

Queens College
Strategic Plan Year End Progress Report (2018-2019)
September 2019

Queens College has completed the fourth year of its five-year strategic plan. This report describes the progress the college has made in the priority areas that President Félix Matos Rodríguez set after consultation with the campus community the prior year. An outline of the 2018-2019 strategic plan priorities and activities can be found in Appendix A of this report. President Matos left his post as President at the end of May 2019 to take the position of Chancellor of CUNY. William Tramontano was appointed the Interim President, and took office at the beginning of June as the college brought this round of strategic plan implementation to a close.

One or more Queens College Vice Presidents took the lead for coordinating and tracking progress on the annual priorities, with some VPs managing more than one priority. VPs submitted mid-year progress reports and year-end reports for each priority. These have been compiled into this year-end report, organized by initiative and the activities selected as a focus for the last academic year.

Initiative 4: Foster Faculty Scholarship in Research, Teaching and Service

Link to [QC Strategic Plan](#) Goal 2: Supporting Faculty and Staff Excellence

Encourage partnerships between QC faculty, NYC business and other academic institutions on research, curriculum development and teaching topics.

Key priorities for this year included:

- Expand on New Visions partnerships and Teacher Urban Residency program
- Create new degree programs focused on the arts, non-profits and environmental organizations
- Create a Small Business Development Center
- Create a Science Fund to support science research and attract talented faculty through start-up funds and faculty research

Expand upon the college's partnership with New Visions for Public Schools (a non-profit organization) and the NYC Department of Education to build graduate-level urban teacher residency (UTR) programs (two programs began in 2017-2018 and two additional started in 2018-2019)

Progress: The college has made advances in all four programs. Recruitment activities are helping to build enrollment in the initial two programs, and the new MAT-Transactional B Programs have passed all phases of the College and NYSED approval process.

Specific Programs:

- Summer 2018 Programs – Induction Year (second year) continued graduate coursework at the college and more responsibilities in the classrooms where they are working.
- Summer 2019 Programs approved by NYSED with course work beginning June 2019.

Additional details are in Appendix B.

Create new degree programs focused on the arts, non-profits, and environmental organizations

Progress: The first step for this new initiative is to lay the groundwork for a new curriculum. Movement is slow but steady.

The College's focus is on creating new master's level programs which allows us to consider graduate Certificates as well as connections to existing undergraduate degrees. The team held a faculty meeting last December with faculty representatives from the Arts, Sociology, CS, BALA, etc. Urban Studies and SEES were invited but not able to attend to kick off an effort to survey what courses are currently available and identify new courses that could be created with minimal effort.

Dean of Graduate Studies, Glenn Burger; Asst. (now Assoc.) Provost Eva Fernandez; Career Engagement Director, Zavi Gunn; and Executive Director of Development, David D'Amato met to identify local businesses and individuals to collaborate with academic departments, as well as establish other campus connections to enhance support for faculty research. Ten (10) Queens Arts/non-profit/union organizations were identified as potential Queens College partners. The team is building a database of contact information for key alumni who work at these organizations in Queens. Thus far 90 alumni were identified.

The team is continuing outreach to individuals who might be interested in collaborating with Queens College in an effort to define the shared goals and mission for both parties and to determine how best to combine resources to ensure a successful collaboration. These efforts are expected also to enhance the College's goal to increase internship and career opportunities for our students.

As follow-up to the December meeting, the college has begun to develop specific curriculum proposals. It will take time to fully develop the curriculum.

Create a Small Business Development Center

Progress: Queens College and LaGuardia Community College jointly launched a Small Business Development Center (SBDC) at Queens College in early May. The Center, which was made possible with support from U.S. Congresswoman Grace Meng (D-Queens), serves immigrant entrepreneurs and other underrepresented populations of Flushing, Queens. The Center, located at Queens College, Kissena Hall, 64-19 Kissena Boulevard, opposite the main campus, is run by three staff members, including its Director, Ms. Rosa Figueroa. It is the third SBDC in the borough of Queens, and the ninth in New York City. Its services will initially be offered in both English and Mandarin. For more information about the Center, write to sbdc@qc.cuny.edu or visit the Center's website: <https://www.qc.cuny.edu/Academics/Centers/Pages/SBDC.aspx>.

Expand the work and partnerships at the Tech Incubator

Progress:

A top priority for the TIQC this year has been to establish a revolving loan that will bring companies to the incubator and increase collaboration with faculty. Initial efforts, in conjunction with CUNY Conserves, did not pan out but the Tech Incubator staff are hopeful that ongoing discussions with another company – CleanTech – will be successful. TIQC's major activities this past year are described below.

- After updating its curriculum and website, TIQC member company RICH obtained NYC Board of Education approval to offer their personal development program to middle school students. They ran a pilot in summer 2019 and start to offer their after-school curriculum to local middle schools the following fall. RICH is working with the College's Division of Education.
- PitchFest, a yearly competition which brings together New York City's best and brightest entrepreneurs to compete for seed investments, kicked off in September 2018. The competition,

designed to give entrepreneurs a platform to pitch to investors and stakeholders while successfully commercialize their products, culminated in a final live pitch competition on campus on December 6th. All NYC and Queens residents, Queens College students, faculty, researchers, and alumni were welcome to compete. It was a great success with wide participation, two teams captained by faculty, and monetary awards of \$2,500, \$5,000, and \$7500.

- In collaboration with YCenter, TIQC offered a “Human-Centered Design” bootcamp during the 2019 Spring break. 30 individuals consisting of students and faculty across multiple disciplines, administrative staff, and local change agents participated. TIQC continues to support the social impact projects that emerged from the bootcamp.
- TIQC continued to collaborate with a faculty from FNES department and expanded the SIMMER program with three new projects this summer that united students from multiple fields to develop food- and health-related mobile applications.

Create a Science Fund to support science research and attract talented faculty through startup funds and faculty research

Progress: To generate more support for the Division of Mathematics and Natural Sciences, the Office of Institutional Advancement is cultivating donor prospects for the Science Fund. This funding will be allocated towards research support for faculty, recruitment of talented faculty to Queens College, and scholarships for students. To attract and appeal to new donors, the Development team has been working with the Communications department to create a new eye-catching brochure that highlights exciting research being conducted by DMNS faculty. Acting Dean Rotenberg identified new research from every department to highlight in the brochure.

With the help of the Communications department, as of September the Science Fund brochure is printed. The Development team plans to mail at least 1,500 to alumni and prospective new donors. The future goal is to uncover new prospective donors who currently do not give to Queens College but with whom we can cultivate new relationships for future major gift level donations. Additionally, the brochure will be used to attract local Queens businesses or non-profit foundations that have a specific focus on growing science-related research.

The Development team has been conducting multiple internal meetings to discuss constituents who would be interested in this new appeal, and, to date, has identified over 150 potential Science Fund donors.

A soft launch of the Science Fund has been conducted during one-on-one meetings with donors who already have an interest in helping develop the Division of Mathematics and Natural Sciences at Queens College. These donors have capacity and have already contributed over \$475,760 in cash towards this fund. The gifts have been used to hire Drs. Maral Tajerian and Sebastian Alvarado through the Presidential Hire Program in August 2018. Dr. Tajerian oversees a laboratory that includes two Master’s students and five undergraduate students, including one that she mentors through the Queens College MARC U-STAR program and Dr. Alvarado oversees a laboratory that includes 4 undergraduate students, including 1 that he mentors through the Queens College MARC U-STAR program. Additionally, we are expecting an in-kind donation of high-end, state-of-the-art lab equipment with an estimated value of over \$400,000.

Initiative 5: Support Professional Development of Staff

Aligned with QC Strategic Plan Goal 2: **Supporting Faculty and Staff Excellence**

Increasing our capacity to better serve our students requires fostering professional excellence at all levels. Queens College provided a number of opportunities for faculty and staff to advance their career goals while increasing their ability to lead and/or support key administrative functions at QC. The college also offered opportunities to advance the scholarly pursuits of faculty by providing them with the support they need to be successful educators, administrators, and key partners in achieving our organizational mission.

Key priorities this year included:

- Providing training for all staff on their role as educators and advisors
- Fostering Faculty Scholarship in Research, Teaching, and Service

Professional Development of Faculty

Progress: In addition to the regular orientation for new faculty, the Provost's Office offered a series of development workshops aimed at particular groups of faculty—new chairs, new and junior full-time faculty, and all chairs to create a faculty more informed about job expectations and about the administrative and support functions of the college, to promote collegiality, and to provide a forum for faculty to interact with administration on a more personal level. The list of professional development sessions is in Appendix C:

In early June, Associate Provosts across four CUNY schools (Baruch, John Jay, College of Staten Island, and QC) held a one-day chair development workshop. The workshop covered the following topics: (1) The Essential Duties of Chairs, (2) Dealing with Difficult Faculty and Staff: Crucial Conversations, (3) Mentoring and Motivating Faculty at Every Level, and (4) Panel of Experts. Four Queens College chairs attended, feedback was very positive, and a request was made for more cross-CUNY workshop opportunities. The Associate Provost will continue collaborating with other CUNY schools to provide CUNY-wide faculty and chair development opportunities.

Overall, faculty have been extremely receptive to the development sessions and their feedback has been very positive. It appears that the faculty development sessions have increased informal conversations across departments and amongst various administrative groups. Faculty and chairs have reported feeling more comfortable reaching out to the Provost's office for input and guidance. Faculty input through the establishment of a Faculty Development Advisory Board is one way to help convey the importance that administration places on faculty needs. To that end, the Associate Provost solicited volunteers for such a group. The selected faculty will solicit feedback from the larger faculty body regarding future faculty development session content and initiatives. Providing faculty and leadership development sessions has helped motivate faculty and helped to create a culture of inclusiveness.

The idea to bring in an external consultant to provide a one-day workshop for chair leadership development, was poorly received by department chairs. There was concern that someone external to CUNY would be unable to provide the specific perspective and guidance and about spending funds on an external consultant during a year of financial hardship. There was some consensus that there is sufficient internal expertise to provide beneficial chair development sessions. Chairs agreed to revisit the idea of an external consultant after the 2019-20 academic year.

Attendance at the Chair Luncheons during the Fall 2018 semester was quite low, and it was not clear that they have the desired outcome (to increase informal communication between chairs). They were not offered during the Spring 2019 session and chairs did not request them.

Faculty are eager to plan development sessions for the Fall 2019 and Spring 2020 semesters, but there is concern about how these initiatives will continue to move forward. Chairs recommended that a more formal, permanent commitment be made to fund future faculty and leadership development sessions in order to continue to build on the momentum yielded by the 2018-19 AY initiatives.

Staff Professional Development

Progress: In an effort to cultivate staff capacity to execute their administrative functions, enable employees to expand professionally and attain their career objectives in service of the mission of the College five actions for this initiative were undertaken.

The Finance Department, the Human Resources Department and the Research Foundation provided training on administrative policies and procedures through the following activities:

- The Office of Accounts Payable continued its outreach to the Queens College community by providing targeted Travel and Expense workshops for the Academic division in coordination with the Provost's Office. During September 2018, approximately 25 employees attended the four seminars that addressed navigation of the AP website, documentation requirements, creation and modification of electronic travel authorizations and expense reports, and CUNY guidelines pertaining to travel and expense reimbursement requests. These training sessions educated the individuals responsible for administering these reimbursements in order to facilitate improved processing with fewer errors. These workshops will continue to be offered in response to department needs.
- Accounts Payable offered two workshops in fall 2018 with several pilot departments on electronic workflow processing in departmental receiving. Given the success of the pilot workshops, two more seminars were offered in spring 2019 to a broader range of academic and administrative areas. This initiative is consistent with the campus's emphasis on sustainability and its goal for strengthening operational capacity and infrastructure.
- In June and July 2018, members of the Human Resources Department partnered with the Provost's Office to offer four workshops to staff members responsible for processing ePAF's, onboarding, separating employees from the College, submitting workload forms and handling miscellaneous academic and legal matters. Fifty employees attended these refresher sessions, and feedback from the attendees indicated that they appreciated the opportunity to have their questions answered. Subsequent to the training, Human Resources staff noticed an improvement among certain attendees in their processing of these various H.R. tasks. These training workshops will continue to be offered periodically in response to department request.
- In November 2018, representatives from each unit of the Research Foundation presented two full-day workshops on post-award administration. Topics for the first session included new hire and rehire processes, timesheet preparation, time and leave, position vacancy notices, employee and labor relations and contract management. The second workshop built on the foundation of the initial session and focused on project management, accounts payable, reimbursements, equipment/procurement and travel. Approximately 40 principal investigators and administrators who attended were also provided access to a panel of RF employees, who answered questions and elaborated on the presentation topics.

In post-training surveys, roughly half to two-thirds of the respondents indicated that they were very satisfied with the quality of the training presentations. In general, the trainings reduced

confusion concerning the policies and practices of the RF, and bringing the various groups together helped facilitate future collaboration. As a result this successful initiative, the RF presented an open forum panel for discussion and questions in March 2019. Attendees were provided the opportunity to ask about topics raised in the post-award administration workshops held in the fall. In the future, the RF hopes to recruit more faculty members to attend these presentations.

- RF conducted a presentation in March 2019 on federal funding opportunities in the sciences and social sciences. In general, all of these training RF opportunities support faculty and staff excellence by fostering scholarship in research.

Information Technology Services (ITS) offered 11 new workshops through its Technology Academy during. ITS solicited input to inform the development of new classes but in an effort to deliver workshops sooner, elected to offer sessions on topics relevant to daily needs of Queens College staff and technology users in which they already had some expertise. These workshops were considered to be a “starter set” of seminars and workshops, and the department intends to add to the 2018 listing in subsequent years. The goal is to improve the existing set of sessions, offer them regularly, and add emerging technologies, industry-relevant sessions and new, innovative content similar to the IoT (Internet of Things) and Circuit Fundamentals for Design.

Goals and Outcomes for this action item included the following:

1. Create the Technology and Engineering Academy – Achieved in 2018.
2. Provide at least 5 modern and relevant education sessions that are open to the Queens College community – Achieved starter set for 2018.
3. Attract interest of at least 4 attendees on campus through marketing and advertising the sessions – Over 90% of the sessions included more than 4 employees.
4. Solicit feedback and ideas that will contribute to new or repeated/improved offerings – Achieved, and the department is considering new ideas and offerings in 2019 and 2020.

During 2018-19, the Office of **Professional and Continuing Studies continued its partnership with DC 37** in offering computer training classes for their members as well as the general public. Fifty-nine students participated in classes on MS Word I and II, MS Excel I and II, MS Publisher, MS Access and Introduction to Computers.

In the course of pursuing these training classes, the leadership team came to the following decisions.

1. Instructors prepared summary progress reports on core competencies for each course. The reports will be available for review by both the Assistant and Executive Directors of the DC 37 Education Fund, providing evidence of development in these skills.
2. The computer courses will provide an upward bound career path for DC 37 students in regard to the MS Office suite, starting with basic classes and progressing through more advanced courses. The DC 37 Education Fund and Office of Professional and Continuing Studies view these training classes as opportunities for career development and skill set upgrade for DC 37 members.
3. Digital badges will be awarded to students upon successful completion of the Word, Excel, Publisher and Access courses.

In proceeding with this initiative, various opportunities and barriers have been uncovered. There is a need for improved marketing and outreach efforts to the DC 37 members-at-large, with an emphasis on targeting the borough of Queens. In addition, union funding is limited for this initiative and is based on past enrollments and member interest. Finally, this partnership represents a pivotal contractual relationship with New York City’s largest municipal public employee union. To that end, the Office of Professional and Continuing Studies successfully negotiated a continuation of this partnership for FY 2020.

The **English Language Institute** offered training classes for DC 37 members and the general public:

- o ESL English for Success A and B (38 members)
- o Basic Mandarin I and II (43 members)
- o ESL Listening/Speaking (23 members)
- o ESL Reading/Writing (14 members)
- o Academic Skills for Reading and Writing Improvement Workshop (40 members)

As the semester unfolded, various key decisions, opportunities and barriers emerged:

1. Mandarin courses ran smaller than standard size to allow for differentiation of level for returning students.
2. An in-house survey of all part-time students (both the general public and DC37) was conducted to determine possible schedule variations and alternative courses desired by current pupils. One outcome of this process was the suggestion that it would be beneficial to survey candidates for part-time study as well, rather than students already here.
3. ELI staff reviewed attendance records and the syllabi for the courses, and they are fine-tuning content and learning goals of courses to meet student demand. (Example: do students want informal or formal Mandarin? Do students want more or less homework?)
4. As the ELI launches the "Center for Academic and Communication Skills," plans are underway to expand offerings strategically, meeting the needs of both DC 37 members as well as the community in areas offered through this new unit. New courses may include those such as Public Speaking, Effective Business Presentations, etc.

Working with external consultants, the Office of Human Resources developed a Human Resources Training Plan. Note: the H.R. department has no full-time employee dedicated to training; hence the work with external consultants).

A number of incidents in 2018 involving employee mental health issues highlighted the need for staff training on this topic. Human Resources partnered with staff from the NYC Department of Health and Mental Hygiene to offer a certification in Mental Health First Aid. This full-day class trained employees in the skills needed to identify, understand and respond to mental health and substance abuse challenges and crises. In October, 45 employees from across the College, including Student Affairs, Human Resources, Legal, Buildings & Grounds, Career Center, the Summit and Health Services, participated in this workshop. Reaction to the training was positive, and depending on demand, the training may be offered again in the future.

The other component of the staff training plan for 2018-19 involved a continuation of the workshops that were offered to employees to improve job skills. HR offered seven workshops during spring 2019 (92 employees attended these trainings). Results from workshop evaluation surveys showed overwhelmingly positive responses. Participant comments revealed demand for additional workshops and high levels of satisfaction (e.g., “so enjoyable and helpful,” “helped bring awareness,” “instructor is beyond excellent,” “exceeded my expectations,” “very enlightening,” “helps to grow and motivate.”). Some participants offered feedback for improving the workshops, including requesting “tables in the room for easier note taking” and “drinks, snacks,” as well as suggestions on format and content (e.g., “maybe longer,” “more time on case discussion,” and “discipline in CUNY, (outline) what is acceptable and what is not allowed.”)

HR also worked on development for the Buildings and Grounds (B&G) staff intended to improve relationships and the overall work climate in that department. Over the past two years, staff from the Center for Ethnic, Racial & Religious Understanding (CERRU) partnered with management in B&G to improve the overall work climate. During 2017-18, CERRU led discussion sessions, focus groups and

group meetings with staff members at various levels of B&G. B&G employees were also provided with the opportunity to submit anonymous survey responses. The feedback from these outreach efforts enabled professionals from CERRU to develop and deliver a supervisors' training model to bolster the skills of B&G supervisors to help them perform their jobs more effectively and develop their overall leadership capacities, resulting in better service to and role modeling for staff, and ultimately the campus community.

The training sessions focused on important competencies critical to effective leadership in a multi-cultural work environment, including staff development, effective communication, understanding protocols and business process, and mentoring. CERRU delivered five half-day training sessions over several months to allow participants to practice employing the training concepts in the field between the workshops. Participants learned various techniques to analyze scenarios effectively as well as importance of asking their peers and managers for advice in handling difficult workplace situations. The trainings provided insight into areas for leadership development in the future. Overall, the training program was well received by the attendees.

To continue momentum on this effort, meetings with B&G division leaders and supervisors will be ongoing. In addition, the department's partnership with the HR Employee & Labor Relations Manager will help ensure the professional development efforts will contribute to a permanently improved work environment.

During 2018-19, HR continued to make progress on efforts to enhance employees' skills to bolster employee capacity in executing their jobs. Further progress on this strategic plan goal will depend on the availability of funding and staffing.

Initiative 7: Nurturing Campus Diversity

Aligned with QC Strategic Plan Goal 3: Weaving Campus, Community and Global Connections

The 2018-2019 priorities were to strengthen recruitment of African American and other groups underrepresented racially/ethnically among undergraduate and graduate students as compared to borough demographics, and to ensure new faculty hires reflect the diversity of our students.

Key priorities this year included:

- Increasing the recruitment and retention of students from under-represented groups.
- Increasing faculty diversity

Student Diversity

Increasing recruitment of African American and other racially/ethnically underrepresented students will help Queens College to better reflect borough demographics and further diversify the student body. This will ensure students from underrepresented groups have a better overall experience at Queens College, and help raise student retention and degree completion rates. Blacks/African Americans make up about 20% of the population of Queens County (Source: U.S. Census), yet Black/African American undergraduate and graduate students made up only 8.4% of the total student population in 2018

The team leading this strategic initiative met with internal and external student-focused stakeholders over the course of the year. A meeting schedule is included in Appendix D. Informal conversations with external stakeholders are ongoing.

Expectations regarding the student diversity priority have been met through the following activities:

- President Matos, and VPs Alvarez and Hershenson made presentations at the conference of Southeast Queens principals, hosted by the QC Division of Education (10/18/18).
- The QC Student Association President, Carmine Couloute, organized a Diversity and Inclusion College Readiness event, held on 12/14/18.
- Campus images on the college website, digital, and print publications have been revised and updated to better reflect our diversity, and to publicize and feature related campus events including publications such as The 2019 Biennial Report; Queens College at a Glance; videos such as “Building Futures” and “Why Queens College”; campus banners and posters; The QView; Black History Month events; In The Footsteps of Dr. King program; and Kupferberg Center’s annual Dr. Martin Luther King, Jr. commemoration, and others.
- Planning is underway for improving transfer student orientations, including a new “Queens College” course, to promote new student success. Underrepresented students are more likely to come to Queens College as transfer students than as first-time freshmen.
- Reorganization of Division of Student Affairs and planned efforts to engage parents are expected to provide more direct support to students from underrepresented groups.

Our Spring 2020 metric is to reach 12% African American undergraduate students, and 10% African American graduate students.

Progress: Looking just at new students, we enrolled more Black freshmen in fall 2018 (N=120) than we did in 2017 (N=106) and these figures are higher than in the prior five years. Preliminary data for fall 2019 suggests that the number of Black freshmen enrolled at Queens has ticked up, but may not be keeping pace with the growth in freshmen from other race/ethnicity groups. Our transfer enrollment trends show a decline in the number of Black transfer students (to 247 from 282 in 2017 and 347 in 2016). Overall, we have experienced a decline in the percentage of new Black students – from 10% in 2016 to 9% in fall 2018. See Figure 1 below.

Figure 1

Trends in Counts and Percentages of New Black Student (Freshman and Transfers) Entering Queens College



Freshman admission rates and yield rates vary by race/ethnicity. See Table 1.

Table 1

Freshman Admission and Yield Rates

All Freshmen					
Fall Term of Entry	Applicants	Admitted Students	Admission Rate	Enrolled	Yield Rate
2014	18,289	7,331	39.8	1,544	21.2
2015	18,416	7,503	40.4	1,547	20.8
2016	18,142	7,657	41.3	1,481	19.7
2017	18,180	7,974	42.7	1,672	21.5
2018	18,862	9,051	47.6	1,953	21.7
Black Freshmen					
Fall Term of Entry	Applicants	Admitted Students	Admission Rate	Enrolled	Yield Rate
2014	2,749	489	17.5	65	13.5
2015	2,683	491	18.0	59	12.2
2016	2,676	510	18.5	46	9.3
2017	2,875	598	19.9	75	13.1
2018	2,963	725	24.1	98	13.7
Hispanic Freshmen					
Fall Term of Entry	Applicants	Admitted Students	Admission Rate	Enrolled	Yield Rate
2014	3,403	863	25.1	159	18.6
2015	3,586	910	25.2	160	17.7
2016	3,538	926	25.5	158	17.5
2017	3,403	987	27.8	193	20.4
2018	3,454	1,128	32.5	238	21.2

The university moved to a new admissions system and Queens College piloted the use of the Common App for admissions. Both of these changes affected the way applications and admissions data are available for reporting and analytics beginning with spring 2019, making it somewhat difficult to continue the trends above. Nevertheless, our admissions data show that Black freshman applicants remain substantially less likely to be admitted to QC than do applicants from other race/ethnicity groups, and even among those admitted, Black students are less likely to enroll (13.6%) than are admitted students from other groups (19.3% overall). On a more positive note, we enrolled about 60 more Black freshmen this fall compared to last fall. See Table 2 below.

Table 2

Fall 2019 Freshman Admission and Yield Rates by Race/Ethnicity

Page Items: Term: Fall 2019 College: Queens New Student: First-time Freshmen Run Date: 10-SEP-2019									
	N Applied	N Admitted	% Applied Who Were Admitted	N Matriculated	% Admitted Who Matriculated	N Enrolled	% Applied Who Enrolled	% Admitted Who Enrolled	% Matriculated Who Enrolled
1 American Indian	97	27	27.8%	10	37.0%	9	9.3%	33.3%	90.0%
2 Asian	5,589	3,516	62.9%	799	22.7%	701	12.5%	19.9%	87.7%
3 Black	4,050	1,340	33.1%	216	16.1%	182	4.5%	13.6%	84.3%
4 Hispanic	8,103	3,338	41.2%	771	23.1%	680	8.4%	20.4%	88.2%
5 White	3,602	2,362	65.6%	542	22.9%	464	12.9%	19.6%	85.6%
7 Two or More	783	426	54.4%	85	20.0%	77	9.8%	18.1%	90.6%
9 Unknown	1,007	265	26.3%	80	30.2%	67	6.7%	25.3%	83.8%
Total	23,231	11,274	48.5%	2,503	22.2%	2,180	9.4%	19.3%	87.1%

Source: IRDB Funnel Report from the Office of Institutional Research and Assessment.

The working group recommends the following activities to continue progress in increasing the recruitment and retention of students from underrepresented groups:

1. Create and fund a Black student and alumni ambassadors' program, including veterans, to speak at public and private high schools and middle schools, churches, and non-profit organizations throughout the boroughs and Long Island, and target schools in key neighborhoods like Southeast Queens.
2. Create more pipeline programs at high schools and middle schools with academically strong Black students, including students with disabilities, and institutionalize campus visits like the one organized by the Student Association.
3. Advertise in key neighborhoods.
4. Less than one in ten (9.02%) internal scholarships were awarded to Black students since 2011, as reported by the Office of Honors and Scholarships. There should be a comprehensive review of all offices that award scholarships.
5. Explore student exchange programs with HBCUs and HACU.
6. Build on Welcome Day programs with follow up activities.
7. Explore ways to better connect and engage underrepresented students, Black students in particular.
8. Promote affordable on-campus housing.
9. Collaborate more with the Eagle Academy.
10. Increase collaborations and develop partnerships with foundations such as Give Back.
11. Identify programs that are more attractive to members of the Black community for possible new offerings.
12. Create a center or building on campus named after an African American where students can congregate -- a "safe place" -- possibly coordinated with Project ExCEL.
13. Encourage "hand raising" and more classroom participation by Black students.
14. Expand outreach to parents of Black students, including hosting additional parent orientations.
15. Create and publish/share video testimonials about Queens College from Black students, faculty, staff and alumni.
16. Launch a transfer student publicity program with Queensborough Community College (and then other community colleges) to increase enrollment of students of color, veterans, and students who are both.

Faculty Diversity

Ensuring that new faculty hires reflect the diversity of our students is a priority that helps foster an environment that shares and values diverse perspectives and positively affects overall campus diversity. When students from underrepresented groups see more faculty members who look like them, the students will have a better overall feeling about the college's commitment to diversity. A diverse faculty would further support recruitment and retention of students from underrepresented groups. Our plan is to review new faculty hiring data from the last several years to develop targets for the diversity of new hires.

Expectations regarding the faculty diversity priority have been met through the following activities:

- Continuation of the presidential hiring initiative and Mellon Grant activities.
- Queens College joined nation-wide initiative to advance workplace diversity and inclusion. New leadership in the Office of Compliance and Diversity Programs (OCDP).

Our success in this area has been acknowledged as Queens College was the recipient of the INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award, in recognition of QC's outstanding commitment to diversity and inclusion.

Phases I and II, meetings with internal and external faculty stake holders were completed. The list of meetings with faculty stake holders to foster diversity is in Appendix E.

Our Spring 2020 metric is to reach 32% of full-time faculty from underrepresented racial/ethnic groups.

Progress: Four years ago, just over one quarter of the new faculty hired that year at Queens College were from underrepresented groups. As a result of the college's efforts to expand the diversity of the faculty, the number is currently approaching 45% with an increase in new hires who are Asian, African-American, Hispanic, and Italian-American. Forty-eight percent of new faculty hired since between January, 2018 and January 2019 are from underrepresented groups.

The working group recommends the following activities to continue to strengthen faculty diversity in new hires:

1. Review Central Office Resources: Diversifying CUNY's Leadership: A CUNY-Harvard Consortium; Collaborative Initiatives with Office of Academic Affairs; Mellon Faculty Diversity Initiative; Faculty Fellowship Publication Program; Faculty Diversity & Inclusion Conferences; Faculty Diversity Dialogues.
2. Institute Implicit Bias Training and Cultural Intelligence program for faculty, including live training (source: Chronicle of Higher Education, Diversity in Academe, "Hard Questions, Honest Answers," by Maria A. Dixon Hall, September 28, 2018).
3. Greater support for faculty mentoring programs, with an annual report on effectiveness.
4. Greater focus about more comprehensive strategies on retaining faculty of color hired as a result of targeted recruitment.
5. Greater participation in academic conferences and associations of Black faculty and staff, organized by academic disciplines.
6. Use the Distinguished Lecturer program for diversity purposes as one utilization of the title.
7. Ensure that OCDP is aware of an on board with specific, targeted recruitment and hiring of faculty that better reflect the diversity of the student body.
8. Hire more diverse adjunct faculty.
9. Consider faculty exchange programs with HBCUs and HACU.
10. Increase support of fellowships.

11. Streamline and digitize the faculty hiring process, with less paperwork and earlier start times, enhancing competitive position of departments in the higher education marketplace.
12. Address the need to inform, educate, and reaffirm inclusion of Italian-Americans as an underrepresented group while creating broader opportunities such as lectures, roundtables and discussions with faculty leadership about strategies to enhance diversity.
13. Allow faculty from other departments to serve on searches not from their home departments, and provide incentives.
14. Share widely across departments research that has been done by QC faculty members on diversity.
15. Require every faculty candidate to submit a statement on what diversity means to her or him.
16. Address inappropriate use of preferences for Ivy League faculty in job descriptions.
17. Explore use of headhunters to find qualified candidates from underrepresented groups.

Initiative 9: Expand Queens College's International Presence

Aligned with QC Strategic Plan Goal 3: Weaving Campus, Community and Global Connections

Key priorities this year included:

- Enroll more international students
- Bring more international scholars to campus

2+2. Formalize and standardize the 2+2 template with University of Shanghai for Science and Technology (USST), including all credit transfer. Create at least one more 2+2 agreement

Progress:

The template with USST was updated and standardized (with complete transfer equivalencies listed). We expect 7 USST students in the fall (for a total now of 14 – 1 (one graduate) = 13).

Professor and Provost's Fellow, Tao Wang and/or Dean William McClure have explored the possibility of further 2+2 agreements with Shanghai Normal University, Shenyang Normal University, Southwestern University, University of Puerto Rico at Arecibo. As of the end of the 2018-19 academic year, those talks were in the very earliest stages.

Common Application. Facilitate the submission and response to applications from international students.

Progress: During the first pilot year of the Common Application at QC, we planned for approximately 600 freshman applications. However, we received a total of 2,893 freshman applications. To our surprise, the majority of the applications came from NY students (76%) with NJ (102), CT (43), Florida (42) and PA (40) following. The number of international students was small, less than 100 and 98 of them were completing high school in the USA. We will have yield data in early Fall (number of students accepted who enrolled for Fall 2019).

For the upcoming year, the Common Application CUNY pilot has been extended to include Baruch College, Brooklyn College, CSI and Hunter College.

International Students and Scholars. Improve information flow.

Progress:

The team identified appropriate venues (e.g. Graduate Council) and people (department chairs, undergraduate and graduate advisors) to discuss F-1 students and regulations and the J-1 Visitor Exchange Program, and held meetings with the chairs of 16 departments to explain the rules, regulations, and opportunities.

Implementation of the International Student Success Program.

Progress:

The Global Student Success Program (GSSP as it is now called) is being implemented with the expectation that the first cohort of Navitas sponsored students will be on campus in January of 2020.

Study Abroad. Expand study abroad opportunities (ideally to Peru and Portugal)

Progress:

In the last year, the College created new agreements (typically Statements of Shared Interest) with universities in Australia, Czech Republic, Denmark, Dominican Republic, England, Japan (2), and Portugal.

In the last year, the College renewed agreements (of many different kinds—study abroad, exchange, research cooperation, etc.) with universities and organizations in: Brazil, China, England, Greece, Italy, Ireland, Japan (4), and Vietnam.

Discussion with the University of Puerto Rico at Arecibo is ongoing with a goal of having UPR@A join the National Student Exchange.

While significant specific progress has been made this past year, all of the projects described above are on-going. They should all continue into the future. One lesson learned is that a more formal admissions and advising structure will be required if we are to significantly expand 2+2 programs, because the current structure requires a very labor-intensive process. This will be part of the portfolio for the new Associate Provost for Research and International Programs. See Table 3 below.

Table 3

Fall 2019 First-time Freshman Admissions (as of 9/10/2019)

N Applied	23,231
N Admitted	11,274
% Applied Who Were Admitted	48.5%
N Matriculated	2,503
% Admitted Who Matriculated	22.2%
N Enrolled	2,180
% Applied Who Enrolled	9.4%
% Admitted Who Enrolled	19.3%
% Matriculated Who Enrolled	87.1%

Source: IRDB Funnel Report from the Office of Institutional Research and Assessment.

Initiative 10: Re-engineer Business Processes to Better Meet Student, Faculty, and Staff Needs

Aligned with QC Strategic Plan Goal 4: Strengthen Operational Capacity and Infrastructure

Key priorities this year included:

- Reduce duplication of form retention in CUNYFirst and online application
- Bring new Space Management System online
- Improve degree audit
- Improve declaration of Major Process
- Redesign the QC Website

Reduce duplication of form retention in CUNYFirst and online application and improve declaration of Major Process

Progress: To simplify the Accelerated Master's application process, the college developed an online application. The application now has a workflow feature with the ability to track the admissions/approval process electronically.

Similar online applications and workflows were developed for the Economics Minor Concentration application process and the declaration of Major Process for Accounting & Information Systems majors. The system tracks the approval process electronically.

In the coming year, Web & Enterprise Application Services will identify paper-based processes that will be automated to promote successes where digital information and processes are required within Queens College. A next step is to integrate all these paperless processes into a single content platform, namely, ProcessMaker.

Bring new Space Management System online

Progress:

A small team of administrative staff from the Provost's Office, the Registrar's Office and Information Technology Services undertook a review of scheduling procedures in an effort to realign practices to improve course scheduling to maximize use of existing classrooms. The team collected information about current resources and processes to provide context for suggestions for making scheduling more efficient:

- Queens College has 171 classrooms
- The College offers approximately, 3,600 classes (class sections) per semester.
- Departments have been assigned a set of classrooms into which they schedule their course offerings. Some departments roll over their previous offerings into each new semester, though most build their schedule from scratch each term. Approximately 93% of courses are created this way. The remaining 7% of courses are assigned rooms by the Registrar.
- Department chairs work with the Registrar's Office with special requests and to work out scheduling issues.
- There have been last minute crises when departments have created additional courses/sections without determining room availability first.
- Departments have strategies to hold classroom space for late (July/August for fall, January for spring) registrants so that more sections can be created as needed as the start of the semester approaches.

Concerns:

- Access to and use of data to identify bottleneck courses.
- Access to and use of data regarding course fill rates (pathways and otherwise).

Methodology:

The Registrar's Office provided a report from the scheduling application called Resource25 which plotted by day and time all classes offered in Fall 2018. The team assumed that facilities data in Resource 25 is accurate, with the caveats that the number of seats, i.e. chairs in the room, may or may not be correct, and that "special" rooms are not included.

Findings:

- Most classes are scheduled M/W and T/R, with more 3-credit courses than 4-credit courses.
- There are various single meeting courses (courses that meet only one time per week)
- There are very few classes offered on Fridays
- There are many "other" offerings i.e. M/R, W/F ec.t

The team also reviewed a room utilization report and found that the average classroom is used 45% of the available times and when in use the average classroom is about 65% full (seat fill rate).

The working group recommends the following activities to increase the "fullness" of the average classroom:

- Standardize the process of assigning classrooms such that department chairs request rooms and the Registrar makes all room assignments.
- Reduce the number of dedicated conference rooms so as to increase the number of seminar rooms.
- Improve the match between classroom capacity and course enrollment.

The working group recommends the following activities to increase the use of all classrooms:

- Schedule more course offerings at non-peak hours.
- Drill down in the analysis to see if some departments are using the week/rooms better than others.
- Revise the bell schedule to create standardized class blocks.
- Revisit "Free Hour" which is currently scheduled on Mondays from 12:15 to 1:30 – consider a time change to 1:30 to 3:00 or 4:00 PM to open up more peak hour instruction hours.

The following questions should be examined when determining which recommendations to implement:

1. Will students come for off-peak offerings?
2. Are incentives needed?
3. Is QC offering the right mix of classes?
4. Are the sections the correct size?

Improve degree audit

Progress: The College has made some strides in improving the efficiency and timeliness of the Degree Audit process but more is needed to meet our goals. Last year, the College hired six new full-time professionals to join the QC Hub Team (consolidation of Financial Aid, One Stop and Registrar). In addition, QC has increased the total number of staff working on the Degree Audit process which enabled us to complete all Spring 2019 audits by the end of July (three months earlier than last year).

The College is working to integrate new technologies and new functionality in existing platforms (DegreeWorks “What IF” tool and Academic Program Maps; EAB Navigate, and College Scheduler software) to provide more timely information, enhance self-service for students, and make scheduling more efficient.

Redesign the QC Website

Progress:

The redesign of the QC website is 10% complete.

Completed Key milestone/tasks

Milestone:

1. The College hired a web developer in May 2019.

Tasks:

1. Web server design has been completed.

Tasks that need to be completed:

1. Hire a diverse webmaster skill set (graphic design, development, communication) responsible for (a) working with the recently hired web developer to deliver the remaining components of the redesign, including the visual design, content, backend systems and the site launch; (b) serving as liaison between Academic Affairs, OIT, Marketing & Communications to maintain academic program pages moving forward; and (c) leading an eventual team of inter-divisional web coordinators and web assistants. This would also involve close coordination with Admissions and Enrollment Management.
2. Communications/IT are refining a project plan.
 - a. Update the plan to meet modified expectations.
 - b. Create a governance structure by establishing School/Department web committees
3. In collaboration with the Office of Finance identify funding sources to ensure the project stays on track for long-term sustainability.

Appendix A

QC 2018-2019 Strategic Priorities

1.	<p>Goal 2: Supporting Faculty and Staff Excellence</p>	<p><u>Initiative 5:</u> Support Professional Development of Faculty and Staff</p> <p><u>Initiative 4:</u> Foster Faculty Scholarship in Research, Teaching and Service</p>	<ul style="list-style-type: none"> ■ Each year, require every division and service unit to inquire about faculty and staff needs and interests and identify professional development opportunities ■ Provide professional development opportunities for faculty and staff on their roles as educators, advisors, and key stakeholders in helping QC achieve its mission and strategic priorities ■ Encourage Partnerships between QC faculty, NYC businesses, and other academic institutions on research, curriculum development, and teaching topics
2.	<p>Goal 3: Weaving Campus, Community, and Global Connections</p>	<p><u>Initiative 7:</u> Nurture Campus Diversity</p> <p><u>Initiative 9:</u> Expand Queens College’s International Presence</p>	<ul style="list-style-type: none"> ■ Strengthen recruitment of African American and other groups underrepresented racially/ethnically among undergraduate and graduate students when compared to borough demographics ■ Ensure new faculty hires reflect the diversity of our students ■ Enroll more international students and bring more international scholars
3.	<p>GOAL 4: Strengthening Operational Capacity and Infrastructure</p>	<p><u>Initiative 10:</u> Re-engineer Business Processes to Better Meet Student, Faculty, and Staff Needs</p>	<ul style="list-style-type: none"> ■ Redesign and analyze work and information flow and automate processes where beneficial to improve seamlessness and quality of interactions and delivery of services ■ Strengthen internal communications across campus to increase efficiency and improve all business processes

Appendix B

Additional details, relating to the expansion of the college's partnership with New Visions for Public Schools (a non-profit organization) and the NYC Department of Education to build graduate-level urban teacher residency (UTR) programs:

In the summer of 2018:

- Adolescent English Education Transitional B – seven candidates continuing in program
- Adolescent Science Education Transitional B – two candidates continuing in program

In the summer of 2019:

- Transcript review and online video interviews were completed for 160 potential candidates. The candidates were processed for admission to Queens College.
- TESOL Transitional B Program –accepted four candidates
- Special Education Transitional B Program – accepted eight candidates

Appendix C

2018-2019 Professional Development Sessions

Date(s)	Meeting	Attendees
9/25,10/30, 12/6	Chairs luncheons	12
Workshops for New Chairs		
8/24	<i>Introduction to Being a Chair</i> – guests: Glenda Grace, Pat Rachal, President, and Provost	12
9/26	<i>Roles and Responsibilities for Department Chairs</i> – guest speakers: Rick Maxwell and Elizabeth Hendrey	10
10/24	<i>Tenure and Promotion</i>	12
11/28	<i>Faculty Evaluation</i> – guest speakers: Meghan Healey, Glenda Grace, Gina Fini	15
Workshops for Junior Faculty		
8/21	<i>Welcome</i> – guest speakers: Richard Alvarez, Jennifer Jarvis, Elizabeth Hendrey, PSC representatives, Maaza Megiste, Cynthia Rountree	38
9/28	<i>Reappointment, Tenure and Promotion</i>	29
10/26	<i>PSC-CUNY Research Awards</i>	27
Workshops for Chairs, Deputy Chairs and Faculty Leaders		
3/20	<i>College & Department Budget 101</i> – panel members: Bill Keller, Jeanne DeMasters, Mary Ann Watch and Elizabeth Hendrey	18
4/17	<i>Academic Program Reviews</i> – panel members: William McClure and Cheryl Littman	13
5/15	<i>Departmental Responsibilities and Culture</i> – panel members: Elizabeth Hendrey, Roger Mckenzie, Meghan Healey, David Drew Jones, and Michael Nelson	21
Workshops for Faculty		
3/29	<i>Advancing Academic Leaders</i> (open to all full-time faculty) – panel members: Elizabeth Hendrey, Allan Ludman, Alicia Alvero and William McClure	22
4/12	<i>Pathway to Professorship</i> (open to all Associate Professors) – panel members: Glenn Burger, Michael Wolfe, Mihaela Robila, Francesc Ortega, and Alicia Alvero	23
5/3	<i>Work-Life Integration</i> (open to all faculty members) – panel members Emilia Lopez, Pat Rachal, Gina Fini, Jaheisha Belcher, Casey Martinez, Sharon Megnath	

Appendix D**2018-2019 Meetings with Internal and External Constituents to Foster Diversity**

Office	Staff/Faculty/Student	Title	Date of Meeting
Admissions	Chelsea Lavington	Director	11/1/18
Leadership and Student Development	Dwayne Jones	Director	11/1/18
Percy E. Sutton SEEK Program	Norka Blackman-Richards	Director	11/15/18
	Rajvir Kaur	SEEK Counselor	11/15/18
	Walter Dogan	SEEK Recruitment & Enrollment	11/15/18
	Gaslin Osias	SEEK Counselor	11/15/18
	Gary Aguayo	SEEK Academic Program Manager	11/15/18
Athletics	Rob Twible	Athletic Director	12/4/18
	Jaime Browne		12/4/18
	Matthew Collier		12/4/18
	Robert Davis		12/4/18
Student Association	Carmine Couloute	President	12/7/18
	Farbod Hadizadeh Moghadam	Vice President	12/7/18
Minority Student Affairs	Maureen Pierce	Director	12/7/18
	Farrah Serjooie		12/7/18
Project ExCEL/CUNY BMI	Jorge Alguera		12/7/18
Africana Studies	Bryan Cooper Owens	Director	12/7/18
Counseling Services	Gary Dillon		12/7/18
Social Sciences	Carol Douglas		12/7/18
Macaulay Honors College	Ross Wheeler	Director	12/7/18
Journalism Program	Sheryl McCarthy	Distinguished Lecturer	12/21/18

Appendix E**2018-2019 Meetings with Faculty Stake Holders to Foster Diversity**

Office	Staff/Faculty	Title	Date of Meeting
Division of Social Sciences	Michael Wolfe	Dean	10/31/18
Division of Education	Craig Michaels	Dean	11/15/18
	Richard Diaz	Program Director	11/15/18
Academic Affairs	Betsy Hendrey	Provost	12/5/18
	Susan Rotenberg	Acting Dean	12/7/18
	Janice Smith	Acting Dean	12/12/18
Journalism Program	Sheryl McCarthy	Distinguished Lecturer	12/21/18
Minority Student Affairs	Cynthia Rountree	Director	12/21/18
Sociology	Dana Weinberg	Chair/Professor	1/31/19