Executive Summary

The Board of Trustees of The City University of New York (CUNY) and Chancellor Félix V. Matos Rodríguez invite nominations and applications for the position of president of Queens College (QC). The successful candidate will serve as the eleventh president of the college and will succeed Dr. Matos Rodríguez, who led the college from 2014 until his appointment as chancellor in May 2019.

Since opening its doors in 1937, Queens College has served men and women including many from immigrant and working-class families. Established as the college of the future, Queens College today is distinguished by a breadth of educational opportunities that reflect the mosaic of the communities it serves. Among the most diverse institutions of higher learning in the country, the college enrolls nearly 17,000 undergraduates and 3,100 graduate students. The college also offers doctoral programs in collaboration with the CUNY Graduate Center. Just nine miles from midtown Manhattan, QC’s 80-acre tree-lined suburban campus is an important cultural and social asset for New Yorkers. With dynamic community partnerships, hundreds of athletic and cultural events per year, and a robust network of relationships with industry and businesses that offer students internships and experiential learning opportunities, Queens College serves as an institution of higher learning, community center, and hub for economic development. The Chronicle of Higher Education ranks Queens College in the top one percent of all U.S. colleges for upward social and economic mobility. In addition, Money Magazine places QC among the top 15% of nearly 750 institutions featured in its 2019 list of best colleges according to value.

The college has more computer science majors than any other school in the city, and more public school superintendents, principals, teachers, and counselors in New York City have graduated from Queens College than from any other college. QC’s Aaron Copland School of Music is celebrated worldwide for combining conservatory-style training with a well-rounded liberal arts curriculum. The college is the only CUNY institution that participates in NCAA Division II sports.

QC prepares students to become leaders and agents of change in the service of their local and global communities. Notable alumni of the college can be found across all sectors and include Grammy award-winning musicians Arturo O’Farrill, Paul Simon and Carole King; congressmen Gary Ackerman, Joseph Crowley, and Adriano Espaillat; news reporter Juliet Papa; comedians Jerry Seinfeld, Ray Romano, Joy Behar, and Fran Drescher; professional women’s basketball stars Gail Marquis and Donna Orender; scientist Marie Maynard Daly; business leaders Charles Wang, Matthew Higgins, and Jill Barad; and actor and director Jon Favreau, among numerous others.

The campus’s unique and exceptional educational climate reflects a remarkable, diverse faculty committed to teaching and research. Experts in their fields, QC faculty have been recognized with prestigious awards from Guggenheim awards to funding from the National Institutes of Health and the National Science Foundation. Thirty-seven percent of new faculty hired in the past three years identify as Asian, Black, Hispanic, or Native American.

The next president of Queens College will join an institution uniquely positioned to address critical challenges and opportunities facing public higher education. The president will steward the college’s ongoing implementation of its strategic plan and its four overarching goals: facilitating student success; supporting faculty and staff excellence; weaving campus, community, and global connections; and strengthening operational capacity and infrastructure.
The next president will provide the vision and strategic leadership to further enhance enrollment and student success and strengthen relationships across the college and its extended community as a tireless advocate and champion for Queens College.

The college seeks in its next president an experienced and collaborative leader with a commitment to student success, academic and research excellence, and shared governance; a passion for and the ability to generate new resources through fundraising and other means; and the ability to build community anchored by a deep commitment to diversity, equity, and inclusion. For more information on how to apply, see “Procedures for Candidacy” on page 21.
Role of the President

The president is the chief executive officer of Queens College and reports to the Chancellor of CUNY. The president is responsible for all operations of the college, including overall leadership and management of the institution, the academic enterprise, fundraising, development of budget requests, and allocation of resources. See Appendix A for the current organization chart.

Opportunities and Expectations for Leadership

Queens College has many strengths on which to build toward the future. Its success to date is due in large part to the community’s shared sense of responsibility for its progress; its values, purpose and mission; and its strong commitment to a shared governance environment and productive relationships among administration, faculty, staff, and students. Its vibrant campus, diverse community, and commitment to academic excellence and social justice reflect the heart and soul of the borough. It is essential that the next president understand, embrace, and embed these deeply felt, unique qualities in every action and communication.

A commitment to Queens College’s values and culture will be foundational to the next president’s success in addressing the following priorities, among others:

Vision and strategy

Queens College is in a position to build on its strengths as an excellent public liberal arts and sciences university. Guided by the principles of diversity, equity, inclusion, and social justice, the college has the opportunity to advocate for the role of outstanding public arts and sciences education and its connection to the future of human endeavor and the world of work. The college has long been a leader in undergraduate and graduate education and seeks to evolve while adopting and capitalizing on innovations in technology, pedagogy, curriculum, and research.

The new president will join Queens College as its 2015–2020 strategic plan draws to a close and another awaits development. Effective strategic planning processes layered with routine assessment, follow-up and progress reports are ingrained in the college’s culture. Working collaboratively with constituents and the CUNY system, which also is in the early stages of mapping new system-wide strategic priorities, the president will engage the entire college in the development of an inspiring vision and complementary strategic plan for 2025 and beyond. The president will be expected to ensure that the college’s financial and campus master plans support the strategic plan while aligning resources to optimize space and facilities, improve infrastructure, incorporate new technology, and tap the talent of its extraordinary faculty and staff.

Leadership

Among Queens College’s highest priorities for its next president is continued investment in the health, well-being, and engagement of faculty, staff, and students in the life of the institution. The college’s success depends on tapping the diversity of thought, talent, creativity, and energy of its people. The college has a strong and positive governance culture — a significant asset in building support for a shared vision.
Academic excellence

Queens College is one of the top public arts and sciences universities in the nation, renowned for its emphasis on outstanding teaching, research, and scholarship. The college is proud of and continually seeks to advance its longstanding tradition of academic excellence, notwithstanding economic challenges. The college’s faculty seek a president who models and supports the highest standards of academic excellence while also encouraging innovation and new ideas that effectively prepare graduates for post-graduate opportunities, whether in business, government, or the academy. Specific attention must be given to developing new graduate programs, programs that connect arts and sciences to technology, and STEM education. Key priorities include appropriately balancing full-time and adjunct faculty and ensuring that infrastructure, policies, and procedures enable faculty to engage fully in research and scholarship.

Enrollment and student success

As an urban public university, Queens College stands fast by its mission to provide a highly diverse population access to an excellent education; therefore, it must continually underscore investment in top quality teaching and student services, which are critical to student success. Progress has been steady in increasing retention and graduation rates, but there is room to do more. The college’s commitment to recruiting and retaining an international student population at both the undergraduate and graduate levels presents additional opportunities and challenges. A robust graduate student enrollment provides both intellectual vitality and important resources for the college and will require strategic focus. Changing attitudes toward graduate degrees in education and the resulting impact on enrollment warrants particular focus.

Revenue generation/funding model

The college has a history of stable, effective financial stewardship in a constrained resource environment. CUNY campuses submit annual financial plans to the system yet have flexibility in managing their own budgets. Principal sources of funding for the operating budget include CUNY system funds derived from state and municipal appropriations, tuition revenue, research overhead, and philanthropy. In addition, while city and state sources have historically provided funding for capital improvement and new construction, the needs are greater than the current funding model can accommodate. Potential sources of growth in the operating and capital budgets that the next president will want to pursue include increased graduate enrollment, undergraduate retention and persistence, philanthropy, and public/private partnerships. As one of 25 campuses in the CUNY system, Queens College benefits from the combined impact of a system serving 275,000 students when lobbying for municipal and state support for both operating and capital funds. The president is expected to work collaboratively with CUNY leadership to evaluate and revise the current funding model, identify and implement efficiencies to free up resources, and advocate for increased government support.

Advancement and advocacy

Fundraising from private philanthropy has grown steadily since 2015. The Queens College Foundation board is a strong, energetic partner with engaged leadership and deep interest in helping to grow the college’s major donor base, alumni participation, and fundraising success. A major objective for the next president will be to make a case for support that builds on the college’s strategic priorities and aligns with system-wide efforts to increase philanthropic support across CUNY. The president is expected to strengthen relationships with board members as well as to inspire and nurture a sense of pride among
alumni, many of whom are highly visible, active leaders in a wide variety of fields and endeavors. A complementary priority will be to develop and execute a compelling communications plan that resonates with the college’s diverse audiences and highlights its distinctive identity, its contemporary evolution as a liberal arts and sciences university, its priorities for the future, and the contributions and achievements of its alumni.

**Strategic relationships**

The president of Queens College plays a key role in developing and maintaining strategic relationships at the local, system, city, state, and national level. Active partnerships with businesses, government, healthcare and other organizations are essential for providing students with access to internships and experiential learning and offer potential for developing applied research opportunities. Strong connections to future employers also help inform new program development. Queens College has a powerful group of friends in the New York Senate, State Assembly, and governor’s office whose advocacy and support are among the college’s greatest assets. It is critical that the next president maintain, cultivate and establish strategic relationships for the benefit of the college and the greater Queens community.

**Professional Qualities and Personal Characteristics**

Queens College's next president will be energized by the college’s unique profile and commitment to excellent public higher education. The president must have vision; leadership ability; significant administrative experience; the ability to develop productive relationships with Queens College's entire community of faculty, staff, students, alumni, parents and friends; integrity and humanity; and an inclusive, transparent communication style. Outstanding academic credentials, successful fundraising experience, and a record of achievement that will garner the respect of the entire Queens College community are essential. A terminal degree is strongly preferred, and a deep appreciation for scholarly research and inspirational teaching is required.

The college is proud of its longstanding history of racial and ethnic diversity and inclusion among faculty, staff and students. The next president will be expected to enhance, model, and ensure a commitment to diversity and inclusion across the college community.

In addition, the ideal president will demonstrate the following skills and competencies:

**Leadership**

- Significant administrative experience at a complex organization
- Experience-based understanding of higher education
- Demonstrated experience leading strategic change
- Ability to engage effectively with internal stakeholders and move agendas forward in a shared governance environment
- A collaborative, welcoming, friendly leadership style
- Ability to make difficult decisions with transparency and integrity
- Strategic planning capability and analytical skills
- Sophisticated financial and budgetary acumen.
Academic values

- Abiding commitment to the outstanding education and psychological well-being of all students
- Deep support for the role of scholarship and research as the foundation for academic excellence
- Breadth and depth of understanding of a range of disciplines, with special attention to STEM fields
- Commitment to the principles and practice of shared governance.

External advocacy and resource development

- Enthusiasm for and evidence of ability to lead successful philanthropic fundraising efforts
- Outstanding external relationship-building and stewardship skills
- Experience building a network of supportive relationships with elected officials, municipal and regional leaders, governing boards and/or system leadership, the business community and alumni
- Vision and ability to execute a strong marketing and branding strategy in a competitive environment.

Commitment to building community

- Experience in and passion for the unique role of urban public universities
- Inclination and ability to build meaningful, effective relationships with faculty and staff
- Passion for the mission of Queens College
- Core values of community engagement, diversity, equity and inclusion
- Zero tolerance for harassment, discrimination and inappropriate behaviors that undermine a healthy, productive and welcoming environment for all members of the college community.
About Queens College

Upon its founding in 1937, Queens College was hailed by the New York City borough’s residents as “the college of the future,” an idea that has become a hallmark of its identity and an organizing force in its ongoing evolution. Today, Queens College is one of 11 four-year colleges in the CUNY system, which is the largest urban university system in the nation. The college is consistently ranked among the leading institutions in the country for the quality of its academic programs and student achievement. Located in a residential area of Flushing in the borough of Queens — America’s most ethnically diverse county — the college enrolls students from more than 145 countries. Recognized as one of the most affordable public colleges in the U.S., Queens College offers an exceptional education to talented people of all backgrounds and means.

Mission

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 the pursuit of excellence and the expansion of the frontiers of knowledge. True to its motto *Discimus ut serviamus* (We Learn So We May Serve), Queens College’s goal is for students to learn to think critically, address complex problems, explore various cultures, and use effectively the full array of available technologies and information resources in the service of others and the betterment of society.

Queens College provides robust and unusually rich educational opportunities that reflect the diversity of the borough and New York City. Regardless of their individual course of study, Queens College students develop the analytical abilities, communication skills, and broad perspectives designed to ensure their success in any career they pursue.

As a public university, Queens College is committed to providing affordable access to higher education and embraces its obligation to serve the broader community. The college is at once a source of public information and a venue for cultural and educational activities that enrich the community at large. Through graduates’ contributions to an educated workforce and the leadership roles assumed by alumni, Queens College is deeply invested in the economic future and vitality of New York.

By the Numbers

Queens College enrolls almost 20,000 students taught by 606 full-time and 1,020 adjunct faculty. Of the full-time faculty, three-quarters hold doctorates or terminal degrees and more than 71% are tenured. More than 1,300 dedicated professional and full- and part-time staff enable and support pursuit of the college’s mission.

The college has an operating budget of $145 million, excluding fringe benefits and energy costs, funded primarily through New York State tax-levy appropriations and student tuition. As of Fall 2018, annual tuition for full-time undergraduates residing in New York is $6,730. Faculty received more than $30 million in external grants in the 2018 fiscal year. Over the last five years, the Queens College Foundation has exceeded $108 million in contributions.
Recognition

In 2018, Queens College was ranked among America’s Best Value Colleges by Forbes magazine, with special recognition for its success with nurturing upward mobility. Forbes also ranked Queens College No. 5 among the 35 public and private schools in New York State, and among the top 25 Best Value public colleges nationwide. U.S. News & World Report listed Queens College as one of the Best Northern Regional Universities in 2015 and 2016, placing it among the top 10 public colleges in the rankings. QC was also listed among the Princeton Review’s Best 380 Colleges in 2016, and Washington Monthly ranked it among the top five U.S. colleges offering the “Best Bang for the Buck” from 2013 to 2015. U.S. News & World Report has recognized Queens College as one of the best graduate schools in the nation for master’s level study in Fine Arts, Library and Information Studies, Psychology, and Speech Pathology. QC’s extensive commitment to sustainability earned the college inclusion in the Princeton Review’s 2015 Guide to 353 Green Colleges. Since 2013, 12 QC graduates have received Fulbright awards, repeatedly earning the college the distinction of being a top Fulbright producer.

Alumni

Queens College takes great pride in its more than 120,000 alumni. Although 85% live in the New York metropolitan area, alumni can be found in every state as well as in many countries around the world. Queens College alumni are leaders in business, government and politics, entertainment and media, education, sports, science and technology, and the humanities. They include:

- **Business** — Russell Artzt, co-founder, Computer Associates; Jill Barad, former chair and CEO, Mattel; Philip A. Berry, chief human resources officer, Clinton Foundation; Lee Fensterstock, chair and CEO, Fensterstock Associates; Matthew Higgins, vice chair, Miami Dolphins and co-founder and CEO, RSE Ventures; Michael Goldstein, former chair of the board, Toys “R” Us Children’s Fund; Charles Wang, co-founder, Computer Associates and owner, New York Islanders
- **Film and TV** — Joy Behar, Adrien Brody, Fran Drescher, Jon Favreau, Ray Romano, Jerry Seinfeld
- **Government** — Gary Ackerman, Joseph Crowley, Adriano Espaillat
- **Law** — Leslie Abramson, Barry Bryer, Steven J. Daniels, Alyssa Eisner, Kenneth Newman, Diane Patrick, Roger Stavis
- **Educators** — Jean-Claude Brizard, former CEO, Chicago Public Schools; Daisy Cocco de Filippis, president, Naugatuck Valley Community College; Edward J. Ray, president, Oregon State University; Norma Rees, former chancellor, University of Wisconsin
- **MacArthur “Genius” Award Winners** — Cristina Moreta Jiménez, David Rudovsky, Bright Sheng, Elliot Sperling, Eric Wolf
- **Media** — Emmy winners Michael Cohen, Mary Murphy, Howie Rose, and Michael Weisman; National Gracie Award winner Juliet Papa; Good Morning America founding senior producer Richard Richter; New York Times reporter Richard Sandomir
- **Grammy Winners** — Marvin Hamlisch, Carole King, Arturo O’Farrill, Paul Simon
- **Science** — Marie M. Daly, first African American woman to earn a chemistry Ph.D.; Albert Kapikian, human gastroenteritis virus researcher; Dennis Liotta, co-discoverer of a breakthrough HIV drug; Stanley Milgram, developer of the concept of six degrees of separation; Elizabeth Neufeld, recipient, National Medal of Science
- **Athletics** — Robert Koehler, member, 1952 Olympic Water Polo Team; Marjorie Lea Larney, 1952 and 1956 Olympic javelin thrower; Gail Marquis, 1976 Olympic Basketball silver medalist; Donna Orender, former WNBA Commissioner
- **Social Justice** — Andrew Goodman, civil rights activist; Cristina Moreta Jiménez, immigrant rights leader and one of Time Magazine’s 100 most influential people of 2018.
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Strategic Plan

The result of extensive consultation among campus stakeholders, the Queens College Strategic Plan 2015–2020 serves as a guide for the ongoing advancement of the college’s mission, anchored by four overarching goals: facilitating student success; supporting faculty and staff excellence; weaving campus, community and global connections; and strengthening operational capacity and infrastructure.

Goals

Facilitating student success

Student success lies at the heart of what Queens College does. While the college strives to help all students achieve their academic goals, some students require more support than others; the college has been focusing in particular on transfer students, who currently account for 52% of the student body and face unique challenges. Graduate students are another group of focus due to the decline in their enrollment and retention rates as well as the importance of a graduate education to career development and employment.

Technology can be used to expand the college’s reach to all students as they progress toward graduation — not to replace the critical face-time between staff and students but to provide a different means of support for students who are comfortable with it so that more one-on-one in-person interactions might be made available for those not wishing to engage in a technology-based format. By creating innovative support strategies, targeting discrete populations, and enhancing successful strategies with technology, all Queens College students will be able to reach their full potential and become leading citizens in their chosen fields of study, their communities, and the world at-large.

Supporting faculty and staff excellence

At the heart of any great institution are great people. Queens College will foster the scholarly and creative pursuits of its faculty and provide them the support they need to be successful in the classroom. Simultaneously, the college will nurture staff capacity to support key academic and administrative functions at the college, helping staff members grow professionally and achieve their individual career goals. Across all activities, the college will support faculty and staff to improve their assessment practices so that courses, academic and non-academic programs, academic and non-academic departments, and institutional practices are continuously improving in service of the college’s mission.

Weaving campus, community, and global connections

Located in New York City’s most racially and ethnically diverse borough and home to immigrants from around the globe, Queens College strives to reflect the richness of that demography. The college understands that its students, faculty, and staff are connected to many communities in the borough and internationally. Educational and career preparedness extends beyond the classroom and requires people to be able to navigate a globalized world. Queens College recognizes the need to better connect the campus community with the borough, the city, and the world beyond.
Strengthening operational capacity and infrastructure

Effective institutions require sound processes, systems, and infrastructure. As with so many other institutions, Queens College has in place internal business processes that should be more consistently examined and updated so as to ensure quality service to all constituencies. The college recognizes it could be more strategic in growing and conserving resources, from raising funds to greening the campus. In addition, the college recognizes it could more effectively ensure its brand is visible and known.

Learn more about the strategic plan.
Academics

Within a structured curriculum and in an atmosphere of collegiality and mutual respect, Queen College fosters an environment in which students learn the underlying principles of the humanities, the arts, and the mathematical, natural, and social sciences. Many students come to Queen College because of its strong reputation for language offerings, from Latin and Greek to Italian, Korean and Chinese. Others are drawn by the Aaron Copland School of Music, which has graduated generations of musicians, performers and music teachers.

The college prepares students in a variety of professional and pre-professional programs that build upon and complement the liberal arts and sciences foundation. The college has historically played a leading role in training teachers, counselors, and principals for the K–12 system. It is No. 1 in producing computer science degrees in New York City and No. 3 in accounting and business majors in the state.

Recognizing the special needs of a commuting student population, Queens College also offers a broad spectrum of co-curricular programs that serve individuals and distinct student constituencies. As Queens is the World’s Borough, the college is dedicated to international education and global engagement, welcoming students and scholars from around the globe to campus. The college supports an internationalized curriculum and develops opportunities for study, research, and internships abroad.

In support of advanced study in the liberal arts and professions, Queens 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 CUNY’s graduate school, the college provides faculty and resources in support of the university’s mission in doctoral education and research. Queens College participates in CUNY’s doctoral offerings as well as in the Macaulay Honors College, a selective academic program open to highly motivated students. The college employs university graduate students and prepares them for careers in higher education and research and supports faculty who serve as mentors for doctoral students and engage in related scholarly activities.

Faculty

Queens College recognizes the importance of a diverse faculty that is responsive to the needs and aspirations of students of all ages and backgrounds. To serve on its faculty, Queens College seeks productive scholars, scientists and artists deeply committed to teaching. The college endeavors to enhance the teaching effectiveness of faculty as well as to encourage their research and creative work. The faculty comprise distinguished scholars, many of whom are national and international leaders in their fields. Ten members have received national recognition by being awarded the prestigious and highly competitive Faculty Early Career Development (CAREER) Program research grants from the U.S. National Science Foundation; six are current recipients. Other faculty have received highly competitive and notable awards from an array of funders, including the National Institutes of Health, Centers for Disease Control and Prevention, National Institute for Occupational Safety and Health, and the U.S. Department of Education. Many faculty are affiliated with doctoral programs offered through the CUNY Graduate Center.
Divisions, Departments, and Programs

Queens College's academic programs are organized into four divisions — Arts and Humanities, Education, Mathematics and Natural Sciences, and Social Sciences — which offer day and evening courses through the undergraduate College of Liberal Arts and Sciences and the Graduate School. With more than 100 degree programs (61 undergraduate and 54 graduate), the college prepares students for study and careers across numerous fields and professions. The wide array of possible minors include programs such as Secondary Education and Youth Services (SEYS) and Business and Liberal Arts (BALA), both of which combine the best of traditional education with preparation for entry into a profession.

The college’s four academic divisions comprise more than 100 departments and programs:

**Arts and Humanities**
- Aaron Copland School of Music
- American Studies
- Arabic
- Art
- Asian-American Community Studies
- Chinese
- Classical, Middle Eastern and Asian Languages and Cultures
- Communication Sciences and Disorders
- Comparative Literature

**Drama, Theatre and Dance**
- English
- European Languages and Literatures
- Film Studies
- French
- German
- Graphic Design
- Greek (Ancient)
- Greek (Modern)
- Hebrew
- Hispanic Languages and Literatures
- Italian
Japanese
Jewish Studies
Korean
Latin
Liberal Studies
Library and Information Studies
Linguistics and Communication Disorders
Media Studies
Russian
Speech–Language Pathology
World Studies

Social Sciences

Accounting and Information Systems
Actuarial Studies
Africana Studies
Anthropology
Business Administration
Business and Liberal Arts (BALA)
Byzantine and Modern Greek Studies
Data Analytics and Applied Social Research
East Asian Studies
Economics
Finance
History
Honors Programs
Interdisciplinary and Special Studies
International Business
Irish Studies
Italian-American Studies
Journalism
Labor Studies
Latin American and Latino Studies
Philosophy
Political Science
Religious Studies
Risk Management
Sociology
Urban Studies
Women and Gender Studies

Pre-Professional and Pre-Health Professions

Pre-Engineering
Pre-Law
Pre-Med: Chiropractic, Dentistry, Medicine, Optometry, Podiatry and Veterinary Medicine

General Education

The college’s goal of providing students an education in the liberal arts and sciences have endured since Queens College was founded in 1937. Courses and requirements have changed over the years but the goal remains helping students to develop the tools necessary to succeed in an increasingly fast-paced and interconnected world and to develop a life-long love of learning. Today, entering freshmen and transfer students follow a liberal arts curriculum that fits the framework of the CUNY Pathways Initiative — a framework common to all CUNY colleges that guarantees that General Education requirements fulfilled at one CUNY college will carry over seamlessly to another in the event a student transfers.
Special Programs and Academic Options

Nontraditional academic options at Queens College include: Adult Collegiate Education, an accelerated degree program for high school graduates age 25 and older; the English Language Institute, an academic program for learning English as a second language; and Professional & Continuing Studies, which offers non-credit certificate programs and development, enrichment and corporate training opportunities. In addition, there is a Weekend College, Summer Session, and Winter Session. Many students participate in Writing at Queens College, the SEEK program (Search for Education, Elevation, and Knowledge), which serves as a gateway for academically and financially disadvantaged students who need extra support to succeed, and the Academic Senate. Senior citizens can sit in on classes on a non-credit, space-available basis through the low-cost Senior Citizen Program. The College Now Program is part of a city-wide collaborative initiative between CUNY and the New York City Department of Education. Its primary goals are to improve the academic achievement of high school students and to ensure that graduating students are ready to do college-level work.
Research

Queens College faculty have continuously produced world-class and internationally-recognized research throughout the institution’s history. Scholarly productivity has steadily increased in the publication of books, book chapters and peer-reviewed journal publications, in the presentation of scholarship at national and international conferences and invited lectures, in the composition and performance of musical and artistic works, and in newer technologically-driven mediums such as blogs.

External funding from competitive awards and contracts has also steadily increased, supporting not only scholarly output but the education that students receive. Queens College is dedicated to fostering research opportunities for its students, and undergraduates in particular. Queens has been an active member of The City University of New York consortium working with the Council of Undergraduate Research in an effort to expand undergraduate research opportunities with faculty as well as integrating research into the Queens College curriculum.
Centers and Institutes

Queens College’s centers and institutes serve students and the larger community by addressing critical social justice, public health and environmental challenges as well as celebrating the borough’s many ethnic communities. Examples include the following:

- Asian American/Asian Research Institute
- Barry Commoner Center for Health and the Environment
- Center for Byzantine & Modern Greek Studies
- Center for the Improvement of Education
- Center for Jewish Studies
- Hellenic American Project Research Center-Archives Immigration Library and Museum
- John D. Calandra Italian American Institute
- Michael Harrington Center for Democratic Values and Social Change
- Neuroscience Research Center
- Queens College Center for Ethnic, Racial and Religious Understanding
- Research Center for Korean Community
- Schutzman Center for Entrepreneurship

Libraries

Queens College’s resources, spaces and people work to make the 21st-century world of information and ideas open, understandable and accessible for all members of the QC community. The Benjamin S. Rosenthal Library contains more than 800,000 books and access to thousands of electronic journals and other digital resources. There are spaces for classes and special events, individual and group study, and support with research and technology for all students and faculty. The Chaney-Goodman-Schwerner Clock Tower is part of the Rosenthal Library and was built in 1988 and dedicated in 1989. Its name honors three civil rights workers — James Chaney, Andrew Goodman, and Michael Schwerner — who were murdered in Mississippi in 1964, where they were volunteering for the Mississippi Freedom Project. Goodman was a Queens College student at the time of his death. The Rosenthal Library is also home to the Queens College Makerspace, Queens College Archives, and Louis Armstrong Archives.

The Art Library features extensive resources on all aspects of art and architectural history. The Queens College Art Center hosts exhibitions of modern and contemporary art. The Queens College Music Library, located on two levels in the Music Building, is a first-class research facility with one of the largest music collections in the CUNY system.
Student Life

Queens College currently enrolls close to 20,000 students. Two-thirds of undergraduates attend full-time; the overwhelming majority of graduate students attend part-time. Retention rates for first-time matriculating freshmen are higher than that of other peer colleges, according to the National Center for Education Statistics. The same holds true for bachelor’s degree graduation rates for first-time, full-time students. In grades and test scores, students compare favorably with those at leading public institutions, and graduates are accepted at top professional and graduate schools.

Queens College is one of America’s most culturally diverse colleges. Undergraduates are mostly students of color, although some populations such as African Americans are underrepresented (8.4%) when compared to borough demographics. Asian/Pacific Islanders comprise 29.4%, Whites comprise 25.7% and Hispanics comprise 29.1% of undergraduate students. More than a third of undergraduates were born overseas; they hail from more than 145 countries and speak 87 languages. Slightly more than one-third (35%) are first-generation college students, and 56% of the undergraduate population are women.

Over the past decade the college had transitioned from a first-time-freshman-majority campus to a transfer-majority campus. With the more recent cohorts of students that ratio has been more balanced (51% vs. 48%). Approximately 70% of students attend full-time. By contrast, the majority of graduate
students (86%) attend part-time. More than half (51.3%) are White/non-Hispanic, and more than two-thirds (69%) are women.

Rooted in a rich tradition of student disability rights activism, inclusion, and innovative program design, Queens College has become a first-choice destination for students with disabilities and scholars studying the disability experience.

Queens College is committed to making the campus a home away from home for its students. Extracurricular activities include more than 100 clubs and teams. The only CUNY college to participate in NCAA Division II sports, QC has 19 varsity teams, including basketball, tennis, soccer and swimming squads for men and women, as well as baseball, softball and women’s lacrosse. Recreational athletes can join intramural teams, take classes or work out in the fitness center.

The college’s first residence hall opened a decade ago. Today, the Summit Apartments houses approximately 500 students. The Summit Apartments earned LEED Gold certification, a ranking established by the U.S. Green Building Council, thanks to its green design and use of sustainable strategies for water and energy. A Child Development Center, staffed by professionals, offers inexpensive day-care services to students with children. The college continues to open new cafes, dining areas and lounge areas; improve the Student Union and other buildings; and embark on a variety of beautification projects to enhance the student experience on campus.

Many Queens College students participate in The CUNY Service Corps which promotes civic engagement among students and prepares them to succeed in their academic and professional careers. Students contribute to New York City’s future while gaining professional work experience and getting paid. CUNY Service Corps recruits once a year (at the start of the spring semester) and is open to all full-time students. Participants join a prestigious university organization and enhance the sustainability and civic well-being of New York City and its communities.
Students who venture off campus will find a community rich with arts, culture, and entertainment. Local attractions range from museums to professional sports — sometimes all in one: the Queens Museum of Art, famed for its panorama of the City of New York, shares Flushing Meadows Corona Park with Citi Field, home of the New York Mets, and the USTA Billie Jean King National Tennis Center. The park is also famous for the Unisphere, a 140-foot high stainless steel model of the globe commissioned for the 1964 World’s Fair.
Queens, New York

The largest of New York’s five boroughs, Queens is adjacent to Brooklyn at the western end of Long Island. If it were an independent city, it would be the nation’s fourth most populous city, after Los Angeles, Chicago and Brooklyn. The borough is the most ethnically diverse urban area in the world, where residents often identify most closely with their neighborhood rather than with the borough or city. Queens is a patchwork of dozens of unique neighborhoods, each with its own distinct identity.

In keeping with its motto — *Discimus ut Serviamus* — We learn so that we may serve — Queens College leverages its resources to benefit and serve the greater Queens community. *Upward Bound* provides year-round academic enrichment to local high school students from families of limited means and education. *College Now* allows teens at participating high schools to take college-level courses; students at Townsend Harris High School can walk across the college campus to take advantage of unique opportunities through *College Preparatory Programs*. The *New York Deaf-Blind Collaborative*, a federally funded project awarded to QC, assesses the needs of the state’s deaf-blind children and youth, their families and their service providers.

Queens is conveniently connected to the rest of New York City and outlying areas via the college’s shuttle bus, public bus, subway and the Long Island Rail Road. On campus, licensed drivers 21 or older can take advantage of Zipcar or rent designated vehicles parked on school grounds.
Procedure for Candidacy

WittKieffer is assisting The City University of New York in this recruitment. The presidential selection process is governed by CUNY and overseen by the Office of the Chancellor. The 12-member presidential search committee is appointed by the board chairman and includes a diverse mix of trustees and Queens College stakeholders. The search committee is accountable for overseeing the recruitment of candidates, performing initial candidate screening and assessment, conducting interviews and ultimately recommending a short list of unranked finalists to the chancellor and board of trustees, who will ultimately make an appointment. All of the deliberations of the committee and the board are conducted with full confidentiality.

Review of candidates will begin in summer 2019 with first-round candidate interviews targeted for Fall 2019. For fullest consideration, applicant materials should be received by October 1, 2019. Application materials should include a letter of interest addressing how the candidate’s experiences match the position requirements, a current CV, and contact information for at least five references. References will not be contacted without candidates’ knowledge.

Confidential inquiries, nominations and application materials should be directed to:

   Lucy Leske, Philip Tang, and Christine Pendleton
   WittKieffer
   QueensCollegePresident@wittkieffer.com

CUNY encourages people with disabilities, minorities, veterans and women to apply. At CUNY, Italian Americans are also included among our protected groups. Applicants and employees will not be discriminated against on the basis of any legally protected category including sexual orientation or gender identity.

EEO/AA/Vet/Disability Employer
Appendix A: Queens College Organization Chart

(July 2019)
Appendix B: Queens College Foundation

The Queens College Foundation is a not-for-profit educational foundation chartered by the Department of Education of the State of New York and recognized as a federally tax-exempt organization. As with many public colleges and universities, the Queens College Foundation was established in part to ensure that state-budgeted funds are maintained separate from private and corporate contributions. The Queens College Foundation was founded in 1980 for the added purpose of developing and increasing the resources at the college in order to provide more extensive educational opportunities to students and service to faculty. It receives gifts and grants with which it finances research in fields of intellectual inquiry that are in keeping with the college’s educational objectives in its constituent schools. It awards and administers scholarships and fellowships.

Board of Trustees

The foundation is governed by a board comprising business, artistic, and intellectual leaders from New York State and across the nation:

Lee Fensterstock, Chair
Jane Chwick, Vice-Chair
Howard M. Sipzner, Treasurer
Saul J. Kupferberg, Secretary

William A. Tramontano, Interim President, Queens College
Laurie F. Dorf, Executive Director

Russ Artzt
Paulette Mullings Bradnock
Donald Brownstein
David Chu
Steven J. Daniels
Steven L. Gerard*
Michael Goldstein
Celeste A. Guth
Carol J. Hochman*
Katherine Hu
Freda S. Johnson
Ira B. Lampert
Gail A. Marquis

James A. Mitarotonda
Dina Perry
Max Rodriguez
Mark E. Rose
David B. Rosen
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Charles L. Swarns
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Susan Isaacs (Abramowitz)
Michael Minikes*

*Chair Emeritus
Appendix C: About CUNY

Every year, hundreds of thousands of students choose The City University of New York for a multitude of reasons that can be summed up as one: opportunity. Providing a quality, accessible education, regardless of background or means, has been CUNY’s mission since 1847.

The university’s unwavering commitment to that principle is a source of enormous pride. CUNY colleges offer a seemingly infinite array of academic programs taught by award-winning faculty, as well as sports, internships, scholarships and community service opportunities found on campuses throughout New York City’s five boroughs. CUNY’s combination of quality academics, remarkable affordability, financial support and the convenience of 25 modern campuses offers a remarkable educational experience.

CUNY has a legislatively mandated mission to be “of vital importance as a vehicle for the upward mobility of the disadvantaged in the City of New York … [to] remain responsive to the needs of its urban setting … [while ensuring] equal access and opportunity” to students, faculty and staff “from all ethnic and racial groups” and without regard to gender.

Leadership

On May 1, 2019, Félix V. Matos Rodríguez took office as CUNY’s eighth chancellor. With his appointment, Matos Rodríguez made history by becoming the first educator of color, and the first Latino, appointed to the role. CUNY is the nation’s largest urban university, comprising 25 campuses with an enrollment of more than 275,000 degree-seeking students, over 225,000 adult and continuing education students and an operating budget greater than $3.6 billion.

Chancellor Matos Rodríguez’s distinguished career spans both academia and the public sector: He is a scholar, teacher, administrator and former cabinet secretary for the Commonwealth of Puerto Rico.

Chancellor Matos Rodríguez, who had been the president of CUNY’s Queens College since 2014, is a dedicated champion of accessibility, inclusion and excellence in higher education. Immediately prior to his time at Queens College, he spent five years as president of CUNY’s Eugenio María de Hostos Community College in the Bronx, making him one of a select few U.S. educators who have served as president of both baccalaureate and community colleges.

Through these leadership experiences, he developed the depth of perspective to address the multiple needs of a vast university system that includes community and senior colleges, as well as graduate and professional schools.

While at Queens College, Matos Rodríguez introduced “QC in 4,” an initiative that helps students complete their bachelor’s degrees within four years; he significantly increased the college’s endowment; and he created accelerated graduate programs that allow students to save time and money as they work toward master’s degrees.
Colleges and Schools

CUNY spans 25 campuses across the city’s five boroughs providing exceptional access for high school graduates, high academic quality, numerous programs to support student completion and deep connections with important industries for career success. The system includes 11 senior colleges, each with a rigorous baccalaureate degree program and enriching campus experience; seven community colleges, which provide high-quality associate degree programs that prepare students for senior colleges or entry into professional careers; and seven graduate, honors and professional Schools, offering more than 30 doctoral programs.

**Senior Colleges**
- Baruch College
- Brooklyn College
- College of Staten Island
- Hunter College
- John Jay College of Criminal Justice
- Lehman College
- Medgar Evers College
- New York City College of Technology
- Queens College
- The City College of New York
- York College

**Community Colleges**
- Borough of Manhattan Community College
- Bronx Community College
- Guttman Community College
- Hostos Community College
- Kingsborough Community College
- LaGuardia Community College
- Queensborough Community College

**Graduate, Honors and Professional Schools**
- Craig Newmark Graduate School of Journalism at CUNY
- CUNY Graduate Center
- CUNY Graduate School of Public Health and Health Policy
- CUNY School of Labor and Urban Studies
- CUNY School of Law
- CUNY School of Professional Studies
- Macaulay Honors College