online) for the details and to register.

# JOINT BUDGET AND LONG-RANGE PLANNING COMMITTEE

Meeting called to order at 1:05 pm on September 21<sup>st</sup> 2023

**Budget Update:** Budget Director Ortega

- Financial Plan Forecast: FY 2023 Summary – Tuition \$7 million below target, \$13.6 million shortfall before stimulus, CUTRA up \$15.6 million

**Enrollment Update:** VP Finger

- Enrollment Update: Persistence rates increased 6%, Reversed decline in transfers, SEEK underperforming but stabilizing, Community Colleges stabilizing, ACE strong, How will new advising and advertising help

## Membership and Attendance: Boldface and All Caps = Attended

### SENATE REPRESENTATIVES

**AGUSTINA CHECA**  
**RAFAEL GONZALEZ**  
**THERESA LUNDY**  
**BRIAN MURPHY**  
**ALEXANDER NUNEZ-TORRES**  
**BETHANIA ORTEGA**  
**RUTH WANGERIN**

### FP&B REPRESENTATIVES

**NING CHEN**  
Nancy Dubetz  
Elhum Haghghat  
**RAZIYE GUL TIRYAKI SONMEZ**  
2 Open Seats

### STUDENT REPRESENTATIVES

3 Open Seats

### ADMINISTRATION

**RICHARD FINGER**  
**RENE ROTOLO**  
**JORGE SILVA-PURAS**

### GUESTS

None



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Centrally Administered Resources	57,747	58,320	573	1%
Total Resources (\$000)	168,686	173,934	5,249	3%
PS Regular	85,376	88,537	3,161	4%
Adjuncts	19,881	20,332	451	2%
Temporary Services	4,848	5,200	352	7%
Total PS	110,104	114,069	3,965	4%
OTPS	15,804	15,225	(579)	-4%
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Centrally Administered Expenditures	57,747	58,320	573	1%
Total Expenditures (\$000)	183,655	187,613	3,958	2%
Fringes	50,178	50,129	(49)	-0%
Energy	4,829	5,696	867	18%
Building Rentals	979	1,020	41	4%
Financial Aid	1,761	1,475	(286)	-16%
Total Centrally Administered Funds (\$000)	57,747	58,320	573	1%
Balance (\$000)	(14,970)	(13,679)	1,291	-9%
Stimulus Funds Used for Pandemic Related Expenses	10,029	5,995	(4,035)	-40%
Stimulus Funds Used for Revenue Loss	4,940	7,684	2,744	56%
Stimulus Funds Carry Over Balance	-	15,634	15,634	0%
Prior Year CUTRA and Reserves	23,754	23,754	-	0%
Projected Year-End Balance (\$000)	23,754	39,387	-	66%

**FY 2023**  
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Energy	4,829	5,696	867	18%
Building Rentals	979	1,020	41	4%
Financial Aid	1,761	1,475	(286)	-16%
Total Centrally Administered Funds (\$000)	57,747	58,320	573	1%
Balance (\$000)	(14,970)	(13,679)	1,291	-9%
Stimulus Funds Used for Pandemic Related Expenses	10,029	5,995	(4,035)	-40%
Stimulus Funds Used for Revenue Loss	4,940	7,684	2,744	56%
Stimulus Funds Carry Over Balance	-	15,634	15,634	0%
Prior Year CUTRA and Reserves	23,754	23,754	-	0%
Projected Year-End Balance (\$000)	23,754	39,387	-	66%

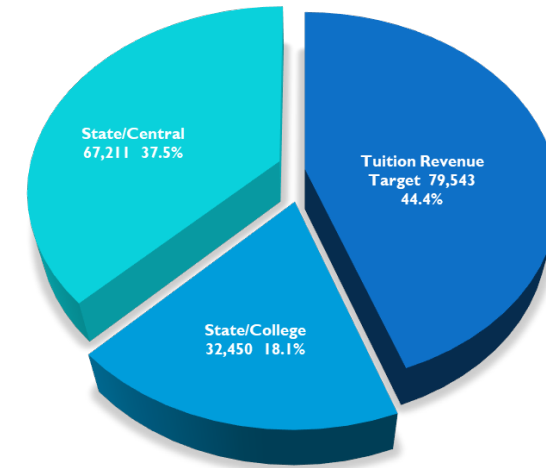
FY 2023  
 FINANCIAL PLAN  
 SUMMARY  
  
 (YEAR-END  
 DRAFT)  
 (\$000)

# FY 2024 CUNY OPERATING BUDGET FOR SENIOR COLLEGES

(\$000)

	FY2023 Base Budget	FY2023 Faculty Hiring Initiative Phases 2 & 3	FY2023 Mental Health Services	FY2024 Operating Support	FY2024 Doctoral Student Stipends	FY2023 Fringes Adjustment Restoration	FY2024 Revenue Target Adjustment	Other Base Budget Adjustments	FY2024 Base Budget	FY2024 State Program Funding	TAP Waiver Adjustment	Initial Tax-Levy Allocation	Projected Allocations Outside Operating Budget	Total Projected Tax-Levy Operating Budget	
Baruch College	149,422	1,884	209	6,500	-	2,852	(755)	-	160,112	-	5,208	165,320	90,986	256,305	11%
Brooklyn College	126,300	1,407	167	4,500	-	2,724	(10,727)	-	124,371	-	3,610	127,981	83,765	211,746	8%
City College	164,713	1,125	153	4,750	-	3,232	(2,544)	1,500	172,929	1,500	4,349	178,778	111,047	289,826	12%
Hunter College	187,683	1,753	252	7,390	-	3,520	(6,184)	1,500	195,915	-	6,013	201,928	113,942	315,870	13%
John Jay College	111,551	1,655	159	4,560	-	2,320	(7,189)	-	113,056	-	4,300	117,356	80,283	197,640	8%
<b>Lehman College</b>	<b>106,622</b>	<b>1,212</b>	<b>151</b>	<b>3,850</b>	<b>-</b>	<b>2,105</b>	<b>(6,617)</b>	<b>-</b>	<b>107,323</b>	<b>1,035</b>	<b>3,635</b>	<b>111,993</b>	<b>67,211</b>	<b>179,204</b>	<b>7%</b>
Medgar Evers College	41,126	308	43	1,130	-	1,072	(3,410)	275	40,544	1,770	935	43,249	32,931	76,180	3%
NYC College of Technology	83,352	1,413	149	4,030	-	2,128	(3,575)	1,500	88,997	-	3,494	92,491	72,907	165,399	6%
Queens College	130,435	1,708	196	5,380	-	2,693	(7,393)	-	133,019	-	3,775	136,794	84,424	221,218	9%
College of Staten Island	87,687	791	123	3,480	-	2,018	(6,252)	-	87,846	-	2,564	90,410	63,195	153,606	6%
York College	49,991	647	74	1,870	-	1,190	(4,898)	-	48,873	-	1,409	50,282	37,559	87,841	3%
Graduate Center	131,994	541	58	1,030	3,000	2,068	(449)	1,598	139,840	250	-	140,090	66,157	206,247	9%
CUNY School of Law	22,557	290	7	310	-	412	83	-	23,660	1,350	-	25,010	16,179	41,189	2%
School of Journalism	8,541	200	2	100	-	158	(255)	-	8,746	-	-	8,746	7,691	16,437	1%
School of Professional Studies	25,301	244	43	810	-	447	(528)	30	26,347	-	396	26,743	18,878	45,621	2%
School of Public Health	15,983	290	10	240	-	265	(357)	174	16,605	-	-	16,605	11,623	28,228	1%
School of Labor and Urban Studies	6,604	73	4	70	-	126	228	575	7,679	2,250	-	9,929	8,329	18,258	1%
<b>College Total</b>	<b>1,449,862</b>	<b>15,539</b>	<b>1,800</b>	<b>50,000</b>	<b>3,000</b>	<b>29,330</b>	<b>(60,820)</b>	<b>7,152</b>	<b>1,495,863</b>	<b>8,155</b>	<b>39,688</b>	<b>1,543,706</b>	<b>967,108</b>	<b>2,510,814</b>	

Lehman's projected Tax Levy budget by Funding Source \$179,204m



Lehman holds about 7% of CUNY's total Projected Tax levy Operating Budget

# FY 2024 CUNY OPERATING BUDGET HIGHLIGHTS

- ▶ The FY2024 base budget, comprised of the continuation of the FY2023 base budget with adjustments for revenue target updates and college specific items;
  - ▶ \$15.5 million have been baselined for Faculty Hiring Initiative Phases 2 and 3; *Lehman + \$1,212m*
  - ▶ \$1.8 million baselined for Mental Health Services; based on enrollment; *Lehman + \$151k*
  - ▶ \$50 million in additional operating support; amounts prorated based on fall '22 FTEs; *Lehman + \$3,850m*
  - ▶ \$3 million for doctoral student stipends at the Graduate Center;
  - ▶ Restoration of \$29.3 million in prior year reductions related to FY22 fringe shortfall; *Lehman + \$2,105*
  - ▶ \$60.8 million is reduced from College's Tuition Revenue Targets to accommodate for enrollment declines; Tuition Revenue Target is a component of the College's Base Budget; *Lehman - \$6,617m*
  - ▶ \$39.7 million allocated for offset the TAP GAP amounts; based on FY23 TAP waiver actuals; *Lehman + \$3,365m*
  - ▶ State funding for specific programs at the colleges; *Lehman + \$1,035m*

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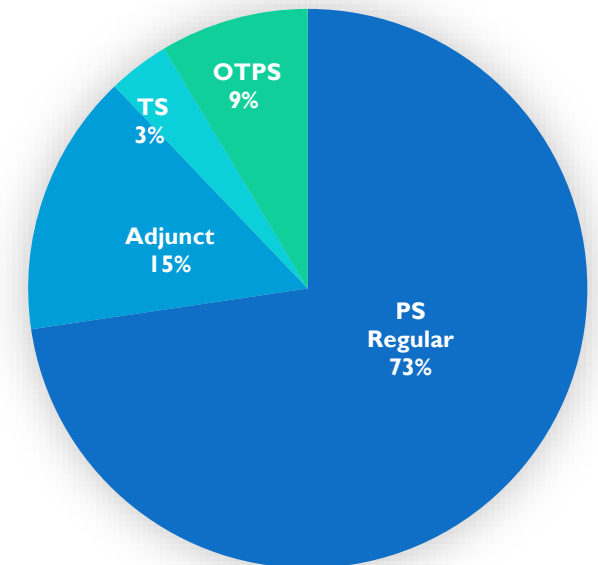
# FY 2024-2027 FINANCIAL PLAN SUMMARY

(\$000)

As of July 2023)

	FY2023 Q4 Draft	FY2024	FY24Δ	FY2025	FY2026	FY2027
<b>Total Operating Tax Levy Budget</b>	<b>\$121,800</b>	<b>\$111,993</b>	<b>(\$9,807)</b>	<b>\$111,993</b>	<b>\$111,993</b>	<b>\$111,993</b>
Addtl Tax Levy Funds(est.)	\$2,023	\$3,951	\$1,928	\$3,951	\$3,951	\$3,951
Tuition Collection O/(U) Target	(\$7,032)	\$2,158	\$9,190	\$2,975	\$3,800	\$4,634
<b>Total Operating Tax Levy Budget (rev.)</b>	<b>\$116,791</b>	<b>\$118,102</b>	<b>\$1,311</b>	<b>\$118,919</b>	<b>\$119,744</b>	<b>\$120,578</b>
<b>Projected Expenditures</b>	<b>\$129,729</b>	<b>\$128,072</b>	<b>(\$1,657)</b>	<b>\$127,501</b>	<b>\$128,351</b>	<b>\$129,251</b>
Personnel Service Regular	\$88,405	\$93,070	\$4,666	\$95,499	\$96,349	\$97,249
Adjuncts (& NTA's)	\$20,332	\$19,452	(\$880)	\$19,452	\$19,452	\$19,452
Temporary Services	\$4,951	\$4,550	(\$401)	\$4,550	\$4,550	\$4,550
OTPS –Other Than Personal Serv	\$16,042	\$11,000	(\$5,042)	\$8,000	\$8,000	\$8,000
<b>Over/(Under)</b>	<b>(\$12,938)</b>	<b>(\$9,970)</b>	<b>\$2,968</b>	<b>(\$8,582)</b>	<b>(\$8,607)</b>	<b>(\$8,673)</b>
Stimulus Funds Carryover	\$30,580	\$17,642	(\$12,938)	\$7,672	\$0	\$0
CUTRA Reserves	\$23,754	\$23,754	\$0	\$23,754	\$22,844	\$14,237
<b>Projected Year-End Balance</b>	<b>\$41,396</b>	<b>\$31,426</b>	<b>(\$9,970)</b>	<b>\$22,844</b>	<b>\$14,237</b>	<b>\$5,564</b>

Projected FY24  
expenditures \$128,072m



- No additional State/CUNY support beyond FY2024
- Lump Sump Programs and other earmarked Tax Levy allocations estimated at \$3,951 million
- Estimated enrollment growth and increases in collection rates to generate FY25 \$2.9m; FY26 \$3.8m and FY27 \$4.6m



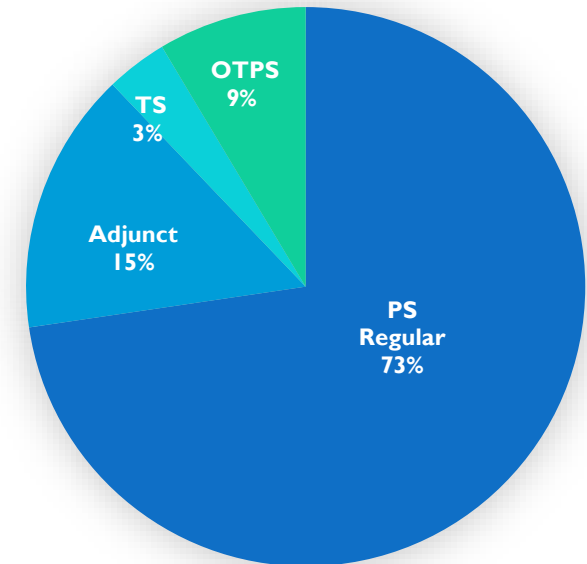
# FY 2024-2027 FINANCIAL PLAN SUMMARY (REVISED)

(\$000)

As of September 2023)

	FY2023 Q4 Draft	FY2024	FY24Δ	FY2025	FY2026	FY2027
<b>Total Operating Tax Levy Budget</b>	<b>\$121,800</b>	<b>\$111,993</b>	<b>(\$9,807)</b>	<b>\$111,993</b>	<b>\$111,993</b>	<b>\$111,993</b>
Addtl Tax Levy Funds(est.)	\$770	\$3,951	\$3,181	\$3,951	\$3,951	\$3,951
Tuition Collection O/(U) Target	(\$6,955)	\$0	\$6,955	\$0	\$0	\$0
<b>Total Operating Tax Levy Budget (rev.)</b>	<b>\$115,615</b>	<b>\$115,944</b>	<b>\$329</b>	<b>\$115,944</b>	<b>\$115,944</b>	<b>\$115,944</b>
<b>Projected Expenditures</b>	<b>\$129,294</b>	<b>\$128,072</b>	<b>(\$1,222)</b>	<b>\$127,501</b>	<b>\$128,351</b>	<b>\$129,251</b>
Personnel Service Regular	\$88,537	\$93,070	\$4,533	\$95,499	\$96,349	\$97,249
Adjuncts (& NTA's)	\$20,332	\$19,452	(\$880)	\$19,452	\$19,452	\$19,452
Temporary Services	\$5,200	\$4,550	(\$650)	\$4,550	\$4,550	\$4,550
OTPS –Other Than Personal Serv	\$15,225	\$11,000	(\$4,225)	\$8,000	\$8,000	\$8,000
<b>Over/(Under)</b>	<b>(\$13,679)</b>	<b>(\$12,128)</b>	<b>\$1,551</b>	<b>(\$11,557)</b>	<b>(\$12,407)</b>	<b>(\$13,307)</b>
Stimulus Funds Carryover	\$29,313	\$15,634	(\$13,679)	\$3,506	\$0	\$0
CUTRA Reserves	\$23,754	\$23,754	\$0	\$23,754	\$15,702	\$3,295
<b>Projected Year-End Balance</b>	<b>\$39,387</b>	<b>\$27,259</b>	<b>(\$12,128)</b>	<b>\$15,702</b>	<b>\$3,295</b>	<b>(\$10,011)</b>

**FY 2024 expenditures  
\$128.072 million**



- FY2023 Year-End revised to reflect most recent data
- Collections above target previously estimated has been removed from the revised plan (pending discussions regarding final enrollment for fall '23)

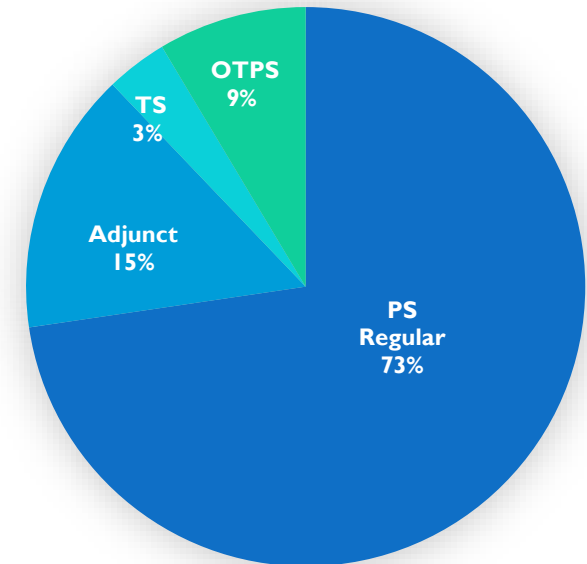
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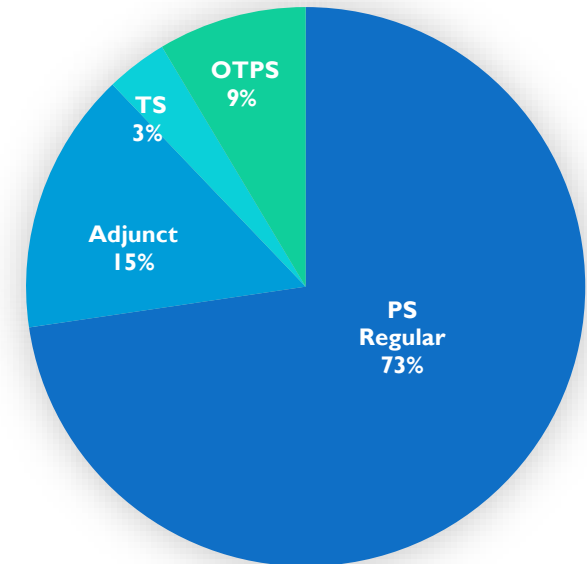
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# FY 2024 EXPENDITURE HIGHLIGHTS (CUNY HIRING INITIATIVE)

- Phase I and II: Twenty-eight (28) new positions related to the CUNY Lecturer Hiring Initiative; Total cost of \$2.550 million;  
funded by CUNY → \$1.138m and Lehman's adjunct cost reduction;



School	Salary	Startup Funds	Total	# lines
A&H	\$690,300	\$31,642	\$721,942	8
BUS	\$274,754	\$4,000	\$278,754	3
EDU	\$441,002	\$12,300	\$453,302	5
HSHSN	\$350,650	\$11,000	\$361,650	4
NSS	\$705,396	\$28,500	\$733,896	8
<b>Total</b>	<b>\$2,462,102</b>	<b>\$87,442</b>	<b>\$2,549,544</b>	<b>28</b>

- Phase III: Seven (7) new tenure track faculty lines; Total cost of \$1.312 million;  
funded by CUNY → \$643.5k and Lehman → \$668.3k



School	Salary	Startup Funds	Total	# lines
A&H	\$90,375	\$6,500	\$96,875	1
BUS	\$199,064	\$6,000	\$205,064	2
EDU	\$93,134	\$0	\$93,134	1
HSHSN	\$208,180	\$10,000	\$218,180	2
NSS	\$99,532	\$599,000	\$698,532	1
<b>Total</b>	<b>\$690,285</b>	<b>\$621,500</b>	<b>\$1,311,785</b>	<b>7</b>

Total Cost: \$3,861 million → CUNY \$1,782 million + \$2,079 million

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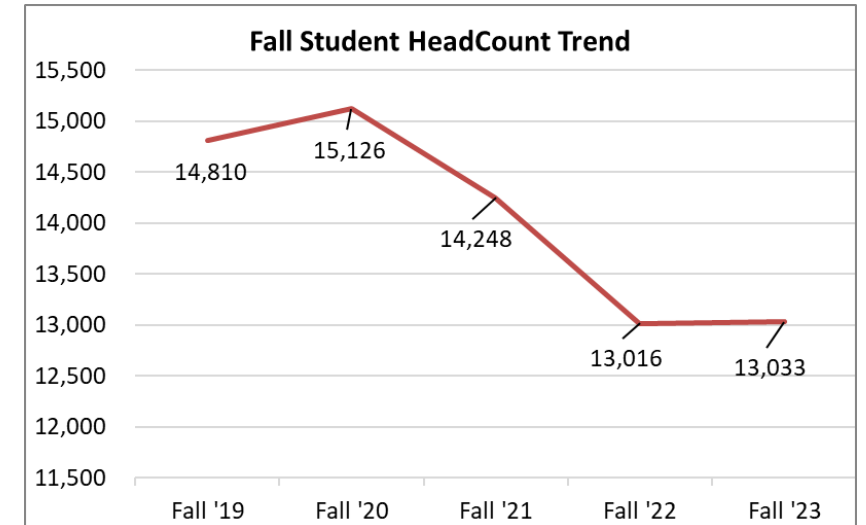
# FY 2024 EXPENDITURE HIGHLIGHTS

- Personnel Service Regular – PSR Assumptions
  - Eighty-seven (87) full-time positions (new + old) will be filled with an annual cost of \$7.352 million; twenty-three (23) approved lines will remain unfilled and another forty-seven (47) will remain frozen.
  - Mandatory contractual cost increases \$1.2 million
  - Annualization of all new positions approved during FY23 (SoB, Online Education, Biology, Math, S-L-H-S, Nursing, HR)
  - \$2,079 million in both PS and OTPS for the faculty hired from the CUNY Hiring Initiatives (phases I, II and III)
- Projected Adjunct budget based on prior year cost less agreed upon amounts related to CUNY Lecturer Hiring Initiatives and savings plans developed during spring 2023.
- Temp Services & OTPS budgets were based on the FY2023 approved budgets, adjusted by reductions from the College Savings plan approved by CUNY during Spring 2023.
- Earmarked funding for Faculty Start-up \$200k, Faculty Travel \$100k, PSC Travel \$89.4k; Learning Recoveries \$230.6k; Contractual cost related to labs for Bio and Chemistry \$125k+;

# ENROLLMENT AND TUITION REVENUE COLLECTIONS TRENDS

(\$000)

	<u>FY2020</u>	<u>FY2022</u>	<u>Fall 22</u>	<u>Spring 23</u>	<u>Subtotal</u>	<u>Summer</u>	<u>FY2023</u>
Gross Revenue	100,872	95,383	39,611	40,074	79,685	9,186	88,871
Less Waivers	(11,794)	(6,915)	(3,189)	(2,887)	(6,077)	(268)	(6,345)
Fees	474	350	139	108	247	13	260
<b>Net Revenue (billable)</b>	<b>89,552</b>	<b>88,819</b>	<b>36,560</b>	<b>37,295</b>	<b>73,855</b>	<b>8,932</b>	<b>82,786</b>
<b>Revenue Collections</b>	<b>79,731</b>	<b>77,287</b>	<b>32,469</b>	<b>31,750</b>	<b>64,219</b>	<b>8,038</b>	<b>72,258</b>
<i>Collection Rate (net revenue)</i>	<i>89.0%</i>	<i>87.0%</i>	<i>88.8%</i>	<i>85.1%</i>	<i>87.0%</i>	<i>90.0%</i>	<i>87.3%</i>
Prior-Year Cash Collections	5,903	\$6,666					\$6,947
<b>Total Cash Collections (Actual Collections + Prior Year)</b>	<b>85,671</b>	<b>83,952</b>					<b>79,205</b>
<b>Revenue Target</b>	<b>84,371</b>	<b>88,088</b>					<b>86,160</b>
<b>Revised Actual Collections vs Revenue Target</b>	<b>1,300</b>	<b>(4,136)</b>					<b>(6,955)</b>



- Fall 2023 Δ: 0% (F22), 9% (F21), 14% (F20) and 12% (F19)

\*FY23 Gross Revenue down by \$6.5 million, or 7% from '22; anticipated 8% tuition collections below the revenue target of \$86.160 million;

\*Fiscal '23 and '22 include non-recurring Federal Stimulus dollars offsetting student debts; \*pre-COVID collection rates ranged 92%-94%

Enrollment Report 09/21/23									
Category	1229 Census	1239 Actual	1229 Ongoing	Difference	Difference 2	Target	% to Target	Predicted Performance	% to Predicted Performance
Continuing Degree Seeking (Headcount)									
Continuing Regular Degree Undergraduates	6773	6795	6773	22	0.32%	6805	99.85%	6622	102.61%
Continuing SEEK/CD Undergraduates	526	496	526	-30	-5.70%	531	93.41%	511	97.06%
Continuing Degree Graduate Students	988	937	988	-51	-5.16%	1032	90.79%	1032	90.79%
Continuing Doctoral Students	13	11	13	-2	-15.38%	7	157.14%	7	157.14%
Total	8300	8239	8300	-61	-0.73%	8375	98.38%	8172	100.82%
Category	1229 Census	1239 Actual	1229 Ongoing	Difference	Difference 2	Target	% to Target	Predicted Performance	% to Predicted Performance
New Students (Headcount)									
Regular First-time Freshmen	1301	1213	1301	-88	-6.76%	1326	91.48%	1300	93.31%
SEEK/CD First-time Freshmen	187	187	187	0	0.00%	200	93.50%	200	93.50%
Regular Undergraduate Re-admits	355	410	355	55	15.49%	181	226.52%	170	241.18%
SEEK/CD Undergraduate Re-admits	9	11	9	2	22.22%	10	110.00%	10	110.00%
Regular Transfers	1334	1359	1334	25	1.87%	1199	113.34%	1199	113.34%
SEEK/CD Transfers	26	21	26	-5	-19.23%	25	84.00%	25	84.00%
New Graduate Students	600	582	600	-18	-3.00%	697	83.50%	667	87.26%
Graduate Re-admits	11	7	11	-4	-36.36%	40	17.50%	11	63.64%
New Doctoral Students	0	19	0	19		40	47.50%	40	47.50%
Total	3823	3809	3823	-14	-0.37%	3718	102.45%	3622	105.16%
Category	1229 Census	1239 Actual	1229 Ongoing	Difference	Difference 2	Target	% to Target	Predicted Performance	% to Predicted Performance
Non-Degree Students (Headcount)									
Undergraduate	784	981	784	197	25.13%	975	100.62%	925	106.05%
Graduate	206	134	206	-72	-34.95%	140	95.71%	140	95.71%
Total:	990	1115	990	125	12.63%	1115	100.00%	1065	104.69%
Total Students	13113	13163	13113	50	0.38%	13208	99.66%	12859	102.36%
Category	1229 Census	1239 Actual	1229 Ongoing	Difference	Difference 2	Target	% to Target		
Total Undergraduate FTEs	8762	8692	8762	-70	-0.80%	8626	100.77%		
Total Graduate FTEs	1008	1027	1008	19	1.88%	1113	92.27%		
Total Doctoral FTEs	11	17	11	6	54.55%	40	42.50%		
Total FTEs	9781	9736	9781	-45	-0.46%	9779	99.56%		



# ENROLLMENT OBSERVATIONS – UNDERGRADUATE

## Continuing Students

- Persistence rates increased by 6%. This represents a return to pre-pandemic rates.
- The SEEK program continues to underperform but shows signs of stabilizing.
- The ACE program remains strong, but the future is uncertain.
- The new advising program is working.
- 32% of all stop-out students are pre-Nursing.
- Reconnect students 1655 students.

## New Students

- Reversed multi-year decline in transfer enrollment despite an 18% decline in committed students.
- Outperformed readmission goal by 121%.
- SEEK conversion performed the same as last year.
- The anticipated cohort of 40 Project Destined never materialized.
- 1199 cohorts did not achieve full potential (15)
- FTFT enrollment declined by 8.5%
  - Over 60 ESL students referred to CLIP.
  - ACE program suspended recruitment for three weeks.
  - Committed students declined by 8.5%.

# ENROLLMENT OBSERVATIONS – GRADUATE

## Continuing Students

- Total number of students graduating increased slightly.
- Small cohort of returning FNP students as a pilot.
- Only 16/60 possible FNP students returned in Fall 2023.

## New Students

- Mental Health Counseling and Doctorate of Leadership both performed as expected.
- Teaching Fellows cohort did not materialize (65)
- Doctor of Nurse Practitioner did not perform as projected (15)
- Family Nurse Practitioner did not perform as projected (10)
- Columbia University Nutrition student cohort smaller than expected (15)

# CONSIDERATIONS IN FUTURE ENROLLMENT PLANNING – UNDERGRADUATE STUDENTS

## New Students

- What impact will admission and marketing events have on the top of the funnel?
- How will the new FAFSA impact aid?
- Our new approach to advising is realizing improvements in conversion.
- Community College enrollment is stabilizing.
- An increasing number of students will be routed to ESL 103/104 and CUNY CLIP program.
- Spring 2024 SEEK Program pilot of Spring cohort.
- Reconnect efforts are driving higher readmission levels.

## Continuing Students

- Is there an ability to continue to improve persistence beyond pre-COVID levels?
- Will increasing students placed into ESL 103/104 improve persistence?
- What is the impact of the new FAFSA on overall aid?
- Will Reconnect continue to be as successful as it has been?
- How will additional support impact clinical RN time to admit AND RN to BS program enrollment?
- What will the new BS in Public Health impact Pre-Nursing stop-out rates? Currently, 32% of all attrition.
- Impact of Academic Standing and Fresh Start policies.

# CONSIDERATIONS IN FUTURE ENROLLMENT PLANNING – GRADUATE STUDENTS

## New Students

- Impact of new marketing strategies.
- Ongoing development of EdD program.
- Pending approval of MS in Health Service Management.
- Updates to MS in Business. (STEM track)
- New administrative structure in Nursing. (FNP/DNP)
- Inconsistent enrollment of externally funded programs.

## Continuing Students

- Automations iDeclare, eRMR, and course repeat.

Enrollment Projections	1232 - Final	1242 - Projection	Variance	Note
Continuing Matriculated Students				
Regular Degree Undergraduate	8157	8357	2.45%	2% increase over last year's 4% increase.
SEEK/CD Undergraduate	662	632	-4.53%	Same as last year.
Degree Graduate Students	1403	1317	-6.10%	Same as last year.
Doctoral Students	11	27	145.45%	5% increase over last year.
Total	10233	10333	0.98%	
New Matriculated Students				
Regular First-Time Freshmen	105	110	4.76%	4% increase due to improved conversion.
SEEK/CD First-Time Freshmen	0	20		Spring pilot cohort.
Regular Undergraduate Readmits	226	271	19.91%	20% increase improved outreach and scholarships.
SEEK/CD Readmits	11	11	0.00%	Same as last year.
Regular Transfers	777	815	4.89%	5% increase due to improved conversion.
SEEK/CD Transfers	8	8	0.00%	Same as last year.
New Graduate Students	128	141	10.16%	10% increase due to business marketing.
Graduate re-admits	10	10	0.00%	Same as last year.
Doctoral Students	0	0		Same as last year.
Total	1265	1386	9.57%	
Non-Degree Students				
Nondegree Undergraduate	1007	1025	1.79%	
Nondegree Graduate Students	69	70	1.45%	
Total	1050	1095	4.29%	
Total Enrollment	12548	12814	2.12%	



# NEXT MEETING

*November 16<sup>th</sup> @3PM*

**Shuster Hall 336**

***September 18, 2023***

- ✓ We did not make any major decisions before we had a full committee and had a chance to see who our Chair for this year would be (we were missing the student representatives and one faculty member)
- ✓ We did debate ways of making the committee's feedback mechanism to the campus community more institutionalized, including:
  - The feasibility of sub-committees
  - Reviewing the annual assessment report
  - Ways of informing AES units' assessment activities
  - Tone of the Senate reports
  - The extent to which academic units can benefit from feedback for their assessment activities.
- ✓ The Assessment Office informed us of their upcoming calendar of assessment workshops.

***April 27, 2023***

- ✓ We listened to a presentation by Kate Angell (who was a member of our committee and the Academic Assessment liaison) about the challenges involved with general education assessment. The committee debated about the extent to which administration versus faculty should be in charge of gen ed assessment.
- ✓ Donald Sutherland from the office of assessment, upon our request, prepared draft guidelines for a 4-year assessment cycle (appendix). The committee commanded the clarity of the language. However, we also suggested that the wording be changed from "statement of policy" (outlined) to just "assessment time line" as we are not convinced that the office can make policy. We welcome feedback from faculty, AES units and assessment coordinators.
- ✓ It was also agreed that a link to our committee materials from the Senate website be made visible on the office of assessment website.



# Lehman College

## Assessment Cycle Guidelines

Effective Date:

### Purposes:

- To promote an organized, systematic, and sustainable process for the assessment of student learning goals in all programs, including general education/graduate programs/online programs, that fosters student learning and student success
- To promote an organized, systematic, and sustainable process for the assess of support and performance goals for all Administrative and Educational Support (AES) units
- To promote the documented use of assessment results for continuous improvement

### Statement of Policy:

Lehman College has a four-year assessment cycle. Under this cycle all goals will be assessed at least two times during Lehman College’s assessment cycle.

Within this cycle, all actions outlined from the findings of the annual assessment report will be assessed during the subsequent year in addition to the goal that is being assessed.

### Illustration for a hypothetical program with five learning goals:

Year 1	Year 2	Year 3	Year 4
Goal 1	Goal 3	Goal 1	Goal 3
Goal 2	Goal 4	Goal 2	Goal 4
	Goal 5		Goal 5
Actions from Year 0	Actions from Year 1	Actions from Year 2	Actions from Year 3
Closing the Loop			





# EIAAR (Equity, Inclusion, Accessibility, and Anti-Racism) Committee Report | Senate Meeting: October 4, 2023

## Committee Meeting (September 15<sup>th</sup>) Overview:

- Welcomed new members
- Approved minutes from-May 9, 2023 meeting
- Reviewed Senate Meeting dates
- Discussed Committee Meetings tasks
- Co-chair elections
- Reviewed Bylaws and the Mission, Vision, and Values Statement
- Reviewed 2022-2023 Committee Deliverables & Resolution Amendments
- Discussed 2023 & 2024 Objectives and Goals

## Next Meeting:

October 13, 2023, from 11am to 12:30p  
Zoom Meeting ID: 817 1970 3730  
Passcode: 675159

Respectfully Submitted,  
Mary and Takiyah