

INTRODUCTION

This document aims to provide information to advance President Cruz's goal of strengthening Lehman's "institutional effectiveness through the actualization and operationalization of the most promising recommendations and strategies" documented in Program Prioritization, in order to advance Lehman's future as a model of "transformative, equity-based higher education."

Over a two-month period I read 80 [Prioritization Reports](#). The reports were selected jointly with Provost Fayne. Of these, 70 are academic programs; the 10 others are student academic-support programs, and centers and institutes. It was not possible within the time frame allotted to review academic minors, nor was it possible to review administrative offices, though doing so would certainly have contributed to a deeper understanding of how the entire Lehman community supports its students.

Although I read through each criterion, I did not have time to dive into the data on majors, budget, productivity, etc., except to get a quick picture of a program's size and scale. Ultimately I tracked the following categories: Mission, Messaging/Recruiting, Teaching and Learning, Program Collaborations, Scholarship Involving Students, Community Partnerships, New Technologies, and Resources Needed. I was also able to tally current and aspirational teaching practices and categories of resource needs.

To provide some policy context, I read President Cruz's speeches and published writings, CUNY's Master Plan and *Connected CUNY* document, and articles, websites, and monographs on the following concepts: public colleges as stewards of place, the scholarship of engagement, high-impact practices in higher education. (See [Appendix, Works Consulted](#).) I also read and analyzed the results of the 2016 fall survey distributed by President Cruz; some of those responses are included in this review.

This review is organized into five sections: four theme-based information pages and a final page that collects some of the resource challenges (from Prioritization) to be addressed if Lehman is to fulfill its potential as a break-the-mold institution. The themes are:

- ***Lehman as an anchor institution:*** a college that is, at its core, civics-minded and place-based.
- ***Lehman as an engine of opportunity and social change:*** a lab site/model for transformative, equity-based higher education.
- ***Lehman as an incubator of innovative teaching and learning practices:*** a college where teaching and learning are digital, analytical, experiential, justice-oriented, and culturally responsive.
- ***Lehman as a catalyst for engaged scholarship and creative works:*** a "knowledge asset and resource" (AASCU 2002) both locally and globally.

There is a fair amount of overlap from one theme to another in the descriptions of programs and strategies. I had no hope or expectation that they would be mutually exclusive; perhaps redundancy is a good thing in surfacing innovative strategies and urgent needs.

Finally, the work described under these themes is congruent with CUNY's Master Plan and call for a "Connected CUNY" where partnerships contribute to college readiness; access, learning, and completion; career success; knowledge creation and innovative research; and a sustainable economic model.

