Gateway to the Future
THE CAMPAIGN FOR QUEENS COLLEGE
Viewed from our tree-lined campus, the Manhattan skyline symbolizes to students the bright lights within their reach. But what most defines their aspirations is the front gate of Queens College. Whether their journeys began in a nearby neighborhood or in a village in Korea or Kenya, students who enter our front gate meet a faculty and staff who will inspire them and help them fulfill the promise of their potential.

Our front gate is also our gateway to the borough of Queens, the America of today and tomorrow, and the wider world.
UNDAUNTED by the Great Depression, the college’s founders in 1937 opened the door to our first students, many of them sons and daughters of the newest Americans. Queens College was known then as “the College of the Future,” a prophetic phrase. These 400 pioneering graduates became the pacesetters in their fields, the lifeblood of their communities.

In every decade since, extraordinary students have passed through our front entrance, learning so that they may serve. To ensure that for decades to come more students will have all the advantages of an exceptional liberal arts education, **Gateway to the Future: The Campaign for Queens College**, with a goal of $150 million, will invest in:

- The strength of our faculty
- The support we offer our students
- Academic initiatives that advance our mission
- Arts programs for which we are renowned regionally
- Enhancing and “greening” our campus
- The countless ways in which we reach out to our neighboring communities

We invite you to step through this gateway, to walk with our remarkable students and faculty, and to join us in shining a light on their path.
Queens College, a senior college in the City University of New York, enjoys a national reputation for our arts and sciences and pre-professional programs. Each year Queens College has been cited by The Princeton Review for being one of the nation’s best colleges, thanks to our outstanding academics, generous financial aid packages, and relatively low costs. U.S. News & World Report’s America’s Best Colleges (2010) ranks us among the top 10 public universities in the category “Best Universities–Master’s (North).”
INTRODUCTION

120,000+
QUEENS COLLEGE ALUMNI

20,000+
MATRICULATED STUDENTS

4,600+
GRADUATE STUDENTS

150+
COUNTRIES REPRESENTED

90+
NATIVE LANGUAGES
From the vibrant borough of Queens—the nation’s most diverse county—our
neighbors of all ages enter through our gateway, legions every day. They come
to stretch their minds in our classrooms and libraries, to flex their muscles in
our fitness center. Thousands of youngsters practice their athletic and dramatic
skills in our summer camps. Half a million people a year come to our campus to
enjoy the high-caliber performers, artists, and authors the college attracts. Our
neighbors are drawn here to prepare themselves and their children for their
roles in a global society. They have come to the right place.

Likewise, the college mirrors the remarkable rainbow of cultures
around the globe. Our 20,000 matriculated students (including 4,700 graduate
students) have arrived at our gate from over 150 countries. Many of them were
born overseas. They represent over 90 native languages, and usually speak more
than one.

Yet one lingua franca unites them, high-school seniors as well as senior
citizens: the yearning to shape the future through education. Our faculty and
staff guide people of all ages along their life’s path, from their baby steps in our
Child Development Center to their confident strides as adults in the Continu-
ing Education Programs. This commitment is especially evident as we assist
students in making the decisions essential for becoming a productive part of
American and global life. With a fine liberal arts education that stresses the
timeless value of critical thinking, our multilingual, multitalented, modern
students step up to the demands of rapid change and globalization. They have
come to the right people to guide them along the way.
Our graduates contribute enormously to the city of which they are a part. More than 85 percent of our 120,000+ alumni remain in the metro area, becoming the driving force behind countless businesses, schools, nonprofits, and arts organizations.

The days when our students paid no tuition are long gone. Indeed, many people are surprised to hear that only about one-third of Queens College’s operating budget is funded by New York State. Through philanthropic support—the generosity of alumni and friends, corporations and foundations—we are able to accomplish far more by hiring the finest faculty, supporting research and service, launching and strengthening programs, and awarding scholarships and fellowships to deserving students.

Gateway to the Future will offer our graduates more opportunities to ensure that others will enjoy the life-changing education they received. This campaign will also enlist our wider constituencies in the remarkable range of initiatives already under way and those beckoning on the horizon.

“...Queens College is an extraordinary institution with fine students who go on to make stellar contributions to their professions and communities. But have you ever thought about how far your money goes when you make a contribution to a public college like Queens?

“At one of our Ivy League colleges, a $25,000 contribution will pay about half the tuition and housing fees for one student. That same sum would more than cover the tuition of five of the exceptional students who enroll each year at Queens College. Your gift will also allow us to offer these high-achieving students the benefits offered by many private colleges, including internships, research opportunities, and study abroad programs.

“I believe there is no better or more rewarding investment you can make than to invest in the young men and women of Queens College.”

DR. JAMES L. MUYSKENS
President, Queens College
MEET YOUR FUTURE:
THE QUEENS COLLEGE PLEDGE
Enter a world of exploration and discovery.
Experience diversity and expect to be inspired.
Join a community of high standards and higher ambitions.
Learn from the best, immersed in the brightest city.
Embrace opportunity and broaden your views.
Find your own path through exceptional education.
Meet Your Future.
The great thing about The Summit is that I feel so much a part of the community. It’s what I had always hoped college would be like, with friends who slowly become family.

“I like the community we have,” says Sarah Leibowitz, citing the activities she’s enjoyed as a resident of The Summit, the college’s first residence hall: from a dodgeball game—“I haven’t played that since sixth grade!”—to an ice cream-making event that yielded, in her case, an overly salty dessert. A pre-med student who works part-time at a chain restaurant, Leibowitz values the chance to have fun. Fact is, she is so busy that she seldom sees her three suitemates. Instead, they set out snacks for each other; Leibowitz, whose mother is Korean, takes particular pride in the bulgogi marinades she learned to prepare at home.

This residential experience had seemed unattainable when Leibowitz was a senior at Benjamin N. Cardozo High School.

Her father, a QC alum who had been a math teacher, lost his 10-year battle with cancer. But then Leibowitz got some good news: She had been accepted into the Macaulay Honors College, which covered her tuition in full—and allowed her to apply her limited funds to campus housing instead. “The Macaulay program mattered a lot,” she says.

This summer Leibowitz will be doing research on bird songs and volunteering at a local hospital. In the fall she’s coming back to The Summit as a resident assistant, and hopes to enhance campus life for her fellow students. “I want to help create a community feeling,” she says.
WHERE WE ARE NOW

The energy on campus is felt by everyone—students, faculty, staff, and visitors. Enrollment is up, new faculty members are bringing exciting new ideas into the classroom, our Strategic Plan has prompted a renewed sense of purpose, and the success of our previous fund-raising drive has allowed us to move ahead with important projects, as well as offer more scholarships to our fine students. The recent opening of The Summit, the college’s first residence hall, fulfilled a long-standing dream. Revamping our curriculum and establishing its core of general education courses will give our students an edge in the workplace of the future, an entrée into being citizens of the world.

“Great colleges stay great by keeping their eye on the future. Building on the success of our last fund-raising campaign and the vision of our college outlined in our dynamic Strategic Plan, Queens College will no doubt continue to attract our city’s top students and our nation’s finest faculty.”

DR. SUE HENDERSON
Vice President for Institutional Advancement
In the last few years, SAT scores for accepted students have on average risen 50 points, one indication of our growing appeal. Our expanded education abroad program is opening students’ eyes to exciting options for learning in scores of countries—including new programs in China and Japan. More faculty are collaborating with undergraduates on research. The development of the Queens College pledge to students has more clearly defined who we are, what we offer, and what we expect of ourselves.

Above: The Summit has turned the campus into a 24-hour community.
Right: The Summit’s amenities include a lounge on the first floor for relaxing, and a gym on the second floor for working out.
“Whether it is endowed chairs or scholarships or computers, whatever it might be, the Queens College Foundation is there to supplement the needs of the college. It’s very gratifying that we are preserving and perpetuating this institution for everyone, but especially for those who don’t have the means but who can have a wonderful opportunity to pursue their passions. It’s such a fine institution.”

STEPHANIE STIEFEL, ’80
Managing Director and Head of Client Development of The Straus Group at Neuberger Berman and a Queens College Foundation trustee

The Kupferberg Center for the Arts, with its superb offerings in the arts and its eclectic variety, shines as a campus marquee, spotlighting QC as an outstanding cultural destination. The generous $10 million gift of Selma and Max Kupferberg ’42 in the previous campaign invigorated the center’s programming, funded significant improvements, and attracted millions more in support. The Kupferberg Center links QC’s cultural and arts resources: our largest performing venues; concerts and family entertainment; and our museums and academic departments in the arts. Each year we introduce thousands of children to cultural offerings unavailable in their schools. Children and their teachers have always had a front row seat at Queens College. We educate more teachers for New York City schools than any other college. Through partnerships with local schools, our Division of Education puts into practice faculty expertise in urban education. For example, the Queens
School of Inquiry at Parsons Junior High School focuses on increasing college success for low-income, minority, and first-generation students.

Athletics has been strong for a long time at Queens College; our student-athletes are committed to their teams, but also to becoming educated for their careers and lives. Stronger athletic teams are raising QC’s profile and boosting students’ pride in their college.

Visitors often remark on the attractiveness of our campus with its red-tiled Spanish architecture, inviting Welcome Center, and splendid green vistas. The latest improvement came recently with the dedication of the Remsen Hall annex, showcasing our new chemistry and biochemistry instructional labs.

**QUEENS COLLEGE FIVE-YEAR TREND IN ENROLLMENT, FALL 2005 – FALL 2009**

<table>
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<tr>
<th>Year</th>
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Queens—the college and the borough—is absolutely the perfect setting for doing work like this. It’s a microcosm of much of the world.

“I know so many people who’ve come out of undergraduate schools with huge debts, and the jobs aren’t there,” says Steven Appel. It was mainly affordability, plus diversity, that made Queens College his only choice. “I was absolutely amazed that I received such a top-notch education for that price,” he says. Elected editor-in-chief of The Knight News as a freshman, and twice re-elected, Appel guided the student-run newspaper into becoming a much larger, award-winning enterprise.

Despite all those deadlines, Appel double-majored in Political Science and Cultural Anthropology, was a teaching and research assistant, taught conflict resolution skills in public schools, founded QC’s STAND chapter and an online interreligious forum, and was honored with the Jewish Studies’ Maimonides Award. In summer 2008, he volunteered in one of Cairo, Egypt’s poorest areas; helped abused women at the House of Ruth in Washington, D.C.; and interned for U.S. Senator Charles Schumer (D.-NY). He hopes to earn a J.D. and have a career in public office.

Awarded QC’s highest academic honor, the Paul Klapper Scholarship, at the 2009 Commencement Appel urged fellow graduates to “pursue the paths that are unconventional.” That summer, he helped his brothers, James (’09) and Byron (’10), set up an airport baggage delivery service. That August, he ventured into remote villages in Vietnam, since he loves traveling and photography. Last fall, he followed another piece of his own advice to graduates: to “always strive to serve others.” He became assistant director of QC’s Center for Ethnic, Racial, and Religious Understanding. “Queens—the college and the borough—is absolutely the perfect setting for doing work like this,” Appel believes. “It’s a microcosm of much of the world.”
WHERE WE PLAN TO BE

Nothing is more important for the future of our borough and our nation than quality public education. Queens College has been providing this quality education for over 70 years. Gateway to the Future builds upon our strengths and will help us reach our goal for our centennial: to be recognized as one of the world’s great colleges.

The groundwork began in 2007 when hundreds of faculty, staff, and alumni discussed at length the future of their college. From their wealth of ideas and proposals came strategic initiatives that could be realized by QC’s 75th anniversary in 2012. This Strategic Plan’s three major goals guide our campaign:

- To advance our academic programs
- To build a culture of community
- To solidify our financial foundation

“Our campus life reflects our global society. We’re a multicultural tapestry from different cultures, ethnicities, and faiths. To see our students connect and work in concert with one another both in and out of the classroom is very exciting.”

DR. JOE BERTOLINO
Vice President for Student Affairs
The key to being a great college is to hire and retain the finest possible faculty. Nearly half of our faculty have been hired in the last seven years—excellent and productive assistant professors—and that has led to a reinvigorated professoriate that is moving Queens College to a higher level. We are now ready to further strengthen our faculty by hiring more associate and full professors; additional funding would allow us to offer more attractive salaries to fill these mid- and top-level positions. By establishing more endowed professorships, we seek to attract the best faculty and retain those being courted with impressive offers from other institutions.

But it takes more than salaries to stay competitive in academic hiring. We also must increase support for graduate students; make sure teaching loads allow sufficient time for research; strengthen faculty support at all career stages; and upgrade laboratories and facilities.
With support from Gateway to the Future, we plan to appoint 200 more tenure-track faculty. We will also endow professorships and fund visiting faculty, teaching and research support, and faculty development.

Something extraordinary happens when remarkable faculty walk into a classroom of top students. Both are inspired to do their finest work and find solutions to problems that had seemed insoluble. And our faculty have been finding more and more of these high-achieving students in their classes in recent years. This is due in part to our expanded honors programs, including divisional honors in the arts and humanities, sciences, and social sciences. Our students also participate in the City University’s Macaulay Honors College.

“Our motto—We Learn So That We May Serve—I would turn that around and also say we serve so that we may learn. Service is built into the DNA of this place. Building community is very important to QC. I see service happening everywhere, such as when our Division of Education raises math scores in the schools and inspires young minds.”

DR. JAMES STELLAR
Provost and host of “Pizza with the Provost” in The Summit residence hall, where he lived for a year.
The best aspect of Queens College is the sense of belonging to a great community of educators. The programs are excellent and the professors are extremely supportive. Scholarships enabled me to graduate summa cum laude.

One month before the Soviet Union fragmented in 1992, Gyulnara “Julia” Akhmedova and her family became political refugees, fleeing the ethnic cleansing in Azerbaijan. Her family could take only $100. Then 14 years old, she had to leave behind her piano and classical music, and forego her rigorous training as a gymnast. In America, the family landed in a Flatbush apartment with two other families, 15 people in all.

As a teen, Akhmedova won a seat in a Queens College summer program for immigrants. At age 18 she became a secretary, then worked her way up to CFO of two small companies. A decade later, she was finally able to go to college. Still working long days and tapping her savings, Akhmedova intensely pursued classes at QC—nights, weekends, summers—through the Adult Collegiate Education (ACE) Program, and later through the Economics Department, where she was accepted into its selective BBA program and majored in Corporate Finance. “I’m someone who is very curious and wanted to learn,” says the speaker of four languages.

This year Akhmedova graduated summa cum laude and was the valedictorian for the ACE Program. As president of QC’s chapter of Omicron Delta Epsilon, the international economics honor society, she more than doubled membership to 125 and organized programs like field trips to financial institutions on Wall Street, where she works. She sees an MBA or a master’s degree in her future, plus another dream: “I’d love to run the New York Marathon.”
Queens College offers over 400 scholarships and awards, but there is a critical need for more of these to attract top students to our programs. Your support can extend the kinds of investments in our students for which we have received external grants. For example, to prime the pipeline in the biomedical sciences, the MARC U-STAR program at QC, supported by the National Institutes of Health, successfully directs underrepresented minority students toward graduate school and research careers.

Additional funding would expand the opportunities undergraduates have to conduct research with senior professors. Recently, the college has made a solid commitment to encouraging faculty to apply for grants to fund their investigations, and these grants frequently provide support for undergraduate and graduate student research. And we plan to create more opportunities for faculty and student research by strengthening our consortial doctoral programs with the CUNY Graduate Center in biology, biochemistry, chemistry, and physics.

“I took a second-semester freshman into my lab. As an undergraduate, she had several major advances and published 13 papers with me. She’s now a cardiology resident. I don’t know of any place with a doctoral program that does as much with undergraduates as we do at Queens College.”

DR. ROBERT ENGEL
Professor of Chemistry and Biochemistry
“In our new minor in business for Chinese speakers, students will be creating online portfolios that they control—samples of formal presentations, reading aloud, writing—to show potential employers that they really speak the language well and to demonstrate their abilities. We’ve been setting up links with China and creating internships.”

DR. WILLIAM MCCLURE
Chair of the Department of Classical, Middle Eastern, and Asian Languages and Cultures

In other areas for which we seek support, our Business and Liberal Arts (BALA) Program was created in response to a survey sent to top business leaders. With its emphasis on communication skills, internships, mentoring, and seminars with executives, the program has already proven its value. We plan to expand on the success of this program by establishing a School of Business that combines BALA, the Bachelor of Business Administration, the Schutzman Center for Entrepreneurship, and the economics and accounting departments.

We also plan to offer more support for our acclaimed Aaron Copland School of Music, which offers comprehensive programs in classical music, jazz, music education, composition, and performance.
Another important initiative—and one that is especially student-driven—is enhancing our language programs. We have added new majors in Chinese and Classical Studies; CUNY’s first major in Middle Eastern Studies; and higher-level courses in Korean. We plan more support for foreign language instruction and literature programs, as these build on our borough’s linguistic and cultural richness. One facet of this is our new Asian Initiative, which will coordinate efforts that complement our academic offerings, art and cultural programs, education abroad, and internships related to this region.

ESTABLISHING A NEW SCHOOL AT QUEENS COLLEGE

THE QUEENS COLLEGE SCHOOL OF BUSINESS

Establishing a new school at Queens College

Business and Liberal Arts Program (BALA)

Schutzman Center for Entrepreneurship

Bachelor of Business Administration

Economics Department

Accounting Department
sun brown banana tabletop, its seams quake, rupture, lines stop, each one a two letters in us, hima thick seared skin into one mass of broken parts attached, still.
table tiles crack by ground gashed in mug prints, as i is two still characters, too
RAJIV MOHABIR ’12

Country of origin: England
Currently resides in: Jackson Heights, Queens, New York
Major: Pursuing a Master of Fine Arts in Creative Writing;
Award-winning poet and author of na bad-eye me

Born in London of artistic Guyanese-Indian parents, Rajiv Mohabir was raised in Queens’s Richmond Hill neighborhood, Niagara Falls, and in the lushness of central Florida’s fauna and flora. He studied folk singing in India for a year and practices meditation. In college, he switched from pre-med to religious studies before earning an MS in Teaching English as a Second Language. A poet invited to a Voices of Our Nations workshop for writers of color, Mohabir also is an adventurous cook and creator of videos. Now he is pursuing his second master’s degree, an MFA in Creative Writing at Queens College, while teaching Corona fifth-graders full-time in an English as a Second Language (ESL) program.

In every way, Mohabir is finely attuned to the rhythms of his life’s 29 years. He is fascinated with languages and sacred stories, rivers and oceans, the diaspora of his Christian/Hindu family and the migration of humpback whales. “My grandmother would tell these elaborate stories through song. It was really magical when I started to understand what she was saying,” he recalls. “Music is the ancestor of poetry” and reminds us “that things are never really lost.”

On Fridays in his classroom at PS 92, his pupils recite their own poems. As he engages them in writing’s craft and creativity, he says, “Nobody gets below a perfect score.” For Mohabir, “Teaching ESL is really dear to me” and fits in with his aspiration to contribute to immigrant empowerment and immigrant rights.

“The way people can be moved to mutual understanding through poetry can be really impacting,” he believes. “It’s the coolest thing to use art for social change.”

The way people can be moved to mutual understanding through poetry can be really impacting. It’s the coolest thing to use art for social change.
There is a drive and ambition within Queens College students. As they are earning their degrees, most are also working part time, and need to support themselves and their families. They’re not only diverse from the fact that they speak a second language but from the experience they bring—they have more real-world experience.”

kathy lao ’01
Vice President, J.P. Morgan, and a Queens College Foundation trustee. Through an internship as a student, she found her career in investment banking.
Support from outside sources enables our centers to increase their programming for students and the public. To cite just one, our Center for Jewish Studies is a national model for its programming in the arts, and its exciting lecture series draw thousands of people to the campus each year.

One-fifth of our students and the residents of our borough are Asian, so we seek funding for the important centers that do research on Asian communities. Our Asian/American Center recently received a $1.2 million grant from the U.S. Department of Education for a new interdisciplinary academic program, Asian American Pacific Islander Community Studies (AAPIC). One AAPIC course will involve students in community-oriented research focusing on downtown Flushing's thriving Asian-American enterprises. In February 2010 the college opened its Research Center on Korean Community, headed by Distinguished Professor Pyong Gap Min, a renowned expert on Korean Americans and Asian Americans.

We also seek support for the Center for Ethnic, Racial, and Religious Understanding, which applies innovative approaches to conflict resolution. This center trains students to be conciliators and bring together groups with historic conflicts—among them Muslims and Jews, Turks and Greeks, Japanese and Chinese.

“We had 80 Holocaust survivors in the audience. Six students from our new Center for Ethnic, Racial, and Religious Understanding—African-American, Jewish, Muslim—escorted six of the Holocaust survivors to the stage, introduced each one, and gave a bio. Then each of the students made a commitment to what they are doing to combat hatred. You could have heard a pin drop in the room. They realized how they need to be encouraging relationships and allies, so that in moments of unspeakable tragedy, we can connect.”

DR. MARK ROSENBLUM
Professor of History and Director of QC’s Center for Ethnic, Racial, and Religious Understanding
My mother still is my role model because she had the vision to see the power of an education despite her own lack of it.

Sandra Jodha-Sirkisoon’s life path has taken her from a village on the island of Trinidad that had no running water or electricity to graduating from Queens College with an undergraduate degree in Sociology.

As a child she had to walk to elementary school a mile from home, often under a scorching sun. When she was six, her father suffered a stroke that kept him bedridden for the rest of his life. Her mother Samdai took over as the family’s breadwinner. Although her mother was illiterate, she insisted that all her children go as far as they could in their education.

So when Sandra finished high school, she headed for New York, graduating in 1983 from Queensborough Community College with an associate degree in business management.

In 1988 she married Surren Sirkisoon, an immigrant from Guyana who later earned an engineering degree from City College. When the first of their three children was born in 1992, Jodha-Sirkisoon traded full-time employment for playgrounds, reading groups, and a stint as PTA president at her children’s school. But it wasn’t enough to satisfy her, and in 2007 she enrolled at Queens College. “I was a little afraid I wouldn’t be able to cope with being at a large campus with so many young people,” she says. “But I so much enjoy learning, and my professors and classmates were all very helpful and encouraging.” Sociology professor Nicholas Alexiou “reassured me that I will do just fine.”

He was right. The Sociology Department recognized her academic achievements at graduation with the Seiler Memorial Award. Jodha-Sirkisoon’s mother passed away suddenly in 2008. “I dedicate my diploma to my dear mother for dreaming big dreams for her children,” she says. And no doubt her mother would approve of her daughter’s future plans: to earn a master’s degree in Education at Queens College.
Building a culture of community is an initiative that springs to life in The Summit residence hall. The Summit opened in August 2009 and was an immediate hit, with a 95 percent occupancy rate. It has eliminated long commutes for many of our students and given them a place to concentrate on their studies. While its room rates are appealing in comparison with other area residence halls, it’s still a stretch for some students. Private support would make The Summit affordable for more students, as well as help us develop a comprehensive residential life program—and an exciting program to engage our commuter students in our activities and organizations—while making our campus more welcoming, secure, and green.

"Queens College welcomed me even though I wasn’t a traditional student. When I look at QC, I see a place where you can live your dreams.”

CARMELLA T.M. MARRONE ’97, ’98
Founder of Women and Work, a QC program to teach life and work skills to adult women, many of whom are victims of domestic violence
An evening view of The Summit

Gateway to the Future
The Campaign for Queens College
WHERE WE PLAN TO BE
Almost two-thirds of the college’s funding comes from tuition and other sources, such as grants and gifts. Clearly, what a college receives through its fund-raising efforts is what makes the difference between good and great.

Since 1980 the Queens College Foundation has been developing our philanthropic resources to expand opportunities for students, to support faculty and their research, and to award scholarships and fellowships. Prominent business, artistic, and intellectual leaders—most of whom are alumni—serve as trustees on its board.

Preserving the affordability of a Queens College education; assuring that our students will study with gifted faculty; and pacing our programs to our rising academic standards, our ever-increasing enrollment, and the nation’s critical challenges—all must be anchored in the bedrock of a strong endowment. Endowment funds support important initiatives and programs in perpetuity and provide annual operating expenses. General endowments fund a wide array of academic and athletic programs, operational accounts, special programs, and projects based on a donor’s interests. Endowed chairs create distinguished faculty positions that attract up-and-coming scholars and researchers.

“We have made a lot of strides in upgrades to classrooms, faculty work spaces, the library, and public areas. And there’s been a substantial improvement to our grounds—the new front gate, the perimeter fence, the Welcome Center, and the landscaping in front of campus.”

KATHARINE T. COBB
Vice President for Finance and Administration

TO SOLIDIFY OUR FINANCIAL FOUNDATION

Tuition and Fees State Appropriations
Government Grants 35.6%
Other Sources 18.7%
Tuition and Fees 28%

QUEENS COLLEGE REVENUE SOURCES
Jamar Whaley dropped out of the very competitive Stuyvesant High School before graduation. After working at a company in the information technology field, he earned an alternative high school degree through the city’s General Education Development program. Following a series of competency tests at Queens College, he won admission.

Whaley—a Psychology and Neuroscience major with a minor in Media Studies—recently received a Goldwater Scholarship, awarded to the nation’s top science students. To win the scholarship, he wrote about the project he’s working on with Professor Robert Ranaldi (Psychology): studying the impact of heroin addiction on impulsivity using an animal model. “The more we can understand about the syndrome of drug addiction, the better we can treat the addicted individual,” says Whaley.

“I never felt I had the tools or the capabilities to do well in school,” says Whaley, who also won the Young Scientist Award from QC’s Undergraduate Research Council. “But then I took all the freshmen skills-building workshops offered. There was a fear I had to get over, I faced my fear head-on and, with the help of counselors, I found that I could excel.” Two programs Whaley thinks were especially helpful were the MARC U-STAR program and Project ExCEL, both of which support students from underrepresented minorities who want to work in the sciences.

Whaley credits his great-grandmother Elizabeth Whaley, who raised him, and scholarship support from Queens College for helping him find his research niche, drug addiction. “My great-grandmother always thought there was a chance for me,” he says. “Now I want to help out and do for the world what my great-grandmother has done for me. I want to make sure others can have a life and excel after they have underachieved.”
Gateway to the Future will deepen our bedrock of endowment and help realize the objectives envisioned by the college’s leadership, the Queens College Foundation, and our faculty.

Across the country, state support for higher education has been subject to short-sighted disinvestment as legislatures cope with budget gaps. What the current economic situation has taught us is that we need to diversify our funding streams. Private philanthropy can leverage public funds. The Summit was financed through tax-free bonds without using public funds, and with $1 million in support from the Queens College Foundation. The enthusiastic reception to our first on-campus housing also encourages us to explore other creative approaches to enhancing student life through public/private partnerships. Through such partnerships, we could construct additional science labs, a gymnasium, a black box theatre, a Division of Education facility, and improved spaces for our Continuing Education Programs.

“The most important thing that we as seniors and adults can do is to leave a better world for our children, or give them the tools so that going forward, the world will be a better place. Queens College has done that, especially in getting people to understand their differences, to learn how to get along. That’s an important legacy that we want to leave.”

EDWIN M. COOPERMAN ’64
Chairman and CEO of Edmarc Investments, arts patron, consumer protection advocate, and honorary chair of the Queens College Foundation
In so many other areas, support would help us to help others. To cite just one example: recently we received a generous legacy from one of our earliest and most distinguished graduates, Virginia Frese Palmer ’42. With this thoughtful gift we are now able to provide an endowed professorship for our Speech-Language-Hearing Center, as well as hire additional faculty and staff to serve more children and adults with communication disorders.

Gateway to the Future will broaden the base of our support, especially among alumni, who in increasing numbers have been contributing to our Annual Fund. A recent edition of America’s Best Colleges noted the generous rate of our alumni giving. Philanthropic angels can transform an institution, but smaller gifts can be an impetus for larger ones, and a groundswell of modest gifts and grants can have a multiplier effect.
I’m really happy that I studied at Queens College. I still keep in touch. Scholarships saved my life.

Long on talent and short on cash, Asuka Yamamoto needed assistance to pursue a bachelor’s degree in music at QC. The promising young clarinetist got that help from numerous sources, including a scholarship created by Queens College Foundation staffer Sara Horlick and her husband, Michael.

A native of Osaka, Japan, Yamamoto studied piano for six years before taking up the clarinet at age 9. “I liked the sound and shape of the instrument,” she explains. By the time she was in middle school, she had decided to make a career of it. But the would-be soloist hit a roadblock: In 2003 she was rejected by the Tokyo National University of Fine Arts and Music. “I thought of quitting, but my teacher suggested I go abroad,” Yamamoto says.

As it happened, the Orpheus Chamber Orchestra was appearing in Tokyo that spring to perform a program featuring QC Professor Charles Neidich (Music). “The concert was amazing,” Yamamoto recalls. “When he got on stage, I got goosebumps. Afterward, I went to speak with him and said, ‘I want to study with you.’” In January 2004 she flew to New York to enroll in QC.

However, she faced financial challenges that she couldn’t overcome by hard work alone. “My family is not rich,” comments Yamamoto. “I talked to Professor Smaldone [the director of the Copland School] in my sophomore year and said I might have to go back to Japan.”

Students like Yamamoto were the candidates the Horlicks had in mind in 2005 when they established the Erik S. Horlick Memorial Scholarship in honor of their son, a drama major who loved music. “I wanted to help students who were passionate about something and really needed the money,” says Sara Horlick.

With the Horlick scholarship and other awards, Yamamoto stayed at QC and thrived. Today, as a graduate student at the Juilliard School, she remains grateful to her QC professors and benefactors. “I’m really happy that I studied at Queens College,” she declares. “I still keep in touch. Scholarships saved my life.”

And Sara Horlick is happy to have helped Yamamoto pursue her career. “Helping someone else is very, very rewarding,” says Horlick.
A world of opportunities awaits our students who have come, from so far and so near, to our front gate. The borough of Queens—already on the map for its dynamic business community, major league sports, cultural institutions, parks, and invigorating diversity—gains greatly from our being a college so closely allied with its educational, cultural, and economic needs. Queens College as well draws from and contributes enormously to the resources all around us. In the next quarter-century, New York City's population is expected to expand by 1 million. The vibrancy, energy, and confidence that characterize the world’s capital would be bolstered even more by an ambitious program of capital investment and improvement at the college.

Public support provides the basics at Queens College, but support from our graduates and friends ensures its excellence. It greatly advances our ability to educate students to take their place in improving America’s competitiveness and the quality of life. Our global gateway opens into this borough, this city, this nation, this world of possibilities.

Photo of night skyline by Sonny Hung (Comparative Literature).
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