

2021–2026

STRATEGIC PLAN





Introduction

The Queens College 2021–2026 Strategic Plan has been formulated with the help of many Queens College stakeholders, including faculty, students, alumni, staff, members of the Queens College Foundation, and Queens community members. Through an inclusive process, we have developed a plan that will guide Queens College to a brighter future and enable it to provide its students with the best possible education in a welcoming environment.

This plan is the result of a year-long process that began in Fall 2020 and therefore coincided with the COVID-19 pandemic. Though all meetings and town halls were conducted over Zoom, we successfully engaged deeply in discussions about our core purpose and the values we hold dear. For the framework of this plan, we envisioned the future state we wanted to accomplish in five core areas of our work and what it will take to get there. This framework sets us on a course to achieve that vision, while committing us to an annual process to reflect and course-correct based on context and circumstances.

Theory of Change Behind this Plan

This plan stems from a specific theory of change that we share here because it shaped our planning process and the plan content.

If We....

- Clarify our student-centered purpose
- Define core values, including on diversity, equity, and inclusion (DEI)
- Identify a vision and action around five key levers of organizational effectiveness:
 - Curriculum
 - DEI
 - Faculty scholarship and creativity
 - Fiscal sustainability
 - Student success and student life
- Widely and deeply engage our QC community in this work

Then...

- More of our campus community will feel invested in the plan
- We can make greater progress in the five areas
- This progress collectively contributes to long-term and more equitable progress on student success

Planning Process

To create this plan, hundreds of faculty, staff, students, administrators, alumni, and QC Foundation Board representatives participated in eleven town halls.

Incorporating town hall input and data on student success, five working groups—totaling 72 faculty, staff, students, administrators, and QC Foundation Board members—spent months creating proposals that shaped this plan.

A 19-person steering committee with faculty, staff, student, administration, and Queens College Foundation Board representatives ensured that the process was transparent, engaging, and evidence-based. This group took the lead in revising the QC mission, creating QC college-wide values, and pulling the plan together into one framework.

Throughout the planning year, the steering committee sought ways to engage the campus community in the process, issuing regular communications updates that were amplified through the QC website and social media. Draft content, such as the college mission and values, was presented to groups like the Academic Senate, Personnel and Budget Committee, and the President’s Council.

Planning Timeline

September/October 2020

- Working Groups and Steering Committee created
- Web page created/promoted

November/December 2020

- 5 virtual Town Halls held, including for students
- Input solicited via Frankly Speaking
- Working Groups began meeting w/ town hall input
- Steering Committee focused on process

January/February 2021

- Working Groups discussed data
- Working Groups drafted 5-6 year proposals
- Steering Committee revised the QC mission defined values

March/April 2021

- Mission/values vetted with Working Groups, Cabinet, P&B College Senate – revisions made
- Steering Committee plan framework based on Working Group proposals

May/August 2021

- Plan framework vetted via 6 Town Halls (May)
- Plan content finalized (May)
- Plan designed (summer)

September 2021

- Plan implementation



Mission

The mission of Queens College is to prepare students to serve as innovative leaders in a diverse world that they make more equitable and inclusive.

We do this by recognizing every student’s potential and facilitating opportunities to achieve it. We guide students to determine their desired paths forward that are in service to the ways they define their community or communities. We prepare undergraduate and graduate students through rigorous academics and

provide support so that students are able to complete their courses of study and find the right path after graduation.

We take an aspirational yet practical approach to liberal arts and professional education: engaging students in learning, knowledge creation, and cocurricular activities that broaden their minds while giving them tangible skills to succeed in careers and life.



Values

Service and civic engagement. “We Learn So That We May Serve” is our motto. We educate all students to lead lives of service and civic engagement in their careers and communities. We seek to model that aspiration through our service as faculty members, staff, administrators, and as an organization.

Diversity, equity, and inclusion (DEI). We affirm our college and society benefit when we consistently and intentionally strive to become more diverse, equitable, and inclusive in how we think, treat each other, and function. See the Definitions of Terms and Acronyms at the end of the document for working definitions of these terms.

Well-rounded education. We want our students to be curious, resilient, and adaptable once they leave Queens College. No matter the degree program, we engage students in continued development at both the undergraduate and graduate level of core communication and analytic skills, including reading, writing, math, and logic, while advancing their understanding of theory and practice within their academic disciplines. We encourage minors and interdisciplinary double majors. We recognize that the more well-rounded the education we offer, the more career options, marketable skills, and often higher pay our students will have. This enhances their abilities to make conditions better for their communities.



Culture of mutual support. When faculty, staff, alumni, and students work in unison around our shared interest for the advancement of all students, everyone thrives. We value systems and tools that enable us to collectively help students succeed. Building a culture where everyone works together to guide and support one another brings obvious benefits to students. Being connected to faculty, staff, and students encourages more alumni to feel part of the QC community. Faculty and staff also gain greater support and connections by joining in a network with students and alumni who see them as champions collaborating to change lives.

Innovative leadership: We view leadership as a mindset and practice, not a status or title. We practice leadership at the college and as members of many diverse communities with which Queens College and its students, faculty, and staff identify. We believe in changing notions of who can be a leader, from a select few to everyone. We recognize practicing leadership is a unique process for each individual and celebrate everyone’s version of leadership.

Connecting scholarship and creativity with the student experience. We value the many contributions our great scholars and researchers make in the world. We recognize engaging in knowledge creation efforts makes faculty better teachers. Our distinctive approach connects back to students. By emphasizing student engagement in knowledge creation—in the classroom, in the lab, and in the community—we offer students multiple benefits, from better learning outcomes to exposure to potential careers they might not otherwise experience.



The Plan Framework

Working groups produced proposals to suggest a five-year strategic path in five areas: curriculum; diversity, equity, and inclusion; faculty scholarship and creativity; fiscal sustainability; and student success and student life.

This plan framework directly reflects the groups’ combined goals and strategies.

As the college implements its plan, the working group proposals can serve as reference documents, suggesting detailed activities for college-wide leadership and units across the campus.¹

The following pages go deeper into each goal and strategy, including the rationale that inspired them and examples of activities put forth by working group and steering committee members.

¹ These documents are available upon request.

Plan Framework: Goals and Strategies

I. Curriculum: An integrated, interdisciplinary, experiential academic foundation

- Across disciplines, offer a distinctive, coherent QC learning experience that is aligned with QC’s mission and values.
- Offer a consistent General Education program to students.
- Transform Academic Program Review (APR), i.e., Department Self Studies, to serve as an engine for curricular review, assessment of learning, and improvement of department effectiveness, incorporating a DEI perspective.
- Develop systems, structures, and policies that facilitate change management and fundamentally improve curriculum, teaching, and interdisciplinary collaboration.

2. Diversity, Equity, and Inclusion: A more diverse, equitable, and inclusive culture at QC

- Build DEI into our campus-wide policies, processes, and interactions.
- Make infrastructure investments that demonstrate support for DEI.
- Become a college and graduate school of choice for more Black students and students with disabilities.
- Close the retention and achievement gap for BIPOC students, students with disabilities, and economically disadvantaged undergraduate and graduate students.
- Strengthen recruitment, retention, and support of BIPOC faculty, staff, and administrators, as well as faculty, staff, and administrators with disabilities.

3. Faculty Scholarship and Creativity: Interconnected with teaching, learning, and student success

- Foster the conditions that allow faculty scholarship, creativity, and research to thrive and have an impact on teaching excellence, student learning, and student success, as well as diversity, equity, and inclusion.
- Systematize the integration of scholarship, creativity, and research into curricular and pedagogical practice.
- Engage undergraduate and graduate students in scholarship, creativity, and research.

4. Fiscal Sustainability: Mission and values-aligned

- Increase revenues, particularly unrestricted funding and funds that will support initiatives, such as those framed by and advancing DEI values, that align with our overall mission and values.
- Manage the budget with transparency, using evidence from assessment.
- Distinguish QC’s value proposition via marketing.

5. Student Success and Student Life: A community of care in support of student success

- Woo BIPOC students by increasing their sense of belonging from our first interactions with them, identifying and removing barriers to their recruitment, retention, and graduation.
- Develop and innovate cohort-based or cohort-like experiences to serve all students.
- Build our whole community membership—as advisors, mentors, coaches, navigators—in support of student success, using many tools, including technology, to facilitate connections.



Curriculum: An integrated, interdisciplinary, experiential academic foundation

Diverse students, undergraduate and graduate,² come to QC for the promise of a high-quality, well-rounded education that will help them develop the skills and knowledge to achieve success in our ever-changing world.

Mechanisms and resources must support faculty and administrators working collectively and collaboratively toward curriculum renewal and innovation to ensure QC can deliver on that promise over the long term.

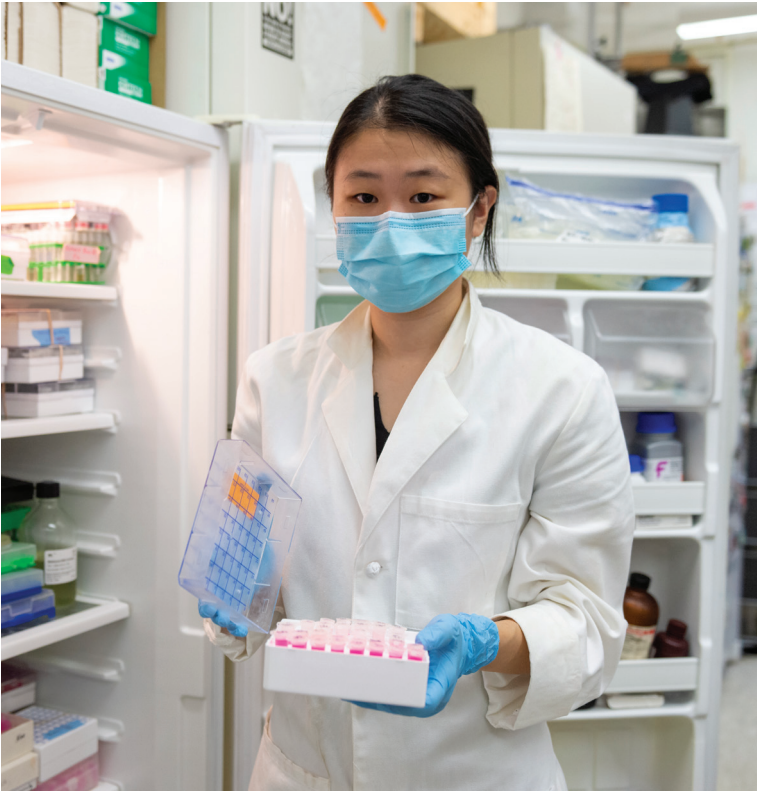
FOUR STRATEGIES:

I. Across disciplines, offer a distinctive, coherent QC learning experience that is aligned with QC’s mission and values.

All QC students should be given equitable opportunities to build common knowledge, skills, and abilities through their curricular experience. This strategy seeks to align the learning experience across majors and activities with QC’s mission and values, while expanding interdisciplinary offerings that reinforce them.

Suggested steps include:

- Create common learning goals across all academic disciplines (i.e., institutional learning outcomes, or ILOs).



- Ensure that these learning goals are communicated, embedded, taught, and assessed across the curriculum and other learning experiences.
- Expand thematically focused, interdisciplinary learning experiences.
- Develop a cohesive vision for DEI-related interdisciplinary programs.

2. Offer a consistent General Education program to students.

This strategy provides students with an integrated General Education experience that reflects CUNY’s system-wide Pathways requirements and a distinctive College Option that aligns with QC’s

cross-disciplinary learning goals (i.e., institutional learning outcomes, or ILOs). Toward these ends, it’s necessary to work with faculty to create course offerings representative of all academic disciplines and communicate with students about why General Education is so important to their academic, as well as life and career, success.

Suggested activities include:

- Develop a messaging campaign about the value of General Education.
- Create an infrastructure across departments that enables curricular collaboration and communication on General Education.
- Assess the QNS I01 pilot.
- Reevaluate QC’s College Option.
- Offer courses related to DEI and specifically, ethnic studies programs, as part of General Education at QC.
- Implement regularly scheduled assessment of student learning across the General Education curriculum.

3. Transform Academic Program Review (i.e. Department Self Studies) to serve as an engine for curricular review, assessment of learning, and improvement of department effectiveness, incorporating a DEI perspective.

APR, also known as a Departmental Self Study, is a process of reflection designed to guide the development, assessment, and improvement of academic programs and the departments which house them on a continuous basis. This strategy improves the APR process by centering it more on curriculum development within and across disciplines. There will be an ongoing process among faculty to define and integrate DEI values across our curriculum.

Suggested activities include:

- Build capacity to support APR.
- Adjust the APR process to become more meaningful and manageable for faculty.
- Provide professional development to support faculty in APR, including the ethnically, racially, culturally, and linguistically diverse faculty who should be included in the process and decisions.
- Ensure that a DEI framework is incorporated into the APR evaluation process.
- Connect APR results to decision-making processes.

4. Develop systems, structures, and policies that facilitate change management and fundamentally improve curriculum, teaching, and interdisciplinary collaboration.

Suggested activities include:

- Fully implement curriculum management system technology to transform scheduling, automate bulletin updates, and e-manage curricular change workflow.
- Revise the hiring, tenure, and promotion guidelines and process to expand criteria and incentivize and recognize faculty and staff service contributions.
- Engage in regular assessment of the student experience to ensure that academic departments and support services and systems are integrated and communicating with each other.
- Use technology to support innovative curriculum so curriculum drives technology.
- Change the structure of the schools to create a school of the arts and a business school in a way that represents QC’s newly revised core mission and values.

² As the School of Professional Studies described under the Fiscal Sustainability goal, strategy one, develops, we will address non-credit curriculum development within our Curriculum goal implementation activities.

DEI: A more diverse, equitable, and inclusive culture at QC

QC strives to reflect the great diversity that exists in the Borough of Queens in New York City. QC has a higher proportion of student ethnic diversity than many colleges, currently enrolling a student population that speaks 79 languages and hails from 140 countries. For its increased enrollment of Latinx and Asian students in recent years, QC is designated an Hispanic Serving Institution (HSI) and Asian American Native American Pacific Islander Serving Institution (AANAPISI).

Despite this diverse profile, students, faculty, and staff have spoken out about the need for systemic change to tackle lack of representation, racism, and other biases that impact our community. This goal calls upon the entire campus community to participate in culture renovation, an effort to make QC a place where everyone feels welcome, understood, supported, and protected.

FIVE STRATEGIES:

1. Build DEI into our campus-wide policies, processes, and interactions.

Foundational steps in culture renovation, including intentional and sustained education, are needed to foster an environment where everyone has the awareness, knowledge, and communication skills to participate fully as members of the QC community.

Suggested activities include:

- Provide faculty, staff, and administrators DEI training and resource orientations.
- Expand the number and availability of staff providing key student resources, such as advising, tutoring, technology, and other educational and student supports, and increase office hours.

- Incorporate DEI into QC’s communication framework.
- Review policies impacting the entire student lifecycle.
- Incorporate DEI as an element of assessment frameworks.
- Celebrate DEI more fully by creating DEI programming.

2. Make infrastructure investments that demonstrate support for DEI.

Changing culture requires infrastructure investments that ensure DEI issues remain prominent and consistently addressed. Culture renovation cannot happen without making our campus, and ways of connecting to it, more accessible.

Suggested activities include:

- Support a Diversity Office with a CDO and staff with the authority and resources to lead culture renovation.
- Build accessibility into the planning and design of facilities and transportation development.
- Incorporate accessibility into technology decision-making processes, trainings, and technology usage and implementation.
- Establish prominent and accessible student lounges and community centers.

3. Become a college and graduate school of choice for more Black students and students with disabilities.

QC’s Black student enrollment remains at about 1,500 students per year compared to between 3,000 and 4,000 for other ethnic groups. We admit many more than choose to come. In addition, while 20.2% of students in New York City public high schools are students with disabilities, only 1.7% of students enrolled at QC have a declared disability.



This strategy prioritizes increasing the enrollment and retention of Black students and students with disabilities.

Suggested activities include:

- Generate marketing to increase enrollment and retention of Black students and students with disabilities.
- Develop pipeline programs connecting QC with a range of educational institutions and community-based organizations to facilitate entry of a broader range of students into QC undergraduate and graduate programs.
- Engage faculty and alumni in Black student recruitment efforts.
- Create an environment where Black students and students with disabilities feel welcome, supported, and encouraged to thrive.

4. Close the retention and achievement gap for BIPOC students, students with disabilities, and economically disadvantaged undergraduate and graduate students.

The QC experience can be isolating when you are a person of color, disabled, or face significant financial hurdles. Creating a sense of belonging is facilitated by addressing the intersectionality of identities

and experiences, including students who are first generation, immigrants regardless of status,³ LGBTQIAA+, and veterans. This strategy seeks to change these dynamics by helping students access financial resources, while creating opportunities for them to make social connections and experience a rigorous curriculum to which they can relate.

Suggested activities include:

- Create targeted faculty, staff, and student peer mentoring and advising offerings.
- Incorporate a DEI perspective into all APR processes, including department curriculum review and assessment of student learning.
- Increase cohort-based experiences for students with mentoring and advising support.
- Facilitate the greater participation of BIPOC students and students with disabilities in opportunity programs.
- Expand access to scholarships and grants.

³ QC is committed to supporting students who are immigrants, as is CUNY via initiatives including Citizenship Now!, the largest university legal assistance program in the nation, providing free and confidential citizenship and immigration law services since 1997.

- Establish advisory committees to support and strengthen cultural and ethnic studies programs.
- Establish inclusive sports programs for students with disabilities; ensure that the Committee for Disabled Students funds are used for student-centered needs; and explore the potential for a program in Disabilities Studies at QC.

5. Strengthen recruitment, retention, and support of BIPOC faculty, staff, and administrators, as well as faculty, staff, and administrators with disabilities.

Students thrive when they can identify with people they interact with on campus. It is problematic that there are so few Black faculty, especially among tenured faculty. In addition, QC has too few BIPOC staff and staff with disabilities in cabinet and other leadership positions. This strategy sends a message about what and whom we value, and seeks to support faculty, staff, and administrators who identify as BIPOC or disabled in joining the QC community.

Suggested activities include:

- Develop guidelines and implement training for faculty, staff, and administrators to ensure robust and equitable hiring practices.
- Innovate hiring practices to increase BIPOC faculty (e.g., cluster hiring).
- Offer mutual mentoring and potential pipelines to administrative and other leadership positions.
- Designate and communicate disabilities support services and a resource hub for faculty and staff.
- Provide grants to support research, professional development, and accessibility-related expenses with priority given to BIPOC, disabled, Italian-American, and military faculty and staff.





Faculty Scholarship & Creativity: Interconnected with teaching, learning, and student success

At QC, we believe our scholarly and creative identity has everything to do with student learning, student success, and teaching excellence. Over the next five years, QC will shape that identity even more clearly.

This plan supports expanded engagement of students in scholarship, creativity, and research, providing distinctive learning opportunities for students who might not otherwise have access. Faculty across disciplines will receive support to integrate scholarship, creativity, and research into their curricular and pedagogical practice. Intentional networks will connect QC scholars, researchers, and students with wider-world community stakeholders.

With QC’s scholarship and creative identity more clearly defined, QC will celebrate knowledge generation and dissemination for the great impact it can have on students and the world.

THREE STRATEGIES:

I. Foster the conditions that allow faculty scholarship, creativity, and research to thrive and have an impact on teaching excellence, student learning, and student success, as well as diversity, equity, and inclusion.

This means allocating sufficient resources to maintain and sustain faculty scholarship, in a way that acknowledges that needs differ by discipline.

Suggested activities include:

- Phase back in three credits of unsponsored research support for research-active faculty demonstrably engaging students in diverse, inclusive, and equitable ways.
- Invest in annual internal, competitive seed grants targeted to all research-active faculty, with an initial focus on mid-career faculty.
- Working with academic department chairs, deans develop school-specific multi-year faculty recruitment and retention plans that address scholarship, creativity, and research, while endorsing goals that strengthen DEI.
- Reinvest in campus facilities including indoor environments.
- Increase grant reviewing support for junior faculty to access federal research grants.

- Increase applications to institutional grants that promote diverse student engagement with faculty scholarship.
- Invest in research and assessment tools.
- Partner with research and scholarly centers and cultural organizations and their research missions to provide opportunities for diverse students.
- Reinstate the position of Associate Provost for Research.
- Influence processes, including human resources/hiring, APR, and facilities planning, to reflect this scholarship, creativity, and research identity.

2. Systematize the integration of scholarship, creativity, and research into curricular and pedagogical practice.

Encourage and support faculty exchange, interdisciplinary connections, and greater intentionality about how to incorporate scholarship and creativity into teaching and learning.

Suggested activities include:

- Expand faculty interdisciplinary exchanges and collaborations that increase scholarship and creativity across the curriculum.
- Incorporate student engagement with scholarship and creativity into curriculum, assignments, and student learning outcomes across academic programs at all levels.
- Incorporate DEI principles into assessment of scholarship, creativity, and research, with attention to ensuring equitable student participation.

3. Engage undergraduate and graduate students in scholarship, creativity, and research.

The college will support both faculty and students to make these experiences available.

Suggested activities include:

- Introduce the student-as-scholar concept in student-facing communication.
- Develop scholarship, creativity, and research cohorts within and across majors.
- Build scholarship, creativity, and research opportunities into existing cohort programs, with a particular focus on programs serving BIPOC and low-income students, including the Percy Ellis Sutton Search for Education, Elevation and Knowledge (SEEK) Program.
- Create regular opportunities to showcase student scholarship, creativity, and research.
- Expand supports that help students continue their scholarly and creative endeavors.
- Expand experiential learning opportunities for students, including as peer mentors and advisors.

Fiscal Sustainability: Mission and values-aligned

Our goal is to center mission and values in all fiscal decision-making processes. Recognizing our diverse community, we aspire to minimize harm and maximize equitable treatment and outcomes.

Queens College is committing to making financial decisions in such a way as to support and extend equitable opportunities to the most marginalized populations on campus. The criteria and processes for resource allocation should be transparent, inclusive, and evidence-based.

We envision the creation of values-aligned, revenue-generating marketing mechanisms as well as increased emphasis on assessment to help us do so.

THREE STRATEGIES:

1. Increase revenues, particularly unrestricted funding and funds that will support initiatives, such as those framed by and advancing values of DEI, that align with our mission and values.

Most of QC's funding comes from an allocation from the State of New York, which is not sufficient to cover all of the College's needs. This strategy engages the QC Foundation around initiatives of shared interest, and encourages coordination across faculty, staff, and students in all fundraising efforts, including those that are DEI-related and in support of faculty scholarship, creativity, and research.

Suggested activities include:

- Build a School of Professional Studies with a distinctive brand, including programs that facilitate student socioeconomic mobility and help organizations create more diverse, equitable, and inclusive cultures.
- Build grant-writing capacity, including to incentivize grant applications that are directly DEI-related.
- Build development capacity by expanding individual giving, the possible pool of individual donors, and diverse alumni engagement.
- Engage the QC Foundation around initiatives aligned with institutional goals, including those that are DEI-related and in support of faculty scholarship, creativity, and research.
- Encourage coordination and engagement among students, staff, and faculty in all non-tax levy fundraising efforts.
- Maintain (or increase) enrollments by focusing on yield, retention, and mix, with dedicated and sustained supports for undergraduate and graduate students.

2. Manage the budget with transparency, using evidence from assessment.

Changes in offerings and services, whether they entail an increase or a decrease in expenses, should be done in an informed and transparent way, through more consultative processes that are both bottom-up and top-down.

Suggested activities include:

- Develop and implement criteria and processes for budget requests and resource allocation that are transparent, inclusive, and evidence-based.
- Increase Budget Office and operational unit communication in the budgeting process.
- Engage all academic and AES units in a regularly scheduled process for assessment, which integrates with and informs budget requests and resource allocation.

3. Distinguish QC's value proposition via marketing.

Our marketing must distinguish the value proposition of QC from other CUNYs, as well as from a wider set of potential peer institutions.

Suggested activities include:

- Dedicate resources and staff to market research which connects our value proposition and the people in the institution (faculty, staff, administration, students, prospective students, families, and alumni).
- Invest in, refresh, and modernize key marketing and branding tools, such as the organization and design of the website, website search optimization, social media, and peer-to-peer communication technology.
- Implement an annual marketing strategic plan, which solicits input from campus constituencies and incorporates assessment mechanisms.



Student Success and Student Life: A community of care in support of student success

We believe it takes a whole community to successfully recruit, retain, educate, graduate, and guide students as they transition into QC alumni.

We actively take steps to help students upon arrival and ensure that they are engaged and thriving throughout their educational experience at QC. We create opportunities for all students to engage in natural cohorts that exist, by major, co-curricular experience, and beyond.

Building a community where student success becomes our collective responsibility requires both a mindset shift and tangible support for faculty and staff.

THREE STRATEGIES:

I. Woo BIPOC students and increase their sense of belonging from our first interactions with them, identifying and removing barriers to their recruitment, retention, and graduation.

The process of recruiting BIPOC students begins when they are of elementary school age and requires intentional, significant, and sustained community engagement, including with their families and guardians. The gap between the admit and yield rate, as well as the enroll to completion rate for Black students in particular, is higher than for all other students. More plainly said, when we invite BIPOC students to enroll in QC, they need to see themselves represented among the student and faculty population and within both the curriculum and cocurricular experience.

Suggested activities include:

- Recruit students and alumni and incentivize faculty and staff to serve as ambassadors to connect more deeply with prospective students via in-person and online recruitment.
- Engage families and guardians, and provide them with tools they need to assist students to enroll.
- Develop robust outreach and comprehensive articulation agreements with community colleges to facilitate transfer students coming to and succeeding at QC.
- Partner with community, civic, business, and educational institutions and organizations in the recruitment and retention of QC students for undergraduate and graduate degrees.
- Develop a robust assessment process to understand and address inequities across the student life cycle, for example, when, where, and why we lose first-time, first-year students and transfer students.
- Provide sustained faculty training on and reward use of culturally inclusive pedagogy and content across the curriculum, and incorporate a DEI framework in assessment of student learning.
- Intentionally develop and integrate systems of support for BIPOC students who are not members of defined cohorts where this already takes place (e.g., SEEK, Athletics, BMI).
- Establish agreements with institutions, organizations, and corporations that have clear DEI commitments that could lead to internships and full-time employment for QC BIPOC undergraduate and graduate students.
- Expand participation of QC BIPOC students in undergraduate and graduate research.

2. Develop and innovate cohort-based or cohort-like experiences to serve all students.

We will intentionally create opportunities to engage all students in cohort experiences from the time that they arrive at QC to ensure student retention, graduation, and active engagement in their communities on and off campus.

Suggested activities include:

- Direct available resources to cohort-like and cohort-based programs for undergraduate and graduate students to experience across all semesters, including summer session.
- Develop a coordinated care system that intelligently uses data and technology to support undergraduate and graduate students upon arrival to ensure they are engaged and thriving throughout their educational experience.
- Develop coordinated faculty and staff efforts to provide academic advisement for undeclared students and transfers.
- Clearly articulate and communicate the relationship between college majors and possible career paths to all students.
- Increase connections between academic programs and student clubs, to encourage a sense of belonging, and reinforce learning.
- Leverage current effective practices and share them with colleagues in order to create a systematic approach to planning, supporting, and evaluating all cohort activities.
- Develop and enhance cohort experiences, including summer classes, so students engage in the larger community.

3. Build our whole community membership—as advisors, mentors, coaches, navigators—in support of student success, using many tools, including technology, to facilitate connections.

A community of care means seeing and accepting the individuals in front of us as they are, whether they are students, alumni, faculty, or staff. To ensure students arrive, thrive, and grow beyond their time at QC requires a mindset shift and resources. We need to challenge and support each other to establish this community.

Suggested activities include:

- Provide support via technology and other tools to the entire campus community (all levels of faculty and staff, students, and alumni).
- Provide faculty and staff with resources and training to develop a pedagogy of care: to understand our roles, improve practices, and empower change agents.
- Consider the practice of a pedagogy of care within tenure and promotion.
- Encourage and provide students with resources and opportunities to become peer mentors and advisors.



Measuring Impact

The theory of change behind this plan will inform how we assess it.

We will assess and share progress over the course of the plan on key performance indicators (KPIs) that center on the extent to which *all* our students achieve their academic and career goals. Additional indicators will be set to assess and share progress in the five core areas of focus of this plan.

The process will be to map the plan to existing, relevant sources of data and identify where data needs to be tracked.

We will create an accessible interface to data—a specific Strategic Plan KPI and other indicators dashboard.

A schedule and mechanisms for sharing and discussing outcomes at regular intervals will be developed.

Key Performance Indicators (KPIs)	Additional Indicators (TBD) in 5 Core Areas
Yield mix/rate	Curriculum
Enrollment mix/rate	DEI
Retention rate	Faculty scholarship and creativity
Graduation mix/rate	Fiscal sustainability
Career placement rate	Student success and student life
External funding revenues	

Plan Implementation

The phases of the Strategic Plan include:

1. **Development:** Fall 2020–Spring 2021
2. **Implementation:** Begins Fall 2021. The process is a five-year cycle ending in AY 2025–2026.
3. **Assessment:** Schedule will be developed by departments in collaboration with the Office of Institutional Effectiveness (OIE).

Everyone in the QC community has a role to play in implementation. Stakeholder roles in implementation include:

1. President and Cabinet

- College-wide process oversight
- Accountability for the college as a whole as well as operational work of functional units. Ensuring the integration of planning, assessment, and

resource allocation as well as financial and human resource support for plan implementation.

2. Dean of IE in partnership with Chief of Staff

- Strategic plan leadership and project management.
- Consultant and partner (along with OIE team) with leadership and functional units on implementing and assessing attainment of the Strategic Plan and department plans.

3. Academic and administrative departments (“functional units”)

- Lead developers of department plan (roadmap), integrating the QC Strategic Plan with operational goals, and methods for appropriate assessment and accountability.

- Responsible for day-to-day operations and delivery of programs and services in support of QC mission and Strategic Plan.

4. Strategic Plan Steering Committee and Working Groups

- Serve as ambassadors and advocates for collaborative and integrated planning, assessment, and resource allocation.

Implementation will proceed in parallel paths for both academic and administrative departments.

1. Academic

- Discussion and consultation with deans, chairs, and department faculty, facilitated by Dean for IE.
- Develop divisional/departmental plan (roadmap), integrating appropriate QC Strategic Plan goals as well as departmental operational goals.
- Department chairs identify annual priorities and oversee implementation at department level.

2. Administrative

- Discussion and consultation with VPs and AVPs, directors, and department staff, facilitated by Dean for IE.
- Develop divisional/departmental plan (roadmap), integrating appropriate QC Strategic Plan goals as well as departmental operational goals.
- Department directors identify annual priorities and oversee implementation at department level.

Successful implementation of and assessment of the Queens College Strategic Plan is a collaborative, community-wide effort.



Definitions of Terms and Acronyms

Many of these definitions, including around DEI, are working definitions that may be updated as necessary.

Academic Program Review (APR). As described in the CUNY Manual of General Policy (Policy I.06 Academic Program Review) “... program review is a campus-based activity, initiated by campus administrators and carried out by departmental faculty as a means of monitoring program quality and identifying issues that may require college action. In both instances, an academic program review can be regarded as an audit of both qualitative and quantitative data about a particular program.” For degree programs which are monitored by a specialized (school or program-level) accreditation agency, APR is conducted as part of regular accreditation review.

AES units. Units in higher education which are not academic departments often are referred to as administrative, educational, and student support (AES) units, especially when it comes to assessment. As with academic units, AES units are required in higher education accreditation to undergo regular and ongoing planning and assessment.

BIPOC. This term stands for Black, Indigenous, and People of Color. This term is used to acknowledge that not all people of color face equal levels of injustice. BIPOC recognizes that Black and Indigenous people are severely impacted by systemic racial injustices.

Black Male Initiative (BMI). This CUNY-wide program, established in 2004, provides African American/Black males and other underrepresented populations, as well as all interested students, with mentoring and advising services that will contribute to their academic and professional success on campus. The BMI program at Queens College takes a collaborative approach to ensuring academic success by bringing together faculty, staff, and administrators from offices and support programs across the campus to address the college’s lack of a critical mass of Black male and other underrepresented students. BMI implements specific recruitment strategies, provides mentoring in the key areas of academic and personal development—including career identification—and fosters a community of support across the campus.

Curriculum management system. A curriculum management system is used to manage classes and events scheduling, curriculum management, and course catalog updates across CUNY.

Chief Diversity Officer (CDO). The Chief Diversity Officer/Dean of Diversity partners with the President and campus constituents in spearheading efforts to establish Diversity, Equity and Inclusive Excellence as core values throughout all aspects of the Queens College community. The Chief Diversity Officer champions the importance and value of a diverse and inclusive college environment and leads the development of a vision and effective strategy to create such a culture. The CDO works with all levels of the institution to promote processes and procedures to positively impact student, faculty, and staff development, community relations, and organizational effectiveness by recommending diversity-oriented programs and initiatives. The CDO/Dean of Diversity oversees the Office of Compliance and Diversity Programs.

City University of New York (CUNY). The City University of New York is the nation’s largest urban public university, a transformative engine of social mobility that is a critical component of the lifeblood of New York City. Founded in 1847 as the nation’s first free public institution of higher education, as of the writing of this plan, CUNY has 25 colleges spread across New York City’s five boroughs, serving 275,000 degree-seeking students of all ages and awarding 55,000 degrees each year. More than 80 percent of the University’s graduates stay in New York, contributing to all aspects of the city’s economic, civic, and cultural life and diversifying the city’s workforce in every sector. The University’s historic mission continues to this day: Provide a public first-rate education to all students, regardless of means or background.

Committee for Disabled Students (CDS). Founded in 1972, the Committee for Disabled Students of Queens College is one of the oldest disability advocacy organizations in CUNY. It advocates for and provides services to students with disabilities, in addition to providing a fun place to spend time.

Diversity, Equity, and Inclusion (DEI). QC is committed to and defines these terms as follows:

Diversity includes all the ways in which people differ, encompassing the characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, and gender, we embrace a broader definition of diversity that includes age, national origin, religion, disability, sexual orientation, social class, education, marital status, language, physical appearance, and political perspective. Our definition also includes diversity of thought: ideas, perspectives, and values. In addition, we recognize that individuals affiliate with multiple identities and that all identities enrich and are assets to our community.

Equity is the fair treatment, access, opportunity, and advancement for all people. Equity recognizes that advantages and barriers exist, and that as a result we don’t all start from the same place. Equity seeks to identify and eliminate the barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

Inclusion builds a culture of belonging by actively inviting the contribution and participation of all people. We believe every person’s voice adds value, and we strive to create balance in the face of power differences. We believe that no one person can or should be called upon to represent an entire community. Inclusion requires diverse representation but should not be mistaken for tokenism, where members of an underrepresented group are included to give an appearance of equality. To avoid tokenism, all persons should be engaged equitably with equal voice and power to direct change actions, and with the resources toward implementing change actions. Voice without power leads to broken promises. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all and allow diverse individuals to participate fully in the decision-making processes and development opportunities within the institution. It’s important to note that while an inclusive group is by definition diverse, a diverse group isn’t always inclusive. Recognition of unconscious or implicit bias helps organizations to be deliberate about addressing issues of inclusivity.

General Education (a.k.a. Pathways). General Education is a common set of courses taught in all undergraduate curricula, regardless of the academic discipline in which a student majors. At CUNY, the General Education program is known as Pathways. Through the three elements of the Pathways framework—the Required Common Core, the Flexible Common Core, and, for students in bachelor’s degree programs, the College Option Requirement—CUNY seeks to provide students with well-rounded knowledge, a critical appreciation of diverse cultural and intellectual traditions, an interest in relating the

past to the complex world in which students live today, and the ability to help society create a fresh and enlightened future. The framework allows students to explore knowledge from various perspectives and to develop their critical abilities to read, write, and use language and symbol systems effectively. It also develops students’ intellectual curiosity and commitment to lifelong learning.

Institutional Learning Outcomes. These are learning outcomes which are expected of all students pursuing degree programs, regardless of the discipline. They can include general education outcomes, additional disciplines, or competencies. As clarified in the Middle States Commission on Higher Education Standard V: Educational Effectiveness Assessment, each institution must articulate and regularly assess attainment of “clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission.”

Key Performance Indicators. Key Performance Indicators (also known as KPIs) are used to measure outcomes, often achievement of a strategic or an operational goal or set of goals. These indicators are used to understand and measure success toward achieving the strategic goals of QC; KPIs are not themselves goals.

LGBTQIAA+. This is a shorthand or umbrella term for all people who have non-cisnormative gender identity or non-heteronormative sexual orientation. The letters stand for Lesbian, Gay, Bisexual, Transgender, Queer and/or Questioning, Intersex,

Asexual and Ally; adding the plus (+) to the acronym is an acknowledgement that there are non-cisgender and non-straight identities which are not included in the acronym.

QC in 4. This is a program at Queens College that provides dedicated supports to individual students who make a commitment to earning a bachelor’s degree in four years. Upon being accepted into the program, students agree to fulfill certain responsibilities, including timely completion of credits and program requirements for their selected eligible degree program each academic year. In return, QC meets certain responsibilities, including providing access to supportive advisement services, tools, and resources to facilitate degree completion and graduation plans that help undergraduates map the path from first-year student to college graduate.

QNS 101. This course for first-year students offers an introduction to QC and its community within the Borough of Queens.

SEEK. Launched in 1966, the Percy Ellis Sutton Search for Education, Elevation and Knowledge (SEEK) Program is designed to reach qualified high school graduates who might not otherwise attend college. The program starts during the summer, with intensive workshops for matriculating first-year students who did not pass portions of the CUNY Assessment Test. During their first semester, SEEK participants are organized into learning communities—groups who take at least three courses together and develop their own informal support network. Supplemental instruction covers all the first-year classes and some upper-level courses. Free tutoring is available. Staff counselors help students apply for financial aid and address personal, social, and career issues.



