



LEHMAN
COLLEGE



Strategic Planning Council Report 2009-2019

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Strategic Planning Council Report

Introduction

The Strategic Planning Council is charged by the President of Lehman College with developing a plan to move the College forward during the period 2009-2019, a plan that should address the key issues that confront and will confront the College. The members of the Council are listed in the Appendix. Since September of 2008, the Council has held 19 meetings, usually meeting for two hours every other Friday morning. It has examined data and reports, and has benefitted from meetings with key College officers. The Council also benefitted from the work of the authors of the College's 2001 Plan¹ (chaired by Dean Michael Paull and Professor [then Acting Provost] Joseph Rachlin), both members of the Council, and from the 2005-2008 College Strategic Plan.² A draft of the Report of the Strategic Planning Council was circulated to the campus community for comment during the Fall of 2009, and two "Town Hall" meetings—one in October and one in November—were held to receive comments. In addition, the chair and other members of the Council met with faculty and student governance leaders. A number of comments were received from faculty, staff, students, and administrators, and the final edition of the Report incorporates a number of these comments.

One may ask why undertake to develop a ten-year strategic plan now. The College recently celebrated its fortieth anniversary and recently completed its fourth Middle States review.³ Enrollment is increasing and the state of the College is sound. We will not, however, be permitted to stand still. The milieu in which the College exists is changing rapidly. The City University is becoming more centralized and more hierarchical. The economic crisis is intensifying the competition within New York State between the independent colleges and the public colleges, as well as among the public colleges. Demographics are changing. During the next decade, the number of New York State high school graduates is expected to decline significantly,⁴ but immigration is likely to continue at a high rate and there is likely to be an influx of veterans. Our faculty will change. As discussed in Recommendations, II.B., over one-third of the current faculty, experienced and committed, many of whom contributed significantly to the development of the College, are very likely to retire. The student population is also changing, with a greater percentage of "traditional" undergraduate students and a greater percentage of graduate students.⁵

At least in the near term, tax-levy resources are likely to decline in real terms. Our community, the Bronx, is changing. And we need to admit, candidly, that, at present, there are aspects of the College that must be improved. At the same time, the impending changes offer great opportunities for the College during the next decade. The very solid foundation is here, built over 40 years—with the continuity of leadership of two outstanding presidents—as are the challenges. We need to apply knowledge, experience, wisdom, and vision to chart the College’s course during the forthcoming decade.

In developing its recommendations, the Council assessed the milieu within which Lehman College functions. Lehman College is, of course, a college within The City University of New York (CUNY), and The City University’s Master Plan for 2008-2012⁶ sets a direction for the entire University enterprise. Beyond CUNY, issues and controversies are roiling higher education within the United States, within the Middle States region, and within the New York State higher education community. The College has just successfully completed its decennial Middle States visit, but it is important to recognize the emphasis placed by the visiting team and the Middle States Commission on Higher Education, reflecting Middle States policy, upon improving on-going assessment and the establishment of measurable goals at the program and course levels.⁷ At the National level, the 2006 report—*A Test of Leadership: Charting the Future of U.S. Higher Education*—commissioned by former United States Secretary of Education Margaret Spellings, emphasized the need for greater accountability and for greater cost controls within higher education.⁸ A recent article in *The New York Times* reported that universities and colleges in three states—Indiana, Minnesota, and Utah—are starting pilot projects, supported by the Lumina Foundation for Education, to assure that degree programs in their states “reflect a consensus about what specific knowledge and skills should be taught.”⁹ This initiative comes as a response to developments in Europe—the Bologna Process—and its offshoot, “tuning.”¹⁰ Assessment and accountability are the common themes.

There are, as well, a set of realities the College will need to navigate during the next decade. The first, within The City University of New York, is the evolving vision of hierarchies among the University’s senior colleges.¹¹ The second is competition from both public and private colleges and universities within the region. The third is the likelihood of little improvement in the availability of tax-levy resources, particularly during the next three to five

years. The fourth is the turnover of faculty that the College is likely to experience during the next decade. And finally, there is the emphasis from many directions upon enhancing assessment and accountability. For planning, all of these elements require the application of what is sometimes called “competitive intelligence,” an ability to assess the circumstances likely to affect an organization over the long term.¹²

Framework

The members of the Council sought to answer three questions about Lehman College: 1) what three things would you wish to change; 2) what three things do you want to make sure we keep; and 3) what is it that you are most afraid the College will do? The answers to these questions form a framework for the recommendations we are making.

A very strong consensus emerged that the College must seek to preserve and protect the “feel” of the College, variously described as the sense of “intimacy,” the “small-college” feel of the campus, the pride in the campus, and the generally cooperative relationships that exist among and between faculty, students, and administrators. Other characteristics important to the essence of the campus include the centrality of the liberal arts, the quality of the faculty, the commitment to diversity, the engagement and involvement of the students, and the College’s involvement with the broader community.

A strong consensus also emerged around several needed changes. Changes must be made to enhance student success, retention, timely progression toward degree completion, and the overall student intellectual and co-curricular experience. Second, the College must present itself to the public with a clear and compelling image. Third, the campus environment, particularly the interiors of the most heavily used buildings—such as Carman Hall—must be made more attractive and more functional for students and faculty. In addition, a determined effort must be made to provide student housing and an attractive and functional college/student center for the campus. Fourth, a serious effort must continue to be made to increase the percentage of courses taught by full-time faculty members. Fifth, the College must carefully assess areas ripe for new academic program development, and, concomitantly, consider which programs should be cut back. Sixth, a more focused and goal-oriented system of enrollment management, including a focused plan for enrollment growth in professional programs, must be implemented. And a concerted effort must be made to increase the level of non-tax-levy funding brought into the campus.

A consensus also emerged about what members of the Council were most afraid the College would do. Foremost among the concerns were that the College would move away from its liberal arts core and that the quality of the faculty would be allowed to deteriorate. Also of concern were the possibility of “change for change’s sake,” the potential “silo effects” upon the College community of some proposed organizational changes, and a perceived trend toward greater “corporatization” on the campus. And perhaps, among the most emphatic, is the worry that there may be a failure to implement the planning recommendations and to continue an active planning process.

The recommendations set forth in the next section reflect the over-arching views just described, as well as the milieu within which the College operates. As it weighed potential recommendations, the Council considered six principles: 1) what are we passionate about; 2) what can we do very well; 3) what resources will be available; 4) what will serve the needs of New York State and New York City; 5) how will the recommendations fit within CUNY’s Master Plan; and, 6) how will the recommendations address the guidance of the Middle States Commission.

Recommendations

I. Lehman Identity: Lehman as a College of Choice

- A. Establish in the public mind a consistent Lehman identity emphasizing the “small college experience”—small classes, accessibility of faculty, and a supportive environment—in the setting of a comprehensive, mid-size college offering a broad range of quality curricula and programs and access to the intellectual resources of the CUNY system; a successful marriage of the liberal arts and professional programs; opportunities for international study and internships; and “world class” facilities within a “culture of inquiry, knowledge, and accomplishment.” We must deliver a unified and compelling message to important constituencies such as high school guidance counselors and political leaders, and we must deliver the message internally to students, faculty, and staff.
- B. Market the College, based upon its identity and image, and emphasizing its location
- C. Develop a motto consistent with the College’s identity and image
- D. Enhance the attractiveness of the interiors of the campus buildings

A part of Lehman's identity is its very attractive campus. The varying architectural styles of the buildings unite harmoniously within the College's 37-acre, park-like campus. The beauty of the campus, however, does not extend into the interior of many of the key campus buildings, particularly Carman Hall, the College's most heavily utilized building, thus undermining the image of the campus. The building interiors, finishes, and furnishings show their age and a lack of attention. Most building interiors have had minimal upgrades, and they provide few gathering spaces or seating areas for students.

1. Develop a long-range plan for the renovation of the interiors of Carman Hall and other classroom buildings to create more inviting and attractive interiors that will include student seating, as well as meeting and study spaces.
2. In the medium term, implement interior modernization and upgrading of Carman Hall, including the central courtyard plaza.
3. In the short term, improve the upkeep, maintenance, attractiveness, and furnishings of the most heavily used classroom buildings, including classroom interiors (chairs, desks, blackboards [or white boards]), window treatments, etc.¹³

E. Continue and enhance Lehman's emphasis upon community engagement and service¹⁴

II. **Academic Excellence**

A. A **liberal arts college** resting upon

1. rigorous liberal ("general") education for every undergraduate, including¹⁵
 - instilling an ability to analyze and master complex ideas and materials
 - critical thinking
 - mastery in the writing of English, including the ability to communicate effectively in a coherent and well-ordered manner¹⁶
 - mathematical competency
 - quantitative fluency, including competency in statistics
 - competent oral communication skills

- civic understanding and engagement, including government, history, economics, and geography
 - ability to use information technology effectively
 - scientific literacy
 - appreciation of the arts
 - understanding and appreciating diversity
2. to be assured by
 - a. rigorous and coherent general education requirements and upper division requirements consisting of two LEH courses—one writing intensive and one emphasizing quantitative fluency—and ENW 3--, an upper-level advanced expository writing course, the three courses to be required of all upper division students—transfer and generic
 - including careful supervision of adjunct faculty teaching these courses to assure that the curricular goals of each of the courses are met and to assure the on-going development of essential pedagogical skills by the adjunct faculty¹⁷
 - b. raising the level of the College’s mathematics requirement
 - c. a new requirement for quantitative fluency, denoted by “Q” sections¹⁸
 - d. to support the liberal arts requirements, a reexamination of the present 120-degree credit degree requirement limit for students majoring in disciplines or programs with unusually high credit requirement
 - e. requiring an appropriate “capstone” course for all undergraduates
 - f. systematic assessment of the overall general education program and individual courses to improve planning, teaching, and learning
 3. majors, professional programs, and minors that are rigorous and reflect the best of their disciplines
 - a. require an appropriate capstone course for all students
 - b. maintain for new and revised majors and establish for new and revised minors rigorous and explicit substantive criteria to be overseen by the College Curriculum Committee

- c. establish, in consultation with the College Curriculum Committee, College guidelines for courses now outside the purview of the College Curriculum Committee—such as, for example, hybrid and on-line courses, LEH courses, and LSP courses—including guidelines for assessing these courses
4. a system of assessment—that involves measurable goals—including periodic review of all majors and minors by both the College and by outside teams from the discipline, to assure accountability and demonstrate program and student accomplishment

B. An engaged and vital **faculty**

- engaged in disciplinary and inter-disciplinary scholarship and creative work
- engaged with students
- engaged with colleagues and with the College

At present, 85 of Lehman's 373 full-time faculty are 65 years of age or older and 143 are 60 and over. Consequently, it is likely that there will be a turnover of one-third or more of the full-time faculty during the next decade. This change will present Lehman with both a great challenge and a great opportunity. Lehman should seek the resources to make at least 250 new full-time, tenure-track faculty appointments during the forthcoming decade. The potential retirements and new positions will permit the realignment of faculty, reflecting program initiatives and enrollment trends. What is required involves:

1. the strategic appointment of 250 new, diverse faculty of the highest quality
 - committed to both research and teaching
 - of varying academic rank to reflect departmental needs and to address the absence—because of budgetary problems during the 1970s—in some disciplines of key “mid-level” faculty
 - involving appointments of senior-level faculty, including newly recruited Distinguished Professors, to strengthen the academic distinction of key programs

- taking into consideration New York State and City workforce needs, as well as National needs and priorities
 - using aggressive recruitment, following the goals and principles of the College's affirmative action program
 - the allocation and reallocation of these positions to be made after consultation through the on-going planning process¹⁹
2. proactive support for new faculty, including attractive recruitment packages, new faculty orientation, and active mentoring by the senior faculty
 3. further supported by encouraging phased retirements—using Resident series titles²⁰ and other mechanisms—to maintain faculty continuity
 4. encouraging continuing faculty intellectual advancement
 - a. in research, through encouraging research grants and sponsoring academic conferences at the College
 - b. in teaching, through supporting and rewarding creative teaching
 - c. by enhancing and cultivating intellectual and cultural activities on the campus through ongoing faculty seminars and colloquia
 5. with academic leadership provided by a corps of experienced departmental chairs—with records of research and creative activities—focused upon academic matters
 - a. by importuning that academic chairs hold the rank of Associate Professor or Professor
 - b. by liberating the time of the chairs through reducing the administrative burdens now imposed upon them and by strengthening departmental administrative support
 6. encouraging greater faculty engagement in campus life by offering proper support and facilities through
 - a. providing a faculty dining room that is available and attractive, and faculty meeting/seminar rooms and lounges in most buildings on the campus

- b. providing greater space for individual faculty, including individual offices insofar as possible
 - c. refurbishing faculty offices
 - d. providing space for emeriti faculty and administrators—perhaps in their departments—to encourage their continuing involvement with the College
7. maintaining a proper balance in faculty responsibilities for teaching, research, student advisement, and College governance
- a. by adjusting faculty teaching load through released (reassigned) time for research, including time supported by grants, particularly Federal research grants
 - and providing additional support for grant preparation
 - b. by providing greater support for faculty research and scholarship and expanded opportunities for teaching graduate courses,
 - c. but avoiding faculty assignments that involve no teaching obligations
 - assuring that all faculty teach at least one course per semester at Lehman
 - d. by assuring that all faculty are involved in student advisement and mentoring
8. seeking to achieve the University goal of 70% of undergraduate instructional hours taught by full-time faculty²¹ (now just under 50%)

To some degree, these goals may be contradictory. Greater faculty reassigned time for research and other endeavors reduce the number of courses taught by a full-time faculty member. Department chairs and deans need to recognize and balance these needs openly and thoughtfully.

- 9. creating a faculty development program for adjunct faculty at the departmental level, emphasizing curricular and pedagogical matters

- C. Intellectually engaged, successful, and loyal **students**, to be achieved by
1. recruiting well-prepared, promising, and motivated students of diverse ethnicity and cultures
 - a. maintain policy, during the forthcoming decade, of raising—in line with the other leading senior colleges—undergraduate freshman and transfer admissions standards
 - for freshman admissions, by gradually raising SAT scores, as well as by raising the required high school average
 - b. recruit aggressively able Bronx-resident students
 - c. provide laptops or netbooks to all entering full-time freshmen
 - d. maintain and expand the College’s efforts to improve education and academic achievement in the Bronx public schools, including the work of the Bronx Institute, the Division of Education, and other college entities
 2. balancing freshman enrollment—in line with the other leading senior colleges—among SEEK, mainstream, honors, and international students
 - a. increase the percentage representation of honors and international (5%- 10%) students and reduce—in line with other leading senior colleges—the percentage of SEEK admissions to achieve an equitable, balanced responsibility for SEEK students among the leading senior colleges
 - b. recruit promising students through honors programs and scholarships
 3. improving student retention, progression, academic performance, and graduation rates²²
 - a. create a “**student bonding program**” (jointly by the Offices of Academic Affairs and Student Affairs) geared to improving student retention,²³ progression, academic performance, and graduation rates²⁴
 - i. provide special assistance to enable full-time, generic students in 120-credit programs to achieve their degrees within four years, including

- on-campus jobs
- funded undergraduate research opportunities
- paid internships
- ii. emphasize to freshmen the importance of a college education and the significance of the liberal arts
- iii. develop and enhance pipeline programs into undergraduate and graduate study in the STEM disciplines²⁵
- iv. offer the courses and support services necessary to enable students to complete 30 credits within 12 months
 - offer on-line, as suitable, key courses needed by students for graduation
 - seek authorization from the University to offer differential (lower) tuition for Lehman students taking Summer or Winter Session courses
- v. expand and improve student services for evening and weekend students, including IT technical support
- vi. improve the quality and availability of academic support services, including services for students with disabilities
- vii. systematically advise students about effective use of their financial aid eligibility and its relationship to academic progression and graduation
- viii. introduce the concept and meaning of a liberal arts education in LEH 100
- ix. continue and enhance academically-oriented initiatives that support student leadership training and professional development, including internships, service learning, and civic engagement projects
- x. provide alumni mentors in suitable disciplines
- xi. provide attractive lounge and study space for students, including appropriate technology, in each College building and

implement the other recommendations set forth in Section III

b. implement a comprehensive **sophomore-year initiative**

The College has focused great attention upon freshmen (through the Freshman Year Initiative and other related programs) and upon upper-division students, who are advised by their departments. Many students, however, confront academic difficulties during their sophomore year and a more systematic focus upon the sophomore year students is essential

- i. encourage students who have made up their minds to declare their majors by the sophomore year and then assign them to the appropriate academic department for advisement in their majors
 - ii. enhance and encourage students to use academic support services
 - iii. urge faculty to refer students in need of help to academic support services
 - iv. develop a systematic advisement program for sophomores
- c. restructure **undergraduate advisement** in order to provide immediate (upon admission), systematic, continual, and focused academic advisement to all students, as well as pre-admission advisement feasible
- i. require that all students meet with a designated advisor at least once each semester prior to registration for the following semester, with a required “sign-off” by the advisor
 - ii. encourage students who have made up their minds to declare their majors as early as possible during their freshman or sophomore year and then assign them to the appropriate academic department for advisement in their majors²⁶
 - iii. establish a comprehensive system beginning in the freshman year for advising pre-professional students, including pre-law and pre-medical, pre-dental, and pre-veterinary students

- iv. clarify and publicize widely course progression requirements in the STEM and other “hierarchical” disciplines
- d. create a new system for assessing and addressing academic needs of **transfer students**

In the Fall of 2008, 1209 transfer students entered Lehman, more than the 1,001 first-time freshmen.²⁷ Issues involving improving the academic preparation of transfer students can only be solved by working closely and cooperatively with the principal feeder community colleges.

- i. establish a Council made up of the college presidents and chief academic officers of Lehman College and its principal feeder community colleges (within and outside CUNY) to address academic, advisement, and other issues faced by students transferring to Lehman College²⁸
 - ii. establish faculty disciplinary councils with the feeder community colleges
 - iii. enter into agreements with feeder community colleges to provide coordinated advisement for students interested in STEM and other “hierarchical” disciplines
- 4. Adjust the balance of undergraduate to graduate enrollment to 70% undergraduate and 30% graduate (from the present 80% / 20%).²⁹
 - 5. Determine and seek to maintain an optimal enrollment level for the College.

III. **Student Experience and Life on Campus**

- A. As a College priority, renovate the “Old Gym” to create a College Center—a “center of gravity” for the campus—serving student government, student organizations, and students, faculty, and College activities, as well as providing space for College services, including the student academic support services, IT support, the Bookstore, and the Student Health Center³⁰
 - initiate space planning and design processes immediately

- B. Create a housing program that will provide accommodations [housing]–1,000 beds, 350 on-campus and, long-term, up to 650 near the campus—for students
 - to serve, among others, honors college students, international students, post docs, full-time undergraduate students, and full-time graduate students
 - provide necessary 24-hour, seven-day services to support students in residence
- C. Encourage and enhance student intellectual and cultural activities on campus
- D. The Council considered a plan, proposed by the College’s Athletic Director, to move Lehman inter-collegiate athletics into NCAA Division II (from Division III), an undertaking that would provide various benefits to the College, at a cost of approximately \$700,000 per year. Among other considerations, the plan would require an increase in the level of the current student activity fee. The Council recommends that a committee be appointed to consider the proposal and the related question of concomitant student fee increases.

IV. Academic Programs

- A. Maintain the core emphasis of the College upon the liberal arts and sciences
- B. Continue developing suitable professional programs³¹
 - view professional programs as emanating from the core liberal arts
- C. Develop, strengthen, and realign programs in emerging fields of knowledge, such as:
 - 1. digital communications and media
 - 2. informatics, involving computer science and its interdisciplinary applications
 - 3. health information technology, including health informatics³²
 - 4. STEM disciplines
 - environmental engineering and environmental sciences

5. teacher preparation, particularly for teachers in STEM disciplines, an acknowledged teacher shortage area, in line with The City University's plan for "The Decade of Science" (2005-2015).³³

D. Carefully manage and control quality and enrollment in very-high demand undergraduate programs, such as business,³⁴ through more systematic student advisement and by raising admissions standards for the program, or by capping enrollment.

-seek AACSB accreditation for business programs

E. Align use of specialized facilities with academic programs and program development

1. Science: Assess the opportunities offered by the new science buildings (Phases I and II) for developing one or more doctoral programs in biological and environmental sciences³⁵
 - a. evaluate, and, if desirable, expand Masters programs in STEM disciplines
 - b. initiate five-year Bachelors-Masters programs for exceptional students
 - c. involve STEM department chairs actively in space and program planning
2. As a matter of College policy, recognize that academic programs and departments have priority access to specialized college facilities
 - music and the performing arts
 - develop memoranda of understanding with academic departments regarding use of the 2300-seat Performing Arts Center hall and the 500-seat Lovinger Theater
 - with seamless coordination and greater transparency
3. Music and performing arts: consider new program in performing arts management
4. Nursing: Provide adequate and suitable space for the Nursing programs, including wet laboratories in a designated "Health Sciences Center"³⁶

5. APEX: Review new program opportunities in the fields of exercise science (health and wellness) and recreational education and therapy
6. The Library
 - a. expand Library hours of full service
 - b. add hours of limited service by opening first floor of the Library only for research and study space
 - c. address Library space needs by considering using high-density, compact shelving for periodicals and special collections in order to make more space available for student and faculty study and research
 - d. maintain hybrid model with emphasis upon continued development of electronic resources and IT capabilities within the Library
 - e. further develop informational literacy initiatives and activities
7. Speech and Hearing Sciences
 - assess cost-effectiveness of expanding programs in speech and hearing sciences at the graduate and undergraduates levels
8. Enhance the IT infrastructure, service, and support throughout the campus by
 - a. making each classroom a “smart classroom” and continually upgrading classrooms to incorporate new technologies
 - b. improving wireless access throughout the campus and continuing to improve wired and wireless networks by providing new networked services and by incorporating new technologies and new standards
 - c. staying abreast of and implementing new developments in academic IT
 - d. improving IT staffing
- F. Review and develop additional affiliation agreements with cooperating institutions
- G. Explore and develop potential **new program** areas, such as:
 1. Post-Baccalaureate Bridge Program for students seeking to attend medical, dental, or veterinary school

2. Pre-Veterinary Studies Program, aligned with existing pre-medical and pre-dental programs
 - develop agreements with veterinary schools in the region in order to smooth the admissions process for Lehman students
 3. Masters in English Composition and Rhetoric
 4. M.F.A. in Arts Management
 5. Programs in public management
 - Joint M.P.A.-professional programs [e.g. M.P.A./M.S. program]
 - Bachelor's in Public Administration
 6. Generic sequence of courses in management for several disciplines
 - public administration, health services administration, arts management, and business management
 7. M.B.A. Program in global-business management (for students with undergraduate degrees in the liberal arts and sciences)
 8. Combined five-year Bachelors/Masters programs in several disciplines for exceptional students
- H. For professional programs, as well as other appropriate disciplines, appoint advisory councils to provide support and counsel
- I. Use the Professional and Continuing Education program as a testing ground for new offerings, through creation of a School of Continuing and Professional Education
- J. Concomitantly—recognizing that there will be serious resource constraints—**reduce the size of and de-emphasize programs that are no longer “viable”**³⁷ through a process of academic program review
1. based upon the following criteria:
 - mismatch between demand and program capacity
 - for example, academic programs in which there may be an over-supply of graduates
 - comparative cost-effectiveness of satisfying demand for the program

- very low enrollment levels
 - very low student completion rates
 - weighing “institutional factors, such as projected enrollment, budgetary matters, [and] program priority”³⁸
 - unless there is a compelling reason to continue the program, such as its importance to the intellectual tradition of the College
2. supported by analysis of data, trends, and other significant information³⁹
 3. such decisions to be made in a participatory and collaborative manner, after consultation through the on-going Planning process⁴⁰

V. **Organizational Structure**

- A. To develop and enhance the College’s academic programs, as well as to enhance fund- raising possibilities, the Council endorses, in principle, the concept of establishing schools to house several professional programs, such as a:
 - School of Education
 - School of Health Sciences, Human Services, and/or Nursing
 - School of Business
 - and a School of Professional and Continuing Education
- B. In the implementation of a school structure (replacing the current divisional structure), the College should address the following:
 1. A College or School of Liberal Arts as the core, central academic organizational structure of the College
 2. Steps to assure that a “silo” or “stovepipe” effect will not lead to the loss of core College values
 3. Keeping Lehman College’s General Administration costs percentage below the senior college average⁴¹
 4. A pilot initiative with a single school—perhaps a School of Health Sciences, Human Services, and/or Nursing as the most likely candidate—to address policies, procedures, and relationships involving the following issues, among others:

- a. academic personnel practices and procedures
- b. curricular development and approvals
- c. collaboration with other elements of the College
- d. lines of organizational authority
- e. responsibility for arts and sciences disciplinary courses offered within professional degree programs

VI. Resources

- A. To offset deficiencies in the tax-levy budget, undertake major fund-raising initiatives, including
 - 1. a systematic alumni giving campaign
 - increase significantly alumni participation in annual giving from the present two percent to a level in pace with the other leading CUNY senior college benchmarks
 - 2. careful solicitation of major donors
 - a. set goals and purposes for major gifts, including endowed chairs, named professorships, student scholarships, centers and institutes, and library support
 - b. set targets for major gifts for the short term, medium term, and long term
 - 3. involving faculty, academic departments, and students in fund-raising activities
- B. Bond students to the College to create active and involved alums
 - encourage life-long ties to Lehman by providing automatic and no-dues first year membership for graduates in the Lehman College Alumni Association
- C. Intensify the College's already effective efforts to obtain grants, particularly Federal and Foundation research grants, and contracts

Implementation

The recommendations of the Council involve several discrete aspects of the College, and they fall into three time frames: short term, medium term, and long term. The thought and effort reflected in this report would be for naught if responsibility for implementing the recommendations is not clearly defined and if systematic and regular follow-up is not undertaken.

- A. The person with overall responsibility to oversee the implementation of these recommendations should be identified, and priorities among the recommendations and a time line for implementing each of the recommendations should be set.
- B. The locus of responsibility for implementing each of the recommendations, including measurable objectives, as well as responsibility for monitoring progress toward implementation, should then be identified, with the responsible person or office held accountable.⁴²
- C. Progress in implementing these recommendations should be reported regularly to the College governance bodies and to the College community.
- D. An on-going planning process, involving a Planning Group (or Steering Committee)—including faculty, students, staff, and senior administrators—to be consulted about progress and issues in the achievement of strategic targets as these recommendations are implemented, should be created.

Endnotes

1. The Strategic Planning Committee, *Lehman College Strategic Plan*, February 2001.
2. *Lehman College Strategic Plan: Three Year Planning Horizon 2005-2008*.
3. Herbert H. Lehman College, *Decennial Report to Commission on Higher Education, Middle States Association of Colleges and Schools, Comprehensive Self-Study Report, January 2009*.
4. National Center for Education Statistics, *Projections of Education Statistics to 2017*, at 69-70 [Table 25].
5. *Lehman College Data Book, Fall 2008*, at 8, available at <http://www.lehman.edu/provost/provostoffice/PDF%20Databook%20%20FA08%20BOOK%20FORMAT.pdf> and The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 86, available at <http://www.lehman.edu/provost/provostoffice/Lehman%20College%20Goals%20and%20Targets%20'09%20'10.pdf>.
6. The City University of New York, *CUNY 2008-2012 Master Plan*, approved by the CUNY Board of Trustees, June 23, 2008.
7. *Report to the Faculty, Administration, Trustees, and Students of Herbert H. Lehman College*, April 7, 2009, and letter, June 26, 2009, from Middle States Commission on Higher Education to President, Herbert H. Lehman College of CUNY.
8. Available from www.ed.gov and other sources.
9. Tamar Lewin, "Colleges in 3 States To Set Basics For Degrees," *The New York Times*, April 9, 2009, at A21.
10. See, e.g., Clifford Adelman, "*The Bologna Process for U.S. Eyes: Relearning Higher Education in the United States*," available at www.ihep.org/press-room/news_release-detail.cfm?id=164.
11. See, The City University of New York, *CUNY 2008-2012 Master Plan*, approved by the CUNY Board of Trustees, June 23, 2008, at 13, noting that "The University has endorsed City College's and Hunter College's aspirations to confer joint doctoral degrees in the sciences with the CUNY Graduate School. . . as well as City College's request for independent doctoral authority in engineering. **Over time, the University will consider other colleges' requests to grant doctoral degrees.**" [Emphasis added.] The potential for additional tiering among the senior colleges is evident, as is the potential opportunity for Lehman College.
12. See, e.g., Marisa Chicarelli, "Competitive Intelligence: The basics and benefits behind the buzzword," *New York Law Journal Magazine*, October 2008, at 20.

13. *See also*, Recommendations III.E.8.and II.C.3.a.xi regarding IT infrastructure.

14. The College offers an extensive array of activities and programs that engage and serve its external communities. These include academic activities (lectures, symposia and seminars, and special events), cultural programs (Performing Arts Center, Art Gallery, Lovinger Theater), and educational initiatives (High School of American Studies, Celia Cruz High School, Gear-Up and other Bronx Institute projects, Center for School-College Collaboratives, the Literacy Institute, the HUD grant, and other related projects). *See also* Sections II.C. 1.d, 3.a.xi, and IV.I.

15. President Obama has weighed in about the importance of a liberal-arts education: “I would argue that anybody—that young people generally are going to benefit from a good, solid liberal arts education.” David Leonhardt, “After the Great Recession: An Interview with President Obama,” *The New York Times Magazine*, May 3, 2009, at 39.

16. *See, e.g.*, Richard Anderson, “He Wants Subjects, Verbs and Objects,” *The New York Times*, April 26, 2009, at 2 BU, including a comment by the chief executive of Delta Air Lines: “More and more, the ability to speak well and write is important. You know, writing is not something that is taught as strongly as it should be in the curriculum.”

17. *See also*, section B.9 *infra*.

18. *See, e.g.*, Terry J. Lundgren, “Knock-Knock: It’s the C.E.O.”, *The New York Times*, April 12, 2009, at 2 BU, including a comment by the chief executive of Macy’s: “Coming out of college, we really like to have kids who like math, study math, and get it. And so I’d like to make sure there is an emphasis on math.”

19. *See* Implementation section, *infra*.

20. *See*, Article 36, Resident Series, Agreement between The City University of New York and the Professional Staff Congress/CUNY. Retirees are eligible for appointments in the Resident Series, in accordance with the conditions described in some detail in Article 36 of the Agreement. Other opportunities for phased retirements may be possible, particularly for participants in the Optional Retirement Program, TIAA-CREF.

21. Currently, approximately 50% of undergraduate instructional hours are taught by full-time faculty. The City University of New York, *Performance Management Report, 2008-09*, July 30, 2009, page 5.

22. The University reports that the percentage of full-time, first-time freshmen who graduate from Lehman in four and six years is considerably below the senior college average. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 55. A recent report of the American Enterprise Institute, based upon six-year graduation rate information submitted to the U.S. Department of Education, ranks Lehman as sixth among the nine CUNY senior colleges included in the report. Frederick M. Hess, Mark Schneider, Kevin Carey, and Andrew P. Kelly, *Diplomas and Dropouts: Which Colleges Actually Graduate Their Students (and Which Don’t)*, at 56 [table A5], available at

<http://www.aei.org/paper/100019>. In addition, the ratio of FTEs to headcount for Lehman undergraduates is also considerably below the senior college average. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 22. From a national perspective, the issue is considered in a recent newspaper column—David Leonhardt, “At Colleges, Too Few Diplomas,” *The New York Times*, September 9, 2009, at B1—that reviews a new book examining the causes of the dropout crisis: William Bowen, Matthew Chingos, and Michael McPherson, *Crossing the Finish Line*, Princeton University Press, 2009.

23. Retention rates for Lehman full-time, first-time freshmen one and two years after entry are below the senior college average. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 48 & 49.

24. For an elegantly written discussion of the obstacles faced by some of the College’s students, see [Professor] Margot Mifflin, Life Stories Unlocked by Literature, *The Chronicle of Higher Education, Observer*, Issue 38, May 29, 2009, at B20. Also of interest is a recent Federal study of Pell Grant recipients: Wei, C.C., and Horn, L., *A Profile of Successful Pell Grant Recipients: Time to Bachelor’s Degree and Early Graduate School Enrollment*, NCES 2009-156, National Center for Education Statistics, Institute of Education Sciences, July 2009.

25. For a discussion of an interesting pipeline program, see Freeman A. Hrabowski, III, and Kenneth I. Maton, “Change Institutional Culture, and You Change Who Goes into Science,” *Academe*, May-June 2009, at 11. Also of interest is a recent Federal Study of STEM students: Chen, Xianglei, *Students Who Study Science, Technology, Engineering, and Mathematics (STEM) in Postsecondary Education*, NCES 2009-161, National Center for Education Statistics, Institute of Education Sciences, July 2009.

26. See also, section II.C.3.b. *supra*.

27. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 83 & 84 .

28. Section 6201 of the New York State Education Law provides, in pertinent part, as follows: “Where possible, governance and operation of senior and community colleges should be jointly conducted or conducted by similar procedures to maintain the university as an integrated system and to facilitate articulation between units. . . .”

29. The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 81 & 87.

30. This recommendation initially appeared in the College’s 1968 Master Plan for construction and is included in the current Master Plan update). It is overdue.

31. See IV.G., *infra*.

32. *See, e.g.*, Christine Larson, “Connecting the Dots Of Medicine and Data,” *The New York Times*, April 12, 2009, at 13 BU. As with the program in Computer Graphics (art and computer science), the College can combine its acknowledged strengths in computer science and the health professions

33. The City University of New York, *CUNY 2008-2012 Master Plan*, approved by the CUNY Board of Trustees, June 23, 2008, at 33-36.

34. *See, infra*, note 39.

35. *See, supra*, notes 6, 11, & 33.

36. Since 1972, the Nursing Department has been housed in a “temporary” building, which is now woefully inadequate for its programs.

37. *See, e.g.*, Goldie Blumenstyke, “In a Time of Crisis, College Ought to Be Making History,” *The Chronicle of Higher Education*, May 1, 2009, available at <http://chronicle.com/weekly/v55/i34a00103.htm>, and “Dead Programs Walking,” *Inside Higher Education*, April 30, 2009, available at <http://www.insidehighered.com/layout/set/print/news/2009/04/30/programs>.

38. *Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York (Effective January 1, 1976)*, Section I, 1).

39. For information regarding national changes in the number of bachelor’s degrees awarded in selected fields of study between 1996-97 and 2006-07, *see*, National Center for Education Statistics, *The Condition of Higher Education 2009 in Brief*, at 23 [Figure 11].

40. *See* Implementation section, *infra*.

41. *See*, The City University of New York, *Performance Management Report, 2008-09, Year-End University Report (Final)*, July 30, 2009, at 110.

42. The Council recognizes that some of the recommendations require approval by established College governance bodies, in accordance with Lehman College’s governance documents.