from teaching not commensurate with their administrative work. Shrinking budgets for adjunct faculty make it ever harder for these programs to pay for instructors having expertise not possessed by full-time faculty, or to furnish adjunct replacement funds to departments when full-time faculty are "borrowed" for teaching in a given program. Reductions in the College's Library budget have been damaging for all departments and programs (see below, under "The Library"), but especially for programs of ethnic and international studies, which require many items published abroad. In the interests of bolstering interdisciplinary programs, the Provost and Assistant Provost have formulated a new plan to schedule for and fund interdisciplinary programs. A roster is being prepared of full-time faculty willing and able to teach in these programs. Schedules of projected course offerings will be prepared sufficiently in advance for the Provost to take full account of them in allocating the available adjunct funds. Though additional interdisciplinary programs are recommended, along with more interdisciplinary team-teaching, in the College's 1994-99 Five Year Plan, it is not easy to see how such additions can be made with existing resources. This will be a matter for the attention of faculty, the Provost and the deans as the College proceeds with its Academic Program Planning efforts.

RECOMMENDATION: The Academic Senate and the administration should join forces in promoting greater coordination and further cooperation among the College's many and various disciplines, interdisciplinary programs, and services. <5-2>

Queens College has thousands of students from a wide range of ethnic and cultural backgrounds, and many are recent immigrants to the United States. In keeping with the College's multicultural population, many special curricula and activities are available. In fact, the ethnic and area studies programs provide strong curricula encompassing the American immigrant experience and the history, culture, and civilization of societies on every continent. Over the years, these programs have developed innovative courses and brought to the College many visiting scholars for conferences, symposia, and courses on timely topics. Community outreach projects of these programs, including lecture series, publications, and cultural activities, have linked the College with the diverse population of the Borough of Queens and the City at large. Exchange programs and travel grants have enabled students and faculty to pursue scholarly objectives abroad, and working relationships have been established by these programs with academic institutions and cultural agencies around the world.

Despite the richness of the curriculum in ethnic and area studies, some students still feel underserved, arguing that there are histories and cultures which are not among the College's regular offerings. The Council of Club Presidents passed a motion in March 1995 that urged "every department to make a genuine effort to provide a more diverse curriculum of classes, and expand their curriculum to include the areas currently ignored." To date, the Council has taken no further action toward having the motion implemented.

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5 See CHAPTER TEN: STUDENTS for detail on characteristics of the student body.
In 1989, the Presidential Advisory Council on Multiculturalism was formed to implement a Plan to Promote Pluralism and Diversity and to ponder additional ways of fostering campus dialogue in this field. The Council consists of administrators, students, and faculty representatives from each department. It meets regularly, publishes a calendar of multicultural events, and organizes well-attended events of its own—dramatic presentations, lectures and readings by notable visitors, and so on. In 1994 the Council joined with the Journalism program to found Queens World, a newspaper of multicultural scope produced by Journalism students three times each semester. In 1995 the Council worked with Student Activities to introduce—and institutionalize—a diversity component into all freshmen orientation sessions.

V. Evening Programs

As an urban public institution aware of its responsibilities to its entire community, including its increasing adult and working population, the College endeavors to maintain strong evening programs. About 40% of the College’s population attends classes in the evening. In addition, many “day” students avail themselves of evening facilities and services. Seventeen of the College’s 56 undergraduate majors are available in evenings as well as in the daytime. Currently about 300 undergraduate sections are offered each semester in evenings. This constitutes about 17% of the College’s total number of undergraduate sections—a percentage that has held steady over the last five years in spite of considerable losses in the overall number of faculty and in the total number of sections (down about 6% in fall 1994 from fall 1990). Graduate offerings mostly occur in the evening.

Generally speaking, support services are somewhat spotty across the campus during evenings. Most departments’ main offices are closed, so that evening faculty (many of them adjuncts) do not have access to secretarial services, supplies, copying machines, and so on. Faculty advisors are on hand during the evening, and their hours are published. Major student services, such as the Registrar’s and Bursar’s offices, are open for two hours on two evenings per week when classes are in session. The Rosenthal Library continues to provide specialists during evening and weekend hours. Evening advisors have been reorganized to strengthen services in the new Office of Academic Advising in Kisly Hall. These services now include registration information sessions for entering freshmen and monthly orientation workshops open to all (but principally directed at entering freshmen and transfer students).

As will be explained in some detail in CHAPTER THIRTEEN: ORGANIZATION AND ADMINISTRATION, the responsibility for the adequacy of evening academic services and course offerings was transferred in 1993 from the Dean of the School of General Studies to the academic deans, with overall planning and monitoring being provided by the Assistant Provost. The Task Force on Educational Programs found that this has worked well, and did not deem it necessary to appoint a dean or director of evening programming. For the future, the best plan may be to strengthen the cadre of assistant
chairs for evening programs, while increasing the responsibilities in this sphere of the divisional deans.

A CUNY task force was set up in 1992 to examine evening programs and services throughout the University. The Task Force's report showed that the evening programs and services at Queens compare favorably with those at the other senior colleges in the system. Thus, programs offering both day and evening courses were found to total 37 at Queens, 47 at Baruch, 32 at City, 41 at Hunter, 14 at John Jay, 19 at Lehman, 41 at Staten Island, and 26 at York. The College has had much experience and many successes with its evening programs, and the successes have often been taken as models for program development at other institutions. However, given the College's overall financial situation,

**RECOMMENDATION:**  There should be vigilance in maintaining, and imagination in augmenting, services and course offerings for evening students. There should be a strengthened cadre of assistant chairs for evening programs and a renewed emphasis upon divisional deans' responsibilities for evening programs.

<5-3>

VI. The Freshman Year Initiative (FYI)

Begun in 1992 with the assistance of funding from a CUNY initiative and later with a FIPSE grant, Queens' Freshman Year Initiative project aims to engage new students more comprehensively in academic life and ease their transition to college. Invitations are issued to high school seniors whose assessment test scores place them in English 110, English Composition I. Those accepting take a block of three courses in different fields; students in a given block—a learning community—attend all three courses together. This is designed to help them develop good academic survival skills and social bonds. They also attend larger group meetings and seminars during which they talk about their work, the program, and any problems that may have arisen. Faculty from the various disciplines teaching in these learning communities are encouraged to meet together, structuring their courses so that there is some connection and overlap among them. Faculty also visit, and occasionally participate in, each other's classes. The program lasts for one semester, though there have been some sections set aside for FYI students in the following semester.

The FIPSE funding for FYI was predicated on its potential for development of a program which could serve as a national model for freshmen. Significant progress has been made. In March 1995, FYI was featured in a panel presentation entitled "Engaging Contraries: Creating an Academic Community at a Commuter College" at the National Conference on Higher Education. Response from across the country was encouraging, as other colleges, particularly urban commuter colleges, attempt to counter forces which inhibit the establishment of academic community and impede students' opportunities for success.
While the program's brief period of existence makes evaluation difficult, the preliminary results are encouraging. Both retention rates and grade-point averages are higher than those for the College's freshmen generally. The program has grown from five faculty and 32 students in fall 1992 to 47 faculty and 360 students in fall 1994. Much has been learned that will help the College generally in its efforts to improve freshman orientation, retention, and services of all kinds. The whole system of student advising should profit from the new thinking inspired by the program. The hope is that the program can be given a permanent footing, that it can be expanded, and that something similar can be developed for transfer students. Additional sources of outside funding are being vigorously pursued.

VII. Alternative Credit-Bearing Programs

Under this heading five credit-bearing programs will be discussed. Although none involves a major or minor, each is of prime importance in the College's efforts to meet its responsibilities to an exceptionally diverse community. A sixth credit-bearing course sequence, College English as a Second Language, is discussed in the section on Academic Skills in CHAPTER SIX: ACADEMIC SUPPORT SERVICES.

A. Adult Collegiate Education (ACE)

The ACE program, established in 1963, is a separate track for students over the age of 25. ACE students satisfy most general education requirements by taking eight basic ACE seminars, and then proceed to the general College curriculum for majors and other requirements. ACE is well-suited for meeting the needs of students following the national trend toward "life-long learning" and of so-called "non-traditional students" who want a bachelor's degree. Approximately 1,500 students are currently working on degrees through ACE, a figure that has remained fairly constant over the last decade. Most ACE students are part time, balancing complex work schedules, family and other commitments with college. These adults often stop out for a semester or two but many return to complete their degrees. ACE's resources are heavily skewed toward serving the needs of evening students, although courses are also available during the daytime and on Saturdays. All ACE classes are taught by contracted adjuncts, many from the regular College faculty.

The ACE Office serves students from recruitment, admission, orientation, registration, entry-level requirements, and advising through to graduation. In fact, considerable resources are directed toward professional advising for ACE students during four evenings and one afternoon each week. However, ACE evening students report serious erosion of College-wide services for them, and courses and some majors are no longer available to evening students. This is a trend that needs careful attention.

ACE is administered under the aegis of the office of the Assistant Provost. It has a faculty Advisory Board, which provides direction and evaluation. Students regularly submit formal course and faculty assessments and also participate in the College-wide course
evaluation system. ACE students also engage in social activities and workshops, and have a campus political voice through membership in the ACE Student Association. A measure of the academic success of ACE students is reflected annually at the ACE commencement, where a typical graduating class of 125 students will yield approximately 50% with top college-wide honors (cum laude, magna, or summa). About 25% of these then proceed to graduate school.

A serious problem that has developed over the last eight years has been the trend toward ever-enlarging classes and bottlenecks in critical, required areas. Enrollment statistics (Table 4-1) reveal that ACE has declined in number of sections offered, from 82 in 1986-87 to 65 in 1993-94. The average section size in 1986-87 was 25; in 1993-94 it was 37. At the same time that FTE's grew from 661.4 to 728.8, ACE's budget decreased by almost 20%. ACE would like to return to manageable section sizes. This situation is, of course, driven by reversals in the economy and budget. Enrollment statistics also reveal bottlenecks in required sequential courses, where large numbers of students are forced to wait for openings or simply drop out, resulting in a retention problem.

**TABLE 5-1: ACE PROGRAM**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrollments</th>
<th>FTE's</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986-87</td>
<td>2074</td>
<td>661.4</td>
<td>82</td>
</tr>
<tr>
<td>1987-88</td>
<td>2060</td>
<td>645.6</td>
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<tr>
<td>1988-89</td>
<td>2111</td>
<td>658.7</td>
<td>78</td>
</tr>
<tr>
<td>1989-90</td>
<td>2168</td>
<td>657.0</td>
<td>77</td>
</tr>
<tr>
<td>1990-91</td>
<td>2312</td>
<td>722.8</td>
<td>72</td>
</tr>
<tr>
<td>1991-92</td>
<td>1908</td>
<td>617.2</td>
<td>61</td>
</tr>
<tr>
<td>1992-93</td>
<td>2037</td>
<td>648.8</td>
<td>56</td>
</tr>
<tr>
<td>1993-94</td>
<td>2405</td>
<td>728.8</td>
<td>65</td>
</tr>
</tbody>
</table>

**B. Special Programs / SEEK**

The Department of Special Programs is home to SEEK (Search for Education, Elevation, and Knowledge), which provides an opportunity for college education to students having inadequate high school preparation (averages below 80) and low levels of family income. Enrollment in SEEK now exceeds 1000 and the students represent an ethnically diverse population, many of whom are new Americans. Besides its director and office staff, SEEK consists of a counseling unit, tutoring and financial aid staff, and instructors in reading. In other departments (e.g., English, Mathematics, and several social science departments) there are additional faculty whose primary responsibility is to the SEEK curriculum.
Courses offered within SEEK are classified either remedial, developmental or compensatory. Credit is assigned on the basis of the amount of college material included, ranging from no credit for courses in the remedial category to four credits in the compensatory one. The subject matter includes Reading, English, Mathematics, Social Sciences, and Spanish. Students are assigned to courses using CUNY assessment tests and other placement exams. Extended hours are offered in generally smaller classes, and special instructional techniques are employed to raise the students' academic level.

In the past five years there have been modifications in the English and Reading curricula mainly as a result of English-as-a-second-language demands. Efforts have been made to coordinate materials and assignments in Reading and Social Science courses. The SEEK faculty in English are particularly proud of their curriculum, which has been a model for the College in the area of multicultural literature.

The SEEK Learning Skills Center provides individual and pro-active group tutoring. New technologies have been added to the SEEK labs for reading and computing. Counseling is a primary part of the SEEK program; faculty counselors lead Student Life Workshops and are responsible for academic program planning and for personal and career advising for individual students assigned to them throughout a student's career at the College.

LASAR offerings in SEEK are limited to two Social Science courses (counted as equivalent to one LASAR course). This is not regarded as a problem, for SEEK recognizes its role as primarily the providing of pre-college instruction. A need is frequently expressed, however, for more courses of a "bridging" type, as in precalculus and the natural sciences, to enable students to move ahead into certain areas of study.

C. Worker Education / Labor Education and Advancement Project (LEAP)

The Office of Worker Education, established in 1984, provides educational services to union-sponsored, working adult students, both undergraduate and graduate. The Office does this through LEAP on campus and through an Extension Center in Manhattan. The curriculum of Worker Education furnishes a sequence of courses that satisfy the College's general education requirements, preparing students for regular departmental majors of their choosing; many choose Labor Studies or Urban Studies. The Office assists in the admissions process and provides academic counseling throughout students' academic careers. The program has grown from 54 students in 1984 to more than 550 in 1995.

The Extension Center, opened in 1992, continues a program formerly affiliated with Hofstra University. Ninety students are currently enrolled at the Center; new and sufficiently spacious quarters have been acquired for a targeted enrollment of 200 students (130 FTE's). Library resources are to be greatly augmented by arrangements, currently under negotiation, whereby students will have access to the CUNY Graduate Center's excellent library on 42nd Street. The College's Academic Senate has approved a new
degree program for the Extension Center, a BS in Applied Social Sciences, which awaits CUNY and State approval. The Center is also awaiting formal status as a branch campus.

D. The Senior Citizen Program

The Senior Citizen Program is a CUNY-wide program whereby State residents over 65 years of age, who possess high school diplomas or GED's, may enroll in any college course on a space available basis for a flat fee of $52.00. In recent years Queens has been enrolling about 600 of these students (about 100 of them matriculants), which is about a third of the CUNY total. The State has funded the program through a budget for tuition waivers; for 1995-96, the program will function on an audit basis. Students will still be accommodated on a space available basis and may take a full load of courses. Senior Citizens who wish to remain in full matriculated status will have to pay tuition; this represents a minority of the total number of Senior Citizens served.

E. The Cooperative Education Program

The Cooperative Education Program, begun in 1987, offers courses and internships designed to promote understanding of the business community--management theories and practices, obligations of both employers and employees, problems and prospects of diversity in the workplace, and so on. Currently in the third year of a five-year grant of half a million dollars, Cooperative Education enrolled 413 students in 1994 and placed 247 of them in internships, many of which were paid. The goal for 1995 is 500 enrollments and 325 internships. The program is being coordinated with other experimental and pre-professional programs at the College.

... Evaluations are a strong point of Cooperative Education. The staff make site visits, provide constant monitoring of students' performance, and have developed protocols for program assessment both by employers and by students. Students evaluate their experiences twice each semester by responding to protocols. Moreover, students are required to keep journals in which they define five objectives and then assess in writing the degree to which they have achieved their goals, the problems they encountered, and the methods they developed for improving performance or relations with employers and fellow employees. Employers are also required to evaluate each student each semester. Some difficulties for the students have been created by the College's shortage of business journals and books concerning work and the business world. At the moment, Cooperative Education is using some of its grant funds to establish a small library of its own.

VIII. Graduate Studies

A. Master's Programs and Advanced Certificates

The graduate division currently serves over 3400 students in the New York Metropolitan Area. The New York State Department of Education Inventory of Registered
Degree and Certificate Programs lists 24 Master of Arts degree programs, 21 Master of Science in Education degree programs, two Master of Library Science degree programs, one Master of Fine Arts degree, one Master of Arts in Liberal Studies degree, six BA/MA programs, 10 post-baccalaureate advanced certificate programs, and six post-master's advanced certificate programs.

Three M.A. programs, Latin American Area Studies, Economics, and Political Science and Government, are not now accepting applications for admission. Three post-master's advanced certificates (Latin American Area Studies, Learning Technologies in Education, and Marriage and Family Counseling) are also not accepting applications for admission, and pending final decisions on the hiring or redeployment of replacement faculty, are likely to be withdrawn.

New programs added since the 1991 Periodic Review Report include a Master of Science in Education in Bilingual Elementary Education, and ten post-baccalaureate advanced certificates. A proposal for a new interdisciplinary Master of Arts in the Social Sciences was recently approved by the Academic Senate and has been sent to the CUNY Office of Academic Affairs. This is an exciting prospect, offsetting the suspension of M.A.'s in Economics and Political Science and Government and opening up a new alternative for students, particularly those who are secondary school teachers. New proposals are contemplated for post-baccalaureate advanced certificates in Music Education.

Graduate degrees awarded peaked in 1992 after a long climb upward, but they still remain at a high level. The data are shown in Table 5-2.

**TABLE 5-2: GRADUATE DEGREES AND CERTIFICATES CONFERRED**

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>MA Degrees</td>
<td>637</td>
<td>646</td>
<td>675</td>
<td>805</td>
<td>824</td>
<td>834</td>
<td>891</td>
<td>849</td>
<td>809</td>
</tr>
<tr>
<td>Advanced Certificates</td>
<td>64</td>
<td>84</td>
<td>120</td>
<td>60</td>
<td>64</td>
<td>93</td>
<td>84</td>
<td>86</td>
<td>68</td>
</tr>
<tr>
<td>TOTAL</td>
<td>701</td>
<td>730</td>
<td>795</td>
<td>865</td>
<td>888</td>
<td>927</td>
<td>975</td>
<td>935</td>
<td>877</td>
</tr>
</tbody>
</table>

B. Issues Raised by the 1986 Middle States Evaluation

The 1986 Middle States Evaluation Report expressed a number of concerns. The following areas were cited for possible focused effort: the pace of curricular change, the level of financial support for graduate students, the need for greater resources and extended hours in the library, and the adequacy of evening support services. These areas will be addressed here, but they have also been addressed in the various self study and interim reports that the College has prepared since 1986.
1. Curricular Change

The process for curricular change is admittedly cumbersome. The structures of the College, the University, and the State Education Department taken together could be viewed as hindrances to speedy implementation of desired changes. On the positive side, this review structure provides the maximum opportunity for careful scrutiny by all concerned. When all bodies--departmental curriculum committees, the College's Graduate Curriculum Committee and Academic Senate, University oversight bodies, and the offices of the State Education Department--serve appropriately, the result is thoughtful, thoroughly considered change. Significant curricular change has, in fact, been enacted in the preceding decade, including successful initiation of the programs previously mentioned (see section II), formal withdrawal of two Master's degree programs (M.A. in Teaching of Speech and Hearing Handicapped, and M.A. in Drama and Theatre), and numerous other program alterations.

A 1993 resolution of the CUNY Board of Trustees mandated the regular review by CUNY colleges and schools of their bulletins and related publications to ensure that all listed academic programs and courses are available and offered with reasonable frequency. On November 11, 1993, the Queens College Academic Senate approved a follow-up resolution calling on all departments of the College to implement the resolution. Graduate programs were asked to review their degree structures and course offerings in light of these resolutions. As a result, some courses were withdrawn, some placed on reserve and designated in the bulletin as courses that will not be offered in 1994-96, and a number of graduate programs were restructured. In its curricular structure, the College has the means to ensure that the integrity of graduate curricula is maintained and needed changes are made.

2. Financial Support for Graduate Students

The lack of adequate financial support for master's level graduate students has been harder to address. Available funding is woefully insufficient to serve for the recruitment of outstanding applicants, to support enrolled students, or to enlarge opportunities for students to do research under faculty guidance. The College has made every effort to hire graduate students on adjunct lines and to maintain some support with graduate teaching assistantships. Students in the sciences are often supported on faculty research grants. However, the overall picture for graduate student support will not improve appreciably until allocation patterns of the State and University change.

3. Library Resources and Hours

Both issues are dealt with in more detail elsewhere in this study. With respect to the dependency of the graduate program on adequate library resources and longer hours of service, cited both in the 1986 Evaluation Report and subsequent self studies, the Library has acted with determination to ensure adequate coverage and accessibility, despite
continuing financial constraints. Hours on Monday through Thursday are 9 a.m. to 9 p.m., on Fridays 9 a.m. to 5 p.m., and on Saturdays and Sundays noon to 5 p.m. The Music
Library is open Monday through Thursday 11 a.m. to 7 p.m. and on Fridays 9 a.m. to 5
p.m. In addition, during examination times, the Library's reading room is kept open 24
hours a day. This schedule has greatly helped graduate students, whose on-campus hours
are mostly in the evening. Further, while library resources have suffered greatly under
present modes of allocation, cause for hope is provided by the multiplication of resources
that increased computer access should bring. The Library is currently completing its
Academic Program Review: the external review, combined with the internal self study, is
expected to yield a specific long range plan in fall 1995.

4. Evening Administrative Support

Since the 1986 Evaluation Report, the College has furthered its effort to
become more accessible to evening and graduate students. When classes are in session,
offices of the Registrar, the Bursar, Financial Aid, and Admissions remain open two nights
a week until 7:30 or 7:45 p.m. A number of departmental graduate advisers set advising
hours in the late afternoon and evening, and the Office of Graduate Studies is open daily
until 5:30 p.m. and by appointment until 9:30 p.m.

C. Administrative Reorganization

As indicated in the 1991 Periodic Review Report, the College's graduate division
was reorganized substantially in 1989 after the resignation of the Dean of Graduate Studies
and Research. Because of financial constraints, the dean was not replaced. Immediate
authority for the Graduate Division fell to the Provost and Associate Provost. In addition, a
Council of Deans was constituted as a committee on academic and fiscal oversight. The
former assistant to the Graduate Dean was designated Assistant to the Provost for Graduate
Studies. Reporting directly to the Associate Provost, the Assistant to the Provost functions
in association with the Graduate Curriculum Committee and the Graduate Scholastic
Standards Committee in the areas of graduate curriculum and graduate scholastic standards,
in the advising and monitoring of students, and in various other administrative areas; she
also works closely with the Graduate Admissions Office and with graduate advisors in each
department. The research component of the dean's position was transferred initially to the
Vice President for External Relations, and more recently to the Provost.

Total graduate student enrollment, matriculated and non-matriculated, during and
since this period of reorganization has been as follows:

| TABLE 5-3: GRADUATE ENROLLMENTS * |
|------------|------------|------------|------------|------------|------------|------------|
| FALL 89    | FALL 90    | FALL 91    | FALL 92    | FALL 93    | FALL 94    |
| 3476       | 3253       | 3547       | 3441       | 3292       | 3417       |

* - Numbers represent headcount, not FTE students.
Despite the drops of fall 1990 and fall 1993, the reorganization has not significantly affected enrollment, and administration of the graduate division has proceeded effectively. The reorganization nonetheless brought certain important issues to the fore. The interests of graduate students and programs will always be best represented by an officer of academic stature, and designation of the Associate Provost as chief officer for graduate studies was a positive and necessary offset to the loss of the dean. The health of the Graduate Division depends upon the Provost’s and Associate Provost’s continuing clear commitment to graduate studies. Both need to keep the divisional deans informed and engaged with respect to the educational and administrative issues of the Graduate Division.

In the long term, issues highlighted by the dean’s departure can be addressed only as the College’s future funding realities take shape. (See also CHAPTER THIRTEEN: ORGANIZATION AND ADMINISTRATION.) For the present, the vitality of the graduate enterprise is real, attesting both to its stability and the College’s commitment to it. Master’s and advanced certificate recipients in the many hundreds, be they educators, computer scientists, librarians, musicians, artists, scientists, or social science and humanities theorists, have enriched and will continue to enrich the life of the metropolitan area.

D. Doctoral Programs

While Queens College itself does not offer the Ph.D. degree, about 270 of its 650+ faculty hold appointments on the doctoral faculty of the CUNY Graduate School and University Center located in mid-town Manhattan. Doctoral students typically take courses at the Graduate Center, and many receive financial support for teaching at Queens as adjuncts and Graduate Assistants. Outside the laboratory sciences, the connection of doctoral students with the educational programs of the College is primarily through their teaching role. In the laboratory sciences, however, the Ph.D. programs are strongly—physically—tied to the College, as there are no centrally-appointed science faculty and no teaching or research laboratories at the Graduate Center.

More than 100 doctoral students conduct their laboratory research at Queens in the programs of Biology, Biochemistry, Chemistry, Computer Science, Geology, Physics and Psychology. In the case of the Biology, Physics and Psychology programs, these students take the core doctoral courses on campus as well. The doctoral students form an integral part of the research effort at Queens. In addition to carrying out their research, they contribute to the projects and training of undergraduate research students who work with faculty. They participate in journal clubs and seminar series, and advance the research activities of the faculty who sponsor them.

The funding of doctoral education in the unique consortial arrangement that exists among the Graduate School and the senior colleges of CUNY is insufficient and problematic. A serious and thorough review of the funding structure is taking place at the
request of the President of the Graduate School. It is hoped by all involved that additional and stable support for graduate students can be provided and that funding mechanisms can be put into place that accurately reflect the costs of supporting doctoral education. For additional discussion, see CHAPTER EIGHT: FINANCIAL RESOURCES and CHAPTER THIRTEEN: ORGANIZATION AND ADMINISTRATION.

E. The Academic Future of Graduate Studies

Diminishing resources and the movement toward a more central focus within the University will inevitably raise questions about graduate programs. Financial difficulties already have forced departments to close some graduate programs and have limited some course section offerings. Many others have wrestled with the competing interests of their undergraduate and graduate programs as they have undergone Academic Program Review. Hard choices have been made.

At the same time, new programs have been developed and are proceeding successfully. The Bilingual Elementary Education Master's is meeting real community needs and attracting an enthusiastic and dedicated group of students. The M.A. program in Clinical Behavioral Applications in Mental Health Settings has been providing leadership and expertise in applied behavioral analysis in educational and treatment settings in the community. The M.A. in the Social Sciences, whose approval is pending, will draw on the strengths of all departments within the Social Sciences, and will provide a means for professional advancement to students dealing with disciplinary shifts in their own fields. The post-baccalaureate advanced certificates in education constitute formal programs enabling students without undergraduate preparation in education to obtain provisional certification as teachers. These new programs attest to the College's ability to address societal needs despite hard times and to provide quality programs of study in areas important to individual students and the community.

RECOMMENDATION: The College should commit an adequate level of support for graduate education at both the master's and doctoral levels.

<5-4>

IX. Program Enrollments and Degrees Conferred

The following observations are based upon information given in the Queesns College Fact Book, 1994-1995, produced by the College's Office of Institutional Research. The accompanying table (Table 5-4) shows comparative (1987 and 1993) data on full-time equivalent (FTE) students, average section sizes, and degrees conferred for each department and the College as a whole. Data for both undergraduate and graduate programs are shown.
<table>
<thead>
<tr>
<th>Totals of Fall FTE Students (Number in parentheses shows number of graduate students included in totals.)</th>
<th>Average Section Size</th>
<th>Total Degrees Conferred (Number in parentheses shows number of graduate students in totals.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Humanities Division</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>376 (39)</td>
<td>353 (39)</td>
</tr>
<tr>
<td>Class&amp;OrLang</td>
<td>103</td>
<td>158</td>
</tr>
<tr>
<td>CommaArt&amp;Sci</td>
<td>488 (46)</td>
<td>446 (50)</td>
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<tr>
<td>CompLiterature</td>
<td>95</td>
<td>94</td>
</tr>
<tr>
<td>DramaTh&amp;Dan</td>
<td>162</td>
<td>190</td>
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<tr>
<td>English</td>
<td>1064 (39)</td>
<td>922 (54)</td>
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<tr>
<td>GermanSlavic</td>
<td>61</td>
<td>54</td>
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<td>136 (31)</td>
<td>176 (19)</td>
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<tr>
<td>Music</td>
<td>301 (69)</td>
<td>335 (63)</td>
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<tr>
<td>RomLanguages</td>
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<tr>
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<td>216 (36)</td>
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<tr>
<td>HomeEcon</td>
<td>224 (15)</td>
<td>203 (10)</td>
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<tr>
<td>Mathematics</td>
<td>678 (34)</td>
<td>549 (41)</td>
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<tr>
<td>Physics</td>
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<td>DIVISION</td>
<td>3113 (338)</td>
<td>3072 (301)</td>
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### Totals of Fall FTE Students
(Number in parentheses shows number of graduate students included in totals.)

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<tr>
<td>Accounting</td>
<td>490</td>
<td>544</td>
<td>33.1</td>
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<td>Economics</td>
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<td>44.0</td>
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<td>30.9</td>
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<td>53 (4)</td>
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<td>Lib/Info Studies</td>
<td>88 (89)</td>
<td>132 (132)</td>
<td>15.9</td>
<td>27.8</td>
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<td>Philosophy</td>
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<td>292 (5)</td>
<td>30.4</td>
<td>43.3</td>
<td>6</td>
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<td>Political Science</td>
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<td>263 (19)</td>
<td>27.7</td>
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<tr>
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<td>42.6</td>
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<td>Urban Studies</td>
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<td>293 (46)</td>
<td>25.6</td>
<td>41.1</td>
<td>18 (7)</td>
<td>37 (10)</td>
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<td><strong>DIVISION</strong></td>
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<td>3538 (259)</td>
<td>32.1</td>
<td>39.7</td>
<td>712 (45)</td>
<td>911 (128)</td>
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### School of Education

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<td>EdCommProgr</td>
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<td>321 (321)</td>
<td>14.2</td>
<td>19.3</td>
<td>243 (243)*</td>
<td>141 (141)</td>
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<td>ElemEarlyEd</td>
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<td>19.6</td>
<td>30.6</td>
<td>341 (179)*</td>
<td>368 (185)</td>
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<td>SecondaryEd</td>
<td>228 (123)*</td>
<td>255 (129)</td>
<td>16.7</td>
<td>22.7</td>
<td>149 (149)*</td>
<td>192 (192)</td>
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<td><strong>SCHOOL</strong></td>
<td>1106 (778)*</td>
<td>1073 (751)</td>
<td>18.3</td>
<td>25.0</td>
<td>733 (571)*</td>
<td>701 (518)</td>
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<tr>
<td><strong>COllege Totals+</strong></td>
<td>11507 (1643)</td>
<td>11773 (1570)</td>
<td>24.3</td>
<td>29.6</td>
<td>2563 (730)</td>
<td>2892 (960)</td>
</tr>
</tbody>
</table>

* Figure for 1988.

# Underestimated as students' second majors are not counted in totals.
+ For departmental majors only.

Full-time-equivalent (FTE) students are calculated by dividing the total number of undergraduate credits by 15 and the total number of graduate credits by 12.

There was an increase of 7.5% in the total headcount enrollment of the College from fall 1987 (16,613) to fall 1993 (17,870), which made for a modest increase of 2.3% in the total of FTE students (from 11,507 to 11,773). But the number of degrees conferred per
annum increased by 12.8% (from 2562 degrees in 1987 to 2892 degrees in 1993). Graduate degrees conferred increased by an even greater rate of 31.5% (from 730 to 960), despite a 4.4% decrease in the total of FTE graduate students (from 1643 to 1570).

Since 1987, each of the College's three divisions has retained around 30% of the College's total of FTE students, with Social Sciences (32.8% in 1993) gaining just a little in comparison to Arts and Humanities (29.2%) and Mathematics and Natural Sciences (28.2%). The School of Education has continued to enroll about 10% of the FTE students. As for degrees conferred, Arts and Humanities has continued to account for about 20%, Mathematics and Natural Sciences for about 24%, Social Sciences for about 30%, and Education for about 26%. Average section sizes have increased most of all in Education and in Social Sciences, the average for Social Sciences being the highest in any of the College's divisions.

From fall 1987 to fall 1993, very sizable increases in FTE students occurred in 19 of the College's 34 departments. For example, in the Division of Arts and Humanities, there were increases in Classical and Oriental Languages (53.3%), Drama, Theatre, and Dance (17.2%) and Linguistics (29.4%); in Mathematics and Natural Sciences, in Geology (52.2%) and Chemistry (23.0%); in the Social Sciences, in History (22.9%), Library and Information Studies (48.3%), and Urban Studies (104.8%); and in the School of Education, in Secondary Education (11.8%).

In the same time frame, average class size has risen in 29 of 34 departments, reflecting an increasing student body taught by fewer faculty. Increases of more than 35% occurred in Biology (38.1%), Comparative Literature (43.3%), Educational and Community Programs (35.9%), Elementary and Early Childhood Education (56.1%), Geology (115.7%), Germanic Languages (41.0%), History (38.5%), Graduate School of Library and Information Studies (74.8%) Linguistics (78.0%), Philosophy (42.4%), Psychology (49.2%), Secondary Education and Youth Services (35.9%) and Urban Studies (60.5%).

For the College as a whole, the picture is one of modest growth in FTE students, notable growth in degrees conferred, stability among the various divisions, high (sometimes alarming) increases in average section sizes, and substantial increases of FTE students in some key liberal arts and sciences as well as in certain pre-professional fields.

X. Means of Maintaining Quality

A. Departmental Review

Departments and programs, with their curriculum committees and advisory committees, have primary responsibility for monitoring the quality of courses and proposing changes in curriculum. The Academic Senate, with its undergraduate and graduate curriculum committees, passes upon departments' and programs' proposals of curricular
change. This ensures substantive review of curricular proposals within the College.

Departmental P & B Committees, of which department chairs are the presiding members, are responsible for conducting semesterly teaching observations of untenured faculty and annual evaluations of all who are not full professors, as required by the contract between the City University and the Professional Staff Congress. Student evaluations of courses and faculty are regularly conducted under the auspices of the Academic Senate. Quite a few departments and programs (and individual instructors, too) have additional instruments of their own for eliciting student opinion. Senior faculty are appointed as mentors for all junior full-time faculty, in large part for the purpose of fostering the growth of junior faculty as teachers. Additional information may be found in CHAPTER ELEVEN: FACULTY.

B. Academic Program Review

All aspects of a department's or a program's character and performance come under examination in an Academic Program Review, conducted through a system inaugurated at the College in 1989. By spring 1995, such reviews have been accomplished (or are under way) for 33 of the College's 34 departments and for 8 of its 10 interdisciplinary programs. A brief account of the process follows; a full account is found in the Provost's Guidelines for Academic Program Review (Appendix B).

An Academic Program Review, meant to be completed within 18 months, begins with a meeting of the Associate Provost with a department's P & B Committee (or with a program's director and advisory committee). A timetable is provided along with detailed instructions for the preparation of a self-study—a comprehensive document examining matters of mission, curriculum, library, faculty, staff, facilities, funding, students, alumni/ae, and so on. The final draft will have incorporated such improvements as the Provost and Dean may have suggested after seeing preliminary drafts. A panel of external reviewers is selected by the President in consultation with the Provost, the Dean, and the departmental (or program) committee. The reviewers are on campus for two full days of meetings, whereupon they prepare an evaluation to which the department formally responds. The department (or program) committee then meets with the President, the Provost, Associate Provost and the Dean. Needs, new directions, and feasibility of changes are discussed. The department proceeds accordingly, doing whatever available resources permit to effect the agreed-upon changes. Experience with academic program reviews over the years since 1989 has resulted in certain changes in the process, for example, in the specific topics to be addressed in self-studies and in the selection of external reviewers.

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\(^6\) In the years prior to the last Middle States visit in 1986, the College had undertaken a number of departmental reviews but had not followed through with a regular plan for such reviews. The recommendations emanating from the 1986 review team included one that the College develop a systematic review process for all academic programs. This recommendation was embraced in the College's Five Year Plan, 1988-1993, and was implemented by the Office of the Provost in 1989.
Benefits of the process are notable. The College's reduced financial resources can be more wisely allocated given the accurate and detailed information about departments and programs that is presented in the self studies. Priorities in hiring and in the upgrading of facilities can be established on a sound basis of collective deliberation, helpfully informed by the fresh perspectives of external reviewers. Lines of communication are improved between faculty and administrators, resulting in a better understanding all around of what needs doing and of how (or whether) it can be done. Within some departments more collaboration has been fostered among distinct curricula. Reflection upon curriculum, informed by the views of students, alumni/ae, and external reviewers, has prompted some departments and programs to make desirable changes of emphasis or direction. Curricula or parts of curricula that are no longer viable can more readily be identified, and appropriate redeployments can be effected with better feeling on all sides. Very importantly, the system of Academic Program Review puts the College in a strong position vis-à-vis an aggressive campaign of University-wide analysis of academic programs lately mounted by CUNY's central administration. The College has been able to show that it has a rigorous system whereby academic strengths are being made all the plainer and weaknesses are more systematically addressed.

These generalities are supported by some specific outcomes. In the case of Anthropology, the external evaluation team noted four areas of concern: curriculum, space, faculty replacement and advising. In spring 1995, a sweeping overhaul of the curriculum was approved by the College's Academic Senate, including changes in courses and in the degree programs themselves. In particular, there was a rethinking of the topical courses and a change in the required theory sequence in keeping with reviewers' suggestions. Changes were also made to the minor. On space, there has been no improvement to date; plans for the renovation of Powdermaker Hall include consolidation and upgrading of the department's space. As to faculty replacements, the department has been quite successful in obtaining permission to hire and in attracting strong replacement faculty. As suggested in the self study, the department has focused on hiring symbolic/interpretive anthropologists; recent appointees have come with backgrounds in religion, ethnometrics, psychological anthropology, gender studies, and ethnicity, and work in culture areas (South Asia, East Asia, the Caribbean and Europe) that supplement other departmental interests. Through the self study, the department identified advising as an area that needed to be improved. In fall 1994, the Anthropology Department implemented pre-registration tied to advising for the first time. During the week of pre-registration, all faculty members signed in for extra office hours. Eighty students pre-registered; a number of students filled out concentration forms or talked to an advisor for the first time. The department plans to continue and build upon this process.

Another example is Geology. The department made a convincing case to the external reviewers and to the administration that their most serious problem by far was the loss and non-replacement of faculty, which had occurred over a long time span. The department has been able to recruit and hire two new faculty members in the past two years, the first "new blood" for the department since 1975. These newly hired faculty fill
some of the critical gaps in specialties lost over the years and bring the potential for increased external funding.

One review in spring 1995 resulted in the recognition of a special asset. The Byzantine and Modern Greek Studies program has always been recognized as one of the strongest interdisciplinary programs the College has. However, the external review process brought out its unique qualities forcefully. The reviewer wrote: "Queens has the most dynamic, extensive undergraduate program in Modern Greek Studies in the States.... The curriculum is one of the broadest in the field of Modern Greek Studies in the New World." The reviewer extolled the quality of the faculty who had been leading and teaching in the program, and focused on the critical need for replacement of a faculty line in Modern Greek language. This kind of recognition and advice from an outside expert will help inform the decisions of the President and Provost about authorizations to hire in the years to come.

Among faculty in departments and programs that have undergone Academic Program Review, there appears to be general agreement that some such process is desirable, having benefits such as those just enumerated. Nevertheless, interviews with many of the chairs in question have turned up dissatisfaction with some aspects of the present process. Recommendations included: reducing the volume of material required in self studies; increasing the ease by which statistics on enrollment and on degrees awarded could be obtained; and developing fuller guidelines as to the kinds of quantitative data (budgetary and otherwise) which departments should be keeping. One can surmise that many of the complaints of chairs over data issues associated with the first cycle of review will not recur, as both the departments and the Office of Institutional Research will be more cognizant of what is required to prepare a thorough and searching review. There is considerable sentiment that departments are deserving of more in the way of formal responses to their self studies by the higher administration; this criticism has, in part, been addressed by recent changes in the process.

The Associate Provost, who has been responsible for the coordination of the Academic Program Review process, has indicated that a review of the process will take place before a second round of reviews takes place. The Task Force suggested that the Executive Committee of the College P & B might be an appropriate place to initiate such a review.

It seems in order also to suggest that, in the meantime, the administration should consider ways to enhance the spirit of the whole process. The Task Force suggests, for instance, that the administration show as much concern for comprehensive, college-wide academic planning as it has shown for inspections of existing programs and for the promotion of certain new ones. A renewed sense of common institutional purpose and direction, properly appreciative of the contributions of the various elements of the College, would be right in itself and would make for a healthier climate for Academic Program Reviews. The Academic Senate should also rise to this occasion.
RECOMMENDATION: The Provost's Office, working with the Executive Committee of the College Personnel and Budget Committee, should engage in a review of the Academic Program Review process. <5-5>

A question comes up as to the frequency with which academic program reviews should occur. There are at least 53 elements of the College that would seem to qualify for Academic Program Review: 32 regular academic departments, 11 interdisciplinary majors, 5 interdisciplinary minors, and at least another 5 academic programs that do not, however, offer majors or minors. (Programs offering only minors have not to date been subject to the regular system of review.) The College's original cycle was to be complete in five years. New CUNY regulations dictate a schedule of Academic Program Reviews not to exceed ten year intervals. Given the expansion of the review process to include non-departmentally based programs, a cycle of five to seven years appears to be the best choice.

RECOMMENDATION: The College should adopt a five to seven year cycle for Academic Program Reviews. <5-6>

A question has arisen as to whether there should be a system whereby, in the years between Academic Program Reviews, a department or program examines itself and periodically reports on various aspects of its character and performance. Deans, chairs, program directors, and faculty committees have evident roles to play in respect to follow-up of reviews, and the indications are that on the whole they are acquitting themselves well. Those deans, however, who do not already ask their chairs and directors for annual reports on teaching, research, and service, as well as for rationalized budget requests, should do so. And chairs and directors should certainly be informed about the kinds of important records and accounts pertaining to their departments and programs that are not maintained by other College offices, or are not readily obtainable from them.

RECOMMENDATION: All department chairs and program directors should provide their deans with annual reports on teaching, research and service; the reports should place particular emphasis on follow-up to academic program reviews. <5-7>

and

RECOMMENDATION: The Provost and deans should advise department chairs and program directors about the kinds of records and accounts they should maintain for the purpose of developing annual reports and self studies. <5-8>

The self studies of individual departments or programs and reports of their outside reviewers are treated as confidential documents at the College. One aggregate data source available to the College community for discussion and analysis is that acquired through ETS
program-assessment questionnaires that departments and programs have given to their faculty, students, and alumni/ae as part of Academic Program Review. A summary is available of all the responses obtained during the period from July 1990 through December 1993—responses from 402 faculty, 1229 students, and 783 alumni/ae. The responses from students and alumni/ae, who were not polled on any uniform basis across departments, are of less value than the responses from faculty. Responses from faculty were, for all intents and purposes, limited to those on full time appointments. The Task Force on Educational Programs felt that limiting the data gathering to full time faculty depreciated the views of about 40% of the faculty, and should certainly not continue. This is another element of the process deserving of open review.

Passing over these defects of the data, it should be noted that the responding faculty, students, and alumni/ae were quite in agreement in evaluating as "good" (around 3.0 on a four-point scale) such aspects of their departments as "environment for learning," "scholarly excellence," "quality of teaching," and "faculty concern for students." Slightly higher ratings were accorded to "satisfaction with program" by both students (3.22) and alumni/ae (3.24). Rather lower marks were given to "curriculum" by faculty (2.83), students (2.47), and alumni/ae (2.71), and similar marks were given to "departmental procedures" and "available resources." Under these headings, students gave the lowest marks to "frequency with which courses required for the degree are offered" (2.27), "opportunities for student participation in departmental decisions affecting the program" (1.96), and "overall adequacy of financial resources in support of this program" (1.89). Nevertheless, 79% of the students and 77% of the alumni/ae were prepared to say they "agree" or "agree strongly" with the proposition "If I were starting over, I would enroll in this department/program again." Curiously enough, even higher percentages of students (86%) and alumni/ae (96%) indicated agreement or strong agreement with the proposition "I would advise a friend with similar interests to major in this department/program." And it is heartening indeed that 88% of the students and exactly the same percentage of alumni/ae agreed or agreed strongly that "most faculty are genuinely interested in departmental majors' welfare and professional development." Mixed responses of students, faculty and alumni/ae (average of mean scores of all three: 1.91) were obtained on the matter of "opportunities for student participation in departmental decisions affecting the program." Departments and programs at the College differ significantly in this respect. In some instances, there are curriculum committees, for example, that have student members elected as representatives by departmental student organizations. The Task Force on Educational Programs felt that this ought generally to be the case, and new efforts to that end on the part of chairs and directors is strongly recommended.

C. Course and Faculty Evaluation Questionnaire

Students' participation is definitely sought via the Course and Faculty Evaluations periodically conducted under the auspices of the Academic Senate and published in booklet form. The questionnaire as it exists today was designed by the Senate in the early 1980's to help students choose courses. The number of questions (now eight) was greatly reduced
for many years, the College has included the average scores of students' responses to the aforementioned questionnaire in the material that supports candidacy for tenure and promotion. Some are concerned that use of the Senate's questionnaire in tenure and promotion consideration puts the questionnaire to a use for which it was never intended. This issue is being examined thoroughly by the Senate's Committee on Course and Faculty Evaluation. The Committee is also reviewing the questions themselves, and will likely be recommending changes to the Academic Senate.

It should be noted here that the College P & B has recently passed a motion concerning a department's responsibility in evaluating the quality of teaching for tenure and promotion. It calls for departments and programs to develop their own methods and instruments for documenting the quality of instruction, with due testimony from students. (See CHAPTER ELEVEN: FACULTY) This should ensure that the amount and value of evidence in the sphere of teaching will soon be in keeping with the great importance teaching has had in the faculty reward structure.

**XI. Summary List of Recommendations on Academic Programs**

**RECOMMENDATION:** The Academic Senate should thoroughly review the College's Liberal Arts and Sciences Area Requirements and students' actual choices of courses to satisfy these requirements, with special attention to evaluating student choices and performance in writing, mathematics, natural science, and world literature. <5-1>

**RECOMMENDATION:** The Academic Senate and the administration should join forces in promoting greater coordination and further cooperation among the College's many and various disciplines, interdisciplinary programs, and services. <5-2>

**RECOMMENDATION:** There should be vigilance in maintaining, and imagination in augmenting, services and course offerings for evening students. There should be a strengthened cadre of assistant chairs for evening programs and a renewed emphasis upon divisional deans' responsibilities for evening programs. <5-3>

**RECOMMENDATION:** The College should commit an adequate level of support for graduate education at both the master's and doctoral levels. <5-4>
RECOMMENDATION: The Provost's Office, working with the Executive Committee of the College Personnel and Budget Committee, should engage in a review of the Academic Program Review process. <5-5>

RECOMMENDATION: The College should adopt a five to seven year cycle for Academic Program Reviews. <5-6>

RECOMMENDATION: All department chairs and program directors should provide their deans with annual reports on teaching, research and service; the reports should place particular emphasis on follow-up to academic program reviews. <5-7>

RECOMMENDATION: The Provost and deans should advise department chairs and program directors about the kinds of records and accounts they should maintain for the purpose of developing annual reports and self studies. <5-8>