



STRATEGIC PLAN 2008-2013

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INTRODUCTION

The first public college in the Borough, Queens College opened its doors to 400 students in 1937, dedicated to the idea that a first-rate education should be accessible to talented people of all backgrounds and financial means. The College's original curriculum was planned by its first president, Dr. Paul Klapper, after the liberal arts model of the University of Chicago. The curriculum emphasized developing the whole person through an exposure to many fields and intensive preparation in one subject. Students graduated prepared to fulfill the College's motto *Discimus ut Serviamus*: "We learn so that we may serve."

Today, on the seventieth anniversary of its founding, Queens College is a thriving institution of over 18,000 undergraduate and graduate students that enjoys a national reputation for its arts and sciences and pre-professional programs. The College is one of the largest senior colleges of City University of New York and is often referred to as "the jewel of the CUNY system." Located in the Borough of Queens on a peaceful and attractive 77-acre campus with a magnificent view of the Manhattan skyline, the College is situated in the midst of one of America's most diverse counties and one of the world's most dynamic and important financial, cultural and educational urban centers.

Queens's academic programs are organized into four divisions – Arts and Humanities, Education, Mathematics and Natural Science, and Social Sciences – that offer over 100 majors, a wide range of interdisciplinary programs and extensive graduate programs. With students from over 140 countries and almost 550 full-time faculty members dedicated to teaching and research, the College provides a rich educational environment.

The College undertook its strategic planning process from a position of significant strength:

- Over the past five years, Queens has appointed over 200 new full-time tenured and tenure-track faculty.
- Undergraduate and graduate enrollment has continued to grow in the past few years. Entering classes are increasingly strong, recent graduates have won international and national fellowships and awards, many have entered the country's leading graduate and professional schools, and graduate job placement is strong.
- The College has undertaken a major building program to expand classroom and research facilities, provide spaces for varied campus activities, and improve the attractiveness and accessibility of the campus.
- Queens recently completed a \$100 million capital campaign that provided significant new funding for endowed professorships, scholarships, enhanced study abroad experiences and capital improvements.

In addition the College is benefiting from changes in its environment:

- City University's renewed clarity about its mission and revitalized ambitions has provided new energy and visibility to the whole CUNY system. The College will benefit from CUNY's leadership in setting system-wide priorities, encouraging innovation, and rationalizing public funding.
- The Borough of Queens is becoming increasingly recognized for its thriving business community, world sporting events, cultural institutions and parks and rich diversity. The College has remarkable opportunities to become a thoughtful partner in shaping further growth and development in Queens.
- With a population projected to grow by over a million during the next quarter century, New York City displays enormous vibrancy, energy and confidence and is embarking on an ambitious program of capital investment and improvement, which will benefit the Borough and the College over the coming years.

But the College also faces multiple challenges:

- Queens' resource base is not as solid as it needs to be in the face of global competition for the best faculty, increasing cost of higher education at a time of stagnating public funding, and intense competition for private funding.
- Changing demographics and student needs raise multiple issues for the College, including how best to build a strong campus community for a student population that is largely commuter, integrate transfer students meaningfully into the life of the College and respect the traditions and values of a highly diverse student body.
- Continuing advances in information technology will have dramatic impact on modes of instruction and research, availability of information and patterns of communication and outreach, creating significant issues with respect to governance, curriculum, organization design and finances.
- Demands for institutional transparency and accountability are growing throughout higher education, requiring the College to expand understanding of its processes, routines and outcomes.

The Strategic Plan was developed through the broadly consultative and inclusive process discussed in Appendix A. In crafting the Strategic Plan, the College has looked forward to its centennial in 2037 – some thirty years hence – to imagine what it would like to have achieved by then. The Plan delineates a set of specific strategic objectives for the next five years – we will celebrate our 75th anniversary in 2012 – as the first steps towards the realization of its longer-term vision. Appendix B describes recent significant strategic achievements of the College.

VISION, MISSION AND VALUES

A Vision of Queens College on Its Centennial

As it celebrates its Centennial in 2037, Queens College is renowned as an institution of the highest quality. Global in reach, character and focus, it continues to benefit from its location in one of the nation's most diverse counties and in a world center of finance, communications and culture.

The College has outstanding academic programs in the arts, education and the natural and social sciences; a widely emulated general education curriculum; and innovative technology supporting teaching, learning and research – all focused on providing a liberal arts education of excellence and value. The ethnic, linguistic and cultural mosaic of Queen's students, faculty, staff and alumni mirror the remarkable diversity of the Borough of Queens.

The curriculum at Queens is global in orientation and content. Its graduates are prepared to be productive citizens and leaders of the world and exemplary of how the world's people can live together peacefully and productively. Its centers and institutes focus on such global issues as economic development, the environment, health care, intercultural conflict resolution, immigration, and equity and access in education. Its faculty and students collaborate with colleagues at other leading institutions in New York City and around the world.

In 2037, Queens is widely recognized for the breadth and quality of its programs in international relations and cultural studies. It is a model of how the world's peoples can live together peacefully and productively and is a center for the study of the many aspects and implications of diversity, making it part of the academic experience for all, on campus and off. Through its research and teaching, Queens helps shape and strengthen transnational organizations that govern, coordinate and address global issues.

Working with business, community and government leaders, the College has helped spearhead the transformation of the Borough of Queens into a magnet for students, artists, business and research. It has collaborated in the resolution of such challenges as population growth, public education, land-use, brown-fields recovery, transportation and economic development and has supported local entrepreneurs whose ideas and skills have made the Borough an economic powerhouse.

Welcoming to students, faculty, staff, alumni and visitors day and night, Queens is known for its environmental leadership, the quality of its public cultural programs and its satellite locations throughout the Borough. Its multi-purpose residence halls, thoughtfully designed campus, and easy access have made the College an essential part of the Borough while maintaining a college campus feel.

Mission

The mission statement of Queens College, last updated in 1995, expresses the central purpose, value and principles of the institution and underlies the *Strategic Plan*. A summary of the mission is as follows (the full text appears in *Appendix C*):

Queens College prepares students to become leaders of our global society by offering a rigorous education in the liberal arts and sciences under the guidance of a faculty dedicated to both teaching and research. Students graduate with the ability to think critically, address complex problems, explore various cultures and use modern technologies and information resources. With a faculty and student population that reflects the diversity of New York City, Queens College provides an unusually rich education.

Values

Queens's mission and vision are based upon five core values:

Excellence

In a tradition of pre-eminence as a liberal arts institution exhibited by its accomplished faculty, staff and alumni, Queens strives for exceptional quality in everything we do.

Community

As learners in a collegial environment, Queens values mutual respect, civility and open communication while ensuring the free exchange of ideas and cherishing our diversity. We seek to be responsible citizens within the larger community of the Borough of Queens, New York City, the United States and the world.

Global perspective

Queens is dedicated to embracing, exploring and understanding the complexity, interdependence and vitality of our increasingly inter-connected world.

Accountability

Queens is committed to continuous and rigorous evaluation to improve our teaching and learning, focus our research and service, and strengthen our performance overall.

Integrity

Queens is dedicated to the highest ethical standards in all aspects of our teaching, research and service; academic integrity among our faculty and students and the highest ethical conduct by all members of our community.

STRATEGIC GOALS

To move assertively toward the realization of our centennial vision over the next five years, the College will:

- I. Advance our academic programs*
- II. Build a culture of community*
- III. Solidify our financial foundation*

The following sections describe each of these goals.

GOAL I. ADVANCE OUR ACADEMIC PROGRAMS

With a faculty and student body that look beyond local and national borders, Queens is dedicated to becoming a global institution renowned for its international reach and the quality of its teaching, learning and research. In order for its academic programs to be at the top rank and recognized as such by distinguished peers, new strategies and focus will be needed by the various divisions, schools, and departments. To these ends, Queens will:

Offer academic programs of exceptional quality

- Create recognized excellence in the arts by building on the reputation of our School of Music, already widely renowned, and strengthening our programs in dance, theatre and drama, by expanding the range and depth of performance experiences. We will seek to have the School ranked nationally within the top fifteen within ten years.
- Broaden our graduate programs in fine arts and art history at the masters level. We will expect each of these arts programs to be ranked among the top 25 nationally within ten years. Further, we will enrich the Kupferberg Center for the Arts through strategic collaborations with our arts departments so that the Center becomes an arts destination, strengthens our connections with the community, provides performance and internship opportunities for our students and develops further its well-regarded summer workshops.
- Become widely recognized for our programs in languages other than English, with instruction in Arabic, Chinese, Hindi, Japanese, Korean and Spanish unrivaled in breadth and depth
 - Establish an instructional framework incorporating clear standards for language competency and designed to serve undergraduate majors across the College as well as part-time and non-matriculated students who wish to hone their language skills; provide courses of the highest quality in world cultures and literatures; educate prospective teachers in language instruction pedagogies; provide training in translation and interpretation; and prepare

students for government, business and nonprofit careers in which multi-language skills are requisite.

- Appoint nationally recognized teachers in language pedagogy to work with our existing language departments to guide curricular reform as well as appoint faculty throughout the College who are interested and able to teach courses in a range of disciplines, including natural and social sciences, in languages other than English.
 - Have our language programs benchmarked within the top 20 within the next decade. In addition, we will provide the infrastructure to encourage double majors in a language and general or applied linguistics.
 - Expand our strong and popular undergraduate and graduate programs in speech-language pathology.
- Build on our present strengths in the natural sciences by reinforcing our consortial doctoral programs in biology, biochemistry, chemistry, and physics with the CUNY Graduate Center, drawing strong PhD students through increased support packages, and recruiting new faculty with larger startup offers, enhanced facilities, and balanced course load.
 - Invest strategically in psychology, specifically neuropsychology and applied behavior analysis, and earth and environmental sciences. These programs which are already respected, successfully draw undergraduate and graduate students, and are poised for higher stature and joint degree status with the Graduate Center.
 - Have at least three sciences disciplines be among the top 50 undergraduate and graduate programs in the country within ten years.
- Strengthen the quality of our programs in the social sciences through strategic investments in anthropology, political science, quantitative sociology and history, with a goal of having them ranked within the top twenty nationally within the next ten years.
 - Expand on existing strengths of the Graduate School of Library and Information Studies, to ensure that the program will continue to keep pace with key developments in scholarly communication, information technology management/literacy, digitization theory/practice, digital archiving/preservation, Web 2.0 tools/technologies, and related social, cultural, legal, organizational and intellectual concerns. Library Science is the most popular graduate major at the College, drawing students from throughout the extended metropolitan region (including all of Long Island and counties north of the City). Targeted investments are critical to maintain the relevance and currency of curricular offerings and specialized certificate programs.

- Reinforce our focus on issues reflecting the ethnic and cultural mosaic of Queens and New York City through the creation of a Center for Immigrant Studies, which we expect become the premier source of information about immigration flows in the region and their impacts, and a Center of Global Culture, to study and foster tolerance and appreciation of diverse groups
- Strengthen collaborations between our Centers and the CUNY Law School.
- Establish a School of Business by combining the current Bachelor of Business Administration (BBA) program with a re-engineered Business and Liberal Arts (BALA) program, the Entrepreneurship Center, the Economics Department, and the Accounting Department
 - Build particular strengths in accounting, actuarial sciences, finance, entrepreneurship, technology and international business, with emphasis on interdisciplinary approaches to language and business education to graduate fluent multi-lingual students.
 - Establish interdisciplinary programs with computer science and economics; offering opportunities to develop entrepreneurial projects, internships and other learning opportunities with partner businesses in accounting, banking and technology.
 - Obtain American Assembly of Collegiate Schools of Business (AACSB) accreditation within the next seven years and be ranked within the top 50 undergraduate business programs in the country within 15 years.
- Ensure that our undergraduate and graduate teacher education programs are national leaders, widely recognized for math and science education, their clinical model for educating teachers and other school professionals, their technology-infused approaches to learning, their collaborations with New York City public schools and the quality and relevance of their research.
 - Develop replicable models that can help reform public education in the metropolitan region and across the country.
 - Have our education program be ranked among the top 30 in the United States within ten years.

Recruit, develop and retain a faculty of international quality

- Appoint strategically over 200 new tenure-track faculty of the highest quality, highly diverse and committed to a balance of teaching and research within the next five years.
 - Develop an effective multi-year recruitment, tenure and promotion plan that maintains rigorous standards, endow 15 professorships and provide funds for

visiting faculty, faculty teaching and research support and faculty development and travel by 2013.

- Systematically recruit promising faculty at the beginning of their careers into the research clusters that comprise our areas of importance. Recruitment will provide funding for the search process and faculty start-ups, as well as support for graduate students working with research active faculty.
- Implement an affirmative action program designed to make a measurable difference in faculty diversity within five years by establishing relationships with graduate studies departments in historically Black Colleges and Universities in the United States and designated educational institutions in Asia, Africa and South America; monitoring the salary and benefit structure for hiring; and creating departmental and divisional hiring plans that address under-representation, including gender equity.
- Build our Center for Teaching and Learning into a nationally recognized center for research on teaching methodologies that assists faculty in classroom instruction and improves learning outcomes. The Center will benefit from advances in the understanding of the cognitive processes underlying learning and new technologies for instruction. In addition:
 - Establish three rotating endowed Distinguished Teaching Professorships to conduct faculty seminars on teaching and learning within the next five years.
 - Ensure that our entire full-time faculty teach entry-level undergraduate courses on a regular basis by 2010.
- Strengthen the sense of community among our faculty by developing a comprehensive program of support for faculty at all stages of their careers. In particular:
 - Within the next three years, strengthen and expand our orientation program for new faculty so that they participate actively in the culture of the College and receive pro-active support services that will make them successful teacher-scholars at Queens.
 - Support faculty in the middle stages of their careers through an innovative reward structure designed to enhance research and teaching and expand opportunities for participation in international institutional partnerships.
 - Re-engage senior faculty in the life of the College by pairing them with younger tenure and tenure-track faculty and designing special support services that will foster their continued active teaching and research.

- Increase funding for scholarship and research by providing seed monies to faculty to obtain substantial grant funding; create opportunities for faculty to collaborate on research projects that will result in large grants; and increase the number of funded grantees by 30% over the next five years.
- Strategically appoint adjuncts whose practical experience enriches the academic experience for our students and complements the interests and focus of tenure-track faculty. In addition, encourage adjunct faculty to become involved in the academic life of their departments through coordinated scheduling of their classes and departmental events and by provision of office space and other services when possible.

Implement a model undergraduate curriculum

- Make our new General Education curriculum nationally recognized as a model that addresses the intellectual needs of students in the twenty-first century and prepares them to understand and contribute to a multi-faceted and changing world.
 - Develop innovative, courses that emphasize five major areas of knowledge (language and literature, the arts, culture and values, social structures and natural sciences); provide perspectives on world culture, European traditions and the United States experience; and address how various disciplines pose and answer questions, fit in larger contexts and use original sources.
 - Ensure that the General Education curriculum crosses disciplines and levels, from the freshman entry level courses to a capstone course in the major, stressing four critical abilities – written and oral expression; numeracy and quantitative reasoning; understanding and conducting research; and understanding and using information technologies
 - Provide our undergraduate students with an educational experience that enables them to be enriched by diversity, connect cultures, excel in communications and address global issues.
- Deliver the curriculum through effective pedagogy and continuous assessment of teaching and learning, with external evaluation of the General Education curriculum within five years of implementation.

Infuse our academic programs with a global perspective

- Develop a global curriculum component to ensure that all of our undergraduates understand and contribute to a multi-faceted and changing world. Establish a Faculty Global Curriculum Committee to coordinate and encourage the development of international credit-bearing learning experiences.
- Increase student participation in current international institutional alliances and relationships by 30% and increase the number of such alliances and relationships

by 50% over the next five years, with the goal of having at least 20% of our undergraduates participate in courses and programs offered by our international institutional partners. Ensure that by 2012 at least 20% of our undergraduates will have had a study abroad experience.

GOAL II: BUILD A CULTURE OF COMMUNITY

While the completion of a 450 to 550 student residential facility within the next two years will positively change the culture of Queens, additional steps are necessary for us to foster a vibrant and welcoming campus community. Accordingly, we will:

Strengthen the college experience of our students

- Develop a comprehensive Residential Life program that will include creation of residential student services; educational, social and cultural programs; specialty and themed housing; faculty-in-residence programs; and living-learning centers. In addition, provide counseling, medical and other services to ensure the needs and interests of residential students are well met and within five years house Queens honors students on campus to facilitate seminars and group work.
- Establish a Commuter Student Services program to encourage non-residential students to spend more time on campus, engage in College activities and become involved in a campus organization or athletic team.
- Enhance the International Student Services and Scholars Program to assist students in dealing with immigration issues and become more easily acculturated to the United States and the College.
- Strengthen student services by establishing a Health and Wellness Center, broadening child care support and increasing careers services.
- Create a Center for Social Justice and Multicultural Affairs to recruit and retain students from underrepresented populations, celebrate diversity and cultural differences and initiate significant social justice programs.
- Building upon our strong Freshman Year Initiative (FYI), ensure that all students have an intellectual and communal experience by strengthening student orientation programs; improving connections between academic advising and student counseling; and providing new students with summer experiences and reading assignments to give them an early start to their entry to the College.
- Develop a comprehensive program to serve the large number of transfer students by ensuring effective orientation programs, pairing transfer students with student mentors, enhancing communications with transfer students, developing transfer-based community programs and helping transfer students absorb the Queens College culture.

- In conjunction with academic advisors, develop a College-wide faculty advising program that pairs every student with a faculty advisor and charts and supports student progress from admission to graduation.
- Improve scores in the National Survey of Student Engagement and strengthen ratings in such national surveys as the Graduate Satisfaction Surveys to the top 25th percentile of Carnegie peer institutions.

Enhance the professional development of our staff

- Establish an Employee Development Academy to create a gateway to training, development and personal enrichment of our staff by building job skills, strengthening their professional growth and creating a culture of continued personal excellence and pride of community.
 - Make the Academy easily accessible to all administrative, non-academic professional, skilled trades and other staff.
 - Develop a career counselor corps of human resources professionals assigned to work with every staff member by building professional relationships to encourage professional development, identify opportunities for obtaining additional education, including degrees, and provide training on management and leadership skills.
 - Establish a President’s Leadership Seminar Series open to all staff that features presentations and discussions on leadership and management.
 - Create chapters of such professional groups as our accountants, human resources specialists, purchasing agents, financial analysts, information technologists, administrative professionals and departmental secretaries to network, discuss common problems and coordinate training.

Make our campus welcoming, secure and “green”

- Place high priority on improving the physical infrastructure of the campus by bringing all of our buildings and grounds to a state of good repair and through timely and substantial implementation of our Facilities Master Plan, seeking the necessary funds from public and private sources to do so.
- Increase the number of lounges and other informal gathering places within buildings and improve the ambiance of current gathering places to facilitate and encourage interaction among faculty, staff and students.
- Make the campus a draw for faculty, students, staff, alumni and visitors and attract the surrounding community by improving landscaping, constructing a front entrance, improving signage on campus and at public transport stops and expanding seating in public areas.

- Ensure the security and safety of the campus by developing crisis prevention plans, strengthening internal communications, improving safety education and preparing security contingency plans.
- Develop a robust recycling program, move towards a paperless campus and use “green” products throughout the campus, with the goal of increasing the percentage of recycled materials by 30% within five years.
- Design all construction and renovation projects to be environmentally sound and use at least 20% recycled materials in such projects and ensure maximum energy-efficiency in campus buildings, vehicles and processes, with the goal of reducing energy consumption by 15% over the next five years on the way towards decreasing it by 35% within the next fifteen years.
- Develop plans and practices to make Queens carbon-neutral within the next twenty five years.

Increase our visibility and recognition

- Prepare a strategic communications plan that includes a distinctive set of messages to brand the College, clarify our identity, reflect the multiple needs and interest of our programs and initiatives and guide all of our outreach, communications and marketing efforts.
- Develop and continuously upgrade our Web site as a key outreach and information vehicle.
 - Ensure that the Web Site is an effective means of strengthening our visibility; reaching prospective students, faculty members, staff, public officials, donors and the media; and communicating effectively our strengths, “brand” and aspirations.
 - Make the Web site a key portal that consistently keeps students, faculty, staff, alumni, visitors and the general public better informed and more able to gain key information easily and is responsive to our diverse college community.
- Capitalize on evolving technology to be in easy and constant touch with all of constituents and thereby build a stronger sense of community and identity.

Be a catalyst for the development of the Borough

- Working with the community, identify neighborhood services that meet the needs and interests of faculty, students, staff and visitors near the campus.
- In cooperation with business, community and political leaders, help make the Borough internationally known as a magnet for business, education, research, culture and quality of life.

- In close concert with the leadership of the Borough, City and State, identify such issues of importance to the Borough as environmental concerns, transportation, economic development, population growth, poverty and housing and undertake initiatives to address these issues constructively.

GOAL III. SOLIDIFY OUR FINANCIAL FOUNDATION

To strengthen the quality of our academic programs, expand the scope of our educational initiatives, improve our physical facilities and strengthen our infrastructure, Queens will:

Increase our endowment

- Having successfully completed our present \$100 million campaign, begin planning for a new multi-year capital campaign with the goal of raising at least a further \$400 million over the next ten years, of which at least one fourth will be unrestricted endowment.
- Grow alumni support by strengthening our outreach efforts, building more vigorous interest and attachment early on and involving key alumni in realizing our longer term vision of the College. In particular, we will seek to increase the percentage of alumni giving by 25% within the next five years.

Diversify our funding streams

- Offer new fee-based services, including, career development programs that provide testing, counseling, guidance and course work directed at career changers and marketed to Queens College and CUNY, among others, and thereby increase annual revenues from these sources to at least \$5 million over the next five years.
- Strengthen and reorganize the research infrastructure to facilitate sponsored faculty research, support faculty research with patent, licensing or copyright potential and undertake fee-based entrepreneurial activities, increasing total sponsored research to at least \$50 million annually over the next five years.

Advance our facilities master plan through public-private partnerships

- Use public-private partnerships to construct a new speech and hearing facility, additional science labs, a gymnasium, a black box theatre, a new facility for education and improved facilities for continuing education.
- Collaborate with business and government to build a parking deck.

Re-engineer our business processes

- Make all campus business processes – from human resources to student records, class scheduling to student registration, collections to disbursements – efficient, reliable and user-friendly. We will review best practices at other institutions to design new processes and realize the empowerment of information technology, especially capitalizing on the CUNY FIRST (Enterprise Resource Planning) implementation to incorporate these processes throughout the College community.

- Improve administrative decision-making by the use of robust, integrated and timely data accessible through CUNY FIRST. Central to the achievement of this goal will be ensuring CUNY FIRST competency among staff in all business areas and training faculty, staff and students on the effective use of CUNY FIRST.

Develop a new budgetary model

- Create an all-funds budgeting approach that reflects the goals of the Strategic Plan and makes our budget widely available throughout the College community.
- Develop a rolling five-year financial plan to strengthen our capacities to build a strong financial base for the College.
- Invest aggressively in our development capabilities with an eye towards increasing annual private funds, growing our endowment to support strategic initiatives, providing greater flexibility in meeting changing needs and taking advantage of new opportunities.

A LEADER IN ACCOUNTABILITY AND TRANSPARENCY

Queens will become widely recognized for the ways it assesses the quality, relevance and effectiveness of its programs and activities. In particular, we will:

Become a nationally recognized leader in the use of clear metrics to evaluate and strengthen our programs, activities and services

- Make learning outcomes and assessment an essential component of our culture by improving learning at all levels; this will involve defining clear learning objectives for our students, measuring student achievement and using such measures to inform the allocation of resources for teaching and the distribution of faculty training.
- Use regular surveys to evaluate the quality of services for students, faculty, and staff, making the outcomes of the surveys widely available on campus and designing and implementing programs to meet deficiencies – with the overall goal of achieving and maintaining an environment of outstanding support to faculty, students, alumni and funders.
- Measure how our annual resource allocation and budgeting processes support the achievement of our strategic goals and establish feedback loops to take appropriate corrective action.
- Measure improvement in the quality of our relationships with our neighborhood and the Borough and thereby design initiatives that will contribute to the vitality and strength of our community.

- Improve our scores on relevant national surveys and develop specific plans to strengthen our ratings on such surveys.

Measure annually progress in achieving our strategic goals and objectives

- Publish an annual summary of the status of each goal and objective in this Strategic Plan, noting progress and obstacles during the past year and outlining steps to take advantage of new opportunities and respond to changed circumstances.
- Report annually on how each academic and administrative unit is contributing to the achievement of our strategic objectives.

CONCLUSION

Building upon its proud history, Queens College will become an institution of international prominence, providing education of exceptional quality to a highly talented and diverse student body, undertaking research into significant areas of societal importance, and building a culture of accountability and service to its community and the world beyond. Through careful and thoughtful execution of the goals and objectives outlined in this Strategic Plan, we will move significantly towards the realization of the institution we want to be on our centennial in 2037.

The College is dedicated to advancing our academic programs, building a culture of community and solidifying our financial foundation. These three strategic goals are interrelated: each is important; each will contribute to the achievement of the others; and each will shape a different aspect of the Queens College of the future. All are central to moving the College to a new stage of achievement.

THE PLANNING PROCESS

Initiated in the Fall of 2006, the Queens College strategic planning process was guided by a Strategic Planning Council, chaired by the President and composed of faculty, students, administrators and alumni. The Council met a number of times, including a one day planning retreat in September 2006, to identify key issues and consider possible approaches. The Council was actively supported in its work by eight Committees that studied a broad range of issues and areas. The Council and the Committees met together in a second all day planning retreat in November 2006, the major focus of which was to envision the College in 2026 as a backdrop to defining a set of strategic objectives for the five-year period of 2007-2012.

Taking account of the longer-term vision for the College, the Committees completed their reports in January 2007 and provided detailed recommendations in their various areas, many of which were incorporated into the Strategic Plan. The Co-Chairs of the Committees met several times in the late Fall and Winter to discuss preliminary Committee reports and consider the longer-term vision.

Upon receipt of the Committee final reports, the President appointed in February 2007 a Working Group to assist in drafting the Strategic Plan. The Working Group met throughout the Spring and Summer terms and submitted a final draft of the Plan to the Strategic Planning Council for its review in October 2007. The final draft of the Plan was widely distributed to the Queens community for review and comment, and the final version of the Plan was approved by the Strategic Planning Council in [December] 2007.

The membership of the Council, the Committees and the Working Group are listed below. The reports of the Committees are available on the Queens College. The Council, the Committees and the Working Group were assisted in their deliberations by Anthony Knerr & Associates, strategic advisors to leading colleges, universities and other nonprofit institutions in the United States and Europe.

While the Strategic Plan proposes a number of strategic goals for the next five years against the backdrop of the longer-term vision, it does not lay out the numerous management decisions required to achieve these goals. These decisions are more properly the domain of an Implementation Plan that clearly presents specific action steps; indicates resource requirements; pinpoints accountability and responsibility; and provides benchmarks for measuring progress. The Implementation Plan will be drafted during the Summer and Fall of 2007 and widely shared with the Queens community upon completion.

Membership of the Strategic Planning Council, the Strategic Planning Committees and the Strategic Planning Working Group.

Strategic Planning Council

James Muyskens, *President* – Chair

Sue Henderson, *Vice President, Institutional Advancement* - Coordinator

Norman Barham, *Queens College Alumnus & Foundation Board Member*

Joseph Bertolino, *Vice President, Student Affairs*

June Bobb, *Assistant Provost*

Randall Clarke, *Undergraduate Student & President Black Student Union*

Katherine Cobb, *Vice President, Finance & Administration (as of February 2007)*
 Jerry Cohen, *Queens College Alumnus & Foundation Board Member*
 Nancy Comley, *Chair, Department of English*
 Marianne Cooper, *Director, Affirmative Action Officer (until February 2007)*
 Mario DellaPina, *Executive Director, Queens College Foundation*
 Martin denBoer, *Associate Provost*
 Robert Engel, *Professor, Chemistry & Biochemistry*
 Tamara Evans, *Dean, Arts and Humanities*
 Eva Fernández, *Professor, Linguistics & Communication Disorders*
 Steven Gerard, *Queens College Alumnus & Foundation Board Member*
 Jonathan Gilad, *Undergraduate Student*
 Evangelos Gizis, *Senior Vice President, Academic Affairs & Provost*
 Dave Gosine, *Director, Campus Facilities, Planning, Design & Construction*
 Penny Hammrich, *Dean, Division of Education*
 Elizabeth Hendrey, *Dean, Social Sciences*
 Carol Hochman, *Queens College Alumnus & Foundation Board Member*
 Naveed Husain, *Assistant Vice President, Office of Converging Technologies*
 Raymond Irrera, *Queens Chamber of Commerce*
 Madeleine Long, *Queens College Alumnus*
 Rachel Lyon, *Assistant Professor, Media Studies Department*
 Gail Marquis, *Queens College Alumnus & Foundation Board Member*
 Craig Michaels, *Professor, Education & Community Programs*
 James Moore, *Professor, Anthropology*
 James O'Hara, *Vice President, Finance & Administration (until February 2007)*
 Charles Repole, *Chair, Department of Drama, Theatre and Dance*
 Cynthia Rountree, *Director, Affirmative Action (as of February 2007)*
 Dean Savage, *Queens College Senate & Professor, Sociology*
 Donald Scott, *Professor, Department of History*
 Mahendra Singh, *Graduate Student*
 Rena Smith-Kiawu, *Director, Financial Aid*
 Thomas Streckas, *Dean, Mathematics & Natural Sciences*
 Lauren Talerma, *CUNY Honors College Student*
 Joyce Tang, *Deputy Chair, Sociology*
 Maria Terrone, *Assistant Vice President, Communications*
 Michael J. Twomey, *Queens College Alumnus*
 Jesse Vazquez, *Chair, Department of Education and Community Programs*
 John Walker, *Professor, Accounting*

Staff:

Consuelo La Porte, *Executive Assistant to the Vice President, Institutional Advancement*
 Margaret McAuliffe, *Director, Institutional Research*
 Lisa Pollich, *Assistant Director, Affirmative Action*

Strategic Planning Working Group

Joseph Bertolino, *Vice President, Student Affairs*
 Kevin Birth, *Professor, Anthropology*
 June Bobb, *Assistant Provost*
 John Cassidy, *Director, Editorial Services*
 Vivian Charlop, *Director, Kupferberg Center*
 Randall Clarke, *Undergraduate Student & President, Black Student Union*

Katharine Cobb, *Vice President, Finance & Administration*
 Jerry Cohen, *Alumnus & Foundation Board Member*
 Marianne Cooper, *Director, Affirmative Action (until February 2007)*
 RoseAnn Darche, *Special Assistant for Education to the Queens Borough President*
 Martin denBoer, *Associate Provost*
 Eva Fernández, *Professor, Linguistics & Communication Disorders*
 Dave Gosine, *Director, Campus Facilities*
 Jeffrey Halperin, *Professor, Psychology*
 Penny Hammrich, *Dean of Education*
 Sue Henderson, *Vice President, Institutional Advancement*
 Haydee Macropoulos, *Human Resources*
 William McClure, *Chair, Classical, Middle Eastern & Asian Languages & Cultures*
 Reinalda Medina, *Director, Human Resources*
 James Muyskens, *President*
 Francine Sanchez, *Assistant Registrar, Former Shop Steward*
 Lauren Taleran, *Honors College and Executive Editor of QC Knight News*
 John Walker, *Professor, Department of Accounting*

Strategic Planning Committees

1. Enhancing Academic Quality

June Bobb, *Assistant Provost – Co-Chair*
 James Moore, *Professor, Anthropology – Co-Chair*
 Richard Bodnar, *Chair, Psychology*
 Sarah Covington, *Assistant Professor, History*
 Thomas Cunningham, *Principal, Townsend Harris High School*
 Tamara Evans, *Dean, Arts and Humanities*
 Adina Goldstein, *Undergraduate Student*
 Marian Fish, *Professor, Education & Community Programs*
 Samuel Heilman, *Distinguished Professor, Sociology*
 Lynn Howell, *Professor, Education & Community Programs*
 Howard Kleinmann, *Director, Academic Support Center*
 Joel Lidov, *Associate Professor, Classical, Middle Eastern & Asian Languages & Cultures*
 William McClure, *Chair, Classical, Middle Eastern & Asian Languages & Cultures*
 Gary Ng, *CUNY Honors College Student*
 John Pellitteri, *Professor, Education & Community Programs*
 Arbie Orenstein, *Professor, Aaron Copland School of Music*
 Bon Sy, *Professor, Computer Science*
 Leonard Schutzman, *Queens College Alumnus & Foundation Board Member*
 Anthony J. Tamburri, *Dean, Calandra Institute*

2. The Balance of Teaching and Research

Jeffrey Halperin, *Distinguished Professor, Psychology – Co-Chair*
 Donald Scott, *Department of History – Co-Chair*
 Alice Artzt, *Director, Secondary Mathematics Education & Time 2000*
 Andrew Beveridge, *Professor, Sociology*
 Robert Bittman, *Professor, Chemistry*
 Marianne Cooper, *Director, Affirmative Action*
 Susan Croll-Kalish, *Professor, Psychology*
 Robert Engel, *Professor, Chemistry & Biochemistry*
 Eva Fernández, *Professor, Linguistics & Communication Disorders*

Richard McCoy, *Director, Honors in the Humanities & Professor of English*
 Joan Nix, *Professor, Economics*
 Elizabeth Ophals, *Principal, Queens School of Inquiry*
 Steve Schwartz, *Professor, Physics*
 Robert Shaddy, *Chief Librarian*
 Sara Stinson, *Professor, Anthropology*
 Myra Zarnowski, *Professor, Elementary & Early Childhood Education*

3. *Strengthening the Quality of the College Experience for All Students*

Joseph Bertolino, *Vice President, Student Affairs – Co-Chair*
 Joyce Tang, *Professor, Sociology – Co-Chair*
 Morris Altman, *Director, Network Services*
 Alicia Alvero, *Professor, Psychology*
 Kevin Birth, *Professor, Anthropology*
 Constance Capobianco, *Director, Health Service Center*
 RoseAnn Darch, *Special Assistant for Education, Queens Borough President's Office*
 Diane Forte, *Assistant Director of SEEK*
 Jonathon Gilad, *Undergraduate Student*
 Gilbert Goddard, *Custodian, Buildings & Grounds*
 Tom Gibson, *Assistant Director/Academic Coordinator, SEEK*
 Shih Mei Kim, *Undergraduate Student*
 Irma Llorens, *Professor, Hispanic Languages & Literatures*
 Giovanna Phillipeaux, *Undergraduate Student*
 Pedro Pineiro, *Director, Office of Security*
 Ray Rivera, *Director, Registrar*
 Caroline Rupprecht, *Professor, Comparative Literature*
 Rabbi Moshe Shur, *Director, Hillel*
 Laura Silverman, *Director, Advising Center*
 Gil Tchelet, *Undergraduate Student*

4. *Ensuring a Strong Financial Foundation*

Mario DellaPina, *Executive Director, Queens College Foundation – Co-Chair*
 John Walker, *Professor, Accounting & Information Systems – Co-Chair*
 Carol Conslato, *Director, Queens Public Affairs, Con Edison*
 Tom Cracovia, *Director, Continuing Education Program*
 Brian F. DeMasters, *Recreation Director, Athletics Program*
 William R. Egan, *Executive Vice President, Queens Chamber of Commerce*
 Ernest S. Jew, *Deputy Budget Director*
 Jeff Leb, *Deputy Chief of Staff, Councilman James Gennaro's Office*
 Steven Markovitz, MD, *Director, Center for the Biology of Natural Systems*
 Corinne Michels, *Distinguished Professor, Biology*
 James O'Hara, *Vice President for Finance & Administration (until February 2007)*
 Michael G. Prasad, *Director, Office of Research & Sponsored Programs*
 Charles Smith, *Professor, Sociology*

5. *Strengthening the Quality of Life for the College Community*

Elizabeth Hendrey, *Dean, Social Sciences – Co-Chair*
 Naveed Husain, *Assistant Vice President, Office of Converging Technologies – Co-Chair*
 Martin Braun, *Professor, Mathematic and Director, Freshman Year Initiative*
 Fredda Brown, *Professor, Education and Community Programs*
 Jane Denkensohn, *Assistant Vice President, Labor Relations and Special Counsel to the President*

Mirian Detres-Hickey, *Director, Special Services & ADA Coordinator*
 Shoshana Kaufmann, *Associate Director, Library*
 Haydee Macropoulos, *Human Resources*
 Lucian Makalanda, *Graduate Student*
 Cyrilene Mathurin, *Director, Applications Development*
 Patricia Rachal, *Chair, Department of Political Science*
 Francine Sanchez, *Assistant Registrar & Former Shop Steward*
 Bruce Saylor, *Professor of Composition, Aaron Copland School of Music*
 Rena Smith-Kiawu, *Director, Financial Aid*
 Merlin Thompson, *Associate Athletic Director*
 Denise Wells, *Director, Office of the Bursar*

6. *Enhancing Physical Facilities*

Dave Gosine, *Director, Campus Facilities, Planning, Design & Construction – Co-Chair*
 Thomas Streckas, *Dean, Mathematics & Natural Sciences – Co-Chair*
 Steven Aiello, *Director of Administrative Services, Student Union*
 Basil Bascetta, *Chief Administrative Superintendent, Buildings & Grounds*
 Vivian Charlop, *Director, Kupferberg Center Performances*
 Robert Donato, *Engineer, Campus Facilities Services*
 Gabriel Dumitru, *Electrician, Buildings & Grounds*
 Markus Erndl, *Project Manager, Office of Converging Technologies*
 Evangelos Gizis, *Senior Vice President, Academic Affairs & Provost*
 Denese Gordon, *Administrative Superintendent, Buildings & Grounds*
 Ray Irrera, *Architect and Chair, Queens Chamber of Commerce*
 Rosalie Isla, *Chief Lab Tech, Biology*
 James John, *Director of Choirs & Assistant Professor, School of Music;*
 Dyanne Maue, *Director, Design Services*
 Jennifer Oates, *Head Music Librarian*
 Buddy Sanichar, *Telephone Services*
 Karin Sauer, *Student Athlete*
 Daphne Silas, *Director, Media Studies*
 Areti Tsiola, *Research Associate, Biology*
 Robert Twible, *Assistant Recreation Director, Athletics Programs*
 Bette Weidman, *Associate Professor, English*
 Lesley Zablinger, *Undergraduate Student*

7. *Increasing the Visibility and Reputation of the College in New York City and Beyond*

Rachel Lyon, *Assistant Professor, Media Studies – Co-Chair*
 Maria Terrone, *Assistant Vice President, Communications – Co-Chair*
 Vincent Angrisani, *Executive Director, Admissions*
 John Cassidy, *Director, Editorial Services, Communications*
 Michael Cogswell, *Director, Louis Armstrong House & Archives*
 Dylan Haynes, *Continuing Education*
 Emilio E. DeTorre, *Chair, Hispanic Languages & Literatures Department*
 Nancy Falcon, *Assistant Director, Office of Security*
 Dedi Firestone, *Director, Grants and Contributions – Kupferberg Center for the Performing Arts*
 Christopher Hunt-Walker, *Queens College Alumnus*
 Jennifer Jarvis, *Executive Director, Student Union*
 Terri Osborne, *Director, Cultural Affairs, Queens Borough President's Office*
 Stephen Pekar, *Professor, Geology*
 Phyllis M. Proctor, *Director, International Scholars Office*

Mark Rosenblum, *Director, Michael Harrington Center*
 Nancy Rudolph, *Director, Alumni Affairs*
 Alexandra Ruiz, *Undergraduate Student*
 Anastasia Schneider, *Principal, P.S./I.S.499*
 Edward Smaldone, *Chair, Aaron Copland School of Music*
 Lauren Talerman, *CUNY Honors College Student & Executive Editor, QC Knight News*
 Richard Wettan, *Director, Athletics Program*
 Renee Zarin, *Queens College Alumnus & Foundation Board Member*

8. *Setting Performance Measures and Ensuring Accountability*

Craig Michaels, *Professor, Education & Community Programs – Co-Chair*
 Penny Hammrich, *Dean, Education – Co-Chair*
 Eleanor Armour-Thomas, *Chair, Secondary Education & Youth Services*
 Jeff Barnes, *Deputy Director, Office of Converging Technologies*
 Monica Casco, *Director, LOTE Consortium*
 Valli Cook, *Acting Director, Health Professions Advising Services Office*
 Jeanne DeMasters, *Director, Accounting – Accounts Payable Department*
 Marten denBoer, *Associate Provost*
 Wallace Goldberg, *Chair, Mathematics*
 Ira Hauptman, *Professor, Drama, Theatre & Dance*
 Donna Lipper, *Assistant to the Provost for Academic Data*
 Margaret McAuliffe, *Director, Institutional Research*
 Michelle Myers, *Associate Dean, Education*
 Lisa Pollich, *Assistant Director, Affirmative Action*
 Adam Rochman, *Executive Director for Student Affairs*
 Dean Savage, *Professor of Sociology & Chair, Academic Senate*

RECENT SIGNIFICANT STRATEGIC ACHIEVEMENTS

Raising the College's Profile

The profile of Queens College has become quite prominent in the past few years, thanks in great part to the achievements of our remarkable faculty and an expanded Office of Communications that has been spreading the good news about the College. To name just a few of our faculty members who have been making the headlines:

- Distinguished Professor of Hispanic Languages Gregory Rabassa, translator of *One Hundred Years of Solitude* and other classic works of Latin American literature, was invited to the White House to receive the National Medal of Arts.
- History Professor Mark Rosenblum's project *The Middle East and America: Clash of Civilizations or Meeting of Minds*, a remarkable effort to help Jewish and Muslim students see the Middle East conflict through the eyes of the other side, has gained strong support from the Ford Foundation and the Clinton Peace Initiative.
- Dr. Steven Markowitz's Center for the Biology of Natural Systems has received millions of dollars in federal grants to diagnose and treat workers who became ill while cleaning up at the scene of the World Trade Center.
- No news story about the hurricane season is complete without a quote from the college's resident expert on stormy weather, Nicholas Coch (Earth and Environmental Sciences).

The college's academic excellence is praised annually in the major college guides. Most recently, Queens was named one of the "25 Hottest Schools in America," as well as one of the "most interesting," by the 2008 Kaplan/Newsweek *How to Get into College* guide. The guide noted that "The school's biggest claim to fame is the several generations of lawyers, doctors and other professionals who could not afford the Ivies and say Queens changed their lives. It's still a bargain with tuition of \$4,000. It looks nothing like the big city campuses of Manhattan. It has 77 acres of rolling lawns and a tree-lined Quad."

And although we like it hot, we are also happy in some instances to be cold. The 2008 edition of the Princeton Review *The Best 366 Colleges* once again includes Queens College (only 15% of the nation's colleges appear in this book), and once again we are among America's top ten "Stone Cold Sober Schools," an acknowledgment that our students are serious and achievement oriented.

The City University of New York has also acknowledged our excellence by choosing the college to pilot the innovative Enterprise Resource Planning system. This will be the most significant enhancement to CUNY's administrative systems since the dawn of the digital age and will affect all the university's financial, human resource management, and student administration systems.

Our use of the latest technology on our wireless campus continues to expand as we now use email to notify faculty, staff, and students about important announcements, including registration, billing, and policy updates from Human Resources. We have also instituted a program that will allow us to contact students via email in case an emergency situation arises on campus. Computer kiosks and plasma screens can be found in most of our buildings. We are now in the final stages

of negotiation to hire a marketing firm to create a more dynamic home page. A content management system that will allow departments to create interesting and informative Web pages is also in its final stages.

Recent Academic Successes

The college's new general education curriculum incorporates entry-level courses on Perspectives on the Liberal Arts and Sciences (approved by the Academic Senate in 2006), targeting foundations of knowledge, and upper-division Synthesis courses that integrate knowledge across disciplines. The new curriculum will give students the tools to make connections between specialized study and general knowledge, to see the possible relationships between such seemingly disparate disciplines as biology and economics, and to understand the role the liberal arts play in the larger context of a changing world.

To help our faculty make the most of this new curriculum, we have established the Center for Teaching and Learning, housed together with our Writing Across the Curriculum program and a new Educational Technology Lab.

The world of knowledge is constantly expanding, bringing with it new opportunities for our students. To help our students take advantage of both new and changing fields, Queens College has recently added a number of academic offerings.

- *Bachelor in Business Administration (BBA)*: This program provides students with a firm foundation for success in today's highly competitive global business environment. The BBA draws on the College's liberal arts traditions to ensure that graduates are not only trained in technical business skills, but also have strong communication skills, understand how to incorporate new technologies into the business world, are aware of the impact of globalization on our own and the world's economies, and have a strong ethical foundation.
- *BS in Graphic Design*: Provides students with a degree that more accurately describes their academic accomplishments. They are prepared to become design professionals in the overlapping fields of graphic design, book and periodical publishing, Internet and multimedia authoring, and illustration, as well as in emerging specialized areas such as three-dimensional modeling, particle-effects generation, and time-based video and film graphics.
- *Neuroscience Major*: Based primarily in the Psychology and Biology Departments, the major provides rigorous training to prepare students for employment in neuroscience fields in the private sector as well as for neuroscience and behavioral neuroscience PhD and MD programs. Most students participate in research projects with a faculty member in the college's new Neuroscience Research Center.
- *Physics*: The Applied Physics Track was introduced as an option for the BA degree in Physics four years ago, and a BS degree in Physics was approved two years ago. Because of these changes, the number of physics majors has roughly doubled.
- *MS in Applied Environmental Geoscience*: Begun in September 2005, the program offers a professional degree for practitioners of the discipline. It provides graduate education and technical training in the geological technologies employed in monitoring and

addressing the environmental problems associated with urbanization, with a focus on the New York metro area.

- *MFA in Creative Writing*: This program, which accepted its first students in the fall of 2007, offers two tracks: creative writing (fiction, poetry, and playwriting) and literary translation. In recognition of the outstanding potential of this program, Graduate Initiative monies are being used to support a rotating visiting professorship in English to bring in experts in different genres.
- *Advanced Certificate in Applied Behavior Analysis*: Prepares students to design, deliver, and evaluate individualized behavioral interventions, with emphasis on children and adults with developmental disabilities. Provides practitioners with high-quality training and supervision in applied behavior analysis. Practicum experiences are coordinated with didactic course work to provide a meaningful repertoire of behavior analysis skills. Prepares professionals for the National Behavior Analyst Certification Board Examination.
- *Bioinformatics Program*: The Biology and Computer Science Departments are investigating a bioinformatics program for graduate and undergraduate students. Several faculty who have research interests in this area were recently hired.
- *MS Ed in Mental Health Counseling*: A letter of intent has been accepted, and a proposal will shortly be submitted, for an MS Ed program in Mental Health Counseling. A 60-credit program, it builds on an existing master's program and will lead directly to New York State licensure. Should increase quality and boost enrollment in an already strong and well-recognized program.
- *MS in Mental Health Counseling*: New alternative certification programs in Special Education/Elementary dual certification program; new alternative certification programs in Special Education/Adolescent; dual certification program; new post masters advanced certificate programs in Elementary New Teacher Academy program in secondary math and science.

We believe that our ability to add new programs in exciting fields is responsible in part for our recent strong growth in total enrollment, which now numbers more than 18,000 students.

Recent Faculty Hires

Over two hundred new faculty, with impressive credentials in research, scholarship, and teaching, have been hired over the past five years. Among the extraordinary scholars and teachers appointed in 2007 are:

- *Salman Ahmad*, Visiting Distinguished Lecturer in Music, is a doctor by training and a rock musician by profession, having founded what would become South Asia's biggest rock band, sold over 25 million albums worldwide and being the first rock band to be invited to perform at the U.N. General Assembly.
- Art Historian *Christopher D. M. Atkins* has the unusual distinction of having studied and learned the actual painting techniques practiced in Holland in the 16th and 17th centuries in Amsterdam,.

- *Sami Shalom Chetrit*, Assistant Professor in Classical, Middle Eastern & Asian Languages & Cultures, is an internationally recognized critic and poet.
- Urban Studies Associate Professor *Dana-ain Davis* is President-elect of the Association of Black Anthropologists.
- Philosopher *Antonio Donato*, previously a Lecturer in Philosophy at Oxford University, is a specialist in Medieval and Renaissance Philosophy.
- *Babak Ebrahimian*, Assistant Professor (Drama, Theatre and Dance), founded the Experimental Theatre Lab at Stanford and previously taught at Columbia University.
- The main research interests of *Else J. Fjerdingstad*, Assistant Professor of Biology, are social evolution, mating system evolution and their interaction, using mainly social insects as study organisms.
- *Annabel Herzog*, Schwartz Eminent Visiting Professor in Philosophy, focuses on the work of such 20th-century Jewish philosophers as Hannah Arendt, Emmanuel Levinas and Jacques Derrida.
- The principal area of specialization of *Nel de Jong*, Assistant Professor in the Department of Linguistics and Communication Disorders, is second language acquisition, more specifically, second language teaching methodology, oral fluency development, and second language comprehension and production skills; she is proficient in 10 languages.
- *Sanjai Kumar*, Assistant Professor of Chemistry and Biochemistry, is interested in the design, synthesis and evaluation of inhibitors/sensors of therapeutically important proteins.
- *Sheryl McCarthy*, Distinguished Lecturer in Journalism, received the Meyer Berger Award from Columbia University for her columns about New York City, awards from the national Education Writers Association and a Nieman Fellowship from Harvard.
- Assistant Professor of Physics *Sajan Saini*, is the co-author of an upcoming textbook, *Photonic Materials and Devices*, Cambridge University Press.
- The experience of *Uri Samuni*, Assistant Professor (Chemistry and Biochemistry), with matrix isolation spectroscopy has allowed him to see the unique advantages of sol-gel encapsulation of proteins.
- Accounting Lecturer *Jeffrey Satenstein* was chief financial officer of global investment banking and trading at JPMorgan Chase.
- English faculty member *Veronica Schanoes* won the William Carlos Williams Poetry Prize from the Academy of American Poets.
- Assistant Professor of Psychology *Joel R. Sneed's* National Institute of Mental Health-funded research focuses on the process of validating vascular depression as a distinct diagnostic entity of late-life.
- Sociologist *Suzanne Strickland* is working on an investment strategy for Afghanistan that

will use resources from several social investment funds to help invigorate Afghanistan's private sector and public investments.

More Opportunities for Students

We have expanded our study-abroad/student exchange programs, with new programs and student participation both up by 20%. More faculty are also participating. We hope in the future to have 1,000 students take advantage of study abroad programs each year.

Following a successful spring break trip to New Orleans this year to help with the cleanup of the city, we will now offer our students similar trips each spring break so they will have a chance to offer their knowledge and skills to those who are in dire need of them.

We recently reorganized our advising services into two distinct areas: academic advising and personal counseling. This allows our staff to work more effectively with students.

We have continued to add new and exciting pedagogies to our classrooms, most prominently "Reacting to the Past," an innovative curriculum developed at Barnard College in which students take on the role of important historical figures. Queens was the first nonresidential college in the country to introduce its students to this methodology.

We have continued to expand our award-winning Freshman Year Initiative (FYI) and recently introduced a similar program for sophomores, who are the group most likely to drop out of college.

We recently added seven team sports so that we now have 20 NCAA Division II athletic teams in which men and women may compete.

Queens received an Honorable Mention at the Model United Nations Conference.

Other Achievements

A number of improvements to the infrastructure of the College have been made or are underway. Besides becoming a wireless campus, we have added new technology to a number of our classrooms and have installed an Internet café in the library. Fitzgerald Gymnasium now boasts a beautiful new recreation center; a number of our athletic fields have also been updated. We completed Twomey Lounge and have also renovated the lobby outside the LeFrak Concert Hall and opened a new Jewish Studies library. The renovation of Remsen Hall will lead to a major improvement of our science labs. The Louis Armstrong House Museum will soon break ground on a new visitors center. All of these improvements were made possible in part by our friends in the state legislature and the Queens Borough President's Office.

We have enhanced our already attractive campus with new perimeter fencing, new landscaping on the Quad and by the new ADA entrance at the front gate and by the removal of the trailers on the west end of the campus. Work recently began on our new major entrance, the Jefferson Gateway. Other improvements that have given the campus a home-away-from-home feeling for students include a new recreation center, the Corner Pocket, which features billiards, foosball, Ping-Pong, air hockey, arcade/video games as well as copy and fax services. The main eating area in the Student Union has received a total renovation to a '50s-retro look and now features a student lounge with a 50-inch plasma screen and a state-of-the-art home theatre system.

Following last spring's request for proposals for a low-rise residence hall, the College has selected Capstone Development Corporation to work on the design and construction of the

project. A final contract is expected to be signed in early 2008, and the residence halls, which will be built over what are currently tennis courts, would open for students in fall 2009. No public funds will be used finance this project, which is estimated to cost \$63 million and is expected to accommodate 450-550 students, with parking spaces added for 200 cars.

In the spring of 2006 the College kicked off the public phase of its \$100 million fund-raising campaign, the most ambitious in its history. Thanks to the generosity of our graduates and friends, we quickly reached and surpassed that goal. (Perhaps that should come as no surprise as the 2008 U.S. News *America's Best Colleges* notes that QC alumni give at an exceptionally generous rate.) The funds raised will allow us to offer generous scholarships to our students and invest in state-of-the-art equipment for our classrooms and laboratories.

We have assigned "class designations" for all full-time students who entered in fall 2007: They are now the class of 2011 and will be referred to as such in all communications and orientations. (We are also working on a system to designate new transfer students as being part of a certain class.) This designation will make it easier for students to graduate in four years as they will receive preference in registering for courses. In the same vein, we have looked at our course offerings and are working to ensure that there are enough sections of popular required courses available so that students can graduate on time. The class designation will also make it easier for our advising and counseling services to stay on top of students' needs.

The College has increased its investment in advertising by running, for example, a full-page ad in the daily *New York Times* to celebrate the successful completion of our capital campaign. A major full-color ad has also been taken out in a special education issue of the *New York Times Magazine*.

We have established guidelines for choosing which faculty and staff can participate in our child care program. A successful pilot of this program was recently completed.

The College recently advertised for a Web writer/editor to help make the Web one of the college's most effective marketing tools. Resumes are now being reviewed and it is anticipated that a hire will be made in the next few months.

The College recently advertised for a major gifts officer in the Development Office. Resumes are now being reviewed and it is anticipated that a hire will be made by December 2007. It is expected that an additional position will be added in FY2008.

THE MISSION OF QUEENS COLLEGE

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.