ACKNOWLEDGEMENTS

This 1995 Self Study of Queens College was prepared for the Commission on Higher Education of the Middle States Association of Colleges and Schools. The help of Dr. Arturo Iriarte, liaison from the Commission to Queens College, is hereby acknowledged.

The work of the self study was carried out by nine task forces and synthesized by the Steering Committee. Thanks go out to the almost 100 members of the task forces and Steering Committee whose names are recorded on the following pages. They have made contributions that will live on as part of the permanent history of Queens College. Many members commented that, despite the amount of work involved, they had really enjoyed being on the task forces because of what they had learned and the people they had met through the process. And from their learning, they have taught—taught the College community through their reports, the draft Self Study, and this final document. Information has been assembled and analyzed; new knowledge about ourselves has been created; opportunities for reflection, for celebration of achievements, for focusing in on problems have been afforded and embraced. The College community is now ready for the next step in the process—the site visit of the Evaluation Team.

Besides acknowledging the faculty, staff and students who served on Self Study task forces and the Steering Committee, we also need to express our gratitude to all those who were interviewed by the task forces and who participated in the work of the task forces through their answers to questionnaires. And we must give great credit to the very capable and hard-working staff who made production of this document (and its predecessor forms) possible. Special recognition is due to administrative assistant Elaine Roth, Director of Publications Yvette St. Jacques, graphic designer Dyanne Maue, and Director of Reprographics Robert Kwarta.

In closing, a personal note from the Steering Committee chairperson. As I write this, I have ten more working days at Queens College, ending a career that began in 1973. I leave with such great pride in this College—in its aspirations and in its achievements, in its potential and its refusal to let meager resources undercut its dreams. To have spent this past year orchestrating this report has been a challenge and a pleasure. I am certainly glad to see the report completed; but I am also very glad to have had this opportunity to work with a dedicated, thoughtful and talented group of colleagues. I am proud of what we have wrought.

Elizabeth S. Boylan
Steering Committee Chairperson
Associate Provost for Academic Planning and Programs
Professor of Biology
1995 MIDDLE STATES ASSOCIATION SELF STUDY

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*Chair
CHAPTER ONE: INSTITUTIONAL OVERVIEW

I. The Scope of Queens College

Established in 1937 to offer a strong liberal arts education to working-class people, Queens College is now a campus of 18,000 baccalaureate and master’s students. The students come from 120 different countries and speak 66 different native languages. *Discimus ut serviamus*, "We learn so that we may serve," is the motto of Queens College. The Mission Statement which has guided the College since 1986 may be found in Chapter Four. That chapter also presents the revised Statement of Purpose developed through the current Self Study process.

Queens College, located centrally in Queens County, is one of the ten senior colleges in The City University of New York. The CUNY system also has a graduate school, a technical college, a law school, a medical school and an affiliated medical school and six community colleges. Over 200,000 students are enrolled in CUNY colleges, making it the third largest university system in the country, after the California State system and The State University of New York. York College is another CUNY senior college in the Borough of Queens; it was established in south Jamaica in 1966 as part of an economic revitalization effort. There are also two CUNY community colleges in Queens—LaGuardia and Queensborough. Over half of the new students at Queens each year are transfer students, predominantly from the two borough community colleges and neighboring Nassau Community College.

The University is governed by a chancellor appointed by the Board of Trustees. This seventeen member body consists of ten members appointed by the Governor of New York, five members appointed by the Mayor of the City of New York, and the elected chairpersons of the University Student Senate and the University Faculty Senate.¹ The University headquarters building is located on East 80th Street in Manhattan, with the University Computer Center on West 57th Street and the central Admissions Processing Center on West 31st Street.

II. Academic Departments and Degree Programs

Queens College has 56 undergraduate major programs and 49 graduate programs. The College prepares students for graduate study and for careers in many fields and professions. The general education curriculum includes English composition, foreign language, physical education and Liberal Arts and Sciences Area Requirements (LASAR). Queens’ acclaimed minor programs in Business and Liberal Arts and in Journalism combine the best traditional education with an entry to the world of work. The following programs

¹ The chairperson of the University Faculty Senate is non-voting.
are accredited by professional associations: Chemistry and Biochemistry (ACS), Home Economics (AHEA and ADA), the Graduate School of Library and Information Studies (ALA), and Speech Pathology and Audiology (ASLHA).

The 34 academic departments of Queens College are organized into three divisions and a School of Education. The divisions and the School of Education are each administered by a Dean of the Faculty; the deans report to the Provost/Senior Vice President for Academic Affairs.

Division of Arts and Humanities
Art
Classical and Oriental Languages
Communication Arts and Sciences
Comparative Literature
Drama, Theatre and Dance
English
Germanic, Slavic & East European Languages
Library
Linguistics
The Aaron Copland School of Music
Romance Languages

Division of Mathematics and Natural Sciences
Biology
Chemistry and Biochemistry
Computer Science
Geology
Health and Physical Education
Home Economics
Mathematics
Physics
Psychology

Division of Social Sciences
Accounting and Information Systems
Anthropology
Economics
Graduate School of Library and Information Studies
History
Philosophy
Political Science
Sociology
Special Programs (SEEK)
Student Personnel
Urban Studies

School of Education
Elementary and Early Childhood Education
Educational and Community Programs
Secondary Education and Youth Services

III. Students

Queens College enrolled 14,541 undergraduate students and 3417 graduate students in fall 1994. Sixty-one percent of the undergraduate students are female. Women comprise seventy-two percent of the graduate students. Many students enroll part-time; enrollment for fall 1994 as full-time equivalent students equalled 12,454, up 1.6% over fall 1993. There are no residence facilities; students commute primarily from within Queens and from neighboring counties.

According to the 1990 census, Queens County is the most ethnically diverse county in the country, and the College's student body is reflective of that diversity. The proportions of Asian and Hispanic students are growing; the African-American population has remained stable. Of the fall 1992 freshmen, 37% were born outside the US or in Puerto Rico.
Admission criteria for freshmen undergraduates are a high school average of at least 80 or the top one-third of the high school graduating class or a combined SAT score of 900. The Queens College Foundation now provides up to 35 merit-based scholarships for entering students, and the College is planning to develop an Honors College. A special admissions program, SEEK, is available for economically and educationally disadvantaged students.

IV. Instructional Staff

The Queens College faculty comprises 543 full-time faculty in professorial titles, 72 full-time instructors and lecturers, 444 part-time faculty and 50 Graduate Assistants. All are represented in collective bargaining by the Professional Staff Congress. An additional 42 full-time faculty and 2 staff hold appointments at the College, but their lines reside on the Graduate Center payroll for administrative purposes. Ten faculty have been named Distinguished Professors in recognition of their exceptional records of scholarly accomplishment. Two hundred and seventy Queens College faculty are also members of the doctoral faculty of the Graduate School of the City University of New York.

The non-teaching instructional staff are also represented by the Professional Staff Congress; they include persons in the following titles:

<table>
<thead>
<tr>
<th>Research Associate</th>
<th>Senior College Laboratory Technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistant</td>
<td>College Laboratory Technician (CLT)</td>
</tr>
<tr>
<td>Senior Registrar</td>
<td>College Physician</td>
</tr>
<tr>
<td>Registrar</td>
<td>Higher Education Officer (HEO)</td>
</tr>
<tr>
<td>Associate Registrar</td>
<td>Higher Education Associate (HEA)</td>
</tr>
<tr>
<td>Assistant Registrar</td>
<td>Higher Education Assistant (HEa)</td>
</tr>
<tr>
<td>Chief College Laboratory Technician</td>
<td>Assistant to Higher Education Officer (aHEO)</td>
</tr>
</tbody>
</table>

V. Finances

The College’s 1994-95 tax levy operating budget is $69 million, funded through New York State tax levy appropriations and student tuition ($2450 a year for full-time entering students who are New York State residents). In 1993-94, external funding for sponsored programs at the College (including research grants and contracts) totaled more than $6 million. The assets of the Queens College Foundation are currently $8.3 million.

VI. Facilities

The College’s campus proper consists of 35 buildings on 76 acres, set in a residential, middle class section of Queens. Some of the original stucco-and-tile buildings from the early 1900’s still stand, contributing to the pleasantly eclectic style of the campus. In the past decade, a major building program greatly expanded classroom and research facilities, as well as spaces for varied campus activities. New buildings include the New Science Building, the Benjamin Rosenthal Library, and the New Music Building. The renovated Klapper Hall recently became home to the Art and English Departments as well
as the Godwin-Tembach Museum; Lloyd Delany Hall has also been completely renovated. The next phase of renovation includes Powdermaker Hall, the College's largest classroom building and home to most social science departments, and the B Building, one of the oldest buildings on campus. In April, 1995, Townsend Harris High School, a New York City magnet school for the humanities, relocated into a new building on the southwest corner of the campus. Colden Center, housing a 2147 seat auditorium and a 476 seat theatre, is the site of many community events and cultural programs.

VII. Campus Governance

The Academic Senate is the academic governance body of the College, responsible for the formulation of policy relating to the admission and retention of students, curriculum, granting of degrees, campus life, and the nomination of academic deans. It also establishes rules governing the use of the College name by organizations and clubs, and conducts all educational affairs customarily cared for by a college faculty. The Charter, Bylaws and actions of the Academic Senate are subject to the approval of the CUNY Board of Trustees. There are 60 faculty and 30 student Senators elected by their various constituencies; administrators are ex officio members of the Senate, with voice but no vote. Reporting to the Senate are several standing College committees. There are also six independent student governments.

The College Personnel and Budget Committee includes all chairpersons and is chaired by the President; this Committee makes recommendations to the President on appointments, tenure, and promotion, and advises the administration on budgetary matters.

VIII. Alumni/ae

While 82% of Queens College's 92,000+ alumni/ae live in the New York metropolitan area, large numbers now reside in Boston, Washington, DC, California, and Florida, and alumni/ae can also be found in every state of the US and in several foreign countries. The alumni/ae have excelled in a variety of careers: as educators, doctors, lawyers, artists, writers, journalists, engineers, anthropologists, dentists, archaeologists, comedians, musicians, business executives, real estate developers, actors, poets, legislators, manufacturers, accountants, bankers, biologists, chemists, research scientists. The College ranks 35th nationally in the number of baccalaureate graduates who have gone on to earn a Ph.D.²

² Data are from Doctorate Records File, National Research Council, baccalaureate degrees awarded in 1979-1988.