ACHIEVING THE VISION
BY BUILDING
ON A STRONG FOUNDATION

STRATEGIC DIRECTIONS FOR LEHMAN COLLEGE
2010-2020

FIVE-YEAR PROGRESS REPORT
Foreword

During the fall 2008 semester, the Strategic Planning Council began an intensive period of analysis and engaged the campus community in discussions about the future of Lehman College through town hall and individual meetings. Their findings and recommendations were published in the Strategic Planning Council Report 2009-2019. This report provided the substance and context for Lehman’s strategic plan Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College, 2010-2020. These two documents have guided institutional priorities in four strategic areas: excellence in teaching, research and learning; enhanced student success; greater institutional and financial effectiveness and, a commitment to engagement and community service.

In 2013, facing pressures coming from the expiration of CUNY Compact funding, the upcoming Middle States Commission on Higher Education (MSCHE) progress report (2014) and self-study report (2018), along with the ongoing need for data, assessment and planning for the preparation of individual academic program accreditation reports and academic program reviews, a special focus was placed on Strategic Plan Goal 3: Greater Institutional and Financial Effectiveness. This led to a three-year planning and prioritization initiative to address the strategic plan target 3.1.2 “integrate institutional planning and assessment to improve effectiveness through modification of the budget planning and resource allocation process.”

This document, Achieving the Vision by Building on a Strong Foundation, Five-Year Progress Report, describes the accomplishments, challenges and the work still in progress. The report should be read in tandem with Advancing the Vision 2009-2023, which presents the findings of the three-year campus-wide planning and prioritization process and offers a series of recommendations to guide Lehman’s continued growth and development through its 50th anniversary and beyond. The progress reflected in all of these documents demonstrates that we are fulfilling the promise to build on a strong foundation.

Ricardo R. Fernández
President
August 12, 2016
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GOAL 1: EXCELLENCE IN TEACHING, RESEARCH, AND LEARNING

Objective 1.1: Recruit, support, and retain distinguished faculty.

1.1.1 Develop a plan for the hiring of new faculty of the highest quality, committed to both teaching and research that is aligned with College strategic priorities and follows the goals and principles of the College’s affirmative action program. (Alignment: Strategic Plan for Faculty Diversity strategy 2.2, Strategic Plan for STEM objective 1.1)

Outcomes

Total number tenure track faculty appointed September 2010 to September 2015…………………… 81

<table>
<thead>
<tr>
<th>Number of full-time faculty¹</th>
<th>Fall 10</th>
<th>Fall 11</th>
<th>Fall 12</th>
<th>Fall 13</th>
<th>Fall 14</th>
<th>Fall 15</th>
</tr>
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<tr>
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<td>384</td>
<td>368</td>
<td>368</td>
<td>378</td>
<td>376</td>
<td>374</td>
</tr>
</tbody>
</table>

Outcomes

• A college-wide recruitment strategy was established by the Deans’ Council following an assessment of critical curricular needs and program growth to guide all searches, including those targeted through COMPACT VII and COMPACT VIII.

• The Associate Provost for Academic Personnel was appointed Fall 2015 to oversee the Office of Academic Personnel. This office is responsible for the processing of academic personnel appointments; digital measures implementation and support; faculty development; immigration resources for faculty; reappointment, tenure and promotion processes; faculty recognition and awards, workload reporting and compliance, and the Teaching and Learning Commons. This office is tasked with working with the Office of Compliance and Diversity to develop strategies to address underutilization in the academic workforce. (Alignment: Strategic Plan objective 1.1.3)

Objective 1.1.2 Support and reward creative teaching and excellence in research and scholarship. (Alignment: Strategic Plan for Faculty Diversity strategy 3.1.4)

| Average number of pieces of scholarship or creative activity (annual)² |
|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
|                         | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| Lehman College          | 0.8  | 1.1  | 1.5  | 1.2  | 1.1  | 1.2  |
| Senior                  | 1.1  | 1.3  | 1.5  | 1.4  | 1.6  |      |
| University Total        | 0.8  | 1.0  | 1.1  | 1.1  | 1.2  |      |

¹ Lehman College 2014 Fact Book published by the Office of Institutional Research, Planning and Assessment, Fall 2014, page 67. There is a fewer number anticipated given the number of hires because of separations.

² Data for 2010 through 2014 reported in the University PMP 2014-2015 Year-End Report produced by the CUNY Office of Institutional Research. The CUNY Faculty Scholarship Collection counts books authored, book chapters, conference presentations published as proceedings, peer reviewed journal articles, exhibits at curated art shows, direction/choreography/dramaturgy/design, music composition published/performed, and plays produced/performed. Annual averages are computed as the number of works reported for a given calendar year divided by the number of faculty required to report scholarship (full-time professorial faculty who were active both semesters of the calendar year).
The Annual Faculty Grants and Publications Reception began in 2010 to showcase the outstanding achievements of Lehman faculty in scholarship and grantsmanship. The Leonard Lief Library organizes an exhibit of faculty publications accompanied by a directory documenting citations in both areas.

**Objective 1.1.3 Support the professional development of new and mid-career faculty members through orientations and ongoing mentoring by senior faculty. (Alignment: Strategic Plan for Faculty Diversity, strategies 3.1.2, 3.1.3)**

**Outcomes**

- Compact funding in the amount of $50,000 was allocated FY13 and FY14 and $100,000 was allocated FY15 and FY16 to support research and scholarship related to professional development. Nearly seventy-five faculty have received financial support for travel, conference participation, and professional development since the initial allocation.

- The Teaching and Learning Commons (TLC) was established in 2010 to advance the scholarship of teaching and learning. The Teaching and Learning Commons has sponsored more than 100 programs, including new faculty seminars, pedagogical workshops, career development workshops, innovative teaching days, and networking and mentoring events. The Teaching and Learning Commons is being “reimagined” to have a stronger focus on innovations in learning by design pedagogy and design thinking approaches to teaching and leadership, and professional development for faculty and staff. Faculty will also have a more prominent role in the management of the program. (Alignment: Strategic Plan objective 1.4.1)

**Objective 1.1.4 Enhance intellectual and cultural activities on the campus**

The mission statement for Lehman College begins with “Lehman College serves the Bronx and surrounding region as an intellectual, economic and cultural center”. This statement provides the context for the extensive range of educational and cultural programs that are held on campus throughout the year. Lehman is home to The Center for Human Rights and Peace Studies, the CUNY Institute for Irish American Studies, and The Jaime Lucero Mexican Studies Institute which sponsor conferences, lectures, film series, workshops, book readings and artistic programs to promote a better understanding of the issues and communities that are at their core of their mission. College-wide lectures such as the Herbert H. Lehman Lecture and the Annual Arthur Sweeney Lecture bring notable speakers to the campus and The City and the Humanities program aims to enhance the cultural life of the campus and community as a whole. Academic programs such as the Music Department, Art Department, Theatre and Dance programs to name a few offer a robust calendar of musical and theatre performances which are often tied to their curricular offerings and students host programs to educate the community about social, political and other issues affecting their lives and the community. The events are publicized in the Lehman College events calendar, announced as listserve messages and advertised on the digital signage. Lehman is also home to the Lehman Center for the Performing Arts, the borough’s premiere concert hall; the Lehman College Art Gallery, a free public art gallery; and Lehman Stages, a bridge for the Lehman student between the academic and professional worlds of performing arts. Approximately 415,000 visitors have attended the programs at the three cultural centers since 2010.

**Objective 1.1.5 Foster academic leadership development opportunities for department chairs. (Alignment: Strategic Plan for Faculty Diversity, strategy 3.1.5)**

**Outcomes:** In Fall 2015, the Office of Academic Personnel launched a year-long faculty orientation series titled New Faculty Fridays, inspired by the Designing a High Impact Leadership Development Program.
Future Plans: A Chair’s Handbook is being developed. All Chairs will receive the handbook and participate in meetings and programs to support their development as campus leaders.

Objective 1.2: Support existing academic programs and develop new programs of exceptional quality informed by a rigorous review

1.2.1 Ensure that liberal arts and sciences remain the core emphasis of the College, while strengthening professional programs.

Outcomes

• Three academic divisions: Arts and Humanities, Natural and Social Sciences, and Education were reorganized in 2011 to become schools. The reorganization will keep the arts and sciences as Lehman’s core while encouraging the creation of professional programs in newly developing fields. (Alignment: Strategic Plan objective 1.3.1).

• The establishment of the School of Health Sciences, Human Services and Nursing (HS³N) was approved by the CUNY Board of Trustees in January 2014. The School began operation with the appointment of the inaugural dean in September 2014. The School includes the departments of Nursing, Health Sciences, Social Work, and Speech-Language and Hearing Sciences. The School will help to meet the growing demand for a skilled healthcare workforce in the Bronx and beyond. (Alignment: Strategic Plan objectives 1.2.3 and 1.3.1, Strategic Plan for STEM objectives 4.1)

Future Plans: Establish a School of Business AY 2018-2019 and a School of Nursing³ AY 2020-2021

1.2.2 Strengthen general education and provide a curriculum and resources essential to an outstanding liberal arts and sciences and professional curriculum.

Outcomes

• The new General Education core was reviewed AY 12-13 and implemented AY 13-14 as part of CUNY’s Pathways initiative. The Gen Ed core will continue to be reviewed throughout the academic year, particularly as it affects transfer students.

• A team of six faculty and administrators participated in the AAC&U ILD (Integrative Learning in the Departments) in Fullerton, CA (Summer 2014). The work of the team involved identifying the Characteristics of Lehman Graduates. In January 2015, the President, Provost, and a team of five faculty, some of who attended the AAC&U ILD program, attended AAC&U’s Centennial Symposium titled America’s Global Future: Are College Students Prepared? to further the discussion about General Education at Lehman College. The work of the two teams was merged and in Fall 2014, their recommendations for Characteristics of a Lehman Graduate were presented to the Provost’s Council. In Spring 2015, the recommendations were presented to the President’s Cabinet and to the General Faculty and the campus community was invited to join an online conversation about Characteristics of a Lehman Graduate. The call for engagement in the online conversation was about who we are, who we aspire to be and how we will strengthen, design, and build the future Lehman with a focus on the characteristics we believe students should possess upon graduation from Lehman College. In February 2016, the Office of the Provost issued a call for nominations for the Integrative Learning Council (February 2016). This group will continue to work on the Characteristics of a Lehman Graduate and also engage in conversations and work around a re-envisioning of Gen Ed at Lehman.

³ The Department of Nursing will be separated from the School of Health Sciences, Human Services and Nursing.
1.2.3 Strengthen and expand existing programs in STEM disciplines and health sciences.

Outcomes

• The Strategic Plan for Science, Technology, Engineering, and Math (STEM), developed AY 2012-2013, aims to leverage synergies between the STEM departments, schools and administrative areas and promote the recruitment and retention of faculty with active research interests and success in being awarded research grants. (Alignment: Strategic Plan objectives 1.3.1, 1.3.2, 3.2.2)

• The Center for Theoretical and Computational Sciences was established in 2015 to facilitate the highest-level research and the education of future experts in the field of theoretical, natural and computational sciences at Lehman College. The Center also aims to engage undergraduate and graduate students in faculty/student collaborative research projects. (Alignment: Strategic Plan for STEM objectives 1.3, 2.1)

• A $733,000 grant awarded to the School of Natural and Social Sciences for the school’s “Modern STEM Major Initiative: A Redesign of Instruction, Curriculum, Experiential Learning for the 21st Century” will be used to build a STEM framework to support students in their required major courses and in their pursuit of STEM careers. It will also be used to assess what STEM classrooms of the future need to do to engage students in a way that excites and motivates them. The grant is part of the $20 million FY 2016 CUNY Strategic Investment Initiative.

• The MS in Business received approval from the NYS Education Department May 2015 to deliver the program in distance education format.

• The proposal to create the Doctor of Nursing Practice (DNP) was approved by the CUNY Board of Trustees in January 2016.

Future Plans

• Establish the Plant Research Center to facilitate highest-level research and the education of future experts in the field of plant sciences at Lehman College and intensify Lehman’s collaborations with The New York Botanical Garden (AY 2015-2016). The center will expand and disseminate knowledge in the area of plant sciences by engaging undergraduate and graduate students in faculty/student collaborative research projects. (Alignment: Strategic Plan for STEM objectives 2.1, 4.2.2, and 4.2.3). The Center will be established following the appointment of a Distinguished Professor of Plant Sciences. (Alignment: Strategic Plan for STEM objective 1.1)

• The program proposal to create a Bachelor of Science Public Health (BSPH) is being reviewed by the NYS Education Department. The response from the State Education Department is expected Spring 2016. (Alignment: Strategic Plan for STEM objectives 1.2 and 2.1)
1.2.4 Develop, strengthen, and realign programs in emerging fields of knowledge.

Outcome: Advancing the Vision, a major initiative of the strategic planning process began October 2013. All academic and administrative programs and services were reviewed, focusing on their efficiency, effectiveness and centrality to the College’s mission, within the framework of shared governance. The goals are to determine the strategic allocation of existing resources and identify opportunities for generating new resources, based on how our programs and services contribute to student success and to Lehman’s identity. The report Advancing the Vision 2009-2023 Continuous Strategic Planning and Prioritization for a Stronger and Sustainable Lehman College is posted to the Lehman Connect website. (Alignment: Strategic Plan objectives 1.1.1, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.3.2, 3.1.1 and 3.1.2 and Strategic Plan for STEM objective 1.2).

1.2.5 Pilot new programs through the School of Continuing and Professional Studies.

Outcome: The Weekend/Online RN to BSN pilot, a joint project of the School of Continuing Education and Professional Studies and the Nursing department, was piloted Spring 2013 through Summer 2015. The RN BS online program began in the Fall 2015.

1.2.6 Foster a culture of continuous assessment focused on evaluating student learning outcomes to improve academic programs. (Alignment: Strategic Plan objective 3.1.4)

Outcomes

• The Assessment Council, formed in 2008, was reconfigured in 2010 to become an advisory body to faculty and administrators for the assessment of student learning outcomes. The Assessment Council adopted by-laws to formalize its structure and developed the first assessment calendar. The Council also sponsored a series of workshops, attended by more than 100 faculty, to enhance the outcome assessment skills and techniques of the faculty. The work of the Council has since transitioned to the Dean’s office for each school.

• New assessment policies were implemented including: 1) new course proposals must contain course learning objectives; 2) programs seeking to make changes to existing courses and to degree requirements must explain how these changes will impact the learning objectives of the course and majors; 3) new syllabus guidelines were created that require all courses to include learning objectives and, 4) annual departmental reports were revised to include a summary of assessment activities.

• The functions of the Office of Institutional Research, Planning and Assessment were divided into two units: the Office of Institutional Research and the Office of Assessment and Planning (2010). The Office of Institutional Research provides data and information to internal and external constituencies in support of decision making, program evaluation, strategic planning, and assessment. The Office of Assessment and Planning supports the College’s core mission to provide students with the highest quality education by supporting assessment processes that improve student learning (Alignment: Strategic Plan objective 3.1.4).

• An Associate Dean position was created in the School of Arts and Humanities and the School of Natural and Social Sciences (2010); the coordination of assessment activities is part of their responsibilities. (The School of Education has had an Associate Dean since 2002).
Objective 1.3: Achieve greater external recognition and success of academic programs.

1.3.1 Establish new administrative units 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 Continuing and Professional Studies.

Outcomes

• Four academic divisions: Education, Arts and Humanities, Natural and Social Sciences, and Continuing and Professional Studies, were converted to schools in AY 2011 (Alignment: Strategic Plan objectives 1.2.1 and 1.2.3).

• The School of Health Sciences, Human Services and Nursing (HS²N) was approved by the CUNY Board of Trustees January 2014. Four departments are part of the new School: Nursing, Health Sciences, Social Work, and Speech-Language and Hearing Sciences. (Alignment: Strategic Plan objectives 1.2.1 and 1.2.3, Strategic Plan for STEM objectives 2.1 and 4.1).

Future Plans: Two new schools will be established. The School of Business will be created AY 2018-2019 and the School of Nursing will be established AY 2020-2021.

1.3.2 Foster a dynamic research/creative activities environment to promote both student achievement and greater faculty success. (Alignment: Strategic Plan objective 3.2.2, Strategic Plan for STEM objectives 1.1, 2.1 and 3.1)

Outcomes

• The Strategic Plan for Science, Technology, Engineering, and Math (STEM) was developed in AY 2012-2013 by a committee of faculty and academic administrators. The four strategic goals are: 1) Excellence in Teaching, Research, Service and Learning; 2) Enhanced Student Success; 3) Greater Institutional Effectiveness, and 4) Commitment to Engagement and Community Service. (Alignment: Strategic Plan objective 1.2.1)

• The Research Awareness Month was created in 2013 and held annually thereafter to promote student and faculty research through a month-long series of events including workshops, fairs, lectures and presentations to showcase the latest scientific research at Lehman.

• The CUNY Mexican Studies Institute at Lehman College was established in 2012. The Institute is comprised of faculty, students, staff and affiliated community-based organizations working on research, advocacy, and services related to Mexico and Mexicans in the United States. In 2015, the Institute was renamed the Jaime Lucero Institute for Mexican Studies.

• Science Hall, the first phase of a three-phase complex that will create a “campus within a campus” and the first new science building in CUNY’s “Decade of Science” opened fall 2012. Science Hall earned a LEED Platinum certification from the U.S. Green Building Council, the first CUNY building to be awarded the highest ranking. Science Hall is envisioned as a gateway to the sciences for undergraduate and graduate students and Bronx students. (Alignment: Strategic Plan objectives 1.2.1 and 1.2.3)
• The Undergraduate Research Advisory Board was created in 2014 to advance the College's undergraduate research agenda, provide mentoring and support to student researchers, and to review internal proposals. The membership of the advisory board includes faculty, administrators, community partners, and students.

• The Undergraduate Research and Scholarship Club was established in 2015 to develop and promote strategies to increase the visibility and number of opportunities in research and scholarship for undergraduate students at Lehman College.

• The Strategic Plan for Research/Scholarship 2015 – 2019 was created in 2015 to leverage the intellectual vigor of the College to create a culture of research and grantsmanship and elevate Lehman's pedagogical and scholastic profile. The research vision is "Lehman College will be the epicenter of research and creative scholarship in the Bronx, which is grounded in a research-rich core curriculum that nurtures and supports student success and faculty development." The goals are: 1) promote faculty/student engagement in the research enterprise; 2) promote research and scholarship; and 3) promote entrepreneurial initiatives.

1.3.3 Develop a robust collaboration and alignment between academic programs in the arts and campus entities dedicated to the visual and performing arts.

Outcomes

• A partnership was developed with the Lincoln Center Institute in LUTE FYI blocks to promote aesthetic education.

• A collaboration between the Art Gallery and the academic departments led to an arts-related fundraiser in the Lehman Art Gallery and a collaborative grant between arts faculty and the Art Gallery to align gallery showing with academic programs in the arts. An example is the Gee’s Bend Quilt exhibit which also involved a lecture series and workshop.

• The Lovinger Theatre is regularly used for co-curricular academic programs such as Artists Without Borders, the annual student and faculty Jazz Festival (including a live stream via the Internet), student theatre performances, and poetry presentations.

1.3.4 Seek professional accreditation in all programs, where available, such as AACSB accreditation for business programs. (Alignment: Strategic Plan for STEM objective 1.3)

Outcomes

• The School of Education was reaccredited in 2015 by NCATE/CAPE. The reaccreditation is through 2021.

• The Department of Speech-Language-Hearing Sciences was reaccredited in 2015, the reaccreditation is through 2020.

• The Nursing Program was reaccredited in 2012 by the Collegiate Commission on Nursing Education, the reaccreditation is through June 30, 2018.

• The Social Work program was reaccredited in 2012 by the Council on Social Work Education through 2020.

• The B.S. in Chemistry was certified by the American Chemical Society through 2018.

• The Educational Leadership Program was accredited by NCATE/SPA (Specialty Professional Association) in 2012, the reaccreditation is through 2018.
Objective 1.4: Enhance existing facilities, promote the efficient use of space, and ensure a well-maintained campus environment that supports teaching, research, learning and quality of life.

1.4.1 Develop and implement a plan for the renovation and upkeep of classroom and office buildings that offers an inviting and attractive environment with appropriate technology.  (Alignment: Strategic Plan objectives 1.4.2, 1.4.3, 2.3.1 and Strategic Plan for STEM objective 3.1)

Outcomes

• Carman Hall: The Phase I upgrade of classrooms in Carman Hall (third floor) began Summer 2013. New window shades were installed, the installation of fiberglass wall covering was completed, and 50% of the classrooms were painted. The Phase II upgrade of the Carman Hall second floor classrooms was completed Summer 2014. All classrooms on the 2nd and 3rd floors of Carman Hall have been renovated. Phase I of the classroom furniture replacement program began Winter 2014/15; six classrooms received new furniture. Phase II furniture replacement began Spring 2015 with the ordering of furniture for the remaining 14 classrooms on the third floor. Phase III of the classroom upgrades will begin June 2016, subject to available funding, and will upgrade the Carman Hall basement classrooms and the Speech & Theatre Building Classrooms. • The upgrade of two Carman Hall elevators have been completed (AY 2015 - 2016).

• Davis Hall: Three labs, the Organic Chemistry teaching lab (Davis Hall, Room 305), Health Science Food teaching Lab (Gillet Hall, Room 425) and Food Chemistry Lab (Gillet Hall, Room 419) were completely renovated. The Gillet labs opened Fall 2013 and the Davis lab opened Spring 2014.

• Music Building: The student cafeteria was reconfigured and upgraded with new lighting, wall covering, tables, and chairs (Fall 2010). The elevator upgrade was completed August 2015.

• Shuster Hall: The Office of Community Engagement and the Office of Veterans and Military Affairs (S-201), were renovated to provide a more attractive and useful area for staff and students (AY 2010-2011). • The undergraduate reception area in the Admissions office was redesigned to create a more welcoming environment (2011). The new reception area includes additional seating and six computers for easy access to CUNY’s online admission application • Shuster Hall 017 was renovated to become a staff lounge (Fall 2013). • The Shuster Hall elevator was upgraded Spring 2015.

• Speech and Theatre Building: New shades were installed in all second floor classrooms of the Speech and Theatre Building (Summer 2013). Classrooms in Speech and Theatre will be upgraded beginning June 2016 as part of the Phase III classroom upgrade project.

• Child Care Center: A new $6 million child care center opened Fall 2013. The 12,000-square-foot modular facility includes six classrooms, a multipurpose room, an atrium with an open stairway, skylights for natural ventilation, and other green features. The center doubles the capacity of the previous facility to serve 140 children and provides an affordable resource for Lehman students with young children.

• A total of 213 classrooms have been upgraded with technology and presentation tools, including projectors and screens since AY 2009-2010. Several spaces have additional equipment including smart boards and document cameras. As a result, 86% of College classroom and conference rooms are designated as technology enhanced spaces.
Future Plans

• Space in the Old Gym building will be renovated to create the new Teaching and Learning Commons. The Commons will feature flexible classroom and learning space, areas for group and quiet study, a technology support and training area lounge and cafe.

• The Student Health Center and the Wellness Education Program will be consolidated in the Old Gym building. Following the completion of the renovations in Summer 2016, these offices will deliver services in an updated direct care and education facility.

• Construction will begin Spring 2016 to create the new Transfer Center and renovate/reorganize the Admissions and Registrar’s offices.

• The design phase has begun for the new Nursing Education, Research and Practice Center, the renovation of two Anatomy and Physiology Teaching labs in Davis Hall and the Science Education Teaching lab in Carman Hall.

• The design phase is in progress for the renovation of the first floor of the Leonard Lief Library and the renovation of Davis Hall (1st floor) for Social Work.

1.4.2 Increase faculty engagement in campus life by improving non-instructional facilities.

Outcome: A faculty and staff lounge was constructed in the Carman Hall Cafeteria to provide space for faculty and staff (2010).

1.4.3 Assess Library needs guided by best practices of space utilization to promote the increased use of its resources for study and research.

Outcome:
• RESO A funding ($4.3 million) was received AY 2015 to upgrade the first floor of the Library and the Concourse. The improvements will result in increased technology access, a collaborative student group learning space and a user-friendly access to library faculty research support. The design phase for the renovation of the first floor of the Leonard Lief Library began Spring 2015 (Alignment: Strategic Plan objective 1.4.1)

• Wireless access (WiFi) was improved by nearly doubling the number of access points in the Library and co-locating the IT Help Desk staff at the library to enhance services to students. (Alignment: IT Roadmap for Lehman, also see objective 2.2.3 for student satisfaction ratings with IT)

• A new online repository was created to allow easy access to hundreds of Lehman’s Master’s theses. This tool is accessible to the campus community as a research option.

GOAL 2: ENHANCED STUDENT SUCCESS

Objective 2.1: Recruit well-prepared, promising, and motivated students of diverse ethnicities and cultures consistent with the College’s mission.
2.1.1 Maintain policy of raising undergraduate freshman and transfer admissions standards in line with other leading senior CUNY colleges.

Outcomes: After reviewing applicant data, rejected students and Lehman’s admissions standards, two adjustments were made to admit a larger freshman class.

1) Lehman decreased the CPI unit requirement from 16 to 14 credits. The adjustment, endorsed by CUNY Central was in keeping with other senior CUNY colleges (Baruch requires 14; City, Brooklyn and York require 12; Queens requires 13; Hunter and John Jay do not have a minimum requirement). A review of Lehman’s past admissions data indicated that students with 14 academic units after their junior year will have 16 units by the time they graduate from high school. With the 16 credit requirement Lehman had rejected students on CPI requirements that had admissible SAT scores and would have the 16 CPI credits in their senior year.

2) Lehman increased admissions to include applicants with a) a higher SAT score (+1150) and CAA of 78 or above and b) lower SAT score (920-940) with a CAA of 85 or above.

<table>
<thead>
<tr>
<th>Admission Standards (Fall of each academic year)</th>
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<tbody>
<tr>
<td>2010</td>
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<tr>
<td>SAT Scores</td>
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<td>CAA Scores</td>
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<table>
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<tr>
<th>Freshmen Scores</th>
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<tbody>
<tr>
<td>Mean SAT score of regularly-admitted first-time freshmen</td>
</tr>
<tr>
<td>Mean CAA of regularly-admitted first-time freshmen</td>
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</tbody>
</table>
2.1.2 Continue to develop and implement a comprehensive enrollment management plan to shape Lehman’s student composition in accordance with CUNY’s projections for growth.

<table>
<thead>
<tr>
<th>Enrollment Trends 4(Fall of each year)</th>
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<td>2010</td>
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<td>Undergraduate</td>
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<td>1,210</td>
</tr>
<tr>
<td>1,303</td>
</tr>
<tr>
<td>First-time freshmen (Full-time)</td>
</tr>
<tr>
<td>619</td>
</tr>
<tr>
<td>608</td>
</tr>
<tr>
<td>535</td>
</tr>
<tr>
<td>582</td>
</tr>
<tr>
<td>660</td>
</tr>
<tr>
<td>610</td>
</tr>
</tbody>
</table>

Outcomes: Programs and Activities

- Re-engineered business process for transfer credit evaluation increasing the number of evaluations completed by the Transfer Credit Evaluation unit. The evaluation unit processed 2,765 evaluations in Spring 2008/Fall 2009 compared to 4,717 evaluations in Spring/Fall 2015.

- Created the Westchester Advisory Committee in 2010 and the Bronx Advisory Committee in 2013 to bring school counselors together to discuss Lehman’s academic programs, admission policies, and how we can better serve the high school students in Westchester and the Bronx.

- Instituted direct admission sessions with Bronx Community College (2011) and Westchester Community College (2014) to admit qualified transfer students early in the application cycle.

- Hired full-time advisors to support the programs in Business Administration, Social Work, and the Department of Mathematics and Computer Science.

- Revitalized the 30-credits a year campaign to encourage students to enroll in winter and summer sessions to reduce the time to completion of degree.

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4 Data from Students by Level & Enrollment Status 2005-2014 produced by Lehman’s Office of Institutional Research, see URL [http://www.lehman.edu/institutional-research/documents/Students](http://www.lehman.edu/institutional-research/documents/Students) by Level and Enrollment Status 000.pdf

5 The loss of the Teach for America and Teaching Fellows programs, which enrolled a substantial number of graduate students, contributed to the decline in the graduate enrollment.
| Percentage of Baccalaureate Students who Earn 30 Credits/Year |
|------------------|------------------|------------------|------------------|------------------|
| 2010             | 2011             | 2012             | 2013             | 2014             |
| 28.9             | 24.7             | 30.3             | 29.1             | 29.1             |

**Outcomes (Staffing):** Achieved administrative efficiencies, improved the delivery of services, and enhanced compliance through targeted appointments, position consolidation and reclassification for the Admissions area. The personnel actions include the hire of one part-time recruiter for Westchester, Rockland and Putnam counties. Yonkers public schools are now Lehman's top feeder area in Westchester and larger numbers of students are coming from the other cities. • Two College Assistants were hired for the undergraduate processing area • One line in undergraduate processing was reclassified from Assistant to Associate Director to improve reporting structure. • Created HEO series line for an Assistant Director to assist with the management of the admissions office and recruitment of graduate students. • Appointed Assistant Director to provide leadership of the Transfer Evaluation Unit. • Consolidated part-time lines to create two aHEO lines, one for the implementation of rules for the CUNYfirst Automated Transfer Evaluation System and the other to serve as liaison to improve work with faculty and administrators and to develop equivalency rules for military transcripts. • Created an aHEO line to develop and maintain equivalency rules for post-secondary institutions outside the United States.

**2.1.3 Support collaborative efforts between Lehman College and its principal feeder community colleges to improve credit transfer and ensure a smooth transition for students.**

**Outcomes**

• The agreement for *Going Forward in Reverse: The Reverse Credit Transfer Program for CUNY in The Bronx* was signed by the Presidents of the three Bronx CUNY colleges: Lehman College, Bronx Community College and Hostos Community College (2014). This initiative allows Lehman students in good academic standing who have earned a minimum of 30 credits at a partner community college and who have completed a combined 60 credits at Lehman College to apply the credits earned at Lehman toward an Associate Degree at their home school. This initiative will help to increase retention and graduation rates because students who complete an Associate Degree are more likely to complete a baccalaureate degree. The program also demonstrates the commitment of the Bronx schools to the students' success and strengthens the relationship between the community colleges and Lehman. (Alignment: Strategic Plan objective 2.2.2)

• Partnered with LaGuardia Community College (lead college), Queens College, Bronx Community College and Queensborough Community College for the collaborative Title V grant Making Transfer Connections. The focus of the grant, which began October 2011 and ended September 2015, was to improve transfer student success and satisfaction within the CUNY system through a coordinated effort to enhance faculty and administrative advising, the increased use of ePortfolios for advising, academic coursework, long-range academic planning and to investigate effective assessment strategies for General Education courses. (Alignment: Strategic Plan objective 2.2.2)

• Created dual degree program in Nursing with Bronx Community College (AY 2013-2014). The dual degree program in Nursing with Hostos Community College is pending approval by the NYS Department of Education. (Alignment: Strategic Plan for STEM objective 1.2)
- Developed Master’s level assured-acceptance agreements in Biology, Computer Science, English, History, Mathematics and Spanish Literature with the College of New Rochelle, Mercy College and Concordia College. These agreements strengthen our relationship with baccalaureate granting institutions regionally and provide a clearly defined pathway to Lehman’s graduate programs. (Alignment: Strategic Plan for STEM objective 2.1)

- Completed forty-nine articulation agreements with the principal feeder community colleges, including Bronx Community College, Hostos Community College, Guttman Community College, Borough of Manhattan Community College, LaGuardia Community College and SUNY Westchester Community College, Lehman’s primary feeder institution from the north. ^6

- Established A CUNY in the Bronx Financial Aid Council to bring together the staff of the financial aid offices of Lehman College, Bronx Community College and Hostos Community College to identify ways to help the students plan their finances for their entire academic career (2012). Improvements to the financial aid websites for each school and workshops to help students apply for and maintain eligibility for financial aid programs such as TAP and the Federal Direct Loan program and federal grants are outcomes of the collaboration. Also, academic advisors, SEEK/College Discovery professionals, counselors assigned to the Transfer Centers and other student development personnel incorporate financial aid planning as part of their work with students.

- Collaborated with Bronx Community College (BCC) and Hostos Community College to develop the STEM Scholars Program. This program strengthens the science pipeline between the three Bronx CUNY Colleges by giving science students from BCC and Hostos the opportunity to complete a summer laboratory research training program at Lehman College. STEM Scholars who transfer to Lehman upon completion of their Associate Degree are given special consideration at registration and the opportunity to continue laboratory studies with their Lehman mentors.

The STEM Scholars program was piloted summer 2012 with six students (4 Hostos, 2 BCC). Twenty-nine students have participated in the summer program, eight in 2013 (3 Hostos, 5 BCC), eight in 2014 (4 Hostos, 4 BCC), and seven in 2015 (3 Hostos, 4 BCC). There were five faculty mentors for the pilot, seven faculty mentors for the summer 2013 and 2014 sessions, and five faculty mentors summer 2015. Hostos and BCC shared the cost of the student stipends with Lehman for the pilot program. Thereafter, Hostos and BCC provided the stipends for their participating students. Funds from the Central Office (former Chancellor Goldstein and Vice Chancellor Gillian Small covered the tuition fees, materials and supplies used by the students in their research projects and helped to support the laboratories of the participating mentors. The Lehman College Foundation contributed $25,000 Summer 2015 for the support of the student’s research in the faculty labs. (Alignment: Strategic Plan for STEM objective 1.2)

- The six students from the 2012 pilot completed their Associate Degrees and have gone on to senior colleges or to professional schools, including one to medical school and another to pharmacy school.

- Five of the eight students in the second cohort returned to their respective community college to complete their Associate Degree and three attend senior colleges where they are majoring in STEM disciplines.

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^6 During the Fall 2015 semester Lehman completed a comprehensive (59 programs) articulation agreement with Westchester Community College. This is counted as one in the total of forty-nine articulation agreements.
• The eight students from the 2014 cohort returned to their respective community college to complete their Associate Degrees.

• Six of the seven students in the 2015 cohort returned to their home campuses and one transferred to Lehman to continue her research in chemistry.

• Five of the eight students enrolled in a senior college are enrolled at Lehman pursuing STEM studies.

• A 2014 STEM Scholar had a paper based on some of her work published in the December 2014 issue of Biochemical and Biophysical Research Communication.

• All the students credit the summer research experience with solidifying their desire to continue on with STEM research.

More than 100 Lehman faculty and staff participated in the Foundations of Excellence Transfer Student Project (FoE) (AY 2010-2011). The Foundations of Excellence project is a model developed by the Policy Center on the First Year of College (now the John N. Gardner Institute for Excellence in Undergraduate Education). The purpose of the project was to evaluate the policies, practices and programs of the transfer experience. The recommendations included creating a Transfer Center; a “one-stop” location to guide students through the process of admissions, financial aid, advising and registration, and create a Transfer Council to oversee the areas of the college that work with transfer students. There were several points of intersection with Bronx Community College and Hostos Community College who were also engaged in a similar self-study but for first year students.

• Created a Virtual Transfer Center to guide students through the admission process and encourage a seamless transition to Lehman College (2012). The Center provides information about advisement, academic requirements, articulation agreements, assisted registration, deadlines, financial aid and events specifically for transfer students.

Objective 2.2: Strengthen academic resources and student support services.

2.2.1 Develop a coordinated institutional approach to undergraduate advising.

Outcomes

• In Fall 2015, a taskforce was charged by the President to conduct a comprehensive assessment of advisement and to develop a set of recommendations. Among the first enhancements is the development of an AdvisingHub to support and serve as an advising resource for the entire advisement community. The core function of the Hub will include development, management and implementation of a caseload management plan, advisor training and professional development, coordination of advisement technology, improved operational efficiencies through the development of electronic workflows, development of advising interventions and the creation of a knowledge management system.

• Implemented AdvisorTrac software which allows students to request an appointment and provides, for the first time, detailed and summary reports of the students who are seeking advisement assistance and the reasons for their visit. Data collected in academic year 2015-2016 will be used as a baseline measurement to analyze and manage current resources.
2.2.2 Offer the courses, course sections, and support services necessary to increase student retention, progression, and four-year and six-year graduation rates.

<table>
<thead>
<tr>
<th>Entering Class (Fall semester)</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Year Retention Rate FT, FT Freshmen</td>
<td>79.0</td>
<td>82.1</td>
<td>81.5</td>
<td>82.6</td>
<td>82.6</td>
</tr>
<tr>
<td>1-Year Retention Rate Transfer Students</td>
<td>76.6</td>
<td>75.3</td>
<td>75.2</td>
<td>75.0</td>
<td>77.4</td>
</tr>
<tr>
<td>4-Year Graduation Rate FT, FT Freshmen (UG)</td>
<td>19.0</td>
<td>20.4</td>
<td>Not available</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Outcomes

- The Fast 4 Business Program (aka Fast 4 Business “Guarantee”), introduced during the spring 2014 semester, awards a Bachelor’s Degree in business administration (BBA) to both full-time and part-time students who commit to completing 30 credit hours per year. This pilot program was created as part of the American Council on Education’s (ACE) first cohort for the Change and Innovation Lab project, which is focused on increasing the number of first-generation and nontraditional students earning college degrees. Lehman was one of nine schools nationally selected to participate in the project based on a history of serving nontraditional learners and its’ commitment to using technology and data to improve graduation rates. The BBA was selected for the pilot because it is the largest and most popular major of the College. Lehman’s degree “guarantee” requires students to commit to a business program degree plan approved by their departmental advisor. They must maintain a minimum 2.7 GPA in the first four required BBA courses, complete all required courses and maintain good academic standing. They are also required to meet financial assistance deadlines and submit a graduate application. In return for their commitment to the Fast 4 Business Program, freshmen will complete their degrees in four years while transfer students will do so in two years.

- Awarded a five-year $3.18 million dollar grant to increase retention rates among undergraduates during their critical second year of college. The Title V grant Overcoming Barriers and Moving Up: Sophomore Year Initiative supports several initiatives including an early warning system to identify students in academic distress, the professional development of faculty for early assessment, the integration of academic support services through a referral and communication system, and the development and implementation of a transfer student database. Lehman is one of 19 Hispanic-Serving Institutions (HSIs) across the country and the only CUNY institution to receive the grant.

- Pathways to Success, a 5-year U.S. Department of Education grant funded program provides support services to Lehman College SEEK students to improve their academic performance and rates of persistence and graduation. Established in Fall 2010 under the Center for School/College Collaboratives, Pathways to Success assists 140 SEEK students each year through an interconnected series of support services including summer and winter tuition-waived

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Data from CUNY Office of Institutional Research and Assessment, University PMP Process 204-2015 Year-End Report, Goals A.3 and A. 4 (one-year retention rate of baccalaureate full-time, first-time freshmen, one-year retention rate of baccalaureate full-time transfers, four-year graduate rate of baccalaureate first-time full-time freshman)
courses, tutoring to master course content, intrusive academic, career and personal advisement, counseling to build confidence and promote student success, financial aid information and referrals, and other support activities.

• All scheduling is now structured around 4-year curricular maps that ensure the appropriate courses needed for timely student progress are offered on a regular basis. A new approach to funding adjunct appointments enables chairs and deans to open additional courses as needed to ensure students have access to these courses.

Future Plans

Lehman College will participate with the University of Virginia and Persistence Plus in a 5-year grant from the Institute of Education Science (IES). The goal is to investigate whether text messages that provide personalized information to students attending open- and broad-access enrollment institutions will help them complete their college degrees. The development of the text messaging campaign will be informed by the specific informational, behavioral, and psychological challenges that can pose obstacles to students succeeding in college. During the evaluation stage, the main objective will be to assess whether the text messaging campaign causes students to engage in effective behavioral responses to the obstacles they face, and subsequently complete their degrees.

2.2.3 Improve the quality and availability of academic and student support services as well as IT technical support.

Outcomes: In 2015, Lehman College exceeded the CUNY senior college average for student satisfaction in the areas of campus climate, responsiveness to diverse populations, student centeredness, campus life, academic advising, campus support, concern for the individual, academic services, admissions and financial aid effectiveness, registration effectiveness and service excellence.

Ratings from Noel-Levitz Student Satisfaction Inventory

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lehman Average</td>
<td>Senior College Average</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>5.0</td>
<td>4.8</td>
</tr>
<tr>
<td>Campus Support Services</td>
<td>5.1</td>
<td>5.1</td>
</tr>
<tr>
<td>Admissions and Financial Aid Effectiveness</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>4.6</td>
<td>4.6</td>
</tr>
<tr>
<td>Service Excellence</td>
<td>4.9</td>
<td>4.9</td>
</tr>
</tbody>
</table>

Data from University Performance Management Process 2014-2015 Year-End Report, Goal A.6, pages 25-29. The scales are derived from a combination of survey items. For senior colleges, service excellence is a combination of Academic Advising, Campus Support Services, and Concern for the Individual.
• Lehman ranked the highest of all CUNY senior colleges for “student attitude towards wireless access on campus” (tied for #5 in 2012) and more students than any other CUNY senior college strongly agreed that Lehman’s “help desk service was available during the hours I need” (#2 in 2012) in the 2014 CUNY Student Experience Survey.

• The joint efforts of IT and Online Education have produced 228 podcasts of lectures in support of improved student learning since June 2013.

• The Instructional Support Services Program, home to the Academic Center for Excellence (ACE) and Science Learning Center, redesigned services and programs to more effectively support learning. New initiatives include embedding tutoring, which supports faculty who engage in classroom collaborative learning activities; Peer-led Team Learning, conversation groups to support multilingual learners, and the expansion of online tutoring beyond writing to include seven courses in the natural sciences and six in the social sciences.

2.2.4 Develop an alumni mentoring program to support students in their career and professional development and encourage lifelong ties to the College. (Alignment: Strategic Plan objective 3.3.2)

Outcomes

• The Alumni Mentor Program was established in 2007. Sixty-one alumni mentors were in the network as of Fall 2015.

• The Lehman College Alumni Association presence was established on LinkedIn to provide networking and mentoring opportunities through forums, discussion and personal connections. The membership increased from 300 in Fall 2010 to 1,848 in Fall 2015. The LinkedIn University page currently has 24,839 followers.

Objective 2.3: Enhance student experience and life on campus.

2.3.1 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.

Outcome: The renovations to the Student Life Building include a new HVAC system, new entrance, meeting spaces and lighting, and improved wireless access. The new design includes space for the Herbert H. Lehman Center for Student Leadership Development Center, space for 31 separate groups with individual entrances, and the use of the walls as "galleries" for student art. All spaces have new furniture and state-of-the-art technology for workshops, presentations and study groups. The $1.98 million renovation was funded by the Lehman College Association for Campus Activities and CUNY. The renovated building re-opened October 2013.

2.3.2 Establish a student housing program to provide on- and off-campus accommodations.

Outcome: The feasibility study for a dormitory was completed December 2011. This project can move forward only if there is a partnership with a private developer.
2.3.3 Enhance initiatives that support student leadership training and professional development, including internships, service learning, and civic engagement projects.

<table>
<thead>
<tr>
<th>Student Participation by Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Engagement (est 2007)</td>
</tr>
<tr>
<td>CUNY Service Corps (est. AY 2013-2014)</td>
</tr>
<tr>
<td>Herbert H. Lehman Leadership Program (est. 2007)</td>
</tr>
</tbody>
</table>

2.3.4 Prepare students to live and work in the global community through new interdisciplinary programs, study abroad, and experiential learning opportunities.

**Outcomes:** In January 2014, the Office of International Programs and Global Partnerships was created within the School of Continuing Education and Professional Studies. The office became a unit of the Office of the Provost in 2015. This unit includes international programs, study abroad programs, faculty and student exchange programs, and online education. In AY 2014-2015, 102 Lehman students participated in study abroad programs, more than double the number from the previous year (from 45 to 102); five new student exchange programs were created for a total of nine and three new faculty-led study abroad projects were created for a total of five. Lehman welcomed 434 international students from South Korea, China, Brazil, Russia, France and other countries from around the world, thus exceeding the target by fifty-six (56) students. (There were 457 international students enrolled Fall 2015. This includes undergraduate, graduate, full and part-time students.)

**GOAL 3: GREATER INSTITUTIONAL AND FINANCIAL EFFECTIVENESS**

**Objective 3 1:** Integrate institutional planning and assessment to improve effectiveness.

**3.1.1 Modify the budget planning and resource allocation process to better integrate them with institutional assessment and achieve greater transparency.**

**Outcome:** A collaboration between Academic Affairs and the Office of Budget and Planning resulted in the development of a new OTPS allocation methodology for FY 17 that will more equitably distribute funds to the academic departments and schools.
3.1.2 Foster a culture of continuous assessment focused on institutional effectiveness to improve overall performance.

Outcomes

• Advancing the Vision, the ongoing process for strategic planning and prioritization, was launched in Fall 2013. The process involved a review and assessment of every academic and administrative program using data for a three year period (FY 12, FY 13, FY14). The final report is posted to Lehman Connect (from Lehman Connect home page link to Planning & Prioritization Final July 27, 2016). (Alignment: Strategic Plan objectives 1.2.4 and 1.2.1, Strategic Plan for STEM objective 3.1)

• Web-based point of service surveys were introduced for the Bursar’s office, Registrar’s office, the Office of Academic Standards and Evaluation, and the IT Division during Fall 2012. The surveys allow customers to anonymously rate their experience with each office and the findings are used for service improvements.

• Web-based customer satisfaction surveys have been administered annually for the Division of Administration and Finance since 2012. Faculty, staff and administrators anonymously rate their experience with the Division of Administration and Finance. The findings are used for service improvements.

• “Retain”, an advising notification program that enhances the communication between the Office of Academic Standards and Evaluation and students was launched.

• An electronic Course Scheduling Program (e-CSP) and electronic Record Modification (e-RMR) process were implemented.

• IdeaScale, a cloud-based innovation software that allows for the collection of ideas from the campus community about the characteristics of a Lehman College graduate was introduced in April 2015. This project will lead to a set of characteristics students should possess upon graduation that reflect Lehman’s mission and core values and establish how these characteristics will be used to facilitate interdisciplinary and integrative student learning across the College. The results of the IdeaScale dialogue were shared with the campus community during the Spring 2015 semester.

• The electronic Personnel Action Form system (e-PAF) was implemented in 2011 followed by an upgrade to include the reappointment of full-time personnel, classified staff and other Lehman workflows. Automating formerly manual tasks has been transformational and the college now averages more than 650 automated transactions each month during the academic year. The implementation of business process automation has not only increased the speed of processing and the transparency of information, it has also increased stakeholder satisfaction. Several CUNY colleges have adopted Lehman’s process automation tools over the last year.

• The Lehman Online Management Reporting System (LOMRS) was enhanced to include the Auxiliary Enterprises and Lehman Association budgets and expenditures. This system allows authorized users to access real-time data related to their encumbrances, expenditures, and balances.

• The Innovations@Lehman website was created to give the college community a way to contribute ideas to reduce expenses, improve efficiency, and enhance campus life.
The Productivity and Budget Planning Committee chaired by the Vice President for Administration and Finance and comprised of administrators, faculty, representatives of the Joint Senate and FP&B Budget Committee and students, was established to identify opportunities for efficiency improvements, budget savings, and the generation of additional income (2010). Total savings achieved 2010 to present is $1,793,910. The savings are divided as budget savings $1,399,870, efficiency improvements $187,000, and revenue enhancements $207,040.

3.1.3 Create and implement an IT strategic plan to guide the development of a technological environment on campus that is integrated into teaching, research, and learning.

Outcomes: The four strategic goals of the IT Roadmap for Lehman are: 1) enable a digital campus through the innovative use of IT; 2) energize students as digital leaders, building information and multimedia literacy; 3) streamline College systems for agility, collaboration and informed planning; and 4) leverage IT to enhance community involvement. The roadmap is updated annually. Accomplishments include:

- The development of the Lehman College Dashboard (LCD), the first business intelligence platform at CUNY (2011). The Dashboard provides users with accurate and timely reports and dashboards for Lehman data based on CUNYfirst and other datasets. The tool is refined each year to include additional capabilities and is leveraged by Lehman’s predictive analytics tool.

- Launched Lehman Connect Portal an intranet site that provides access to College resources, internal cloud-type storage of document, team sites for department and committee collaboration, access to automated forms, workflows and class schedules and a new repository for hundreds of Lehman’s master’s theses, which are accessible to the campus community as a research option (2012). The Student Connect portal, developed in 2013, provides students with personalized information including their course schedule, grades and academic standing.

- Lehman Student Connect was launched on the Lehman homepage giving students online access to school tools and services such as CUNYfirst; SkyDrive (a component of the student e-mail system); Mobile Printing (students use their mobile devices to schedule a print job off campus); class schedules and more (2013).

- Implemented MediaCore, a central online location for viewers to use to search through the college’s online audio and video media, including historical, publicity, and educational material. The tool also provides a useful lecture capture capability for the college (2013).

- Migrated student, faculty and staff email from Mirapoint to Exchange/365 Email, hosted by CUNY (2013).

- Introduced a new, streamlined look for the home page (2013/14).

- Created the Lehman Community Connections Bronx Information Portal which provides a map-based platform to find, view and interact with publicly available Bronx-related data and Lehman College data sources to facilitate research and community interaction (2013).
• Launched a new Lehman mobile application which puts campus resources such as campus maps, event information and more in the hands of students, faculty staff and visitors (2015). The college can now send individual and group notifications to students and students have access to class schedules, grades, Library resources and more.

• Lehman One Access was launched to provide a “single sign-on portal to access all Lehman and CUNY applications and systems (2015). Lehman is among the first of three colleges to establish this capability for students, faculty and staff. Students and faculty have reported satisfaction with the tool and we expect to see a reduction in the many help desk requests for password resets.

• Automated the Full-Time Position Request Form (PRF). This is the budget form used by the college community to request changes to full-time positions such as changes in salary, personnel replacements, new positions, reclassifications and promotions. The automated process streamlines the manual process and reduces processing time.

• Collaborated with the economics faculty and Net Texts to pilot the use of etextbooks in three sections of ECO 166 (Intro to Macroeconomics). Net Texts supplied the eTablets which are loaded with the course content. The tablets were loaned to 100 students to use for the semester.

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2013-14</th>
<th>2014-15</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology enhanced classrooms</td>
<td>110</td>
<td>52</td>
<td>22</td>
<td>17</td>
<td>12</td>
<td>213</td>
</tr>
<tr>
<td>Technology workshops for faculty and staff</td>
<td>N/A</td>
<td>44</td>
<td>97</td>
<td>129</td>
<td>67</td>
<td>337</td>
</tr>
</tbody>
</table>

3.1.4 Create the administrative infrastructure necessary to support ongoing planning, assessment, and continuous improvement initiatives.

Outcome: Established the Office of Assessment and Planning in 2010 to provide programs with administrative support and consultative services. (Alignment: Strategic Plan objective 1.2.6).
Objective 3.2 Strengthen existing sources of revenue support and create new sources for student and faculty research and outreach programs.

3.2.1 Increase funding from individuals, corporations, and foundations and coordinate fundraising through the Division of Institutional Advancement in partnership with the Lehman College Foundation.

<table>
<thead>
<tr>
<th>FY 10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Voluntary Support (weighted three-year average)</td>
<td>4,074,265</td>
<td>4,517,771</td>
<td>5,000,339</td>
<td>5,780,171</td>
<td>6,683,892</td>
</tr>
<tr>
<td>Total Voluntary Support (annual amounts)</td>
<td>4,488,716</td>
<td>4,689,417</td>
<td>5,391,542</td>
<td>6,449,650</td>
<td>8,210,484</td>
</tr>
<tr>
<td>Legislative Support</td>
<td>732,000</td>
<td>998,165</td>
<td>1,300,015</td>
<td>3,700,015</td>
<td>3,500,035</td>
</tr>
</tbody>
</table>

Outcomes
• The Lehman College Foundation raised $8,232,720 in support of scholarships and academic programs between FY 2010 and FY 2015. Of this amount $2,819,707 provided 1,913 students with scholarships. In addition, $753,000 was provided to 233 students from the Petrie Foundation and LCU Foundation. The total amount provided for 2,146 students is $3,572,707.

• Achieved the Comprehensive Campaign goal in FY 2011-12, two years ahead of the completion date. The Comprehensive Campaign goal is part of the University’s Comprehensive Campaign for the Colleges. The goal was reset from $40 million by 2014 to $50 million by 2015. The new goal was achieved/exceeded May 2015 with $66,198,282 raised.

3.2.2 Expand and deepen faculty skills and expertise and increase support in seeking government and foundation research awards.

<table>
<thead>
<tr>
<th>FY 10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>FY14</th>
<th>FY15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshops sponsored by the Office of Research and Sponsored Programs</td>
<td>34</td>
<td>61</td>
<td>6</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Number of Workshop Participants</td>
<td>144</td>
<td>341</td>
<td>14</td>
<td>84</td>
<td>47</td>
</tr>
<tr>
<td>Proposals submitted for extramural funding</td>
<td>76</td>
<td>87</td>
<td>86</td>
<td>84</td>
<td>113</td>
</tr>
<tr>
<td>Number of Funded Research Grants</td>
<td>18</td>
<td>18</td>
<td>16</td>
<td>22</td>
<td>Not available</td>
</tr>
<tr>
<td>Grant and Contract Awards (annual)</td>
<td>18,550,711</td>
<td>14,480,199</td>
<td>14,478,098</td>
<td>14,546,391</td>
<td>11,691,967</td>
</tr>
</tbody>
</table>
Objective 3.3 Increase visibility and alumni engagement

3.3.1 Develop and implement a strategic marketing and communications plan to enhance the College's image and standing.

Outcomes

- Ologie, a branding and marketing firm, was selected to assist Lehman to develop a brand and marketing campaign. The firm's work will be completed over four phases: Discovery, Define, Create and Activate.

  Phase 1: Discovery (September-October) involved the completion of a survey by the campus community, individual interviews and discussion groups to understand what it is like to be part of the Lehman community. Phase 1 also involved a review of Lehman's communications materials to develop a better understanding of the current messaging and voice and, a review of competitor schools and desired peers.

  Phase 2: Define (October-November) engaged the core team and senior administrators in a workshop to identify key thoughts and ideas from the qualitative research.

  Phase 3: Create (December-February) involved the exploration and testing of creative concepts, defining the strategy and documenting the brands in a style guide.

  Phase 4 is Activate. During this phase Ologie will work with the Lehman core team to plan, execute and implement the new brand assets. The project will be completed by April 2016.

- Lehman College was featured in The New York Times at least five times Spring 2015 and received approximately 275 media hits per month during the ten month period beginning September 2014. (Media outreach is tracked via a clipping service that archives articles on a monthly basis.) A new record was set after President Obama's visit to the campus. Media Relations tracked over 800 media hits from around the world—in one day. The Media Relation's Facebook posting on President Obama's visit earned over 1,000 likes in a day—also a record.

- Social media now manages 10,336 Facebook members, 2,921 Twitter members, 964 Instagram members and 27,198 LinkedIn members.

3.3.2 Develop and implement a plan to promote greater alumni engagement in the life of the College.

Outcomes: The alumni engagement plan was developed AY 2010-2011. Accomplishments include:

- The number of cultivation and stewardship events increased from 3 events in AY 2010-2011 to 18 events in AY 2014-2015.

- Attendance at events increased from an average of 500 participants/year in AY 2010-2011 to 1300 alumni, students, friends and retirees per year in AY 2014-2015.

- The LinkedIn Alumni page has over 22,000 members and is growing at approximately 400 members per month.
GOAL 4: COMMITMENT TO ENGAGEMENT AND COMMUNITY SERVICE

Objective 4.1: Enrich the community through increased engagement of the College’s resources.

4.1.1 Increase engagement of faculty, staff, and students in outreach, service, and partnerships to contribute to individual achievement and the transformation of lives and communities in the Bronx and surrounding region.

Outcomes

• Three CUNY schools--Macaulay Honors College, Hostos Community College and Lehman--were awarded $4.6 million to launch the New Media Jobs Incubator and Innovation Lab as part of Governor Cuomo’s CUNY 2020 initiative (2014). The New Media Jobs Incubator offers professionally focused, project-oriented workshops and business development training to promising student entrepreneurs helping them to build projects and start businesses that serve local and regional communities. The Innovation Lab provides access to expertise and opportunities required to launch the best ideas on a much larger scale. The program capitalizes on the strengths of the campuses’ existing digital media programs to offer coordinated coursework in transmedia creative development, game design, music production, animation, digital design and graphics, and studies surrounding the cultural context of media production. The inter-campus educational experience allows the students to co-create and learn from each other. The rigorous academic program, which offers an honors track, is expected to graduate 200 students per year by the fifth year of operation.

• Lehman, in collaboration with Hostos and Bronx Community College, industry and community partners proposed the creation of the Bronx iTech Hub as part of the CUNY 2020 Challenge Grant Proposal. The Hub is envisioned as a catalyst for innovation and growth in the emerging IT ecosystem of the Bronx (2015). The three schools along with the CUNY Central administration have collaborated to develop a public/private partnership with EON Realty for a virtual reality and augmented reality initiative.

• Nearly 100 Lehman College students are part of the inaugural CUNY Service Corps, which mobilizes CUNY students, faculty and staff to work on projects that improve the civic, economic, and environmental sustainability of New York. The CUNY Service Corps aims to help students make a meaningful difference through service while gaining valuable real-world work experience; encourages faculty and staff to apply their expertise to the city’s biggest challenges and ultimately, benefit communities and, sponsors from the CUNY Service Corps projects (2013).

• The Lehman Community Connect Bronx Information Portal provides a map-based platform to find, view and interact with publicly available data and Lehman College information (2013).

4.1.2 Increase participation of the general public in cultural programs and events on campus.

<table>
<thead>
<tr>
<th>Attendance at Events</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Gallery</td>
<td>30,000</td>
<td>32,971</td>
<td>28,500</td>
<td>31,400</td>
<td>32,541</td>
<td>34,500</td>
</tr>
<tr>
<td>Performing Art Center</td>
<td>157,935</td>
<td>133,762</td>
<td>169,073</td>
<td>122,731</td>
<td>132,028</td>
<td>88,470 (as Dec. 2015)</td>
</tr>
<tr>
<td>Lehman Stages</td>
<td>60,080</td>
<td>64,000</td>
<td>67,000</td>
<td>71,340</td>
<td>75,230</td>
<td>77,000</td>
</tr>
</tbody>
</table>
Objective 4.2: Improve the health and educational well-being of the community.

4.2.1 Strengthen and broaden the College’s connections with New York City schools to improve student academic achievement.

Outcomes

• The High School for American Studies at Lehman College was ranked a Top 100 High School in the nation for six consecutive years (2006-2012) and ranked #1 in New York State and 32 in the nation in 2014. The New York City Department of Education report card gave high scores to the High School for American Studies at Lehman College for the college readiness and retention rates of its students. The report card rated the students as 100% college ready, 100% of the students who graduated earned passing marks on at least one advanced placement exam; and 98.9% of the students who graduated were still in college 18 months after graduating.

• Awarded Intel Foundation grant to pilot a science fair, Bronx SciFest, with five Bronx high schools in 2013. The science fair had twenty-one projects and thirty-six participating students. Fifteen students qualified to compete at the New York City Science and Engineering Fair (NYCSEF) and five student projects made it to the finals at NYCSEF, with one student coming in third place. Bronx SciFest was held three additional years with 43 student participants in 2014, 32 in 2015 and 35 student participants in 2016. The goal of the program, which includes professional development for high school science teachers, is to promote entry into STEM disciplines. The program was profiled in the New York Times article A Contest in the Bronx Help Young Scientists Explored published May 2015. (Alignment: Strategic Plan for STEM objectives 2.1, 4.1)

• The Lehman Women in Science Program began in 2012 and has run as a year-long program since. This program brings a select group of 12th grade women from Bronx high schools for a STEM immersion program. The objective is to increase the pipeline of women who choose to enter STEM disciplines in college. The young women are enrolled in a General Biology course, attend workshops and STEM-based field trips, and are paired with faculty mentors to complete a research project for submission to Bronx SciFest and NYCSEF. The program grew from 6 female students in the first summer to 8 in 2015. Three students from the 2015 cohort presented their research at the 2016 Bronx SciFest (Aligned with Strategic Plan for STEM objectives 2.1, 4.1).

The Bronx Institute

Since 2010, The Bronx Institute at Lehman College:

• Raised $23.1 million through government and private funding to serve high need students and their families in The Bronx.

• Offered academic enrichment and college readiness, Saturday, Sunday and summer pre-college programs and pre-college coursework in math and science, coding programs to support students’ entry into technology fields, college residence programs, and standardized test preparation (SAT and ACT college entrance exams and advanced placement tests) to more than 10,000 middle and high school students.

• Provided nearly 840,000 hours in tutoring, homework assistance, academic enrichment, counseling, advising, academic planning, career counseling and one-on-one mentoring to Bronx students.
• Conducted workshops such as choosing a high school and college, financial aid planning, and completing a college application that were attended by 15,000 parents and guardians.

• Through agreements and partnerships with science centers, such as the NY Botanical Garden, the Bronx Zoo, Wave Hill Garden, NYC Department of Parks and Recreation; arts programs such as the Lehman Art Gallery and the Lehman Center for the Performing Arts, and financial organizations that include the Federal Reserve Bank of New York, Junior Achievement of New York, National Foundation for Teaching Entrepreneurship and Youth Venture, approximately 1500 students were given the opportunity to increase their understanding of the environment, attend theatrical performances and arts programs, and prepare for the world of business and finance.

Recent Recognition

• The Bronx Institute maintains participant outcomes higher than state, city or borough averages for high school graduation and college acceptance.

• Twelfth-grade students participating in Bronx GEAR UP outperformed other 12th grade students enrolled in non-GEAR UP Bronx high schools on 6 Regents exams including Algebra, Earth Science, Chemistry, U.S. and Global History, and English (2015).

• In 2014, 107 students from Bronx GEAR UP were admitted to Lehman, representing 15.2 percent of the entering freshman class. The students are from a cohort of GEAR UP students who completed high school in 2014.

• Bronx Institute programs have hosted delegation visits by Hispanic legislators through the National Caucus of Hispanic Legislators and have been the subject of presentations nationally for replication by IDRA, ACE, NCCEP, and NCLR.

• Professor Herminio Martinez, Executive Director of the Bronx Institute, accepted an Educational Leadership Award, on behalf of the Institute, from the New York City Hispanic Chamber of Commerce (2014) and the Educator of the Year Award from The Bronx County Historical Society (2012).

4.2.2 Improve the health and well-being of the community through research, service, recreational programs, and partnerships.

• Corbin Hill Road Farm Share has brought fresh and affordable produce to the Lehman community from June to mid-November since 2013.

• The Institute for Health Equity sponsored several studies including the Vending Machine Initiative, a pilot study of vending machine snack choices at Lehman College; Photovoice Project!, where interns and the Program Associate used video cameras to document the environment and conditions that affect the health and well-being of their communities; and, a study of the Effects of Environmental Stress on Birth Outcomes in the South Bronx with community partner Bronx Health Link and funding from the Aetna Foundation and the Office of the University Dean for Health Sciences.

• The Wellness Education and Promotion Program (Student Affairs) provides internship opportunities for students in the health education and community health program and arranged internships at the NYC Department of Health and Bronx Lebanon Hospital Center.
• The Pumpkin Smash, sponsored on campus yearly since 2014 by the Lehman College Sustainability Council and the NYC Compost Project, provides compost that is used to rebuild NYC’s soil.

4.2.3 Promote a healthier and greener environment through example and partnerships with government agencies, educational institutions, organizations, and businesses.

Outcomes: The Sustainability Plan was developed 2010; the following goals have been met:

• Faucets with sensors on sinks and flush-o-meters on toilets were installed in all campus bathrooms (completed 2011)

• A bicycle was purchased for use by the central plant to reduce emissions and gas consumption and bicycle racks were installed throughout the campus to encourage more faculty, staff and students to ride bicycles to the campus to reduce emissions and gas consumption (2011, 2012).

• The heating, cooling and power plant upgrade project is in progress.

• Science Hall is the first CUNY building to be awarded “LEED Platinum” certification, the highest possible ranking from the U.S. Green Building Council. Science Hall was cited for environmentally sustainable technologies such as a rainwater/greywater system to clean and recirculate water and rooftop solar panels to heat the building’s water. It is also equipped with a rooftop teaching and research greenhouse.

• The original goal of changing to all energy saving fluorescent lamps was met. The new goal is to convert to LED lamps. The first project was in the pedestrian tunnels and energy efficient fixtures have been installed in the Main Gym of the Old Gym Building. Funding from the CUNY Sustainability Initiative Fund provided for the installation of new light fixtures and/or lamps in the Fine Art Building to energy efficient lighting systems.

• Two solar powered tables that serve as a workspace and laptop and cell phone charging station have been available on campus since 2013. They are made from recycled, ecofriendly materials.

• Two new electric Sentinel Police Mobility Vehicles were purchased for Public Safety. These vehicles offer our officers greater visibility while on patrol and fit into our overall sustainability efforts.

• Lehman College hosted the CUNY Center for Sustainable Energy's Annual Alternative Fuel Vehicle Conference for four years, from 2008 until 2012.

Objective 4.3: Contribute to the economic vitality of the Bronx and surrounding region.

4.3.1 Address workforce needs through collaborations with employers in growing and emerging sectors of the economy.
Outcomes: The School of Continuing and Professional Studies (SCPS) partners with employers, community based organizations and unions to provide career pathway programs that respond to the changing workplace and enable employees to compete in a global economy. In healthcare, the SCPS has developed the following programs:

- The RN to BS program conducted in conjunction with New York City Health and Hospitals Corporation, 1199 SEIU, New York Hospital Queens and Woodhull Hospital graduated 202 students with a BS in Nursing from 2010 through spring 2016.

- In 2014, in collaboration with Essen Medical Associates, SCPS started offering a MD-RN program to prepare foreign trained physicians to be employed as nurses. The first 17 participants completed the program in the Fall of 2015 and obtained RN licenses. The new cohort of 22 students began the program in Summer 2016.

- The MSN program conducted in partnership with New York Presbyterian Hospital in Queens and 1199 SEIU graduated 37 participants between Fall 2014 and Spring 2016.

- Through a partnership with Bronx Lebanon Hospital, the Small Business Services, 1199 SEIU, and the Joseph Murphy Institute for Worker Education and Labor Studies, 54 students earned Certified Nursing Assistant (CNA) or Patient Care Technician (PCT) certifications between 2013 and 2016. Fourteen students were upgraded to PCT positions at Bronx Lebanon Hospital.

- The Certified Clinical Medical Assistant program was developed in conjunction with the employer-sponsored New York Alliance for Careers in Healthcare, CUNY, and the NYC Small Business Services to meet the changing needs of the industry. Forty employer-selected students are taking the 531 hour course that includes a 180 hour externship.

- In 2013, over 1,300 Patient Care Aides were upgraded to Home Health Aides through a New York State Education Department certification program that included classroom instruction and eight hours of clinical rotation at a medical facility. In 2015, the program continued its partnership with ICL and DC 1707 and 82 participants completed the program and were certified.

- In 2014, SCPS received New York State Education Department certification to offer an enhanced curriculum to 120 home health aides under a program sponsored by CUNY, the NYC Small Business Services and home care employers. A total of 216 students have been certified as Home Health Aides.

- Forty Pharmacy Technicians were trained in a 600-hour program that includes 170 externship hours in a retail and a hospital setting in a program sponsored by CUNY and the NYC Small Business Services.

- Thirty-five high school students were trained in a customized 245-hour Pharmacy Technician program held at the High School for Health Professions and Human Services.

- In collaboration with PerScholas, Inc., SCPS provided Cisco Certification Network Associate (CCNA) training to 20 participants.
4.3.2 Encourage entrepreneurship and economic diversification through the activities of the School of Continuing and Professional Studies, the Bronx Small Business Development Center, and Lehman/CUNY centers and institutes.

School of Continuing and Professional Studies

- The Bronx Business Bridge, a startup incubator with sponsorship from Lehman College and the New York City Economic Development Corporation was established in 2014. The Bronx Business Bridge enables startups and businesses expanding in the Bronx and city to bridge the gap between plans and execution. The Bronx Business Bridge provides flexible office space and offers a full suite of business management support services including training on business fundamentals, access to a loan program and early stage capital for eligible participants, access to experienced mentors from the New York financial, business, and legal community, technical advice from Lehman College faculty and access to college interns, networking opportunities, and connections to market products.

- In partnership with EON Reality, a California based company specializing in virtual reality/augmented reality Lehman College, Hostos, and Bronx Community College plan to establish a program to train students in the coding for virtual and augmented reality and provide internship opportunities in this growing field. The operation is expected to begin within the School of Continuing and Professional Studies Fall 2016.

- Lehman, in collaboration with Hostos and Bronx Community College, industry and community partners proposed the creation of the Bronx iTech Hub as part of the CUNY 2020 Challenge Grant Proposal. The Hub is envisioned as a catalyst for innovation and growth in the emerging IT ecosystem of the Bronx.

Since 2010, The Bronx Small Business Development Center

- Created or saved 748 jobs in the Bronx and made an economic impact of more than $31.2 million (2010-present).

- Conducted 204 training events with over 5,600 attendees (2010-present)

- Partnered with the New York Hispanic Cosmetology and Beauty Chamber of Commerce to offer workforce training and support that promotes small business entrepreneurship in the Latino community. The Chamber has assisted hundreds of new and existing business owners, many of whom are new Americans, to start and expand their businesses and to assist with dealing with immigration and compliance issues related to the cosmetology and beauty industry.

- Partnered with the Women’s Business Resource Center to participate in the Entrepreneurial Assistance educational program focused on educating women and minorities from LMI communities.

- Collaborated with the Latino Association of Tax Professionals (LATA) to assist Latino tax professionals to grow their businesses and to educate the community.
Points of Pride


Ranked a Tier 1 institution and as one of the Top 50 Public Schools for Regional Universities in the North (U.S News & World Report, 2014)

Named #12 “Most Attractive Yet Affordable Campus” in the United States (Affordable Schools, November 2014).

Ranked a Top 5 school in the northeast region among all public and private universities for students who had the least amount of debt at graduation (U.S. News & World Report, 2014)

Ranked #3 in the nation in accessibility, affordability and outcomes (Business Insider, 2013)

Ranked # 56 among master's universities for social mobility, research, and service (Washington Monthly, 2013)

Graduate Social Work Program (MSW) ranked #3 in the nation (Graduate Program Guide for Students, 2015).

Ten “Best of the Bronx” one minute videos, promoting Bronx locales were developed by students and faculty with a $100,000 grant from the Mayor’s Office of Media and Entertainment (2014). The series won a local Emmy award in the category of Outstanding Community and Public Service/PSAs. In 2015, the video concept was used to produce “Lehman Stories” a video series that profiles the authentic experience of Lehman students.

The student-produced video news magazine “Inside Lehman” has received 31 awards and two Emmy nominations since 2004.

The reverse credit transfer program has become the model for CUNY and a University-wide priority for AY 2015-2016. CUNY Chancellor Milliken convened a Reverse Transfer/En Route Associate Degree Task Force and planning group to develop guidelines and implementation procedures for a CUNY-wide initiative.

The Freshman Year Initiative (FYI) received top honor in the 2015 Best Practices in Student Retention Award from the Consortium for Student Retention Data Exchange (CSRDE). The award recognized the FYI as a national model for its system-wide approach to the institution’s retention issues – rates for first year students reached 83.4%, which is 20 percent higher than the national average.

SEEK was named among the top 5 finalists for the nationally prestigious Excelencia in Education’s 2015 Examples of Excelencia Award, which recognizes programs dedicated to Latino success in higher education. SEEK was selected out of over 250 nominees from across the country.
Points of Pride

The Lehman Community Connect Portal was approved as a data resource for both the 2013 and 2014 NYC BigApps competition, a competition created by former Mayor Bloomberg to challenge software developers and the public to create web and mobile applications that address major issues facing New Yorkers.

Lehman, Hostos CC and Bronx CC received the “Best Collaboration Award” at the CUNY IT Conference in December 2015 for the “Bronx CUNY Reverse Transfer Dashboard.”

The Division of Administration and Finance received the Productivity Award at the CUNY Financial Conference five consecutive years for initiatives that improve performance and productivity, result in cost savings and/or revenue enhancements. The initiatives include:

1) LED lamps, an environmentally friendly light source with no hazardous substances, uses less power, generates less heat and has a significantly longer life span than other lamp types (2010).

2) The Lehman Online Management Reporting System (LOMRS), a web-based application that provides authorized users access to real-time data related to their encumbrances, expenditures and balances for Personnel Services and Other Than Personnel Services (OTPS) budgets (2011).

3) The automated parking lot access system resulting in wage savings of $170,000/year and revenue increases of $30,000 (2012).

4) Use of key performance indicators/metrics tool to identify, measure and enhance departmental performance (2013)

5) Implementation of an automated telephone messaging (Robocalls) to assist in tuition collection (2014).

The Director of Alumni Affairs was awarded the 2013 Outstanding Achievement in Alumni Outreach Award at the CUNY Philanthropy Forum for outstanding work in expanding the Office of Alumni Affairs.
A Culture of Planning

Advancing the Vision 2009 – 2023: Continuous Strategic Planning and Prioritization for a Stronger and Sustainable Lehman College, May 2016 (access from Lehman Connect Home Page)

Achieving the Vision by Building on a Strong Foundation: Strategic Directions for Lehman College, 2010-2020

Strategic Planning Council Report 2009-2019

Lehman College Strategic Plan Three-Year Planning Horizon 2005-2008 Report to the Community
http://www.lehman.edu/president/strategic-plan.php

Strategic Plan for STEM

Sustainability Plan
http://www.lehman.edu/administration/sustainability/documents/sustainability-goals