



# Periodic Review Report

Prepared by

# Queens College

of the

# City University of New York

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for the

Middle States Commission on Higher Education

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## **Accompanying Documents**

- 1) Periodic Review Report.
- 2) CUNY 2000-2004 Master Plan.
- 3) Queens College Campus Master Plan.
- 4) Institutional profile, earlier report, and plan, including:
  - a) Annual Institutional Profile.
  - b) 1997 Follow-up Report.
  - c) Queens College 1997-2002 Multi-Year Academic Plan. (Please note that a new Academic Plan awaits the arrival of a new College President.)
- 5) Queens College 2000-2001 Fact Book.
- 6) Department review documents, including:
  - a) Guidelines for Academic Program Review.
  - b) Elements of Department Self-study.
  - c) Department questionnaire for current students.
  - d) Department questionnaire for graduates.
  - e) College graduate survey questionnaire.
- 7) Student documents, including:
  - a) Quick Guide to Academic Policies and Procedures.
  - b) Freshman Advising Handbook.
  - c) Transfer Student Guide and Program Planner.
  - d) Graduate Student Handbook.
- 8) Queens College goals and targets, including:
  - a) CUNY Goals and Targets for Queens College 2000-2001
  - b) CUNY Goals and Targets for Queens College 2001-2002.
  - c) Queens College End-of-Year Report for 2000-2001.
- 9) Agreement between the City University of New York and the Professional Staff Congress/CUNY for 1996-2000, along with a summary of provisions of the 2000-2002 contract, which is in the process of being ratified.)
- 10) Queens College 2001-2003 Undergraduate Catalog.
- 11) Queens College 2002-2004 Graduate Catalog.

# 1 Executive Summary

## 1.1 Introduction - Institutional Overview

Throughout its 65-year history, Queens College has held to the promise of its earliest mission. Founded in the depths of the Great Depression, Queens was hailed as the “College of the Future,” with the goal of providing a “truly liberal arts education that would produce graduates who understood the world they were about to enter and would be ready to take their place as useful members of society” (*The People’s College on the Hill*, 1987, p. 49). Our motto is *discimus ut serviamus* – we learn in order to serve.

Queens College, one of eleven senior colleges in the City University of New York (CUNY), serves over 15,300 undergraduate and graduate students at the bachelors and masters levels. Almost 75 % of our students come from the Borough of Queens, one of the most ethnically diverse counties in the nation, with a population of over 2,220,000. Most other students come from neighboring New York City boroughs and suburban Long Island; 10% are from Nassau County. Queens College is a commuter college, although an increasing number of students find housing in nearby neighborhoods.

Remarkably, our students arrive at Queens from 130 different countries and speak 67 languages. Almost half were born outside the United States and over 44% are first-generation college students. The majority work full or part-time. Half the new students admitted to Queens College are transfer students, largely from CUNY community colleges and Nassau Community College. Yet our admissions standards continue to increase and are among the highest in CUNY.

The College offers more than 70 undergraduate majors and minors, including innovative programs in the arts, humanities, education, mathematics, and the natural and social sciences, as well as courses of study in journalism and a unique business and liberal arts program that integrates liberal arts studies with the world of work. The curriculum includes the largest and arguably most successful teacher education program in New York City; a respected Graduate School of Library and Information Studies; one of the nation’s largest nutrition programs, and other programs with national reputations, including music, art history, and psychology. The Ph.D. is offered in a consortial model with the CUNY Graduate School and University Center.

The College prides itself on the strength of its faculty, many of whom are world-renowned scholars, researchers, and artists. The faculty includes 540 full-time and 550 part-time and graduate teaching members. All participate in research, service, and the challenge of teaching a richly diverse student body and ensuring that they receive a first-rate and affordable college education.

## 1.2 Queens College Achievements since 1995

Transitions in the leadership of the University’s Board of Trustees and its Chancellery occurred during the late 1990’s. Dr. Mathew Goldstein was appointed Chancellor of the City University beginning Fall 1999. After five years as President of Queens College, Dr.

Allen Lee Sessoms resigned in August 2000. During Dr. Sessoms' term many successful initiatives were undertaken by the faculty of the College and a number of important policy changes were enacted by the University and implemented by the College as detailed in this Report. However, the College also experienced a significant drop in student enrollment and retention during Dr. Sessoms' tenure and developed multi-million dollar deficits, particularly in 1999 and 2000.

In September 2000 Dr. Russell K. Hotzler was appointed Interim President of Queens College and initiated a reorganization that encompassed the appointment of new senior administrative and academic personnel and a restructuring of many College functions, particularly those that focused on student and academic program support. These initiatives, continuing to emphasize academic standards, have resulted in improved student enrollment and retention, and restored fiscal stability. A new Master Plan for CUNY has reinvigorated the University and the College. The future leadership of the College has also been established with the recent appointment of Dr. James Muyskens as the new President of Queens College effective July 29, 2002.

### **1.2.1 Fiscal Stability**

Although revenue shortfalls forced aggressive cost-cutting in non-essential areas, the College was determined to protect the core educational, recruitment, and retention functions. Efficiencies were realized through office consolidation and all-funds budgeting, making it possible to identify all funding sources and optimize the use of funds to meet important goals. Adjunct funding was based not on tradition, but on balancing need with available instructional resources.

A new emphasis on recruitment and retention has increased enrollments in the last two years. In addition, revenue from external grants and contracts as well as private donors has been increased. The result of these efforts is that, after enduring a difficult period in the late 1990's, the College has repaid its accumulated debt and balanced the operating budget, and its fiscal future appears secure. This increased stability has made it possible to hire increasing numbers of new faculty (40 this year alone) to rebuild and rejuvenate professorial ranks.

### **1.2.2 Administrative Changes**

At the administrative level, shared governance has been reinforced: the College leadership meets regularly with appropriate faculty committees to provide them with current financial information and to encourage open communication and participation.

The Academic Senate has reorganized its operations to increase campus awareness of its activities, review the duties, membership, and operation of its committees, and increase the effectiveness of its deliberations.

A new Office of Undergraduate Studies and Retention coordinates College activities related to undergraduate students, including outreach, recruitment, advising, retention, curriculum, freshman and transfer programs, and honors programs.

A new Assistant to the Provost for Graduate Studies and Research guides development of new masters degree and certificate programs, maintains graduate scholastic standards,

and handles CUNY-faculty relations, including equipment funding, new faculty start-up funds, grant coordination and development, and intellectual property matters.

Many of the College's development activities are handled by a new Vice-President for Institutional Advancement.

Computer operations have been integrated under a new Office of Information Technology. A new Assistant to the Provost for Information Technology coordinates technology resources and computer-assisted learning, including CUNY Online, a consortium which is developing enhanced and asynchronous courses. Use of course management software (Blackboard) has grown rapidly and frequent faculty workshops are offered. We have made substantial investments in our information infrastructure, enabling increasing incorporation of technology into the classroom and the daily activities of students, faculty, staff, and administration.

The Library has successfully maintained availability of information in the face of limited new resources through mechanisms such as joint purchasing arrangements. New electronic databases are now provided. Electronic reserve and proxy servers make course and other materials available to users everywhere at all times.

A new Weekend College, enabling working New Yorkers to earn a college degree on weekends in selected disciplines, including accounting, psychology, sociology, and interdisciplinary studies, now enrolls over 1200 students.

### **1.2.3 Academic Achievements**

Significant changes have been made in key academic programs: The School of Education, formerly part of the Division of Social Sciences, has become a division with its own dean. This change reflects the College's concern with improving teacher education programs, which account for 25 % of enrollment. In response to a New York State mandate, all education programs were revamped and re-registered or newly registered. This complex process included 71 undergraduate, post baccalaureate, and graduate programs in elementary and secondary education, content disciplines, and joint programs with community colleges. The re-registration engaged the entire campus in an examination of teacher education, particularly of general education requirements in the liberal arts and sciences, which, for elementary education majors, now exceed College requirements. Faculty in each teacher education program area revised their programs to reflect new requirements in pedagogy and field experiences for teacher candidates.

Other new academic programs have been created in many disciplines and across disciplines. Reconstituted foreign language departments emphasize cultures and literatures as well as language acquisition. Faculty from two departments were combined into a new Department of Family, Nutrition, and Exercise Sciences, enabling development of new major and master's degree programs in nutrition and exercise sciences. The former Department of Communication Arts and Sciences split; one component formed the Department of Media Studies and the other merged with an existing department to form the Department of Linguistics and Communications Disorders. The Department of Geology reconfigured itself as a School of Earth and Environmental Sciences allied with faculty in the sciences and social sciences.

A new college writing requirement (three writing intensive units in addition to Freshman Composition) has resulted in the development of a writing across the curriculum program. The new Office of College Writing Programs offers faculty workshops on teaching writing, in general, and in an increasing number of disciplines. CUNY-funded Writing Fellows provide faculty support, tutoring, and administrative assistance. Assessment suggests that these measures are improving student writing as well as discipline-specific learning.

The academic review process has been revised and clarified, so that by the end of 2002, virtually all academic departments will have been reviewed over a 6-7 year period, completing a second review cycle. The reviews effectively identify problems, suggest solutions and improvements, and provide a sound basis for planning and resource allocation. Many departments and programs have now achieved accreditation by national professional bodies, providing another level of external evaluation.

### **1.3 Planning for the Future of Queens College**

A strong participatory planning process on many levels is in place at the College to guide future development and optimize resource allocation

#### **1.3.1 University Master Plan**

The 2000-2004 CUNY Master Plan provides the overall framework for development at Queens College and its provisions promise to benefit the College.

One major goal of the Plan, already taking effect, is to increase the full-time to part-time teaching ratio through strategic hiring. In particular, the creation of a “flagship environment” is intended to foster national prominence for CUNY in particular programs, building on existing strengths. Focused hiring in these selected areas brings cohorts, large enough to achieve synergy, of new faculty to the University. Targeted areas include photonics, teacher education, new media, foreign languages, and biological sciences, and the initiative includes needed space renovation and start-up funds. We have already obtained such cluster hires in several of these areas and anticipate more.

A Technology Fee (\$75 per semester) has been approved by the Board of Trustees beginning September 2002. The proceeds will permit great expansion of educational technology to improve learning throughout the College. Initially, the most pressing needs will be addressed, including expansion of interactive instruction, increased availability of electronic information resources, regular replacement cycles for all campus computers, and additional multimedia classroom. Over time, new instructional initiatives will be funded by the new revenues the fee provides.

#### **1.3.2 College Planning**

A Campus Master Plan (Facilities Master Plan) has been produced to guide the future development of the College’s physical infrastructure. The Plan projects only minimal need for additional space for most programs, but attempts to make building functions more logical and efficient. Significant upgrading is envisaged to replace aging facilities, particularly in the sciences. Educational goals are articulated in multi-year College

academic plans. The most recent plan, for 1997-2002, has run its course; a new planning cycle will begin with the arrival of the new president and will involve the participation of the whole College community, including administrators, faculty, staff, and students, as well as appropriate outside expertise.

A major planning goal is to increase academic standards, while slightly growing enrollments and ensuring continued diversity and educational opportunity for all. This requires that we improve the administrative procedures from admissions through to graduation and that we engage students in their academic work to ensure their success. The new Office of Undergraduate Studies and Retention coordinates administrative structures and academic programs for key populations: freshman and transfer students; at-risk students; and honors students. The Office is also working on a new project to induct new faculty into the intellectual life of the College. This effort builds on our successful Freshman Year Initiative (FYI), which enrolls freshmen in a first-semester academic community (cohorts of 40 enrolled in three courses in common). Plans are to extend the FYI offerings to 95% of the Fall 2002 freshman class. FYI, a participant in the PEW National Learning Communities Project, effectively builds academic communities for both students and faculty at this commuter college.

A new approach to college-wide advising is being developed in the Undergraduate Studies Advising Center, under the direction of a new Director of Advising.

### **1.3.3 Maintaining Access**

The strengthened admissions criteria at Queens College, among the most selective CUNY colleges, are based on an index which includes required SAT or ACT scores and academic performance in high school, particularly in English and math courses. A new University policy of no remediation means that most students must now demonstrate college readiness in reading, writing, and mathematics before enrolling at Queens.

Special programs ensure continued access to college education for all: Prelude to Success enables students who have not passed all the basic skills tests to take skills courses and college level courses at Queens under the auspices of a community college. If they pass skills assessment tests, they can transfer to Queens and receive credit for completed college level coursework. College Now is essentially an outreach program in which qualified high school students take both credit-bearing courses and skills-building college preparatory courses. The goals are to minimize the need for remediation by improving high school performance and aligning it with CUNY standards and to provide a seamless transition from high school to college and increase success rates at Queens.

Students in the SEEK program (Search for Education, Elevation, and Knowledge) and those classified as English as a Second Language (ESL) are granted additional time to meet skills requirements. SEEK has been restructured and now includes intensive summer programs, a special first-year learning community, and continued follow-up and support throughout students' College careers. In response to changing demographics, the University's definition of ESL students has been adjusted to better meet our students' needs. ESL programs have been expanded, and tutoring by graduate and advanced undergraduate students introduced.

### **1.3.4 Curriculum Changes: Challenging our Students**

Higher expectations for all students have been set by the CUNY Master Plan in the form of the CUNY Proficiency Exam (CPE), which requires that students moving to junior status demonstrate analytic writing, reading, and quantitative reasoning competencies in order to qualify for admission to the upper division.

In keeping with its commitment to the values of a liberal arts education and the needs of students to understand the multi-dimensional worlds they will enter, the College is re-examining its general education requirements to meet our higher academic expectations. In so doing we also intend to provide more guidance to students as they move through their academic careers. Rationales and measurable goals for distributional requirements have been articulated and passed by the Academic Senate, which will facilitate assessment of their effectiveness and viability. New academic fluency and literacy areas are now being developed so the curriculum will provide students with cultural diversity.

To provide opportunities for faculty to improve their teaching, the College is establishing an Office of Teaching and Learning, to open in Fall 2002.

### **1.3.5 Assessment**

Evaluation, measurement, and assessment are required at every level of the University and the College. Administrative effectiveness is assessed by the Chancellor through performance evaluation, linking compensation for senior administrators to the achievement of specified goals. Responsibility for outcomes assessment at the College is vested in the Associate Provost, with the participation of a faculty-majority Outcomes Assessment Committee. Plans are underway for academic departments and programs to assess progress of their respective goals and targets, as specified in their academic plans. Through the Assessment Committee, the College also plans to build consensus on a uniform set of outcomes, primarily summative, to facilitate consistency across programs.

Assessment of students learning is a crucial part of the College's outcomes plan, which includes an annual graduation survey, a summative study in which students evaluate their progress in such areas as critical thinking, writing, and knowledge of particular disciplines. They are asked to assess important college services such as advising and the library. Deficiencies in some areas, such as classroom facilities and student orientation, have been identified and are being improved. Both the University and the College undertake surveys of students a few years after graduation to assess the effectiveness of job market preparation. Longer-term studies are planned to attempt to probe the effect of a liberal arts education on the lives of students. At the department level, some summative information is provided by the success of our graduates; for example, in gaining admission to professional and graduate schools and in nationally normed tests.

Departments also attempt to assess learning outcomes more directly, often in the context of program review. Departments are increasingly encouraged to maintain contact with their alumni to facilitate obtaining longitudinal outcomes data.

### **1.3.6 Our Academic Future**

With administrative guidance and support, the academic departments at Queens College are currently implementing formalized five-year academic plans following program review. The departmental plans, taken as a whole, provide a systematic basis for the College's future growth. Several patterns are clear: Many departments, facing the need to replace large proportions of their faculty who are nearing retirement age, will use this opportunity to strengthen new areas to meet changing needs. Joint hires are being considered, reflecting the increasingly interdisciplinary nature of the academy and student career goals. New interdisciplinary programs include a Bachelor of Business Administration degree and bachelors and masters degrees in bioinformatics.

The College views the pressing shortages of qualified teachers in New York City and State as an obligation and an opportunity. Innovative projects include collaborations with nearby cultural institutions such as Lincoln Center, new middle school programs, and closer coordination with the New York City Board of Education. The latter includes construction of a new elementary and middle school for science and mathematics on campus, currently underway, a Teaching Fellows program with transitional certificates for returning college graduates who wish to teach, and a program to educate MLS-certified librarians for the city's school libraries.

In short, Queens College looks forward to a future of fiscal stability, clear direction, and support from the University and the community, with the continuing strength of a committed administration and faculty, an outstanding student body, and a coherent plan for its future.

## 2 Introduction

Queens College is one of eleven senior colleges in the City University of New York (CUNY), which also has a graduate school, a four-year college of technology, a school of law, and six community colleges. CUNY serves approximately 200,000 students, making it the third largest university system in the country after the California State system and the State University of New York. The CUNY senior colleges, including Queens, offer bachelors and masters degrees, while the CUNY Graduate School and University Center offers the Ph.D. degree in a unique “consortial” model in which the bulk of faculty have joint appointments and teach at both a college and the Graduate School. The City University is governed by a chancellor appointed by the University’s Board of Trustees, made up of ten gubernatorial appointees, five mayoral appointees, and the elected Chairs of the University Student Senate (voting member) and University Faculty Senate (non-voting). Four CUNY units serve the over 2,200,000 residents of the borough of Queens. Queens College, located centrally in Queens, and York College in Jamaica provide four-year programs, while LaGuardia and Queensborough Community Colleges, also both in Queens, offer two-year programs leading to Associate’s degrees. More than half the new students admitted to Queens College each year are transfer students, largely from those two community colleges and from neighboring Nassau Community College.

The Commission of Higher Education, in its November 1995 accreditation report, requested evidence of progress in four areas: A) Participatory Strategic Planning, B) Academic Program Review and the General Education Program, C) Growth of Library Resources and Academic Support Services, and D) Fiscal Management Strategies. Our 1997 follow-up report by Provost Thorpe, a copy of which accompanies this Report, described progress in these areas. Accordingly, this Report focuses primarily on changes, achievements, and successes which have taken place at Queens College since the 1995 self-study and 1997 follow-up report. These changes, detailed in Chapter 3, have occurred as the external environment of the College changed, through efforts of the College to renew its programs and develop new initiatives, and in response to specific comments of the 1995 Evaluation Team and recommendations in our 1995 self-study.

In Fall 2000 an interim administration was appointed by the University Trustees and began to rejuvenate the College and set a strong, stable direction for the future. The resulting new planning strategies, initiatives, and activities we are now developing and implementing will set the future course of the College; in that sense our “future” began in 2000. Chapter 4 describes these new initiatives. In order to facilitate the identification of strengths and weaknesses in our programs and effect needed improvements, we will continue and expand our outcomes measurements. Accordingly, Chapter 4 also describes our current and planned outcomes assessment efforts.

### 2.1 Institutional Overview

Queens College was founded in 1937 to offer a strong liberal arts education to the working-class people of Queens County. Guided by the motto *Discimus ut serviamus* –

we learn in order that we may serve – the College has added Master’s and pre-professional training to its undergraduate liberal arts core. Today, our rich curriculum has expanded to include the largest (and arguably the most successful) teacher training program in New York City, a highly regarded Graduate School of Library and Information Studies, one of the largest nutrition programs in the country, nationally renowned programs in areas such as music and art history, and a full spectrum of degree opportunities in the arts and humanities and the physical, life, and social sciences. There are currently some 540 tenure or tenure-track full-time faculty members at the College, including all professorial titles, instructors, and lecturers, as well as 550 part-time faculty and graduate teaching assistants. Queens College has a tradition of faculty commitment to both teaching and research and members of the faculty have received numerous national and international fellowships, awards, and grants in both areas.

### **2.1.1 The Queens College Mission**

The 1995 Middle States self-study provided an updated statement of the Queens College mission, which we reproduce here:

**The mission of Queens College is to prepare students to become leading citizens of an increasingly global society.** The College seeks to do this by offering its exceptionally diverse student body a rigorous education in the liberal arts and sciences under the guidance of a faculty that is dedicated to the pursuit of excellence and the expansion of the frontiers of knowledge. Its goal is that students learn to think critically, address complex problems, explore various cultures, and use effectively the full array of available technologies and information resources.

**Within a structured curriculum and in an atmosphere of collegiality and mutual respect, the College fosters an environment in which students learn the underlying principles of the humanities, the arts, and the mathematical, natural, and social sciences.** The College also prepares students in a variety of professional and pre-professional programs that build upon and complement the liberal arts and sciences foundation.

**Recognizing the special needs of a commuting student population, the College strives to create a broad range of intellectual and social communities.** The College offers a spectrum of curricular and co-curricular programs that serve individuals and distinctive student constituencies.

**In support of the need for advanced study in the liberal arts and professions, the College offers a variety of master's degree and certificate programs.** In particular, the College recognizes and accepts its historic responsibility for providing high quality programs for the pre-service and in-service education of teachers.

**As a partner with the University's Graduate School, the College provides faculty and resources in support of the University's mission in doctoral education and research.** The College employs University

graduate students and prepares them for careers in higher education and research, and it supports faculty who serve as mentors for doctoral students and engage in related scholarly activities.

**For its faculty, the College seeks productive scholars, scientists, and artists deeply committed to teaching.** It endeavors to enhance the teaching effectiveness of faculty and to encourage their research and creative work. The College recognizes the importance of a diverse faculty responsive to the needs and aspirations of students of all ages and backgrounds.

**As a public institution, Queens College provides affordable access to higher education and embraces its special obligation to serve the larger community.** It is a source of information in the public interest; it is a venue for cultural and educational activities serving the general public. Through its graduates' contributions to an educated workforce and through the leading roles they assume in their local communities, the College is vested in the economic future and vitality of New York.

**As one of the most culturally diverse campuses in the country, Queens College faces special challenges and opportunities. By balancing tradition and innovation in the service of this diversity, it represents the future of the nation.**

External views of our success in accomplishing these purposes are uniformly positive. Queens College has been called "World Class" by the *London Times* and received a four-star rating in *The New York Times Selective Guide to Colleges*. NBC-TV's *Sunday Today* featured Queens as "The College of the Future" because of our innovative academic programs and the ways in which they respond creatively to ethnic diversity. *Barron's*, the *Princeton Guide*, and *U.S. News and World Report*, all rate Queens College highly; indeed, the latter's preliminary 2002 listing ranks Queens highest among CUNY colleges.

### **2.1.2 Students**

Queens College currently serves 15,391 students, including 11,213 undergraduates (7,173 full time and 4,030 part time) and 4,178 graduate students (305 full time and 3,873 part time). There are no residential facilities – all our students commute, almost 85 % from Queens and other boroughs of New York City, although increasing numbers (now over 10%) come from suburban Nassau and Suffolk counties.

The 1990 census named Queens as the most ethnically diverse county in the country, and our students reflect that diversity, coming from 120 different countries and speaking 66 different native languages. Of the undergraduates enrolled in Fall 2001, 9.4 % were African American, 21.2 % Asian, 16.5 % Hispanic, 45.2 % white, 0.1 % American Indian, and 7.5 % other. Of the graduate students, 10.6 % were African American, 13.2 % Asian, 10.6 % Hispanic, 61.2 % white, 0.1 % American Indian, and 4.3 % other. Sixty-two per cent of undergraduate students and seventy-four per cent of graduate students are female. Fully forty-four per cent of our undergraduates are first-generation college students.. Thirty-nine per cent work part time and twenty-eight per cent work full time. Forty-four per cent of entering freshmen were born outside the United States, reflecting

Queens County's continuing role as one of the principal gateways to this country. Over two-thirds of first-time freshmen are under 19 years of age. In 2000-2001 the College awarded 1,845 Bachelors Degrees, 1,077 Master's Degrees and 70 Post Master's Advanced Certificates. Three hundred and forty-seven undergraduates graduated with honors.

Admission to Queens College is selective. For recent high school graduates, an admissions index is used. The index, further described below, weights factors that are found to predict academic success in college, such as the number of academic courses taken at high school, academic performance in high school, particularly in English and math courses, and standardized test scores. A faculty committee reviews applicants who fail to meet these standards but come close to them, and it can recommend admission where warranted by special circumstances. Admissions standards have become more rigorous in the last several years, and as discussed below the College has implemented measures to ensure that our mission – to provide access to higher education for all – is not compromised.

### **2.1.3 Academic Programs**

The College's liberal arts tradition finds expression in undergraduate degree requirements that emphasize college-level skills along with a breadth and depth of knowledge provided by requirements in a variety disciplines in combination with a rigorous major. Students must demonstrate proficiency in English composition (an introductory composition course followed, in most cases, by three units of writing intensive work across the curriculum), mathematics, foreign language, and physical education. In addition, students must fulfill Liberal Arts and Sciences Area Requirements (LASAR) in the arts, humanities, social sciences, natural sciences, quantitative methodology, and multiculturalism.

The College's 32 academic departments are organized into the divisions of Arts and Humanities, Education, Mathematics and Natural Sciences, and Social Sciences, each administered by a Dean of Faculty who reports to the Provost. Besides programs housed in academic departments, the College offers minors and/or majors in many interdisciplinary programs.

Queens College currently offers 74 undergraduate major programs, of which 6 are BA/MA programs, 54 graduate programs, and a wide range of non-credit-bearing Continuing Education courses that attract thousands of area residents each semester. Many programs prepare students for graduate study and for professional careers in numerous fields.

Queens College is also a major participant in the consortial doctoral programs based at the CUNY Graduate School and University Center (GSUC) in midtown Manhattan. Members of the Queens faculty head several of those programs and 270 full-time Queens faculty also have appointments on the CUNY doctoral faculty. Two sub-programs in psychology are housed entirely on our campus. We are involved in the GSUC programs at several levels. In some sciences, including chemistry, biology, physics, psychology, and earth and environmental sciences, the Queens College departments participate in the corresponding GSUC Ph.D. programs. Some classes are taught at the GSUC and some at

the college campuses, but all the faculty are home-based at Queens and the other colleges, as are the students, although they are registered at the GSUC. In other disciplines, the Queens College departments are full participants, with some faculty and some of the students in the GSUC Ph.D. program based at Queens, while other faculty are based at the GSUC rather than at the colleges. This includes English, comparative literature, sociology, linguistics and communication disorders, music, European languages and literature, political science, art, and computer science. In history, elementary and early childhood education, secondary education and youth services, and anthropology, individual faculty teach at the GSUC and some of its doctoral students teach at Queens. Finally, in several disciplines the involvement consists of several individual faculty teaching at the GSUC; this includes classics, mathematics, economics, educational and community programs, philosophy, and drama, theatre, and dance.

#### **2.1.4 Finances**

The College's 2001-2002 tax-levy operating budget was \$74 million (excluding fringe benefits and certain other costs, such as utilities and rent, which are excluded from our budget), funded through New York State tax levy appropriations (39 %) and student tuition (61 %). Full-time undergraduate tuition is \$3,200 a year for New York State residents and \$6,800 for out-of-state students. Full-time graduate tuition is \$4,350 for New York residents and \$7,600 for non-residents, but the majority of our graduate students attend part-time, paying \$185 per credit (resident) or \$320 per credit (non-resident).

In addition to tax-levy funds, the College is now more actively pursuing several other sources of revenue. These include alumni giving and fundraising efforts by the Queens College Foundation as well as research and training grants from government and other agencies and foundations. Such grants largely support faculty research, but have also addressed curricular and student service experiments funded, for example, by the Department of Education/FIPSE, and institutional improvement. We have had significant success with NSF laboratory improvement grants.

## **2.2 Preparation of this Periodic Review Report**

Many people across the campus – students, faculty, staff, and administration – have made valuable contributions to this report, and we gratefully acknowledge their efforts. We are particularly indebted to the committee members, listed below, who tirelessly shouldered the bulk of the effort. In fall 2000, the Provost's Office convened four working committees and a steering committee to prepare the PRR. The Academic Senate, the College Personnel and Budget Committee (P&B), and the College administration chose members of the four working committees. For each committee, the Senate recommended one student and two faculty members, the P&B two faculty members, and the Provost's Office two faculty or staff members and a faculty chair. The table below shows the membership of each committee.

Table 2-1 PRR Working Committees		
Committee	Faculty (Department)	Student
A. Queens College Response to 1995 Middle States Report	Sharon Bonk (Chair; Chief Librarian) Lakshmi Malrouu (FNES) Paul Welch (Anthropology) Steve Schwarz (Physics) Nancy Comley (English) Joshua Freeman (History) Benny Kraut (Jewish Studies)	Avraham Berko
B. Achievements and Initiatives since 1995	Hermann Haller (Chair; ELL) Marianne Cooper (GSLIS) Abraham Simon (Accounting) Shoshanna Kaufmann (Library) Wilma Safran (Chemistry and Biochemistry) Roslyn Ross (ECP) Robert Engel (Asst. to the Provost for Graduate Studies)	April Lallave
C. Major Events and Policy Changes Affecting the College's Environment Since 1995	Len Rodberg (Chair; Urban Studies) Eleanor Armour-Thomas (SEYS) Shelly Warwick (GSLIS) Nancy Hemmes (Chair, Academic Senate) Susan Spectorisky (CMEAL) Peter Liberman (Political Science)	Nelima Nicholas
D. Outcomes Assessment	Helen Cairns (Co-chair; LCD) Dean Savage (Co-chair; Sociology) Michael Toner (FNES) Bon Sy (Computer Science) Craig Michaels (ECP) Marian Fish (ECP) John Walker (Accounting)	Nathaniel Brown

Each of the four committees was charged with examining one of the major areas of institutional review outlined in the Middle States Commission on Higher Education's *Handbook for Periodic Review Reports*.

Committee A examined actions taken by Queens College in response to the 1995 report of the Middle States Evaluation Team and assessed how well the College has progressed in the four broad areas identified as of particular concern by the Team: participatory strategic planning; systematic academic program evaluation and College-wide outcomes assessment; growth of library resources and academic support services; and fiscal management strategies. Committee B had the task of gathering data on achievements and initiatives at Queens College since Fall 1995. The Committee collected information on

achievements by the College community in four areas: curriculum, faculty, students, and administration. Committee C chronicled important policy changes and events that have affected the College environment since 1995. Reviewing the actions of the past five years, the Committee examined minutes of meetings of the CUNY Board of Trustees, reviewed the new CUNY Master Plan, reviewed actions taken by the Academic Senate relating to College-wide initiatives, and interviewed a number of College administrative officials and faculty involved in many College initiatives. Committee D was charged with evaluating the College's existing efforts in outcomes assessments and recommending a plan on how to move forward in this important area. The Committee assessed the College response to the Middle States recommendations on outcomes assessment, and it developed, in consultation with members of the administration, particularly the Associate Provost and the Director of Institutional Research, its own recommendations for future efforts with respect to outcomes assessment.

The Periodic Review Report Steering Committee included the Chairs and Co-chairs of each of these four committees as well as the Provost, Associate Provost, and the Director of the Office of Institutional Research. Professor Steven Kruger (English) coordinated compilation of the committee documents into a single report. In April 2001 comments were solicited from the college community electronically and during open meetings attended by the Steering Committee and representatives of each of the four working committees. Concerns were expressed that the report was premature given the magnitude of the changes then taking place at the College under its new administration. It was felt that waiting a year would provide a better perspective on these changes and facilitate the presentation of a clearer picture of the College as it moves forward. This delay was agreed to by Middle States. Accordingly, throughout the fall of 2001 selected members of each of the earlier committees, namely Marianne Cooper, Robert Engel, Marian Fish, Hermann Haller, Steve Kruger, Dean Savage, and Steve Schwarz, continued to meet with the Associate Provost to incorporate the changes into the final report. In April 2002 drafts of the report were posted on the College web site and copies distributed to academic departments and administrative units, the Academic Senate, the Student Association, and the Library. Comments were transmitted electronically and during open meetings attended by committee members. These comments and others were incorporated into a final version in May 2002.

### **3 Queens College Achievements since 1995**

The six years since the 1995 Middle States Review have seen unprecedented change in the City University of New York and major changes at Queens College in nearly all areas. As a result, the academic environment in which we operate is now remarkably different from that observed and evaluated by the Review Committee in 1995. While external forces have often required the College community to move quickly and creatively to rethink specific plans and projects, we have been able to move forward in important ways to serve student needs and further the College's mission.

The events of September 11, 2001 have had a profound effect on the nation, the state, and most of all the City of New York and its people, including our students, faculty, and staff. The College has attempted to provide support, healing, and counseling, beginning with the initial hours as frightened people on campus watched the World Trade Center towers burn and collapse. That first day, as smoke rose from the rubble, all College counselors were called to duty, classes closed, and provision was made to accommodate those who could not get home. While classes resumed the following day, instructional time was devoted to attempting to come to terms with the disaster. People shared their feelings, fears, and hopes at an ongoing series of events, including memorial services, candlelight vigils, and informal gatherings, involving Jewish, Muslim, and Christian clergy. Special efforts were made to protect Muslim students and others of Middle Eastern origin. Faculty, staff, and students contributed thousands of dollars to relief funds. On an ongoing basis, the Counseling and Advisement Center continues to provide appropriate counseling to protect against delayed stress reaction. Administratively, special provisions allowed students affected by the disaster to withdraw without financial or academic penalty. Fiscally, both the State and the City have been affected, but the State, which provides most of our funding, has been able to maintain its support.

#### **3.1 Guide to Responses to Comments and Recommendations**

As mentioned, many of the changes which have occurred at Queens College since 1995 are responses to comments of the 1995 Evaluation Team or to recommendations in our 1995 self-study. To provide an overview of these responses, we list in the table below key comments made by the 1995 Evaluation team and indicate, where appropriate, locations in our 1997 follow-up report and in this Periodic Review Report where responses to those comments are presented. In the following section, we list the recommendations in our 1995 self-study and describe responses to them or identify locations in this report where such responses are presented.

### 3.1.1 Responses to Evaluation Team Report

<b>Table 3-1 Responses to Evaluation Team Report</b>			
<b>Location in Report (page-paragraph)</b>	<b>Description</b>	<b>1997 Follow-up Report</b>	<b>This Periodic Review Report</b>
1-4	Need for strategic planning with outcomes assessment	p.1, par.4-p.2: outcome assessment strategies outlined; p.3-5: participatory fiscal management	Sections 4.3, 4.4, and 4.5
2-1, 4-3	Periodically review all major and minor programs based on new APR criteria	p. 1, par. 2, 3; new APR criteria; first cycle of APR completed, second cycle by 2002	Sections 3.6 and 4.3
3-1	Review of SEEK		Section 4.8.9.3.
2-2, 4-4	Flagship programs		Section 4.6
2-5	Library School	p. 5, par. 3; increased resources for Grad. School of Library and Information Studies	Sections 3.7.2 and 3.8.1
3-2	LASAR assessment		Section 4.9.2
3-3	Improve student writing		Section 3.10.2
3-4, 4-1	Broaden non-Western and feminist offerings		Section 3.10.3.3
3-5	Transfer student articulation		Sections 3.9.2 and 4.8.9
3-7	Institutionalize FYI	p. 10, 11	Section 4.8.5
4-1	Support for interdisciplinary programs		Section 3.10.3.3
4-2	Support for evening programs		See Section 3.1.2, Response 5.3
4-3	Outcomes assessment at department level	p. 10, 11	Section 4.8.5
4-6	Develop strategic plan and operational objectives for library.	5-3; 6-3,4; 7-all; 8-1,2,3,4	Sections 3.4.1, 3.7.2, 0, and 4.10
4-7	Assessment and planning initiatives for ASRC and CESL.	11-3,4 (CESL)	Sections 3.4, 3.7.23.10, 4.8.1, 4.8.9, and 4.8.9.3
5-4a	Review gender equity in Intercollegiate Athletics.		Section 3.9.3

<b>Table 3-1 Responses to Evaluation Team Report</b>			
<b>Location in Report (page-paragraph)</b>	<b>Description</b>	<b>1997 Follow-up Report</b>	<b>This Periodic Review Report</b>
5-4b	Develop Intercollegiate Athletics facilities.		
5-5	New revenue streams. Increase private sector funding.	4-3	Sections 3.5.3, 4.2.2, and 4.2.3
5-6	Facilitate fundraising with clear College plan/vision that integrates responsible planning/budgeting.	3-3,4,5; 4-3	Sections 3.5.3 and 4.2.3
5-7a	Renovate Remsen and Powdermaker.		Sections 3.4.5 and 4.5
5-7b	Create Master Plan and Maintenance Plan.		Section 4.5
5-7c	Coordinate telecommunications and data communications functions.	8-5; 9-all; 10-1,2,3	Sections 3.7.1 and 4.9.3
6-3	Involve faculty throughout College in advising.	2-6; 10-4	Sections 3.9.2 and 4.8.4
6-4a	Improve programs to attract and retain minority students.	11-1 (SEEK)	Sections 3.4.3, 3.8.1, 4.3, 4.8, and 0
6-4b	Assess and improve campus climate for student and faculty retention.	2-3,4,5,6,7	
6-6	Continue efforts to diversify faculty.		Sections 3.8 and 4.6
6-7	Support initiatives that further teaching, research, and service. Recognize and reward faculty efforts and successes in this area.	10-6 (FYI)	Sections 3.8.2, 4.3, and 4.8.5
6-8	Study faculty development and climate for junior faculty.	9-9,10	Section 4.2.2

Location in Report (page-paragraph)	Description	1997 Follow-up Report	This Periodic Review Report
7-1	Address programs that lack adequate distributions of faculty expertise.	4-5; 5-all; 6-1	Sections 3.6.1, 3.8, and 4.6

### 3.1.2 Responses to Recommendations in Our 1995 Self-study

In the following we list recommendations we made in our 1995 self-study and describe responses to them or identify locations in this report where such responses are presented. Chapter numbers are those in the 1995 self-study.

(Chapters 1-4 had no specific recommendations.)

Chapter 5: Recommendations on Academic Programs

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

**This review is proceeding, as described in Section 4.9.2.**

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

**The new administration and the Academic Senate have built a strong relationship that has facilitated progress on many academic programs and policy matters.**

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

**A number of larger departments, such as Accounting and Psychology, have designated evening administrators, but this is unfeasible (and unnecessary) for smaller departments. The divisional deans, and the new Dean for Undergraduate Studies and Retention, are very aware of the importance of evening programs to students and the College. Significant enhancement of evening service hours has occurred during the last two years.**

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

**Efforts are made through OTPS and returned overhead funds to support graduate education. However, doctoral level education is largely not under the College's control.**

5. The Provost's Office, working with the Executive Committee of the College Personnel and Budget Committee, should engage in a review of the Academic Program Review process.

**As described in Section 3.6.1, a number of changes have been made in the review process, in consultation with P&B and other College bodies.**

6. The College should adopt a five to seven year cycle for Academic Program Reviews.

**This cycle has been implemented: see Section 3.6.1.**

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

**Annual "conversations" occur between chairs and directors and deans.**

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

**This is among the items discussed in workshops for chairs. Information on record-keeping is also provided on a new website maintained by the provost's office.**

#### Chapter 6: Recommendations on Academic Support Services

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

**In the context of a difficult fiscal situation, funding for the library has been given priority, as described in Section 3.7.2.**

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

**As described in Section 4.8.9.3, academic skills have received increased emphasis and the new Technology Fee discussed in Section 4.9.3 will provide new resources for instructional technology.**

(Chapter 7 on Supplementary Programs had no specific recommendations.)

#### Chapter 8: Recommendations on Financial Resources

1. The College should work with CUNY to integrate strategic and financial planning.

**Provisions of the Queens College Multi-year Plan and the CUNY 2000-2004 Master Plan, such as the incorporation of performance-based funding and new budgetary models, promote such integration.**

2. The College should work with CUNY and the New York State Dormitory Authority to integrate capital planning and financial planning.

**Planning integration was done by the College and CUNY in developing the new Queens College Campus Master Plan described in Section 4.5.**

3. The College should argue strongly for the elimination of the University's Base Level Equity plan in its present form.

**The University has moved away from this model.**

4. The College should re-assess annually the internal allocation of funds.

**In the past two years, under the new administration, fund allocation has been frequently assessed, as discussed in Section 3.5.**

5. Deans should improve the information flow regarding budget and facilities planning to department chairs.

**Information flow is being improved in several ways. As described in Section 4.5, all departments were involved in developing the new Campus Master Plan, and deans meet frequently with other members of the administration, receiving information which they share with their chairs.**

6. The College should upgrade its financial systems and integrate financial and information systems to promote efficiency in management and planning.

**These systems are largely CUNY-wide; the CUNY Master Plan calls for such upgrading and integration, as described in Section 4.7.**

7. The College should address the serious under-allocation of funds to OTPS/TS.

**Severe fiscal constraints have limited the ability of the College to increase such funding. The new Technology Fee described in Section 4.9.3 facilitates increased investment in instructional technology.**

8. The College should investigate the possibility of joining with other institutions to form a buying consortium to allow bulk purchase of supplies.

**This is being piloted on a CUNY-wide basis.**

9. The College should assess and seek ways to improve its administrative, academic and student support services.

10. The College should invest in enrollment management planning.

**Recommendations 9 and 10 are addressed by the new Office of Undergraduate Studies and Retention described in Section 4.8.**

11. The College must address the harsh reality of shrinking budgets by continuing to seek ways of minimizing the impact of these cuts on the quality of the educational programs.

**Reconciling educational needs with shrinking budgets is an ongoing task and every effort is made to protect essential educational functions.**

12. The College should continue to look to technology to help shape the future.

**The College has and continues to invest in instructional technology, as discussed in Sections 3.7.1 and 4.9.2.**

13. The College should provide support and greater incentives for faculty to apply for research funds.

**Faculty have been given access to 80 % of research overhead funds. Release time is usually available to faculty to develop proposals, especially those with an interdisciplinary character. The new Science Building included in the Campus Master plan described in Section 4.5 will provide needed new laboratory facilities and stimulate research. The CUNY cluster hire program (Section 4.6) provides start-up funds and other support. Grant activity has increased by over 30 % in the past year.**

14. Departments should work with the Office of Development to increase communications with alumni/ae and to develop projects that will encourage their financial support.

**Some departments are now improving the tracking of their alums to stay in closer contact with them.**

#### Chapter 9: Recommendations on Physical Facilities

1. The College should develop a new Academic Facilities Master Plan.
2. The College should improve maintenance of its facilities.
3. The College should determine how to increase the amount of space on campus where students feel comfortable to congregate.
4. The College should refurbish Colden Center and the Queens College Theatre.
5. The College should plan for construction of a central maintenance shop so that the productivity of the maintenance staff can be increased.

**The above five recommendations are all addressed by the Queens College Campus Master Plan described in Section 4.5. The Queens College Theatre has been refurbished as the Goldstein Theatre.**

6. The College should promote campus cleanliness and community responsibility.

**While efforts are being made to improve the appearance of the campus, and anecdotal comments suggest these have been successful, quantitative measures are of course difficult.**

#### Chapter 10: Recommendations on Students

1. The College should continue the development of information systems and methods of access to information in the student data base to improve advising and information services to students.

**Much has been done in this regard – web registration, transcript viewing, etc – as described in Section 3.9.1, and a new CUNY information system now being developed should provide dramatic improvement.**

2. The College should adopt a comprehensive enrollment management strategy and should expand its capabilities to collect and analyze information on the characteristics of accepted and enrolled students.

**Enrollment management is part of the portfolio of the new Dean of Undergraduate Studies and Retention, working with the Director of Admissions.**

3. The College should prepare for increases in the number of students for whom English is a second language.

**The College English as a Second Language (CESL) program described in Section 4.8.9.3 is an effort to address this problem.**

4. The Retention Coordinator and the Office of Institutional Research should undertake a study of the reasons students cite for "stopping out" or dropping out of the College in preparation for a concerted effort by all campus constituencies toward improving the College's retention and graduation rates.
5. The College should forge ahead on the first recommendation of the 1995-1999 Planning Committee to "improve the advisement of students," and should begin implementation of the specific means suggested in the report.

**Recommendations 4 and 5 above are addressed by the new office of Undergraduate Studies and Retention, described in Section 3.9.2 and 4.8, which has made improvements in advising a priority. A new Advising Center has been created and staff has been increased.**

6. The College should seek greater institutional recognition for the faculty role in student advising, and should build recognition of advising responsibilities more directly into the faculty reward system.

**Faculty advising is recognized as a valuable function, consistent with the faculty contract.**

7. Student governments should undertake a thorough review of their constitutions and academic eligibility standards.

**The University has approved new eligibility requirements.**

8. The governments representing evening, graduate and ACE students should revise their constitutions to provide for direct elections of president and vice president and for term limits for officers.

#### Chapter 11: Recommendations on Faculty

1. The Provost should ensure that the format of the tenure and promotion papers allows for a full presentation of the candidate's teaching performance.

**These documents have been revised for clarity and to emphasize the candidates' teaching performance.**

2. Departmental chairpersons should insure that annual reviews fully document faculty members' service to the department, the College and the University, and their contributions to their profession.

**Service is given an important role in faculty reviews.**

3. The President is urged to give great weight to the recommendations concerning tenure and promotion made by the Committee of Six [now the Committee of Seven, the subcommittee which makes recommendations to the College Personnel & Budget Committee on tenure and promotion cases] and the College Personnel & Budget Committee, and the College P & B is urged to continue to work with the President to refine and improve the review process involved in tenure and promotion decisions.

**In the recent past, the President has only rarely overruled tenure and promotion decisions of the College P&B, and then only after extensive consultation with all parties.**

4. The College should try to preserve the faculty lines it has now and should resist an over-reliance on adjuncts.

**Despite the budgetary constraints of the last two years, faculty hiring has been a priority, as discussed in Section 3.8, and the CUNY Master Plan described in Section 4.4 sets a goal of attaining a 70/30 full-time/part-time teaching ratio.**

5. The College administration should make every effort to streamline College and University processes involved in faculty hiring.

**Hiring is governed by CUNY and contract rules and the College has little autonomy in the procedure.**

6. The Provost and the Deans should review the practice of approving searches for which there may not be available lines, taking into account the negative experiences of some departments that have completed successful searches but have failed to obtain authorization to hire.

**The policy now is that searches are authorized only if there is virtual certainty that a line is available. Complete certainty can never be assured, given uncertainties such as retirements, enrollments, possible failed searches, etc.**

7. The Provost should continue to support new faculty through the provision of start-up funds and released time.

**New junior faculty are provided some release time and given start-up funds where available; the latter, often vital to successfully beginning a research program in the sciences and the social sciences, can often be provided through the state GRTI program mentioned in Section 4.2.2. The new PSC contract provides for increased release time for new faculty.**

8. The Provost, in consultation with deans and chairpersons, should undertake a thorough review of the process by which faculty workload is determined and accounted for, and should develop a system for award of released time that obviates past perceptions of inequity.

**Efforts are being made to simplify the reporting process for workload, including that at the Graduate Center, through the development of new forms. Data on workloads is being collected and will be reviewed by the Provost.**

9. The College should continue to diversify its faculty with respect to race, ethnicity and gender. The Provost should clarify for departments the policies and practices involved with diversity appointments.

**Diversity appointments have been abandoned, but the College, through its Affirmative Action office, strives to increase the diversity of its faculty and staff, as discussed in Section 3.8.**

10. All College administrators who implement recommendations based on official College planning documents should announce the outcomes of the recommendations to the College community in a timely manner.
11. The College should form a task force to improve staff support for faculty roles in teaching, research and service.
12. The College should make every effort to sustain and improve the level of funding for College-wide instructional support services: the Benjamin Rosenthal Library, the Academic Skills Center, the Academic Computer Center, and the Center for Instructional Media Support [the latter two are now the Office of Instructional Technology].

**Funding for the Library is discussed in Section 3.7.2 and that for the Academic Skills Center is discussed in Section 4.8. The formation of the Office of Instructional Technology and the recent introduction of the Technology Fee have greatly improved the College's ability to fund instructional support services, including the Library, as discussed in Section 4.9.3.**

#### Chapter 12: Recommendations on Governance

1. The President should re-institute regular meetings between leaders of the three principal governance bodies to insure timely means of communication.  
**This has been done, as described in Section 3.3.**
2. Department chairs should find new methods to improve communication and information sharing with all members of their departments, faculty and staff alike.  
**Many departments have set up listservs or email lists to facilitate communication among faculty, staff, and students.**
3. The Academic Senate should review its Charter, Bylaws and Policy Book and undertake a complete self study with regard to its composition, policies and practices.
4. The Academic Senate should review its scheme of proportional representation.
5. The Academic Senate should consider adding the Chair of the Executive Committee of the College P & B to its list of ex officio members.

6. The Academic Senate should raise the awareness on campus of its role and that of its committees, and encourage a broader participation of students and faculty.
7. The College faculty and administration and the student governments should actively encourage student participation on Academic Senate committees.
8. The Academic Senate should insure that all committees report to it at least once a year.

**As described in Section 3.3.1, most of Recommendations 3 through 7 above concerning the Academic Senate have been implemented.**

9. The divisional deans should become more directly involved in curriculum development and revision, and should be kept informed of the progress of curricular proposals as they go through governance review.  
**The deans are now informed about curriculum proposals, in an ongoing effort to increase their involvement in curriculum development.**
10. The representative governance bodies on campus should review their membership structures and consider ways by which groups of staff not presently represented could be invited to participate on a voting or non-voting basis.

#### Chapter 13: Recommendations on Organization and Administration

1. The President should review the entire organizational structure of the College.  
**A review of the College's structure, undertaken by the new President in 2000, has led to significant personnel and organizational changes, such as the establishment of a Dean for Undergraduate Studies and Retention and the reorganization of advising services described in Section 3.9.2.**
2. The Provost should review the structure and function of all deanships.  
**Such review is ongoing; one recent result was the setting up of a Division of Education with its own dean.**
3. The College administration should create a better system of communication and sharing of information among members of the administration, department chairs, and faculty.  
**Frequent meetings of the Deans Council, which include the Provost, are meant to increase information sharing, as are electronic means such as email and the web.**
4. The College administration should review the procedures by which office support staff are allocated to and selected by departments.  
**Fair allocation of office staff and other resources are an ongoing concern.**
5. The College should expand communication and programmatic articulation with its community college partners.  
**Articulation agreements are in place with the community colleges in Queens, LaGuardia and Queensborough, and the CUNY transfer evaluation system described in Section 4.8.7 has been expanded. Departments have**

**expanded faculty consultation with Queensborough, and there are joint faculty appointments, one in Sociology, and two in Elementary Education, one of whom is in counseling.**

6. The University should preserve the faculty's primary role in decisions concerning curricular equivalencies.

**The University's transfer evaluation system, described in Section 4.8.7, relies on faculty to determine equivalencies.**

7. The College should review, and modify if necessary, its system for recognizing departmental contributions to doctoral instruction. The system should include appropriate recognition for dissertation supervision and other contributions to the work of the Graduate Center. The details of the resource allocation models, both of the College and the Graduate Center, should be communicated clearly to chairs and to faculty.

**As arrangements with the Graduate Center are governed by CUNY-wide rules, the College, on its own, can do little about them but push for improvements. The College has attempted to modify and explain the reporting rules in the interests of clarity.**

#### Chapter 14: Recommendations on Alumni/ae

1. The staff and operations of the Office of Alumni Affairs should be supported at enhanced levels, and publication of the alumni magazine should be more frequent.

#### Chapter 15: Recommendations on Institutional Effectiveness and Change

1. The Academic Program Review process should be amended to include interim progress reports following the completion of each major review.

**Annual meetings of chairpersons with deans and the provost to discuss the departments' progress are planned.**

2. The Academic Program Review process should be broadened to cover any academic unit offering courses.

**This has been done, as mentioned in Section 3.6.2.**

3. The President and senior administration should strengthen the association between assessment, planning and implementation, and should make assessment data more generally known within the campus community.

**Assessment is used in College planning, as described in Section 4.5, and the College is taking steps, including requiring assessment plans in Academic Program Reviews, to increase the visibility of assessment data.**

4. The administration should review the resources available to the Office of Institutional Research and should develop a plan to expand its capacity to support institutional assessment and planning.

**Fiscal constraints have prevented the allocation of additional resources to Institutional Research, but some arrangements have been made to expand the College's assessment capacity.**

5. The President should vest responsibility for coordinating the College's efforts in outcomes assessment and review of institutional effectiveness in an individual.

**This responsibility has been vested in the Associate Provost, as described in Section 4.3.**

6. The College should adopt an integrated, multi-dimensional program of student outcomes assessment including elements such as longitudinal surveys, surveys of graduating seniors and student essays.

**Significant work on College-wide assessment has already been done, as described in Section 4.3.1, including graduation surveys and a new faculty assessment instrument.**

7. The Provost, deans, and departments should work together to establish additional procedures for the assessment of program quality and outcomes.
8. The College should maintain an inventory of honors programs to be included in official College publications and recruiting material.

**The College Honors programs have been greatly expanded and coordinated in conjunction with the CUNY Honors program, as described in Section 4.9.**

9. The Academic Senate, in undertaking periodic review of the LASAR general educational requirements, should develop a strategy that will assess course offerings in relation to the general intellectual skills students will learn.

**Skills assessment is an important part of the College's ongoing review of its general education requirements described in Section 4.9.2.**

10. The College should include measures of its effectiveness with graduate students when planning outcomes assessment.

**The College's outcomes assessment plans for graduate programs are discussed in Section 4.3.3.**

11. The College should collect data on the level of student participation in the impressive array of activities available to learn about cultures and ethnicities that differ from their own.
12. The College should develop a process whereby the goals for student development and attainment of its Mission Statement are assessed.

**Assessment of student learning and development is part of the College's outcomes assessment and as mentioned in Section 4.3, a standing outcomes assessment committee is mandated to expand these plans.**

13. Existing material on alumni/ae achievements and experience should be collected and systematically studied; expanded alumni/ae surveys should be administered at regular intervals to assist in assessment of the goals set by the College and its departments; and alumni/ae should be asked to write about the value and effects of their Queens experience at ten year intervals.

**Such ten-year assessments have not yet been carried out, but are planned, as described in Section 4.3.1.**

14. Departments should be encouraged to undertake their own initiatives to maintain records on alumni/ae and keep in contact with them.

**Although with little administrative support to date, departments are encouraged to maintain such contact.**

15. The Provost should develop and publicize descriptive and evaluative information about the types of institutional support for faculty development and mentoring.

**This is an ongoing concern of the Provost's office.**

16. The College should broaden the scope of teaching assessment measures by recognizing the importance of innovation in teaching techniques and methodology, new course development, and increased application of technology and media.

**Where appropriate, some departments are recognizing teaching innovations in faculty assessment.**

17. The College should give serious consideration to the introduction of the teaching dossier as a mechanism for documenting and evaluating teaching.

18. The College should develop a systematic centralized information system for documenting faculty achievements in research, scholarship and creative activity as is recommended in the College's 1994-1999 Five Year Plan.

**This is something the Provost's office will be looking at.**

19. The College should increase the recognition given to service in faculty evaluation by broadening the scope of service assessment to measure faculty participation in leadership roles within professional organizations; representation of the institution on external committees, task forces, and commissions; and work with government agencies, business and industry. The College should seriously consider the introduction of a service dossier.

20. The College should develop a systematic mechanism to assess perceptions concerning the quality of service by staff, with special attention to assessing perceptions of students.

**Several surveys, including the College's annual graduation survey and other techniques described in Section 4.3.1 regularly collect such data.**

21. The College should develop programs to improve the training and performance of department chairs and administrators and should evaluate the effectiveness of the training through interview and performance measures.

**Workshops which have been offered for department chairs should help chairs carry out their many tasks and the participants are asked to comment on the effectiveness of these sessions.**

#### Chapter 16: Recommendations on Planning

1. The College administration should expand efforts to communicate with the Queens College community regarding implementation of the recommendations of the Five Year Plans. Reports should include explanation of progress toward and

impediments to achievement of the goals set forth and should provide for regular discussion and re-assessment of the recommendations.

2. The College administration should increase its efforts to meld long range planning and annual budgeting, while resisting a tendency strictly to limit horizons and vision according to budget.
3. The College administration should increase the availability of budgetary information to the Planning Committees and continue its strong support for College-wide planning efforts.
4. The College should endeavor to involve the whole campus community in the planning process.

**Broad community participation was engaged in the preparation of our 1997-2002 Five-Year Plan and our Campus Master Plan, as described in Section 4.5.**

5. The President should establish and maintain a strict timetable for the next cycle of institutional planning.

**As discussed in Section 4.5, a campus master plan has been developed and a new Five-Year Plan will await the selection of a new president.**

### **3.2 University and College Leadership and Organization**

The City University of New York came under attack in the late 1990's, with repeated anecdotal reports of deficiencies in student standards and instruction. In June 1999 the mayor of New York City, Rudolph Giuliani, appointed a committee (the Mayor's Task Force on CUNY) to examine university programs and operations, identify areas of strength and weakness, and make recommendations for improvements. The committee, headed by Benno Schmidt, presented a report urging major changes in CUNY policies and procedures, particularly with respect to the authority of the central university administration, general education, and the handling of under-prepared students. Concurrently there were significant changes in CUNY leadership, with three Chairs of the CUNY Board of Trustees within a few years: James Murphy, Ann Paolucci, and Herman Badillo. The position is currently filled on an acting basis by Vice Chair Benno Schmidt. There has also been significant turnover in the membership of the Board of Trustees, new persons have filled several other central administrative positions, and Ann Reynolds was replaced as Chancellor of the University in November 1997 by Acting Chancellor Christoph Kimmich.

In 1999 stability returned when Matthew Goldstein, formerly President of Baruch College and of Adelphi University, was appointed Chancellor. Using the Schmidt Report as a starting point, a new CUNY Master Plan for 2000-2004 was developed. This plan formed the basis for a new vision at CUNY and a clear direction for the future. The plan has the strong endorsement of the University's new leadership, has been approved by the CUNY Board of Trustees, and has received provisional approval from the New York State Board of Regents. All levels of governance are committed to full implementation of the plan, which will bring significant benefits to the educational programs at CUNY in general and Queens College in particular. A copy of the plan accompanies this report; it

may also be found at [www.cuny.edu/topframe-abtcuny.html](http://www.cuny.edu/topframe-abtcuny.html). In Chapter 4 the primary provisions of the plan and their impact on the future of Queens College are described in more detail.

As these CUNY-wide events occurred, major changes also took place in the upper administration of Queens College. In 2000 President Allen Lee Sessoms resigned and Russell Hotzler was named Interim President on September 1, 2000. A national search for a permanent president was undertaken. [Dr. James Muyskens has been designated as the new Queens College president, effective July 29, 2002.] Hratch Zadoian became Interim Vice President for Finance and Business. Evangelos Gizis was named Interim Provost in August 2001 and Marten den Boer became Interim Associate Provost in September 2001. Robert Engel was named Assistant to the Provost for Graduate Studies and Research. There has also been turnover in the leadership of the College's academic divisions, with acting deans in Arts and Humanities, Mathematics and Natural Sciences, and Education.

In a major effort to focus on student recruitment and retention, the College has created a new position, Dean of Undergraduate Studies and Retention. This office, filled on an acting basis by Judith Summerfield, coordinates all college activities relating to undergraduate students, including outreach, recruitment, advising, retention, curriculum, and honors programs. Other measures have been taken to streamline operations, and there has been new leadership at the Office of Information Technology, the Registrar's Office, Academic Advising, and Admissions and Scholarship Services. A new position, Vice President for Institutional Advancement, is filled on an acting basis by Joseph Scelsa. A new Affirmative Action office has opened.

### **3.3 Governance and Administration**

Queens College has a shared governance process reinforced by strong procedural rules. Major decisions require not only the involvement of the State and City of New York, but also the participation of the CUNY administration, the Queens College administration, the CUNY Graduate School and University Center, the Queens College Academic Senate, the Queens College Committee on Personnel and Budget, and the Professional Staff Congress (the faculty union). The University Faculty Senate and the Queens College Foundation also participate to a significant extent in decisions affecting development and academic programs. The role of each of these entities was described in our 1995 self-study. The current administration strongly endorses the participatory process, a concern raised by the 1995 Evaluation Team. The Interim President has been meeting regularly with the Executive Committee of the Academic Senate, the Executive Committee of the College Personnel and Budget Committee, and representatives of the Professional Staff Congress. Through these actions, he maintains contact with these groups, encourages communication and participation of all stakeholders in the operation of the College, and signals his strong support for corresponding recommendations of the 1995 evaluation report and our self-study. As further discussed below, the President has also taken concrete steps to ensure shared governance in important areas.

### **3.3.1 Academic Senate**

The 1995 Evaluation Team strongly endorsed our self-study recommendations on the Academic Senate, an elected body of faculty and students. We are pleased to report progress on these recommendations in several areas. College awareness of the Senate's work has been enhanced through the creation of a web page, [www.qc.edu/AcademicSenate](http://www.qc.edu/AcademicSenate), which provides current information on the body's activities, structure and functions, and through frequent articles in *FYI* (the biweekly campus informational bulletin).

The Academic Senate has reviewed and revised its Charter and Policy Book and a number of its Bylaws. The duties of the following committees have been reviewed and in some cases modified, in the context of changes at the College and in the University: Admissions and Re-entry Standards, Undergraduate Curriculum, Undergraduate Scholastic Standards, Elections, Library, Nominating, and Teaching Excellence and Evaluation. The Senate has also identified and modified policies that affect its ability to carry out its responsibilities. These policy changes include: liberalization of the rules regarding participation of alternate Senate members in establishing quorum; changes in the membership of many Senate committees, an opportunity provided by the formation of a fourth academic division (Education); adjustment of student representation to reflect the current ratio of undergraduate day, undergraduate evening, and graduate students; strengthening the rules governing nominations from the floor to Senate committees; and reducing the number of meetings that a committee member may miss before the member's seat may be declared vacant. Oversight of individual committees has been tightened and the Chair of the Senate regularly monitors compliance.

The Nominating Committee has increased its efforts to ensure that all seats on Senate committees are filled. The Chair of the Academic Senate now attends new faculty orientation sessions to encourage early participation in the body and its committees. In another effort to increase communication between the various governing bodies of the college, the Senate recently voted to make the Chair of the Executive Committee of the College Personnel and Budget Committee, composed of department chairs, an ex-officio member of the Senate's executive committee, as recommended in our self-study.

### **3.3.2 Divisional and Departmental Restructuring**

The School of Education, formerly part of the Division of Social Sciences, has become a division with its own dean. The change gives greater autonomy to education and reflects the strong concern with improving teacher education programs, both at Queens College and more broadly in the City and State of New York. Approximately 25% of all enrollments in the College are associated with teacher education and certification programs, and the College and University will continue to allocate significant resources to such programs during the next several years.

Several existing foreign language departments – Romance Languages, Germanic, Slavic and Eastern European Languages, and Classical and Oriental Languages – reconstituted themselves as three new departments that emphasize cultures and literatures as well as language acquisition: the Department of European Languages and Literatures; the

Department of Classical, Middle Eastern, and Asian Languages; and the Department of Hispanic Languages and Literatures.

Faculty from the two former Departments of Home Economics and Physical Education were combined into a new Department of Family, Nutrition, and Exercise Sciences. The new department continues to offer separate undergraduate majors in Home Economics/Family and Consumer Sciences and Physical Education/Nutrition and Exercise Sciences, as well as graduate degrees in Physical Education and Family and Consumer Science teacher training. Importantly, the reorganization has facilitated the development of new major and master's degree programs in Nutrition and Exercise Sciences discussed below.

Several other departments reorganized in order to more effectively fulfill clearly identified academic goals or to adapt to national trends in their disciplines. Their initiatives include creation of entirely new curricula, majors, and minors (some discipline-based, others interdisciplinary), and refinement of educational missions. The Department of Geology reconfigured itself as the School of Earth and Environmental Sciences, affiliating with faculty in allied sciences as well as several disciplines in the Social Sciences and Education. The former Department of Communication Arts and Sciences voted to split into two departments to train students and pursue research in more tightly focused areas, including some that are newly emerging. The Communications component merged with an existing department, Linguistics, to form the Department of Linguistics and Communication Disorders, which is devoted to the theoretical study of linguistics, speech, language, and hearing sciences and also covers the applied areas of speech-language pathology and teaching English to speakers of other languages. The other resulting department, Media Studies, combines classical literary and media criticism with training in film, radio, television, and new web-based media.

### **3.4 Administrative Initiatives**

#### **3.4.1 Graduate Studies**

In February 1998 the new position of Assistant to the Provost for Graduate Studies was created to provide academic leadership for the College's graduate activities. This individual is charged with guiding development of new Master's Degree and Certificate Programs, maintaining graduate scholastic standards, and serving as the Queens College representative to the CUNY Council of Research Deans. In addition, the office is responsible for connecting CUNY operations with faculty at the College, including equipment funding, start-up facilitation for new faculty, grant coordination and development, and intellectual property matters.

The Office of Graduate Studies has prepared a Handbook for Graduate Students (a copy accompanies this report) in order to more effectively inform students about our graduate programs. Several new graduate programs have been instituted, including a M.S. in Accounting and certificate programs in the Graduate School of Library and Information Studies and in the departments of Psychology and Family, Nutrition, and Exercise Science. Progress has also been made in the development of several other graduate programs; for example, as described below, all offerings of the Division of Education,

many of which are on the graduate level, have been completely updated in the past year in response to New York State regulations. The enrollment of graduate students has reached an all-time high and with the continuing development of new programs this trend is expected to continue.

### **3.4.2 Weekend College**

Queens College inaugurated a Weekend College in 1997 in response to a study of student needs and interests. The weekend programs now offer working New Yorkers the opportunity to obtain a college degree in Accounting, Psychology, Sociology, or Interdisciplinary Studies on weekends. All courses required for these four majors, as well as those needed to satisfy general education and skills requirements, are scheduled on Friday evenings, Saturdays, and Sundays. The Weekend College advising office is open primarily weekends and evenings to serve its population effectively. The library, labs, dining services, bookstore, and other College services have extended weekend hours. All faculty for weekend sections are assigned by relevant academic departments in cooperation with the Director of Weekend College. We hope to expand the degree opportunities soon in response to student demand in such areas as computer science. Some graduate courses are also available, especially in education, and the graduate offerings are expected to expand.

Weekend College opened with nearly 100 weekend-coded students, a designation that gives students registration priority for weekend courses. By fall 2002, Weekend College had some 600 weekend-coded students and another 600 “mainstream” students taking weekend courses. Weekend College is closely coordinated with the Adult Collegiate Education (ACE) program, a special track for adults over age 25. About half the weekend-coded students are in the ACE Program and all the courses required for ACE are available on weekends.

### **3.4.3 Special Events**

The vibrant atmosphere of Queens College is enlivened by an active set of on-campus events – lectures, concerts, performances, academic conferences, discussion groups, and film series – and by College-sponsored events beyond the boundaries of the campus. Most of our departments, programs, and institutes regularly schedule conferences, speakers, workshops, and panel discussions. The full range of events at Queens College serves not only College and academic communities but also the broader Queens and New York populations. Especially successful in this regard has been the Evening Readings Series, a highly acclaimed program which just celebrated its 25th anniversary with such luminaries of the literary world as Arthur Miller, Joyce Carol Oates, E.L. Doctorow, Frank McCourt, and V.S. Naipaul. The Stavros S. Niarchos Foundation Program in Hellenic Studies has for several years funded scholarly residencies as well as lectures and seminars which consistently attract hundreds of people, also strengthening the link to the local community.

The Queens College Art Center, administered by the Library, continues its decade-long tradition of sponsoring four to five exhibitions each year with gallery talks, guest lectures, and receptions. The College’s Godwin-Ternbach Museum in Klapper Hall has

been the site of a number of excellent exhibitions, two of which were favorably reviewed in the *New York Times*. Recently, a new, financially committed board convened and a national search has resulted in the appointment of a new full-time director. She has expanded the museum's hours, installed exciting new exhibits, and will soon begin again to offer courses in museum studies.

The Louis Armstrong Archives and House provide the College with unique outreach opportunities. Scholars and students travel to Queens College to use the resources of the Archives, held in the Rosenthal Library, and to view exhibits there. Queens College students have made use of these resources as part of such courses as English 120. The recent Ken Burns Public Television documentary on jazz relied heavily on primary materials from the Armstrong Archives. The Louis Armstrong House associates an important Queens cultural landmark in nearby Corona directly with the College.

#### **3.4.4 Community Outreach**

Queens College also participates in many outreach programs intended to benefit the surrounding community, increase our regional academic profile, and strengthen contacts with potential students. Many such programs are linked to local private and public high schools, reflecting the strengthening ties between Queens College and the New York City Board of Education which are making possible a number of new and planned joint initiatives, as discussed in Section 4.10 below. One important initiative is the CUNY-wide College Now program described in Section 4.8.10. This joint effort of CUNY and the Board of Education intends to improve high school student preparation for college and introduce high school students to the college experience. College Now will fund the first annual Queens College Summer Science Program for High School Students, a two-week full-day program for 100 students scheduled to begin on July 29, 2002. A Queens College initiative is the Visiting Professors Program, in which math and science faculty visit local schools to give lectures on research, science careers, or science topics of current interest.

A series of meetings starting in 1998 has brought local school district leaders to the campus to talk with administrators and faculty from the Division of Education and the Division of Mathematics and the Natural Sciences. The goal is to forge and strengthen bonds between the campus and local school districts. Cooperative programs have been proposed and particular interactions have been put into operation between the School of Earth and Environmental Sciences and local districts. Science students at Franklin K. Lane High School, a school with a substantial minority population, have met with College faculty on campus and at the high school, with the aim of developing their interests in science and encouraging students to begin research projects on campus. Students from this high school have also been treated to performances by the department of Drama, Theatre, and Dance. In Spring 2001, the first Queens College Investigative Science Symposium took place. Six ninth and tenth grade researchers were invited from each high school in the borough to participate in a poster session. This fair was a great success and the just concluded Spring 2002 event was equally successful. Besides the outreach aspect, this program has a direct effect on recruiting, as students, parents, and high schools increasingly see Queens as an attractive college option. Similar benefits accrue from the annual Garcia Center Open House for High School Students, which

attracts over 400 students who enjoy numerous hands-on scientific demonstrations, laboratory tours, talks, and exhibits. In May 2002 the College held the first annual Queens College Mathematics Competition, involving over 130 students from 14 high schools.

In Spring 2001 the College became a training partner in the federally sponsored Project GLOBE (Global Learning to Benefit the Environment). This program aims to improve science teaching from kindergarten through high school by involving students in a real environmental research project. Students collect data through scientific protocols designed for their grade level. These data are used in long-term study of global change. GLOBE schools, now in more than 90 countries on every inhabited continent, form a network that promotes global cultural interaction and understanding as well as scientific research. Queens College is training New York area teachers in GLOBE protocols and serves as a resource for continued staff development in the sciences. With help from the New York City Board of Education and private schools in the New York metropolitan area, and funding from Consolidated Edison, training programs began in summer 2001. In conjunction with facilities at the Audubon Field Station in Greenwich, Connecticut, and our own Caumsett Center on the north shore of Long Island, we can serve teachers and students in New York City, Nassau, Suffolk, and Westchester counties in New York, Fairfield County in Connecticut, and eastern New Jersey.

The Drama, Theatre, and Dance department has increased its contacts with local high schools by presenting student matinees followed by a question and answer session. These productions provide a wonderful opportunity for Queens College students to perform before appreciative audiences. They have also allowed high school students to enjoy productions of *Drama Mama*, *Salome*, *Bus Stop*, *Carousel*, *The Seven Ages of Man*, *Godspell*, *The Marriage of Figaro*, and *The Tender Land*. This is proving to be a very effective outreach and recruitment tool; we expect to entertain many hundreds of high school students this spring, several additional high schools have asked to be included, and we look forward to developing ongoing relationships with many local high schools. The Department of European Languages and Literatures is also strengthening contacts with select local high school with strong foreign language programs.

The Teachers as Scholars program, a cooperative effort with local school districts and the Queens High School Superintendency, provides K-12 teachers from schools in Queens with the opportunity to spend the day with Queens College faculty who give structured presentations and informal round table discussions. This program was instituted in part through a start up grant from the Woodrow Wilson National Scholarship Foundation. Queens was the first public institution in NYC to be so supported and largely because of our success the Foundation now intends to give start up funds to other CUNY four year colleges. This year our faculty produced six such all-day seminars, on topics ranging from the changing demographics of Queens to the human genome project. The teachers, our guests, clearly are stimulated intellectually and creatively, and their sense of validation and appreciation is palpable. In view of the high level of interest, the program will be offered to more schools and the number of seminars increased; ten are planned for next year.

### 3.4.5 Physical Plant and Facilities

As discussed in Section 4.5, a new campus Master Plan coordinates future development of the College. Even before approval of this Plan, however, \$150 million has been invested in capital improvements on campus since 1995. A list of these capital projects is provided in Table 3-2. Recently completed projects include a Welcome Center for students in Jefferson Hall and new roofed tennis courts. A major effort involves Powdermaker Hall, which is being completely renovated, as recommended by the Middle States team. The renovated building will house most of the Social Science and Education departments, providing individual offices for full time faculty in these areas, much-needed research space, computing facilities, and technologically updated classrooms. Beneficial occupancy is scheduled for January 2003. During the renovation, the College is very short of space, since Powdermaker is the largest classroom building on campus; several programs are currently housed in temporary buildings.

Table 3-2 **Projects Completed 1995 to Present**

<b>Description</b>	<b>Building</b>	<b>Cost</b>	<b>Completed</b>
Emergency Power for Telephone System	Powdermaker Hall	210,000	1995
Gas Station Rehabilitation	B & G	500,000	1995
Student Union Acquisition	Student Union	5,400,000	1995
Fire Alarm Upgrade	Various Buildings	3,000,000	1995
Steam & Condensate Line Replacement	Music Building-DH	420,000	1996
Parking Deck Structures - 357 spaces	Parking Lot #6	1,500,000	1996
Asbestos Abatement	Various Buildings	1,200,000	1997
Remsen Windows/Dining Hall Roof	Remsen/Dining Hall	2,500,000	1997
Fuel Tank Replacement	Various Buildings	600,000	1997
New Science Bldg./Fume Hoods/Colden/DH Chiller	NSB/DH/Colden	2,500,000	1997
Jefferson Painting-Bird Proofing	Jefferson Hall	70,000	1997
Renovation of Admissions Office	Kiely Hall	100,000	1997
Graduate Studies Renovation	Kiely Hall	20,000	1997
Colden Stairs Renovation	Colden Center	40,000	1997
Energy Saving Projects by B & G	Various Buildings	4,000,000	1997
Weekend College	Kiely Hall	10,000	1998
Exterior Rehabilitation- Windows/Roofs-9 Bldgs.	Kiely,G,J, Jeff, Rem,NSB, Gym, Blr Rm., Colden	10,000,000	1998
Floor & CMU Repair	Fitz Gym	119,000	1998
Computer Labs for OIT	I Bldg. Room 200 & 213	45,000	1999
Handicap Ramp & Elevators	Jefferson Hall	61,000	1999
Guard Booth	Parking Lot #15	20,000	1999
Telephone Services - Storage Shed	Powdermaker	20,000	1999
Mechanical & Electrical Rehabilitation	Remsen/Dining Hall	2,600,000	1999
CMCB-Interim Facility	Remsen Hall	2,000,000	1999

Performance Space & Lighting	Rathaus-M11	131,000	1999
Little Theater	King Hall 115	28,000	1999
Emergency Generators	Various Buildings	2,000,000	1999
CUNY Law Door to Roof	Law School	20,000	1999
Dining Hall Bathrooms, Accessibility	Dining Hall	40,000	1999
Video Teleconferencing Room	Kiely Hall	300,000	1999
Telecom Closets-MDF-IDF	Various Locations	500,000	1999
Fiber Optics - OIT	Campus Wide	2,450,000	1999
Renovation of QC Bookstore	Dining Hall Addition	250,000	1999
Elevators Upgrade	Various Buildings	1,000,000	1999
Technology Upgrade	Campus Wide	5,000,000	1999
Five Office Renovations	Various Locations	48,000	1999
Theatre Controls	Colden Center	16,000	1999
Emergency Telephones (blue)	Various Locations	101,000	1999
A/C and Power	Rathaus & King	45,000	1999
Lockers	Fitz Gym	20,000	1999
Theatre Lighting	Goldstein Theatre	16,000	1999
Mech/Electrical/Sprinkler	Various Buildings	1,000,000	2000
Remsen Fume Hoods	Remsen Hall	2,400,000	2000
"B" Building Rehabilitation	"B" Building	6,124,000	2000
Structural Building Envelope - 14 Buildings	Ros. Lib, Razran, Music Bldg., Colwin, Klapper, I, etc.	18,000,000	2000
Financial Aid/ADA Toilets	Jefferson Hall	600,000	2000
Powdermaker Hall Swing Space	I, Jeff, Klapper, Razran, T-2, Mod. Bldgs.	6,092,000	2000
Computer Classroom	Rosenthal Library	45,000	2000
Counterweights and Rigging	Goldstein Theatre	81,000	2000
Plaza Benches	Dining Hall	18,000	2000
Handicap Driveway	Colden Center	47,000	2000
Roofing & Lighting	Campbell Dome	400,000	2001
Tennis Structure	Tennis Structure	1,300,000	2001
Perchloric Acid Hood	New Science Building	20,000	2001
Renovate 400 meter track	Track	400,000	2001
Dance Studio Showers	Rathaus	20,000	2001
QC Welcome Center & Admissions	Jefferson Hall	94,000	2001
Guard Booth	Parking Lot 6	20,000	2001
Security Partitions	King Hall 210	8,000	2001
Sound Systems and Dimmers	Rathaus & King Hall	45,000	2001
FNES Exercise Room A/C and Power	Fitzgerald Gym	30,000	2001
Costume room storage equipment	Remsen	20,000	2001
Administration Office alteration	Remsen	8,000	2001
Five A/C & Power	"G" Building	6,000	2001
Site Lighting, Phase IV	Campus Wide	435,000	2002
Testing Center Room 285	Kiely Hall	10,000	2002
Security Flooring	Main Gate	3,000	2002
Dining Hall Corridor Ceiling	Dining Hall	12,000	2002
Roofing	King and Rathaus	450,000	2002
Advisement Center	Kiely Hall	105,000	2002

Complete Renovation	Powdermaker Hall (Under Construction, 60% complete)	64,000,000	2003
	<b>TOTAL</b>	<b>150,693,000</b>	

### 3.5 Budget Challenges

#### 3.5.1 Fiscal Constraints

In 1995, faced with drastic cuts in state funding, the CUNY Board of Trustees declared financial exigency, permitting retrenchment of departments and associated faculty. The severe budget cuts then imposed affected the ability of the College to support its existing programs and to pursue plans for new ones. Several departments reorganized. Since 1995, the College has continued to be affected by persistent State under-funding of CUNY.

The academic program planning process which led to the Multi-Year Plan for 1997-2002 made an effort to link budget and academic planning. However, the projections for enrollment, budget, and fundraising missed the mark. The budget problems were exacerbated by the sharp drop in enrollment between 1995 and 2000. As tuition revenue provides an increasing proportion of our operating budget, the College experienced multi-million dollar deficits in 1999-2000 and 2000-2001.

The arrival of a new administration in September 2000 presented the opportunity for a new start in fiscal management. The budget process has been made more open and consultative to rebuild confidence in the budget process. Financial information is regularly made available to the Budget Committee of the College Personnel & Budget Committee. The fiscal situation has improved significantly. Revenues have increased as a result of increasing enrollments and costs have been contained, with the result that we are running a surplus, making it possible to completely eliminate debts accumulated during the deficit years. Accordingly, our future fiscal situation, described below, appears sound and stable.

#### 3.5.2 Expenditure

The budget deficit has forced aggressive cost cutting in non-essential areas to protect recruitment, retention, and core educational functions. Non-tax-levy funds were used to supplement the cost of adjunct faculty so courses could be preserved. The Queens College Foundation supported student outreach and recruitment efforts. Efficiencies were realized through office consolidation, enabling services to be improved. For example, the undergraduate and graduate admissions office and several formerly semi-independent advising offices were consolidated. Staff in the merged offices were cross-trained to ensure that students would receive accurate information on the wider range of issues handled with the new structures. These efficiencies enable available funds to selectively focus on faculty replenishment, not support positions.

An all-funds budgeting system has been instituted, making it possible for the first time to identify all funding streams and find the most effective way to use both tax-levy and non-tax-levy funds in pursuit of our goals. This system has allowed for some savings and for the redirection of available funds toward student recruitment efforts.

For the first time in several years, planning for adjunct funding was based on a reassessment of faculty teaching power in relationship to changing course selection trends, rather than on previous history. Previously, adjunct fund allocation was based on prior year enrollments by division and discipline-specific student-faculty ratios, using initially those set by New York State and subsequently those derived from CUNY senior college practice. Although there continues to be a significant gap between the funds made available and the actual adjunct need, progress is being made on reducing this gap and it is expected to be essentially eliminated by the end of the 2002 academic year.

### **3.5.3 Revenue**

Every Queens College budget analysis of the last few years has included a fundamental assumption: increases in state funding, that is, “tax-levy” funds, would at best merely match inflation. This assumption is borne out by the statistics below, which show tax-levy funds hovering between \$68-74 million, with increases in specific years due only to collective bargaining agreements. Barring an unlikely large increase in State appropriations for CUNY, there are only two ways for us to increase tax levy revenues. One involves special allocations from the state legislature, which requires persuading local State Senators and Assemblymen to restore or create new line items in the State budget earmarked for the College. The President continues to meet with the Albany delegation to inform them of the College's needs.

The most effective way to increase tax levy funds is to increase enrollment, as our regular tax levy funding is determined by our enrollment levels. Accordingly, the new administration has re-emphasized recruitment and retention by administrative reorganization and appointments, including funding a campus Welcome Center, mounting an aggressive recruitment program to bring new students to campus, improving the College's recruitment materials, expanding outreach programs, establishing the position of Dean for Undergraduate Studies and Retention, and developing a redesigned, coordinated advising program to improve student retention. These efforts are further described below.

Non-tax levy funds are provided by external grants and contracts. These are not a particularly promising source of unrestricted revenue, since most grants are of course for specific projects, but they do contribute to the College's overall revenue through overhead return. There has been a modest increase in grants and contracts over the last several years, as shown in the table in Section 4.2.2 below. Further increases would require measures to urge existing faculty to apply for more grants. One new incentive, implemented in Fall 2000, reallocates 80 % of overhead on research grants back to the deans and faculty. The likelihood of success in obtaining grants is also an important criterion in the hiring of new faculty.

Private donors represent another non-tax-levy source of funds. The Office of Development has had some significant recent successes. During the last five years major gifts have increased significantly, as shown in the revenue tables in Section 4.2.2 below. A series of “Q Gala” events have raised over \$3,500,000 over the past five years. Million-dollar endowments have been established to support endowed chairs in Mathematics and Jewish Studies. The Time 2000 Program to train teachers of

mathematics was established with over \$1,000,000 donated by Computer Associates and an anonymous donor. Lesser amounts were raised for endowments for the Library and for equipment acquisitions, including instruments for the Aaron Copland School of Music and digital video cameras and peripheral equipment for the Department of Media Studies and the Journalism program.

Some interdisciplinary and area study programs have strong links to their communities, which can help with fund raising. They have been encouraged to generate outside funds to supplement scarce tax-levy resources. Three have been highly successful. The programs in both Jewish Studies and in Byzantine and Modern Greek Studies have developed extensive ties with donors in their local communities; the Onassis Foundation has supported the latter generously and the Stavros S. Niarchos Foundation Program in Hellenic Studies funds scholarly residencies and lectures and seminars which reach a very large audience. The generous donation of \$400,000 by an alumna to the Women's Studies Program in March 2001 makes resources available to this program; another \$600,000 from the same donor went to the Gertz Speech and Hearing Clinic. A second one-million-dollar donation has recently been obtained to support library and scholarship needs.

The Queens College Foundation has nearly doubled the funds it has raised over the previous five years, though as shown below the sums raised are small relative to the College's needs. The Foundation changed fundraising policies for alumni fundraising in 1997, going from a general catchall appeal to more focused appeals on behalf of individual departments and centers. This greatly increased the number of alumni donors, from about 8,000 in 1997 to 13,000 in 1998. However, the amount raised was not commensurate with the large increase in the number of donors. In addition, compared to other colleges, only a fraction of our alums donate, and our actual dollar return from private fundraising remains low. Despite the recent downturn in financial markets, which reduced the return on investments held by the Foundation, fundraising has increased over the last two years.

## **3.6 Academic Program Review**

Academic program review at Queens College is essential to our obligation to continually assess the effectiveness of our programs. The process, modeled on the Middle States accreditation process, begins with a department self-study, is followed by an external reviewer team visit, and concludes with a department response to the external report and a five-year Academic Plan for the future development of the department.

### **3.6.1 Changes in Review Process**

In response to recommendations of the evaluation team and our 1995 self-study, the Academic Program Review process was refined and adjusted. We have revised the APR guidelines in several ways since 1995. Some revisions were reported in our 1997 follow-up report and others are ongoing at the discretion of the Provost. Currently the guidelines include a 4-page "Guidelines for Academic Program Review" as well as a 6-page structured list, "Elements of Department Self-study," extensively annotated to provide guidance to departments preparing self-studies. These documents accompany this report.

Program review permits departments and programs to articulate their goals and engage in self-examination and assessment of their effectiveness in meeting those goals and provides the College with a rational basis for the allocation of resources. The College administration has emphasized to deans and department chairs that program review is an important measure of the College's performance and has taken steps to provide the process with more administrative support. The duties of the Associate Provost have been restructured to allow greater focus on program review, including close consultation with departments, helping with initial organization and research for their self-studies and providing extensive, substantive comments. The comments focus on refinement of the department's mission statement, the need for the department to explain how it will build on its strengths and address its weaknesses, and the importance of outcomes assessment.

An continuing question is how to ensure that outcomes assessment is viewed not merely as a one-time event associated with a selfstudy, but rather as a tool to be used on an ongoing basis to improve programs. Since 1999 some progress has been made in this area. Sample student and alumni perception surveys are distributed to departments beginning the review process. Particular emphasis is placed on the need for an outcomes assessment plan including information about the perceptions of current students and alums. All departments are now provided with clerical assistance to enable them to conduct extensive surveys of current students and recent graduates, with the results analyzed by administrative staff. Departments exercise their best professional judgment in selecting assessment tools appropriate to their programs with assurance that the College will support the cost, both financial and staff time, of such tools, as the administration views ongoing assessment as essential to the continued improvement of its programs.

The final steps in program review at Queens College include the department's response to the site visit and the incorporation of the external reviewers' comments into the department's Academic Plan for the next 5-7 years, in consultation with the College administration. The Plan is an agreement between the department and the administration. It involves commitments by the department, which may include actions such as the development of new programs, the initiation of new recruitment efforts, or the correction of weaknesses the review may have identified, as well as specific outcomes assessment activities. The Plan also involves commitments by the administration, in particular the need to provide the necessary resources to the department. Collectively, these academic plans guide the College administration as it prioritizes the allocation of new faculty lines and other resources.

### **3.6.2 Review Implementation**

As recommended in our 1995 self-study, the 5-year cycle for program reviews in effect at the time of the 1995 self-study has been relaxed to 5-7 years. A corresponding schedule was promulgated in 1997. The process has been accelerated during the last two years, with the goal to have a complete cycle of program reviews for all departments completed by the end of the 2001-2002 academic year. Table 3-3 below, displaying the current status of reviews, shows this goal will largely be reached, although personnel turnover has caused delays to Fall 2002 in several departments. As the current cycle of program reviews draws to a close, a schedule for the next 5-7 year cycle will be developed.

<b>Table 3-3 Academic Program Review Status</b>	
<b>Department</b>	<b>Status April 1, 2002</b>
Accounting	Self-study received, now being reviewed; site visit being scheduled.
Anthropology	Self-study and site visit completed; awaiting department's response to evaluators' report.
Art	Self-study draft reviewed, now being finalized. Site visit scheduled for Spring 2002.
Biology	Self-study, delayed due to changes of chair, now being developed; draft expected in May. Site visit to be scheduled for Fall 2002.
Chemistry and Biochemistry	Self-study reviewed, revised, and completed. Site visit scheduled for Spring 2002.
Classical, Middle Eastern, and Asian Languages and Literatures	Self-study, delayed due to changes in personnel, now expected in Fall 2002.
Comparative Literature	Self-study draft completed; site visit occurred in April 2002.
Computer Science	Self-study delayed due to changes in department leadership. Department teams now drafting self-study. Site visit to be scheduled for Fall 2002.
Drama, Theatre, and Dance	Self-study reviewed & now being revised. Site visit being scheduled.
School of Earth and Environmental Sciences	Process almost complete; department's five-year plan being discussed with administration.
Economics	Process almost complete; department's five-year plan being discussed with administration.
Educational and Community Programs	Self-study and site visit completed and department has developed five-year plan to be discussed with administration.
Elementary and Early Childhood Education	Process completed.
English	Drafting self-study; student questionnaires developed and being administered. Site visit to be scheduled for Fall 2002.
European Languages and Literatures	Process completed.
Family, Nutrition, and Exercise Sciences	Self-study, originally of only Physical Education, being expanded to include whole department. Delays due to loss of key personnel in Dietetics and in Family Science.

Graduate School of Library and Information Studies	Process completed.
History	Process completed.
Hispanic Languages and Literatures	Self-study and site visit completed; department revising curriculum as recommended by evaluators.
Linguistics and Communication Disorders	Self-study complete; site visit scheduled for Spring 2002.
Mathematics	Draft self-study reviewed, being revised by department. Site visit to be scheduled for Fall 2002.
Media Studies	Revised self-study complete; site visit scheduled for Spring 2002.
Aaron Copland School of Music	Second draft of self-study being reviewed; site visit scheduled for Spring 2002.
Philosophy	First draft reviewed; to be discussed with department.
Physics	Department preparing first draft of self-study. Site visit to be scheduled for Fall 2002.
Political Science	Self-study complete; scheduling site visit, probably for Fall 2002.
Psychology	First draft of self-study almost completed; student surveys being conducted, site visit to be scheduled for Fall 2002.
Secondary Education and Youth Services	Process completed.
Sociology	Self-study delayed due to change of chair. Draft self-study reviewed, being revised by department. Site visit to be scheduled for Fall 2002.
Urban Studies	Department preparing first draft of self-study. Site visit to be scheduled for Fall 2002.

The Academic Program Review system successfully identifies problems in departments, provides pathways and techniques for needed improvements, and assists the College in allocating needed resources responsibly, where they are most needed, using the accurate and detailed information about departments and programs that is presented in the self studies. Priorities in hiring and facilities investment can be set on a sound basis of collective deliberation, helpfully informed by the fresh perspectives of external reviewers. Lines of communication between faculty and administrators are strengthened, giving all a better understanding of needs that exist and which can be addressed (and which cannot). In some departments the process has encouraged collaboration among distinct programs. Reflection on curriculum, enriched by the views of students, alumni, and external reviewers, has prompted departments and programs to make desirable changes of emphasis or direction. Curricula or parts of curricula that are no longer viable can more readily be identified and appropriate redeployments effected with better feeling on all sides. Finally, the Academic Program Review system provides the College with a mechanism for highlighting academic strengths and addressing weaknesses.

In view of these benefits, we wish to include other academic programs, not only departments, in the review process, as also recommended in our 1995 self-study. Some ethnic area study programs are essentially collections of courses drawn from disciplines which have already received department review. Centers which vie for external funding are essentially reviewed as they write grant proposals. Some administrative services receive some review via the regular student surveys the College conducts. Accordingly, the reviews of these academic programs and administrative services outside departments over the next few years will follow various procedures.

In addition to the college's Academic Program Reviews, a number of departments and programs have been reviewed for accreditation by their national professional bodies. These include the American Library Association, the American Chemical Society, the National Association of School Psychologists, the American Psychological Association, the American Speech-Language-Hearing Association, the American Association of Family and Consumer Sciences, the National Council for Accreditation of Teacher Education, and the Commission on Accreditation for Dietetics Education for the Didactic Program in Dietetics and for Dietetic Internships. Most of these external accrediting bodies require extensive reporting of student learning outcomes. The efforts of departments and programs to collect such outcomes data help spread the culture of assessment throughout the College.

## **3.7 Resources**

### **3.7.1 Technology for Information and Instruction**

In 1999 a faculty committee was formed to advise the Office of Information Technology (OIT) on campus instructional technology needs. This committee surveyed departments and prepared a comprehensive report that has been used by OIT to prioritize its limited funds for equipment and software. On the committee's recommendation that an instructional technology support office be created, Professor Thomas Surprenant of the Graduate School of Library and Information Studies was appointed Acting Assistant to the Provost for Educational Technology and Distance Learning. This Office coordinates infrastructure and faculty and staff development, especially the use of Web resources and computer-assisted learning, in this critical area. Currency in technology is vital to the success of our graduates and has allowed us to expand our professional program offerings, such as the new Master's degrees in accounting, education, and library and information science.

Queens College is a participant in CUNY Online, a consortium which is developing sequences of courses which may eventually lead to offering entire degree programs asynchronously. This project, initially funded partly by a faculty Sloan Foundation grant for asynchronous course development, includes course delivery, training, technical support, incentives for participating faculty, and a web-based support system for students. The objective is to implement an alternative educational delivery system to address the needs of an increasing number of students and make CUNY educational programs at all levels available to those unable to take part in traditional fully-synchronous on-campus programs. Instructors have used CUNY Online to deliver completely asynchronous

courses as well as hybrid courses in which selected course components are delivered asynchronously. In the next year we will evaluate the relative effectiveness of these modalities, to guide subsequent program expansion. Economic sustainability will be a major consideration –programs need to be cost-effective. Technology projects are under way in History and Sociology, which makes extensive use of computer-assisted learning in its curriculum, and hybrid courses are being developed in Political Science and Anthropology.

A key component in instructional technology is course management software. We use Blackboard 5, both for the enhancement of conventional courses and for distance learning under the auspices of CUNY Online and Queens College Online services. Use has grown rapidly; in Fall 2001 65 faculty members taught 100 courses which were web enhanced (up to 25% taught online), hybrid (25%-79% online), or asynchronous (80% or more online). A crucial component of the expansion of CUNY Online is faculty development and training. This has already begun, with a mentoring program in which faculty teaching high-enrollment courses are paired with graduate students with web expertise who construct course websites. This allows faculty to learn web design and exposes graduate students to the pedagogy of their discipline. Immersion workshops are also being provided on aspects of instructional technology including Blackboard, Power Point, Smart Board, etc. as well as pedagogically effective use of the web. There have been twenty-five workshops for approximately 180 attendees, mostly full-time faculty. Multimedia training facilities are being developed to provide faculty with new pedagogical opportunities such as 3-D interactive video, streaming video, and computer-graded assessment tools. An enhanced classroom in Kiely Hall is equipped for distance learning.

The Office of the Provost and the Faculty Senate Committee on Teaching Excellence and Evaluation cosponsor a newsletter, *Educational Technology and Distance Learning and Teaching and Learning News*. So far four issues have appeared, the latest in Spring 2002.

Maintaining currency in the face of rapidly advancing technology requires continual upgrading, and in the past six years we have made substantial investments in our information infrastructure, permitting us increasingly to incorporate technology into the classroom and the daily activities of our students, faculty, staff, and administration. The campus network backbone speed has been increased to 1000 mbps. The number of computers on campus has tripled, as has the College Help Desk staff, and twenty-eight state-of-the-art computer classrooms and open laboratories are operating. A Media Distribution Facility provides interactive video conferencing and computational capabilities. We have upgraded campus file servers and network file storage allows students, faculty, and staff to exchange files and class assignments, prepare course materials, and maintain personal or course web sites. Pilot projects in wireless networking, a great convenience for our commuting students, are underway in the library and the Student Union; as discussed below, wireless is now being expanded. The College has upgraded all of its network electronics, replacing shared ethernet hubs with 10/100-Mb switches. All connections are now at least switched 10-Mb ethernet. The following buildings have upgraded cable and now support 10/100-Mb ethernet: Science building, I building, Dining Hall, Delany, and B building. The college plans to upgrade the cable in the following buildings: King, Gertz, Rathaus, Jefferson, and parts of Kiely.

The new CUNY Assistive Technology Services (CATS) project of the Queens College Office of Special Services provides resources for both students and campus disability service providers at Queens College and CUNY-wide. CATS developed and maintains an assistive technology lab at Queens College and supports all nineteen CUNY campuses, working with campus coordinators to provide technology help and training in assistive technologies.

### **3.7.2 The Library**

The Library has increased its service and Reading Room hours, including the addition of evening service during summer sessions. A Media Center opened in Fall 1997 with a core collection of videos. The Library offers special services for library users with disabilities. The Library also has established internships for Queens College and other library school students to introduce them to academic librarianship. The library has developed models for integrating information literacy across the curriculum which are being discussed by appropriate academic bodies.

The library's base operating budget continued to rise through fiscal year 1998, but subsequently was subject to major fluctuations, making it difficult to sustain commitments or to plan initiatives and services. The College, in keeping with its desire to improve library support, has used discretionary funds (e.g., Continuing Education, Departmental Services) to supplement the base allocation to the library. College funds are supplemented by other funds, including book endowments, which have increased significantly through conscious efforts by library administration. In addition, the library has contributed a combination of small grants, endowment income, vended services income, and alumni and Friends of the Library gifts to the operating funds that sustain its services. Two six-figure endowments and several smaller endowments have been established in the last two years. However, during the last five years a 15% decline in total expenditures for operations and temporary services has made support of library services increasingly a challenge. The largest portion of library spending is for the acquisition of books, journals, serials, media, and networked electronic resources, and these are, therefore, most directly affected by the overall resources available.

The library has taken steps to maximize the effectiveness of its limited resources. We collaborate with other CUNY colleges to purchase electronic resources as a group, at reduced prices negotiated centrally. This has enabled us to increase the number of electronic databases available to students and faculty despite declining acquisitions dollars. We also benefit from services funded by the CUNY Office of Library Services, including electronic databases, centralized services, and payment for commercial document delivery for individual faculty requests. These expenditures, totaling over \$75,000 annually for the Queens College Library, are essentially "cost avoidance" purchases which make it possible to divert funds saved to other acquisitions and services. The new Technology Fee described in Section 4.9.3 below will enable us to expand library information services in specific ways. The library monitors statistics on the use of electronic information to ensure that resources are allocated efficiently.

Modern telecommunications services also provide other benefits to library users. For example, a new Electronic Reserve system provides 24-hours access to all users via the

web. Faculty can submit documents by email, web, or on paper (the latter are scanned in by library staff). Software allows faculty or library staff to update the site and obtain use statistics. Information is provided on physical items such as books, course packs, and videos which must be held at the library reserve desk.

The library frequently updates its homepage, first developed in 1996. An entirely new version came on line in May 2001. It is now fully searchable, provides information by subject or name, and includes a growing number of links to external databases. In many subject areas, electronic resources, many with full text, are available to library patrons. Proxy service facilitates twenty-four hour off-campus access to all library facilities for both faculty and students. The Library now has access to E-books via Netlibrary, the most comprehensive collection of online books and resource materials available on the web, as well as a first rate website, "Art Research on the Internet." The telecommunications infrastructure of the Library has been upgraded, enabling the addition of public and staff workstations. All computers in the library now have web access, and the CUNY+ catalog, which lists all holdings in all CUNY libraries, is now on the web. Laser network printing for a fee is now provided from public access workstations, books may be renewed through the web, and faculty interlibrary loan requests can be made by e-mail.

### **3.8 Rebuilding Full-Time Faculty**

Faculty renewal is vital to the maintenance and enhancement of the intellectual environment of Queens College. In an effort to promote such renewal and reduce expenditure, several retirement incentives have been offered since 1995. Retirements have budgetary consequences, but do offer opportunities to reallocate resources and reinvigorate programs. Unfortunately, fiscal constraints prevented full replacement and led to a serious decline in the number of fulltime faculty. Between 1995 and 2001, more faculty were lost to retirements, resignations, and death than new faculty were appointed.

The situation is improving, however. With the support of CUNY, the new administration has placed faculty renewal among its highest priorities. While in 1995 only two appointments were made, by 2000 there were 25, and in Fall 2001 there were 34 tenure-bearing appointments as well as 17 substitute fulltime appointments. This year the number of new faculty hires will probably exceed 40, depending on how many ongoing searches are successful.

A key goal in this faculty rebuilding program has been an effort to improve the diversity of the faculty, as recommended in the Evaluation Team report. This has not been easy. Especially in the sciences, where much of our recent recruiting has been concentrated, minority groups are badly under-represented, making it difficult to identify appropriate candidates. Nonetheless, we believe it is important that our faculty and our staff reflect the diversity of our city and our nation and take advantage of the contributions and perspectives of all its groups. All departments must submit a hiring plan for new faculty and staff which includes detailed descriptions of efforts that have been made to recruit minorities. The College affirmative action office must examine and approve candidate hiring pools. The interview process is carefully structured to ensure that hiring is based as

much as possible on uniform evaluation of the contributions the respective candidates would make to the goals of the department and the College.

### **3.8.1 Maximizing Impact of New Hires**

We have carefully husbanded our limited resources to maximize the benefits of new hiring and heighten new colleagues' impact on our educational mission. The Academic Program Review process has proven to be extremely valuable in setting hiring priorities. Self-examination and advice from external evaluators have helped departments such as Anthropology and the School for Earth and Environmental Science develop new curricula and exciting new pedagogic approaches. As a result, most new hires are not merely replacements for departed specialists, but rather bold moves into new intellectual territory. A few salient themes have especially guided hiring during these years.

To complement their theoretical background and better prepare them for their chosen careers, students are being offered increasing practical, hands-on training in many courses. In keeping with this theme, faculty searches in Library and Information Studies, Journalism, Accounting, Earth and Environmental Sciences, Media Studies, Drama, Theatre, and Dance, Political Science, Elementary and Early Childhood Education, and Educational and Community Programs focused on practitioners able to share their experience with undergraduate and graduate students.

To keep pace with a world where rapid changes in technology are revolutionizing information management, the College has also actively recruited faculty who can revolutionize the ways in which our students learn. Each newcomer not only teaches our students, but also serves as a catalyst for change among his/her senior colleagues. This theme has been particularly successful in expanding applications of instructional technology in the departments of Classical, Middle Eastern, and Asian Languages and Literatures, European Languages and Literatures, Hispanic Languages and Literatures, Library and Information Studies, Media Studies, Linguistics and Communication Disorders, Accounting, Earth and Environmental Sciences, and Elementary and Early Childhood Education.

Queens College has sought out new faculty who will collaborate with colleagues— not only within their own departments, but across departmental and divisional boundaries. Thus, the current Dean of Social Sciences has guided departments to consider potential new faculty members partly in terms of what contribution the candidate would make to interdisciplinary activities and programs. Experiments with joint hires have had mixed results, but increased communication among faculty, department chairs, and deans is broadening participation in the planning and interview stages of recruitment. This cross fertilization has been particularly successful in building new communities of scholars and strengthening already existing synergies between Women's Studies and Latin American Studies, Labor Relations and History, Asian History, Political Science, and Sociology, and Economics and Accounting. Hiring in the English Department has been crucial in developing the College's Writing across the Curriculum program.

Improving campus cohesiveness also includes recruiting faculty who will participate actively in the many service functions required of the professoriate. Colleagues hired in the past five years have already made important contributions to revising departmental

goals, curricula and advising processes. Indeed, six newcomers worked on this report; their fresh insights and perspectives have been extremely helpful.

Hiring has also been focused toward building and rebuilding particular programs. In accordance with the strategic plan prepared for its American Library Association accreditation review, the Graduate School of Library and Information Studies has made five full-time appointments over the past years, bringing its total full-time faculty to ten. In Accounting and Information Studies, two senior appointments with extensive practical experience and expertise in technology-based instruction were made to support the new Master of Science in Accounting program. The Division of Education has been particularly active in recent hiring, with several appointments funded directly by the CUNY Central Office in support of teacher education programs. Especially notable has been the rebuilding of the Department of Secondary Education and Youth Services, which has doubled in size from 8 to 17 since 1995. The University's flagship programs have made new programs possible, as discussed below.

### **3.8.2 Faculty Development / Teaching and Learning**

A major concern of the College has been to foster and encourage faculty development, particularly in teaching and learning. All faculty are regularly invited to participate in development activities sponsored by the University. The Provost's Office also identifies conferences that provide the opportunity for faculty development in areas of interest to the College. For example, in both 1996 and 2000, three-person delegations from the College attended the Lilly Conference on College Teaching, reporting on what they learned at a College-wide event organized by the Academic Senate Committee on Teaching Excellence and Evaluation Supported by the College, several department chairs attended the KSU Academic Chairpersons Conference in February 2002.

The President of Queens College recognizes and stimulates faculty accomplishments in teaching, research, and service by awarding annually several Presidential Awards and Mini-Grants funded by the Queens College Foundation, including the President's Awards for Excellence in Teaching, for full-time faculty, adjunct faculty, and graduate student instructors; Mini-Grants for Innovative Teaching Projects, for all full-time faculty; the President's Multicultural Award, for faculty, staff, and students; and on occasion the President's Research Awards, for all tenured faculty, providing 100% released time for one semester.

Since late 2000, faculty workshops on how to incorporate technology into teaching have become regular events on campus. An increasing number of courses in a variety of disciplines are now available in a distance-learning mode using various technologies supported by the campus. As described in Section 3.7.1, the College has created the position of Assistant to the Provost for Educational Technology to coordinate initiatives in distance learning and faculty training programs.

A 1993-95 FIPSE grant made possible the development of a faculty-mentored undergraduate research program in which faculty members agree to supervise the research of 4-8 undergraduates on a topic selected by the faculty member. Faculty members receive one-course release time for this activity, while students receive small stipends to support their activity. Ten projects have been supported each year since the

program began. The program, which was institutionalized after the grant expired, has provided a significant faculty-mentored research experience for a large number of undergraduates and a way for faculty members to involve undergraduates in their research activities.

Support for teaching improvement also occurs at the department and program level. All departments provide faculty mentors for new full-time faculty. Some departments offer workshops to discuss teaching-related issues and practices. For example, the English Department sponsors a year-long series of workshops on composition teaching, attended by both full- and part-time members of the faculty. In our successful Freshman Year Initiative (FYI) program, further discussed below, faculty receive special academic opportunities and guidance in course coordination to enhance learning and retention.

External funding provides two visiting professorships that enrich curricular offerings and enhance the campus intellectual atmosphere. These are in Jewish Studies (the Eminent Visiting Professorship in Jewish Philosophy) and Mathematics (the Gorenstein Visiting Professor of Mathematics).

### **3.8.3 Faculty Scholarship and Research**

Queens College faculty are active scholars who contribute to the growth of knowledge in many fields. We cannot catalogue the many books, research articles, performances, and conference presentations our faculty have produced in the past six years, but a few major research and scholarly accomplishments are worth noting. In the past few years, three faculty members were named Distinguished Professors in recognition of their decisive contributions to their fields, bringing the total number of Distinguished Professors at the College to eleven.

The strength of faculty research at Queens College is reflected in a strong record in external support. We provide here only a few highlights. New faculty have been particularly successful in their grant applications. Externally funded collaborative research projects are in progress with many institutions, including the Mount Sinai School of Medicine, Temple University, the Albert Einstein School of Medicine, Columbia University, the Beth Israel School of Medicine, New York University, the New York Hospital Queens Center, the United States Geological Survey, the National Audubon Society, the New York City Board of Education, and the Queens Public Library. A faculty member in Physics co-directs the Garcia Center for Polymers at Engineered Interfaces, formed in 1996 with collaborators at SUNY Stony Brook, Polytechnic University, the College of Staten Island, Exxon, and others. A World Studies grant, in conjunction with several departments in the Arts and Humanities, brought approximately \$250,000 to the College for work in curriculum development. Funding from private sources for College-based projects has increased steadily; noteworthy are grants to Sociology by the Ford Foundation and to the Center for the Biology of Natural Systems, which received \$4.5 million for an early warning system to detect lung cancer in nuclear industry workers. The Department of Urban Studies, the Puerto Rican Studies program, and the Asian/American Center have collaborated in a Neighborhood Studies Project funded by the Diamond Foundation. The Borough of Queens has long funded the Asian/American Center's highly regarded translation service. Several members of the

Sociology department each have received major funding from organizations including the Robert Wood Johnson Foundation and NSF.

The Mellon Minority Fellowship Program, administered by faculty in the English Department, has made it possible for many of our graduates to succeed in graduate programs. Their achievements were highlighted in an exciting reunion last year. An alumni database is being prepared which will track the continuing successes of our Mellon graduates, who now number almost 20. We are particularly proud that one such graduate recently earned a Ph.D. and has returned to us as a professor in the Political Science Department.

## **3.9 Students**

### **3.9.1 Improvements in Registrar Services and Registration**

Many improvements have been made in the operations of the Office of the Registrar since 1995. The hours of office operation have been expanded to include evening hours during the first week of classes, and office employees have been consolidated from multiple rooms to a single large facility to simplify student access. More information, including important deadlines and a “New things you should know” page, has been added to the web and print form of the class schedule.

New technology has reduced to hours the response time for requests for official transcripts and other letters. On-line course tallies and course pre-requisite checking have been implemented. Web-based registration, initiated in Spring 2002, permits students to register, add and drop courses, withdraw from courses, select grading options, pay bills, view and order transcripts, change addresses and telephone numbers, and file for graduation. For those without web access, an improved telephone registration system provides credit card bill payment and faxed schedule, bill, and payment confirmation. A free transcript is provided to all students readmitted to the College and a free final transcript is given to all graduates. Changes in the undergraduate graduation process strengthen student notifications and speed receipt of the diploma.

### **3.9.2 Academic Advising**

A new, greatly expanded Advising Center opened in Spring 2001. The Center, located in beautifully renovated quarters in Kiely Hall, incorporates the Office of Academic Advising and is under the supervision of the new Dean of Undergraduate Studies and Retention. The advising staff has been substantially increased; it now includes a Director, three full-time academic planners, and several support personnel. The office has expanded its services to students to include a required full-day program for initial freshman registration, both to register students and to orient them to the College. A special session is provided for students in Prelude to Success, a program further described below which provides college opportunities to students who have met all the requirements for admission to Queens College but have not passed one or more of the basic skills tests. New transfer students participate in information workshops to ease transition jitters. Faculty, staff, and students from several offices contribute to all these sessions. Services to new and continuing students have been expanded by

accommodating walk-ins and by doing outreach in locations such as the Dining Hall and Student Union during the time immediately before registration. The office also hosts a major/minor information fair in collaboration with the Counseling and Advisement Center, the Career Development Office, and the Student Association.

Academic advising is focused on several areas, including strengthening services to entering freshmen, continuing students and transfers. It also has worked on strengthening collaboration with departmental faculty to create uniform advisement across majors and providing curriculum and policy information to the appropriate faculty and administrative offices. To improve student communication with department advisors, the process for declaring majors has been changed from one that involved student selection by phone to one requiring department signature. The computerized degree audit system now makes checks of college general education requirements available to advising offices.

Several new or improved publications have become available, including a web site [www.qc.edu/Advising](http://www.qc.edu/Advising), with an e-mail contact address. Freshmen receive a new "Quick Guide to Academic Policies and Procedures." The *Freshman Advising Handbook* has been updated. Web and print versions of "A Guide to Choosing Your Major" are now available; the print version is distributed to students entering the upper division. "The Guide to Queens College Majors" provides the names and numbers of all courses required for each major, identifies the department faculty advisor(s), lists the minimum GPA for the major, and states whether the major can be completed in our evening or weekend programs. A worksheet to help students track their progress toward a degree is now in the Undergraduate Bulletin.

The Office of Academic Advising has also begun to play a role in curricular decision making and policy implementation at the College. The Director of the Office is now an ex-officio member of the Undergraduate Curriculum Committee to help inform the committee on how proposed curricular changes might affect students.

The Office of Career Development and Internships merged with the Cooperative Education and Internship Programs to form the Office of Career Development and Internships. This merger has benefited both programs, increasing student participation, improving faculty and academic department involvement and input, reducing duplications with respect to employer outreach, and avoiding fragmentation of services. The Office now has improved physical facilities and has implemented a new evaluation process to assess the impact of the program.

The Counseling and Advisement Center has added an additional psychologist as a counselor to its professional staff and has moved to improved physical facilities. The Center puts a major focus on students who are academically at risk and provides services to students who are experiencing personal emotional difficulty. The Center's Peer Advisement component supplements other advising efforts on campus.

### **3.9.3 Student Achievements**

Students at Queens College can participate in a great variety of extracurricular and curriculum-related projects. Recent examples include the publication by students in *Journalism of Queens World Newspaper* and *Queens World Online*, including streaming video; recent student exhibitions in the Art Department; student-organized poetry and

fiction readings in English and publication of the literary magazine *Greta*. Every semester the Departments of Music and Drama, Theatre, and Dance sponsor a series of student performances. Students in the sciences participate actively in research, which sometimes leads to publication. The accomplishments of our science students are highlighted each spring in a poster session sponsored by the local chapter of Sigma Xi, the scientific research society. *Nucleus*, a magazine project of Math and Natural Sciences Division students, resumed publication in 2001 after a hiatus of 25 years.

The Athletic Program has made significant progress. Our teams have won N.Y.C.A.C. championships in women's tennis, softball and baseball. The water polo team emerged as a national power, ranking number three in the nation one year, the only non-California school in the top 15. With financial help from the Athletic Program's fund raising the College has constructed a 38,000 square foot tennis center and a 400 meter, eight-lane track and renovated the fitness center and varsity locker rooms. Over the last five years, the Athletic Program has doubled its scholarship base to over 100 athletes and added four sports – women's water polo, women's soccer, women's fencing, and men's golf. Our students' athletic achievements have not hurt their academic performance; in the 1995-2001 period our athletes graduated at a rate 20% higher than the average Queens student.

### **3.10 Curriculum and Academic Programs**

In the past six years we have devoted much energy to curricular revision and innovation. Although some curricular changes have been motivated by external pressure – notably the New York Board of Regents' new requirements for teacher education programs – most initiatives undertaken continue the Queens College tradition of curricular improvement and innovation, as departments and programs continually examine their curricula to keep them effective and up-to-date.

Despite fiscal constraints, we have acquired access to previously untapped resources through new or strengthened partnerships with agencies and institutions in the New York metropolitan area. Some of our new partners include the American Museum of Natural History, the Queens Hall of Science, the Lincoln Center Institute, the National Audubon Society, the United States Geological Survey, the Federal government's Project GLOBE, and the Queens Public Library. Ties with our largest partner – the New York City Board of Education – have been strengthened and expanded, and this has made possible several new initiatives described below.

The following outlines some of the major academic changes completed or currently in progress at the College.

#### **3.10.1 College-Wide Requirements**

In 1997, the CUNY Board of Trustees reduced from 128 to 120 the number of credits required for graduation with a Bachelor's degree amid a financial crisis and vigorous debate about the apparent inconsistency of this decrease with efforts to strengthen the curriculum. The credit reduction, which brought the credits needed closer to national standards, has significantly challenged curriculum revisions at the College, particularly in professional areas accredited by national agencies. For example, a professionally oriented program like Accounting requires as many as 80 credits. As the College's general

education requirements comprise some 30 credits, students enrolled in such programs have little opportunity to experiment intellectually with true elective courses. However, it should be noted that programs required to meet external professional accreditation standards can exceed the 120-credit mandate.

### **3.10.2 Composition/Writing Intensive Requirements**

In the past several years, Queens College has made significant progress in ensuring that all undergraduate students attain academic training in writing not just within traditional composition courses, but also in a wide range of discipline and content-based “writing intensive” courses across the curriculum. This progress is both a component of our long-range efforts to develop an innovative and effective program in writing across the curriculum (WAC) and our response to a University-wide mandate to develop WAC. Previously, work in composition was based in the English Department, as two composition courses, English 110 and 120, were required of all students. Effective Fall 1997, we expect more writing of all students. English 110 is still required, but students must also have three “W” units, which means either three designated writing intensive (“W”) courses or English 120, which counts for two “W” units, plus one additional “W” course. This important change increases content-based writing experience and distributes it across the disciplines. The Undergraduate Curriculum Committee coordinates developments in this area through its Writing Intensive Subcommittee, which must approve all “W” designations, with the cooperation of the Director of Composition from the English Department and representatives from departments offering “W” courses.

These curricular improvements have been supported by other changes at the College. The English Department has reviewed English 110 and 120, revising titles, descriptions, and syllabi. The College has committed itself to integrating information literacy concepts into the curriculum, an initiative that has come from the library faculty. The department has also developed a new course, English 115, to complement the writing instruction in 110 and 120. Work has also been ongoing to incorporate computer-based technologies into English 110. An Office of College Writing Programs recently opened under the direction of a faculty member, has presented a series of faculty development workshops on writing across the curriculum (some intended for general audiences and some targeted to faculty in particular divisions) and produced three events in the ongoing series “Queens College Writers at Work,” modeled on a program at UC-Berkeley.

The writing program was instituted with the expectation that there would be ongoing assessment of its effectiveness in improving student writing and learning. Now that the program has been in place a few years, significant progress towards the assessment of learning outcomes in the program is being made. A student survey has been conducted. This shows that most students take W courses to improve their grammar and writing skills; few are merely trying to fulfill a requirement. Students respond positively to the challenge of intensive writing; many comment on the sense of personal enrichment they felt. A faculty survey shows that instructors observe marked improvements in students’ writing throughout a semester, particularly students who strongly engaged with the writing requirements by revising and rewriting. Many instructors also noted more improvement in learning by students in W courses than in similar non-W versions of courses. The College’s five-year WAC plan will involve expanding the assessment of the

Writing Intensive program to include monitoring the improvement of students' writing skills obtained by examination of their work as their academic career progresses. A key component is faculty development, particularly the recognition of the value of outcomes assessment for the improvement of programs. Efforts are also in progress to coordinate W courses with the rest of the College's General Education rules to simplify requirements.

The changes in writing requirements have received strong support from CUNY through a variety of measures, including faculty release time for the development of curriculum proposals for writing-intensive courses and writing pedagogy, support for the Office of College Writing Programs, and the CUNY Writing Fellows program. In this program, CUNY Graduate Center students from many disciplines receive fellowships to work on writing instruction at the colleges. The Writing Fellows are mentored by faculty members who are teaching writing-intensive courses – and vice-versa; the Fellows advise both faculty and students through class visits and other contacts. The Fellows are explicitly not permitted to be merely graders of student writing assignments. Rather, they are to be engaged in various services for students engaged in intensive writing in their courses, such as tutoring, small group instruction, and technical assistance to faculty. This program thus benefits and supports all CUNY students and enhances, in various ways, their value in the marketplace of jobs and ideas. Queens has six Writing Fellows, distributed among our academic divisions, who work with fulltime faculty to develop writing intensive courses. They provide support services to faculty, engage in student outreach through such means as writing workshops, review sessions, and individual tutoring, and assist with administrative work to support the Writing Program and the Writing Resource Center. In the current year, additional WAC funding has come to the College from CUNY central.

### **3.10.3 New and Re-Registered Academic Programs**

In the six-year period covered by this review, the College developed four new Bachelor's programs, six Master's programs, one combined program, and three Advanced Certificate Programs. Many departments and programs have also revamped their curricular offerings. In addition, we re-registered all our teacher education programs in September 2001 in response to the revision of New York State teacher certification requirements. Some highlights of these changes are described below.

#### **3.10.3.1 Arts and Sciences**

The creation of a separate Department of Media Studies provided the opportunity for the development of a new curriculum in this discipline. A new program core was designed and all senior-level non-production courses were revamped as "Writing Intensive" classes. Courses in new subject areas include the political economy of media, global telecommunications, children's television, multimedia, documentary video production, media advertising and marketing, the popular music industry, webcasting, and production of television commercials.

The reconfigured Department of Family, Nutrition, and Exercise Sciences has prepared Bachelor's and Master's programs in Nutrition and Exercise Sciences which combine expertise in these two disciplines. These programs train their graduates to be professionals in a wide range of careers concerned with health, fitness, and wellness.

The Department of Psychology has developed a 22-credit Advanced Certificate Program in Applied Behavior Analysis to prepare post-baccalaureate students to design, deliver, and evaluate individualized behavioral interventions for children and adults with developmental or acquired disabilities.

The College's Pre-Engineering Program was revamped in consultation with the Schools of Engineering at City College and Columbia University. To facilitate student transfer to the leading engineering programs in the region, four new courses were created and a fifth revised significantly.

A Master of Science degree program in Accounting has been instituted to meet new 150-credit certification requirements. The new 30-credit Masters program is specifically adapted to new requirements for taking the Uniform CPA Examination in New York State, scheduled to take effect in 2004. In addition to technical courses in the areas of Accounting and Economics, the program incorporates a variety of liberal arts courses designed to broaden the background of future accountants being trained at Queens College.

A single program – M.A. in Social Sciences – was developed to combine several smaller, struggling programs. By creating a core of common courses taught by faculty from several departments, the program extends the Social Science division's capacity for offering courses at the M.A. level. Students take the majority of classes in one of the participating disciplines.

### 3.10.3.2 Education

In response to a New York State Board of Regents mandate that every undergraduate and graduate teacher preparation program meet rigorous new standards, all such programs at the College were revamped and recertified or newly certified by the New York State Department of Education. This massive process included 71 undergraduate, post baccalaureate, and graduate programs in elementary and secondary education, music, art, TESOL, physical education, family and consumer sciences, speech, library and media studies, and special education, as well as joint programs with Queensborough and LaGuardia Community Colleges. A complete table of all the certifications follows.

**Table 3-4 Re-registered Education Programs**

<b>Program Title</b>	<b>Degree</b>
Early Childhood Education (Birth-2)	Adv Cert
Early Childhood Education (Birth-2)	MS (MAT)
Early Childhood Education (Birth-2)	MS Ed
Childhood Education (1-6)	BA
Childhood Education (1-6)	Adv Cert
Childhood Education (1-6) joint program with QCC	AA/BA
Childhood Education (1-6)	MS (MAT)
Childhood Education (1-6)	MS Ed
Childhood Education/Bilingual Extension (1-6)	MS (MAT)
Childhood Education/Bilingual Extension (1-6)	MS Ed
English (7-12)	BA
Mathematics (7-12)	BA
Biology (7-12)	BA
Chemistry (7-12)	BA

Geology (7-12)	BA
Physics (7-12)	BA
History (Social Studies 7-12)	BA
Economics (Social Studies 7-12)	BA
Anthropology (Social Studies 7-12)	BA
Sociology (Social Studies 7-12)	BA
Africana (Social Studies 7-12)	BA
Latin American Area Studies (Social Studies 7-12)	BA
Urban Studies (Social Studies 7-12)	BA
Political Science (SS 7-12) joint program with LaGuardia	AA/BA
Sociology (SS 7-12) joint program with LaGuardia	AA/BA
History (SS 7-12) joint program with LaGuardia	AA/BA
Economics (SS 7-12) joint program with LaGuardia	AA/BA
Anthropology (SS 7-12) joint program with LaGuardia	AA/BA
French (7-12)	BA
German (7-12)	BA
Italian (7-12)	BA
Latin (7-12)	BA
Spanish (7-12)	BA
Spanish (7-12) joint program with LaGuardia	AA/BA
Adolescence Education: English	MS Ed
Adolescence Education: French	MS Ed
Adolescence Education: Italian	MS Ed
Adolescence Education: Spanish	MS Ed
Adolescence Education: Biology	MS Ed
Adolescence Education: Chemistry	MS Ed
Adolescence Education: Earth Science	MS Ed
Adolescence Education: Physics	MS Ed
Adolescence Education: Mathematics	MS Ed
Adolescence Education: Social Studies	MS Ed
Adolescence Education: English	Adv Cert
Adolescence Education: French	Adv Cert
Adolescence Education: Italian	Adv Cert
Adolescence Education: Spanish	Adv Cert
Adolescence Education: Biology	Adv Cert
Adolescence Education: Chemistry	Adv Cert
Adolescence Education: Earth Science	Adv Cert
Adolescence Education: Physics	Adv Cert
Adolescence Education: Mathematics	Adv Cert
Adolescence Education: Social Studies	Adv Cert
Art Education (Visual Arts)	BA
Art Education (Visual Arts)	MS Ed
Art Education (Visual Arts)	Adv Cert
Family and Consumer Science Teacher K-12	BA
Family and Consumer Science Teacher Ed K-12	Adv Cert
Family and Consumer Science Teacher Ed K-12	MS Ed
Music Education	BA
Music Education	MS Ed
Music Education	MS Ed
Physical Education	BS
Physical Education	Adv Cert
Physical Education	MS Ed
Teacher of Special Education Birth-2	MS Ed

Teacher of Special Education: 1-6	MS Ed
Teacher of Special Education: 7-12	MS Ed
School Media Specialist	MLS
Literacy Teacher, Birth to Grade 6	MS Ed
Literacy Teacher, Grades 5-12	MS Ed
Speech - Language Pathology (Speech/Lang Disorders)	MA
Linguistics: TESOL	BA
TESOL	MS Ed

The re-registration engaged the entire campus in an examination of the requirements for teacher education, particularly preparation in the liberal arts and sciences. A task force examined the College's general education (LASAR) requirements for liberal arts and sciences in relation to the new rules for teacher preparation and decided to extend the liberal arts and sciences requirements for elementary and early childhood teachers beyond those of the College. Faculty in each teacher education program revised their programs to reflect new requirements in pedagogy and field experiences for teacher candidates. The New York State regulations for teachers identified eight areas of pedagogy that programs needed to address, including technology, literacy, and students with disabilities and for whom English is a second language. Field experiences of 100 hours and student teaching at two age/developmental levels were also incorporated into the program revisions.

The Department of Elementary and Early Childhood Education used the opportunity to rethink their programs completely. This led it to restructure its undergraduate and graduate programs, creating new course sequences at each level, and to develop two new initial certificate programs (MAT) at the graduate level. The Department now offers both initial certificate (MAT) and professional certificate (MSED) programs at the graduate level, each in two certificate areas: Early Childhood Education and Childhood Education.. The departments of Secondary Education and Youth Services and Education and Community Programs restructured their undergraduate and graduate programs.

In the Department of Education and Community Programs, the School Psychology 60-credit specialist graduate program has received five year continuation of approval from the National Association of School Psychologists, which is comparable to NCATE approval. The doctoral School Psychology program offered jointly by Queens College and the Graduate Center has just achieved prestigious American Psychological Association accreditation. The Reading program has been expanded into two literacy programs, B-6 and 7-12, that draw on the resources of all three education departments. Both programs have been approved and registered.

The Division of Education has entered into partnerships with the Lincoln Center Institute (LCI) and the American Museum of Natural History (AMNH) to enhance their teacher preparation program. Faculty involved in the LCI incorporate aesthetic education into their courses in foundations and curriculum and student teachers implement and connect with school based LCI curriculum as part of their field experiences. Childhood Education is working with the AMNH to offer courses for its graduate students who lack science in their undergraduate studies to strengthen their content knowledge in the physical and biological sciences.

### 3.10.3.3 Interdisciplinary Programs

Interdisciplinary programs at Queens College have developed substantially during the past five years, expanding cross-listed course offerings, increasing faculty involvement, developing new resources, and forging new connections to the community outside the College. These developments have been made possible by the College's commitment to interdisciplinary programs, as recommended in the evaluation team report. This commitment is also expressed in the authorization of national searches for new program directors in, for example, Jewish Studies [appointed], Byzantine and Modern Greek Studies, Women's Studies [acting director appointed Spring 2002], and the Asian/American Center [appointment effective Fall 2002]

Several of the College's interdisciplinary programs have increased student enrollment and faculty participation. American Studies has expanded its majors from twelve in 1995 to more than twenty, providing Elementary Education majors a co-major that meets State certification standards. Students in Africana Studies have benefited from expanded course offerings on African history and anthropology. In 1998, Irish Studies introduced Irish language courses for the first time. The Jewish Studies Program has been enriched with 4-5 new courses each year and has benefited from the reinstatement of the teaching of Yiddish language courses, which had been suspended for several years. Twenty-five faculty are now affiliated with the program. The Labor Studies Program continues to offer the only major in Labor Studies at a public college in the New York metropolitan area. Religious Studies has offered new courses on Eastern orthodoxy, atheism, and faith and reason. A new course on Women and Globalization has been developed in the Women's Studies Program.

The School of Earth and Environmental Sciences has created several new degree programs. Six new B.A. and B.S. programs in Environmental Sciences incorporate broadly interdisciplinary introductory and capstone courses with discipline-based specialties in Environmental Biology, Environmental Chemistry, and Environmental Geology accompanied by courses in environmental aspects of the Social Sciences and Humanities. The Department of Elementary and Early Childhood Education participated in developing these programs and the Geology major is available for elementary school teachers. An interdisciplinary B.A. in Environmental Studies allows students to concentrate on environmental law, politics, economics, and ethics, with additional requirements in environmental sciences. The Geology B.A. and B.S. programs have been completely revised. All required geology courses are new and provide balance between surficial and deep-earth processes. Several new field-based summer courses, including field hydrology and hydrogeology, coastal ecology, entomology, and field biology, have been developed and old ones revised to take advantage of facilities at the Greenwich, Connecticut, Audubon Field Station and the College's Center for Environmental Research and Teaching at Caumsett State Park on Long Island.

The Department of Student Personnel began offering an interdisciplinary minor in Student Services and Counseling in 1998. To date 67 students have graduated with the minor and 49 are currently pursuing it.

The interdisciplinary programs have continued a strong tradition of forging links to the broader community. The Business and the Liberal Arts (BALA) program is a minor

restricted to students with a 3.00 GPA that provides students with a series of courses that acquaint them with and give them specific skills for entering the business world. The program has grown steadily since 1995 and now enrolls 500 students. Courses and seminars on entrepreneurship, career search strategies, and career path strategies in the financial industry are now available. Each year, the program culminates with a two-day retreat devoted to a key issue in a key industry with instructors from the program and from the relevant industry. The program has strengthened its relationships with companies in the finance, marketing, public relations, entertainment, art, insurance, journalism and manufacturing industries, resulting in broader internship possibilities for BALA students, locally and globally. BALA has also established a successful mentoring program involving more than 25 corporate mentors. Other interdisciplinary programs such as Jewish Studies, Women's Studies, and Labor Studies also offer students exciting internship possibilities.

### **3.10.3.4 Special Programs**

The Office of Worker Education, established in 1984, provides educational services to the unionized work force. The Office runs the Labor Education and Advancement Program (LEAP) on campus as well as an Extension Center on 43<sup>rd</sup> Street in Manhattan, which opened in 1992. A new multi-year lease has just made it possible for the Center to move into large space at this location. A new B.S. in Applied Social Sciences (BASS) prepares students for advocacy work with government agencies, labor unions, and community organizations. The Office receives substantial financial support from the State Legislature and from the Consortium of Worker Education for training paraprofessionals, elementary, and secondary school teachers. The Office has developed new courses in leadership development and the Union Semester in New York, a program of 16 credits of course work in labor history, politics and culture in New York, and contemporary labor issues, open to students from across the U.S., who also earn a stipend as interns.

The College participates in several Study Abroad programs. Besides the long-established CUNY Paris Exchange Program, some new programs have been developed, including a summer workshop in musical composition, choreography, and dance performance in the U.K. with students and faculty from the Music and the Drama, Theatre, and Dance departments. Another program involved students traveling to Cordova, Spain, for a seminar, attended also by Spanish students, on the art and skills of translation taught by faculty in the Department of Hispanic Languages and Literatures.

The Continuing Education Programs (CEP) at Queens College have expanded to meet the educational and training needs of the Queens community. The English Language Institute (ELI), which offers intensive fulltime courses, and English as a Second Language (ESL), which offers part-time courses, have increased their course offerings by over 15% to serve the changing Queens population, providing essential learning opportunities to thousands of persons with limited skills and preparing many of them for entry into our degree-granting programs. Continuing Education has increased its job-related certificate programs to 28, helping to provide new immigrants the skills necessary for initial employment, promotion in their current positions, or retraining to meet new industry needs. Of particular importance are the computer-related certificates that have been revised to meet the ever-changing demands of the marketplace. Continuing

Education will benefit from the CUNY master plan, which includes a new University wide marketing program to enhance the visibility of all such programs at CUNY. The campaign will use print media, web-based information delivery, and CUNY-TV to draw attention to the great variety of very low cost offerings within the University. The plan will also use the flexibility of these programs to expand delivery of on-site coursework to persons enrolling through corporate and union sponsored tuition vouchers.

## **4 Planning for the Future of Queens College**

### **4.1 Introduction**

Queens College looks forward with optimism to its next five years. Our new interim administration has already provided a more stable environment and renewed confidence in our strengths as an institution. Even under very difficult circumstances, the quality and strength of our faculty and staff have made it possible to make the important progress described above. Our newly strengthened and more stable environment and our renewed energy will allow us to consolidate those successes and move forward in the period ahead. A strong planning process allows us to develop strategically and use resources effectively and is accordingly given a high priority, as recommended by the evaluation team. This planning takes place at our campus, where we are reaching the end of a 1997 – 2002 Multiyear Plan and have just developed a Campus Master Plan and at the level of our parent institution, CUNY, which has developed a 2000 – 2004 Master Plan. These plans are introduced separately below, but described together, as their initiatives and changes are necessarily integrated. First, however, we present the pillars pivotal to all planning: data and measurement. Meaningful planning requires accurate information on enrollments, budgets, and program effectiveness in the past and present, as well as informed projections for the future. Enrollment and budget information is fairly straightforward (next section). On the other hand, information on the effectiveness of Queens College and its programs requires a determination of how well we are meeting our goals in student satisfaction and learning. For this determination we are implementing outcomes assessment activities at all levels of the College; our accomplishments and plans in this regard are presented in the following section.

### **4.2 Trend Data**

Presented here are enrollment and fiscal trends at the College along with a careful projection of those trends into the future. These data have been important in developing the Queens College Campus Master Plan and the CUNY Master Plan, which take into account changes over time in the College's fiscal situation and in enrollment and graduation, both at the College as a whole and in individual programs. These data have been analyzed and projections of these trends made for the next several years.

#### **4.2.1 Enrollment Trends**

Table 4-1 below presents total undergraduate and graduate enrollment for the past five years. We first discuss enrollments of undergraduate students, who are at the heart of our educational mission. These are official Fall figures, taken some weeks after the beginning of the semester after no-shows and non-payers have been removed. Apparent are the significant declines in enrollment in the late 1990's, especially in full-time students, particularly freshmen. These declines are, of course, one cause of our fiscal problems, as our revenues are directly tied to enrollment. While the downward trend turned around in

2001, the fact that these declines occurred at all levels, including freshmen, means that their effects will take several years to work through. On the other hand, the large increase in freshmen enrollment in 2001 augurs well for the future. We are succeeding in strengthening the image of Queens as a place that's friendly and caring and welcoming to students – without lowering our admissions standards, which remain the highest in CUNY.

The total number of graduate students exhibits an irregular trend of growth over the past five years. The vast majority of these graduate students are part-time, primarily in education. There has been a slight decrease in full-time graduate student enrollment.

<b>Table 4-1 Enrollment (Headcount) Fall 1997 to Fall 2001</b>					
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>Undergraduate</b>					
<b>Full Time</b>					
Freshman	2354	2308	1997	1947	2186
Sophomore	1868	1781	1755	1780	1551
Junior	2192	2134	1928	1853	2058
Senior	1499	1500	1490	1355	1378
Total Full Time	7913	7723	7170	6935	7173
<b>Part Time</b>					
Freshman	751	646	718	458	454
Sophomore	763	731	707	645	624
Junior	1228	1131	1169	1085	1099
Senior	1293	1259	11277	1276	1276
Non-matriculated	918	530	525	565	587
Total Part Time	4932	4292	4389	4017	4030
<b>Total Undergraduate</b>	<b>12866</b>	<b>12020</b>	<b>11566</b>	<b>10964</b>	<b>11213</b>
<b>Graduate</b>					
Full Time	377	401	379	358	305
Part Time	3564	3212	3741	3739	3873
<b>Total Graduate</b>	<b>3941</b>	<b>3613</b>	<b>4120</b>	<b>4097</b>	<b>4178</b>
<b>Total</b>	<b>16807</b>	<b>15633</b>	<b>15686</b>	<b>15061</b>	<b>15391</b>

Encouraging news similar to that on total enrollments is provided by Table 4-2 on the number of new students admitted. To facilitate comparison, we present the Fall cohort of new students, although we also admit significant numbers of students, especially transfer and graduate students, in the Spring. Once again, the increase in the number of freshmen admitted suggests that the corner has been turned on the image of Queens College among local high schools. While graduate student admissions appear to be declining, this is somewhat offset by trends in Spring admissions.

<b>Table 4-2 New Students Fall 1997 to Fall 2001</b>					
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>Undergraduate</b>					
First-time Freshman					
Full-time	1153	1134	876	1085	1196
Part-time	156	115	161	46	67
Advanced Standing					
Full-time	808	834	773	789	854
Part-time	439	374	453	416	464
<b>Total Undergraduate</b>	<b>2556</b>	<b>2457</b>	<b>2263</b>	<b>2336</b>	<b>2581</b>
<b>Graduate</b>					
Full-time	192	175	170	158	141

Part-time	912	882	693	749	799
<b>Total Graduate</b>	<b>1104</b>	<b>1057</b>	<b>863</b>	<b>907</b>	<b>940</b>
<b>Total Admissions</b>	<b>3660</b>	<b>3514</b>	<b>3126</b>	<b>3243</b>	<b>3254</b>

Table 4-3 shows very clearly the effect of declining student numbers. From 1997 to 2000, our full-time equivalent (FTE) enrollment decreased by almost 8%. This results in a decrease in funds available to us and is a direct cause of the multi-million dollar deficits we incurred in 1999 and 2000. Data for Fall 2001 show that this decline is being reversed. Similar growth is apparent in the spring; while in 2000 the total headcount was 14,855, and in 2001 it was 14,747, in Spring 2002 it was up to 15,467. Preliminary data for Fall 2002 suggests this growth is continuing

	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>Undergraduate</b>	9368	9091	8628	8224	8473
<b>Graduate</b>	1943	2064	2001	1992	2000
<b>Total</b>	<b>11311</b>	<b>11155</b>	<b>10629</b>	<b>10216</b>	<b>10478</b>

As is evident from Table 4-4 below, the majority of our new students, both undergraduate and graduate, are female. At both levels, the female/male ratio has not changed significantly over the past few years. The proportion of women is higher at the graduate level; this is largely due to the large number of graduate students in education programs.

	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>Undergraduate</b>					
Female	1561	1577	1398	1453	1585
Male	995	880	865	883	996
<b>Total</b>	<b>2556</b>	<b>2457</b>	<b>2263</b>	<b>2336</b>	<b>2581</b>
<b>Graduate</b>					
Female	808	755	629	670	700
Male	296	302	234	237	240
<b>Total</b>	<b>1104</b>	<b>1057</b>	<b>863</b>	<b>907</b>	<b>940</b>
<b>Total Admissions</b>	<b>3660</b>	<b>3514</b>	<b>3126</b>	<b>3243</b>	<b>3521</b>

It is important to the mission of Queens College that our student body be diverse economically, ethnically, and culturally. Our goal is to provide quality liberal arts education to all the people of Queens and New York. The composition of our student population is, therefore, very significant. At first glance, Table 4-5 below on ethnic distribution is discouraging in this context, as it shows that we are not attracting important minority groups in proportion to their numbers in the general population of New York City. However, it is important to realize that we draw primarily from the borough of Queens and neighboring Nassau and Suffolk counties. This is determined by geography and transportation links which make it more convenient for most students in other boroughs of New York City to attend other CUNY campuses. In terms of the demographics of Queens and Nassau, we actually do quite well— these areas are heavily white and have large Asian populations. However, there remains room for improvement and we are redoubling our efforts to reach out to all high schools in the area, with a special emphasis on those with significant minority populations.

	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>Undergraduate</b>					
White	52	50	48	47	45

African American	9	9	10	10	9
Hispanic	16	17	17	17	17
American Indian	0.2	0.2	0.2	0.1	0.1
Asian	17	17	18	19	21
Other	6	7	7	7	8
<b>Graduate</b>					
White	67	65	63	61	61
African American	9	9	8	9	9
Hispanic	9	9	10	10	11
American Indian	0.2	0.2	0.2	0.1	0.1
Asian	11	13	14	15	21
Other	3	3	4	4	4

In Table 4-6 we provide projected enrollments, in terms of full-time equivalents (FTE's), for most of our programs over the next five years. These numbers use the 1999-2000 academic year, as used for our Campus Master Plan, as a base, include the projected college-age demographics of Queens County, and assume our share of those prospective students will remain roughly constant. The FTE numbers are divided into lower division (LD), upper division (UD), and graduate (GR) levels. Increases, given in percent of the total (TOT) number of FTE's for the current and projected year, are not calculated (N/C) for programs which are projected to have unchanged or decreasing enrollments.

Table 4-6 Current and Projected Enrollment (FTE's) by Program and Level									
Program	Current 1999/200				Projected 2004/2005				
	LD	UD	GR	TOT	LD	UD	GR	TOT	INC
Accounting	106.3	315.0	0.8	422.0	105.7	318.3	10.6	434.6	2.9%
Adult Collegiate Education*	226.5	17.1	0.0	243.6	232.4	20.7	0.0	253.1	3.8%
American Studies	6.2	7.6	0.0	13.8	6.7	6.1	0.0	12.7	N/C
Anthropology	195.5	108.0	0.5	303.9	222.4	120.5	0.6	343.5	9.5%
Arabic	4.1	2.6	0.0	6.7	4.0	4.1	0.1	8.1	N/C
Art (Includes Studio and History)	125.5	131.1	47.4	304.0	134.7	140.2	46.0	320.9	5.3%
Astronomy	28.6	15.3	0.3	44.1	27.2	17.4	0.6	45.2	2.5%
Bachelors Applied Social Science	4.8	0.3	0.0	5.1	4.8	0.3	0.0	5.1	N/C
Biochemistry	0.0	0.2	0.3	0.5	0.0	0.2	0.6	0.9	N/C
Biology	102.5	119.3	15.1	236.9	107.3	130.9	16.6	254.8	7.0%
Business (BALA)	21.6	22.4	0.0	44.0	21.2	24.0	0.0	45.2	2.6%
Chemistry	92.4	100.2	7.2	199.7	98.7	99.3	9.2	207.1	3.6%
Chinese	12.7	14.2	0.2	27.0	13.0	14.0	0.0	27.0	0.0%
Classics	7.6	8.2	0.0	15.8	12.1	8.4	0.0	20.5	9.9%
CMAL	1.1	1.0	0.0	2.1	5.6	0.6	0.0	6.2	N/C
Comparative Lit.	73.8	79.4	0.0	153.2	69.8	85.7	0.0	155.5	1.5%
Computer Science*	186.2	258.4	176.4	620.9	219.7	313.3	200.2	733.2	15.3%
Drama, Theatre & Dance	105.7	77.0	0.4	183.1	111.9	80.1	0.3	192.3	4.8%
Earth & Environmental Sciences	22.9	10.0	0.0	32.9	31.1	10.6	0.9	42.6	9.9%
Economics	137.9	193.2	0.4	331.5	156.4	192.8	2.0	351.2	5.6%

Table 4-6 Current and Projected Enrollment (FTE's) by Program and Level									
Program	Current 1999/200				Projected 2004/2005				INC
	LD	UD	GR	TOT	LD	UD	GR	TOT	
Education: ECP									
Admin & Supervision	0.0	0.0	96.8	96.8	0.1	0.0	102.4	102.5	5.6%
Counselor Education	0.2	0.0	95.4	95.6	0.2	0.0	96.8	97.0	1.4%
Reading Education	0.0	0.0	56.8	56.8	0.0	0.0	60.0	60.0	5.3%
School Psychology	0.0	0.0	72.1	72.1	0.0	0.0	74.8	74.8	3.6%
Special Education	0.0	0.0	80.2	80.2	0.0	0.0	83.7	83.7	4.2%
Education: Elementary	6.6	150.4	301.2	458.2	9.0	172.3	354.5	535.8	14.5%
Education: Secondary	19.3	120.9	172.8	313.0	19.2	126.5	180.9	326.6	4.2%
English	355.0	345.7	68.4	769.0	395.5	316.4	74.3	786.0	2.2%
Family, Nutrition & Exercise Science	120.0	210.1	56.5	386.5	123.1	219.3	59.9	402.2	3.9%
French	20.8	27.2	5.0	52.9	23.0	24.8	5.3	53.1	0.3%
Geology	43.2	39.0	16.5	98.6	56.2	44.9	13.8	114.8	14.1%
German	11.2	8.5	0.2	19.8	10.8	8.9	0.2	19.9	0.4%
Greek (ancient)	0.0	0.0	0.0	0.0	0.6	0.9	0.0	1.5	N/C
Greek (modern)	6.0	6.0	0.0	12.0	6.2	7.8	0.0	14.0	14.5%
Greek Studies	5.7	6.2	0.0	11.9	5.4	6.2	0.1	11.6	N/C
Hebrew	14.1	11.4	0.0	25.4	16.1	12.6	0.2	28.9	12.0%
History	161.7	131.6	45.9	339.2	162.3	135.1	44.0	341.4	0.6%
Irish Studies	0.2	0.5	0.0	0.7	0.5	0.8	0.0	1.3	N/C
Italian	25.3	36.0	5.0	66.3	26.4	36.0	4.4	66.8	0.8%
Japanese	8.0	5.8	0.7	14.4	8.5	5.5	0.5	14.5	N/C
Journalism	9.1	11.5	0.0	20.6	9.6	10.2	7.0	26.7	22.8%
Korean	1.9	3.8	0.0	5.7	2.7	4.0	0.0	6.7	N/C
Labor Education (LEAP)	5.5	2.1	0.0	7.6	5.8	1.7	0.0	7.5	N/C
Labor Studies	0.9	2.7	0.0	3.6	2.1	2.8	0.1	4.9	N/C
Latin	1.4	1.7	0.0	3.1	1.3	1.7	0.1	3.1	N/C
Library	3.6	2.1	0.1	5.7	4.0	2.0	0.1	6.1	5.8%
Library & Inf. Studies	0.3	0.4	186.5	187.2	0.0	0.0	393.4	393.4	52.4%
Linguistics & Comm. Disorders	60.9	109.4	73.3	243.6	67.8	114.7	74.1	256.6	5.1%
Mathematics	282.9	241.6	43.4	635.3	387.1	229.1	44.7	660.9	3.9%
Media Studies	82.1	147.1	0.3	229.5	85.1	157.1	1.2	243.3	5.7%
Music	106.0	86.4	69.0	261.4	107.2	85.8	71.1	264.2	1.0%
Philosophy	132.9	59.9	1.7	194.4	140.1	60.2	1.0	201.3	3.4%
Physics	57.4	85.9	4.2	147.4	62.8	89.0	1.5	153.3	3.8%
Political Science	117.4	106.5	1.3	225.1	118.9	112.1	1.7	232.7	3.3%
Psychology & Neuropsychology	288.8	266.3	43.8	598.9	280.0	290.0	45.0	615.0	2.6%
Russian	23.0	17.8	0.3	41.0	24.0	16.1	0.2	40.2	N/C

Program	Current 1999/200				Projected 2004/2005				INC
	LD	UD	GR	TOT	LD	UD	GR	TOT	
Sociology	238.3	316.4	14.7	569.4	210.0	290.0	15.2	515.2	N/C
Spanish	73.7	134.6	21.7	229.9	76.2	128.7	24.7	229.6	N/C
Urban Studies	92.5	109.2	79.0	280.6	84.8	106.2	80.0	271.0	N/C
Women's Studies	6.6	7.1	0.0	13.7	8.0	7.7	0.0	15.6	12.2%
<b>TOTALS</b>	<b>3966</b>	<b>4349</b>	<b>1870</b>	<b>10290</b>	<b>4280</b>	<b>4473</b>	<b>2212</b>	<b>10996</b>	<b>6.4%</b>

### Notes

1. Family, Nutrition, and Exercise Sciences includes Home Economics, Physical Education, and Health Education.
2. Accounting, Computer Science, Education, English, Political Science, Psychology, and Sociology are projected to grow with the expansion of Weekend College.
3. Graduate enrollments in the social science, including Anthropology, Economics, History, Philosophy, Political Science, Sociology, and Urban Studies, are projected to increase as a result of a new interdisciplinary MA program in Social Science.
4. In Biology, enrollments are projected to increase with the introduction of a Life Sciences emphasis, a revised education track, and a new BA/MD pathway.
5. Japanese, Journalism, Korean, Library and Information Studies, and Women's Studies are scheduled to grow through Academic Program Planning.
6. Earth and Environmental Sciences, formerly Geology, is expected to grow as a result of new and revised programs.
7. Psychology enrollments will grow with the introduction of a new undergraduate major in Neuropsychology and new certificate programs in Neuropsychology and Applied Behavioral Sciences. Psychology is also available in our Weekend College.
8. State Education Department regulations for teacher education require extensive preparation for Childhood Education, special education and TESOL teacher candidates to obtain extensive liberal arts and sciences preparation. Furthermore, current and projected teacher shortages mean teacher education programs will grow over the next several years.
9. Totals do not include doctoral or non-credit continuing education enrollments.
10. The Departments of Communication Arts and Sciences (CAS) and of Linguistics were reorganized into the Departments of Linguistics & Communication Disorder (LCD) and of Media Studies.

Our overall enrollment is projected to increase modestly over the next several years, and the same is true of most programs. However, some programs, such as Computer Science and Library and Information Studies, are expected to experience significant growth, both in percentage and, more importantly, in absolute numbers. These projected increases will have significant effects on the resources of the College and these effects are taken into account in planning as described below.

### 4.2.2 Fiscal Trends

We now present and analyze revenue trends. It is useful to begin by noting the fiscal trends for the City University of New York as a whole. Over the past ten years, from fiscal 1991 (July 1, 1990 to June 30, 1991) to 2002, State aid to the CUNY senior colleges declined by \$18.4 million in current dollars and a massive \$304 million (33%)

if inflation is taken into account. At the same time, city support declined by \$11.6 million in current dollars and \$31.3 million (-49%) after inflation. These decreases were partly offset by tuition increases which more than doubled nominal revenue from that source, from \$185 million to \$383 million. In current dollars, total senior college funding went from \$866 million in 1991 to \$1034 million in 2002; this represents a decline of 18% after inflation.

In this context of declining government support, we discuss revenues for Queens College over the past five years and attempt a five-year projection of future revenues. In considering these numbers, it is important to realize that as we are not an independent agency, but merely a unit within CUNY, our income and revenue need not balance. Nor are all our costs paid from our budget – items such as fringe benefits, rent, utilities, and some other services are paid directly from the CUNY Central Office budget. In Table 4-7 below, we present our State tax-levy funds for the current year and the past five. These figures represent that portion of our costs which are paid from funds which are at least nominally under the College’s control. The first three rows represent salaries for regular full-time staff, adjuncts, and temporary personnel respectively. OTPS, or Other Than Personal Services, are, as the term suggests, funds for non-personnel items. The summer session is budgeted separately, at least at present, though this may change.

<b>Fiscal Year</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Personal Services Regular	52,469	52,702	58,595	54,953	59,433	59,651
Adjunct Regular	3,619	3,608	3,787	3,971	3,778	3,502
Temporary Services	2,888	2,877	2,921	3,437	3,166	3,085
OTPS	6,241	6,337	7,335	7,892	6,360	5,986
Summer Session	1,375	1,382	1,463	1,508	1,468	1,498
<b>Total (1)</b>	<b>66,592</b>	<b>66,907</b>	<b>74,101</b>	<b>71,761</b>	<b>74,205</b>	<b>73,721</b>
Revenue Collection (2)	46,389	46,942	46,917	44,246	43,830	45,531
(1) Current budget allocation for 2002. Final budget is expected to increase to cover contractual increases retroactive to FY2000.						
(2) Revenue target for 2002; \$189,800 of \$1,134,400 give-back for prior year deficits is projected to come from revenue over-collections.						

The increases in 1999 and 2001 are due to retroactive salary increases in the wake of new collective bargaining agreements; accordingly, they occur in the Personal Services Regular row. Similarly, a new contract with the PSC/CUNY faculty union has just been announced, although not yet ratified. It provides for retroactive increases of about 8 % and as the footnote mentions is likely to change the 2002 figure. State funds have already been budgeted in anticipation of this increase, so no impact on our operating budget is expected. Indeed, the increases should make the salaries we are able to offer somewhat more competitive and help with faculty recruitment. These numbers bear out the assumption described earlier, that there would be no above-inflation increase in State funding. Indeed, in constant dollars funding has decreased.

Table 4-7 also shows our revenue collection (from tuition). Although these funds go to the State, they have a definite affect on our budget. CUNY sets a revenue target; falling short leads to cuts in the operating budget. The decreased revenue in 1999 and 2000, due to the declining enrollments mentioned earlier, led to the multimillion dollar deficits we are now paying back. Our recruitment and retention initiatives have enabled us to exceed

our revenue target for 2001 and 2002; as indicated, this extra revenue will cover the give-back we had to make for prior year deficits.

In addition to these tax-levy funds, the College also receives revenue from research and other grants and from ancillary activities. Our externally funded research and other grant activity have continued to increase throughout the past several years, as shown in Table 4-8 below. The funds to the Research Foundation are, of course, primarily restricted – devoted to specific research projects. They reflect the strength of our faculty in research and scholarship. The relatively small PSC/CUNY funds represent an internal CUNY grant system which provides small grants to faculty in all disciplines. The “Other” category includes programs such as GRTI (Graduate Research and Technology Initiative), a New York State program which provides matching grants for appropriate research programs. Funds to the Queens College Foundation are largely restricted donations, most of which are used to provide scholarships and other program assistance. They therefore represent an important recruiting and retention tool.

Fiscal year	1997	1998	1999	2000	2001
Research Foundation (Grants and Contracts)	6645	7353	6131	7674	8163
PSC/CUNY	404	445	423	392	386
Other (GRTI, etc)	158	164	597	515	62
Queens College Foundation	929	473	601	510	703
<b>Total</b>	<b>8137</b>	<b>8436</b>	<b>7752</b>	<b>9091</b>	<b>9314</b>

Ancillary activities generate funds which are largely not under the control of the College and cannot be used for instructional purposes. Nonetheless, the College environment is enriched by these activities, which generated about \$12 million in 2000. This included \$3.1 million from athletics, \$1.1 million from performances at the Colden Center, and \$400,000 from parking fees. In addition, student-related revenues included \$2.5 million in Student Union enterprises, \$1 million in auxiliary enterprises, and \$100,000 in student fees. Department academic programs which provide services yielded \$2.3 million, the various continuing education programs at Queens generated another \$450,000.

Another way to view our fiscal status is via the Federal government’s Integrated Post-Secondary Education Data System (IPEDS), in which all funds received or expended which are used in furtherance of activities at Queens College are counted, regardless of whether they appear in our revenues. Due to the services paid centrally by CUNY, these numbers differ substantially. For example, in 2000 our CUNY revenue was less than \$72 million while our IPEDS revenue was almost \$142 million. Table 4-9 lists our IPEDS revenue by source and year for the past several years.

Fiscal Year	1996	1997	1998	1999	2000
Tuition & Fees	55,177	53,948	55,118	54,079	52,072
Government Appropriations-State	48,106	44,894	49,728	53,576	59,979
Government Appropriations-Local	413	431	464	503	129
Government Grant & Contracts-Fed.	8,413	8,094	8,734	9,565	8,514

Government Grant & Contracts-State	9,336	8,583	8,342	7,804	9,376
Government Grant & Contracts-Local	2	92	94	115	1
Private Gifts, Grants & Contracts	179	143	247	147	329
Endowment Income	0	16	17	17	15
Sales & Services of Educational Activities	160	105			98
Auxiliary Enterprises	4,080	4,367	1,526	1,671	1,442
Other Sources	5,159	5,794	9,658	10,064	10,011
<b>Total</b>	<b>131,025</b>	<b>126,467</b>	<b>133,928</b>	<b>137,541</b>	<b>141,966</b>

In the same way, IPEDS expenditures for all activities at Queens College are much higher than the expenditures which occur from the funds we control, as can be seen in Table 4-10.

Fiscal Year	1996	1997	1998	1999	2000
Instruction	57,589	55,808	58,350	60,847	60,446
Research	312	353	336	442	438
Public Service	2,844	2,031	3,117	3,807	3,554
Academic Support	5,017	6,190	4,746	5,109	4,765
Student Services	7,686	7,663	12,837	12,600	13,841
Institutional Support	14,686	14,952	17,252	17,068	16,908
Operations & Maintenance of Plant	14,286	13,955	14,757	15,760	19,477
Scholarship & Fellowship	18,507	19,399	20,391	20,404	18,519
Mandatory Transfers	67	57	86	90	68
Non-Mandatory Transfers	1,708	505	0	0	0
Auxiliary Enterprises	4,051	4,538	1,872	1,982	1,713
<b>Total</b>	<b>126,753</b>	<b>125,451</b>	<b>133,744</b>	<b>138,109</b>	<b>139,729</b>

### 4.2.3 Fiscal Projections

While it is difficult to make precise projections, moderate increases are expected in our revenues for the next several years using reasonable assumptions. Primarily, we assume that future enrollments will follow the pattern described; that is, we will continue to successfully increase our appeal to students in many areas. While the New York State budget for the 2003 fiscal year is not yet determined, the CUNY budget request, although smaller in the wake of September 11, 2001, includes a continuation of the master plan, funded in part through cost cutting measures and increased efficiency. For subsequent years, the assumption is that State funding will remain stable, with the only significant increases being due to contractual obligations.

Research funding is projected to grow, due both to increased administrative efforts to encourage research and to the hiring of more new research-active faculty in fundable areas. The cluster hires described in Section 4.6, which are part of the CUNY Master Plan, should lead to further increases in research funding. Private donations should also grow modestly. Our best sources of contributions are from those who already know

Queens College well, principally alums. There are some very successful Queens alums who we expect will be more supportive of the College as it improves its academic standing and they (graduates from the 40's, 50's, and 60's) are better positioned financially to support the College. The College is beginning to market itself better, aggressively showcasing faculty and student achievements and projecting itself as a "happening, energized place" – in short, providing a vision for the future that is exciting, thoughtful, engaging, and dynamic. The new initiatives in the CUNY Master Plan described below, particularly the Honors College and the flagship programs, should help considerably in this regard and already are having an important positive effect.

The Board of Trustees has just approved two additional measures with important budgetary consequences. One is the phasing out of a last-semester-free policy, which will have little direct fiscal impact on us, since we are issued waivers for the last-semester students, but will produce, in the long term, a revenue increase for the University. The other measure is a new technology fee, \$75 per semester for full-time students, which will go directly to the colleges. For Queens College, this will yield an estimated \$2 million per year. As described in Section 4.9.3, this will allow us to expand our technology services to our students, including instructional labs and on-line database services, and improve our technology infrastructure.

The vigorous efforts by the new administration to reduce costs and increase revenues are meeting with success - by the end of the 2002 fiscal year our accumulated deficit will be paid off. This will eliminate the need to divert funds to deficit repayment and provides resources for new initiatives. All-funds budgeting, established during the current academic year, will be continued. We will continue to evaluate personnel assignments College-wide and, as appropriate, reassign personnel to tax-levy or soft-money budgets. This will help enable the College to maximize the use of tax-levy funds for classroom and academic support. The College will work to increase efficiency in order to use funds as effectively as possible. Work in this direction has already begun, for instance, with the consolidation of advising functions in a single office and the merger of undergraduate and graduate admissions offices. These measures, along with the current and projected moderate, but steady and sustainable, increases in enrollment through recruitment and retention – the most effective way to increase revenue – mean that the College's fiscal condition is solid for the next several years.

### **4.3 Outcomes Assessment: Progress and Plans**

Developing the ability to demonstrate the effectiveness of our programs is a high priority at Queens College and has been for the past several years. Particularly for us, with our limited resources, it is necessary to make investments where they are most needed and that requires the ability to measure accurately in order to identify program strengths and weaknesses. We have therefore made major strides towards responding to the recommendations of the evaluation team and our 1995 self-study. However, much remains to be done. Accordingly, in the following we describe both the progress we have made in outcomes assessment in the past several years and our plans for the next several years.

Our description of the changes which have taken place at Queens College since our last self-study has provided some examples of how we are striving to incorporate measurement of results into program planning and implementation. The effectiveness of outcomes assessment in identifying program deficiencies and achieving improvement is already apparent. For example, our 1996 attitudinal study revealed significant absence of a sense of academic community among our students. Accordingly, one goal of our successful Freshman Year Initiative (FYI) program described below was to establish such a sense among our students. Our studies show it has – data discussed below show increased success and persistence of FYI students relative to their peers. Several features of our Writing Across the Curriculum program, such as the requirement that writing intensive “W” courses have less than 30 students, were shaped by studies of the effectiveness of English department writing programs, in this case the observation that writing courses with large numbers of students were generally ineffective in achieving learning outcomes. Self-examination and advice from external evaluators have helped departments such as Anthropology and Earth and Environmental Sciences develop new curricula and innovative pedagogic approaches.

In order to implement assessment effectively, the College has found it useful to vest responsibility for its execution in a single individual, as recommended in our 1995 self study. That individual is the Associate Provost, who is also responsible for other monitors of institutional effectiveness such as Academic Program Review. While that individual has some power of persuasion, ultimately it is the ability of outcomes assessment to improve programs that motivates its use. With clearly articulated goals and careful assessment, a feedback loop of teaching, measurement, and change can produce significant improvements in programs.

While responsibility for outcomes assessment efforts at the College has been assigned to the Associate Provost, a standing Outcomes Assessment Committee has been appointed to assist in monitoring and implementing assessment, reflecting the perception that outcomes assessment must be a shared task with broad participation. The faculty must take possession and see that assessment grows out of their work in the classroom and helps them meet their goals as teachers. The Committee, chaired by the Associate Provost, includes the Director of Institutional Research and representatives of most Queens College stakeholders, including alumni, students, and staff, as well as a faculty majority. The goal of the committee is to communicate to the College community the insight that assessment is conducted for improvement, using the knowledge gained through self-examination to promote activities and services that are found to meet or exceed expectations and to fix what may fall short of expectations. Assessment must be meaningfully integrated into ongoing activities and not perceived as an extra burden. The Committee is an advocate and distributor of “best practices,” focusing on increasing faculty awareness, college-wide implementation, summative data collection, and integration of ongoing formative evaluation efforts on outcomes assessment at College and department levels, with the goal of integrating assessment into pedagogic discourse at Queens College. One recent result of its work is a full-day Assessment Clinic held in May 2002 in which a consultant presented general information on assessment and worked with individual departments on their assessment plans.

The Outcomes Assessment Committee builds on the work of the 2000 working group and the 1996 outcomes assessment committee. These groups examined current assessment activities and suggested ways they might be improved and strengthened. Recommendations covered areas such as the quality of student academic learning, their ethical and personal development, the extent to which graduates are prepared for life after college, faculty achievements in teaching and scholarship, administrative effectiveness, and the quality of campus life. In the following, we describe progress in implementing these recommendations to date and discuss plans to continue moving forward in the next five years. Assessment takes place at several levels. At the College-wide level, institutional effectiveness and student learning and satisfaction with their education and its appropriateness for their careers are measured. The College administration is also subject to evaluation. On the level of individual departments and programs, plans call for assessment of both graduate and undergraduate student learning outcomes. In the following, we describe, for each of these levels, our results to date and our plans for the next several years.

#### **4.3.1 College-Wide Assessment**

College-wide assessment efforts are based primarily in the Office of Institutional Research. This Office collects institutional data, primarily summative in nature, which examines institutional effectiveness to improve institutional planning and accountability. These data are used for strategic planning purposes by all units of the College. To facilitate their use, most data the Office collects are posted on its website, accessible directly from the College home page.

One important measure which the Office conducts each year is a survey in which graduating students evaluate their educational experiences at Queens and provide information on their future plans. This survey is integrated into the graduation process, yielding a response rate of 39%. Students are asked how much progress they made in a series of educational goals related to the Queens College mission. For recent graduates, students felt they made the most progress in 1) broadening their knowledge in cultures other than their own, 2) learning to think critically about materials, class lectures, and the perspective of others, 3) gaining knowledge in and exposure to math, literature, foreign languages, history, the arts and social sciences, 4) integrating information and knowledge to formulate their own perspectives, and 5) improving their writing skills. Students felt they made rather less progress in acquiring skills needed for 1) a career, 2) learning how to use library facilities, 3) learning to use computer programs, and 4) developing job seeking skills. These data imply that the College may wish to introduce some career skills into the liberal arts disciplines, emphasize learning about the library and computers as part of its programs, and include library visits, library courses, and computer courses in learning communities. A potential flaw with this kind of attitude survey, as with the one suggested below, is that successful alums are more likely to reply than those less fortunate. As checks, we will look at response rates and compare the demographics of responders to those of non-responders.

In this survey, students are also asked about satisfaction with services. They were most satisfied with phone registration, library facilities, services for students with disabilities, cultural programs, the admissions office, academic advising, campus study areas, and the

registrar's office. They were least satisfied with the classroom facilities, job placement services, new student orientation, the bursar, career guidance, and food services. Partly in response, we are renovating our classroom facilities and emphasizing the improvement of student orientation and the welcoming of new students, as discussed below.

In January of 1999 the CUNY Office of Institutional Research and Analysis conducted a survey of 1996-97 graduates, including Queens. This survey, with a response rate of 27%, is our most recent source of information on occupations and salaries of our graduates a few years after graduation, when their career and personal choices begin to take shape. Ten percent of these alums were still continuing their education, but over 85% were working; 71% said they were employed in jobs related to or somewhat related to their majors, and 79% characterized their jobs as interesting and challenging. Forty percent worked for federal, state, or local government, 49% worked for private industry, 8% worked for nonprofit organizations, and 4% were self-employed. Of those who worked, the overwhelming majority (95%) worked primarily in New York State. Their average annual salary was \$35,000. Most graduated in 5 years or less, and reported working an average of 25 hours per week when they were a Queens College student. Alums were also asked to assess how much their college experience improved their skills in writing, research, mathematics, and computer usage. Eighty-seven percent, 85%, 60%, and 59% reported that their writing, research, mathematical, and computer usage skills, respectively, improved to a great extent or to some extent. The low latter two figures are cause for concern and adjustments in our curriculum may be indicated.

CUNY will conduct a similar Student Experience Survey in spring 2002 and a comparison of the results with those obtained earlier will help reveal possible trends. However, these numbers are too small to permit disaggregation by discipline. Several years earlier, Queens College conducted a longitudinal study of the senior class of 1989, contacting some 50% that year and almost 40% three years later in 1992, after most respondents had graduated and entered graduate school or the workforce. We found that 51% of our graduates pursued graduate education, while almost 95% of those not in graduate schools were employed, most in professional and managerial positions with respectable starting salaries. Responses indicated that the qualities employers valued most in their employees are the traditional liberal arts skills of reasoning, writing, and communication. We pride ourselves on teaching these skills well and the results indicate our graduates think so too. In both 1989 and in 1992, when most had graduated, they reported high levels of satisfaction with their Queens College education, although there were substantial differences by discipline. Among majors with large numbers of graduates, those in Political Science, Sociology, and Mathematics were among those reporting the highest satisfaction, while those in Accounting and Computer Science were only moderately satisfied. This survey also indicated that while in college most of our students worked for pay an average of 26 hours and studied only half that – 13 hours per week. These figures reflect the economic pressures on our students.

It is our intent to conduct such summative assessment surveys on a regular basis. In 1995 the Office of Institutional Research worked with the Provost's Office and the Department of Sociology to develop a Junior/Senior Survey to monitor the engagement of our students in their academic work. Faculty from English, Mathematics, the Social Sciences and the School of Education provided input in the development of the survey instrument.

The survey was administered by mail in the spring of 1996. After two full mailings and a postcard reminder, a return rate of 58 % was achieved. The sample size was adjusted to enable responses to be disaggregated by major, and indeed the results revealed significant differences between students in various programs. The results revealed that some large (in terms of numbers of majors) departments had rather low levels of student satisfaction – as much as 20 % below the College average. In a clear demonstration of the value of assessment, this information has motivated some of those departments to take steps to improve their services to students and it is likely that a similar study taken today would yield different results. Across programs, students generally considered their education at Queens to be of high quality (for example, 65% considered the teaching to be good or excellent), and were satisfied with their education growth, in terms of their ability to reason, solve problems, write, and speak. On the other hand, they were less pleased with our social environment and their career and workplace preparation – for example, only 35% found their career advising to be good or excellent. As found in our earlier study, students worked much more than they studied – 27 and 12 hours per week respectively. More than 10 % rated our diversity as the best thing about Queens College.

Four years later, in 2000, we took part in the National Survey of Student Engagement, making Queens College one of 276 colleges for which there is data on the undergraduate experiences of a representative sample of freshmen and seniors. Although the results are not directly comparable to our 1996 survey, they do similarly suggest a student population that is significantly less engaged than their counterparts at institutions comparable to us. For example, only 27 % of our students expressed satisfaction with their interactions with faculty members, while almost 30 % of CUNY students as a whole, and 38 % of students at other Master's institutions and all participating NSSE 2000 institutions, did. Of course, it is more difficult to engage our students, who all commute, than those on a residential campus. Through mechanisms such as FYI, described below, we are trying to more effectively challenge and engage our students, and with CUNY are planning another NSSE survey, larger and more representative, to assess possible improvements.

Individual faculty in the Sociology Department have undertaken a number of other studies of educational outcomes for our students. For example, they have analyzed the number of our undergraduates who go on to earn academic doctorates, finding that while 5.5% of our 1966-1970 graduates had earned a Ph.D., only 2.8% of our 1981-85 graduates had. This decline is less disturbing than it seems; declines of over 50% are also seen for other colleges in the New York area, both public and private, and probably reflect shortages in the academic job market which became acute in the 1970's. The analysis shows that the fraction of our undergraduates who earn doctorates remains well above the average of private colleges in our area and above the national average. Indeed, a report produced by the National Research Council for the National Science Foundation showed that in the 1985-90 period, of all comprehensive institutions in the U.S., Queens College produced the largest number of baccalaureate recipients who went on to earn a doctorate in science or social science. Another study shows that grade inflation does not seem to be a problem at Queens College; the average GPA has remained virtually constant, increasing slowly from 2.6 in 1966 to 2.7 in 1996, with a higher blip to 3.2 in 1970, which may have to do with the Vietnam war.

Along with the rest of CUNY we have joined the National Student Clearinghouse. While this is largely to improve certification of student attendance for loans and other financial assistance, the Clearinghouse data can be mined to help with recruitment and to study education outcomes for our students. In terms of recruitment, we can use the data to identify institutions at which students who applied to Queens, but did not matriculate, eventually registered. This tells us who our competition is, enabling us to sharpen the focus of our recruiting efforts and correct misimpressions. The data show the vast majority of these no-shows attend other colleges, for what appear to be several reasons. Some prospective students may be discouraged by our admissions standards, as they enroll in local community colleges. Others enroll in local private institutions comparable to us in reputation, but with residential facilities. Many also attend SUNY colleges, especially Stony Brook and Binghamton, perhaps again because of the residential experience they offer. In terms of education outcomes, the Clearinghouse data can identify students who leave us and subsequently attend other colleges. We are currently studying that data and comparing it to results of a Spring 2000 survey of students who left the College in Fall 1999. That preliminary survey suggests that major reasons for leaving Queens were:

1. Pressing family responsibilities (31%)
2. Class scheduling problems (24%)
3. Health problems (22%)
4. College did not offer desired major (15%)
5. Wanted to transfer to another college (10%)

Some of these reasons are not under the College's control, but others clearly are. We plan to address those and study the effect of such improvements in subsequent studies.

We also plan a study to obtain a view of our success with our graduates that is both long-term and sufficiently detailed to provide insight into the performance of individual programs. The goal is to determine the effects of a Queens College education on the personal and professional lives of our graduates. Especially for a liberal arts college such as ours, this goes beyond questions such as admission to or success at graduate or professional programs, career options, etc, although of course these are important issues. But we are grounded in the liberal arts, educating students for a life made more profound and meaningful by the arts and letters. We need to know whether we have succeeded in communicating liberal arts values and ways of thinking to our students. We need to know if they are thinking critically, if the arts speak to them of the joy and sadness of the human condition, if the efforts of the quacks and charlatans of junk science are refuted by their understanding of science. Questions such as these cannot be answered by a student survey taken a year or two after graduation. Students must be far enough removed in time from their college experience to have a perspective on its effect on them and their way of looking at the world.

Accordingly, we plan periodic ten-year-out studies, beginning with our class of 1992. Admittedly, it is not easy to probe the effect of a liberal arts education on the lives of students – questions can easily become trivial inquiries about the number of books graduates have read recently. Nonetheless, we believe there are ways to obtain significant information. Suitable questions might ask how students' college education has:

1. Permitted them to enjoy art or music in new ways.

2. Enabled them to follow developments in the economy, politics, or foreign affairs more thoughtfully.
3. Enabled them to think critically.
4. Increased their understanding of science.
5. Developed their analytic skills.
6. Made them better persons.
7. Furthered their appreciation of literature, language, or philosophy.
8. Enriched their lives in other ways.

Of course, we also plan to ask more career-oriented and quantifiable questions such as whether our students had been admitted to graduate or professional schools and whether their education had helped them reach their career goals and achieve success in their careers.

These ten-year-out studies will not be easy; addresses are a key concern. However, our Alumni Office maintains contact information on as many alumni as possible and reports that it has valid addresses for a majority of students who graduated ten years ago. This should yield some 1100 valid contacts, a large enough sample that the results can be disaggregated for at least the larger programs. Thus we believe we will be able to measure the success of some individual programs as well as collegewide outcomes. As departments, motivated both by their own interest in assessing outcomes and by the ability to solicit funds, are now maintaining better tracking of their students, future long-term studies should be easier.

We also plan other College-wide assessment efforts. In particular, we intend to integrate elements such as longitudinal surveys, surveys of graduating seniors, and student essays to obtain a clearer picture. We also plan to continue our strategy of rotating survey efforts, undertaking surveys of currently enrolled undergraduates (like the NSSE survey) every second or third year. These would alternate with careful surveys of students who have graduated within the last two or three years.

Another priority in our plans is the collection of data to measure the effectiveness of our diversity programs. This is not easy, but we need to try, since diversity is central to our mission and we will be assessing outcomes in this area. One approach will be to find out how much students take advantage of the many opportunities Queens College affords to learn about cultures and ethnicities that differ from their own. The Outcomes Assessment Committee will also collect formative data on the level of the College's efforts to teach tolerance and to celebrate diversity. The College will strive to be inclusive in these efforts, extending the collection of outcomes data to include the promoting of access to current and future students with disabilities as well as to those students who have more traditionally represented the richness of the Queens College community— based on diversity of gender, ethnicity, religion, culture, and sexual orientation. In our review of our General Education requirements, one goal is to include an expanded pluralism and diversity requirement to ensure that students are exposed to diverse cultures and ways of thinking. As this requirement is put in place, its effectiveness will be measured in appropriate ways.

### 4.3.2 Administrative Assessment

University and College administrators are assessed and held accountable through new provisions of the CUNY master plan. All senior administrators are now subject to performance evaluation to ensure the vigorous enforcement of University policies, including student transfer and program duplication. This plan, being implemented for college presidents, members of their management teams, and executives within the CUNY Chancellery, ensures attention to University priorities by linking University and campus goals, performance measurement and evaluation, and executive compensation. Every spring the Chancellor, in consultation with the Trustees, develops goals and performance targets for the University as a whole for the upcoming academic year. Based on these goals, the Chancellor sets goals for executives in the Chancellery and college presidents. Presidents, in turn, use the University goals and the mission and circumstances of their campuses to set goals for their campus executives and departments. It would be advantageous, for several distinct reasons, for these campus goals to be shared with faculty and staff.

Goals focus on priority areas: raising academic quality, improving student success, enhancing financial and management effectiveness, and fostering innovation and continuous improvement. Targets are set for multiple objectives, including increasing the percentage of instruction by full-time faculty, enhancing academic program offerings and use of instructional technology, improving student retention and graduation rates, increasing revenues from fundraising and grants, and facilitating articulation within CUNY. For the 2001-2002 academic year, one goal for Queens College is the hiring of outstanding faculty and targets include specific hires in photonics, biology, computer science, and psychology. Another goal is to improve academic programs; corresponding targets include a review of the College's general education requirements, a specific number of external academic program reviews, the recertification by the State Education Department of our Education programs and initiation of the NCATE accreditation process, an expansion of the use of instructional technology in teaching, including specific numbers, and the development of model learning communities. Copies of the Queens College targets for 2000-2001 and 2001-2002 as well as the 2000-2001 End of Year Report accompany this report.

Extensive measurement is needed to make this plan work. All new initiatives, and most existing programs, will undergo systematic monitoring and evaluation in order to improve them and ensure their continued effectiveness. At the end of each academic year, this information will permit the preparation of a performance report for each campus which will guide campus goalsetting for the next academic year and enable evaluation of executives based on the previous year's performance. Every September the Chancellor will report to the Board of Trustees on progress in achieving University goals in the previous academic year and recommend adjustments in salary for presidents based on how closely their campuses met their targets. Presidents, in turn, will adjust salaries of their management teams according to their contributions toward meeting college targets.

The College takes faculty development very seriously. The Provost disseminates information about institutional and external support for faculty growth. Faculty achievements in research, scholarship, and creative activities appear in campus

publications and are available in a central database. Similar efforts will be undertaken to encourage innovation in teaching techniques and methodology, new course development, and increased application of technology and media. These may also be included in teaching assessment measures. As recommended in our 1995 self-study, we have broadened the scope of “service” assessment in faculty evaluation to include leadership in professional organizations; representation on external committees, task forces, and commissions; and work with government agencies, business and industry.

The Provost has developed a series of workshops and seminars to improve training for department chairs, particularly new chairs for whom the complex administrative structures and rules of the College and CUNY offer many pitfalls. In parallel, an advisors’ handbook and a chairs’ handbook will appear soon, providing detailed instructions and examples of best practices. As these actions are implemented, we will evaluate their effectiveness through interview and performance measures.

### 4.3.3 Graduate Program Assessment

An area which has thus far received College-wide little attention is assessment of our effectiveness in educating graduate students. This is partly because in most of the major graduate programs, including those in Education, Library and Information Studies, and Accounting, professional accreditation requires such measurements. We plan to expand our outcomes assessment of other graduate programs. Instruments will include both direct and indirect observation as well as comprehensive examinations, theses or dissertations, awards and fellowships, time to completion, and development of standing in the profession. Table 4-11 describes some outcomes and corresponding measures. While no single assessment strategy will work for all types of programs, or levels within programs, especially at the graduate level, a general framework within which to develop program-specific yardsticks is important. Standardized tests or comprehensive examinations supplied by external professional organizations may be appropriate for some well-defined subject areas. Other assessments might include portfolio review, teacher training, small group evaluation of thesis or research projects, or admission to Ph.D. programs.

<b>Table 4-11 Assessing Outcomes for Graduate Students</b>		
<b>Outcome</b>	<b>Direct Observation</b>	<b>Indirect Observation</b>
Research Skill Development	Apprenticeships, Mentorships, Research Practica, Dissertation Prospectus	Participation in Faculty Publications, Research Meetings & Seminar Attendance, Student Peer Interactions
Intellectual Growth	Qualifying Examinations, Course-embedded Practica, Thesis Activities, Faculty/Student Discourse, Forums	Course Grades, Self-reports: Abilities Inventories and Academic Commitment, Frequency of Faculty/Student Interactions, Frequency & Nature of Library Use
Professional Growth	Internships, Assistantships, Professional Practica, Clinical Training	Membership in Professional Organizations, Attendance at Professional Meetings, Clarity of Career Goals

Cumulative Achievement	Comprehensive Examinations, Relative Quality of Accepted Dissertation/Thesis, Oral Defenses, Alumni & Employer Surveys	Cumulative Grades in Graduate Classes, Subsequent Career Employment & Earnings
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To begin this process, we will identify goals for graduate programs. Graduate program coordinators and department chairs will articulate departmental mission statements aligned with the overall Queens College mission and work with faculty to develop specific goals supporting the departmental mission. To some extent, was already begun as part of the academic program review process. In addition, students may articulate specific goals relevant to their own educational needs. This student-centered activity might begin with an initial needs assessment that would then be addressed and monitored through a portfolio spanning the student’s participation in the program.

#### **4.3.4 Department-Level Assessment**

At the department level, assessment activities are of course tailored to individual program goals. One summative measure is the accomplishments of our graduates, as discussed above, including the number of our students who go on to earn Ph.D degrees. Individual programs also have indicators of how well goals for student learning are being met. For example, graduates of the Music Department’s rigorous programs gain admission to the best graduate music schools in the country. Two students with Africana Studies as a second major or minor recently received fellowships for Ph.D. study in Africana Studies at Yale University. Indeed, students from throughout the College have recently been accepted to many of the best graduate programs in the country, and recent graduates have won such awards as the Marshall Scholarship (two of eight northeast regional awards in 1999), the Harry Truman Scholarship, and the National Security Education Program Scholarship. Our pre-med students are regularly accepted at the best medical schools, including Johns Hopkins, SUNY at Stony Brook, SUNY at Brooklyn, Mount Sinai, and Columbia. In 2000-2001, the last year for which complete data are now available, 21 students applied to medical or other health profession schools and all but one were accepted, most at more than one school. In the most recent official posting (1999-2000) of the New York State Teacher Certification Examination results, Queens College’s Secondary Education and Elementary Education graduates were among the most numerous and the highest scoring initial certification program completers in the state. The total number of initial certificate program completers ranked sixth in the State, and the highest in CUNY, with 547 students and a 92% combined passing score.

Programs such as Business and Liberal Arts (BALA) are particularly dedicated to placing students in internships in challenging work environments. Remarkably, half the BALA graduates receive job offers from the companies they worked for as interns. The English Department monitors all English 110 (freshman composition) results, partly to advise students on subsequent course placement, but also to identify instructional deficiencies and implement and observe the effect of improvements.

The Office of Writing Programs, described above, is charged with evaluating the success of the new writing requirements and using that information to recommend improvements.

Preliminary results show that the “W” courses, by involving more writing, are improving learning and are increasing students’ writing skills, as hoped, but that further changes would improve effectiveness; we are now discussing these changes.

Further assessment takes place in the context of Academic Program Review, as departments are now expected to monitor and report student progress and learning outcomes on an ongoing basis. They may do so in ways which vary with the discipline. Summative measures may include success in passing professional exams or graduate school admissions. Departments also attempt to measure learning at the level of individual programs and courses in order to improve retention and student success in achieving their educational objectives. Many departments also attempt to measure student satisfaction, effectiveness in attaining educational goals, and appropriateness of education using surveys of current students and recent graduates. The results do often identify deficiencies, such as inadequacies in department services, distinguishing between different teaching strategies, or inappropriate prerequisites in specific programs, and suggest corresponding improvements.

However, student outcomes are not reported in a uniform manner. This is an area in which the Outcomes Assessment Committee is expected to play a major role. The Committee will work with the administration and deans to build consensus on what student outcomes should be uniformly measured by departments at both the undergraduate and graduate levels. As these outcomes are determined, each department will become responsible for identifying specific indicators of those outcomes as well as appropriate data sources and data collection strategies. The Committee will provide a peer review mechanism for departments’ outcomes assessment plans to promote consistency across programs. That consistency is likely to be more on the summative level, as formative outcomes are less susceptible to uniformity across programs. As articulated outcomes for students at the undergraduate and graduate levels become better articulated, the College will establish a set of core outcomes that would provide guidance to the Academic Program Review process and facilitate peer review of reported departmental outcomes assessment measures. Each program would articulate indicators of each outcome as well as appropriate data sources and data collection strategies. As described above, the recent increase in resources provided to departments for assessment will help make this possible. The results of the College-wide surveys described above, such as those at graduation and several years after graduation, will where meaningful (for the larger programs) be disaggregated by program and provided to individual programs to help identify potential problems.

It is important to have a mechanism to follow up on department progress between the five to seven years of program review. However, the five-year Academic Plans that are the final step in the program review process may provide a possible mechanism. These plans typically commit a department to expanding its outcomes assessment activities in specific ways, and this expansion could be monitored by the Provost’s Office as it makes annual resource allocation decisions based on these plans.

To promote the maintenance of longitudinal outcomes data, departments will be encouraged to undertake their own initiatives to maintain records on their alums and keep in contact with them. Twenty departments currently send annual letters to their alums at the time of the annual College-wide fund drive. These letters solicit funds, but also

inform alums of curricular developments, college events, and future plans. With the assistance of the Outcomes Assessment Committee and in response to academic program reviews, academic departments are beginning to maintain databases of their program graduates and develop strategies to measure student achievement and personal development in addition to satisfaction. This is being done in conjunction with the Alumni Office, which maintains lists with “good” addresses for graduates, and these strategies will be shared with that Office as appropriate.

#### **4.4 The CUNY 2000-2004 Master Plan**

The 2000-2004 City University of New York Master Plan provides a context for progress at Queens College over the next several years. The CUNY Master Plan was developed by the University’s new leadership and has received approval from the CUNY Board of Trustees and provisional approval from the New York State Board of Regents, ensuring the stable commitment of all levels of governance needed for its success. The Plan promulgates a vision for the institutional renewal of the University, rebuilding it as a highly effective system based on high academic standards, full accountability, improved infrastructure, and increased efficiency.

#### **4.5 Queens College Planning and Campus Master Plan**

In conjunction with CUNY-wide planning as embodied in the CUNY Master Plan, Queens College has its own planning process. As recommended by our 1995 self-study, this planning engages all constituencies in the College community including the President, the Office of the Provost, other administrators, all deans, the executive committee of the Queens College Committee on Personnel and Budget, the Chair of the Academic Senate, the CUNY School of Law at Queens College, the Alumni Office, and various student organizations, in accordance with established College and CUNY rules. Preparation of our most recent Multi-Year Academic Plan, for 1997 to 2002, a copy of which accompanies this report, exemplifies this communitywide engagement. Various levels of committees—pre-planning and planning groups assigned to particular areas or issues, such as faculty, students, facilities, and outcomes assessment, and a Planning Committee which reviewed the recommendations of the planning groups and set overall priorities—ensured that many individuals and constituencies were involved. In the first cycle of five-year planning, over 100 persons served on official committees; in the second cycle some 80 did. This wide representation ensured that planning took into account a broad range of views and experiences from across the College community. In addition, public meetings, interviews with affected persons, and active solicitation of written suggestions allowed those at the College not directly involved in planning work to make their concerns known. The Plan used CUNY-wide planning assumptions supplied by the CUNY Office of Academic Affairs to determine current and projected faculty, staff, and spending needs for each department and identify programs for investment.

The present Multi-Year Plan has run its course and the College now needs a new Multi-Year Plan to guide its progress for the next five years. Its development, which will follow appointment of a permanent President, will no doubt similarly engage the college

community in a participatory process to study new priorities for investment in departments and programs.

A comparable planning process, initiated in Fall 2000, is now producing a new Campus Master Plan for Queens College. All constituencies in the College community worked with architects Mitchell/Giurgola and Educational Program Consultant Scott Blackwell Paige in the development of this plan, which is essential for the progress of the College. The plan will greatly benefit our academic programs, providing a clear direction to all future development of academic facilities and areas on campus and establishing funding priorities for capital investment over the next decade. Construction and renovation priorities in the plan, a copy of which accompanies this report, are based on quantitative enrollment and research projections. For example, as most programs are projected to increase only slightly and have modest need for additional space, little new construction is planned except for new laboratory facilities, greatly needed in the sciences, and for programs such as Computer Science and Graduate School of Library and Information Studies (GSLIS), which is projected to experience large increases in enrollment. The campus master plan is closely tied to the CUNY Master Plan, which envisions major capital investments on the physical side of the University infrastructure. These investments are based on established University priorities which reflect the missions of the University and the colleges. The CUNY capital budget is based on a rolling five-year capital plan in which the first years are projects already recommended by the State. We have moved rapidly in developing the Queens College Master Plan to ensure the inclusion of our priorities in CUNY planning.

The new plan encompasses major development and redevelopment opportunities previously not considered. Moreover, New York State and CUNY will not approve major capital projects without a master plan. Thus the plan's existence represents an essential step towards rejuvenation of our campus. It is expected that in Fall 2002 the CUNY Board of Trustees will approve the plan, including authorization of its highest priority, a new biosciences building. The State has already approved the expenditure of \$1 million to conduct a feasibility study and begin planning for this building and the total cost, expected to be some \$67 million, appears in the CUNY capital budget for 2004 and 2005. This would mean that design could proceed this year and construction could be completed by fall 2006. The planned construction will have a significant rejuvenating effect on all our science departments, especially Chemistry and Biochemistry, which has for a long time suffered from antiquated facilities in Remsen. The new building would provide new teaching and research laboratories for this department. In a possible second phase, some new space would be provided to accommodate increasing activities in the departments of Computer Science, Biology, Psychology, Physics, and Earth and Environmental Sciences, and permit the department of Mathematics, now located across campus, to be physically re-integrated into the Science and Mathematics Division.

The Campus Master Plan represents coherent, long-term campus planning involving all parts of the campus community. It reconceptualizes the campus to make building functions more logical and more efficient. The campus is viewed in terms of "precincts" which define different academic and functional areas. Some precincts, including Mathematics and the Natural Sciences, the Visual and Performing Arts, and the Academic Quadrangle, to some extent parallel the academic divisions of the College.

Others, including Administration and Student Services, the Library, Dining and Student Activities, Physical Education, and Campus Plant and Services, correspond to different functionalities. The facilities for research animals, now distributed between two buildings, are relocated to a single core location. The older Spanish Mission-style buildings on campus, while charming, are not appropriate for high-technology functions and will be reserved for small-group and seminar purposes.

Vehicular and pedestrian circulation on campus will be revised to more clearly separate these modes, creating a more pleasant environment and improving safety. The plan also addresses the image and identity of the College, enhancing conditions at the campus borders, with respect to presence, image, security, and signage, in an effort to move toward a more unified presentation of the College to the outside world. A new boundary appearance for Queens College will replace the current chain link fence surrounding the campus and provide a new face to the community. Buildings that distract from and contribute to a positive image are identified. We expect to maintain open spaces on campus. Additional science and arts buildings will be consolidated on the south and north sides of the campus, respectively. Buildings which may be demolished or replaced include Razran Hall, Addition to I Building, Dining Hall, Temporary I, and Temporary II. Others, including the Bookstore, G Building, Colden Center, Colwin Hall, FitzGerald Gym, Jefferson Hall, King Building, Rathaus Hall, Central Receiving, Kiely Hall, and Remsen Hall, are candidates for future renovation.

As discussed below, construction of the new PS/IS499Q School for Math & Science has begun. Construction of a greenhouse and new facilities to house the Center for the Biology of Natural Systems on the roof of the Science Building will begin this fall.

The College's Center for Environmental Research and Teaching at Caumsett State Park on Long Island is a facility for student and faculty research, a classroom for Queens College students, a training ground for elementary and secondary school teachers and students, and a center for community education about the environment. The College is currently negotiating a possible move from Caumsett to Nissequogue State Park, which would provide expanded facilities.

#### **4.6 Faculty Investment: Cluster Hiring**

We present here an overview of our plans to rebuild our faculty strength. In Section 0 below we discuss the development of academic curriculum and courses in individual departments, and in that context describe specific hiring plans directly related to these curricular developments. The CUNY master plan envisages considerable investment in the neglected infrastructure of the University as a whole and Queens College in particular. This includes both the College's physical capacity, its buildings and facilities, and its intellectual capacity, that is, its faculty. The objective is to replenish the full-time faculty and improve the full-time to part-time ratio, currently 58% for Queens College undergraduate courses. Excessive reliance on adjunct teaching runs counter to good academic practice and the New York State Board of Regents identified such reliance as a threat to quality in higher education. The CUNY plan provides for recruitment of highly qualified full-time faculty to increase its full-time to part-time faculty ratio.

This University initiative will help Queens College continue to bring new faculty and staff to campus to invigorate all aspects of our operations. In faculty hiring, we will continue to pursue new colleagues who are active scholars, can successfully teach analytical critical thinking skills, provide hands-on training for students, have worked at incorporating new pedagogies across the curriculum, and have the potential for contributing to a cohesive campus-wide intellectual community.

It is important to provide these new faculty members with adequate training and information on College services and support. As mentioned above, all departments provide faculty mentors for new full-time faculty. In addition, we have begun offering orientation workshops for new faculty before the beginning of the Fall semester. Evaluation surveys from previous workshops indicate the workshops are a great success and suggest further improvements. A minor, but significant irritant has been that while all new faculty have routinely received office computers, these often took several months to actually appear, to the detriment of faculty teaching and research effectiveness. We are working to ensure that when new faculty members arrive on campus they have computers in place and functioning.

A major University initiative to rebuild its faculty involves creation of a “flagship environment.” The goal is to foster national prominence for CUNY in targeted undergraduate liberal arts and sciences programs as well as professional and graduate programs, particularly in areas where existing high academic quality at CUNY provides a strong base on which to build. Prominent external consultants are assessing CUNY’s strengths to determine the emphasis to be placed on basic, applied, and interdisciplinary research and to facilitate strategic allocation of faculty positions to the colleges to support the flagship environment. The Master Plan envisions using “cluster hiring” to bring to the University cohorts, large enough to achieve synergy, of new faculty in important programmatic areas over relatively short three-to-five year periods. Cluster areas are chosen for their projected importance to society and the economy, their relation to existing CUNY strengths, and their intellectual breadth and depth as appropriate for a major academic institution. This model of resource investment has begun to enable the University to attract better faculty, who are aware that a major expansion in their area of interest is underway, and allows CUNY and its colleges to reach new levels of excellence and prominence in the cluster areas.

Cluster hire areas selected to date include: photonics; teacher education; new media and computer science; foreign languages; and biological sciences. Over the next several years, these areas will receive new faculty and staff positions and appropriate funds for start-up equipment and facilities. As Queens College has strengths in all these areas, we expect to be major beneficiaries of the program. We have already hired new faculty in the Photonics, New Media, and Education clusters, are conducting searches for additional cluster hires this year in Photonics and Biosciences, and anticipate several additional cluster hires in future years. In Photonics a planning process builds on existing programs, particularly CUNY’s New York State Center for Advanced Technology. The Biosciences cluster builds on well-funded research themes at the individual campuses. New faculty are being recruited into three focus areas: macromolecular assemblies; neurosciences; and cell signaling and regulation. It is planned that the new hires will enter an environment conducive to collaborative research through additional support provided through this

initiative for equipment, personnel and space renovation. Under the biosciences cluster, we are now searching, with a start date of February 2003, for a faculty member in the Department of Biology with a specialization in cell signaling and regulation using models that include plants, yeast, nematodes, mammals and fish. The initiative is funding necessary space renovation.

The cluster hiring programs will continue to provide major benefit to Queens College over the next several years. They enable us to build on CUNY strengths beyond the confines of our campus to develop exciting new programs and recruit prominent new faculty members who would otherwise not have been attracted to us. We also anticipate new flagship areas in disciplines where we already have significant efforts, such as art history, music, and environmental sciences/studies.

#### **4.7 Increased Efficiency**

The CUNY Master Plan strengthens fiscal management at Queens College to ensure effective use of resources. It examines all administrative systems, including budget, facilities management, and human resources operations, with the goal of requiring budget accountability, increased efficiency, and greater decentralization of personnel decisions.

The ability to provide accurate data promptly is crucial to the University's ability to establish standards and evaluate program and institutional performance. Accordingly, overhaul of CUNY's major management information systems is a priority. At the moment, core operations in the central office and at the colleges are supported by separate administrative computing systems for student registration, financial management, human resources, financial aid, and admissions. Although all of these are individually effective and provide valuable services, there is a great need to combine information held in each of these systems. A long-term plan is in place to develop an integrated system based on modern database software such as Oracle.

Other management efficiencies include the deployment of cost-saving phone systems and the combining of certain services across college campuses. Pilots are under way; the results will determine wider implementation. We will also work to further improve the effectiveness of all parts of our operations, following up on recent changes in the College's organizational structure, by continuing to examine that structure for possible improvement.

#### **4.8 Recruitment and Retention Initiatives**

A major goal of the CUNY Master Plan and of planning at Queens College is to increase academic standards while still maintaining access to higher education. This goal arises from a sense that public schools have failed to adequately prepare many students who seek higher education. Recently, that sense has been understood by public school administrators, teachers, and leaders and translated into actions which address deficiencies earlier in the educational pipeline. In New York State, this has led to the requirement that over the next several years all students graduating from public high schools must pass rigorous Regents examinations in five core subject areas. These new requirements permit Queens College to sustain higher admission standards for all

students. We are introducing clear, objective standards of college readiness, instituting congruence between the new Regents requirements and our expectations, establishing performance as a condition of graduation from all college programs, and insisting on quality in every program. At the same time, our plans include measures to provide continued educational opportunity and diversity.

These admission standards make issues of freshman performance and retention all the more acute. It is necessary to provide coherence not only in how students enter Queens College, but also, and more significantly, in how we engage them in their academic work and keep them enrolled. Successful retention requires that students connect to their peers and to faculty who teach them. The restructuring of administrative and academic units into our new Office of Undergraduate Studies and Retention (USR) is intended to achieve this coherence by providing students a seamless administrative process from admission through graduation.

#### **4.8.1 Strengthening Admission Criteria**

The University, in collaboration with each college, has instituted new admissions criteria for senior colleges, including Queens. For recent high school graduates, these criteria involve an admissions index, which includes factors that are found to predict academic success in college, such as the number of academic courses taken at high school, academic performance in high school, particularly in English and Math courses, and standardized test scores. All students are now required to submit SAT or ACT scores. The University has arranged with the College Board to administer SAT tests, free to students, at CUNY colleges. Each college designs its own admissions index, which weights the factors in a way appropriate for success at that college. At Queens, the most selective CUNY college, the index we use will result in a progressively better-prepared student population. The index is only a guide; our college admissions review committee, which includes members of the faculty, reviews all applications and is empowered to admit students on the basis of their overall record even if they fall below the numerical index.

A vital component of the new effort to raise standards is the phasing out of remedial courses from the senior colleges. This new “no-remediation” policy means that all students, except those in the Search for Education, Elevation, and Knowledge (SEEK) program and those classified as English as a Second Language (ESL) students, must now demonstrate college readiness in reading, writing, and mathematics before admission to the senior colleges. The policy took effect at Queens College in January 2000. Several actions ensure continued access to college education for all. These actions, further described below, include special programs such as Prelude to Success, College Now, expanded Summer and January immersion program, and the already-mentioned exemption for SEEK and ESL students.

The new admissions policy is intended to match expectations for college-level work with the level of preparation of entering students, to ensure that they enter college ready to meet the rigorous academic challenges of college. It is expected that students who complete their remedial needs before engaging in college work accumulate college credits more rapidly, achieve higher grades, persist in college, graduate at higher rates,

and more quickly meet their educational and career goals. This expectation will be tested through continuing assessment of outcomes of the new policy over the next several years. There are already CUNY studies showing that the introduction of higher standards for senior college admission and the College Preparatory Initiative developed a few years ago have improved student performance on Freshmen Skills Assessment Tests. These studies also showed that students with significant remedial needs were unlikely to be successful in senior colleges. As further outcomes data become available over the next few years we expect to continue to refine admissions. As another measure, the State Education Department is analyzing the effect of these changes on the ethnic, cultural, and economic profile of the University's entering class, particularly recent immigrants who make up a large proportion of our student population. Preliminary conclusions are that the student demographics are essentially unchanged, but student achievements are higher.

In 2000, CUNY compared its in-house writing, reading, and mathematics Skills Assessment Tests to those of outside national testing organizations. As a result, the in-house tests have been abandoned and ACT has been chosen to provide nationally normed tests suitable for determining initial placement of students into appropriate reading, writing, or ESL courses. The new CUNY/ACT Skills Tests consist of an objective reading test, an objective writing test, and an essay. These tests will also be used to assess readiness to exit from remedial sequences in reading, writing, and ESL. The tests are being phased in over a period of years. ACT was chosen as the test organization because of its capability in the fields of placement and exit testing. They have done extensive research in these areas and have worked with colleges throughout the country, providing support ranging from initial setup and implementation to scoring and reporting results, as well as research on the reliability and validity of the assessments. ACT software provides the college with individualized student test scores, placement, and advising reports, as well as college and university-wide reports.

Over the next few years, CUNY will pilot the ACT Compass (computer-based) test. This new program will enhance the speed and reliability of the testing process while reducing costs. In addition, training for English and ESL faculty in the reading of student essays using the new ACT scoring scale will be greatly expanded to meet the increased demand. The high schools will be brought into the process to open the possibility of early assessment and familiarize their faculty and students with CUNY's academic preparation expectations. As system-wide ACT results become available over the next few years, possible recommendations for changes will be examined.

#### **4.8.2 Admissions Services at Queens College**

The new Office of Undergraduate Studies and Retention coordinates all admissions functions with the Office of the Dean of Students. Prospective students now see a new Welcome Center, which opened in May 2001. This unites undergraduate and graduate admissions into an impressive new space in Jefferson Hall, one of the oldest buildings on campus. The Center has become the general information hub for prospective students and visitors. Counselors are available from 9 A.M. to 7 P.M. daily to aid prospective students, both undergraduate and graduate, regarding requirements for admission, the types of academic programs offered, and aspects of student life at Queens College.

A number of other steps have been taken to strengthen recruitment. We have begun an aggressive advertising effort supported by the Queens College Foundation. The campaign features new advertisements highlighting important elements of Queens College, including major academic programs such as teacher training and significant components of student life such as athletics.

As we draw most of our students from the local area, we are improving our relations with regional schools. Many which have not seen our recruiters in years are now getting information about the new educational programs we offer their students. We have strengthened our outreach to principals of both public and private high schools and established the Principal's Queens College Scholarship, a first-year scholarship for a student from each high school in Queens, with the recipient chosen by each principal. Other high school outreach efforts, such as the science fairs, mathematics competitions, and visiting professors described earlier, are being expanded to bring students into contact with us before they make college decisions. Project GLOBE, also described earlier, will strengthen ties between Queens College faculty and science teachers and coordinators, and hence with their students, throughout Queens.

CUNY's new multiple admissions policy enables us to reach out to students who had selected other University campuses as their first or second choice. Our new Honors College program, described below, is a major success. It is attracting top students to Queens, and strengthening the appeal of our other programs.

These measures appear to be having some effect. The number of both new freshman and transfer students at Queens increased dramatically, by almost 30%, in Spring 2001, and the number of freshmen increased by over 20% in Fall 2001. While our overall enrollment increased by more modest amounts, such increases in new students augur well for the future.

### **4.8.3 CUNY Admissions Services**

Our recruitment efforts benefit from the University-wide Office of Admission Services (OAS), which develops and coordinates recruitment. The OAS works with us to establish communication with prospective students, an increasingly important function given the new admissions policies. An automated phone system answers questions about the status of an application and fields requests for applications and informational materials. Counselors are available to answer questions. The Office has relocated to a more accessible and attractive facility in midtown Manhattan. Through mailings and informational meetings with relevant personnel in the New York City public school system, independent and parochial schools, and community colleges in the metropolitan area, the Office helps us foster communication between the College and the secondary school guidance community, as well as with community college transfer counselors.

The OAS works with Queens College on strategies to better explain our programs and opportunities to prospective first-time freshmen, transfer students and adult students. The recruitment of first-time freshmen involves developing outreach activities to high school students early in their freshman year in high school and even during the middle school years. Additionally, since junior year in high school is the classic period when high school students seriously begin the process of college selection, the University is

establishing a new focus on this group. Mailings include communication from the Chancellor highlighting the strengths of the University, promotional post card pieces, a freshman guide and personalized cover letter, an invitation to visit the campuses and financial aid and scholarship brochures. These mailings will begin in the spring semester of the junior year and continue into the fall of the senior year. The OAS is also strengthening its outreach to high school and middle school students. This involves the development of relationships with feeder schools through the college counseling collaborative program. OAS currently assigns a counselor to each of about 140 high schools for two days per week. This enables OAS counselors to visit high schools on a weekly basis to provide a variety of counseling services for high school students beginning early in the freshman year and continuing through the senior year. These services include career and college planning presentations for 9th grade students; college decision making presentations for 10th and 11th grade students; CUNY application assistance for seniors and CUNY orientation sessions for seniors accepted to a CUNY college. A new initiative to coordinate the OAS counselor activities with College Now is also currently being implemented.

OAS plans a number of general outreach activities, including several major citywide activities such as the Big Apple College Information Week, the Chinese-American College Fair, and the Latino College Fair. The Big Apple College Fair, sponsored by OAS, is one of the most ambitious such fairs in the nation. Some 15,000 students attend over a five-day period at sites in each borough. OAS will send representatives to approximately 150 college fairs and to several hundred high schools and private schools in the area. OAS is also creating new attractive display materials and search pieces. To encourage honor students to interact with our faculty, five borough-wide Curriculum Information/Career Fairs are planned for each spring. These fairs highlight the essentials of academic disciplines in order to motivate high school juniors about the process of choosing a college. Presenters stress the connection between academic majors and the various careers to which they may lead. The Chancellor sponsors breakfasts at CUNY colleges with college advisors, assistant principals of guidance, supervisors of guidance and superintendents. A newly-created University Admissions Advisory Task Force, consisting of college advisors from all five boroughs from both public and nonpublic schools, will ensure that the opinions and concerns of New York City college advisors will be articulated on a regular basis to the University's admissions officers and OAS. Ten fall breakfast conferences are to be scheduled for OAS to meet with college advisors in the public and non-public schools of New York and the surrounding suburbs. OAS staff will annually meet and address assistant principals of guidance in each borough to explain CUNY's new admissions policies. OAS will sponsor citywide conferences this spring, including one for college advisors with a focus on honors opportunities at CUNY and another for guidance counselors at all grades.

Queens College directs specialized recruitment strategies toward our transfer student population. Such students are very concerned about the number of credits that will transfer to us and are often very sophisticated about the application process, with very pointed questions about the outcomes of their education and their post-graduation job opportunities. Ongoing training will help ensure that our staff in charge of transfers is customer oriented in responding to such inquiries.

The adult population, an important source of enrollment at Queens College because of our ACE (Adult Collegiate Education) program, has its own special concerns and must be reached in other ways. Community based organizations represent an opportunity and the University will provide constituents of such organizations with ongoing presentations. The Office of Admission Services will coordinate annual conferences, for organization personnel to provide admissions policy and program information and for agency personnel involved in the education of adult populations. Electronic interactive college fairs will be conducted with the New York City Department of Personnel for specific city agency personnel. Corporate recruiting will be aggressively expanded, in consultation with the CUNY Business Leadership Council. Companies which participate in our Job Fairs will serve as a basis for expanding recruiting efforts.

#### **4.8.4 Advising and Counseling**

Academic advising and counseling are critical to the social and intellectual adjustment to college that students must make to succeed and persist. Many students, particularly those perceived as at-risk, can feel marginalized by and even alienated from the Queens College climate. The Counseling and Advisement Center plays a key role with these students by helping them overcome social and emotional barriers and increase their chances of persistence. The Center provides professional counseling in the areas of personal development and crisis intervention and referral, as well as peer advising to help students understand college requirements and assist with academic and major choices. Counselors and advisors in the Counseling and Advisement Center, the Advising Center, and the Office of Career Planning and Internships help students formulate educational and career plans grounded in their values, interests, and abilities, increasing their chances for successful academic choices. The Office of Minority Student Affairs pays particular attention to the concerns of students of color. The Office of Career Planning and Internships, the result of the merger described above, provides students with career counseling and opportunities for internship experiences. Our acclaimed FYI program, described below, has greatly facilitated students' overall college adjustment.

Advising is a central function of the new Office of Undergraduate Studies and Retention. The new Advising Center, which opened in September 2001, coordinates with admissions, the registrar, financial aid, the Dean of Students, and, via the divisional deans, with the academic departments and programs. Advising functions that were formerly separate have been consolidated, strengthening cooperation among the offices of Academic Advising, Academic Skills, Testing, the College's several Honors programs, and the Office of Health Professions Advising.

Technology will be used in several ways to improve delivery of academic support services, including a computerized database of resources for student information ranging from organizational meetings and social and cultural events to registration for a domestic violence support group. A major renewal of CUNY's student database system will help counselors and administrators collect student data, monitor student performance, track service usage, manage budgets, and evaluate programs. Technology will also play a major role in developing and expanding the use of e-tutoring and OWLS (on-line writing labs), building up computer centers, developing online learning centers, increasing the use of distance learning, and improving degree audit systems.

The demand for services for students with a wide variety of disabilities has expanded across CUNY. Since 1985 the number of students identifying themselves as disabled has quadrupled to about 7,000. CUNY has pioneered in the development of effective and innovative programs which improve access and make provide complete college opportunities to students with disabilities. The Master Plan envisions new approaches to accommodate the increasing number of disabled students. These services are most efficiently provided on a CUNY-wide basis and provide significant benefits to Queens College students. Programs based at individual colleges provide services to students throughout CUNY – for example, Baruch College’s Computer Center for the Visually Impaired enables many blind and visually impaired students to use the computer, and the Assistive Technology Services Project, based at Queens College, uses specialized equipment to enhance services through information and computer-based learning in the provision of academic, library and student support services, as discussed in Section 3.7.1. The Master Plan envisages an expansion of our assistive technology resources and services over the next several years and their increasing integration into CUNY’s broader educational technology infrastructure to ensure equal access. CUNY will also participate in the New York State Standing Committee for Postsecondary Education and Disabilities, to help guide ongoing research, policy assessment, and assessment of services for college students with disabilities throughout the State. Queens College will collaborate with high schools to ease the transition to college for students with disabilities. A website and resource guide will provide information for faculty and staff working with students with disabilities; CUNY will reinforce these resources with Universitywide conferences and training sessions.

Our surveys indicate that 20 – 25% of our students are parents, and child care services are often crucial to recruitment and retention. We operate a certified early childhood education program that serves children in infant-toddler, pre-kindergarten, and after-school programs. In the future, we hope to open the center during evening hours and on weekends to accommodate parents’ academic schedules. The CUNY Master Plan provides for improvements in child care quality by opening new funding opportunities, providing staff training workshops, and hosting CUNY-wide training conferences. The child care center will also be reviewed to determine the adequacy, quality, and efficiency of its services.

The Alliance for Minority Participation in Science, Math, Engineering and Technology has operated at Queens College for the past several years. This highly regarded program provides financial support to minority students and pairs them with faculty research mentors to foster independent research projects. The program has been extended at Queens to include high school seniors and incoming freshmen and has proven both popular and successful. Recent research accomplishments from student chemists participating in this program have been specially cited in *Chemical and Engineering News*. Enrollments are also expected to be positively affected by the college’s participation, for the first time in programs like the Teaching Fellows and School Librarian training initiatives discussed below. Discussions among faculty in the Division of Education and the Division of Mathematics and Natural Sciences have found a great deal of common ground and opportunities for collaborative efforts. The resulting interdisciplinary cooperation has already led to the submission of a proposal to NSF’s Science, Technology, Engineering, and Mathematics Teacher Program (STEMTP) to

increase the number of teachers trained in science and mathematics. This proposal involves Queens College, Queensborough Community College (QCC), and the Queens High Schools Office of the New York City Board of Education.

#### **4.8.5 Expanded Freshman Year Initiative**

Our primary freshman effort to strengthen student engagement and retention builds on our successful Freshman Year Initiative (FYI) program, which won TIAA-CREF's Hesburgh Award for Excellence in 1996. The FYI program, designed to facilitate the transition from high school to college, invites freshmen to join academic communities of 40 students who share three introductory courses (generally including English 110, our freshman composition course) and participate in other activities. The goal is to increase bonding, amongst their peers and to the College, and to create a sense of academic community on a commuter campus. Faculty and students have praised the program's linked course content and the increased opportunities to interact with faculty in small classes. Initiated with one community in 1992, FYI has grown significantly and has recently been institutionalized, as recommended by the evaluation team. Longitudinal studies comparing FYI students to their peers show the FYI dropout rate is lower and the retention rate is higher. FYI appears to significantly improve students' progress towards a degree and their familiarity with the College's requirements— a much higher proportion of FYI students graduate and a far smaller proportion file for graduation without having completed all requirements. It is remarkable that the first-semester FYI program has such a long-term effect on students; we believe this reflects the improvement in engagement effected by FYI.

The courses in each FYI community are assembled from Queens College requirements and electives. Rarely is a course for “freshmen only;” the intent is to provide students with a variety of pedagogical contexts: a small writing seminar, a mid-sized course (often Anthropology or Sociology), and reserved seats in large lectures. The success of this “mainstreaming” is evident in student evaluation reports: freshmen express surprise at how easily they are able to find their way within the College, enjoying the comparative closeness of the community of forty, where they make connections with students, faculty, and student teaching assistants and mentors, and at the same time, learn how to navigate the larger college. We note that many freshman programs offer block programming of freshman-only courses: the FYI freshman program is a model that gives students both a small “college within a college” while still connecting them with the College at large.

While a block program is more easily handled administratively FYI strives for more: it tries to engage faculty in the teaching of first-year students. The program is a scheduling labyrinth. The director must negotiate with individual departments to “get seats,” which the respective departments hold in reserve until designated dates.

Despite these difficulties, the advantages of FYI have made it possible to offer it to an increasing fraction of the freshman class. In fall 2001 we offered FYI seats to 75% of the incoming class. For fall 2002 we will create a two-part structure – for students admitted “early” and “late.” The former, those who register in June and normally constitute 75% of the freshman class, will be offered a three-course community. Throughout July and August, we will model “pick-up” communities in modified FYI programs as we build to

the eventual goal of 95% FYI. (The number will never be 100% due to the constraining requirements of some disciplines, such as Music, early in students' careers.) This structure relies on close coordination between academic departments and programs and with the Advising Center. By modifying the advising workshops for freshmen, the director of FYI will be able to work directly with the freshman advising team.

Another unique feature of FYI is the use of librarians, teaching assistants and student mentors. Each community has a designated librarian from the staff of Rosenthal Library who participates in the planning of firstsemester research projects, teaching students how to navigate through a college research library and use the data bases that are the window to research on the web. One or two student teaching assistants, together with student mentors, assist FYI faculty in their classes, leading study groups for students, offering workshops on how to succeed in college (on critical topics, such as note taking and test taking, which we have found to be useful to all students). Through collaboration with the Academic Support Center, as it develops the new College Writing Center, we will also insert "writing tutors" and discipline-based tutors in "gatekeeper" courses, particularly in the sciences, into the FYI structure. E-tutoring fits naturally into FYI's community structure, and we will experiment next year with different models for effective tutoring in introductory courses across the curriculum.

#### **4.8.6 Honors College**

The creation of a CUNY-wide Honors College provides a wonderful opportunity for us to expand, coordinate, and enhance the visibility of our honors programs. The goal of the CUNY Honors College is to attract superior students to the City University and thereby improve the level of education for all students. It does in fact appear to be creating a positive "buzz" about CUNY, enhancing its attractiveness to prospective students and their parents, and effectively strengthening recruitment generally, not only among the excellent students admitted into the Honors program itself. Another positive effect is the intellectual stimulation of the special CUNY Honors Seminars involving Honors Scholars at Queens each semester. The seminars focus attention on New York City itself; the first semester deals with New York's role in the arts and the second with immigration and its historical and current effects on the City. Students chosen for the Honors College receive a scholarship covering full tuition, a free laptop computer, a \$7,500 "academic expense account," to be used to pay for study abroad or other academically enriching experiences, and a "Cultural Passport" designed to give them free access to the cultural "riches of New York City." Entrance requirements for the CUNY Honors College are rigorous and highly competitive: a minimum SAT combined score of 1250, an exceptional high school average, and application essays. Of about 240 applicants for the first seats in this program at Queens, about 160 were fully qualified, and we admitted some 40 outstanding students to our first University Scholars contingent. For Fall 2003, we had twice as many applicants, a reflection of the success of our program, and plan to admit 60.

Through links to the CUNY Honors College, the Honors Scholars also join one of the College's existing Honors programs. These are:

1. The Honors in the Liberal Arts program, recently founded to give academically talented students a special mechanism for meeting the College distribution and skills

- requirements. Students in the program take an interdisciplinary freshman seminar, enroll in honors sections of LASAR (general education) classes, and must meet a higher level of mathematics skill than the rest of the student body.
2. Honors in the Mathematical and Natural Sciences, which expanded its curriculum in 1998. The program now provides recognition for students at two levels. It also created two new courses, “Advanced Science Honors Research” and “Senior Science Honors Seminar,” and formulated a new “Concentration in Science Honors”
  3. Honors in the Humanities, which underwent a name change in 1997 from Honors in the Western Tradition in order to promote a more global perspective. The program also recruits a more broadly based faculty and encourages a stronger sense of community among HTH students and faculty through personal contacts and social events. A summer reading discussion group is planned for students who will begin the program in September.
  4. Honors in the Social Sciences a new program. The Social Science faculty has just approved this program and it will soon proceed to the Academic Senate for consideration. The program will include several lower-division seminars with specific themes that cut across disciplinary boundaries and upper-division research projects and capstone experiences.

With the development of the Honors in the Social Sciences program, we are now poised to coordinate the CUNY Honors program and our various Queens Honors program, college-wide, divisional, and departmental. The goal is to provide particularly talented students with a spectrum of honors experiences spanning all the years of their college education and culminating in a senior research project, capstone course, or seminar.

#### **4.8.7 Articulation and Transfer within CUNY**

A large fraction of our new students are transfers, both from CUNY community colleges and from other area community and four-year colleges. To recruit and retain effectively while raising standards, it is important to simplify the transfer process. CUNY has developed an improved web-based articulation process for intra-CUNY transfers, the Transfer Information and Program Planning System (TIPPS). This will assist students and faculty in navigating the articulation and transfer process and help ensure consistent quality in the liberal arts programs of all CUNY degrees. TIPPS now includes community college-to-Queens transfers and program-to-program articulation agreements. Over the next few years, TIPPS will be expanded to include transfers from other CUNY senior colleges to Queens College and information on courses of study needed to transfer into particular programs. CUNY is planning trials of the possibility of importing transcripts into TIPPS to provide students with information on their specific needs and goals.

In a further effort to ease the transfer process, CUNY has mandated that graduates of CUNY community colleges with AA and AS degrees will be deemed to have satisfied our general education requirements. A new common calendar for all CUNY schools simplifies taking courses at other campuses and eases the use of graduate students as writing fellows and teaching assistants.

#### **4.8.8 CUNY Proficiency Exam**

A central component of the higher academic standards in the new CUNY Master Plan is the new CUNY Proficiency Exam (CPE) which undergraduate students must pass before completing their 60<sup>th</sup> credit and moving on to junior class standing. The goal is to ensure that students entering their junior year of university study have the appropriate skills to succeed in upper division courses. This exam is also now required for graduation from CUNY community colleges, the source of most of our transfer students. The CPE as currently constituted consists of two sections: analytic reading and writing; and interpretation of charts or graphs, with the goals of testing critical thinking, analytical writing, and quantitative reasoning.

Queens College is educating faculty about the CPE and has instituted a series of faculty development workshops designed to familiarize faculty with the CPE and help students prepare for it. These workshops are being developed by the Academic Skills and Resource Center and College English as a Second Language. Working with the divisional deans and department chairs, we are reaching out to faculty from all disciplines to develop their sensitivity to and familiarity with the exam, emphasizing the importance of incorporating into introductory courses instructional material and activities that will develop in students the competencies they need to succeed on the CPE.

Fully 86 % of our students who took the most recent offering of the test passed. We are now examining the outcomes for those who did not pass in order to effect improvements in our curriculum, looking at things like the number of W courses those students had taken, the level of their mathematics and graphical skills, the proportion of transfer students, and the likelihood of an ESL-related component. More immediately, we intend to offer 25-hour preparation classes in January and in the summer to students who did not pass. These classes will give students intensive practice for the exam using simulated materials prepared by the Academic Support Center.

#### **4.8.9 Academic Support Center**

As mentioned earlier, CUNY and Queens College have taken a number of actions to ensure that the new admissions policies do not negatively impact access to higher education. This is one of the functions of our new Academic Support Center, which has as its goal to integrate all students academically. Under the Dean of Undergraduate Studies and Retention, it unites Immersion, College English as a Second Language, Prelude to Success, and College-Wide Tutoring to support the instructional needs of students in their first two years.

##### **4.8.9.1 Immersion Programs**

Immersion programs for students with academic deficiencies are an important feature of the Academic Support Center. We offer such immersion sessions in the summer and in the January intersession, providing multiple opportunities for under-prepared students to become proficient before enrolling in regular college programs. The Center also offers immersion sessions during the academic year to students in special programs, conditional applicants, and students in the Adult Collegiate Education Program (ACE). These immersion programs now serve several hundred students at Queens (about 500 in the summer

and 200-400 in January). Strictly enforced rules require the attendance in immersion of students who need such intervention. Assessment studies show the immersion sessions are very effective for committed students. In recent semesters, the post-test pass rates in mathematics, writing, and reading have been 90%, 70%, and 65% respectively. In addition, longitudinal studies show students who completed immersion programs are retained and graduate at much higher rates than under-prepared students who did not participate in immersion programs.

For students who need an extended period of time in English as a Second Language classes to be successful in college-level coursework, the CUNY Language Immersion Program (CLIP) provides a low-cost efficient service. This program allows students to voluntarily defer enrollment for up to a year while they concentrate on the development of their English language proficiency. Importantly for our many low-income students, the immersion and CLIP programs are free and students' time in them does not count against their financial aid.

#### **4.8.9.2 Prelude to Success**

Another measure to ensure continued access to higher education is the Prelude to Success program, open to students who have met all the requirements for admission to Queens College but have not passed one or more of the basic skills tests. These students remain on the Queens College campus, where they take the necessary basic skills courses as well as regular college level courses under the auspices of Queensborough Community College. If they pass their skills assessment tests at the end of the semester they are guaranteed automatic transfer to Queens and receive degree credit for all college level coursework completed. The Academic Skills and Resource Center and College English as a Second Language implemented Prelude to Success at Queens. Although the number of students in Prelude to Success is not large – in Fall 2001 25 students completed the program and in Spring 2002 only 14 are attending – the program is nonetheless important because these are all students who would otherwise have been unable to attend Queens College. The low enrollments largely reflect the success of our summer and January immersion programs in correcting skills deficiencies, although another factor is that students denied admission to Queens often enroll at other four-year institutions.

#### **4.8.9.3 Special Academic Programs – SEEK and CESL**

Special programs ensure that our higher standards do not restrict access to higher education for all. These special programs recognize that in the diverse urban environment of New York education must be equally diverse. While the traditional student advances from high school to college, many of our students reach higher education circuitously, from economically disadvantaged backgrounds, from many foreign cultures, returning to school after several years in the workplace, taking classes through professional organizations, brushing up their skills, or pursuing an avocation.

The SEEK (Search for Education, Elevation, and Knowledge) program has for many years provided access to higher education for students who are academically and economically disadvantaged. After a review undertaken in response to a recommendation of the evaluation team, the program underwent restructuring and revitalization, as described in our 1997 report. With the end of remedial courses at Queens, SEEK's role is becoming even more important. SEEK students are given two semesters at Queens to

become proficient. Responding to this need, we have developed a plan to provide for the developmental needs of our SEEK students, using support activities and curricular initiatives that have been found to be successful in enhancing student academic success and persistence. Over the next several years we will update and revise this plan as indicated by evaluation of the success of its students. Areas of focus will include strengthening the special SEEK admissions criteria, expanding supplemental tutoring and immersion instruction, and building on the freshman-year initiative.

All SEEK students now participate in an intensive summer program. Their freshman-year curriculum focuses on courses that meet the College's requirements in Composition, Mathematics, and the liberal arts and sciences. During the freshman-year fall semester, all non-ESL SEEK students participate in a SEEK-specific learning community. In the spring semester, students continue to take dedicated SEEK classes, but are allowed to choose whether to remain in learning communities. Even after the freshman year, SEEK advisors continue to counsel students and the SEEK staff registers students into the full range of the College's curricular offerings. The SEEK program collects and analyzes data on student outcomes in performance and retention. Through faculty development workshops, the data are used to improve pedagogical strategies and curriculum.

The data show that strong student support services are crucial to the success of students in SEEK, who often face great challenges in dealing with college level study. Accordingly, tutoring, supplemental instruction, and counseling must be integrated into their interactions with the college to provide students with the social and academic tools they need to achieve a sense of ownership in the college community and persist in their studies. We will continue to assess the effectiveness of our support services and explore new services and new ways of providing services. SEEK will work with academic departments and programs to identify high-risk courses in which supplemental instruction could improve student success. The program will continue testing new ways of more effectively providing academic support to increasingly diverse students, including the use of computer technology. Recently, for example, we began to use Plato learning software in tutoring and immersion sessions. We will monitor its effectiveness in improving learning. We are also assessing the roles and responsibilities of personnel to maximize their effectiveness and efficient utilization. A team approach, involving tutoring personnel, academic counselors, and financial aid in close communication with each other and students, appears to be important. SEEK is developing profiles of successful students to identify those characteristics which contribute to success and guide and encourage others. An alumni database is being developed to serve in recruitment, build up lists of successful alums, and make possible a SEEK alum association.

The College has also taken special measures for ESL students through the College English as a Second Language (CESL) program. ESL students are now allowed four semesters to become proficient, in recognition of the time it can take to become comfortable developing and expressing ideas in a new language. The University recently adjusted the definition of an ESL student. Previously, students were defined as ESL if they were math-proficient but had attended at least one semester of high school in a non-English speaking country. This is not sufficiently nuanced to take into account the complex histories and demographics of many of our students. Now, students who are math-proficient may be classified as ESL by a person designated by the College on the

basis of an evaluation of their writing proficiency test essays, which may evince ESL interference in their use of standard American English. ESL students are admitted to Queens only if they are at an intermediate or higher level of proficiency. The CESL program offers intermediate and advanced reading and writing courses to ESL students. They are also required to take a course in communication skills, which are often an obstacle for ESL students and are critical to their success in college. The CESL program and the Writing Center are developing new tutoring protocols to enable graduate and advanced undergraduate students to provide specialized tutoring for ESL students. The results will be assessed to enable the design of long-term tutoring for our growing ESL population.

Much effort at CUNY and at Queens College is devoted to the refinement of optimal tutoring and supplemental instruction strategies for students in special programs. Both strategies attempt to provide a non-threatening setting where students can comfortably discuss and analyze course material, talk about things they do not understand, and share ways to cope with college learning. The distinction is that tutoring takes place with an instructor, an advisor or peer, who guides a single student or small group through a topic or course, while supplemental instruction focuses on providing, for specific courses, scheduled out-of-class peer or instructor facilitated supplemental sessions. Supplemental instruction normally concentrates on certain high-risk courses and imparts not only learning and study strategies but also course-specific content. As we gain experience and measure the effectiveness of different strategies, we are developing new models. We are also formalizing the training of tutors, considering their placement in classrooms, and developing computer-assisted tutorials. Finally, we are studying records to identify additional high-risk courses and more closely align supplemental instruction with the relevant academic departments.

#### **4.8.10 College Now**

A further measure to enhance success in college involves College Now, a joint effort of CUNY and the New York City Board of Education to improve high school student preparation for college and introduce high school students to the college experience. In this outreach program, students take both credit-bearing courses and college preparatory courses designed to build skills. Students must qualify based on their GPA and skills assessment test scores. The program focuses on performance on Regents examinations, with a view to aligning Regents and University standards and minimizing the need for remedial coursework to be offered at CUNY. A further goal is to provide a seamless transition from high school to college and increase the likelihood that students enroll at and graduate from Queens College.

The original plan linked CUNY campuses with nearby high schools; Queens was linked with three high schools: Townsend Harris (on campus), John Bowne (just off campus), and R.F. Kennedy (about half a mile from campus). Initially, the number of participants was disappointingly low, for a variety of reasons. One is that most Townsend Harris students already take courses at Queens College in their senior year and have little to gain from College Now. Increased efforts by CUNY in closer cooperation with the Board of Education will result over the next few years in a large expansion of the program to include most public high schools in Queens. We plan to select high schools and set

educational priorities in consultation with high school superintendents. Extension of the program will significantly expand its scope and effectiveness, allowing for integration of curricular and instructional services across all grades. The integrated program will offer high school students a broad range of enriched educational opportunities. These will range from literacy skills enhancement and intensive language instruction for English language learners, particularly important as long exposure helps ensure success in language training, to Regents and SAT preparation and college credit coursework at the high schools and on the college campus.

These expansion efforts are meeting with success. This year at Queens we enrolled 120 students, from over ten local high schools, in courses from Anthropology to Physics, with Drama and Economics among the most popular. This summer CUNY will fund two new programs – our new summer science program and an expansion of our summer journalism workshops for minority students. We are also developing new courses. A hybrid course now being developed, a cooperative effort between applied linguistics faculty and John Bowne High School, will be a no-credit course for ESL students who must take the U.S. History and Government Regents exam and is meant to improve their language and communications skills. Other possible new course offerings include General Chemistry I, Introduction to Technical Theatre, and short, non-credit seminars in Teaching Methodology and/or Child Psychology for high school students working in NYC elementary schools as part of a coop or internship program. CUNY and the Board of Education will also develop an integrated assessment and data tracking system to ensure that students' achievement is properly evaluated and used effectively for placement in the program's various instructional offerings.

## **4.9 Curriculum and Teaching**

### **4.9.1 College-Wide Plans**

The Committee on Teaching Excellence of the Academic Senate has developed new guidelines for evaluating faculty teaching. The College-wide teaching evaluation form has also been significantly revised by the Academic Senate. In addition, there has been movement toward making teaching evaluation procedures department-specific. This includes, in some departments, preparation of teaching dossiers as part of tenure and promotion materials.

The Committee has also sought ways to encourage improvements in the quality of teaching on campus. Following its work, the Senate approved establishment of an Office for Teaching and Learning. The Office will assist instructional staff to improve their teaching, through development, counseling, information dissemination, and peer advising. The Office will also provide a site for continued development of College-wide outcomes assessment of teaching practices and the dissemination of information about the utility of assessment for verifying student learning. The specific objectives include:

1. Providing opportunities for faculty development in techniques in pedagogy and the incorporation of technology into their courses.
2. Facilitating student and faculty assistance for faculty improvement.

3. Engaging graduate assistants and adjunct faculty, who provide a large proportion of the instruction at Queens College, in improvements in teaching and learning.
4. Helping to instill a culture of outcomes assessment at the College by articulating its importance and effectiveness in improving learning
5. Providing sources of information on issues of pedagogy, instructional technology, and outcomes assessment, such as books, newsletters from other institutions, videos, and periodicals on teaching, teaching, and evaluation
6. Publicizing and disseminating the services of the Office.

A plan is now being developed to implement the Office. The plan calls for its Director, likely to be a respected senior faculty member with a strong record in teaching to report to the Provost and be assisted by an Advisory Council. A search committee will begin to identify candidates and the Office is expected to begin operation in Fall 2003.

The Office of College Writing Programs, described above, focuses on the enhancement of writing across the curriculum including faculty development workshops on the College Proficiency Exam (CPE), which provides a motivation for students to expand their writing skills. As previously noted the Office provides opportunities for faculty to develop writing pedagogies and is engaged in assessment of the College's composition requirements.

## **4.9.2 General Education Requirements**

The college is conducting a thorough review and overhaul of its general education requirements, including our basic and advanced skills requirements and our Liberal Arts and Sciences Area Requirements (LASAR). While this review was initiated several years ago in response to both our earlier self-study recommendations and the concerns of the 1995 Middle States evaluation team, it was never completed. It was re-initiated this past fall with the new emphasis on curriculum evaluation and higher standards. At Queens College, following our participatory governance procedures, the curriculum is controlled by the Academic Senate and proceeds through its Undergraduate Curriculum Committee. As a first phase, this group has articulated rationales and measurable goals for most categories of our LASAR requirements. After review, the Academic Senate, voted virtually unanimously to approve them. This represents the first time the goals of our curriculum have been clearly articulated and it provides the basis for an examination of its effectiveness. These rationales and goals are as follows.

### **4.9.2.1 Goals of Specific Categories**

#### **4.9.2.1.1 Humanities I**

Rationale: The study of literature “offers a highly effective way of achieving a deeper realization of one’s own life and of the lives of others. Through the perspective of writers, we are able to enter more profoundly into the process of human existence and to emerge with a greater and more subtle appreciation of the world and of the society in which we live.” The process of learning to understand literature also trains students in the most advanced skills of reading. Moreover, the Liberal Arts curriculum is part of a Western intellectual tradition which is marked, historically, by constant reference to and reevaluation of its literary heritage, and the study of the literature of that heritage – the

changing canon of “great books” – assists students in participating in that tradition and in thinking critically about it.

Goals: Students should demonstrate knowledge of at least two particular literary areas – authors, genres, special topics or linguistic or regional literatures – either written in original English or in English translation. They should study these in classes that give them the opportunity through discussion and writing to improve their reading skills and their capacity for appreciation. At least one of these areas should introduce them to the “great” books or to major components of the Western tradition.

#### **4.9.2.1.2 Humanities II**

Rationale: Students should become acquainted with specific areas of the performing and fine arts (art, music, theatre or dance). Creative original expression is an important part of intellectual growth and the development of a humanist foundation, and its study may inspire students to continued participation in the arts.

Goals: Students should demonstrate, by successful completion of at least one course in the performing or fine arts (art, music, theatre, or dance), mastery of the interdependent skills of observing (listening), participating (performing), and understanding (appreciation), which are important in the creative process. Appropriate courses should not require previous training or academic pre-requisites.

#### **4.9.2.1.3 Humanities III**

Rationale: Many of the most characteristic expressions of human culture take forms other than what is traditionally defined as “literature” and “the arts.” People express or have expressed their values and ideals through their religion or institutions, or in the complex of interactions among their language, politics, philosophy, literature and arts, social organization, and beliefs that we call their culture, and the study of these significantly broadens students’ comprehension of the varieties of human experience and gives them new insights into how they can think about their own.

Goals: Students should either 1) demonstrate knowledge of a particular culture (linguistic, religious, or regional) as a whole or a characteristic feature of a culture through successful completion of at least one course that emphasizes the use of source materials, or 2) study language or rhetoric as a system of expression or photography or film as a system of expression or aesthetics

#### **4.9.2.1.4 Physical and Biological Sciences**

Rationale: Science is a continuing and adapting process through which we discover and communicate how the natural world works, separate fact from inference, and establish testable questions for evaluation procedures. Study of the natural sciences and their contributions to modern civilization help us appreciate how science has affected our past and can shape our future. Essential in this study is an understanding of the thought processes used by physical and by biological scientists in their pursuit of knowledge. In order to understand scientific issues one must know a coherent body of information about the natural world and how this information was obtained and put together. This should enable students to make intelligent observations about scientific discoveries and appreciate the scientific method and apply it to their own needs. An inherent part of this application is practical, hands-on discovery through laboratory experimentation. Lab

experiments provide opportunities for first-hand experience with materials and techniques, measurements of success, and practice in the scientific reporting of results

Goals: Through successful completion of at least two courses in the natural sciences, one of which must include a laboratory, students should demonstrate understanding of the methods used in the study of natural phenomena, familiarity with a body of knowledge in the physical and life sciences, and awareness of the impact of science on modern society and on the world around us. These courses should teach the method by which the knowledge was obtained, that is, the logical interconnection of theories, and the observational evidence for, or tests of, theoretical models. Students should learn the process of interpreting results of hands-on laboratory experiences and write reports which show proper calculations, analysis of results and reconciliation of those results with theoretical expectations.

#### **4.9.2.1.5 Social Science**

Rationale: In the complex society we live in our graduates should understand human experiences expressed in the context of history, value systems, economic structures, political institutions, and social groups and have some familiarity with at least some of the methods used to study these.

Goals: Students should demonstrate, by successful completion of courses in at least two departments, understanding of major methods, concepts, and models used in the social sciences to investigate human relations and society. Important themes which they may study include the historical development of states and societies, governmental and societal organizations, the role of ideas within human societies, and social and economic structures. In the study of these themes, the methodology appropriate to the discipline should be emphasized.

#### **4.9.2.2 Development of Content and Perspective Areas**

Now that the Academic Senate has approved these clearly articulated rationales and measurable goals for most general education categories, the next steps in the review of our general education requirements are under way. The Undergraduate Curriculum Committee is developing content and perspective areas, such as U.S. History, Western Civilization, Minorities in the U.S., and Women and Gender. It is planned that these areas would need to be satisfied by particular discipline courses. In addition, technique requirements such as Quantitative Reasoning, Information Literacy, and Laboratory Science are being articulated and a similar overlay would be used to satisfy these requirements. Recommendations on these issues are anticipated shortly. A similar arrangement would be used to integrate our Writing across the Curriculum requirements more closely into our general education requirements. This will also reduce the burden on students, who now often have difficulty meeting our writing requirements.

Once these requirements are in place, course for particular categories will be examined to confirm that they meet the category goals.

The College is also reviewing the basic academic skills portion of our requirements. We wish to ensure that students acquire skills important to academic success early in their career at Queens College. These skills include critical thinking, problem solving strategies, writing and communication skills, information literacy, and mathematics and

quantitative reasoning. Our expectations in these skills are being articulated and will be considered by the Academic Senate in due time.

As these revisions of our requirements proceed, an important concern is the ability to demonstrate that the specified goals are in fact achieved. Data sources for this information may include direct observations, self-report measures, questionnaires and surveys, personal and focus group interviews, consensus development techniques, inventories, and use of secondary data as appropriate. It is also expected that a periodic review of courses will be instituted to ensure that courses continue to meet the goals of particular categories as instructors and department needs change.

### **4.9.3 Instructional Technology**

The College recognizes the importance of the opportunities technology offers for teaching innovation and the development of new curricula. This recognition is expressed by the appointment of an Assistant to the Provost for Educational Technology and Distance Learning. The flow of funds from the previously mentioned Technology Fee will greatly increase our ability to expand instructional technology on campus. A faculty-administration task force is now developing a long-range plan for the use of these funds. We expect to add electronic information resources, such as JSTOR and the New York Times Archives, to the library and to expand library services such as network connections and the laptop loan program.

Developing the ability of the faculty to use instructional technology to enhance their teaching has high priority. Such development can take place in several ways: through FYI; by assigning Tech Fellows to departments; training and helping faculty to set up web pages for their courses; providing staff to instruct faculty in needed skills and “road shows” to departments and academic divisions. In hardware, department teaching labs will be put on three-to-five-year replacement cycles, servers will receive the backup servers they now lack, and wireless networking, very popular among our commuting students, will be expanded to more areas on campus. In addition, more technological classrooms will be set up, with data, slide, video projectors, and sound. We will equip the new rooms for wired and wireless networking, Internet access, and cable and satellite. This is already happening in Powdermaker Hall, our largest classroom building, which will soon return to use after a major renovation. The renovated building will include fully wired classrooms fitted with data projectors sound systems, and fully equipped media closets. These measures will greatly increase our ability to use instructional technology in the classroom. Recognizing its importance, our technical support staff will be expanded to assist faculty and students in using technology. If possible we will institute 24/7 coverage to accommodate the varied times at which our students are able to use our services.

The language departments are expanding their use of interactive instruction, using cd roms, Blackboard, and Smart Boards. A combination of state and local funding has just been received to provide new multimedia classrooms and new foreign language labs. These will include new instructor and student workstations, data projectors, printers, media players, Smart Boards to enhance classroom interaction, and study carrels to facilitate individual student language learning. The science departments are making

greater use of new multimedia classrooms, computer projection, and Internet access for instruction.

#### **4.9.4 Future Perspectives of Academic Departments**

We report here on the future expectations of the academic departments and programs which are the heart of Queens College. Some of these expectations are in fact rather concrete plans, as they are based on departments' approved Academic Plans which are the final result of an academic program review. These Academic Plans are used to guide development at the College. For departments which have not yet completed the academic program review process, the expectations described here are necessarily more tentative, as those departments do not yet have an Academic Plan in place. All these plans indicate future directions whose feasibility will be considered in the context of the College's overall plan and available resources. Some departments face the need to replace many faculty members who are nearing retirement age. Such replacement provides opportunities to develop in new directions to meet the intellectual challenges of a changing world and the academic needs of our changing students.

##### **4.9.4.1 Division of Arts and Humanities**

Several departments in the Division of Arts and Humanities are in the final stages of academic program review and a few have completed the process with an approved Academic Plan. Departments are using the occasion of program review to re-think their curriculum and their programs, to develop outcomes assessment strategies, and to prioritize their hiring needs for the next several years. Several departments are developing interdisciplinary programs or joint hires, for example between Comparative Literature and Hispanic Languages and Literatures, due to the large number of majors specializing in Spanish literature. Discussions are also taking place between Art and Media Studies about developing a joint major or certificate program in Digital Media, encompassing both still imagery (graphics, web design) and timebased media (video, film). Several faculty members in European Languages and Literatures, Philosophy, and Hispanic Languages and Literatures are involved in expanding Study Abroad possibilities which may make available to our students unusual cultural and academic opportunities at such sites as Barcelona, Madrid, Ghana, and Siena. For example, the Department of European Languages and Literatures hopes to begin a new summer program at the Università per Stranieri at Perugia, Italy, in Summer 2003, and the Department of Linguistics and Communication Disorders is involved in the creation of a CUNY exchange program with the University of Hanoi.

As it developed its recently completed self-study, the Art Department identified several priorities for future planning. First, the Department has just hired a fulltime faculty member to teach photography, an area of growing importance and popularity. Second, the Department has developed a new major track in Graphic Design and as that is implemented it plans to enlarge the area of its studio program dealing with graphics, computer imagery, and digital media, the Department is now the largest campus contributor to the consortial CUNY Graduate Center Art History program and its participation to the consortium continues to increase; next year a Queens College faculty member will be on the program's executive committee. A priority is rebuilding faculty

strength in Art History, which has eroded in recent years, particularly in American art— a crucial offering for a public institution— and to expand into new curricular areas that are increasingly important to the College’s international population, such as Islamic and African art.

The Department of Classical, Middle Eastern, and Asian Languages and Literatures is identifying its priorities as it prepares its self-study and Academic Plan. The Department intends to enhance the accessibility of both its pre-modern and modern programs by expanding course offerings in English translation to emphasize the cultural and literary aspects of its curriculum. It would also like to expand its cross-disciplinary courses, team-taught by faculty from its various programs, with writing intensive courses that explore the less well-studied but increasingly important cultures of the modern world as well as the often-overlooked sources of all our traditions in the ancient world. Another priority is to develop courses relevant to recent geopolitical developments in such fields as Arabic, Hebrew, Islamic Studies, Chinese, Korean, etc. A long-term goal is to establish a high school teacher certification program for Asian languages. These initiatives would require new faculty, including a joint hire with History who could offer courses in ancient history and classical literature courses in translation. Hires are urgently needed in Arabic and Hebrew. A new hire with expertise in Korea and East Asia would make the College a major center in a vital field in contemporary letters: the literature of the Asian diaspora.

The Comparative Literature Department is about to complete its academic program review with a five-year Academic Plan which will involve strengthening the Department’s commitment to interdisciplinary study by revising the curriculum to create a new interdisciplinary option for the major and by working on joint hires with other departments. The planned curriculum revision involves expanding the cultural and disciplinary range of electives through the development of new courses on translation, diaspora studies, postcolonial literature and theory, non-fiction writing, psychoanalysis and literature, and comparative Middle Eastern and European literature and culture. These new courses will promote the new interdisciplinary option within the major, which will continue to require work in foreign languages that will be supplemented by area studies courses in the student’s field of foreign language specialization. As part of the Department’s ongoing commitment to the teaching of writing, it plans to develop its translation and non-fiction writing courses as “Writing Intensive,” to contribute to the teaching of writing for students throughout the College. The Department plans for continued steady growth in enrollment.

The Department of Drama, Theatre, and Dance is working on its self-study and developing its Academic Plan. The Department intends to review several programs in order to improve and update its curriculum. The Directing sequence is being redesigned to include greater supervision for student-directed shows and a festival of one-act student-directed plays to be offered every other year. This capstone experience can also serve a summative assessment role. The Acting sequence is being reconsidered to make its offerings more efficient and enable it to offer more specialty courses such as Vocal Technique and Classical Styles. The Production (design and technical theatre) sequence must be totally rethought; there are currently too few courses in these areas, and virtually no specialized classes. History and Criticism needs re-evaluation, which has not occurred

in over 15 years. Specialty courses such as Asian theatre, which reflect the particular expertise of our faculty and the diverse demographics of Queens, should be added. The Dance program intends to augment its choreographic emphasis, which will require more productions for student choreographers. The Department looks forward to continuing collaboration with Music in presenting opera and musical theatre productions. It also wishes to initiate or rebuild joint programs with English, Media Studies, Art, and Music. A five-year plan for productions is being developed, which will serve the College community better by ensuring that the cycle of offerings reflects important critical and social needs. As the Department formulates its plans, several needs are apparent, including production support, which is severely understaffed, a specialized classroom which can double as a rehearsal hall, improved physical plant, and more fulltime faculty to improve the present high adjunct ratio.

As it engages in internal discussions and assessment in preparation for its self-study, the English Department will re-examine its undergraduate and graduate curriculums for ways to better serve future and current secondary school teachers. A major goal of the Department is to initiate new projects and to rebuild itself through new hires in order to sustain the high quality of its faculty and its services to the College. A proposal is being drafted for an MFA program which would include innovative tracks in translation and in pedagogy, as well as provide a full range of writing workshops for our growing number of graduate students.

As described in its recently approved Academic Plan, the Department of European Languages and Literatures has developed interdisciplinary European Studies courses which will begin in Fall 2002. These courses are expected to further students' awareness of Europe and its cultures beyond the individual national civilizations and, if successful, will lead to a major or a minor. The Department also plans to revise the undergraduate French curriculum and diversify the Russian curriculum for the benefit of heritage speakers of Russian who are now coming to Queens College in large numbers. The Department is working to attract scholarships for Study Abroad and internships for its majors and minors and is seeking closer ties with strong foreign language programs at selected high schools.

The Department of Hispanic Languages and Literature is developing an Academic Plan and it is resolved to continue the evolution of its curriculum to keep pace with the most current developments in the field and with the needs of its students, in particular, the training of students who are linguistically competent, culturally aware and prepared to respond to varied career choices. New faculty will be recruited who will help establish the Department as a center of intellectual and professional development for the College's students.

The Library, academically part of the Division of Arts and Humanities, plans to increase its book and other print material acquisitions targeted to the needs of upper division and graduate courses. It also hopes to selectively restore journals for which access via aggregator databases has proven inadequate. Shortly a student laptop loan program will begin, and more new features will be added to the Library home page. With other CUNY libraries, it is developing a virtual reference system to replace our email-based system. Instructionally, the Library will participate in second-semester FYI and in expanding our

information literacy expectations— the latter will require the articulation and assessment of appropriate competencies.

Having just completed its selfstudy, the top priority of the Department of Linguistics and Communication Disorders as it develops its Academic Plan is to do sufficient hiring to bring its Sciences and Disorders faculty to the level required for program administration and teaching. Curricular initiatives for both Linguistics and Sciences and Disorders programs include a move into literacy. Other curricular revisions respond to State Department of Education reregistration requirements. Also planned are initiatives to expand the undergraduate major in General Linguistics and seek relationships with Anthropology, Computer Science, and the language teaching departments. Research plans include continuation of on-going clinical research, projects in first and second language acquisition and processing, dialect studies, theoretical linguistics, and speech science. Some research projects will proceed through the Research Institute for the Study of Language in an Urban Society (RISLUS).

In its just-finished selfstudy, the Media Studies Department, following its identification by the College as an area for future growth, proposes to both strengthen and diversify its curriculum in the next five years through aggressive recruitment of new faculty. When completed, its Academic Plan will describe recruitment of faculty in broad areas of the media industry, including critical examination of new media, radio, television and music. Given the importance of ethnic media and cultural diversity in Queens, the department will also introduce courses in international and intercultural media to examine the myriad forms of participatory communication. At the same time, the department will integrate newly developed courses in web-based media taught as on-line “hybrids,” popular music, and advertising into the regular curriculum. The department will expand its hands on Media Arts courses using the new digital media facility in King Building in Fall 2002 funded by a \$200,000 grant from the Borough of Queens. The internship program will continue to grow, providing valuable supervised career training to complement rigorous academic and creative work and with new hiring the department expects to re-open a newly designed Master's Program in Media Studies.

The Aaron Copland School of Music has just completed a selfstudy and site visit and is preparing a five-year plan. The School expects to continue providing high quality undergraduate and graduate professional programs leading to careers in music, with specialization in music composition, performance, musicology, music theory, and music education. As its resources are severely limited by the loss of several faculty positions caused by retirements, the School is unable to offer much beyond its courses aimed at music majors and music appreciation for the general student. The number of undergraduate music majors has been steady over the last five years. Restorations in the adjunct budget would help retention of students in the performance program. The graduate programs, especially in composition and music education, have increased, some dramatically, necessitating additional faculty resources in those areas. The School is constantly revising and adapting its curriculum. A new Performance Certificate is under development. A fourth semester has been added to the music history sequence and a qualifying examination introduced for all undergraduate courses in music history, to complement those in theory and sight singing. This measure helps the School assess student learning in its programs. Many undergraduate courses, particularly in music

history, are now offered as writing-intensive courses. There have also been several changes in the music education program due to the revision of state standards.

#### **4.9.4.2 Division of Education**

The Education departments have, as described above, devoted considerable time and energy to the reregistration of their programs to meet revised New York State regulations, and this has led to substantial revision of the content and structure of undergraduate and graduate programs. New program initiatives will be undertaken to expand our offerings in teacher education. We will create middle school programs to provide education teacher candidates with certificates in middle school education. These programs will recruit new students and provide extensions to programs we already offer in childhood and adolescent education. The Division will also create a joint program in childhood and special education to serve those individuals with undergraduate degrees in an area of the liberal arts (without education preparation) and who wish to teach children with disabilities. Joint programs in secondary education with Queensborough Community College are currently under development to create a seamless transition for QCC students into our programs in adolescent education, complementing our existing dual/joint programs in elementary education.

Alternate route teacher education programs have developed to address the rapidly growing need for new teachers in New York. The College is responding to these programmatic initiatives by the city and state by registering alternative programs based on our newly re-registered programs, including the Transitional B Certificate programs in Childhood and Adolescence education (commonly known as the Fellows program in New York City) and internship programs that will serve those teachers who are teaching without certification and enroll in our graduate programs.

The revised New York State Education Department standards require all teachers to have a dual (subject and education) major. Accordingly, many departments in the liberal arts and sciences are expanding their course offerings and coordinating them with courses in Education. For example, the English department is revising its undergraduate and graduate curricula and is preparing for rapid growth in its M.A. program in the next few years as the requirement of a discipline-based M.A. for high school teachers takes effect.

Education will in the future increasingly emphasize information technology and information studies, and the Education division is developing new courses to address those issues. Such courses require the installation of new technology and supporting infrastructure in the classrooms. In view of the great shortage of qualified school administrators and a general need for more sophisticated local policy development, the College expects growth in the Educational Leadership programs which educate school leaders and policy makers. We will participate in and derive strength from the new Ph.D. in Urban Education which is beginning this year at the CUNY Graduate Center.

In its most recent Academic Program Review (2002), the Department of Educational and Community Programs (DECP) developed a set of short and long-term goals that are specifically linked to a timeline plan of activities and resources needed to realize these goals over the next five years. The degree of progress towards achieving these goals will be continuously monitored through the outcomes assessment framework that DECP has established. The five certifying and degree granting programs in DECP will continue to

explore and establish new ways of assuring that we maintain the highest standards of professional preparation through the development of a more comprehensive curriculum, and the recognition that the content of our courses is guided by the most current and accepted research in each of these fields. The Department's fundamental goal is to prepare graduate students as change agents, collaborators and problem solvers, so they become leaders within metropolitan area school communities.

All programs in the Department of Elementary and Early Childhood Education (EECE) now emphasize honoring linguistic and cultural diversity; bridging the gap between theory and practice, supporting multiple ways of knowing, and infusing technology throughout the curriculum. Over the next few years, as the programs are fully implemented, EECE will strengthen its partnerships with local schools and school districts to enhance the field experiences of our students and to reinforce the role of teachers as change agents with responsibility for the quality of education in the community. EECE also plans to expand its collaborations with cultural institutions to increase our students' awareness of the educational resources of their communities. Through its collaboration with the Lincoln Center Institute, EECE will weave esthetic educational experiences into teacher preparation to enable teachers to foster children's engagement in creative activities and the arts. The Department is also establishing a community of scholars who share work regularly through brown bags and conference presentations; build connections between their teaching and scholarly work; and model for their students the value of teachers as researchers.

The Department of Secondary Education and Youth Services is developing outcomes assessment protocols and re-examining its offerings as it completes requirements for NCATE accreditation in all its education programs. The Department plans to develop a 7-12 Literacy program and modify its initial and transitional B Masters program in education. These changes are expected to increase enrollments, and accordingly the Department expects to expand its faculty in the following areas: Social Studies, Foreign Language, and Math Education programs as well as educational foundations. The TIME 2000 program for teachers of mathematics will be expanded by extending recruitment efforts to other high schools to reach able high schools students interested in making teacher a career choice. Finally, the technology lab will be expanded with the addition of new computers and the development of web sites for all faculty members to reinforce the visibility of the Department's strengths in the community.

#### **4.9.4.3 Division of Mathematics and Natural Sciences**

All the departments in the Division have just completed or are in the final stages of completion of their Academic Program Reviews. This confluence of reviews has provided an opportunity for strategic planning in the Division as a whole as well as within individual departments. Discussions are continuing between Computer Science Biology, and Chemistry and Biochemistry to develop a new bioinformatics program at the bachelors and masters levels. An instructional computer laboratory for students in Biology, Chemistry and Biochemistry, and Bioinformatics is planned. Shared courses and curriculum development are planned in neurobiology and behavior, involving Biology and Psychology, and ecology and environmental biology, involving Biology and Earth and Environmental Sciences. The Division plans to continue to expand interdepartmental cooperation and collaborations in course offerings and research and increase the use of

technology in teaching. It will find ways to better place students in appropriate first year courses according to their mathematical and analytical abilities. Most undergraduate lab classes need modernization; the necessary equipment will be identified and funding sought, including external sources. Similar efforts will be undertaken for the repair, replenishment, and modernization of materials and equipment for lecture demonstrations. The Division will continue to press for adequate library resources. While the number of electronically accessible journals has finally begun to increase, the number of new books, monographs, reviews, and reference materials is at an all-time low. Efforts are planned on the divisional level to rejuvenate MA programs in several departments and expand the MA in Chemical Education, an area of great need. In the context of the campus master plan, the Division is developing a plan for a move into a new building. Renovations in the existing Science Building are underway for the Photonics initiative. This initiative has provided a new hire in Physics, augmenting an existing strong effort here, and a second Photonics search is underway in Chemistry and Biochemistry for a researcher in synthesis. A Biology search is also proceeding in the Biosciences initiative.

The College has been awarded a grant for a "Phase A" feasibility study toward the development of professional graduate programs in the general area of mathematics and science. This study will begin in May 2002 and continue through September 2002. We will investigate particularly the feasibility of developing M.S. programs in Applied Mathematics, Biotechnology, and Environmental Technology, focusing on:

1. The need for professionals in these disciplines in our geographical area.
2. The need for such programs in our geographical area.
3. The particular knowledge needed for such professionals
4. The availability of potential students for these programs
5. The sustainable financial situation for operating such programs

Should it be found that such programs are feasible, in Fall 2002 work will begin toward the development of such programs at Queens College.

As it engages in its self-study, the Biology Department is planning strategically for its future development. Loss of faculty is a key issue; three have left recently, more than half will retire over the next few years, and the department was already below historical levels. As the department rebuilds, it intends to maintain the diversity of faculty expertise so it may continue to educate students broadly in the life sciences and strengthen interdisciplinary relations. Recruitment for the new Biosciences Initiative has begun and there appear to be many excellent candidates. Lab renovations have begun with substantial CUNY support. The Department also plans to reorganize and expand its Cellular Imaging Core Facility, a research and teaching resource for our faculty that provides students with hands-on experience in state-of-the-art techniques in cell and molecular biology. Three core facilities are proposed using largely existing equipment. One will focus on cellular imaging and microscopy tools and will include the transmission electron microscope and accessories, the confocal microscope, and the fluorescence activated cell sorter (FACS). The second will involve molecular biology techniques and will include ultracentrifuges, radioactivity counters, the phosphorimager, the peptide synthesizer, and HPLC units. The third will be a computer core for bioinformatics program and computer graphics and will be located in our existing Computational Biology Center.

The Chemistry Department has completed its self-study and is awaiting a site visit. Anticipated retirements will provide an opportunity for hiring to form the new core of the Department. Hires should move the Department toward more interdisciplinary approaches, including environmental science, materials science, nanotechnology and molecular biology. The College campus master plan discussed above projects a new building which will include Chemistry and Biochemistry. This is urgently needed and eagerly anticipated; it will give the Department more attractive facilities, helping recruitment, and provide, for the first time in decades, modern equipment and laboratories to support new research areas and strengthen undergraduate instruction. New facilities, and the Technology Fee, should also permit the Department to accelerate the incorporation of computer-based instructional tools into lecture and laboratory courses and the offering of partially or totally asynchronous courses. The Department must revise its biochemistry courses to respond to an American Chemical Society recommendation that biochemistry be established as a core component of undergraduate degrees in chemistry. This will be done in cooperation with the Department of Biology. The Department will move toward microscale experiments in Organic Chemistry labs, a trend which is widespread for reasons of cost, safety, waste disposal, and pedagogy. Ties with SEES will be strengthened by equipping a lab with an ICPMS system, and with Biology by equipping a lab with an LC-MS system.

Computer Science, the College's largest major, is engaged in preparing its self-study. The Department has just extensively revised its Bachelor's degree program. Several courses have been updated and a new Proficiency Exam will be implemented to assess students as they progress into upper level courses. The newly configured curriculum incorporates a significant component of work in applied topics and brings the major into compliance with recommendations of the American Society for Computer Sciences. After the program is established, appropriate ABET accreditation will be sought. The department's tracking shows there is already an improvement in the quality of applicants to the program. The department is now working to similarly update its Masters Program and hopes to develop a program in software engineering including a masters degree and advanced certificates.

After a successful program review, the School of Earth and Environmental Studies has drafted an Academic Plan, in the context of which the School is revising its requirements for the major in environmental science. The environmental geology lab will be expanded using grant funding. The Academic Plan calls for an increase in faculty recruitment in trace element geochemistry and shallow subsurface geophysics. Environmental studies for teachers are a growth area. Program assessment reveals a need for a climatology and meteorology subject area with faculty recruitment especially in the area of climatology. It should be possible to recruit excellent candidates.

As it updates its self-study and awaits a site visit, the Department of Mathematics is developing an Academic Plan which will call for 5 new lines as well as further replacements for anticipated additional retirements. In addition to the incorporation of the latest technologies into its lectures and laboratories, the Department will be increasing its honors offerings in conjunction with the CUNY Honors College and plans to expand its offerings in the mathematics of finance for the new BBA program. The Department expects Tech Fee funding (hardware and personnel) for its Advanced Computer Lab.

While the Physics Department is completing its selfstudy and before its Academic Plan has been developed, the Department has created new tracks for majors with a more applied interest in physics. Collaboration with Queensborough Community College will facilitate use of their advanced laser and fiber optic instrumentation labs and attract more of their students interested in a 4-year program. A new initiative in pre-engineering will include Polytechnic University along with the current Columbia and CCNY. A new summer science teacher workshop will be funded by the city and funding will be sought to make this an annual event. The Science Teacher Career Program could also benefit from additional support.

The Psychology Department has completed its self-study and is awaiting external review before preparing its Academic Plan. The Plan is likely to include creation of BA/MA programs in Behavioral Neuroscience and Behavior Analysis/Developmental Disabilities to focus some of our better undergraduate students towards research and applied settings early in their undergraduate careers, and enhance their chances of either going on to professional schools or working in appropriate settings. The Plan will also call for creation of statistics computer laboratories for thorough mastery of computer statistical packages for both undergraduate and graduate programs; this is likely to receive funding from the Technology Fee. A molecular neuroscience core facility should be developed to enable more interdisciplinary grant submissions. The Vivarium animal facility will be upgraded to meet and gain AALAS accreditation. Finally, the Department plans to expand its alumni outreach to supplement strained college resources.

New programs in the field of Nutrition and Exercise Sciences are in their first full year of operation in the Department of Family, Nutrition, and Exercise Science. This is an appropriate time for the department to be engaging in its first selfstudy since its formation by merger several years ago. The merged Department will examine the success of its new programs and set its priorities for the next several years. Its teacher preparation programs in Family and Consumer Sciences and in Physical Education have undergone major revisions as a result of changes in New York State teacher preparation regulations. Two new tracks, in Exercise Sciences and Nutrition, under the MS degree program in Nutrition and Exercise Sciences have been developed. The Department's fiveyear Academic Plan, to be developed after its site visit, will call for phasing in these programs, concentrating on maintaining existing accreditations (AAFCS, CADE Didactic Program in Dietetics, and CADE Dietetic Internship), and preparing for NCATE accreditation for teacher-preparation programs. The Department seeks faculty lines in the areas of family relations/pedagogy, motor development and learning, physical education/pedagogy, sports and exercise nutrition, food science and nutrition to support its present and future needs. Important recent retirements or resignations requiring hiring in dietetics, family and consumer sciences (FCS), and FCS pedagogy will largely remake the Department.

#### **4.9.4.4 Division of Social Sciences**

The social sciences conduct research and offer instruction that address the nature, development, and diversity of human society over time and across space, examining the range and variety of human cultures, forms of social organization, economic structures, and modes of governance. The social science disciplines seek to enable students to understand and hence operate in a rapidly changing world in which perhaps the only certainty is that the world they will inhabit as adults will be different in unpredictable

ways. It will be a world in which social, economic, and political arrangements– the relationship between economic processes and political forms, the transnational movement of people, goods, and information – are in a state of continual transition, a world marked by new technologies of information and communication and the development of new ways of thinking and new knowledge. The Division of Social Sciences is committed to the development of a more cross-disciplinary and integrated approach to social inquiry and instruction and to the development of intellectual and curricular programs that foster synergies across departments and divisions. The contributions of individual departments in the Division to these goals are articulated in the self-studies and five-year Academic Plans which some departments have completed and others are still developing. The Division has also introduced several mechanisms to advance these goals. They are a continuing focus of the bi-weekly meetings of social science chairs. The dean has established a social science curriculum committee, a divisional lecture and forum committee, a divisional instructional technology committee, as well as workshops on “works-in-progress” and “best teaching practices.” Other specific strategies and programs have been instituted or are being developed, including:

1. An Honors Program in the Social Sciences.
2. Thematic “tracks” that focus on problems and phenomena examined in different ways by the various disciplines.
3. Stronger departmental advising systems to better acquaint students with related courses in other departments in the division and College and enable them to pursue a more integrated academic program.
4. Strategically placed “social science” general education courses.
5. New cross-disciplinary undergraduate and graduate programs:
  - a. A Bachelor of Business Administration degree, which provides an opportunity for us to broaden our appeal to the many prospective students who are interested in a career in business but also need the flexibility and critical thinking provided by a solid foundation in the liberal arts. The Economics department has appointed a committee which is moving rapidly to define curriculum and staffing needs. The initial degree concentration will be Finance; this will involve courses in our Economics and Accounting departments and in supporting areas such as international relations, ethics, political science, environment, and foreign language. Thus the program will build on our strengths in the liberal arts and expand the student base of many departments across the College. Planning takes into account AACSB guidelines, to facilitate possible accreditation after the program is established.
  - b. Cross-disciplinary thematic minors.
  - c. Two new tracks in the Masters in Social Science Program – in Environmental Studies and in Social Science and Education.

The primary mission of the Department of Accounting and Information Systems, as articulated in its recent self-study, is to prepare its students for careers in the accounting profession. Accordingly, as it prepares for a site visit and outlines its Academic Plan, the Department expects to develop a responsive and flexible curriculum to prepare students for the challenges and complexities of Accounting in the twentyfirst century and provide them with the necessary technological skills. In response to changes in accounting

content and technology, the Department has designed, approved, and implemented a graduate program in advanced accounting leading to a Master of Science in Accountancy designed to meet the new 150-hour education New York State will require in August 2004. In response to increasing demand for individuals trained in Information Systems (IS), the Department is expanding the number of its IS courses with the goal of offering a separate Information Systems concentration. This will be especially important as a new CPA exam with a major technology component will soon be introduced.

The Anthropology Department has almost completed its academic program review and its Academic Plan sets priorities: to maintain excellence in its support and contribution to Liberal Arts; strengthen its preparation of majors for graduate and professional training; and continue its history of anthropological research. New faculty must be hired to replace the nine recently retired senior faculty. A new curriculum must be developed which reflects the strengths and skills of its senior scholars and the new perspectives and research tools recent appointments bring. Urban ethnography, medical sciences, culture and psychology, public policy, and environmental studies are areas targeted for development. A trend toward a laboratory-based mentoring component that cuts across the curriculum has also emerged. Initially, an Anthropology computer lab for use in several linguistic anthropology courses and student projects will be developed. This lab will also use GIS to support the emerging spatial analysis perspective shared by biological anthropologists, archaeologists, and cultural anthropologists and its audio and video capacities will support a new student program in urban ethnographic research focused on south Flushing. A lab using study collections from the American Museum of Natural History is being developed to support student projects on archaeological fauna from Kenyan Paleolithic sites and local Flushing historic sites. Strength will be maintained in areas contributing to teacher training and certification.

The recently developed Academic Plan of the Economics Department includes rebuilding faculty strength lost due to past attrition. That process has begun with several excellent new hires; more are planned. Another goal is to broaden the range of courses offered to majors and to increase the proportion of courses taught by full-time faculty. The Department is considering reactivating an MA in Economics, with courses which would complement those in the MA programs in Accounting and social sciences, and in offering a BA/MA option. A possible collaboration with the Division of Education might involve training teachers in the teaching of economics and personal finance, an important need now not being met.

The History Department has completed its self-study and external review and prepared a five-year plan for rebuilding the faculty in light of a number of recent and anticipated retirements and for revising the curriculum in light of new perspectives and differing approaches to traditional historical fields that have emerged in recent years. Under the plan, the Department has recently hired a new Ancient historian, who has taken the lead in modifying and redefining the introductory and upper-level offerings in the Ancient history track in the major, and a new Latin Americanist and Europeanist, with expertise in social and cultural history and interests in global and comparative issues. Further hires will take place in other areas. In the next three years, the Department will expand its instruction in areas other than US and European history, while maintaining strength in those areas. In addition, the department is expanding its use of instructional technology,

especially in introductory level courses. It is also expanding collaboration at both the undergraduate and graduate levels with the Division of Education in order to more systematically assist in the subject area preparation of K-12 teachers.

The Graduate School of Library and Information Studies has recently prepared a strategic plan for its American Library Association accreditation review. It expects continued expansion of its programs, faculty, and student body, particularly in the context of strengthened State certification requirements. The School will introduce new 12-credit certification programs in Children and Young Adult Services in the Public Library (a national first) and Archives, Records Management, and Conservation, a first for CUNY. In planning are certificates in Archives, Records Management, and Conservation, in Information Management in the Corporate and Business Worlds, and in Information and New Media (which would involve the Media Studies Department). The School has also begun discussions with the Worker Education Program about offering courses and perhaps entire degrees at the Extension Center in Manhattan.

In preparing its Academic Plan in the context of its program review, the Philosophy Department sees itself continuing in its traditional role at the core of the College's liberal arts mission: teaching students to think logically, critically, and systematically about a number of complex issues and problems relating to politics, art, literature, methodologies and assumptions in the natural and social sciences, as well as the nature and scope of human knowledge and human values. Many fields in the arts, humanities, and sciences profit from the higher-order thinking skills and questions that Philosophy encourages. The Department is collegial, inclusive, and strongly committed to quality teaching, but its faculty ranks should be supplemented. The Department's course offerings need strengthening in such fields as contemporary European philosophy (phenomenology and existentialism), American philosophy, aesthetics, philosophy of law, Asian philosophy, philosophy of mind, medieval philosophy, applied ethics (business, medical, and environmental ethics), philosophy of biology, and philosophy of social sciences. New faculty in such fields would greatly enhance the department's contributions to interdisciplinary and collateral programs such as Religious Studies, Jewish Studies, Environmental Studies, MALS, FYI, Honors in the Humanities, and Asian Studies.

As it completes its academic program review, the Department of Political Science is developing a five-year Academic Plan to address faculty retirements and the need for new hires; curriculum issues; student/alumni issues; and outcomes assessment. A primary goal is maintaining faculty strength and diversity; a hire in American Government is needed and other hires will be based on further retirements. Curriculum review is on going; among other initiatives we will seek to expand the "tracks" within the major by adding new ones such as "Media and Politics;" identify new venues, especially in law and international relations; build new alliances with other departments and programs such as BALA and the School of Earth and Environmental Studies. With students and alumni the Department will work to improve and enhance its academic and career advisement in part by holding more "career days," holding one forum each academic year open to alumni, and improving how feedback on programs and curriculum is obtained from majors and alumni. Finally, the Department is studying how to assess outcomes and will implement a plan over the next two years.

The Department of Sociology combines a strong continuing commitment to undergraduate education with a strong and increasing commitment to research and external funding. The Academic Plan now being developed in the context of the Department's program review envisages further development of these complementary commitments. Although the Department ranks among the top five in terms of enrollments, majors, and degrees awarded, its curriculum has become increasingly computer-based, a trend facilitated by the construction of three department computer labs. This increasing computerization is expected to continue. The Plan will involve new hires chosen to serve these pedagogical needs and to complement the research interests of current faculty, who have particular strengths in urban-focused research in several areas, including the new migrations, education, urban ethnography, demography, health, social welfare, and the media. Globalization and immigration have enhanced the importance of these fields both for teaching and research; one result is that the entire discipline of sociology is experiencing renewal and growth.

The Urban Studies Department would like to achieve a number of goals over the next few years: (i) develop a more integrated, sequential program with a clearly-defined capstone process at both the undergraduate and graduate level; (ii) expand faculty so the basic introductory courses would be taught by the Department's full-time faculty while adjuncts would focus on the kind of specialized contemporary knowledge they know best; (iii) develop ways of helping its students who need special assistance in improving their writing and research skills; and (iv) improve its use of technology, both in general courses and in specific areas such as geographic information systems.

#### **4.9.4.5 Interdisciplinary Programs**

New hires in History, Political Science, and Sociology have enabled the Africana Studies Program to expand its course offerings. The program would like to see this trend continue, making possible relevant courses in other disciplines. On a campus devoted to the celebration of diversity, Africana Studies should be at the center of the College's intellectual life. The Program will intensify its recruitment efforts as there is a logical association between Africana and other disciplines. Currently majors in English, Political Science and History are encouraged to major or minor in Africana Studies. It is also a logical major or minor for students interested in teaching at the elementary and secondary levels or students interested in international relations and government. The program will explore formal relationships with the Education departments. All students, but particularly those preparing to teach in New York City where the public school classrooms are peopled by children of color, would benefit from exposure to the history and culture of Africa and its diaspora. In addition, the Program wants to develop an internship program, exploring relationships with world and local organizations such as the United Nations. Finally, the Program would like to see on campus a renowned visiting Professor of Africana Studies who would participate in public lectures and teach seminars open to all students. The Program would also like to expand the Africana lecture series to include national and international scholars.

With the arrival of a new director in the Fall of 2002, the Asian/American Center expects to expand its mission of community-based research that analyzes the diaspora of Asians in global and local communities. The Center is well-known for its successful translation services and educational outreach to the flourishing Asian-American community in

Queens. The Center measures its potential by the 2000 census, which reported a decade increase of 64.8 percent (153,944 people) in Asian ethnic groups in the Borough, a figure also reflected in significant growth in Asian-American students at the College.

The Center for Byzantine and Modern Greek Studies, now in its 28th year, is one of the foremost institutions of Greek Studies in the world. It sponsors regular lectures and seminars and publications, hosts prominent intellectual and political figures, and has a library boasting more than 3,000 volumes which draw scholars from all over the world. Along with the Hellenic Studies Program of Dawson College, Canada, the Center publishes the highly respected annual *Journal of Modern Hellenism*. A national search is now under way for a new director who will carry the Center and its attendant academic program into the new century. The Center has strong support from the growing Greek-American community in Queens, which it expects to continue cultivating.

The Journalism program has initiated a three-week Summer Journalism Workshop for minority high school students using New York City area journalist as instructors. A Letter of Intent has been approved for an M.A. program in journalism and the formal proposal is being reviewed by academic and professional journalists. The proposed program builds on experience with our undergraduate journalism minor and has already attracted intellectual and financial support from the large journalism and media community in the New York area. The journalism program is exploring symbiotic relationships with the Graduate School of Library and Information Studies, History, and Political Science to develop new hybrid majors based on subject areas. The College has created an advisory board bringing together a large number of luminaries in the area of journalism, such as the editor of *Newsday*, to provide guidance and leadership as the program develops.

The Irish Studies program, the oldest in the New York area, offers students the opportunity to study the archeology, history, language and literature of Ireland. Attention to faculty recruitment and curriculum development in the areas of history, language, and literature will be crucial to maintain the program's academic standards. The program hopes to arrange with the Department of History to jointly hire a British historian with expertise in Irish history, since British history is now conceived of as the history of England, Scotland, and Ireland. Irish history forms an important part of British and European histories as well as the global study of decolonization and an Irish historian could contribute to all three areas. There is also a need for faculty in English to teach Anglo-Irish courses required for the minor. Irish language courses taught by a native speaker will be supplemented by on-line courses in Irish, developed at Lehman College, and by tutorials taught by the program Director.

The Calandra Italian-American Institute began offering Queens College courses in elementary Italian and Italian American studies in 2000 and is offering classes at the Manhattan Extension Center for the first time. The Institute also runs the Columbus Exchange between CUNY and Italian universities. A minor in Italian American Studies offers intellectually challenging and culturally enriching courses dealing with the Italian experience in the United States. The new curriculum meets the needs and interests of students facing the challenges of the 21st century. It uses an interdisciplinary approach founded on the belief that knowledge of Italian history and culture is essential to understanding the Italian presence in American society.

Library faculty are developing new courses in Information Literacy expanding on a one-credit course which has been offered since Fall 1998. The Library also offers non-credit instruction in the use of Rosenthal Library facilities to FYI freshmen, all students enrolled in English 110, graduate students, and new ACE, SEEK, and CESL students.

The Puerto Rican Studies Program will continue to offer courses in the area of Puerto Rican and Latino/a studies, as it has been doing since 1972. The Program needs to conduct an evaluation of its current offerings and program structure, in collaboration with the Provost's Office and other individuals interested in reinvigorating the Puerto Rican Studies minor concentration. Alternatives include: a) the possible creation of a free standing and newly structured Puerto Rican and Latino Studies Program to replace the old program; and, b) the creation of a strand of Puerto Rican and Latino course sequences which would be embedded within the existing major in the Latin American Area Studies Program. Either scenario would create a space in the college's curriculum that would allow for the study of Puerto Ricans and other Latino/as in the metropolitan area – one of the fastest growing Latino regions in the nation. Either scenario would require additional involvement from faculty within the College, added support staff, and the recruitment of new specialists in Puerto Rican and Latino studies, who would join in the rebuilding of one of the longest running programs in CUNY.

The Jewish Studies Program would like to expand its curricular offerings, including full summer sessions in Jewish Studies, biblical archeology courses and digs in Israel, and mini-courses in Jewish Studies. Other valuable additions would include augmented student scholarships and prizes, an endowed chair in Jewish Studies, postdocs in Jewish Studies, and named visiting professorships. The Center for Jewish Studies hopes to become named, offer Sunday seminars of text study and famous speakers series and establish endowed centers for East European Jewry and Sephardic studies.

The College has developed several new collaborations in the health professions. An articulation agreement is in place with the medical school program at SUNY-Downstate. With the New York Hospital Queens Center (NYHQ) we are developing research internships for students at NYHQ and scientific research cooperation between departments at Queens and corresponding departments at NYHQ. In addition, we will provide education and training to upgrade the skills of NYHQ staff; training has begun with our Continuing Education Program. The response to our initial offering of language, medical record-keeping, and computer training for NYHQ employees has been enthusiastic and bodes well for the future of this important collaboration.

Under the leadership of a new director, the Labor Studies Program is expanding the scope of its offerings, drawing more fully on the expertise and courses in Sociology, History, Political Science and Urban Studies, as well as introducing new special topics courses in areas like labor law, diversity in the work-place, and comparative labor movements. The Business and Liberal Arts Program seeks to strengthen its already effective internship program, expand its mentor program, and more fully incorporate instructional technology and instruction in electronic media in the business world.

The Labor Resource Center, which is part of Worker Education at the College's Manhattan Extension Center, has a national reputation for its innovative work, its ability to frame and promote vital dialogue and debate, and its contribution to the body of

knowledge on work and unions. Chief among its accomplishments is the emergence of the journal *New Labor Forum* in 1997 with a current subscription list of 2,000 readers. *NLF* is well regarded within academic and labor communities for its independence, provocative essays, and lively dialogue. Its editorial board includes some of the nation's most distinguished scholars and labor activists. *NLF* plans to double its subscription base and to move to quarterly and on-line publication. The Center plans a strategic labor think-tank and is expanding monthly breakfast forums, holding a national conference on a regular basis, increasing publications, and strengthening its library.

#### **4.10 Queens College and the NYC Board of Education**

Strengthened and broadened ties between CUNY and the New York City Board of Education have been highly positive, improving our ability to fulfill our mission and providing opportunities for new initiatives over the next several years. These initiatives build on a long history. We are in our twenty second year of collaboration with the Board of Education to provide exemplary middle school education at the Louis Armstrong Middle School in East Elmhurst, NY, which opened in 1979 as the result of a court order enrolling students from throughout the borough to create a racially and academically balanced school. The College has worked closely over the years with the school's administration to achieve high academic excellence within a rich school environment. Student teaching and internships for Queens College students have been held continuously over the years. Recently this collaboration has expanded to create middle school teacher education programs at Armstrong. Currently, the initiative focuses on mathematics and science.

One new initiative has already begun – PS/IS 499Q, the Queens College School for Mathematics, Science, and Technology. This ambitious project depends on close cooperation among education and science departments on campus and the Board of Education. A borough-wide Board of Education school for students who apply and are selected by lottery, PS/IS 499Q benefits in staff and curriculum development from daily interaction between School and College faculty and staff. The School will eventually serve Pre-Kindergarten through 8<sup>th</sup> grade, providing enriched programs, and innovative pedagogies. It began with Pre-Kindergarten and Kindergarten in 1999, currently goes up to second grade, and will continue to grow at a grade a year until it reaches its full complement of students. The school brings together faculty from several Queens departments with elementary school teachers and administrators and parents of participating students in a quest to improve mathematics and science education at the elementary school level. Response has been enthusiastic; last year 450 applications were received for the 50 available seats. The school opened in portable buildings on our campus. Construction of a new building with state-of-the-art facilities has begun and our pupils and teachers should move into their new quarters in January, 2004.

A severe shortage of qualified teachers in the New York City public school system provides another opportunity. The Board of Education has instituted a Teaching Fellows program for college graduates who wish to change careers and enter the teaching profession. Teaching Fellows continue to receive in-service training as matriculants in M.S. in Education programs. This summer we will enroll an additional 150 Teaching Fellows in our second group. In the fall they will enroll in graduate programs in

elementary and secondary education while they being to teach. The College and school districts support Fellow with clinicalsupervisors and mentors. A similar program in the Teaching Opportunity Program scholarships (TOPs) will continue at Queens College as we enroll 20 prospective Spanish Teachers into our Secondary foreign language program.