CHAPTER SIX

ACADEMIC SUPPORT SERVICES
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There are four major academic support services on campus. The Queens College Library and the Academic Computer Center report to the Vice President for Campus Affairs, Planning and Information Systems. The Academic Skills and Resource Center and the Center for Instructional Media Support report to the Associate Provost. All are suffering from grave shortages of funds for staff or equipment (or both). All should by rights receive substantially increased budgets at the earliest possible moment.

I. The Queens College Library

A. Structure

The Queens College Library consists of the Benjamin S. Rosenthal Library and the Music Library. The award-winning Rosenthal Library opened in 1988. The six-floor building contains the general reference, reserve, and circulating collections, periodicals, microforms, and government publications. It also houses two library classrooms, the Art Library and Art Center, the Archival Center, a large reading room open both during library hours and during times when the library is closed, 11 group study rooms, 2 seminar rooms, 59 faculty carrels, the Graduate School of Library and Information Studies, a 230 seat auditorium for campus and public events, and two conference rooms for campus events. The Music Library, opened in 1989, is located in the Aaron Copland School of Music. It has two levels, houses a collection of books, scores, journals, records, and compact disks and has a listening facility and a seminar room. Both buildings and libraries were opened since the last Middle States Association visit and provide well designed and aesthetically pleasing spaces for research, instruction, and study as well as adequate space to house collection growth well into the future. The facilities seat 1800 students with a variety of options for individual and group study.

While functioning as an essential academic support unit, the Library is also an academic department. The appointed Chief Librarian is also the department chair, and the librarians are on faculty lines. The Library, therefore, has voting representation on governance bodies, the College P & B and the Academic Senate; this is not the case for the other three academic support units.

B. Collections

The Queens College Library's mission is to provide collections and services to support the instructional programs and curriculum of the college. To the extent possible with funding allocated, the Library also tries to support faculty and advanced graduate student research, including that of doctoral students and faculty in the laboratory sciences based on campus. In recent years, it has become increasingly difficult to maintain
collections in support of undergraduate and graduate instruction; faculty research needs are not currently given high priority in acquisitions. Generally, the Library has emphasized traditional print collections, but video cassettes and electronic media are now a growing part of the collections. The Art and Music libraries collect related media (LP’s, CD’s, slides, pictures) but have not added laser discs or CD-ROM’s because of a lack of requisite equipment. External evaluators of the music school, commenting favorably on the basic collection, noted the lack of appropriate equipment for viewing video and multimedia materials. Gifts from the Friends of the Library and the School of Education have provided requisite equipment for the Education Curriculum Center. The Library is currently seeking development funding for additional and replacement equipment to use with electronic media.

Through the mid 1980’s, a network of subject bibliographers and faculty liaisons built strong undergraduate collections of monographs and serial publications following the tenets of the Library's Collection Development Policy, created after a thorough consultation with the faculty. Art, education, music, Romance languages, and science collections were particularly strong and supported advanced instruction and research. The library also purchased printed curriculum materials, English as a Second Language (ESL) materials, ethnic studies materials that supported cross-disciplinary needs, course textbooks, and recreational reading.

In the decade since the last Middle States review, the collection has grown by over 100,000 volumes to 672,400 volumes. The acquisitions budget grew through 1989/90 but has since declined steadily to less than half of that a decade ago. Consequently, the rate of collection growth has slowed considerably in the later part of this period. The journal collection grew through 1988. At 4142 titles, it was the largest within CUNY. It has declined precipitously during the last three years. Journal cancellations have been made every year since 1988, but were most dramatic in 1993-94 and 1994-95 (Table 6-1). Decreasing acquisitions budgets, rising serials costs, and the introduction of electronic databases have combined to make it difficult to sustain journal and print collections at the levels necessary to support curricular and research needs. The 1994 U. S. Periodical Price Index (USPPI), collected annually by the Library Materials Price Index Committee of the Association of Library Collections and Technical Services (a division of the American Library Association), shows a cumulative increase of 238.1 percent between 1986 and 1993, whereas the Higher Education Price Index grew 73.5 percent, and the Consumer Price Index grew 34 percent. These price increases have decreased the purchasing power of all academic libraries and have been particularly devastating when library budgets remain level or decrease as has been the case with Queens College.

Support of science programs and all graduate programs dependent on journals has diminished dramatically as journals that once represented 70% of the acquisitions budget have been cancelled. Support for doctoral studies and advanced undergraduate research in the sciences requires access to increasingly expensive research materials. Yet the Library has had to cancel key journals and indexes (e.g. Biological Abstracts; Science Citation
Index) in order to preserve equity among the disciplines. Although articles are available free of charge to faculty and graduate students via document delivery services, this substitution does not fully meet research needs; nor does it provide access to undergraduate students. Within this fiscal climate, it has been difficult to support new curricular initiatives such as East Asian languages and business, and many of the small interdisciplinary programs that require foreign language publications. The Library no longer routinely acquires materials in foreign languages, ESL materials, multiple copies, textbooks, recreational reading, or other materials not closely allied to course requirements or faculty requests.

### TABLE 6-1 - COLLECTIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Volumes Added</th>
<th>Total Volumes</th>
<th>Volumes per FTE</th>
<th>Journal Titles</th>
<th>Serials Titles per FTE</th>
<th>Microforms</th>
<th>Total $$$ for Library Materials</th>
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</thead>
<tbody>
<tr>
<td>84-85</td>
<td>15,721</td>
<td>573,813</td>
<td>50.2</td>
<td>4011</td>
<td>.35</td>
<td>527,135</td>
<td>$683,418</td>
</tr>
<tr>
<td>85-86</td>
<td>9,159</td>
<td>583,973</td>
<td>51</td>
<td>4028</td>
<td>.40</td>
<td>553,772</td>
<td>$688,188</td>
</tr>
<tr>
<td>86-87</td>
<td>14,849</td>
<td>594,632</td>
<td>52</td>
<td>4106</td>
<td>.26</td>
<td>568,732</td>
<td>$710,859</td>
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<tr>
<td>87-88</td>
<td>9,922</td>
<td>601,742</td>
<td>52.3</td>
<td>4142</td>
<td>.36</td>
<td>593,627</td>
<td>$721,856</td>
</tr>
<tr>
<td>88-89</td>
<td>12,956</td>
<td>617,241</td>
<td>52.6</td>
<td>4079</td>
<td>.35</td>
<td>N/A</td>
<td>$821,312</td>
</tr>
<tr>
<td>89-90</td>
<td>14,741</td>
<td>630,791</td>
<td>51.1</td>
<td>4084</td>
<td>.33</td>
<td>631,766</td>
<td>$994,308</td>
</tr>
<tr>
<td>90-91</td>
<td>12,336</td>
<td>643,127</td>
<td>51.1</td>
<td>4007</td>
<td>.32</td>
<td>637,302</td>
<td>$948,848</td>
</tr>
<tr>
<td>91-92</td>
<td>10,679</td>
<td>653,806</td>
<td>51.3</td>
<td>4015</td>
<td>.32</td>
<td>570,131</td>
<td>$822,891</td>
</tr>
<tr>
<td>92-93</td>
<td>9,680</td>
<td>663,486</td>
<td>53.1</td>
<td>3963</td>
<td>.32</td>
<td>612,424</td>
<td>$876,944</td>
</tr>
<tr>
<td>93-94</td>
<td>8,910</td>
<td>672,396</td>
<td>54</td>
<td>3256</td>
<td>.26</td>
<td>651,887</td>
<td>$788,734</td>
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<tr>
<td>94-95</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$425,000*</td>
</tr>
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</table>

*Mid year estimate. Does not include allocation of $100,000 from Queens College Foundation. Totals do not include computer files.

Complicating this situation is the actual cash flow. Acquisitions funds have been released as supplements to the Library late in the College fiscal year. It has become difficult, and in some years impossible, to purchase books at the time of publication. This funding situation has made it impossible to collect systematically in key areas, and the collection has many gaps. While all divisions suffer as a result of an inadequate budget, the Arts and Humanities faculty has been particularly vocal about adverse effects on the acquisition of needed titles from abroad, from publisher backlists, and from antiquarian sources. It has also been impossible to use approval plans that aid in systematic and economical acquisition.
In view of the reduced funding to the Library in spring 1993 and in order to involve a broad cross-section of the college community in deliberations about funding collections, former President Kenny appointed a committee of deans, faculty, librarians, the Vice President for College Affairs, Planning, and Information Systems and the Acting Provost to review the allocations of the library acquisitions budget among the divisions. That committee reviewed the past and current allocations to the college divisions and the literature on fund allocation formulas but did not change distribution of allocations for the 1993-94 academic year.

The Committee was reconvened after the arrival of the new Chief Librarian in fall 1993 to recommend changes in the structure of allocation that would promote equity and meet curricular needs. The Committee made re-allocations at the divisional level, reducing the allocation to the sciences, but recognized that the root problem was the amount of overall funding available. It recommended a minimum acquisitions budget of $1.3 million to support the current academic programs. In reality, the acquisitions budget for FY 1995 is approximately $425,000.

Responding to the seriousness of a situation in which, for 1993-94, the initial acquisitions budget was 50% less than the previous year's, the Committee broadened its scope of activity to look at the future of library collections as well as the immediate fund of allocation issue. Its recommendations included: (1) restoration of the funding to a base adequate to support curricular, if not faculty and research needs; (2) acknowledgement that the collection development policy as well as library and teaching faculty assumptions need to be revised dramatically to take into account sustained underfunding of the Library, the emergence of electronic resources, and the Library's new capability to supply articles on demand; and (3) stability in the acquisitions funding process so that collection building can be planned and not be reactive to budget crises and late-in-the-year releases of reserve funds. The Committee's recommendations were sent to the President in May 1994. The Committee received an acknowledgement of the report but no formal action was taken by the administration on the recommendations. The Queens College Foundation, in recognition both of the Library's important role and of its significant resource issues, approved a one-time donation of $100,000 for 1994-95. This action facilitated the purchase of needed books, maintained the employment of some part-time staff at key public-service desks and led to the establishment of a new computer laboratory for students, complete with access to databases and the Internet.

In August 1994, the Library received a budget that was insufficient to sustain the acquisitions level of 1993-94 and far below the funding recommended by the Committee. The 1994-95 acquisitions budget required further journal cancellations including titles initially cancelled and then restored in 1993-94.

The library's strong network of bibliographers and faculty liaisons still exists. Bibliographers continue to work closely with faculty, developing coping strategies for weathering the budget cuts. Bibliographers have begun to advise faculty of the availability
of document delivery services, the table of contents service on CUNY+, and relevant resources available via the Internet. The most recent journal cancellations have delayed systematic work with faculty on a fundamental revision of the collecting policy. This process, outlined by the Collections Planning Committee, will require reexamination of basic assumptions about use of materials, research and study assignments and about the role that electronic resources and access to resources off-campus must play in the provision of information to Queens College students and faculty.

C. Access to Resources Outside Queens College

Two strengths of the library program are its full participation in the CUNY Libraries cooperative public access catalog, CUNY+, and the CUNY Open Access and Interlibrary Loan programs, which are supplemented by use of commercial document delivery sources funded centrally through the CUNY Office of Library Services. The collections of the CUNY senior colleges and the Graduate Center total over 5,600,000 items and are represented in the CUNY+ catalog, which also includes access to a number of journal newspaper indexing services. Queens students and faculty may request materials via interlibrary loan (ILL) or travel to other CUNY units to borrow materials directly and return them at Queens. The CUNY Office of Library Services has acquired the PACLOAN software which will enable validated users at each campus to request materials online from other CUNY colleges.

Faculty may request materials via an e-mail ILL request form on the campus VAX. Interlibrary loan among CUNY and other New York City institutions is strong with a daily delivery service bringing materials to campus. Most interlibrary loan needs are filled within the region of New York and New England through the reciprocal borrowing programs of the SUNY/OCLC and NELINET networks. However, borrowing material from other libraries and providing articles on demand will address only some of graduate student and faculty needs for access to research materials. Interlibrary loan and document delivery cannot supplant the need for strong local collections built in support of undergraduate curricular needs.

In the last two years, document delivery services have increasingly functioned to supply current articles to faculty and graduate students in all disciplines, and as these services are publicized, their importance will continue to grow. Faculty can receive articles directly on their office or home fax through arrangement with the ILL office. The use of commercial document delivery sources has been funded by the CUNY Office of Library Services (OLS) so that no local acquisitions funding need be reallocated to document delivery fees. The increased use of these services throughout CUNY has increased OLS costs. The program is currently being evaluated by OLS and the Council of Chief Librarians to determine how future funding should be allocated and how individual campuses should share responsibility for costs. The Council is also working with OLS to develop means for delivering full text journal articles as a substitute for selected subscriptions at individual campuses.
Faculty and students have on-site access to the rich resources of the New York Public Library research collections and limited access to the collections of academic research and special libraries through the METRO referral program, which provides access to other libraries for specific materials. The Library has a long standing reciprocal borrowing arrangement with Adelphi University and an open access agreement with St. John's University.

D. Physical Condition of the Collections

The 1985-86 Middle States Report indicated that the collections were in poor physical condition due to heavy usage, vandalism, and deterioration caused by excessive heat and lack of air conditioning in the old Library, and the acidic and brittle paper on which many items were printed. Lack of space meant that major parts of the collection were inaccessible in storage areas. Reductions in the binding of journals created thousands of unbound and unprotected issues on the shelves.

The new building has addressed the issue of better housing of the collections, and an area was created for processing, binding and book repair. However, financial resources have not been sufficient to provide adequate staff to repair books; nor have funds been adequate for commercial binding and book repair. To address the binding issue, key titles are now being acquired on microform to insure availability and conserve space. As the microform collection grows, the demand for reader/printer equipment also grows. Microform reader/printers are provided through a contractor so that equipment can be adequately maintained and upgraded. In fall 1994, two additional reader/printers were installed, but the total is inadequate for peak demand periods.

The two new buildings have addressed most of the issues raised in the last Middle States review concerning crowded, ill-housed collections, but one major problem remains: Rosenthal's temperature and humidity control. The building's HVAC does not accommodate the temperature and humidity needs of the microforms, archives, and special collections. From May through September and at other times when many people occupy the microforms reading area, humidity increases, adversely affects microforms storage and creates reader/printer malfunctions. The temperature and humidity in the Archival Center fluctuates but is generally too high for the needs of collection storage. Throughout the building, the temperature fluctuates widely with attendant problems for staff and patrons.

The elements of a preservation program have been identified but have not been implemented fully. Collection management staff routinely identify damaged materials as they return from circulation. Bibliographers review materials for repair, replacement, or withdrawal. Because funds for repair and replacement are limited, materials are usually returned to the shelves or are held in the binding unit until funds are available for repair. After a hiatus of several years, funds were allocated in 1992-94 and 1994-95 for binding current and back volumes of journals and for use of commercial book repair services for books requiring skills beyond those of the staff. Progress was made but a backlog of binding still remains.
E. Services

The Rosenthal Library is open 66 hours per week (9 am - 9 pm, Monday-Thursday, 9 am - 5 pm Friday, and 12 pm - 5 pm Saturday/Sunday). These hours have remained constant over the last decade. Queens College is the only CUNY senior college to have Sunday service. In addition, the Rosenthal Reading Room is open one hour before and after the library opens and closes, and for 24 hours a day during examination week. The only library service available in the Reading Room during this time is access to the resources of CUNY+ via terminals accessible to students familiar with QCNET (but not to those only familiar with the library's public catalog access terminals). The Music and Art Libraries are open fewer hours, generally 11 am - 7 pm (Monday-Thursday) and 9 am - 5 pm (Fridays). The Louis Armstrong Archives, located in Rosenthal, are open from 10 am to 4:30 pm weekdays. During intersessions and summer sessions the Library is open 9 am - 5 pm, Monday - Friday. Additional stipends from Summer Session fund two evenings of service per week during summer sessions. The 66 hours of public service per week place Queens College in the lowest 10% of its Carnegie Classification. The recent external review of the School of Music commented negatively on the reduced staffing and consequently reduced hours of the Music Library. In response to one of their concerns, hours have been added to the listening facility during periods when music students have examinations.

Regarding access to the Library in general, there is a demand for additional hours on weekends, and during intersessions and summer sessions. However, with faculty and support staff declining and temporary services budgets already under pressure, it has not been possible to increase the hours of service.

The organization of library services changed dramatically when the library occupied its new building. Separate subject divisions for Science and Education were merged into one collection and one reference desk. The Art Library was retained as a separate entity on the sixth floor of Rosenthal, and the Music Library moved to the new Music Building. Subject specialists who had worked in the Education and Science libraries retained their specialties but broadened the scope of their responsibilities to include general reference and instructional activities. This organizational structure and faculty resilience have provided the flexibility to continue to offer services.

Circulation, Reserve, and Collection Management services have benefited from the implementation of an integrated system for public access catalog, circulation, and technical services processing. With loss of professional staff in technical services areas, efforts to complete retrospective conversion of the catalog records for music, educational curriculum materials, and juvenile titles slowed, as did linkage of circulation records from an earlier system to CUNY+ bibliographic records. As these projects are completed over time, the accuracy of the Queens holdings in the CUNY+ catalog will increase, as will the efficiency of access service units that use these records in their daily work.

During fall 1994, the Library expanded the number of databases available via CD-ROM and installed the long awaited CD-ROM local area network. Workstations were networked to
provide access to 6 databases (Psyclit, Sociofile, ERIC, MLA, PAIS, America: History & Life). A separate CD-ROM workstation provides access to government statistical and textual publications. Also during 1994, the number of journal databases available via CUNY+ was expanded from two (general periodicals and newspapers) to twelve. In an innovative approach, OLS programming provides a NOTIS interface for 10 OCLC First Search databases (Medline, Contents First, Article First, and 6 Wilson Indexes) and connections to SUNY Binghamton (ABI Inform), Stony Brook (Dissertation Abstracts) and Buffalo (ERIC). The CUNY+ databases are available throughout campus and from home through dial access so that faculty and students have excellent access to the databases. The increased number of databases available through CUNY+ and CD-ROMs increases the complexity of these systems, and hence the demand for instruction in their use. Despite the excellent tutorials contained in CUNY+ and the CD-ROMs, students often prefer immediate answers to their specific problems. During fall 1994, special CUNY+ workshops were offered in October and November to assist students in learning the fundamentals of these systems.

Statistics reported annually to the NY State Education Department do not indicate a dramatic increase in the number of reference questions, but librarians report the nature of the contacts has changed. Students now require more basic information on types of information available, the concept of a computerized catalog, and the use of an online catalog and its multiple databases before they can address the actual subject at hand. The Reference Librarians are considering different service models so that they can provide personal assistance to a wide range of users, maintain their collection development and liaison responsibilities, and teach classes and workshops.

The core of the professional service program is individualized reference service during all hours the building is open, group instruction through scheduled classes, a two-credit elective course for upper level freshman and above, and a pilot program of workshops on electronic information resources. Cooperative programs with area high schools lay foundations for future independent library users at Queens and other CUNY institutions.

The instructional program continues to be anchored in English 110, SEEK, CESL, ACE, and other skills-based courses. Expansion of the program requires both change in the College's view of incorporating information management skills into its curricular requirements and the ability of the library faculty to increase the number of classes it can teach while sustaining other reference services. The Freshman Year Initiative program is being used as a pilot for changes in the basic approach to library course-related instruction. A positive note is the recommendation of the 1994-1999 Five Year Planning Report to create an experimental course for freshmen that would include an information management-library component as one of the skills necessary for college success. The recommendation has been referred to the Undergraduate Curriculum Committee for its consideration.

The credit-bearing course, Library 150, is a model for the type of instruction all students should receive. However, as an elective, it enrolls between 20 and 25 students each semester. Because this is a very faculty-intensive activity, the Library has not been able to sustain the course as one of the core activities of the Information Services Department.
Adjunct funding had in the past been provided to hire staff or compensate reference librarians for additional assignments but is no longer available. Without adjunct funds, the course is taught as a voluntary overload by a librarian who receives compensatory time as the department schedule allows. The course will not be offered during spring 1995 because of continuing faculty vacancies.

F. Faculty and Staff Resources

Since the last Middle States review, the Library's staff dropped from 30 faculty librarians and 40 civil service to 20 faculty and 31 civil service staff. Six vacancies occurred since the beginning of the 1995 fiscal year, and all positions were frozen for the year. The dollars allocated to the Library per student FTE has dropped from $272 in 1985-86 to $235 in 1992-93; these figures are not adjusted for inflation. The number of students per librarian has risen from 408:1 to 567:1 in the same time period. With the recent departures, this latter figure will be even higher.

Temporary Services funds have been used to fill selectively some of the gaps created by lost or unfunded clerical lines, allowing for the hiring of student aides and college assistants for stack and collection maintenance activities and as access service desk attendants for evenings and weekends. These measures are insufficient to address the needs in the technical services and systems support operations. Morale of the full time civil service staff declines as they are asked to increase the scope of their duties and take on assignments of those who leave.

Faculty vacancies once had been provided for by substitute librarians hired during the vacancy period or by an infusion of funds to hire adjunct librarians. However, the substitute salaries are no longer available. Therefore, temporary services funds have been stretched to provide for adjunct library faculty for reference desk coverage, while book selection activities and instruction have been absorbed by overloads of several librarians. Each semester a service plan has to be devised for most efficient deployment of professional staff for instructional and other service activities. Each redeployment creates pressure and reduces service somewhere. When the cataloging skills of the music librarian were shifted half time to compensate for losses in the central technical services unit, it decreased the efficiency of the music library. As a consequence, the external review of the music school commented unfavorably on the number of music librarians and support staff.

The faculty and staff continue to be motivated by a strong sense of service to the college community and continue to try to sustain a high level of service. They are often frustrated by their inability to increase service and outreach especially in the area of basic instruction in library use. The changing technologies of information provision also create a need for ongoing continuing education at all levels and a continual upgrading of staff and public access equipment. There has been significant progress in implementing new technologies in the last two years and in increasing faculty and staff abilities to retrieve networked information and communicate electronically with the campus community and their peers at other institutions.
G. Future Directions

A planning process initiated in February 1994 has produced recommendations for priorities, actions, and resources in areas of services, collections, staff development, assessment of service and program effectiveness, and internal and external communication. Some of the recommendations cannot be implemented because of the continuing fiscal situation; others must be implemented because of that situation. A full revision of collection policies is required to address the realities of the library budget, new access options, and specific instructional needs of academic programs. The committee leading the department's Program Review has documented the need for continuing assessment of the effectiveness of internal and external activities and services in order to focus the department's collective energies on efficient delivery of essential services and revision or elimination of activities that cannot be supported with current resources.

II. The Academic Computer Center

A. Overview of Facilities and Services

Academic and personal computing services are administered through the Academic Computer Center (ACC). User facilities managed or co-managed by the ACC are located in I-Building, the New Science Building, Rosenthal Library, and Powdemaker Hall. Two large central computing systems are available: the on-campus DEC VAX 6000-420 system, which runs the VMS operating systems, and the IBM systems located at the University computer Center in Manhattan. The ACC supports a DEC 8600 which runs the Ulrix (Unix) operating system, and operates a growing Ethernet network that connects many departments and computer labs. An asynchronous data communications network, known as QCNET, allows any connected on-campus terminal to access any of the central computer systems. This network can also be accessed via dial-up ports.

Extensive personal computer facilities are available. Those located in NSB A-135 and the second floor of I-Building are managed by the ACC. The facility in Powdemaker Hall is operated jointly by the ACC and the Social Sciences Division. Others are operated by various departments including Academic Skills, Biology, Computer Science, Education, Physics, Psychology, and Sociology. Systems include various IBM PCs and compatibles, and Apple MacIntoshes. Numerous laser printers are available, as are dot-matrix printers, text and graphics scanners, and CD-ROM readers. A wide range of software is provided.

The ACC provides seminars and workshops, self-paced instruction, free documentation, and documentation libraries. Other services for personal computer users include consulting on hardware purchases, setting up hardware acquisitions, supplying certain software packages, installing software, distributing computer supplies, running a telephone help line, diagnosing hardware and software problems, and doing repairs. Each semester the

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1 The Library recently completed its comprehensive Self Study and was visited by an external evaluation team in May 1995. The entire Self Study will be available to the Middle States Evaluation Team.
ACC conducts a series of seminars and workshops for faculty, staff, and students to familiarize new and continuing users with the central and personal computing systems supported at the College. Special topics workshops focus on particular applications such as inter-system communication, statistical packages, graphics, and document preparation. The ACC conducts classes for novice and advanced personal computer users, maintains information on commercial training products, and provides self-paced instructional materials on specific programs.

B. Analysis of Facilities and Services

The College has been faced with an explosion in the demand for personal computer facilities. It has been successful in significantly increasing access to such facilities, as evidenced by the new labs opened in NSB and Rosenthal Library. With space available in I-Building, the College is positioned to expand its facilities further should funds become available. Declining financial resources have presented the major difficulty. Much of the ACC budget is tied to fixed costs for software contracts, supplies, and maintenance of the VAX system, leaving little for other needs. An external evaluation (EDUCOM, 1992) found that the expenditure for academic computing per student at Queens College was considerably below the national average.

There has been a strong planning process for addressing academic computing needs, though full implementation of measures has been hampered by financial constraints. The Implementation Committee for the Queens College Five-Year Plan cited greater incorporation of computers into the College's academic program as one of the two highest priorities. Similarly, the separate planning committees on faculty, students, facilities, and computers recommended that the College take steps to create computer classrooms accessible to all departments; increase the number of open-access computers; add a requirement to the curriculum that all students demonstrate proficiency in the use of word processors, data bases, and spreadsheets; and that a "computers across the curriculum" campaign be initiated that would parallel similar "writing across the curriculum" efforts. Unfortunately, such ambitious plans cannot be implemented without increased funding.

Other computing problems have also not been addressed because of inadequate funding. For example, campus-wide telecommunications are incomplete, notwithstanding improvements made over the last five years. Approximately half of the faculty and administrators still do not have computers at their desks, and do not have access to e-mail, to campus or CUNY-based networks, and to external networks. In addition, the asynchronous and 3270 networks must be coordinated with Ethernet and eventually phased out. Furthermore, while computer labs have increased, there still remains insufficient computer equipment for learning and teaching. College facilities, particularly for open-access laboratories and multi-media equipped classrooms, are not keeping up with student and faculty demand. The Queens College ratio of 1 PC for every 180 students is well below the standard of 1 to 45 (EDUCOM/USC Survey of Desktop Computing, 1990). An infusion of funds is necessary to address these needs.

At the same time, the ACC has coped with financial adversity, accomplishing much
with limited resources. Its strength lies in its flexibility and in its willingness and ability to meet individual needs. As computer facilities become more decentralized on campus, the effectiveness of the ACC staffing model, which is still very much centralized, will be tested, and it may be necessary to revise the existing operations arrangement. The proliferation of personal computers also raises serious issues of standards, maintenance, and training of users. As presently structured, the ACC cannot control what people buy, and every personal computer purchase implies a maintenance strategy. Users must also be comfortable with and informed about manipulating the technology. A coherent plan needs to be formulated to address these issues in a time of bleak fiscal prospects.

III. Academic Skills and Resource Center (ASRC) and College English as a Second Language Program (CESL)

A. Administrative Structure and Services

The ASRC consists of three administrative units: the Reading and Writing units and the Office of Assessment Testing. The ASRC director also serves as Director of CESL; support and instructional services for non-native speakers of English are, therefore, thoroughly integrated. The Reading unit offers the College Reading course, administers the Reading Laboratory, and provides tutoring support in reading. The Writing unit operates the Writing Skills Workshop, a tutorial center for students needing assistance with English composition skills. The Testing Office is responsible for administering the University-mandated basic skills examinations in reading, writing, and math, known as the CUNY Assessment Test (CAT), which must be passed by the time a student earns 61 credits. It also administers the College Math Placement Test. The CESL Program offers credit-bearing and non-credit courses in reading, writing, and communication skills, at various levels, to non-native speakers with limited facility in English. Placement is based on performance on the CAT. The emphasis in the ASRC tutoring programs is on preparing students to pass the CAT in Reading and Writing. Ninety percent of the students partaking of the services are ESL students, most of whom are concurrently taking courses in the CESL Program or in English Department composition courses. Others have gone through the College's CESL, reading, and composition sequence, but still need assistance in passing the CAT.

ASRC also administers the very successful skills immersion programs, offered during the summer and the January intersession. These intensive non-credit courses are designed to help students pass the CAT or improve their placement level in the CESL sequence. Skills courses in math have a pass rate on the math section of the CAT of 85-90%. While the post-course scores on the reading and writing portions are not as high, a majority of students either pass or improve their placement levels, helping them to accelerate their mastery of English. This program is funded through a separate University allocation to the College.

B. Analysis

In fall 1994, ASRC/CESL completed its self study report as part of the College's Academic Program Review process. The Self Study thoroughly describes both the ASRC and
the CESL sequence, and analyzes the challenges that have faced the program in a period of declining funding. This unit was particularly hurt by recent cuts because much of the budget was dependent upon the Temporary Services and adjunct budgets—categories which were hit much harder than the full-time personnel budget was. External evaluators confirmed the administrative and academic effectiveness of the programs, pointing out that they are well-managed, efficiently run, and instructionally sound. However, the reviewers expressed concern over the pattern of declining financial support in recent years. In the face of increasing numbers of ESL students, a trend that is expected to continue through the year 2000, the reviewers strongly recommended that the College increase its support of these programs to ensure their viability. Planning is needed so that sufficient full-time and part-time staff can be hired to respond to the growing demand for services and to develop programs. If the College wants to retain language-minority students and have them achieve academic success, such planning must be made a high priority. In response, the President released a small additional allocation for FY 1995, and the President and Provost have established hiring more full time faculty for this program as a high priority.

IV. The Center for Instructional Media Support (CIMS)

A. Overview of Facilities and Services

CIMS, like the Academic Skills and Resource Center, reports to the Provost's Office. It is responsible for providing all audiovisual and media-related services on campus in support of the College's instructional and research programs, special College events such as conferences, seminars, and commencement, and the College's external affairs and public relations efforts. The five divisions of CIMS are Audiovisual, Film Library & Technical Services, the Individualized Learning Resources Laboratory (which houses the College's language labs), Multimedia Services (computer authored and multi-projector design and presentation functions), Photographic Services, and Video Production Services. CIMS is in operation during all of the hours that the College is open, as well as by special arrangement on weekends or holidays when particular College events require support. The full-time staff of the Center consists of higher education officers (HEOs), tenured senior and regular college laboratory technicians (CLTs), and a professional administrative assistant. In order to manage the variety and quantity of services provided (last year over 6500 classroom-related services alone), CIMS also relies heavily on its part-time support staff. The Center has fully equipped secure storerooms throughout the campus, and it services virtually all College buildings where classes are offered.

CIMS is actively involved in all aspects of emerging information technologies. Satellite tele-conferencing (both C-band and Ku-band) is supported. The staff are becoming increasingly conversant in the use of multimedia computers and related authoring software (Macromedia Authorware, Asymetrix Toolbook, etc.). CIMS administrators provide extensive consulting services in media program design, hardware specification/purchase, and

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conference/special events planning for all elements of the College community; this includes, of course, assisting faculty with those portions of their grant proposals relating to media equipment and services.

B. Analysis of Facilities and Services

The strength of CIMS lies in the professionalism, dedication, and high level of technical expertise of both its full-time and part-time staff. Despite severe staffing shortages, CIMS commits itself to provide the best possible media services to the Queens College community, and between 95% and 98% of all services requisitions submitted by faculty are honored for the original date requested. The Center, which has been in operation (under one name or another) since 1948, has always benefited from the active support of a media-conscious and technically sophisticated faculty and administration who recognize the important role that instructional media technologies play in higher education.

The major problems confronting CIMS are akin to those confronting the College's other support services. Funding has steadily eroded. In the mid-1980's, CIMS regularly received an annual combined equipment, supplies, and temporary services budget of approximately $200,000. That figure was cut three years ago to $89,000 and then cut again last year to about $50,000. During the last seven or eight years, the full-time staff of the Center has declined from 21 employees to 14. This reduction came about as a result of the University's early retirement incentive programs, and none of the retirees (highly skilled technicians) has been replaced. In order to remain "in business," CIMS has had to make a number of very painful decisions, such as first reducing, and later entirely eliminating, all film and videotape rentals and purchases. The College used to provide the academic program with a $16,000 per year rental budget for classroom instructional materials, and an additional $16,000 per year for acquisition of new film and video titles. Today, if an instructor wants to show his or her class a film or video not available from the College or University Consortium collections, he or she must use either departmental funds or personal funds (as many faculty do) to rent these materials.

CIMS has undergone a number of major internal reorganizations in an effort to continue to provide the College with necessary support services despite diminishing resources. Full-time professional staff have been redeployed on a rotating basis to lend assistance in the delivery of audiovisual equipment and services to classrooms. For example, the College's photographer and videographer, in addition to their technically-specific daily responsibilities, now also regularly deliver equipment to classrooms, project films, etc. The Director and Assistant Director also perform delivery services where necessary and often provide all technical support for conferences and special events, so that daily classroom support activities can continue unimpeded. Creative redeployment of CIMS staff have filled gaps elsewhere in the College. For example, the Film Librarian has been relocated to the Library where she fulfills all the film reference activities she previously had and is assuming additional functions which help to fill the voids created by the loss of library staff who have not been replaced. The budget problems of recent years have dictated that virtually all funding received be expended for part-timers' salaries, except for a small sum to purchase essential supplies. Very little new
equipment has been obtained. If this trend continues, the reliability and professional quality of services will be severely compromised, as aging equipment reaches the end of its usable life-span.

V. Needs of the Academic Support Services

The preceding sections have documented clearly that the academic support units are serving the instructional needs of the College to the best of their abilities. Each unit holds to high professional standards of service and makes excellent use of the resources it receives. Each knows what it could be doing better with more resources.

There is a broad sense on campus that the trend toward diminished resources for these units must be stopped, and to the extent possible, reversed. While some faculty still feel that preservation of faculty lines is the top budget priority, many faculty from all divisions and senior administrators feel that resource allocation or re-allocation is needed. Therefore,

RECOMMENDATION: The College should give high priority in resource allocation or re-allocation to increased funding for the Library, particularly for acquisitions and faculty lines. <6-1>

RECOMMENDATION: The College should give priority for resource allocation or re-allocation to increased funding for academic skills, academic computing and instructional media. <6-2>

VI. Summary List of Recommendations on Academic Support Services

RECOMMENDATION: The College should give high priority in resource allocation or re-allocation to increased funding for the Library, particularly for acquisitions and faculty lines. <6-1>

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CHAPTER SEVEN

SUPPLEMENTARY PROGRAMS
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The Center for Labor and Urban Programs, Research and Analysis is in the process of being broken up by its director, Professor Herbert Bienstock.

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the community at large. The Institute became affiliated with Queens College in 1994. Its mission—to foster higher education among Italian Americans—is accomplished through its Career Counseling Center, Campus Based and Outreach Counseling Programs, Resource Center, Research Library and various community projects. Funding is derived exclusively from the tax levy budget.

C. Center for the Biology of Natural Systems

The Center for the Biology of Natural Systems (CBNS) conducts a program of research and education relating to environmental, energy and resource problems. Besides analyzing the origins of and devising alternative solutions to environmental, energy and resource problems, CBNS assists governmental agencies and community organizations concerned with these problems and provides community organizations, and the community generally, with educational services on the technical and economic background of environmental, energy and resource issues.

CBNS is currently undertaking two new initiatives: environmental audits of the New York City budget and generation of more accessible publications for the community. Current sources of external funding include the Pew Charitable Trusts, the New York Community Trust, the Joyce Foundation, the New York City Department of Environmental Protection and the New York Legislature (member's item). In addition to University funding from Organized Research, CBNS also receives an allocation from the CUNY Workforce Development Initiative.

D. Center for Byzantine and Modern Greek Studies

The Center for Byzantine and Modern Greek Studies promotes and supports Byzantine and neo-Hellenic scholarship and publications, provides student support and relates academic teaching and research to the Greek American community in New York and beyond. The Center sponsors lectures and symposia, issues a newsletter and maintains a special library collection. It also publishes an annual, *Journal of Modern Hellenism*, which first appeared in 1984. The Center is self-sustaining through gifts from private individuals, corporations and foundations.

E. Center for the Improvement of Education

The Center for the Improvement of Education is involved with innovation, implementation and research in curriculum design, administration and effective school/family/community relationships. The Center conducts experimental projects and collects and analyzes data on the creative, intellectual, emotional and physical growth of pre-adolescent and early adolescent children, and has close working relationships with the Louis Armstrong Middle School in Queens. Recently it has established partnerships with elementary, middle, junior high and high schools. Its funding comes from the New York City Board of Education and individual school districts.
F. Center for Jewish Studies

The Center for Jewish Studies promotes scholarship, conferences, seminars and publications connected with the various disciplines related to Jewish Studies. By bringing together humanists, social scientists, theologians and others sharing an interest in Jewish Studies, the Center provides a means for dialogue and for the cross-fertilization of ideas. The Center has a long history of sponsorship of the Jewish Lecture Series, aimed at both the college and local communities. The Center is self-sustaining through gifts, endowment income and foundation support.

G. Center for the New American Workforce

Begun in 1991, the Center for the New American Workforce is devoted to making diversity work in corporate America. Its mission is to enable employers, primarily large corporations in the New York metropolitan area, to become more efficient, responsive, productive, profitable and competitive in domestic and foreign markets by understanding and effectively utilizing America's diverse workforce. The Center provides continuing education through training and seminars, and sponsors public events on the issues of workforce diversity. The Center obtains support from corporations and foundations.

H. Michael Harrington Center for Democratic Values and Social Change

The Michael Harrington Center for Democratic Values and Social Change is a policy research, educational and advocacy organization established in 1989 to link equity and social justice to public policies. While the Center's activities have an international component, they largely focus on issues relevant to the United States. The Center publishes a newsletter and a working papers series, and sponsors conferences, workshops and discussion groups. It serves as a resource to those concerned with the poverty of inner cities and that derived from ethnic, racial and gender subordination. Funding comes from foundations, contributions and tax levy support.

I. Labor Resource Center

The Labor Resource Center provides labor-related resources and educational services to the College, the public and the labor community. It collects, prepares and distributes educational material and promotes discussion and debate on labor issues. This includes housing a special library and film collection, developing instructional materials, providing a clipping service and distributing labor-related documents and publications. The Center organizes conferences and special lecture series. The Center is supported by grants from labor unions and by support the New York State Legislature (member’s item).

J. The Papers of Robert Morris Project

The Papers of Robert Morris Project, founded in 1968, is publishing the papers of
Robert Morris as Superintendent of Finance (Secretary of the Treasury) and Agent of Marine (Secretary of the Navy) of the United States from 1781-1784. Seven volumes have been published to date; volume eight is in press; and the work on the final volume, microform supplement and cumulative index is well underway.

Supplementary project activities have included student training, articles, papers, lectures, exhibits and essay contests. Primary funding is from the National Endowment for the Humanities and the National Historical Publications and Records Commission, with matching funds from private foundations, businesses and individuals. Since its founding, the Project has raised nearly $3 million in external funding.

II. Non-credit Programs

In pursuit of its outreach mission to the Queens community, the College offers a variety of non-credit programs, courses, and conferences for both children and adults. These include the various components of the Continuing Education Program (CEP)--plus the Center for Preparatory Studies in Music (CPSM), the Athletic and Recreation Program, and the Center for Environmental Teaching and Research. All of these programs, except for the Athletic and Recreation Program, are fee-based and self-supporting. The Athletic and Recreation Program also includes credit-bearing college athletic programs.

The non-credit programs operate through Income Fund Reimbursibles (IFR’s) and are charged for operating costs by the State and the College--11.6% to the State and 5.9% to the College. This contribution, 17.5% of income, has created a financial hardship, especially with decreasing enrollments, contractually mandated faculty and staff salary increases, and realistic limitations in course fee increases. Despite this significant overhead cost, the Continuing Education Programs have made substantial fiscal contributions to the College, totaling in the millions. See CHAPTER EIGHT: FINANCIAL RESOURCES.

A. Continuing Education Programs

The Executive Director of the Continuing Education Programs reports to the Provost and oversees the programs and administration of the College’s Continuing Education Program (CEP), the English Language Institute (ELI), English as a Second Language (ESL), and the Center for Unlimited Education (CUE).

1. The Continuing Education Program (CEP)

CEP offers non-credit courses for professional and personal development. Certificates can be earned in Business Development, Management & Supervision, Nonprofit Management, Microcomputer Programming, Word Processing, Desktop Publishing, Paralegal Studies, Medical Billing & Reimbursement, Medical Office Management, Chiropractic Assistant, Medical Records, Child Care Assistant, Real Estate, Alcoholism Counseling, and Interior Design. Personal Development courses include academic skills,
languages, consumer survival, money management, adult counseling, arts and humanities, and cultural/religious studies.

Courses and certificate programs are demand-driven at the request of students or according to the needs of the local business community. The continuation of the weak economy has resulted in an increase in certificate programs that enable an individual to learn a new profession or advance in the current one. During the last Middle States evaluation, 6 certificate programs were available; currently, there are 17. Conversely, personal development courses have shown a marked decline in registration, as participants gear their resources toward professional needs. CEP has grown to 4000 student enrollments during the fall and spring semesters, and 2500 during the summer, for a total of approximately 11,000 student enrollments a year. Students are from all social and economic strata, and include residents from all the racial, ethnic, and religious communities found in Queens. Ages range from 7 to 83. CEP has expanded its services to include children and adolescents. High school tutorial and test preparation courses have been offered since the last Middle States evaluation. In 1994-95, a special academic program was implemented for young children, including improvement and enrichment of math, reading, and computer skills.

Areas of concern for CEP involve the need for more classroom and office space. CEP has modernized the Temp I building so that many more courses can be offered during the day. Office space for CEP personnel in Kiely Hall presents a significant problem: often two or three managers are housed in an office originally designed for one person, creating problems of morale and productivity. The College has tried to alleviate the situation; however, additional space would have been in a location other than Kiely, and the program’s director has not wanted to relocate the program away from its current central location.

2. English as a Second Language (ESL)

ESL\(^2\) is a non-credit program whose mission is to enable the Queens non-English speaking population to improve reading, writing, speaking, and listening skills in English. About 15% of the ESL students enter credit-bearing programs in the College. The huge increase of new immigrants in the Borough of Queens in the last ten years has created a large and diverse population of students who must learn English to be able to lead successful and productive lives. The average class size of ESL has grown from 18 to 25 in the last decade. ESL offers three semesters of courses a year, with enrollments in fall 1994 standing at approximately 1000; 25% are evening, 35% day, and 40% Saturday. This is a decrease from previous years, as many persons in the student population cannot afford even the current reasonable costs of this program.

\(^2\) ESL is not to be confused with College English as a Second Language (CESL) which is credit-bearing, and administered in conjunction with the College’s Academic Skills and Resource Center; see CHAPTER SIX.
3. The English Language Institute (ELI)

ELI, celebrating its fiftieth anniversary in 1995, is an intensive non-credit English program to prepare students to perform at college level. Most students in the program are on foreign visa status. The ELI has moved recently into computer-assisted language learning and has developed programs with teacher-training in the Department of Linguistics and the School of Education. ELI plans to offer new mini-courses to take better advantage of the College’s intersession periods. Serious problems include severe limitations on available classroom and office space as well as growing competition from other language programs outside the college.

4. Center for Unlimited Enrichment (CUE)

CUE was founded in 1981 to provide educational, cultural, and social programs for older adults. At that time, 75 students registered for courses. Since then the program has expanded greatly, and the registration for fall 1994 was 775. Typically, courses are offered in such fields as music, art, literature, theater, philosophy, social geography, writing, law, politics, and fitness. Students have access to the reading rooms at the College Library and are able to participate in the College’s recreational and cultural events.

B. The Center for Preparatory Studies in Music (CPSM)

Located in the new building of the Aaron Copland School of Music, CPSM is a comprehensive music school which offers a wide variety of programs for children, from preschool through high school. CPSM began in 1981 with 75 students and currently has an enrollment of 375. Classes meet on the weekend, and private lessons are also arranged for either weekend or after-school hours. Lessons are given on all instruments of the band and orchestra, in voice, piano, musicianship, chorus and chamber music. The curriculum includes six levels of expertise, grouped according to capability. Evaluation of students and the program include performance juries, mini-concerts, homework, and tests. In addition, evaluation forms are mailed to parents and teachers.

Functionally, the CPSM operates within the Copland School; certain administrative functions are performed on a contractual basis by CEP (see above). Of special note is the participation of CPSM students in the recent premiere of The Village, an opera with libretto by Professor Susan Fox (English), composed by Professor Joel Mandelbaum (Music) and directed by Professor Susan Einhorn (Drama, Theatre and Dance).

C. The Athletic and Recreation Programs

The College’s Athletic and Recreation Programs have both credit and non-credit elements and are administered by a single director. The credit-bearing athletic element consists of varsity programming, available to matriculated students. There are 20 varsity
teams, some of which have established names in regional competition. Larger yet, however, is the program's non-credit recreational element, which offers activities to faculty, students, and the local community on a fee-paying basis. The recreation program was established in 1980 and has doubled in population since the last Middle States evaluation. Programming is offered seven days a week and most nights. In addition, since 1989, a summer children's camp has been offered and has been a major success. Enrollment has increased from 90 per week in 1989 to 1000 per week in 1994.

During the last few years, the Athletic and Recreation Program has evaluated itself through a departmental review, and it conducts an annual evaluation of its faculty. In addition, it periodically surveys the users of its facilities and programs, and it keeps headcounts of its clients' use of various facilities. The program has identified problems and concerns with its physical facilities. The pool and gym are inadequate to meet the needs of the program and are not well maintained. The program has plans for improvement and expansion during the next few years. In 1995, it hopes to open a new tennis center, and it currently has a capital request before the University to renovate Fitzgerald Gymnasium, which includes adding another swimming pool and installing racquetball courts.

D. The Queens College Center for Environmental Teaching and Research

The Center is located at the former home of Marshall Field, a facility leased to the College in what is now Caumsett State Park on Lloyd Neck in Huntington, Long Island. This facility serves as a field station for student and faculty research, and as a conference center with sleeping accommodations and food service. Weekend seminars there have been a great success with Queens students. It is heavily used for field trips by groups of school children from all over the region, and summer programs for children are provided.

III. Collaboration with Schools

A. Townsend Harris High School

Townsend Harris High School, closed in 1942 but remembered for its excellent humanities program and distinguished alumni (e.g., Jonas Salk), was reopened in 1984, through the joint efforts of Queens College and the New York City Board of Education. In spring 1995, Townsend Harris moved into a new building located on the College's campus. This will provide opportunities for the school's students to participate daily in the life of the College, and it will give them easy access to numerous research and service projects and programs.

Townsend Harris continues today its tradition of intensive humanities education and high student achievement. It was rated fourth highest in average SAT scores (after only Stuyvesant and Bronx Science), and highest in the City for math and reading scores.

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Against a City average of 62% in math and 74% in reading, students at Townsend Harris were number one in the City, averaging 100% in math and 99.2% in reading.

The collaboration between Queens College and Townsend Harris High School has many advantages. There is regular interaction between faculty at the College and the faculty, students, and staff at the school. Faculty at the College are afforded opportunities to examine the implications of applying rigorous academic standards to an entire high school population and to observe the benefits of accelerated learning, high scholarly expectations, and a college environment. Seniors at Townsend Harris are eligible to take, besides their courses at the school, two courses per semester at Queens. A Humanities Seminar, team-taught by College and high school faculty, is the centerpiece of the senior year. Many Townsend Harris students participate in College events and service projects, both on campus and off. Other contributions of the College to the Townsend Harris experience include teacher training in the sciences, the mentoring of students in several fields (science, social studies, mathematics, computer science, art, and music), and access for students and faculty to the Internet through QCNet arrangements. Many new projects are planned for the near future—in educational technology, in community service, and in writing, to mention but a few. Special workshops on teaching are being set up. An arrangement is being made for placement of Counselor Education interns in the school. And the Humanities Seminar is currently undergoing evaluation by a committee of faculty from both the College and Townsend Harris.

B. The Louis Armstrong Middle School

For sixteen years the College has maintained a collaborative relationship with Intermediate School 227, the Louis Armstrong School, which was declared a model among middle schools by the U.S. Department of Education in 1983. Located in East Elmhurst, the school has a student population that is representative of the ethnicities and achievement patterns of the Borough of Queens. A third of the students are drawn from the lowest third of elementary schools in achievement. Queens faculty and staff from the School of Education offer a unique on-site teacher preparation program for persons choosing teaching as a second career; staff development programs for teachers in the areas of mathematics, special education, physical education and science; special enrichment activities for students in art and music; and consultation with teachers and administrators in implementing the principles of middle school education.

C. Project SCOPE

Project SCOPE (School-College Operation in Physical Education) is a comprehensive partnership program between school practitioners and College faculty. The partnership focuses on the school's curriculum, staff development, and pre-service and in-service teacher education, integrating them to effect change and improvement. The partnership has been recognized nationally by the American Association for Higher Education and was honored by the Chancellor of the City University of New York.
IV. Cultural Enrichment

A. Colden Center for the Performing Arts

Colden Center was established in 1961 to provide accessible and affordable cultural enrichment to the region by presenting the world’s finest performing artists in the fields of classical music, dance, theater, jazz, popular entertainment, and children’s and family programming, including much-needed arts education programs. The Center makes its spaces available to the community for rental, while supporting the cultural initiatives of the College’s academic programs. The Center has three main venues: Colden Auditorium (2143 seats, the largest indoor performance space in the Borough of Queens); the new Samuel J. and Ethel LeFrak Concert Hall (a 490-seat state-of-the-art recital hall with a glorious pipe organ, shared with the School of Music and in its building); and the Queens College Theater in the Colden complex (seating 476, used also by the Department of Drama, Theater and Dance for classes and productions).

Approximately 300,000 people attend events at Colden Center each year. The Center has been especially responsive in recent years to multicultural programming, especially for young audiences, building bridges where cultural commonalities and differences can be appreciated and respected. Although fund-raising for the events presented under its auspices remains a constant concern, Colden Center faces other difficulties in the coming years, primarily problems with its physical plant. Built in 1961, Colden Auditorium and the adjacent Queens College Theater have undergone minimal renovations since then, and much work needs to be done if Colden Center is to remain competitive in the marketplace.

B. The Fine Arts Departments, Art Center and the Godwin-Ternbach Museum

The Department of Drama, Theatre and Dance, in addition to its academic mission, provides numerous cultural events for the whole community in the main Queens College Theater, the Little Theater (100 seats), and several smaller performance spaces. The Department annually produces two plays, a musical or opera, and a dance performance. A summer Rep Theater usually produces a musical or play. Moreover, eight or so student-directed productions are staged in the Little Theater each year. As finances become available, the Department is slowly converting a large part of Rathaus Hall into a new, large performance space. Two excellent dance studios have already been created in Rathaus (in space inherited when the School of Music moved into its new building several years ago). Owing to severe reductions in budget, the Department has in recent years been compelled to change its philosophy and approach to production. The events schedule has moved more toward student-produced works, especially where budget cuts have resulted in the loss of faculty who have not been replaced.

The Aaron Copland School of Music is the home for several important and active organizations, including the Queens College Choral Society, founded in 1941. A
community-wide group of around 180 voices, the Society performs two choral works each year. Its December performance of Handel's Messiah has become a seasonal tradition.
The Copland School offers some 160 student, faculty and alumni recital concerts each year, mostly in the daytime. The new Music Building, with its LeFrak Concert Hall, provides excellent spaces for musical events. The Queens College Orchestra and the Choir, for instance, offer numerous special concerts. Budget problems threaten such programs.

The Department of Art (including both art history and studio art) recently moved from inadequate spaces in Kiely Hall and an off-campus location to new quarters in Paul Klapper Hall. The Department regularly mounts exhibits, many of them in a spacious new student gallery. MFA thesis exhibitions and lectures are also presented here.

The Art Center offers about a dozen exhibitions a year in a remarkable new gallery on the top floor of Rosenthal Library, especially promoting artists who reflect the cultural richness of New York City and the College. The Center also provides exhibitions and lecture programs elsewhere, presenting works by both new and established artists in diverse media.

The Godwin-Ternbach Museum is a teaching museum with a permanent collection of nearly 3000 works of art in all media from antiquity to the present. The collection was stored for several years and then moved into a new, magnificent two-story gallery in the rebuilt Klapper Hall in fall 1992. The facility includes state-of-the-art working and storage areas. A new director has been appointed, and the Dean of Arts and Humanities is working vigorously to increase private funding to the Museum.

C. The Arts Advisory Board

In 1993, former President Kenny appointed an Arts Advisory Board, including several illustrious arts alumni: musicians Paul Simon and Marvin Hamlisch, author Susan Isaacs, and others. The Board has been chaired by Milton Glaser, nationally recognized designer and promotional expert; the current chair is Nathan Leventhal, President of Lincoln Center. The aim is to bring new resources to the campus arts scene.

D. Public Art on Campus

In recent years, there have been five art projects tied to new building construction on campus. A state program called "Percent for Art" has financed three large paintings and two sculptures (one outside and one inside) in the New Science Building, a major outdoor sculpture at the entrance to the Aaron Copland School of Music, two important sculptures near Rosenthal Library, and a whole range of works throughout campus interiors. A sculpture is also planned for the north entrance of Klapper Hall, following the recent installation of a provocative assembly of spheres on the south plaza. Another sculpture is planned for the recently refurbished Delany Hall.
E. The Queens College Evening Readings

The Evening Readings is a program created in 1975, often drawing packed audiences to hear renowned authors read and discuss their works. The series, which author Susan Sontag recently called among the best of its kind in New York, is also constantly struggling with budget problems. Efforts have recently been made to augment its modest subscription income and College funding by selling attractive t-shirts and tote bags. For 1994-95, authors included Edward Albee, John Barth, Jamaica Kincaid, Jayne Anne Phillips and Jane Smiley.

F. The Louis Armstrong Archives

After the deaths of jazz great Louis Armstrong and his wife, Lucille, their estate asked the College to assume responsibility for their home in Queens (which became a national landmark in 1977) and to preserve and catalog the jazz literature and memorabilia therein. The Louis Armstrong Archives, with over 20,000 items, was opened to the public in Rosenthal Library in 1994. Plans include opening Armstrong's home (in nearby Corona) as a museum. With the acquisition of the Armstrong Archives, the important jazz artists who have been drawn to the campus, and the strength of its music performance programs at the undergraduate and graduate levels, the College has emerged as an important center of jazz studies and performance.

G. Other Organizations Contributing to Campus Culture

The Queens College Women's Club, whose slogan is "Not Just for Women Only," is an organization composed of faculty, staff, and retirees. It sponsors various cultural activities for the community. It has focused recently on events that raise funds for the College.

The Friends of the Library are faculty, students, alumni and others devoted to raising funds for the College's Library. They also promote and facilitate contributions of books, and organize literary, artistic and musical events. For example, the Friends sponsor talks and programs each spring during National Library Week. In spring 1995, the Friends produced a remarkable program, with concerts, readings, talks and exhibits in connection with anniversaries of Scott Joplin, Henry Purcell, Oscar Wilde and Tennessee Williams.

Other cultural enrichment activities include lectures organized by ethnic and area studies programs. For instance, Africana Studies has organized a new lecture series at the Langston Hughes Library in Corona in conjunction with CEP. The lectures have been well-received, drawing sizable audiences from the community. The Jewish Studies Program has a long-established series of endowed lectures open to the community. Distinguished scholars and writers are featured, and audiences range from 200 to 800. The Center for Jewish Studies and the Center for Byzantine and Modern Greek Studies organize scholarly conferences open to and much attended by the general public.
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The College's events calendar is packed with projects sponsored by academic departments, student clubs and societies, the Student Union and student governments. A growth of news and information organs and services in recent years has improved publicity for campus and community events. For instance, the College now produces a multicultural calendar listing events reflecting cultural diversity. In 1993, students of the Journalism program began producing Queens World, a newspaper devoted to multicultural activities and issues at the College and in the community. The new Q magazine, produced by the Office of Institutional Relations in collaboration with the Office of Publications, has grown from a periodical brochure to a substantive magazine that goes out once or twice a year to 66,000 alumni and friends of the College. Its purpose is to explore and convey the many facets of events, research, creativity, and life at Queens.

H. Perspectives on Change

In 1985, the College reported that cultural activities that had waned because of the New York City financial crisis of 1976 had once again begun to flourish. Since that time, of course, there has been a serious national recession, one that hit the local area especially hard. Remarkably, most programs have continued to thrive. Audience development is a difficult, perennial problem, related largely to the commuter nature of the College. There is the feeling that students also are more and more distracted by commitments to outside work. Parking and security problems are also factors. Campus security has been improved significantly, and extensive new outdoor campus lighting has been installed. Better advertising and audience-development strategies are being developed. During the 1994-95 academic year, an ad hoc arts committee has been meeting with Acting President Curtis to focus on marketing, fund-raising and audience building for the performing arts programs. One visible outcome has been a page of arts programming information which now appears in the student newspaper. Recognizing the strong history of the College in cultural programming for the community, the College can be proud of what has been accomplished, and it should maintain its support for activities which provide cultural enrichment to the College and local communities.