

2015–2020

Queens College Strategic Plan





Discimus ut serviamus:
We learn so that we may serve.

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Letter from the President



I'm delighted to share the Queens College Strategic Plan 2015–2020 with you.

This five-year Strategic Plan is the result of extensive consultation among campus stakeholders. It identifies four core goals to guide our work ahead:

1. To facilitate student success;
2. To support faculty and staff excellence;
3. To weave campus, community, and global connections;
4. To strengthen operational capacity and infrastructure.

By focusing our efforts on activities and outcomes to achieve these goals, we directly advance QC's mission to foster academic excellence and provide opportunities for all who seek a higher education.

Back in 1937, a broad coalition of Queens's residents had a vision for a public university in their borough that would provide excellent higher education opportunities to accomplished residents while also attracting talent and expertise from outside the borough. The connection between service and learning was embedded as a fundamental part of our educational mission and philosophy. Indeed our motto is *Discimus ut serviamus*—We learn so that we may serve. We have honored that legacy well throughout the past decades, and this Strategic Plan provides the direction to continue that tradition over the next five years and beyond.

It is up to us now to make this Strategic Plan an indispensable guide and reference to what lies ahead for the next five years. I look forward to working with all of you on the implementation of our Plan so that we can advance the transformation of Queens College into a more effective, focused, and engaged institution.

Thank you to all who participated in the process to create this Strategic Plan. Your engagement helped strengthen our analysis and reflection and determine our priorities. Let us move forward with that same participatory spirit as we set out together to accomplish our shared goals.

I have no doubt that pursuing the path we have chosen will allow us to continue to sustain and improve our extraordinary institution, one that best serves our students, faculty, staff, alumni, and community partners.

Sincerely,

A handwritten signature in black ink, appearing to read 'Félix', followed by a long, horizontal, slightly wavy line that extends to the right.

Félix Matos Rodríguez, Ph.D.
President



Strategic Plan Snapshot

Queens College Strategic Plan 2015–2020

Mission Themes	Goals	Initiatives	Outcomes
<ol style="list-style-type: none"> 1. Leading citizens of our global society (our students) 2. Affordable access to higher education (our belief) 3. Spectrum of curricular and co-curricular programs (our approach) 4. Rigorous education in liberal arts and sciences and STEM (our academics) 5. Advanced graduate education (our academics) 6. Teachers, scholars, scientists, and artists (our faculty) 7. Staff flourishing in student support and administrative roles (our staff) 8. Diverse, inclusive, collegial, and respectful (our campus environment) 9. Vested in the cultural, economic, and educational vitality of New York (our community) 	1. To facilitate student success	<ol style="list-style-type: none"> 1. Support transfer student transition to QC 2. Improve the graduate student experience, with an emphasis on master's students 3. Leverage use of technology to strengthen student engagement and teaching and learning 	<ol style="list-style-type: none"> 1. Improved student retention, graduation, and success/progress rates, particularly for undergraduate transfers and graduate students 2. Increased student satisfaction with campus support services 3. Enhanced support for faculty teaching, research, and scholarship
	2. To support faculty and staff excellence	<ol style="list-style-type: none"> 4. Foster faculty scholarship in research, teaching, and service 5. Support professional development of staff 6. Strengthen planning and assessment practice 	<ol style="list-style-type: none"> 4. Strengthened professional development that supports staff professional and career growth 5. Strengthened use of student learning and institutional effectiveness assessment data in academic and budgeting decision-making
	3. To weave campus, community, and global connections	<ol style="list-style-type: none"> 7. Nurture campus diversity 8. Broaden local community connections and service 9. Expand QC's international presence and interactions 	<ol style="list-style-type: none"> 6. Increased international exposure and experiences for students, staff, and faculty 7. Increased faculty scholarship in the form of research, creative activities, publications, contracts, and grants
	4. To strengthen operational capacity and infrastructure	<ol style="list-style-type: none"> 10. Re-engineer business processes to better meet student needs 11. Promote the impact and visibility of QC 12. Enhance stewardship and grow our resources 	<ol style="list-style-type: none"> 8. Increased faculty and student diversity to better resemble borough demographics (especially for African American and veteran populations) and to better resemble our student body 9. Increased experiential offerings, service learning, and internships 10. Increased hybrid and fully online course offerings 11. Increased non-tax-levy funds 12. Better utilization of physical plant and energy resources

Queens College Mission Themes and Brief History

Established in 1937 to offer a strong liberal arts education to the working-class, Queens College was hailed by the people of the borough as the “college of the future.” This continues to be a hallmark of its identity and an organizing force in the college’s ongoing development. QC is one of seven senior colleges in the City University of New York (CUNY), the largest U.S. urban university system and the third largest U.S. university system.

Our current mission, established in 1995, expresses the richness of what we strive to accomplish. This mission can be encapsulated in nine thematic statements.

NINE MISSION THEMES

1. QC prepares students to become leading citizens of our global society
2. QC offers affordable access to higher education
3. QC strives to create a broad range of intellectual and social communities through curricular and co-curricular programs
4. QC provides rigorous education in the liberal arts and sciences and STEM
5. QC provides advanced graduate education
6. QC faculty thrive as teachers, scholars, scientists, and artists
7. QC staff flourish in student support and administrative roles
8. QC campus environment is diverse, inclusive, collegial, and respectful
9. QC demonstrates a commitment to community by being vested in the cultural, economic, and educational vitality of New York

The full version of our mission is available on the QC website.
<http://www.qc.cuny.edu/about/administration/Provost/Pages/College%20Mission.aspx>

TRACK RECORD OF EXCELLENCE

QC has long been recognized for its rigorous education in the liberal arts and sciences under the guidance of a faculty dedicated to both teaching and research. The college has historically played a leading role in training teachers, counselors, and principals for the K–12 system. It is number 1 in producing computer science degrees in New York City, and number 3 in accounting and business majors in New York State. Many students come to QC because of its strong reputation for language offerings, from Latin and Greek to Italian, Korean, and Chinese. Others are drawn by the Aaron Copland School of Music, which has graduated generations of musicians, performers, and music teachers.

In 2015 and 2016, *U.S. News & World Report* listed Queens College as one of the Best Northern Regional Universities, making it among the top 10 public colleges in the rankings. Queens College was also listed in the Princeton Review’s *The Best 380 Colleges* (2016), and the *Washington Monthly* has ranked it for three consecutive years (2013, 2014, and 2015) among the top five U.S. colleges for offering students the “Best Bang for the Buck.” In the area of master’s studies, *U.S. News & World Report* has recognized Queens College as one of the best graduate schools in the nation for Fine Arts, Library and Information Studies, Psychology, and Speech Pathology. An extensive commitment to sustainability earned the college inclusion in the Princeton Review’s 2015 *Guide to 353 Green Colleges*.

Also in 2015, QC set a record for itself, boasting seven graduating students who earned 2015–2016 Fulbright Awards (the U.S. government’s flagship international educational exchange program). In the “Master’s Institutions” category in which Queens College is judged, only two other American colleges last year received more than seven grants. This exceptional showing followed another 2015 honor: in February 2015, the U.S. Department of State’s Bureau of Educational and Cultural Affairs, which administers the program,



named QC as one of the U.S. colleges and universities that produced the most 2014–2015 Fulbright U.S. students.

QC students benefit from an outstanding faculty of distinguished scholars. Our faculty receive numerous fellowships, awards, and research grants, and many are national and international leaders in their fields. For example, 10 faculty members have received national recognition by being awarded the prestigious and highly competitive Faculty Early Career Development (CAREER) Program research grants from the U.S. National Science Foundation. Six of these are current recipients. Other faculty have received highly competitive and notable awards from an array of funders, including the National Institutes of Health, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health, and the U.S. Department of Education. Many QC faculty participate in the doctoral programs of the CUNY Graduate Center.

QC has a significant track record for athletic greatness combined with academic success. Our women's and men's soccer teams both received the 2014–15 Team Academic Award from the National Soccer Coaches Association of America (NSCAA). Student and alumni athletes have been individually recognized with "scholar athlete" awards, including former QC softball standout Monique Roberge, who was named the 2015 NCAA East Coast Conference Woman of the Year, and senior Tyler Bay, named the 2014–15 ECC Scholar Athlete of the Year for Outdoor Track & Field (second year in a row).

QC is well known among borough and city residents for its extensive community outreach activities. Our exhibitions and cultural and arts programming at the QC Art Center, the Godwin-Ternbach Museum, and the Louis Armstrong House Museum and Archives are embraced locally and acclaimed internationally. Thousands of researchers are drawn to the campus each year to consult the Armstrong Archives. The Kupferberg Center for the Performing Arts, housed on campus, is the largest performing

arts center in the borough of Queens, serving two million people annually with its classical and multicultural programming for children, students, and adults. Many local youth also come to QC for our athletic enrichment offerings. The college's Summer Sports Academy alone provides programs to nearly 5,000 children.

Since QC graduated its first class in 1941, the college takes pride in its 120,000-plus alumni. Although 85% live in the New York metropolitan area, QC alumni can be found in every U.S. state as well as many countries around the world. Our alumni have become leaders in business, government and politics, entertainment and media, education, sports, science and technology, and the humanities. To name a few:

- **Russell Artzt**, Executive Vice President and co-founder, CA Technologies
- **Joseph Crowley**, Congressman
- **Jon Favreau**, actor, director, and producer
- **Michael Goldstein**, former Chairman and CEO, Toys "R" Us
- **Reri Grist**, actress and coloratura soprano
- **Marvin Hamlisch**, the late Oscar-, Tony-, and Grammy-winning composer
- **Charles Hennekens**, world-renowned researcher and scientist
- **Susan Isaacs**, novelist and screenwriter
- **Carole King**, singer and songwriter
- **Nathan Leventhal**, former President, Lincoln Center
- **Warren Phillips**, former publisher, *Wall Street Journal*
- **Jerry Seinfeld**, comedian
- **Paul Simon**, musical artist and composer
- **Charles Wang**, Chairman Emeritus, Computer Associates International, and owner, NY Islanders



Profile of Queens College

OUR STUDENTS

QC has grown to an enrollment of 19,310 students in Fall 2014, including 15,773 undergraduate and 3,537 graduate students.

Today, QC offers a broad range of rigorous academic programs to traditional and non-traditional students from very diverse ethnic backgrounds and family circumstances. Queens serves a commuter population of students who live and work in New York City. Our excellent academic programs, low tuition, and location in the ethnically diverse borough of Queens drive the demographics of our student body.

UNDERGRADUATE TRENDS

Over the past decade, QC has transitioned from a first-time-freshman-majority campus to a transfer-majority campus. Most undergraduates (70%) attend full-time. In terms of race/ethnicity, QC undergraduates are mostly students of color, although some populations, like African Americans, are underrepresented at QC when compared to borough demographics. In terms of gender, just over half (56%) of the undergraduate population are women.

One continuing trend among undergraduates is that a little more than one-third (35%) are first-generation college students. Their immigrant parents are Indian, Chinese, Korean, Bangladeshi, Dominican, Afghani, Russian, West Indian, Uzbek, Turkmen, Tajik, Nepalese, Indonesian, Central and South American, Greek, Middle Eastern, and African.

QC Undergraduate Students – Fall 2014

Student Demographic	New Undergraduates
First-time full-time (FTFT) freshmen	39%
Transfer students	61%
Part-time students	30%
	All Students
First generation college	35%
Working while in college	52%
Commuters	91%
Have children	8%
Financial aid	61%
International	5%
≤ 25 years old	75%
Female	56%
African American/ Black	8%
Asian	26%
Latino/Hispanic	28%
White/non-Hispanic	32%
Languages spoken	110
Countries of origin	170
FTFT (2010 Cohort) graduate in 4 years	31%
FTFT (2008 Cohort) graduate in 6 years	56.6%
Transfer students graduate after 2 years at QC	19.8%
Transfer students graduate after 4 years at QC	56.2%



GRADUATE STUDENT TRENDS

Unlike undergraduates who attend QC mainly on a full-time basis, our graduate students attend mostly part-time (86%). Over half (51.3%) are white/non-Hispanic. Women make up over two-thirds (69%) of our graduate students.

QC Graduate Students – Fall 2014

Student Demographic	Graduate Students
Full-time	14%
Part-time	86%
African American/Black	8.3%
Asian/Pacific Islander	12.9%
Hispanic	19.5%
White/non-Hispanic	51.3%
Nonresident aliens	6.2%

OUR FACULTY AND STAFF

QC has 1,285 full-time staff: 606 faculty (47.2%), 57 graduate assistants (4.4%), 318 civil service employees (24.7%), and 304 instructional non-teaching staff (e.g., HEOs, registrar series, and college lab technicians – 23.7%). There are 1,605 part-time employees: 1,022 instructional (64.0%), 69 non-instructional (0.4%), 409 college assistants (25.6%), and 96 civil service employees (6.0%).

Of the professors with faculty status, 71.1% of the full-time faculty are tenured or have a Certificate of Continuous Employment (CCE), 24.4% are in tenure-track positions, and 4.5% are non-tenure-track faculty.

QC Full-Time Faculty – Fall 2014

Full-Time Faculty Demographic	Full-Time Faculty
American Indian	0.2%
Asian	9.9%
Black/African American	5.8%
Hispanic	6.1%
Italian American*	3.4%
White	71.9%
Non-Resident Alien	5.8%
Two or more races	0.3%

* Source: www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/hr/diversity-and-recruitment/Fall-2014-CUNY-Workforce-Demographics.pdf. Note: Overlaps may exist between racial and ethnic subgroups, as with White and Italian Americans.

OUR INSTITUTION

QC's main campus consists of 36 buildings on 80 acres lined with trees surrounding grassy open spaces and a traditional quad. This makes QC the second largest college campus in New York City. Some of the original stucco-and-tile buildings from the early 1900s still stand, contributing to the pleasantly eclectic style of the campus. QC boasts a state-of-the-art main classroom building and computer and science laboratories, an acclaimed music building, a six-story library, and a LEED-certified residence hall.

The college's academic programs are organized into four divisions, which offer day and evening courses: Arts and Humanities, Mathematics and Natural Sciences, Social Sciences, and Education. With an exciting variety of 100-plus degree programs (61 undergraduate and 54 graduate), QC prepares students for study and careers in many fields and professions. Among the many minor programs are Secondary Education and Youth Services and Business and Liberal Arts (BALA), both of which combine the best of traditional education with preparation for entry into a profession. QC participates in the City University of New York's doctoral offerings, as well as CUNY's Macaulay Honors College (MHC), a selective academic program open to highly motivated students.

QC's centers and institutes serve students and the larger community by addressing critical social justice, public health, and environmental challenges as well as celebrating the borough's many ethnic communities. The arts scene on campus is vibrant thanks to the Kupferberg Center for the Visual and Performing Arts, which brings together the college's academic departments in the arts (Music, Drama, Theatre & Dance, Art, and Media Studies) and its museums (the Godwin-Ternbach, the Queens College Art Center, and the Louis Armstrong House Museum). The Evening Readings Series, now celebrating its 40th anniversary, has brought some of the world's most acclaimed writers to campus.

QC is committed to offering an enriched campus experience for its students. With over 100 clubs and organizations – from the Science Organization of Minority Students to clubs for theatre, fencing, environmental science, and martial arts – robust opportunities exist for students to develop leadership skills and talents outside of the classroom. The only CUNY college that participates in NCAA Division II sports, Queens sponsors 19 men's and women's teams that have obtained numerous conference and regional championships and have competed on the national stage. The college continues to open new cafés, dining areas, and lounge areas; improve the Student Union and other buildings; and embark on a variety of beautification projects to enhance the student experience on campus. QC opened its first residence hall, The Summit Apartments, in fall 2009. It houses approximately 500 students.

Planning Methodology

QC's strategic planning process took place over several years. Faculty, staff, administrators, students, and community leaders had opportunities to contribute to the creation of this plan both in person and online. Additionally, a draft was posted on the QC website and the entire college community had an opportunity to make comments or ask questions. The plan was then revised in accordance with feedback obtained through this consultative process.

This plan is largely based on a draft plan that was prepared before the departure of President James Muyskens. Once Félix V. Matos Rodríguez became president in August 2014, he assembled a steering committee to refine and finalize the plan to also include performance-based outcomes.

Through this planning process, going back to the original development of the draft, we collected qualitative data from a wide variety of audiences. We also analyzed quantitative data to help us identify priority areas of focus as well as to create the measurable outcomes for the next five years.

The product of this process is this 2015–2020 Strategic Plan. It represents a compass for QC grounded in evidence on where we most need to focus to become an even more effective higher education institution.

Strategic Plan Development Activities

2011–12	2012–13	2013–14	2014–15	2015–16
<ul style="list-style-type: none"> ■ Hosted “Strategic Thinking” open-ended discussions for the campus community. ■ Wrote and presented first draft to campus community for comment. 	<ul style="list-style-type: none"> ■ Committees formed to revise draft and process for plan implementation ■ Final draft prepared. President Muyskens stepped down. 	<ul style="list-style-type: none"> ■ Implemented draft in transition year. 	<ul style="list-style-type: none"> ■ President Matos Rodríguez appointed. ■ Reassessed plan goals in light of changes in CUNY and QC leadership ■ Steering Committee (SC) of cabinet plus deans formed. 15+ meetings on: <ul style="list-style-type: none"> • mission themes analysis • trends affecting future QC growth (that contribute to strengths, challenges, and opportunities) • goals, initiatives/activities, and outcomes • creation of an ongoing, college-wide implementation process ■ Presented to key campus constituencies: P&B, Senate, chairs, Student Government Association 	<ul style="list-style-type: none"> ■ Circulated final draft online and hosted two town halls for campus community comment. ■ Finalized plan. ■ Implemented plan college-wide.



Strategic Plan Goals and Activities

GOAL I: Facilitating Student Success

Student success lies at the heart of what we do. While we strive to help all students achieve their academic goals, we know that some students require more support than others. One group we will focus on is transfer students. They are a majority of our student body and they face unique challenges. A second group we will focus on is graduate students due to the decline in their enrollment and retention rates as well as the importance of a graduate education to career development and employment.

Technology can be used to expand our reach to all students as they progress toward graduation. Technology would not replace what we know to be critical face-time between staff and students. However, it can provide a different means of support for students who are comfortable with it so that more one-on-one in-person interactions might be made available for those not wishing to engage in a technology-based format.

By creating innovative support strategies, targeting discrete populations, and enhancing successful strategies with technology, all students will be able to reach their full potential and become leading citizens in their chosen fields of study, their communities, and the world at-large.

Support Transfer Student Transition to Queens College

The majority of our undergraduate students (61%) transfer in. Many of these students come from underrepresented racial/ethnic groups. Given that transfer students make up the majority of our student body, it is imperative to be pro-active in addressing a range of issues that can get in the way of transfer student success, especially during their first year at QC. Their needs may be unique, but we expect that innovations put in place to help transfer students can be expanded to benefit all our students.

Activities we will undertake:

- Centralize services that address barriers to transfer at entry and exit from the college
- Catalogue, coordinate, and initiate new articulation agreements with CUNY and other campuses – so that our offerings are more coordinated, resulting in clearer pipelines for transfer students
- Increase dual degrees and explore other structural tools to align our curriculum with other CUNY campuses (e.g., cross listing, reverse articulations), particularly with community colleges
- Strengthen advisement services to help transfer students reach their desired academic goals
- Provide targeted advisement to special population transfers, such as veterans and international students
- Strengthen first-year academic supports geared toward transfer student needs (e.g., instituting faculty coaches who connect students to faculty early on, connecting students to mentors)
- Develop a network of transfer student support services on campus to better serve this population

- Develop tools to gather information from transfer students about their special interests, needs, and experiences to inform QC policies and practices

Improve the Graduate Student Experience, with an Emphasis on Master's Students

QC is known for its robust graduate studies programs. Yet in recent years, consistent with national trends, QC's graduate student enrollment has gone down. Our student retention rates within our graduate programs have also slipped in the last two to three years.

In order to reverse these trends, QC will undertake targeted efforts to improve graduate student success. A key factor we will keep in mind is that the majority of these students – 87% in recent years – attend QC graduate programs part-time and in the evenings.

Activities we will undertake:

- Create spaces for graduate students to interact (e.g., a graduate student lounge, a virtual online community) and organizational structures that cater to their needs
- Strengthen opportunities for graduate students to engage in research and applied learning
- Conduct analyses of offerings to determine the optimal mix of programs
- Initiate new graduate programs
- Engage alumni to assist with graduate student career and employment opportunities

Leverage Use of Technology to Strengthen Student Engagement and Teaching and Learning

Rapidly emerging technologies present both challenges and opportunities for higher education institutions. However, one thing is certain: using technology is an important way to engage and prepare our students for today's world.

Technology helps us to reach more students, and to identify those in need of additional support. It can facilitate student access to academics via online learning. Integrating technology into key supports, such as student-tracking mechanisms and advisement, also helps us serve our students more effectively.

Through this initiative, we will experiment with technologies that facilitate our capacity to better identify, track, advise, and serve students at key points in their experience at QC.

Activities we will undertake:

- Develop standards and structures to expand online/hybrid learning
- Use predictive analytics to advise and counsel students
- Explore virtual advising
- Explore instituting early alert and early warning systems
- Develop a technology-based one-stop admissions and financial aid center
- Prepare students to use cutting-edge technologies that are relevant to the workplace
- Create tracking mechanisms to keep in touch with graduates

GOAL 2: Supporting Faculty and Staff Excellence

At the heart of any great institution are great people.

Through the initiatives described under this goal, we will foster the scholarly and creative pursuits of our faculty, and provide them the support they need to be successful in the classroom. Simultaneously, we will nurture staff capacity to support key academic and administrative functions at the college, helping staff members grow professionally and achieve their individual career goals.

Across all that we do, we will support faculty and staff to improve their assessment practices, so that our courses, programs (academic and non-academic), departments (academic and non-academic), and institutional practices are continuously improving in service of our mission.

Foster Faculty Scholarship in Research, Teaching, and Service

Faculty wear multiple hats, primarily those of educators and researchers. While our faculty bring impressive credentials and expertise in their discipline areas, all could benefit from targeted activities that strengthen their capacities for excellence in scholarly teaching, research, and engagement.

Through this initiative, we will enrich faculty development on campus, ensuring that our faculty are engaged in cutting-edge pedagogy, while supporting greater breadth and depth of faculty research and engagement activities. This will build on our already established excellence in these areas. Right now QC ranks at or is tied for number one in publications and creative activities within CUNY.

Activities we will undertake:

- Increase support for faculty in their research and creative pursuits
- Develop pedagogical initiatives with incentives for faculty to participate
- Encourage partnerships between QC faculty, NYC businesses, and other academic institutions on research, curriculum development, and teaching topics (e.g., collaborations between content and pedagogy scholars)

Support Professional Development of Staff

Staff play critical roles, serving students and implementing key administrative functions at QC. If each staffperson feels supported as a professional in his or her job, our institution becomes stronger and our students achieve greater success.

Through this initiative, we will strengthen professional development opportunities so that staff have the tools to become more effective in their positions, and have the skills and experience to advance in their careers.

Activities we will undertake:

- Each year, require every division and service unit to inquire about staff needs and interests and identify professional development opportunities
- Provide training for all staff on their role as educators and advisors
- Encourage staff to take QC online courses (free to staff)



- Offer staff development on campus during free hour and online
- Make greater use of tuition reimbursement and union funding for professional development
- Leverage resources available through staff professional associations

Strengthen Planning and Assessment Practice

We know that evidence-based decision-making increases our effectiveness as a higher education institution. The landscape of higher education funding and accreditation also requires consistent use of data to improve student learning outcomes and institutional practice.

Through this initiative, we will more effectively embed planning and assessment into our ongoing culture of practice, so that academic and operational decisions are more consistently based on data.

Activities we will undertake:

- Strengthen and coordinate data collection and dissemination practice on campus – especially to support departments undergoing assessment (e.g., self-study, program assessment)
- Offer training and technical assistance so that faculty and staff are better able to gather and analyze data
- Develop college-wide student learning outcomes (SLOs) and implement a continuous and integrated student learning assessment process across academic departments and divisions
- Establish a formal assessment process for non-academic departments
- Ensure all recommendations for curricular change require student learning assessment evidence and budget justification
- Update the Academic Program Review template so that it includes analysis of and recommendations for experiential learning
- Build on piloted assessment of College Writing 2 (CW2) and its curriculum map to strengthen effectiveness of general education on campus
- Expand survey assessment instruments in some key areas (e.g., exit surveys across graduate programs)
- Explore tools for assessing success after graduation (e.g., tracking job placement)

GOAL 3: Weaving Campus, Community, and Global Connections

At Queens College, we recognize that our “community” is multifaceted. Located in Queens, New York City’s most racially and ethnically diverse borough and home to many immigrants from around the globe, we strive to have our campus reflect the richness of the demography that surrounds us. We understand that our students, faculty, and staff are connected to many communities, here in our borough and internationally. In a world where educational and career preparedness extends beyond the classroom and requires people to be able to navigate a globalized world, we recognize the need to better connect our campus community with our borough, our city, and the world beyond.

Nurture Campus Diversity

Already our students are quite diverse: nearly 70% of undergraduates and about 50% of graduate students are students of color. Yet, in some areas, our commitment to diversity is not reflected in the people on campus. When compared to borough demographics, African American students – unlike Latino and Asian students – are underrepresented. QC ranks as having among the least diverse faculty in CUNY according to recent CUNY Performance Management Process (PMP) annual reports. We could also do better at intentionally engaging the campus and residents of Queens on topics of diversity. One major avenue is through our extensive arts and culture events on campus. Each year, 300,000-plus diverse community residents come to our campus through our arts programming alone. For example, this year, 254,582 people attended events at campus cultural facilities (this includes the Louis Armstrong House Museum), and another 37,467 participated/attended off-site cultural events produced by the Kupferberg Center for the Arts.

We know a commitment to diversity benefits underrepresented groups by increasing their access to education. Research shows that greater diversity benefits all by enriching educational experiences and even improving student learning outcomes and success in careers post-college. Indeed, the AAC&U has determined that emphasizing courses and programs that help students explore cultures, life experiences, and worldviews different from their own is a high-impact practice.

Through this initiative, we will foster a vibrant and welcoming campus that builds on the multiculturalism present here and in our surrounding communities. We will expand diversity as well as ensure students, faculty, and staff become more engaged in events that can help them learn and interact cross-culturally.

Activities we will undertake:

- Strengthen recruitment of African American and other groups underrepresented racially/ethnically among undergraduate and graduate students when compared to borough demographics
- Recruit and graduate more students who are veterans
- Ensure new faculty hires reflect the diversity of our students
- Strengthen student, faculty, and staff involvement in major multicultural events on campus that more intentionally engage audiences on diversity-related topics (e.g., a re-engineered “Year Of,” Center for Ethnic, Racial, and Religious Understanding [CERRU] events, and diverse artist presentations on campus)
- Integrate diversity-related content into our curriculum

Broaden Local Community Connections and Service

At Queens College, we are proud to be part of our great borough, which is one of the most ethnically diverse and populous counties in the country.¹ Founded in 1683 as one of the original 12 counties of New York State, Queens now represents one of the largest and most diversified economies in New York City, a place where small businesses and big industry can thrive.

Through this initiative, we will partner with high schools, businesses, and community organizations in strategic areas of common interest. Our purpose: to deepen our connections and expand shared educational, cultural, and workforce development opportunities that benefit our students and the borough we call home.²

Activities we will undertake:

- Restructure civic engagement, service, and other experiential learning opportunities for our students
- Expand local connections that broaden career opportunities and placement for students, including via alumni
- Strengthen connections with private, public, and the non-profit sectors to advance research, training, and employment opportunities in Queens
- Build partnerships with high schools and community colleges to strengthen the pre-college educational pipeline
- Expand community access to our facilities (e.g., local high school student access to our library, community resident engagement in gardening on campus)
- Determine ways to better engage the diverse immigrant communities in our borough
- Coordinate arts and cultural events with community organizations

Expand Queens College’s International Presence and Interactions

We live in a global society that requires connectivity beyond the boundaries of our city, state, and country. While we seek to expand our international presence and interactions, this strategic plan leverages our already strong international connections. QC has partnerships with 25 universities on five continents. More than 100 faculty come to QC each year from many other countries, bringing diverse international perspectives to our campus. Students hail from 170 countries and speak 110 languages and dialects. We know that more than 600 students come to QC from abroad on F-1 visas. This number does not include the many immigrants and undocumented students who come to our campus.

Not only are international students, scholars, and artists an active part of our campus community, but also our students and scholars go abroad to study, research, and teach. About 150 of our students travel overseas annually as part of our study abroad programs.

¹ “Queens County (Queens Borough), New York State & County Quick Facts.” United States Census Bureau.

² Implementing what American Association of Colleges and Universities (AAC&U) researchers have evidenced as “high impact.”

Approximately 200 of our faculty each year present overseas, sharing their expertise with students and scholars across the globe. We have also facilitated staff exchanges, such as one last year with human resources staff at a college in China.

Through this initiative, we will increase international exposure and experiences for students, staff, and faculty. This means expanding opportunities abroad, as well as bringing international students, academic professionals, and scholars to our campus, and global perspectives to our classrooms.

Activities we will undertake:

- Expand experiences, curriculum, and scholarships for student study abroad – for QC students internationally as well as international students in Queens
- Increase research collaborations internationally
- Enroll more international students and bring more international scholars to QC
- Integrate international perspectives into existing courses
- Develop strategic plan for internationalization based on participation in ACE Internationalization Project
- Expand the global scope of faculty collaboration, scholarship, research, and dissemination networks
- Create distinct opportunities for staff to engage in international exchanges



GOAL 4: Strengthening Operational Capacity and Infrastructure

Effective institutions require sound processes, systems, and infrastructure.

Like so many institutions, Queens College has in place internal business processes that should be more consistently examined and updated so that we can ensure quality service to all of our constituencies. We could be more strategic in growing and conserving resources, from raising funds to greening our campus. We could find more and better ways of making sure our brand is visible and known.

Re-Engineer Business Processes to Better Meet Student Needs

As with any college, students are our primary focus and partners in the learning process. According to recent National Survey of Student Engagement (NSSE) data, there is significant room for improvement in the interactions students have with faculty and staff in key areas where students need support to be successful at QC.

Through this initiative, we will emphasize cross-divisional collaboration and more aligned engagement across departments toward better service of our students.

Activities we will undertake:

- Improve seamlessness and quality of interactions across key student services at the beginning of each semester/peak usage times – particularly with registration, enrollment, bursar, financial aid, and advisement
- Better coordinate career services activities with academic programs
- Ensure all academic departments and service offices have evening and weekend hours
- Establish an enhanced welcome and one-stop student support center on campus
- Strengthen internal communications across campus
- Redesign and analyze work and information flow and automate processes where beneficial

Promote the Impact and Visibility of Queens College

We know the greatness of what happens at QC. We need to spread this message more broadly and more effectively – to inspire pride in what we do and what we’ve accomplished. We need to have more people know how diverse and talented our student body is; how engaged in exciting and cutting-edge research our faculty is; and how successful our alumni are. This can help us continue to attract high-quality talent, whether as students, faculty and staff, administrators, or QC Foundation board members. It can also leverage resources for us, in the form of grants and individual donations, or more partnerships with business, schools, and community organizations.

Through this initiative, we will more strategically define our message and articulate the value of our brand to targeted audiences, from international students to alumni.

Activities we will undertake:

- Establish consistent branding and messaging protocols across campus
- Update existing communications tools, including QC’s website
- Expand QC’s capacity to create stories that support branding activities
- Develop focused messaging in key areas (e.g., liberal arts and sciences, our international focus)
- Engage alumni in messaging campaigns – as storytellers about their experiences at QC and what a QC degree has meant to them

Enhance Stewardship and Grow Our Resources

QC’s operating budget mainly relies on a CUNY formula allocation based on available tax-levy funds. While our budget will always be dependent on CUNY, the more QC can pursue non-tax-levy donations, grants, and discretionary funds for new programs or to bridge funding gaps, the better. One key way to do so is to engage the more than 85% of our alumni who live in Queens.

QC has plans in the works to renovate and develop its physical space and build on existing practices that reduce our energy costs and “green” our campus. The good news is we are already receiving positive recognition for this kind of work: the Princeton Review designated QC a Green Campus in 2014 and listed it in its *2012 Guide to Green Colleges*.

Through this initiative, we will expand our sources of non-tax-levy revenue, optimize our physical infrastructure, and strengthen energy-saving and greening efforts on campus.

Activities we will undertake:

- Renovate and develop our physical space (e.g., extra classrooms, consider additional student residency possibilities)
- Develop strategies to increase revenues from venue rentals
- Strengthen greening practices (e.g., more paperless systems)
- Increase grant and endowment funding
- Launch a comprehensive fundraising campaign to support the college’s strategic plan
- Develop alumni-engagement strategies that help increase donations and encourage alums to stay involved with QC (e.g., offer young alums perks on campus)
- Expand scholarships, particularly for transfer and graduate students

College-Wide Outcomes We Will Aspire To

QC will strive for progress on the 12 outcomes, as outlined in the following pages.

By 2020...

QC Outcome	Status as of Fall 2014 (Unless otherwise Indicated)	5-Year Targets
1. Improved student retention, graduation, and success/progress rates, particularly for undergraduate transfers and graduate students	<p>Full-Time First-Time Freshmen: 86% 1-year retention rate 71.6% 2-year retention rate 30.8% 4-year graduation rate 56.2% 6-year graduation rate 92% 4-year success and progress rate (from College Portrait)</p> <p>First-Time Full-Time Transfers: 76.2% 1-year retention rate 47.5% 2-year retention rate 56.2% 4-year graduation rate 63.5% 6-year graduation rate 91% 4-year success and progress rate (from College Portrait)</p> <p>Graduate Students: 85% 1-year retention rate 75.3% 4-year graduation rate</p> <p>(Retention rates reflect the fall 2013 cohort, 4-year graduation rates reflect the fall 2010 cohort, and 6-year graduation rates reflect the fall 2008 cohort.)</p>	<p>Full-Time First-Time Freshmen: 90% 1-year retention rate 75% 2-year retention rate 35% 4-year graduation rate 60% 6-year graduation rate 95% 4-year success and progress rate (from College Portrait)</p> <p>First-Time Full-Time Transfers: 80% 1-year retention rate 50% 2-year retention rate 60% 4-year graduation rate 67.5% 6-year graduation rate 95% 4-year success and progress rate (from College Portrait)</p> <p>Graduate Students: 90% 1-year retention rate 80% 4-year graduation rate</p>
2. Increased student satisfaction with campus support services	<p>Average score for student satisfaction with campus support services is 5.16</p> <p>(on Likert Scale of 1 to 7 - April 2015 Noel Levitz Survey)</p>	<p>Average score for student satisfaction with campus support services is 5.49</p> <p>(on Likert Scale 1-7 - on 2019 Noel Levitz Survey)</p>
3. Enhanced support for faculty teaching, research, and scholarship	<p>Research: 2.929 Teaching: 3.66 Service: 3.26 Tenure Policies: 3.73 Tenure Clarity: 3.46 Promotion Policies: 3.77 Interdisciplinary Work: 2.55 Collaboration: 3.41 Mentoring: 3.1</p> <p>(on Likert Scale of 1 to 5 - 2013 COACHE survey)</p>	<p>Research: 3.1 Teaching: 3.8 Service: 3.3 Tenure Policies: 3.8 Tenure Clarity: 3.5 Promotion Policies: 3.8 Interdisciplinary Work: 2.7 Collaboration: 3.6 Mentoring: 3.3</p> <p>(on Likert Scale of 1 to 5 - COACHE survey)</p>
4. Strengthened professional development that supports staff professional and career growth	<p>Baseline in development</p>	<ul style="list-style-type: none"> ■ Employee evaluations will include identification of professional development needs and opportunities ■ Increase staff who take advantage of development opportunities by 30% ■ Academic and non-academic program reviews will include identification of professional development needs and opportunities ■ Increase staff using tuition waivers by 15% ■ Increase the number of staff that apply for PSC/ CUNY HEO-CLT Professional Development Fund Grants by 10%

QC Outcome	Status as of Fall 2014 (Unless otherwise Indicated)	5-Year Targets
5. Strengthened use of student learning and institutional effectiveness assessment data in academic and budgeting decision-making	<ul style="list-style-type: none"> ■ Non-academic department review not formalized ■ Academic Program Review (APR) analyses not necessarily examining key student outcomes ■ No process currently to review writing across the curriculum ■ No general education assessment framework in place ■ Student learning assessment evidence and budget justification not required for curriculum review and approval 	<ul style="list-style-type: none"> ■ Non-academic department review template created and five-year cycle established ■ APR expanded to examine student learning outcomes that relate to credit completion, retention, and graduation, as well as longer term measures, such as employment ■ Undertake an APR focused on writing ■ Establish a framework for general education assessment ■ All recommendations for curricular change require student learning assessment evidence and budget justification
6. Increased international exposure and experiences of students, staff, and faculty	150 students having international experiences 100 international scholars at QC 600 international students at QC 200 faculty traveling abroad for research and teaching	210 students having international experiences 140 international scholars at QC 840 international students at QC 290 faculty and staff engaged internationally through presentations or exchanges
7. Increased faculty scholarship in the form of research, creative activities, publications, contracts, and grants	2.3 scholarship score (by CUNY) 69 research grants	2.5 scholarship score (by CUNY) 75 research grants annually
8. Increased student diversity to better resemble borough demographics (especially for African American and veteran populations) and increased faculty diversity to better resemble our student body	8% African American undergrad students 8.3% African American graduate students 185 veteran undergrad/graduate students 28.1% of full-time undergraduate faculty from underrepresented racial/ethnic groups versus 68% of undergraduate students	12% African American undergrad students 10% African American graduate students 10% increase in veteran undergrad/graduate students 32% of full-time undergraduate faculty from underrepresented racial/ethnic groups
9. Increased experiential offerings, service learning, and internships	Exploration of experiential offerings, service learning, and/or internships part of APR template Benchmark on experiential learning will be set using the CUNY Chancellor's Task Force November 2015 survey	APR template and all departments undergoing APR suggest possibilities for experiential offerings, service learning, and/or internships Experiential offerings, service learning, and internships will increase by 5%
10. Increased hybrid and fully online course offerings	3.0% of enrollment 3.1% of sections	6.0% of enrollment 6.0% of sections
11. Increased non-tax levy funds	Grants & Contracts: \$30.6 million Donations: \$20.7 million Endowment: \$48 million Earned Auxiliary Income (2015): \$3.8 million	Grants & Contracts: \$31 million Donations: 3% increase years 1–2 5% increase years 3–4 Endowment: \$62 million Earned Auxiliary Income: 3% increase each year
12. Better utilization of physical plant and energy resources	50% seat utilization 2015 Energy Savings: \$1 million	60% seat utilization Energy Savings: 4% increase



How We Will Implement This Plan and Assess Our Progress

QC will implement its plan through an action-planning process, whereby annual plans are created to implement activities across initiatives, and then mid-point and end-of-year reports reflect on progress that then influences work in upcoming years.

Each of the goals will be assigned two or three champions to ensure coordination of activities across the college in that initiative

area, as well as progress on corresponding outcomes. A Strategic Plan Implementation Group (SPIG) will oversee implementation across campus, working closely with the president and cabinet to set priorities, interpret data on progress, and consider its financial implications.

	Strategic Plan Implementation and Assessment	Aligned Budgeting
September	<ul style="list-style-type: none"> ■ President publicly reports on last year's progress on goals, initiatives, and outcomes, working closely with leaders and the Office of Institutional Research (OIR). President also presents current year's annual action plan. 	<ul style="list-style-type: none"> ■ President's report details previous year's budget and budget projections for current year, including ways it is aligned with the strategic plan
November	<ul style="list-style-type: none"> ■ Check in - SP leaders and SPIG. Discuss status of activities. Determine action where needed to address barriers to action, or to take advantage of new opportunities. 	
February	<ul style="list-style-type: none"> ■ Divisions draft mid-point reports that describe initiative progress. OIR shares data on progress toward outcomes. The SP leaders, working with the president's office, compile the reports into one and present it to SPIG and the president. 	<ul style="list-style-type: none"> ■ Mid-point report discussed by cabinet for program and financial implications.
March	<ul style="list-style-type: none"> ■ SPIG sets general parameters for areas of focus for coming year – based on analysis of mid-point reports for current year, and OIR analysis of progress toward outcomes on strategic plan. 	
April–May	<ul style="list-style-type: none"> ■ Check in - SP leaders and SPIG. Discuss status of activities. Determine action where needed to address barriers to action, or to take advantage of new opportunities. ■ Divisions draft college-wide action plan for the coming year and end-of-year reports for the current year – developed through inclusive process within divisions 	<ul style="list-style-type: none"> ■ Divisional/departmental leadership submits budget proposals to president and vice president of finance and administration with linkages to SP goals ■ CUNY Central gives colleges initial allocation of their annual budgets. Additional allocations/adjustments made throughout the year
June–August	<ul style="list-style-type: none"> ■ Divisions submit (June) and then SP leaders, working with OIR and the president's office, compile a college-wide end-of-year report on progress on current year action plans. ■ Divisions submit (June) and then SP leaders, working with OIR and the president's office, compile a college-wide proposed action plan for the upcoming year. ■ Both the end-of-year report and proposed action plan are submitted to SPIG and the president. ■ SPIG discusses roadblocks to success and plans to remove them in next fiscal year. ■ SPIG discusses any needed revisions to SP based on progress toward outcomes and data from environmental scanning ■ Present annual reports, proposed action plans to president's council and P&B 	<ul style="list-style-type: none"> ■ End-of-year report and upcoming year action plan discussed by cabinet for program and financial implications ■ Colleges submit financial plans detailing the projected uses of their funds to CUNY Central for current fiscal year, with SP linkages included ■ CUNY approves financial plan (Aug)

Strategic Planning Team

We would like to thank all the members of our college community for their meaningful contributions to this plan. We are especially grateful to the following individuals for their collective work in the plan's development:

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